

Advancing student and community-driven planetary health education

Towards a resilient and vibrant socio-ecological systems

Riddhi Patel and Vergil de Claro

Be-cause health Working Group on Planetary Health



Educaid.be International Conference
20-21 October 2022

Be-cause health WG on planetary health

The central **Belgian climate and global health network**, promoting meaningful participation of marginalized and underrepresented voices.

Focuses on climate emergency, transformation and collaborate with global health stakeholders.



CLIMATE JUSTICE AND HEALTH EQUITY

What do we hope to achieve?

Creating a **space for technical exchange** and **facilitate joint initiatives**.



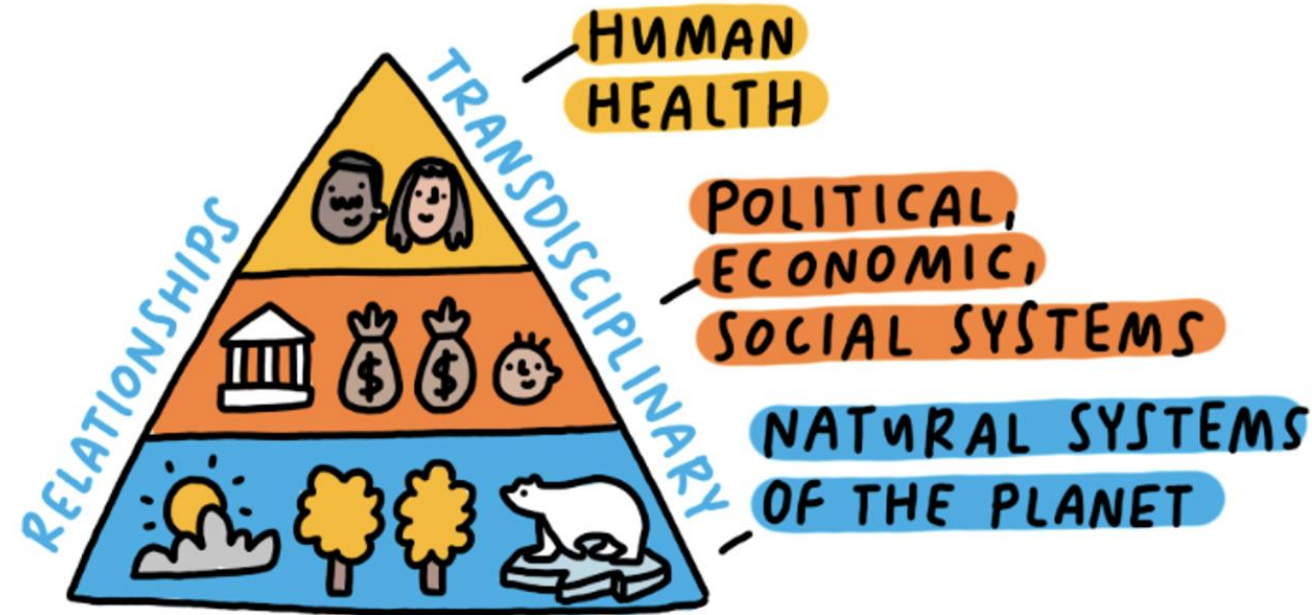
BCH principles: social protection, equitable access to good quality responsive health services for all, and strong, resilient and sustainable health systems

In addition to **human rights** and **professionalism**, the WG is engaged in promoting **inclusion, transparency** and **decoloniality**.

**THOUGHT
EXPERIMENT**

What in your opinion, is the
meaning of
planetary health?

What is Planetary health?



“**Planetary health** is the health of human civilisation and the state of the natural systems on which it depends”
(Haines et al, 2015)

How does planetary changes impact our health?

PLANETARY BOUNDARIES

DOMINO
EFFECT



PROGNOSIS

AT LEAST

2,4 °C

DIRECT + INDIRECT HEALTH EFFECTS

INFECTIONS POVERTY

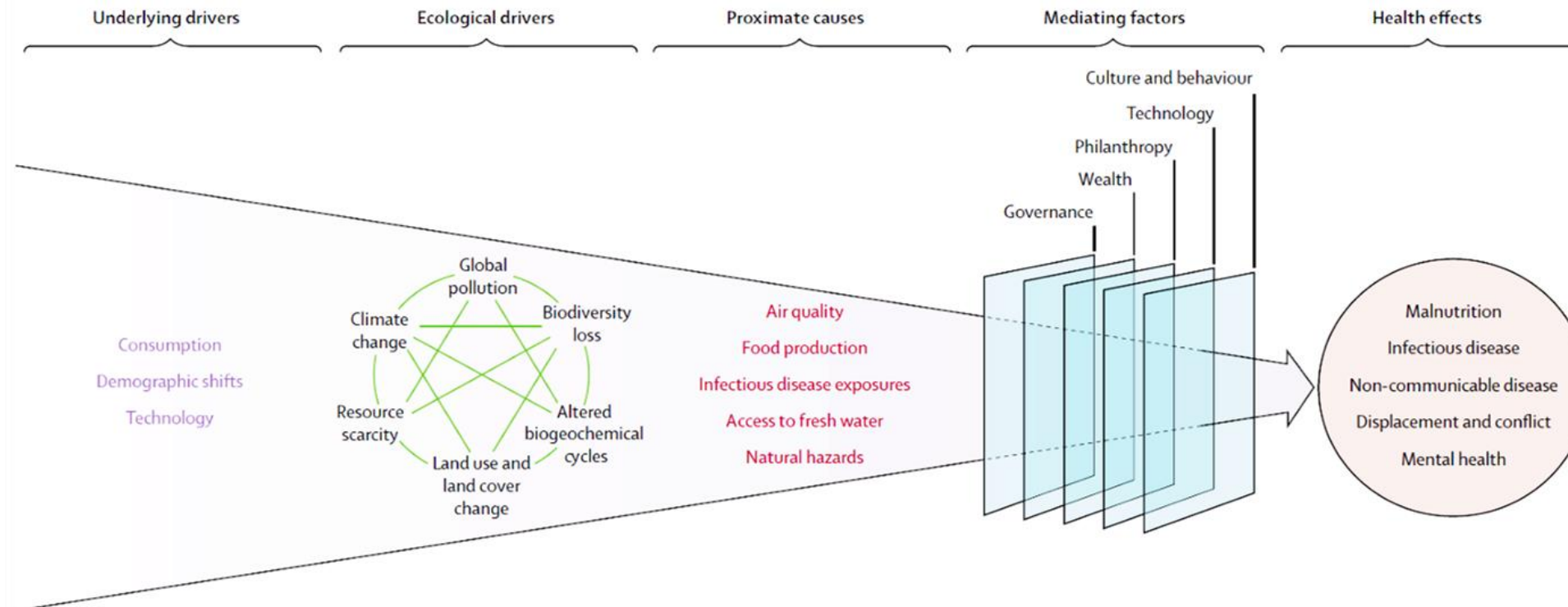
UNDERNUTRITION MIGRTATION

ALLERGIES CONFLICTS



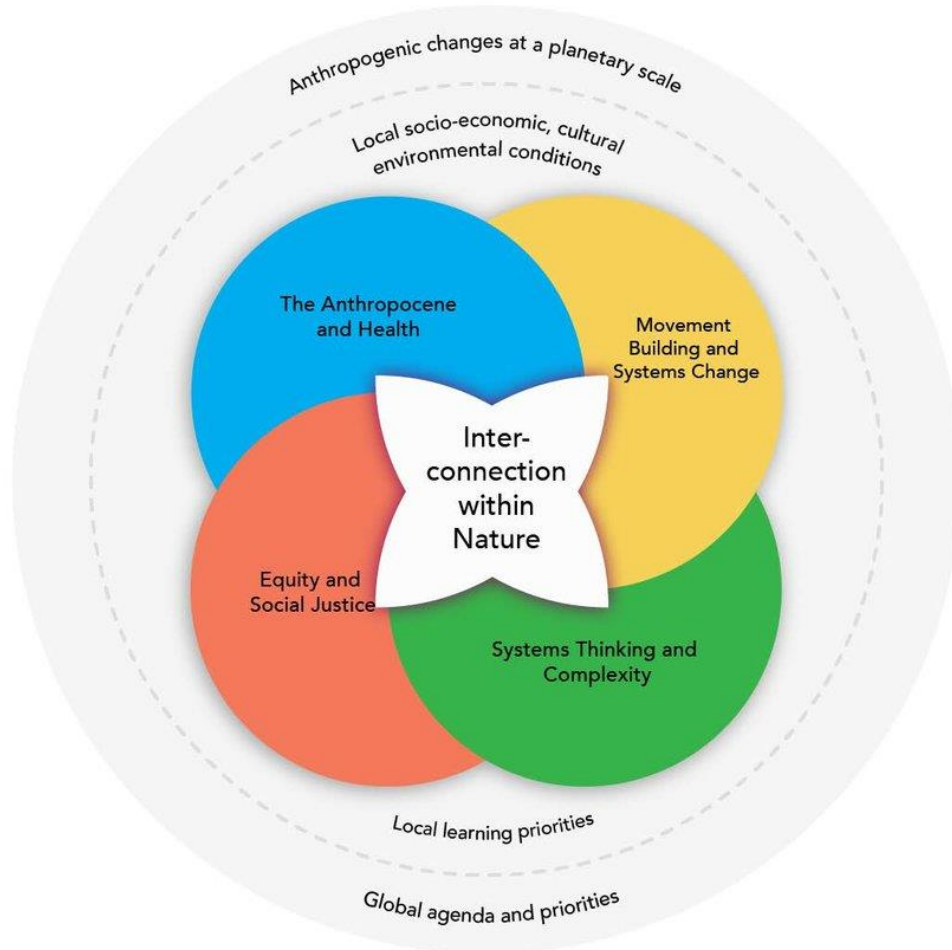
Effect of human activities on the planet

(Myers, 2020)



Planetary health education framework

(Guzman & Potter, 2021)



- A **common language** for learners and educators
- A proposal to achieve **transformational learning**
- A **planning tool and approach** for institutional, curriculum, and course design

3-point reflection on educational approach to planetary health

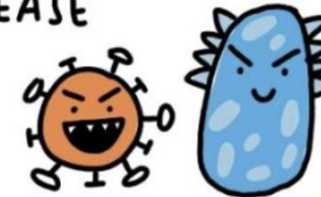
1

Adopting a pluriverse approach to planetary health education beyond medical education and practice

- Explore diverse disciplines and pluriform knowledge
- Cross-collaboration across a range of professions

2 PARADIGMS

INTERRUPTING
THE BIOLOGICAL
AGENTS CAUSING
DISEASE



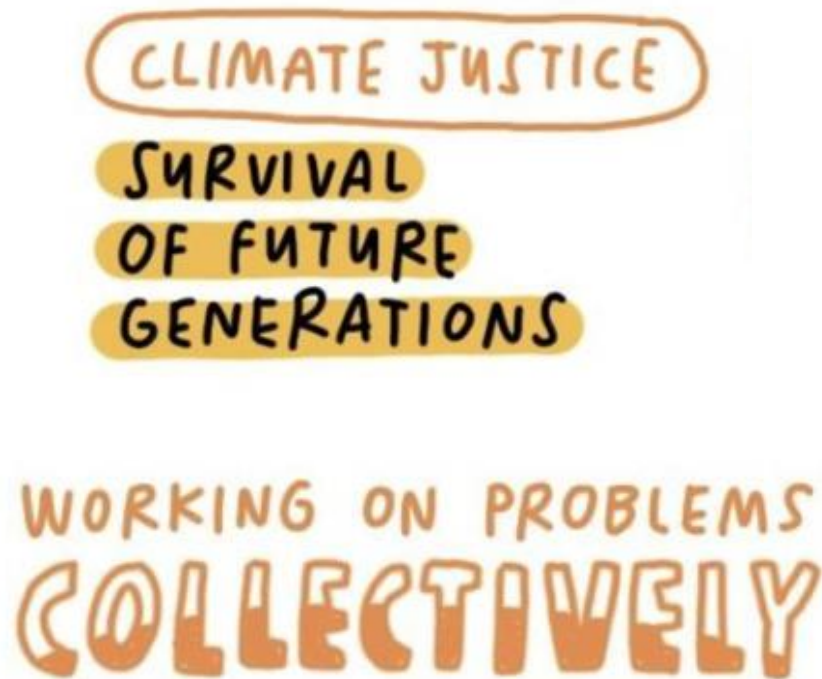
FOCUS ON
KNOWLEDGE
AND SCIENCE

IMPROVING THE
CONDITIONS AND
ENGAGING WITH
THE SOCIAL
DETERMINATION
OF HEALTH

TECHNOLOGY-DRIVEN
INTERVENTIONS

GOING BEYOND
DISEASE OUTCOMES

3-point reflection on educational approach to planetary health



2

Integrating an accountable and sustainable learning system

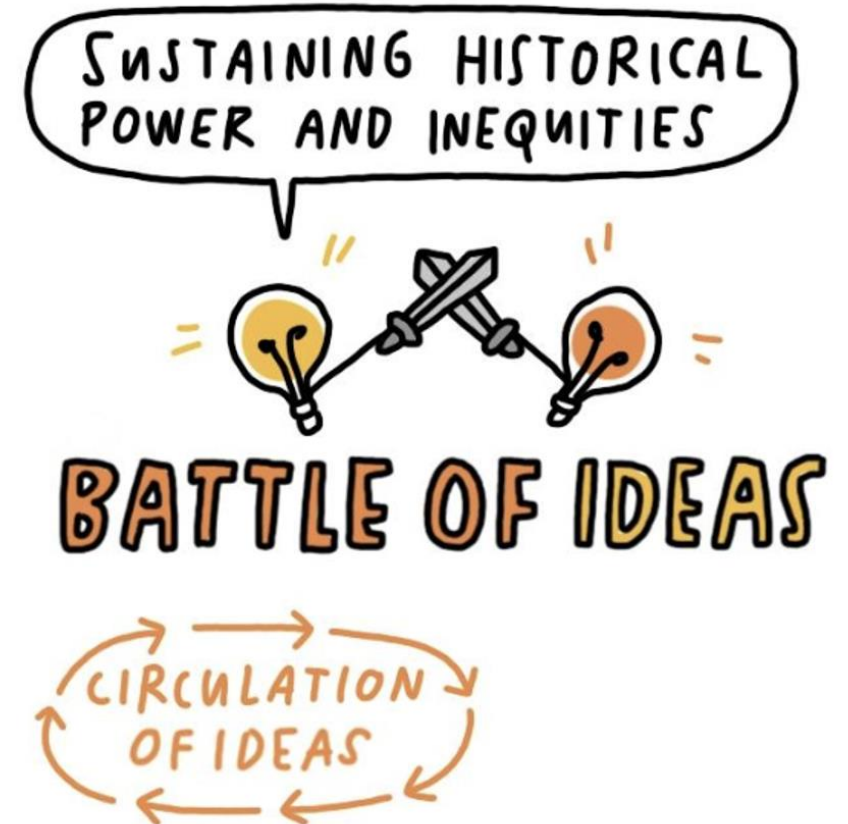
- Reflective process for curricular development
- Cross-fertilization of learning across regions
- Student-focused and student-faculty interaction-based curriculum development

3-point reflection on educational approach to planetary health

3

Prioritizing inclusive participation and decision-making for any pedagogical intervention

- Decolonizing planetary health and recognizing various societal voices
- Inclusivity in curriculum design towards a shared agenda for the health of the people and the planet



**THOUGHT
EXPERIMENT**

Are students involved in
curriculum design at your
schools?

Indigenous and western knowledge nexus and resilience

RECIPROCITY

BALANCING ECOLOGICAL,
MATERIAL, SOCIAL AND
SPIRITUAL DETERMINANTS



- The first law of ecology is that “everything is connected to everything” - Barry Commoner
- “**Human-nature connectedness**” is still clearly embodied in the worldviews, knowledge systems, and traditions of indigenous peoples and cultures
- **Indigenous people continue to demonstrate resilience** to large scale environmental and societal changes
- Need to **bridge the ways** between indigenous and western knowledge paradigms in education and practice

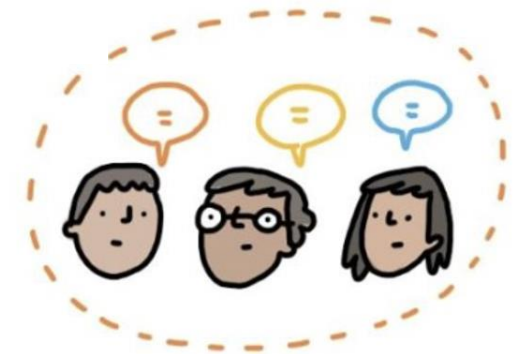
Advancing our understanding: a scoping review on indigenous knowledge and planetary health education

- A **transdisciplinary approach** to planetary health education
- **Indigenous knowledge systems (IKS)** is defined as the understanding, skills, and philosophies developed by societies with long history on interaction with their natural environment
- A **map of experiences** for IKS and how it can advance PHE

NATURE - BASED
HEALTH PRACTICES



TRADITIONAL
MEDICINAL
PRACTICES



Key takeaways

COLLECTIVE KNOWLEDGE



- A **reflective, collective and complex system thinking approach** to planetary health education is necessary to advance our continuing efforts at protecting ecological planetary boundaries and improve health equities.
- Planetary health education demands the need to **recognize and learn from the diverse knowledge and traditions** which embodies deep interconnection of humans with nature, and if appropriate, incorporate when designing educational strategies.

REINFORCING
COMMUNITY
RESILIENCE

References

Myers. S. (2020). An Introduction to Planetary Health. In *Planetary Health: Protecting Nature to Protect Ourselves*. Island Press.

Guzman C & Potter T (Ed). (2021) Planetary health Education Framework. Planetary Health Alliance. Available from: <https://www.planetaryhealthalliance.org/education-framework>

Whitmee S, Haines A, Beyrer C, Boltz F, Capon AG, de Souza Dias BF, et al. (2015) Safeguarding human health in the Anthropocene epoch: report of The Rockefeller Foundation-Lancet Commission on planetary health. *Lancet* 386:1973–2028. 10.1016/S0140-6736(15)60901-1