



## GLOBAL CONSORTIUM ON CLIMATE AND HEALTH EDUCATION

Dear Colleague,

Welcome and thank you for your participation in this survey to assess the state of climate and health education within public health training institutions globally.

Your participation, **regardless of the presence or absence of climate and health education at your institution**, is invaluable and will contribute to an annual indicator for [The Lancet Countdown on Health and Climate Change](#).

Your participation is entirely voluntary, and your responses will be kept confidential and anonymous. The Global Consortium on Climate and Health Education will collect and analyze the survey data in a secure platform and it will be anonymized prior to reporting. No Institution names will be reported.

The survey should take approximately 5-15 minutes to complete. If you would like to view the survey prior to entering data, you can access the PDF [here](#).

### WHO SHOULD COMPLETE THIS SURVEY:

- Faculty members, academics and/or course coordinators who design or teach climate and/or planetary health related content and curriculum.
- Faculty members, academics and/or course coordinators who are familiar with climate and/or planetary health related content currently being taught at the school.
- In the absence of climate and/or planetary health content, any faculty members, academics, or course coordinators from a public health program are invited to respond.

For questions, please reach out to Nico Hamacher ([nph2115@cumc.columbia.edu](mailto:nph2115@cumc.columbia.edu)).

### 1. About your institution

Section 1: About your institution

1.1 Name of institution (Include Department if applicable)

1.2 Select the country location of your institution (Select the location of YOUR main campus if multiple global locations exist)

1.3 Please provide URL/website of institution

1.4 What type of public health training does your institution offer?

*Select all that apply. Separate questions will be generated for each category*

- ☐ Doctoral-level training DrPH or PhD
- ☐ Masters degree or Post-Graduate Certification
- ☐ Bachelor degree/Undergraduate
- ☐ Vocational training/Technical degree

1.5 **Approximately** how many students are currently enrolled in all the above public health degree programs at your institution? (If greater than 10,000 students, select >10,000)

0 1250 2500 3750 5000 6250 7500 8750 10000 >10,000 students

0 ☐

1.6 Role at institution

- ☐ Professor (any level)
- ☐ Lecturer (any level)
- ☐ Research faculty (any level)
- ☐ Administrative staff
- ☐ Dean/Head of School
- ☐  Other

1.7 Email

*[You will only be contacted if the team has questions related to your survey responses. You will be contacted to resubmit this form for the 2025-26 cycle. All data will be anonymized prior to analysis]*

1.8 This is the 2024-2025 version of this survey. Did you participate in the 2023-2024 version of this survey?

- ☐ Yes – there have **NOT** been any changes to our climate and health curriculum since the last survey.
- ☐ Yes – we have **CHANGED** our climate and health curriculum since the last survey.
- ☐ No

1.9 Does your institution offer climate and health education?

- ☐ Yes  
☐ No

## 2. Climate and health curricula

2.1 For each type of public health degree, is there climate and health training in the curriculum?

	Yes	No
Doctoral-level training DrPH or PhD	<input type="radio"/>	<input type="radio"/>
Masters degree or Post- Graduate Certification	<input type="radio"/>	<input type="radio"/>
Bachelor degree/Undergraduate	<input type="radio"/>	<input type="radio"/>
Vocational training/Technical degree	<input type="radio"/>	<input type="radio"/>

2.2 Approximately how many students at your institution are participating in climate-health education and training this year? (If >5,000 students, select > 5,000)

	Number of students						> 5,000
	0	1000	2000	3000	4000	5000	
Doctoral-level training DrPH or PhD						<input type="checkbox"/>	<input type="text"/>
Masters degree or Post-Graduate Certification						<input type="checkbox"/>	<input type="text"/>
Bachelor degree/Undergraduate						<input type="checkbox"/>	<input type="text"/>
Vocational training/Technical degree						<input type="checkbox"/>	<input type="text"/>

2.3 How is climate and health education integrated into your institutions' curriculum? (Please select all that apply)

	REQUIRED: standalone course	ELECTIVE: standalone course	REQUIRED: part of the core curriculum [guest lectures, seminars, workshops, etc]	ELECTIVE: part of the curriculum [guest lectures, seminars, workshops, etc]	Climate and Health Concentration/ Certificate
Doctoral-level training DrPH or PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Masters degree or Post- Graduate Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor degree/Undergraduate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational training/Technical degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 2.4 When was your institutions' climate and health education established?

	Less than one year	1-5 years	6-10 years	More than 10 years	I don't know
Doctoral-level training DrPH or PhD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Masters degree or Post- Graduate Certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor degree/Undergraduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational training/Technical degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 2.5 How has the number of participants changed in your institution's climate and health programs or curricular offering in the last 5 years?

	Increased	Decreased	Unchanged	Don't know
Doctoral-level training DrPH or PhD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Masters degree or Post- Graduate Certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor degree/Undergraduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational training/Technical degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

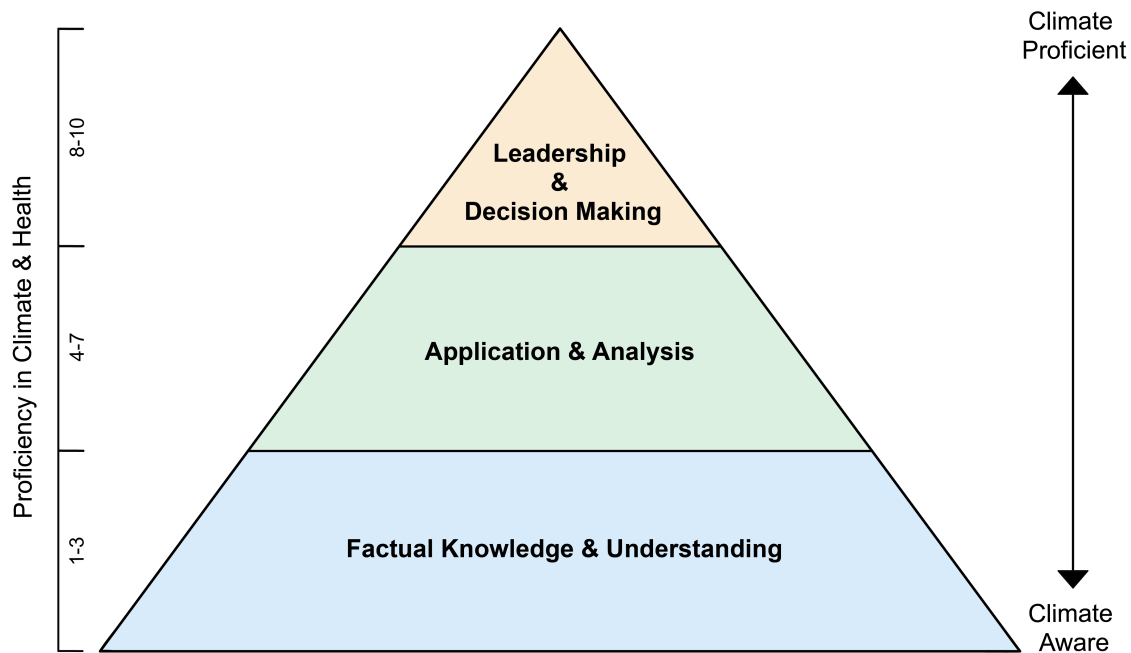


Figure 1. Framework for climate and health competency progression.

**The following eight questions (2.7.1.1 - 2.7.2.4) are related to the provided graphic/information.** You will be asked to assess the degree to which students are currently trained in your program/s across eight key competencies for public health professionals, as outlined by various frameworks, including the GCCHE Competencies (2023), ASPHER Climate and Health Competencies for Public Health Professionals in Europe, the Climate Adaptation Competency Framework, Patrick et al., 2011, and the ASPPH Public Health Education Toolkit.

While your institution's specific competencies may vary, please align them with the following proficiency levels:

### **1-3: Factual Knowledge & Understanding**

At this level, students gain foundational knowledge and a clear understanding of key concepts, theories, and facts. This stage focuses on comprehension and the ability to explain or describe fundamental principles, but without necessarily applying them in practical or complex scenarios.

### **4-7: Application & Analysis**

In this range, students move beyond basic understanding to applying their knowledge in real-world contexts. They can analyze situations, identify problems, and use their understanding to solve issues related to climate and health.

### **8-10: Leadership & Decision Making**

At this highest level, students demonstrate leadership in climate and health by making

informed decisions, guiding strategic planning, and implementing effective solutions. They are capable of leading teams and driving change within organizations or communities.

2.7.1.1

Proficiency in Climate & Health

Climate Aware

Climate Proficient

Factual Knowledge & Understanding

Application & Analysis

Leadership & Decision Making

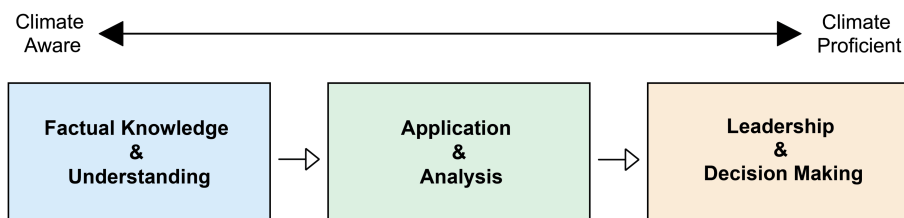
For each of the following climate and health competencies, please select the degree to which **Bachelor degree/Undergraduate** degree students are trained.

	Factual Knowledge & Understanding				Application & Analysis		Leadership & Decision Making		Not covered in curriculum				
	0	1	2	3	4	5	6	7	8	9	10		
Fundamental science behind the natural and anthropogenic changes in the environment and associated health outcomes for given exposures.												<input type="checkbox"/>	<input type="text"/>
Demographics, economic development, technology and other drivers/activities that create pressures on the climate and environment.												<input type="checkbox"/>	<input type="text"/>
Use of research, tracking, monitoring, and surveillance to assess future health risks from climate and environmental change and the adaptive capacity of a system to cope.												<input type="checkbox"/>	<input type="text"/>
How biological, social, economic and structural determinants of health synergize with climate exposures to amplify health risk and vulnerability for individuals, communities and health systems.												<input type="checkbox"/>	<input type="text"/>

	Factual Knowledge & Understanding				Application & Analysis			Leadership & Decision Making			Not covered in curriculum		
	0	1	2	3	4	5	6	7	8	9	10		
Strategies for health systems to mitigate, adapt and build resilience to climate and environmental change												<input type="checkbox"/>	<input type="text"/>
Assessment of adaptation solutions at population level with accompanying evaluation of health co-benefits												<input type="checkbox"/>	<input type="text"/>
Solicit and receive stakeholder and community input to inform communication strategies, taking into consideration theories of behavioural change and existing cultural and political challenges												<input type="checkbox"/>	<input type="text"/>
Work collaboratively in transdisciplinary and interprofessional climate and health initiatives												<input type="checkbox"/>	<input type="text"/>

2.7.1.2

## Proficiency in Climate & Health



For each of the following climate and health competencies, please select the degree to which **Masters degree or Post-Graduate Certification** students are trained.

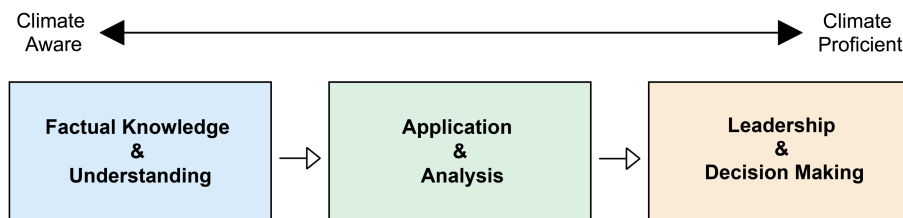
	Factual Knowledge & Understanding				Application & Analysis			Leadership & Decision Making			Not covered in curriculum	
	0	1	2	3	4	5	6	7	8	9	10	
Fundamental science behind the natural and anthropogenic changes in the environment and associated health outcomes for given exposures.												<input type="checkbox"/> <input type="text"/>
Demographics, economic development, technology and other drivers/activities that create pressures on the climate and environment.												<input type="checkbox"/> <input type="text"/>
Use of research, tracking, monitoring, and surveillance to assess future health risks from climate and environmental change and the adaptive capacity of a system to cope.												<input type="checkbox"/> <input type="text"/>
How biological, social, economic and structural determinants of health synergize with climate exposures to amplify health risk and vulnerability for individuals, communities and health systems.												<input type="checkbox"/> <input type="text"/>
Strategies for health systems to mitigate, adapt and build resilience to climate and environmental change												<input type="checkbox"/> <input type="text"/>
Assessment of adaptation solutions at population level with accompanying evaluation of health co-benefits												<input type="checkbox"/> <input type="text"/>



	Factual Knowledge & Understanding				Application & Analysis			Leadership & Decision Making			Not covered in curriculum		
	0	1	2	3	4	5	6	7	8	9	10		
Solicit and receive stakeholder and community input to inform communication strategies, taking into consideration theories of behavioural change and existing cultural and political challenges												<input type="checkbox"/>	<input type="text"/>
Work collaboratively in transdisciplinary and interprofessional climate and health initiatives												<input type="checkbox"/>	<input type="text"/>

2.7.1.3

## Proficiency in Climate & Health

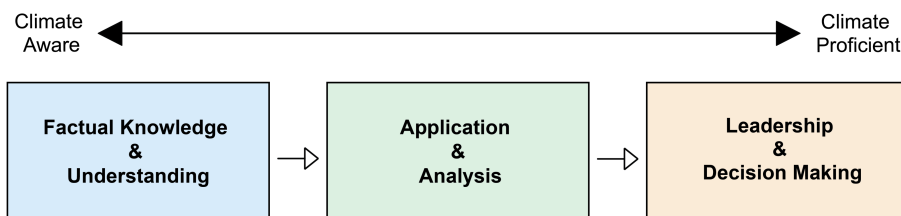


For each of the following climate and health competencies, please select the degree to which **Vocational training/Technical degree** students are trained.

	Factual Knowledge & Understanding				Application & Analysis			Leadership & Decision Making			Not covered in curriculum		
	0	1	2	3	4	5	6	7	8	9	10		
Fundamental science behind the natural and anthropogenic changes in the environment and associated health outcomes for given exposures.												<input type="checkbox"/>	<input type="text"/>
Demographics, economic development, technology and other drivers/activities that create pressures on the climate and environment.												<input type="checkbox"/>	<input type="text"/>

	Factual Knowledge & Understanding				Application & Analysis			Leadership & Decision Making			Not covered in curriculum	
	0	1	2	3	4	5	6	7	8	9	10	
Use of research, tracking, monitoring, and surveillance to assess future health risks from climate and environmental change and the adaptive capacity of a system to cope.												<input type="checkbox"/> <input type="text"/>
How biological, social, economic and structural determinants of health synergize with climate exposures to amplify health risk and vulnerability for individuals, communities and health systems.												<input type="checkbox"/> <input type="text"/>
Strategies for health systems to mitigate, adapt and build resilience to climate and environmental change												<input type="checkbox"/> <input type="text"/>
Assessment of adaptation solutions at population level with accompanying evaluation of health co-benefits												<input type="checkbox"/> <input type="text"/>
Solicit and receive stakeholder and community input to inform communication strategies, taking into consideration theories of behavioural change and existing cultural and political challenges												<input type="checkbox"/> <input type="text"/>
Work collaboratively in transdisciplinary and interprofessional climate and health initiatives												<input type="checkbox"/> <input type="text"/>

## Proficiency in Climate & Health



For each of the following climate and health competencies, please select the degree to which **Doctoral-level training DrPH or PhD** students are trained.

	Factual Knowledge & Understanding				Application & Analysis		Leadership & Decision Making			Not covered in curriculum	
	0	1	2	3	4	5	6	7	8	9	10
Fundamental science behind the natural and anthropogenic changes in the environment and associated health outcomes for given exposures.										<input type="checkbox"/>	<input type="text"/>
Demographics, economic development, technology and other drivers/activities that create pressures on the climate and environment.										<input type="checkbox"/>	<input type="text"/>
Use of research, tracking, monitoring, and surveillance to assess future health risks from climate and environmental change and the adaptive capacity of a system to cope.										<input type="checkbox"/>	<input type="text"/>
How biological, social, economic and structural determinants of health synergize with climate exposures to amplify health risk and vulnerability for individuals, communities and health systems.										<input type="checkbox"/>	<input type="text"/>

	Factual Knowledge & Understanding				Application & Analysis			Leadership & Decision Making			Not covered in curriculum	
	0	1	2	3	4	5	6	7	8	9	10	
Strategies for health systems to mitigate, adapt and build resilience to climate and environmental change												<input type="checkbox"/> <input type="text"/>
Assessment of adaptation solutions at population level with accompanying evaluation of health co-benefits												<input type="checkbox"/> <input type="text"/>
Solicit and receive stakeholder and community input to inform communication strategies, taking into consideration theories of behavioural change and existing cultural and political challenges												<input type="checkbox"/> <input type="text"/>
Work collaboratively in transdisciplinary and interprofessional climate and health initiatives												<input type="checkbox"/> <input type="text"/>

2.7.2.1 Are climate and health competencies formally assessed (quizzes, exams, small group work, papers, thesis, etc) for **Bachelor degree/Undergraduate** students?

- ☐ Yes  
☐ No

2.7.2.2 Are climate and health competencies formally assessed (quizzes, exams, small group work, papers, thesis, etc) for **Masters degree** students?

- ☐ Yes  
☐ No

2.7.2.3 Are climate and health competencies formally assessed (quizzes, exams, small group work, papers, thesis, etc) for **Vocational training/Technical degree** students?

- ☐ Yes  
☐ No

2.7.2.4 Are climate and health competencies formally assessed (quizzes, exams, small group work, papers, thesis, etc) for **Doctoral-level training DrPH or PhD** students?

- ☐ Yes
- ☐ No

2.9 Are any climate and health offerings currently under consideration by your education committee? (Please select all that apply)

- ☐ REQUIRED: standalone course
- ☐ ELECTIVE: standalone course
- ☐ REQUIRED: part of the core curriculum [guest lectures, seminars, workshops, etc]
- ☐ ELECTIVE: part of the curriculum [guest lectures, seminars, workshops, etc]
- ☐ Climate and Health Concentration/Certificate
- ☐ No climate and health offerings are currently being planned

2.8 If one exists please provide the URL to your climate-health curriculum website

2.9 If there is somebody at your institution who would be better suited to provide details about your climate and health program please provide their Name, Title and Email address below

- ☐  Name
- ☐  Title
- ☐  Email Address

### Block 3

**This is the final page of the survey.**

**After clicking 'Next,' your responses will be submitted and cannot be edited.**