**Planetary Health Report Card (Medicine) 2026:**
***University of Global Health Equity***


2025-2026 Contributing Team:

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**Summary of Findings**

| **Overall Grade** | **A** |
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| **Curriculum** | **A** |
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The PHRC review of the UGHE's medical curriculum demonstrates strong integration of planetary health and One Health concepts across all stages of training. Modules taught from basic medical sciences to clinical clerkships address climate-related health impacts including extreme heat, air pollution, shifting infectious disease patterns, and food and water insecurity, reinforced through interactive learning, case-based collaborative learning sessions, field visits, and community-based training. The curriculum also covers mental health effects of environmental stressors, climate inequities affecting marginalized populations, and the role of Indigenous knowledge, while courses like Principles of Global Health Equity, Introduction to One Health, and Introduction to Practice of Medicine emphasize links between human, animal, and environmental health and teach environmental history taking. However, gaps remain in areas such as reproductive effects of industrial toxins, the carbon footprint of healthcare systems, and sustainability issues like surgical waste, anesthetic gases, and inhaler emissions.

- **Recommendations:** UGHE is actively working to improve Education for Sustainable Healthcare (ESH) integration, supported by the Center for One Health and ongoing faculty development. With a score of 76%, the curriculum demonstrates substantial progress and a strong foundation for continued advancement in planetary health education. We recommend strengthening coverage of underrepresented Environmental health areas such as in reproductive health impacts of industrial toxins, Cross-faculty development and cross-departmental integration, and creation of an elective course for Environmental health class.

| **Interdisciplinary Research** | **A** |
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- UGHE's faculty and staff actively engage with students in sustainability and healthcare research, including studies on podoconiosis, snakebite envenomation, and climate-related health issues. These studies connect human and animal health to environmental changes.
- By providing a forum for people to express their opinions, make choices, and exchange experiences and knowledge, UGHE, in collaboration with the Department of Community Health and Social Medicine, guarantees that local communities are involved in various research programs. When creating community-centered programs that cater to local priorities, this is essential.
- UGHE has organized several conferences and symposiums, including the annual Global Health Research Day and the new annual MedEd Africa Conference. UGHE has strengthened planetary health initiatives through cooperation with organizations such as Planetary Health Alliance (PHA),

- **Recommendations**: Integrating planetary health into research programs. Research on climate change and planetary health is limited due to a shortage of expertise in these fields. To address this, UGHE needs to strengthen relationships with national and international climate change/planetary health experts. In addition to that, it would be helpful if the website was adapted to easily find research topics, faculty profiles and expertise, instead of looking for specific key words.

| **Community Outreach and Advocacy** | **A+** |
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- UGHE demonstrates strong community engagement in planetary health through partnerships with Burera District communities via Umuganda, participatory snakebite prevention co-design workshops, and school-based biodiversity education initiatives. Community-facing programming includes antimicrobial resistance campaigns (in partnership with AMR Rwanda), One Health Month sanitation outreach, and ecosystem-focused snake ecology sessions, and the newly-launched Butaro Podoconiosis Clinic. Communication is sustained through the Center for One Health, SOHIC, AEQUITAS Newsletter, and institutional medical platforms.

- Postgraduate engagement includes Center for One Health online certificate courses in pandemic preparedness and One Health (Including collaboration with Western University), the One Health Fellowship (With Tufts University and the University of Rwanda), and district-level podoconiosis training with Heart and Sole Africa. Patient-facing education, developed with Butaro Level II Teaching Hospital,includes comic books on podoconiosis and snakebite risk. These initiatives align with the WHO Nature for Health (N4H) system-thinking workshops conducted across Rwanda, including Musanze, addressing biodiversity loss and climate change as upstream drivers of emerging disease risk.

- **Recommendations**: Expanding the reach of community-facing courses and developing additional patient education materials on a wider range of environmental and climate-sensitive health risks will strengthen awareness and impact. Implementing a formal framework to evaluate the effectiveness of these initiatives will also ensure continuous monitoring and reinforce UGHE's efforts towards promoting planetary health, particularly through community collaboration and advocacy.

| **Support for Student-Led Initiatives** | **A** |
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- The Centre for One Health demonstrates a clear commitment of UGHE towards planetary health and sustainability interests. Through its Centre of One Health, UGHE offers mentorship and financial support to student-led planetary health initiatives.
- Through the Master's degree in Global Health Delivery in the field of One Health, UGHE enables interested students to acquire knowledge and expertise in the field. Moreover, the research initiatives funded by UGHE allow it to gather data on various issues surrounding planetary health in its immediate setting, and thus, UGHE can play an informed role in advocating for planetary health.
- The **Students' One Health Innovation Club** continues to act as a hub for creativity, interaction, and skill building for medical students interested in One Health. The club allows students to gain knowledge and explore planetary health topics while nurturing the spirit of community and collaboration by facilitating student-student and student-professor interactions.

**Recommendations:**

- A student liaison sitting on the decision-making institution would give students direct involvement in decision-making processes around planetary health. It would also enrich students' understanding of the considerations involved in selecting student-led initiatives for specific resources, such as funds and expert mentorship.
- The institution, through its Centre for One Health and SOHIC, should put more effort into organizing cultural art events and performances related to planetary health to stimulate students to learn more about planetary health and its impacts while having fun.

| **Campus Sustainability** | **A** |
|---|---|

- University of Global Health Equity campus sustainability review clearly shows its commitment to environmental and planetary sustainability. Sustainability is embedded within the Infrastructure Department, ensuring that environmental considerations are integrated into capital projects, maintenance, and daily operations. There is also a developed written and approved plan to achieve carbon neutrality by 2030, supported by investment in renewable solar energy systems with a 25 year performance guarantee. Furthermore, the majority of campus energy consumption is sourced from renewable energy, primarily hydropower, with supplementary on-site solar generation.

- **Recommendations**: To build on this strong foundation, UGHE could further strengthen implementation by formalizing a centralized sustainability committee structure for clearer accountability, and introducing measurable tracking systems for waste reduction, water use, and operational emissions. Enhancing transparency through routine public sustainability reporting would also reinforce institutional accountability and demonstrate continued leadership in aligning campus operations with planetary health principles.

## 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.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department

of Medicine 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 medical students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the 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 the 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 medical school curriculum.*** *Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.*

### *Curriculum: General*

| **1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?** | |
|---|---|
| Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points) | |
| Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points) | |
| The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point) | |
| No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points) | |
| Score Assigned: | 0 |
| *The medical school has not provided any elective courses about Education for sustainable Healthcare or Planetary Health in the last year. However, there are plans to integrate elective courses in the future.* | |

### *Curriculum: Health Effects of Climate Change*

| **1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?** |
|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) |
| This topic was **briefly** covered in the **core** curriculum. (2 points) |
| This topic was covered in **elective** coursework. (1 point) |
| This topic was **not** covered. (0 points) |

| | |
|---|---|
| Score Assigned: | 3 |

*To better prepare future physicians for the intersection of environmental crises and renal health, the University of Global Health Equity (UGHE) integrates a dedicated four-hour seminar on **"Climate Change and Chronic Kidney Disease"** into its MED 205 Renal and Urinary Systems module. This session provides a deep dive into the pathophysiological consequences of extreme heat on kidney function, specifically examining how heat-related illnesses and mortality disproportionately affect vulnerable groups such as elderly populations and outdoor workers.*

*Beyond human physiology, the curriculum adopts a **One Health** perspective to address the shared environmental risks facing both human and wildlife populations. Students transition from theoretical knowledge in their pre-clinical years to practical application through Case-Based Collaborative Learning (CBCL) sessions, where they utilize clinical guides to evaluate patient risks and local resource availability. By including these topics in final examinations, the program ensures that students master complex renal physiology while cultivating a preventive medicine mindset tailored to modern environmental challenges.*

**1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?**

| |
|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) |
| This topic was **briefly** covered in the **core** curriculum. (2 points) |
| This topic was covered in **elective** coursework. (1 point) |
| This topic was **not** covered. (0 points) |

| | |
|---|---|
| Score Assigned: | 3 |

*The University of Global Health Equity (UGHE) prepares medical students to tackle climate-driven health challenges by integrating environmental science throughout its curriculum. Starting with the **Principles of Global Health Equity (PGHE)** course, students analyze how disasters like floods and droughts disrupt food security and disease patterns. This foundation is expanded upon in the **Renal and Urinary Systems (MED 205)** module, which focuses on how extreme heat and heat stress lead to acute kidney failure and other renal complications.*
*Furthermore, the curriculum utilizes a **One Health** framework to show the deep connection between human health, animal health, and our shared environment. By embedding these topics into multiple phases of training, UGHE ensures that future doctors take a multidisciplinary approach to treating the health impacts of climate change while prioritizing social equity.*

| **1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 3 |
| *At the University of Global Health Equity (UGHE), the **One Health** approach is a core part of the infectious disease curriculum. Through the **Infectious Diseases (MED 105)** and **Principles of Global Health Equity (PGHE)** modules, students study how climate change alters the spread of diseases. A key focus is how rising temperatures and changing rainfall allow diseases like malaria to emerge in new, previously unaffected regions.*<br><br>*The curriculum uses a multidisciplinary lens to examine the links between human, animal, and environmental health. By integrating these topics, UGHE trains students to understand the complex relationship between shifting climates and the spread of pathogens, preparing them to manage modern disease outbreaks effectively.* | |

| **1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **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 |

*As part of the Respiratory systems module (MED 202), a four lecture is prepared which teaches students about the effect of climate change and air pollution on the respiratory system. The lecture is an interactive session where students engage in discussions about various forms of air pollution such as greenhouse gases, solid particles and other pollutants and how the pollution results in exacerbation of diseases such as asthma, Chronic obstructive pulmonary diseases, bronchiectasis and others. In the sessions, students also try to brainstorm solutions that can help to solve the problems of pollution. Furthermore, students learn about the effect of occupational hazards such as toxic fumes and lack of protective gear on the various forms of respiratory diseases.*

*By engaging in the sessions, students are equipped with the knowledge and skills that will help them to treat diseases while also implementing a multi-disciplinary approach to solving the problems of patients.*

| **1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?** | |
|---|---|
| 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 **Cardiovascular System (MED 201)**at UGHE includes a specialized lecture, **"One Health and Cardiovascular diseases"** which analyzes the critical link between environmental hazards and heart and respiratory health . This session explores how pollutants—such as fine particulate matter, heavy metals, and volatile organic compounds—induce systemic inflammation and oxidative stress, leading to conditions like hypertension, atherosclerosis, and stroke.*

*By examining the impact of climate change, toxic occupational exposures, and socioeconomic disparities, the curriculum encourages a **One Health** perspective. Students evaluate high-level interventions, including urban planning and global health policies, designed to mitigate these environmental risks. Ultimately, the course equips future clinicians with a preventive, multidisciplinary mindset to address the global burden of cardiovascular disease within a broader planetary health framework.*

| **1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?** |
|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) |
| This topic was **briefly** covered in the **core** curriculum. (2 points) |

| | |
|---|---|
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 3 |

*In the **Neuroscience and Behavior (MED 207)** module, the curriculum examines the impact of environmental stressors on psychological and neurological health. This foundational study addresses conditions such as **Seasonal Affective Disorder (SAD)** and explores how climate-driven events—including extreme weather and displacement—exacerbate anxiety, depression, and PTSD.*

*These concepts are further integrated into **Year 4 Psychiatry rotations**, where students apply a clinical lens to patient assessments, history-taking, and diagnostic correlations for climate-related distress. By bridging the gap between neuroscience and environmental factors, the program cultivates a **One Health** perspective, preparing clinicians to address the evolving mental health landscape of a changing planet.*

| **1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 3 |

*In the **Introduction to One Health** course, students explore the fundamental dependencies between human, animal, and environmental systems. Through field visits to livestock operations, the curriculum demonstrates how animal health and sustainable husbandry directly impact food security and disease prevention. These sessions emphasize that modern agricultural practices, such as indoor farming, can mitigate climate change by reducing deforestation and limiting zoonotic transmission.*

*This interdisciplinary foundation is reinforced in the **Gastrointestinal System (MED 106)** module, which evaluates the four pillars of food security—availability, access, utilization, and stability—while addressing the clinical management of foodborne pathogens and malnutrition. Furthermore, the **Principles of Global Health Equity (PGHE)** intensively utilizes case studies to analyze how environmental shifts influence disease patterns. By combining clinical theory with practical field experience, these courses equip future healthcare professionals to develop sustainable, collaborative interventions for complex*

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| *global health challenges.* |

| **1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalized populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?** | |
|---|---|
| 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 |
| *Yes. During the Preparatory Phase, the Social Medicine module introduces the effects of climate change on vulnerable and marginalized populations, including those with low socioeconomic status, women, communities of color, Indigenous communities, children, homeless populations, and older adults. This understanding is later reinforced in the Basic Medical Sciences, particularly within the cardiovascular(MED 201), respiratory (MED 202), and renal systems(MED 205), where climate-related factors are linked to disease risk and health outcomes in these groups.* | |

| **1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 3 |

*In the **Introduction to One Health**, **PGHE 301**, and **Cardiovascular System (MED 201)** modules, students conduct a rigorous analysis of climate-driven health disparities, specifically within Sub-Saharan Africa and Rwanda. The curriculum highlights a critical regional inequity: populations contributing the least to global emissions often endure the most severe health consequences. A primary focus is placed on the high mortality rates in low- and middle-income countries (LMICs) resulting from indoor and outdoor air pollution, driven by a reliance on biomass fuels and high-emission transport.*

*The discussion extends to rural East Africa, where air currents transport pollutants into non-industrialized areas, affecting communities with limited access to specialized healthcare. This exposure exacerbates the prevalence of cardiovascular and respiratory diseases among vulnerable groups. By integrating environmental science with public health policy, these modules emphasize the necessity of environmental justice and air quality management. Ultimately, the program prepares future medical professionals to advocate for equitable interventions that address the intersection of climate change and systemic health disparities.*

***Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Human Health***

| **1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was not covered. (0 points) | |
| Score assigned | 3 |

*The MED 206: Endocrinology and Reproduction course familiarizes students with the significant impact of endocrine disruptors on reproductive health, emphasizing how environmental and industrial toxins can cause hormonal disturbances, birth defects, and reproductive disorders. As a pre-clinical module, it builds a strong foundation by explaining how exposure to synthetic substances, heavy metals, and pollutants can impair endocrine function, resulting in infertility, developmental issues, and long-term health effects.*

*During the clinical years, students deepen this understanding by exploring the real-life effects of environmental toxins through case-based learning and discussions. Clinical cases often highlight occupational exposure to harmful chemicals, congenital abnormalities, and reproductive conditions linked to industry, strengthening the link between environmental*

*factors and health outcomes. These experiences prepare students to recognize, evaluate, and manage environmental risks in patient care.*

*An essential part of this training is the Introduction to Practical Medicine course, which includes sessions on history-taking, including One Health history-taking. This component teaches students to routinely assess occupational and environmental exposures when taking patient histories, ensuring a comprehensive evaluation of risks associated with living and working conditions. Throughout clinical training, students are further encouraged to apply thorough history-taking skills to address the reproductive impacts of environmental toxins, underscoring the role of environmental health in clinical decision-making.*

*By combining foundational knowledge, clinical application, and practical skills, the curriculum equips future healthcare professionals to effectively identify and manage the health effects of environmental and occupational exposures. This One Health approach promotes a broader understanding of disease prevention and public health, ultimately enhancing patient care and supporting informed policy development.*

| **1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 3 |

*The University of Global Health Equity (UGHE) prepares medical students for modern health crises by weaving environmental health, occupational safety, and **One Health** principles into the core curriculum. Through hands-on community education, students visit mining and farming sites to evaluate risks like heavy metal exposure, respiratory illness, and the spread of animal-borne diseases.*

*The **Principles of Global Health Equity (PGHE)** course specifically examines how agricultural practices influence public health, while clinical rotations train students to investigate environmental factors during patient history-taking. By combining field experience with clinical training, the university ensures future doctors can identify the root causes of disease and advocate for sustainable health policies in both local and global communities.*

| **1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 3 |
| *In various courses offered by the University of Global Health Equity, Indigenous knowledge is highly emphasized. For instance, during the "**Introduction to One Health Course and Community Based Training Courses",** students engage in field trips to various areas in the community around the campus to learn about the environment and explore the environmental issues that might be present in the community. For instance, students get to see how people in a community rear animals and how animal waste is managed in the community according to the government guidelines. Furthermore, students get an opportunity to discuss with members of the community, and community leaders about their knowledge of environment and environmental protection. This in turn help students to come up with viable One-Health solutions to the problems in the community.* | |

| **1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?** | |
|---|---|
| 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 Introductory One Health course at the University of Global Health Equity equips students with a critical framework for understanding how environmental injustice disproportionately harms marginalized communities. Through case-based learning, students examine how geography, socioeconomic status, and social vulnerability shape differential exposure to toxic pollutants, reinforcing systemic health inequities.*<br><br>*In the second year, these themes are expanded within the Cardiovascular and Respiratory Modules, where students analyze the pathophysiological impact of environmental toxins. Air pollution,*<br><br>*industrial emissions, and chemical exposures are linked to conditions such as hypertension, chronic obstructive pulmonary disease, and lung cancer. Particular focus is placed on high-risk populations, including those residing near industrial sites, landfills, and heavily polluted regions.*<br><br>*Within the Principles of Global Health Equity (PGHE 301), first-year students explore direct associations between environmental hazards and marginalized groups. Case studies highlight increased exposure to contaminated air and water among communities located near factories and waste sites, as well as mercury toxicity risks in seafood-dependent populations affected by marine industrial pollution.*<br><br>*By integrating environmental health across multiple modules, UGHE fosters an intersectional and systems-level understanding of the relationship between environmental determinants and health disparities.* |

***Curriculum: Sustainability***

| **1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 point) | |
| Score Assigned: | 3 |

| |
|---|
| *The University of Global Health Equity (UGHE) integrates the study of sustainable nutrition and food security into its core curriculum to highlight the connection between diet and environmental health. In the **Gastrointestinal Module (MED 106)**, students analyze the systemic causes of malnutrition and how food access influences diet-related diseases.*<br><br>*Further exploration occurs in the **Introduction to One Health (MED 101)**, where the curriculum examines the relationship between dietary patterns and broader ecological goals, such as biodiversity preservation and ecosystem balance. By studying these links, students gain a foundational understanding of how nutrition impacts both public health and environmental sustainability. This approach ensures that future healthcare providers are prepared to advocate for food policies that prioritize health, social equity, and the protection of natural resources.* |

| **1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 0 |
| *No, the medical school curriculum does not address the carbon footprint of healthcare systems.* | |

| **1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)** | **Score** |
|---|---|
| The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points) | 2 |
| The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) . | 2 |
| The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point) | 1 |

| | |
|---|---|
| Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point) | 0 |
| The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point) | 0 |
| The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point) | 0 |
| **Waste production** within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point) | 1 |
| *The curriculum strongly emphasizes the health and environmental co-benefits of avoiding over-medicalization and inappropriate treatment. In the Infectious Diseases Module (MED105), students critically examine antimicrobial resistance (AMR) as a major public health challenge driven by irrational antibiotic use in humans, widespread over-the-counter availability, and misuse in animal farming. The module highlights evidence-based prescribing, particularly the importance of culture and sensitivity testing and antimicrobial stewardship, to minimize resistance and protect long-term therapeutic efficacy.*<br>*Discussions on antibiotic use in livestock further strengthen students' understanding of the One Health approach, illustrating how improper practices contribute to the emergence of resistant organisms such as Pseudomonas aeruginosa and Staphylococcus aureus.*<br>*Complementary to this, the Clinical Pharmacology and Toxicology Module (MED209) develops students' skills in rational prescribing, clinical reasoning, and deprescribing to reduce polypharmacy and medication-related harm.*<br>*In addition, modules such as Cardiovascular (MED201), Renal (MED206), and Neuroscience (MED208) emphasize lifestyle-based interventions as first-line strategies for disease prevention and management. Through education on exercise, dietary modification, and other behavioral measures, the curriculum promotes a holistic, preventive, and sustainable approach to healthcare that reduces unnecessary medical interventions while improving patient outcomes.* | |

***Curriculum: Clinical Applications***

| **1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?** |
|---|
| Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points) |
| Yes, there are strategies introduced for having conversations with patients about climate change in<br>**elective** coursework. (1 point) |

| |
|---|
| No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points) |

| | |
|---|---|
| Score assigned | 2 |

*During the "**Introduction to Practice of Medicine"** course, a pre-clinical course that prepares students for their clerkships, students learn about the importance of taking one history from patients. They learn about how to properly ask patients about their environment during the routine history taking sessions. Besides, as students progress in their studies, they continuously learn about the effect of climate change, and environmental hazards on the health. As a result, students are able to diagnose patients holistically by not merely treating disease but also by incorporating one health into routine sessions.*

| **1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?** |
|---|
| Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points) |
| Only **elective** coursework includes strategies for taking an environmental history. (1 point) |
| No, the curriculum does **not** include strategies for taking an environmental history. (0 points) |

| | |
|---|---|
| Score Assigned | 2 |

*As students progress into clinical practice, the curriculum emphasizes a **One Health** approach to patient history-taking. This methodology trains future physicians to systematically investigate environmental determinants—such as potential toxin exposures and surrounding ecological factors—that may influence a patient's health.*

*By integrating these targeted inquiries into standard clinical assessments, students can more accurately refine differential diagnoses and identify the environmental triggers of disease. This holistic approach ensures that medical care extends beyond biomedical symptoms to consider the patient's broader context, ultimately enhancing diagnostic precision and fostering a more comprehensive standard of care.*

***Curriculum: Administrative Support for Planetary Health***

| **1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?** | |
|---|---|
| Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points) | |
| Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points) | |
| No, there are **no** improvements to planetary health education in progress. (0 points) | |
| Score Assigned: | 4 |
| *University of Global Health Equity is currently in the process of implementing significant improvements in Education for Sustainable Healthcare and planetary health education. Faculty training has already been conducted for Basic Medical Sciences staff focusing on the One Health approach, including planetary health, animal health, and environmental health. There are active plans to expand this training to additional faculty, including clinical department staff, with the goal of strengthening and integrating planetary health concepts across both pre-clinical and clinical phases of the curriculum.* | |

| **1.21 How well are the aforementioned planetary health/Education for Sustainable Healthcare topic integrated longitudinally into the <u>core</u> curriculum?** | |
|---|---|
| Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points) | |
| Some planetary health/ESH topics are appropriately integrated into the core medical curriculum. (4 points) | |
| Planetary health/ ESH is not integrated and is primarily addressed in **(a) standalone lecture (s).** (2 points) | |
| There is **minimal/no** education for sustainable healthcare. (0 points) | |
| Score Assigned: | 4 |
| *At the University of Global Health Equity, a One Health perspective is foundational to the medical program. All pre-medical students take a required introductory course, and these concepts are woven into the core Basic Medical Sciences (BMS) curriculum, with evaluations confirming students' understanding of the interconnected health of humans, animals, and ecosystems.*<br>*This training shifts to applied practice during clinical rotations. Students learn advanced methods for patient histories, systematically exploring environmental exposures and lifestyle factors as key diagnostic components. This sustained, integrated approach equips* | |

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|---|
| *graduates with a holistic view of health's social and ecological drivers. The result is the ability to deliver more precise diagnoses and thorough care in an increasingly interconnected world.* |

| **1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?** | |
|---|---|
| **Yes,** the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point) | |
| **No**, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points) | |
| Score Assigned: | 1 |
| *The University of Global Health Equity's Center for One Health champions an integrated health model. Led by two key faculty members, it systematically embeds planetary health principles across the medical curriculum, from foundational sciences to clinical training. This ensures students graduate with a multidisciplinary perspective, prepared to address interconnected health challenges through sustainable practice.* | |

| **1.23. 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 University of Global Health Equity's Center for One Health champions an integrated health model. Led by two key faculty members, it systematically embeds planetary health principles across the medical curriculum, from foundational sciences to clinical training. This ensures students graduate with a multidisciplinary perspective, prepared to address interconnected health challenges through sustainable practice.* | |

| | |
|---|---|
| **Section Total 64 out of 75** | **85.33%** |

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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 institution?** | |
|---|---|
| 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 |
| *UGHE is involved in planetary health research through the Center for One Health. The Center has faculties who carry out One Health Research, under which planetary health is part. Here are*<br>*some examples of research projects that have been carried out:*<br>*1. Podoconiosis in Rwanda; Knowledge, attitudes and practices among health professionals and environmental officers.*<br>*2. Snake bite envenomation in Rwanda: risk factors, patient care and anti-venom availability in the formal healthcare sector.*<br>*3. An outbreak of rift valley fever among peri-urban dairy cattle in northern Tanzania.* | |

| **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 |
| *UGHE has the Center for One Health, which specializes in and carries out research related to 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 <u>institution</u>?** | |
|---|---|
| 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 |
| *At UGHE, through the Community Engaging Department (which is a fully operational committee dedicated to ensuring community representation in the institution's activities), communities have opportunities to participate in research that the Center for One Health conducts. When certain research projects are proposed, community members and local leadership are consulted, involved in decision-making processes, and empowered to contribute their knowledge, experiences, and perspectives to shape the research.*<br>*Additionally, efforts are made to ensure that research findings are communicated back to the community in a timely, culturally sensitive and accessible manner, such as through* | |

*radio shows, comic books and posters. Overall, the goal is to establish collaborative partnerships based on reciprocity, trust, and respect, and to foster long-term engagement with communities to address local priorities and promote environmental and social justice. Our goal is to ensure that research projects are designed to benefit the community in tangible ways, such as addressing local priorities, solving community problems, or building local capacity.*

*In addition, the community health department has initiated discussions with the local government, to understand the needs as well as the gaps within communities that can be tackled by doing research/ community-based research*

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

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

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

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

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

| Score Assigned: | 2 |
|---|---|

*UGHE has a website, on which activities, research projects, and conferences hosted by different centers are posted. This includes the Center for One Health, whose activities are related to planetary health. While individual departments have their dedicated pages, some of the information is still not accessible from their related pages and users have to rely on the search box tool to find what they are looking for. One example of an article covering Centre for One Health Activities on the UGHE website:Learning on the Frontline: How UGHE trains Rwanda's Next One Health Leaders*

*Furthermore, UGHE is working on creating a research database that will gather a variety of study materials on a number of subjects, such as planetary health and climate change. Although the database is currently in its early stages of development, it is expected to be a vital tool for investigating the relationship between environmental sustainability and health. This continuous endeavor demonstrates UGHE's dedication to expanding our understanding of planetary health and encouraging multidisciplinary research to address urgent global health concerns.*

| **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. (3 points) | |
| The **institution** has not hosted any conference 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 |
| *The UGHE's annual Global Health Research Day, which is a research conference that provides a platform for students, staff, and faculty research to share and showcase their work. This conference also features all centers including the Center for One Health, under which themes like planetary health are discussed. Furthermore, in the past year, the Student One Health Innovation Club (SOHIC) hosted Cascading Debates Sessions, Panel Discussion Symposiums, and Seminars on Climate Change, Plastics Use, Greed Building, and the Environment and Disease Pattern. The new annual MedEd Africa Conference also has sessions dedicated to global health and include planetary health.* | |

| **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 |
| *One Health/ Planetary Health is a very important concept and a potential area for exploration. UGHE is a member of the Planetary Health Alliance (PHA), Women for One Health network (WfOH), the Capacitating One Health in Eastern and Southern Africa (COHESA) consortium. The university is also in the Consortium of Universities for Global* | |

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|---|
| *Health (CUGH) working group on One Health and Planetary Health.* |

| | |
|---|---|
| **Section Total (16 out of 17)** | **94.12%** |

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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 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 |

*The University of Global Health Equity (UGHE) collaborates with multiple communities to promote planetary and environmental health. For instance, UGHE actively participates in the monthly Umuganda, a nationwide community service program organized by the Government of Rwanda in collaboration with local communities in Burera District. During these activities, UGHE students, staff, and community members engage in initiatives that promote environmental sustainability, community well-being, and human health. These initiatives include cleaning the environment, planting trees, transforming narrow footpaths into wider and more accessible community roads, renovating bridges, and expanding waterways to mitigate the risk of flooding.*

*Also, on September 18, 2025, the University of Global Health Equity (UGHE) convened a co-design workshop to identify practical, community-led interventions to reduce snakebite risk in high-risk workplaces. The session brought together PhotoVoice participants, local leaders, community health workers, farmers, mining company representatives, and other stakeholders. During the workshop, UGHE shared research findings collected in 2024 on snakebite risks and worked collaboratively with community members to co-design prevention strategies grounded in lived experience. This participatory approach ensured that proposed interventions reflected local environmental contexts and the knowledge of those most affected, aligning with planetary and One Health principles.*

*Furthermore, the Centre for One Health also launched the Butaro Podoconiosis Clinic at Butaro Level 2 Teaching Hospital (BL2TH). The services offered at the clinic include: education about disease progression, patient counseling and distribution of essential hygiene items like soaps, footwear and lotions.*

| **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 |

*UGHE offers community-facing courses and events that promote planetary health. In April 2025, the student-led Students of One Health Initiative Club (SOHIC) coordinated the April Umuganda, bringing together UGHE staff, students, and community members. Following the activity, SOHIC, in partnership with AMR Rwanda, conducted an educational campaign on antimicrobial resistance (AMR), raising awareness about how the interconnectedness of human, animal, and environmental health contributes to the development and spread of life-threatening drug resistance.*

*During One Health Month in November 2025, SOHIC, in collaboration with the UGHE Centre for One Health, led a community engagement activity focused on waterborne and hygiene-related diseases. Community members were educated on disease transmission, prevention strategies, and the importance of environmental sanitation. This initiative strengthened public understanding of the One Health approach and its relevance to diseases associated with poor sanitation and environmental conditions.*

*Most recently, in January 2026, the UGHE Centre for One Health delivered a session at Groupe Scolaire Nyamabuye to raise students' awareness of snake-related risks. Beyond prevention, the session addressed prevailing community perceptions particularly the belief that "the only good snake is a dead one"which often leads to indiscriminate killing and ecosystem disruption. Students learned to distinguish between venomous and non-venomous snakes and received educational materials to enhance their understanding of snake ecology and conservation. By engaging young people, this activity promoted biodiversity conservation, environmental stewardship, and coexistence with wildlife, reinforcing key planetary and One Health principles.*

| **3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?** | |
|---|---|
| Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points) | |
| Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point) | |
| Students **do not** receive communications about planetary health or sustainable healthcare. (0 points) | |
| Score assigned | 2 |

*The UGHE Centre for One Health publishes an annual newsletter through the student-led Student One Health Innovation Club, highlighting key initiatives, research, and projects related to planetary health. In addition, the Centre actively uses social media platforms, including Instagram, to share updates on activities that promote human wellbeing, environmental conservation, and biodiversity protection. Initiatives are also shared through the UGHE SOHIC social media platforms which works hand in hand with UGHE Centre for One Health in different activities that promote planetary health.*

*The UGHE website further strengthens this communication by publishing feature stories that showcase student- and faculty-led planetary health initiatives, illustrating the interconnectedness of human, animal, and environmental health. Moreover, the student-led AEQUITAS Newsletter provides quarterly coverage of planetary health activities, including field schools, outreach programs, environmental campaigns, and One Health debates and competitions. Through these coordinated, multi-platform communication efforts, UGHE ensures that planetary health remains visible, informative, and actionable for both the university community and the wider public.*

**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 |

*UGHE demonstrates a strong commitment to continuing education in planetary health and One Health for post graduation professionals. Through its Center For One Health, UGHE offers an online interactive certificate course exploring pandemic preparedness and response, addressing equitable and multi-sectoral prevention, care, and treatment systems. Additionally, UGHE and Western University in Canada jointly offer an online short certificate course on One Health concepts, exploring how students, educators, and professionals can apply One Health principles to their work.*

*The institution also collaborates with Heart and Sole Africa (HASA) to provide training on podoconiosis care and prevention, with annual training conducted across districts. Furthermore, since 2018, UGHE's One health Fellowship program in partnership with Tufts*

*University and the University of Rwanda has welcomed fellows for training in One health leadership and Advocacy with development of health projects.*

*UGHE's Executive Education certificate course develops professionals using critical competencies central to strengthening health care delivery systems. These multiple offerings ensure that healthcare professionals can stay current with planetary health and sustainable healthcare practices throughout their careers.*

| **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 |

*UGHE collaborates with Butaro Level II Teaching Hospital to develop and distribute educational materials that build patient and community awareness of environmental hazards and health risks. Comic books serve as a primary tool for accessible health education. The institution has produced materials addressing podoconiosis, including education about volcanic soil exposure as a risk factor, and "Safiya's 8 Secrets," a comic book about snakebites and envenomation risks. These materials were distributed to diverse beneficiaries including school and community members, and the university and the hospital continuously expand their reach.*

*Additionally, UGHE's Center for One Health leverages student creativity by collecting educational materials developed by students in the One Health Course. The Students One Health Initiative (SOHIC) refines these materials for community dissemination during monthly Umuganda community service activities. This approach ensures that educational content remains relevant and locally responsive while integrating planetary and One Health principles.*

*These initiatives address environmental health priorities specific to the Burera region, educating patients on context-specific risks such as podoconiosis and snakebites. The materials not only explain the dangers associated with these conditions but also provide practical guidance on risk reduction strategies and appropriate responses for affected individuals.*

| **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 |

*UGHE and its affiliated teaching hospitals provide accessible educational materials for patients addressing health risks linked to climate change and environmental exposure. Through the **Center for One Health** and the **Students One Health Initiative Club (SOHIC)**, UGHE develops patient-friendly resources focused on environmentally mediated diseases influenced by climate variability and geographic conditions. These include illustrated comic books on **podoconiosis** and **snakebites**, which explain how soil exposure, land use, temperature, rainfall patterns, and ecological change contribute to disease risk and prevention.*

*In collaboration with **Butaro Level II Teaching Hospital**, UGHE has strengthened follow-up mechanisms to assess how these materials improve patient knowledge, risk awareness, and preventive behaviors. Patient feedback is used to refine content and delivery to ensure relevance to local environmental and climatic contexts.*

*These activities align with the **UGHE Center for One Health's Nature for Health (N4H) Project**, including **systems-thinking scoping workshops held across Rwanda, such as in Musanze**. The N4H workshops emphasize biodiversity loss and climate change as upstream drivers of emerging infectious diseases and pandemic risk, reinforcing the integration of climate–ecosystem–health linkages into patient education approaches.*

*Additionally, through the **Kikundi Community of Practice**, the Center for One Health facilitates a regional network of **Neglected Tropical Diseases (NTDs) Program Managers**. This platform supports knowledge exchange on climate-sensitive NTDs, strengthening healthcare providers' capacity to communicate how environmental and climatic changes shape disease patterns and health outcomes.*

*Together, these initiatives ensure that patients and healthcare providers have access to educational materials that support awareness of climate-related health risks and informed decision-making.*

| **Section Total (14 out of 14)** | **100%** |
|---|---|

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## Support for Student-Led Planetary Health Initiatives

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

| **4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?** | |
|---|---|
| Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points) | |
| The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point) | |
| No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points) | |
| Score Assigned: | 2 |
| *At UGHE there is* ***Student One Health Initiative Club (SOHIC),*** *whose mission is to develop and strengthen One Health skills among students. Each year, SOHIC presents all the activities and initiatives planned to the Center for One Health and the Center allocates funds for each activity accordingly. Thanks to these funds, students are given opportunities to explore and develop different sustainability projects which strengthens students' participation in planetary health initiatives.* | |

| **4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?** |
|---|
| The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points) |
| There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point) |
| There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points) |

| | |
|---|---|
| Score Assigned: | 2 |
| *The University of Global Health Equity's **Centre for One Health** provides an opportunity for students interested in planetary health/sustainable healthcare/vetcare research to have access to mentorship and financial support in collaboration with the UGHE Research Society. Furthermore, there is a One Health track in the Master of Global Health Delivery (MGHD) program at UGHE. Through this program, students are able to sharpen their knowledge about planetary health and gain technical and practical skills guided by experts in planetary health.* | |

| **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 |
| *There is no dedicated webpage specifically designed to provide access to planetary healthcare or sustainable healthcare/veterinary care information. However, the UGHE website includes a One Health section that provides information on planetary health and sustainable healthcare activities currently underway or previously undertaken by the department. The information presented in this section consists only of brief summaries of these projects.*<br>*https://ughe.org/centre-for-one-health/* | |

| **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 Global Health Equity (UGHE)'s **Student One Health Innovation Club (SOHIC)** is a student group operating under the patronage of the Centre of One Health. The Centre provides mentorship to support SOHIC's, which primarily focus on planetary health and sustainability. SOHIC's activities include community outreach activities antimicrobial resistance (AMR) awareness campaigns, facilitating academic debates on campus centered on planetary health issues, and conducting educational outreaches high school students through Student Club for Future Nature currently operating in two high schools namely at Ecole Secondaire Kagogo and Groupe Scolaire Runaba, the same district as UGHE.* | |

| **4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?** | |
|---|---|
| Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point) | |
| No, there is no such student representative. (0 points) | |
| Score Assigned: | 1 |
| *The University of Global Health Equity, there are two student representatives from different cohorts on the Academic Standards and Curriculum Review Committee (ASCRC) and two on each of the two highest bodies of Academic Administration whose mandates also include curriculum review and approval — the Academic Commission and Senate.* | |

| **4.6. In the past year, has the institution 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 |

*Score explanations:*

1. ***Visit to Rwanda Institute for Conservation Agriculture(RICA)***

   *On March 29, 2025, the S**tudent One Health Innovation Club (SOHIC)** visited RICA to learn about the relationship between One Health and modern agricultural practices. Students learned about the principles of conservation agriculture and the importance of farming guided by those particular principles. They understood that intensive farming and preserving healthy environments are not mutually exclusive. Rather, they found out that farming practices that did not take into account planetary health and sustainability interests led to food insecurity and unsustainable crop yields.*

2. ***A UGHE student featured as a webinar speaker on a planetary health theme***

   *On World Earth Day, April 22, 2025, a UGHE presented a talk on a Webinar Series organized by the Centre for Global Health of **Socios en Salud—** the Peruvian branch of Partners in Health. The webinar series entitled " Health and the Planet: Bridging Knowledge, Action, and Impact" centered on discussions around planetary health and examining the diverse context specific strategies of Partners in Health through the lens of adaptation to climate change. Moreover, key achievements of PIH in the field of planetary health were highlighted in this webinar.*

3. ***Rugezi Conservation Swamp visit***

   *Burera Youth Community (BYC), a local youth-led initiative gave the students of MBBS 31, an opportunity to visit Rugezi Marsh. A biodiversity hotspot, the Rugezi Marsh was named a **Ramsar** site —the only one in Rwanda, to highlight its ecological importance. During the visit, students learned the various roles played by the wetland, the challenges facing wetland conservation, and different ways of navigating those challenges. The visit allowed students to have a new lookout on the link between ecological wellbeing and human wellbeing.*

| **Section Total (13 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: | 1 points |
| *At UGHE, campus sustainability is formally integrated within the* ***Infrastructure Department****, which is structured into* ***Capital Projects*** *and* ***Facility Upkeep and Maintenance****. All staff contracts in these units explicitly include* ***defined sustainability responsibilities*** *whose mandate is to coordinate, oversee, and implement sustainability initiatives across the entire campus., ensuring that sustainability is embedded in planning, construction, daily operations, and long-term maintenance of the campus.* | |

| **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: | 5 points |
| *UGHE has a **written and formally approved plan** aimed at reducing institutional carbon emissions and achieving **carbon neutrality by 2030**. As part of this plan, the University has approved the **installation of a solar energy system** to lower dependence on carbon-intensive energy sources and reduce overall campus carbon emissions.*<br><br>*The solar system is backed by a **25-year performance guarantee from the contractor**, ensuring long-term reliability, sustainability, and consistent emissions reduction. This long-term guarantee demonstrates institutional commitment and accountability toward achieving carbon neutrality.*<br><br>*Through documented approval, defined timelines, and investment in renewable energy infrastructure, UGHE has established a clear and actionable pathway toward its 2030 carbon neutrality target.* | |

| **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 points |
| *UGHE buildings source **more than 80% of their energy needs from renewable sources**, primarily **hydropower**, which serves as the main energy supply for the campus. In addition, a smaller proportion of energy demand particularly for **water heating** is met through **on-site solar panels**.*<br><br>*During periods when energy demand exceeds available renewable supply, the institution temporarily relies on **non-renewable energy sources** to ensure operational continuity.* | |

| |
|---|
| *However, renewable energy remains the dominant and primary source of power for campus buildings, accounting for over 80% of total energy consumption.* |

| **5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?** | |
|---|---|
| Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points) | |
| Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points) | |
| Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point) | |
| Sustainability is **not considered** in the construction of new buildings. (0 points) | |
| Score Assigned: | 3 points |
| *The University of Global Health Equity incorporates sustainable practices in both newly constructed buildings and in the renovation of already existing facilities on the campus. The University Infrastructure team makes sure that environmental sustainability is considered at every stage of planning, design, and construction. This involves the use of energy efficient systems, eco-friendly building materials, and conservation strategies such as sensor-activated systems and solar energy in new buildings.*<br><br>*For example in the recently constructed "Paul's Glade" building, a place where the founder of the University rests, it was built purely without concrete so as to reduce the release of $CO_2$ to the atmosphere. This clearly shows how UGHE has been implementing measures to reduce the environmental footprint of the campus and supporting long-term sustainability.*<br><br>*In addition to developing sustainable new buildings, UGHE is also enhancing the sustainability of the older buildings through retrofitting initiatives so as to improve their environmental performance. Several improvements have been and are still being made. These include: LED light fixtures to reduce energy consumption, solar water heating systems, reclaimed water systems to recycle treated wastewater for use in irrigation and ventilation systems which improve energy efficiency. Through all of these ongoing improvements, UGHE ensures that all campus facilities both new and old meet the current sustainability standards.* | |

| **5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?** | |
|---|---|
| Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points) | |
| The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point) | |
| The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points) | |
| Score Assigned: | 2 points |
| *The University of Global Health Equity has introduced measures to encourage environmentally friendly transportation and minimize emissions linked to commuting. Vehicle use within the campus is restricted to help lower carbon output, while there are also bicycles and pedestrian-friendly pathways to encourage cycling and walking. Private cars are not used for movement around the campus.*<br>*Additionally, UGHE provides shuttle services for students and staff travelling between the campus and major cities (Kigali and Musanze). Through this, the university reduces dependence on personal vehicles and further decreases overall carbon emissions.* | |

| **5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?** | |
|---|---|
| Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points) | |
| The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point) | |
| There is **no** compost or recycling program at the institution. (0 points) | |
| Score Assigned: | 2 points |
| *The University of Global Health Equity(UGHE) shows a clear commitment to environmental sustainability through well-structured waste management and recycling efforts. The institution has put in place both conventional and organic recycling programs to ensure waste is handled responsibly and carefully.*<br>*UGHE operates three sewage treatment plants and runs organic recycling programs that composts biodegradable waste to produce fertilizers for the campus garden. The University* | |

| |
|---|
| *also works closely with the local community by collecting biodegradable food waste from the cafeteria for use in their everyday farming activities. This approach reflects circular economy principles, as it minimizes waste while improving soil quality and strengthening overall campus sustainability.*<br><br>*For non-biodegradable waste materials such as paper, plastic, aluminum and glass, UGHE partners with a recycling company in Kigali which collects, transports and processes them. By doing this the university diverts waste from landfills,hence reducing the negative impact it could have on the environment.*<br><br>*In addition, waste from laboratories such as used glassware and plastic research containers are transferred to Butaro Level Two Teaching Hospital for appropriate disposal and management. This ensures that research activities are carried out in an environmentally responsible manner.*<br><br>*Overall, these measures highlight UGHE's commitment to effective waste management and contribute to maintaining a more sustainable campus.* |

| **5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?** | |
|---|---|
| Yes, the institution has a**dequate s**ustainability 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.**<br>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: | 3 points |

*The University of Global Health Equity demonstrates a clear commitment to sustainability within its campus food and beverage services through a number of practical measures. Firstly it is by closely monitoring and tracking the campus population, where the university adjusts food production to minimize excess and rescue food waste, thereby avoiding unnecessary use of resources and limiting waste generation.*

*In addition, UGHE's café contract emphasizes plastic-free packaging and prioritizes locally sourced food. This supports local farmers and businesses while also lowering the carbon emissions associated with long-distance transportation. At the same time, it ensures the availability of fresh , high-quality food and beverages with a smaller environmental footprint. These measures of reducing plastic exposure and providing fresh meals from locally sourced ingredients protect health and well-being of people on campus, recognizing that human health is an essential part of environmental sustainability.*

*On the other hand, food waste is managed through the use of 2-in-1 dustbins( compost and non-compost) ensuring proper waste disposal. The University adopted a self-service system in the cafeteria that reduces excessive wasteful packaging and total waste output. This encourages responsible portion control and allows individuals to make mindful choices about their consumption.*

*Collectively, these efforts reflect UGHE's proactive integration of sustainability into its food and beverage operations and reinforce its broader commitment to environmental responsibility.*

**5.8. Does the institution 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 points |
|---|---|

*The University of Global Health Equity has established clear sustainability guidelines that ensure all procurement and supply processes support the institution's environmental objectives. These standards apply across various campus operations, including event organisation, equipment purchasing, and facility management, making sustainability a consistent requirement in decision-making.*

*For instance, when selecting a primary source of electricity for the university, the infrastructure team opted for solar energy as a cleaner and more environmentally*

| |
|---|
| *responsible option and advancements are being made to ensure that in a few years to come solar energy becomes the primary source of electricity. Similarly, The hospitality team incorporates environmentally friendly practices when organizing campus events, avoiding activities that could negatively affect the environment.* |

| **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 points |
| *The University of Global Equity has put in place sustainability standards for events conducted on campus. For example, when activities take place in the campus gardens, specific measures are followed to protect and preserve the surrounding vegetation. In addition, vehicle access is kept to a minimum to reduce emissions, and any energy used during events must come from renewable sources.* | |

| **5.10. Does your institution 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 points |
| *UGHE has a separate dedicated space for sewage treatment from lab spaces, which is different from the other sewage plant for the other campus buildings. The waste collected from lab spaces is taken to a contractor in Kigali to be recycled hence ensuring mitigation of environmental harm that may come from laboratory chemical waste.*<br><br>*Additionally even the water used in the laboratory space comes from a separate water system so as to avoid any contamination, plus UGHE has installed distilled water systems in the laboratories to support accurate and contamination free practical work.* | |

| **5.11. Does your institution's 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: | 3 points |
| *UGHE is fully divested from fossil fuel investments. The institution does not allocate any portion of its endowment portfolio to companies involved in the extraction, production, or distribution of coal, oil, or natural gas. This reflects a clear commitment to environment responsibility and alignment with global efforts to address climate change.* | |

| **Section Total (28 out of 32)** | **87.50 %** |
|---|---|

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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 Global Health Equity School of Medicine.**
The following table presents the individual section grades and overall institutional grade for the University of Global Health Equity School of Medicine on this Planetary Health Report Card.

| Section | Raw Score % | Letter Grade |
|---|---|---|
| **Planetary Health Curriculum (30%)** | (60/75) x 100 = 85.33% | A |
| **Interdisciplinary Research (17.5%)** | (16/17) x 100 = 94.12% | A |
| **Community Outreach and Advocacy (17.5%)** | (14/14) x 100 = 100% | A+ |
| **Support for Student-led Planetary Health Initiatives (17.5%)** | (13/15) x 100= 86.67% | A |
| **Campus Sustainability (17.5%)** | (28/32) x 100 = 87.50% | A |

| | | |
|---|---|---|
| **Institutional Grade** | **(85.33x0.3 + 94.12x0.175 + 100x0.175 + 86.67x0.175 + 87.50x0.175) = 90.05%** | **A** |

## Report Card Trends

**Section Overview**

This graph demonstrates trends in overall and section grades for the years in which The University of Global Health Equity has participated in the Planetary Health Report Card initiative.