

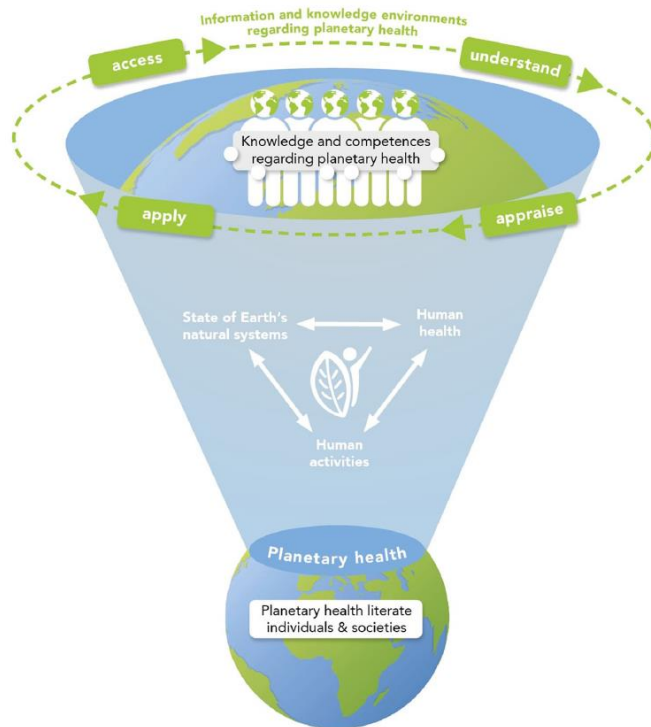
Planetary health literacy as a vision and recommendations from scientific policy advice

Symposium „Planetary Health Literacy –
Learning, Advancing, Networking“
Rotterdam, 19.09.2024
Global Health Literacy Summit

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Overview

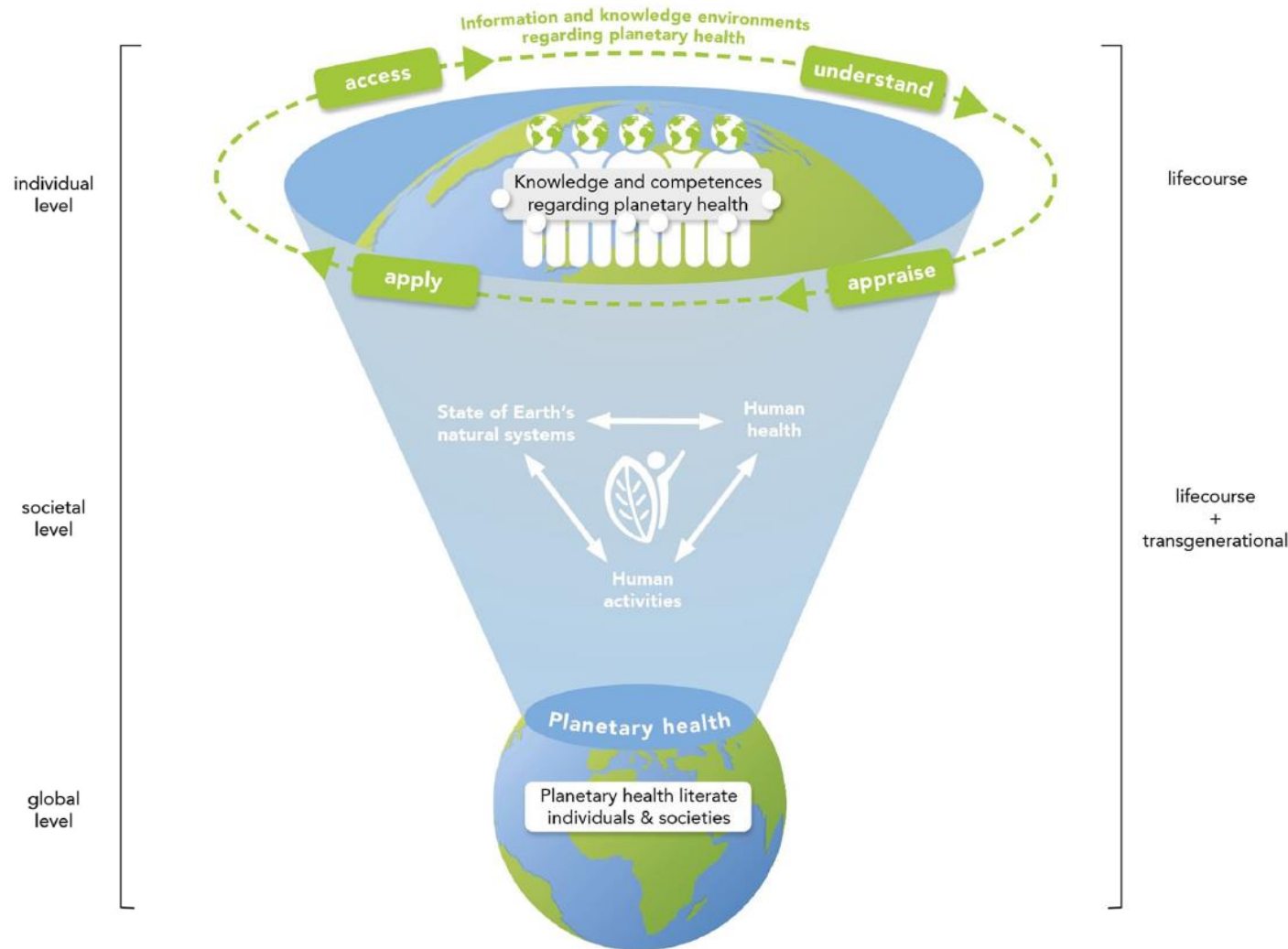
I. Planetary health literacy



II. Scientific policy advice



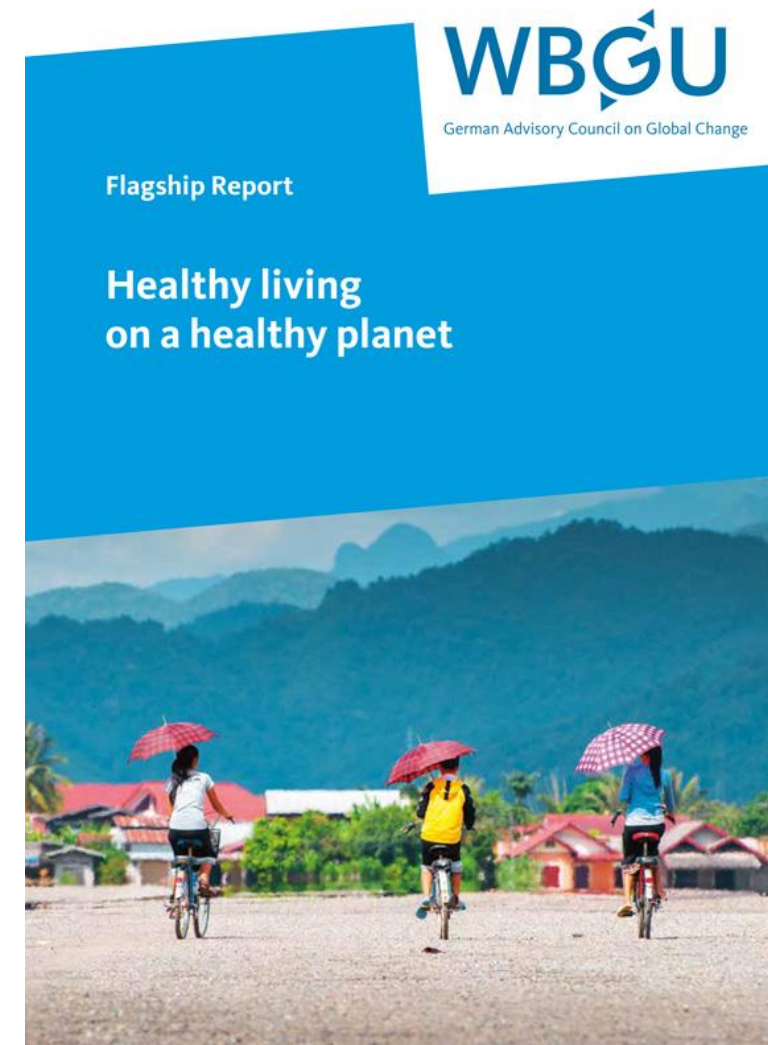
I. Planetary health literacy



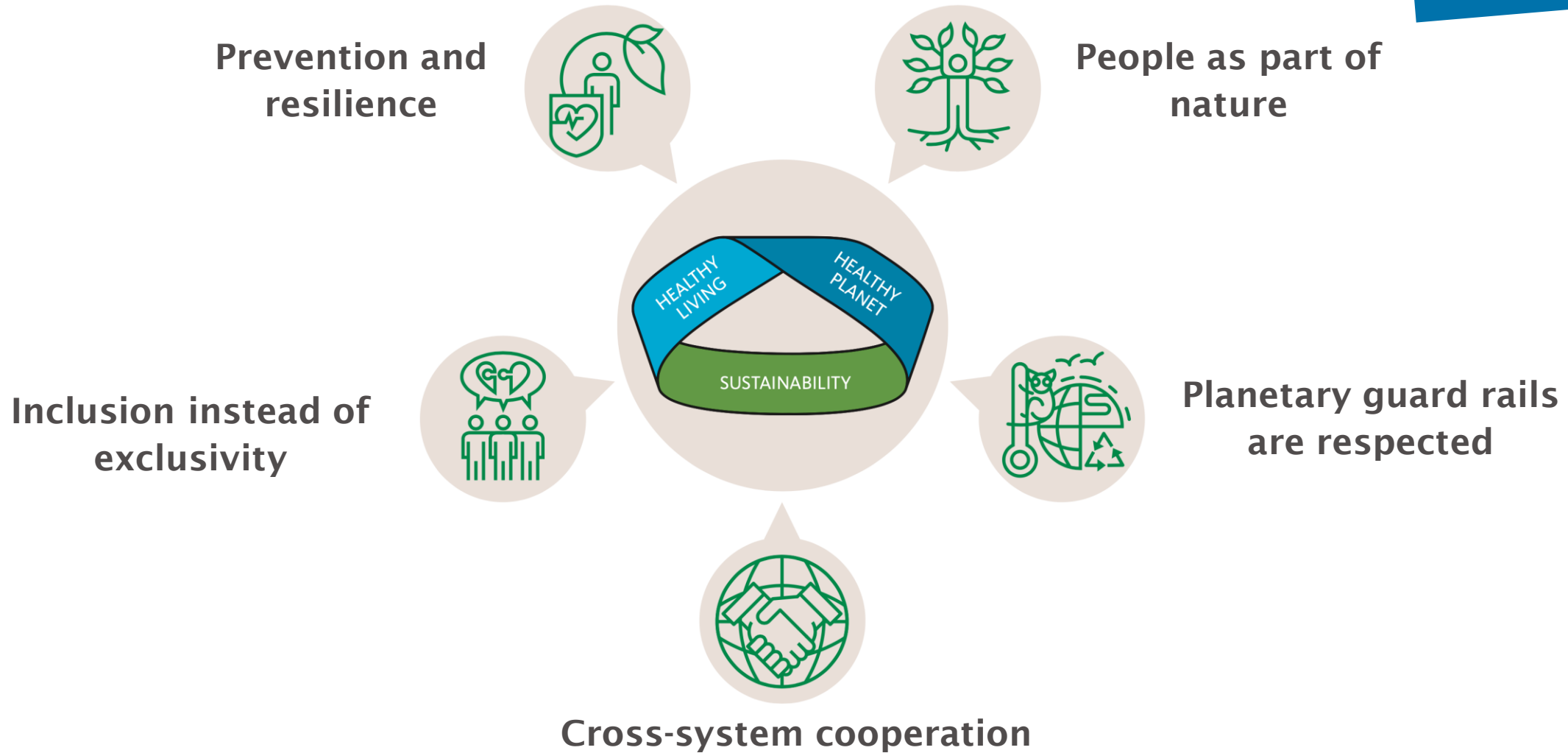
...“the knowledge and competencies of accessing, understanding, appraising, and applying information in order to make judgements and take decisions regarding planetary health, across societies and for health-promoting, sustainable and transformative actions.”

II. Scientific policy advice

- German Advisory Council on Global Change
- Independent scientific advisory body
- The WBGU's remit is to publish reports that
 - Analyse global environmental and development problems,
 - Evaluate research on globally sustainable development,
 - Appraise global sustainability policy,
 - Give recommendations for action and research
 - ...



Vision: "Healthy living on a healthy planet"



Introduction

Health –
a systemic view

Vision "Living healthy
on a healthy planet"

Shaping areas of life:
what we eat, how we move,
where we live

Managing planetary risks:
Climate change, biodiversity loss,
pollution

Transformative potentials
of health systems

Global urgency
governance

Overview of
recommendations

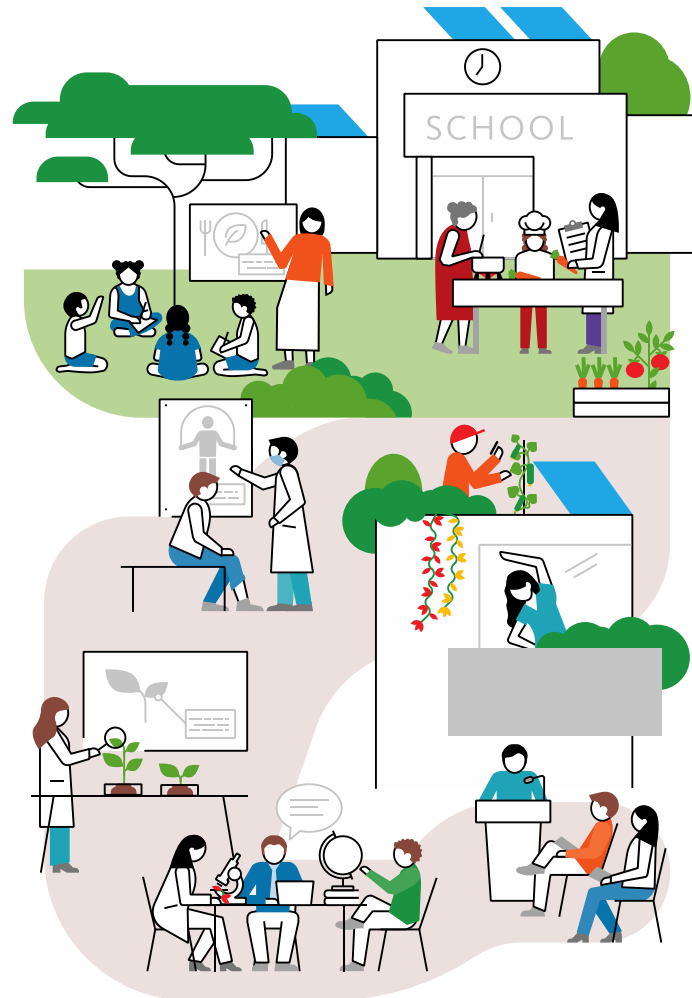
Education and science



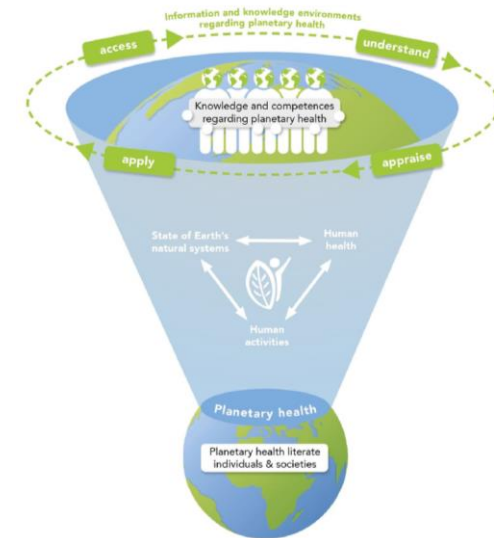
Key position of education and science

Vision:

Through education in the sense of ‘the healthy living on a healthy planet’ guiding principle to comprehensive planetary health literacy



Promoting planetary “health literacy”
 Individuals and societies,
 whole-institution approaches



Recommendations for action and research

Recommendations for action:

A nationwide education strategy in the sense of the guiding principle of ‘healthy living on a healthy planet’



The WBGU recommends:

1. *Integrate the guiding principle of ‘healthy living on a healthy planet’ into education across the board:* The guiding principle of ‘healthy living on a healthy planet’ with its corresponding educational concepts should be an overarching guiding principle at all educational institutions. Day-care and kindergarten children, pupils and students should be able to practise and reflect on sustainability strategies in their educational institutions, and be ambassadors for the transformation approach in their social and private environments.

7. *Strengthen the whole-institution approach under the guiding principle of ‘healthy living on a healthy planet’:* Educational establishments, companies, organizations and institutions are called upon to adopt a whole-institution approach incorporating the guiding principle of ‘healthy living on a healthy planet’, so that they also have an impact on the community. Education should also include action on sustainable catering, infrastructure, professional practice, human and natural health, and participatory governance. In this context, municipalities have a key role to play as partners in these processes (NP BNE, 2021).

Recommendations for action and research

Recommendations for action:

Focusing on health professionals as multipliers for the vision of ‘healthy living on a healthy planet’

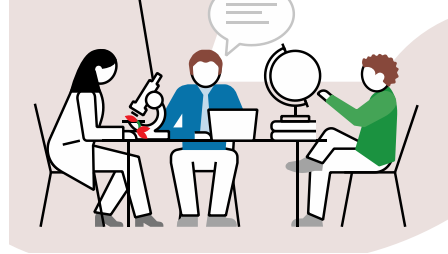


1. *Expand all forms of training and further training for health workers to include Planetary Health education: Planetary Health education should be integrated into all forms of training for health professionals in all fields and all disciplines with the explicit aim of strengthening health professionals’ skills in comprehensive planetary health and of training transformative action skills. Relevant target groups are all health professionals, e.g. doctors, dentists, pharmacists, public health experts, nurses and carers, midwives, nutritionists and physiotherapists. Approaches such as ‘climate clinics’ and climate-sensitive health counselling (Section 6.4.2.2) should pursue the goal of contributing to comprehensive planetary health literacy for patients, and thereby improving patient education.*

Recommendations for action and research

Recommendations for research:

- Promote inter- and transdisciplinary research projects
- Promote further research programmes for teacher education
- Embed sustainability aspects into health research
- Research comprehensive planetary health literacy



Research comprehensive planetary-health literacy: planetary health literacy among health professionals and other multipliers should be surveyed, increased by means of targeted measures, and the effectiveness of such measures evaluated. This includes, for example, surveying the status quo of comprehensive planetary health literacy among health professionals, implementing interventions to increase planetary health literacy, and examining the effectiveness of such interventions (with possible outcomes such as the level of planetary health literacy, quality of life, well-being, health, dietary and physical activity behaviours, etc.).

„Planetary health literate individuals and societies are enabled to sustain and promote their own health, population health, and the planet’s health.

They are able to adopt a more holistic understanding of their health embedded in natural systems they are living in. Based on their knowledge and attitude, they take decisions that reflect and foster the interconnectedness of human health and well-being with the state of the natural systems and related areas of nature-society interactions.”



