

**THE INTERNATIONAL ONE HEALTH FOR ONE PLANET
EDUCATION & TRANS-DISCIPLINARY RESEARCH INITIATIVE
(1-HOPE-TDR)**

I-HOPE-TDR FRAMEWORK
Africa, Americas, Asia, Europe, Middle East, Oceania

The Framework sets out the rationales, purpose, approach, organization and general strategies underpinning the implementation of 1- HOPE-TDR.

PREAMBLE

“After billions of years of evolution, in just a few decades we have come to an [inevitable turning-point](#). While we have made significant scientific / technological progress, we have failed to safeguard life on the planet including ours (we are but one of about 8.5 million species!). Naturalist and broadcaster [Sir David Attenborough](#) reminds us: “The truth is: the natural world is changing. And we are totally dependent on that world. It provides our food, water and air. It is the most precious thing we have, and we need to defend it.”

It is evident that lessons history has taught us over millennia, such as the futility of war, have not been learned. While we have the cognitive and affective capacities for achieving a more harmonious world, we continue to have a two-dimensional rather than a three-dimensional view or “[orbital perspective](#)”*: recognizing the complexity and interconnectedness of all life on the planet.



[*“If you step far enough back from any problem it becomes everyone’s problem”
and everyone gets in the picture”](#)

Considering our collective futures, three existential questions demand our immediate attention:

- *What kind of future are we heading toward?*
- *What kind of future do we need/want?*
- *How can we reconcile diverging directions toward ensuring a sustainable planet?*

Fundamental to our future wellbeing is recognising the consequences of our short-term thinking (e.g., profits over survival, control or enslavement over freedoms) alongside the willpower to rise above the human-fabricated divisions we have created. If we fail, so will future generations and humanity. Democratic societies depend on a shared belief in ‘something greater than themselves’ and holding ‘power to account’.

Underscored in [A Message to all UN Member States and Leaders of the United Nations](#), “educators and university leaders have a pivotal role to play”: “teaching not only scientific and technical know-how...but also the pathways to peace, problem-solving, and conflict resolution.” New thinking – learning, formal and non-formal, research & innovation, community engagement, global mobility- is paramount! In the final analysis, ensuring planet sustainability will depend on our capacity to “cultivate an active care for the world and with those with whom we share it” (UNESCO).

TOWARDS A NEW WORLDVIEW

The major problems of our time from climate change to biodiversity loss to inequities and geopolitical conflicts necessitate a change in our *worldview* shifting from our predominant human-centric mindset (*‘it’s all about us’*) to Earth (eco)-centrism (*‘it’s about all species and sustaining our ‘blue planet’*).

VISION

Cultivate “an active care for the world and for those with whom we share it.” (UNESCO)

MAIN PURPOSE: GLOBAL SUSTAINABILITY

Help society better understand the criticality of our relationship to each other, to other species, and to the environment to achieve a more “just, sustainable. and peaceful world.”

APPROACH

Working with University-Affiliate multidisciplinary steering committees at regional and sub-regional levels mainstream the *One Health & Wellbeing Concept* (OHW and the *UN-2030 Sustainable Development Goals* (SDGs) across societal sectors.

CORE VALUES AND PRINCIPLES

The One Health & Wellbeing Concept (OHW)

- *“COMPASSION FOR THE SANCTITY OF ALL LIFE”*
- Source: [Reflections on Transforming Higher Education for the 21st Century](#)

Earth Charter

- *4 PILLARS: RESPECT AND CARE FOR THE COMMUNITY OF LIFE, ECOLOGICAL INTEGRITY, SOCIAL & ECONOMIC JUSTICE, DEMOCRACY, NONVIOLENCE AND PEACE*
- Source: [Earth Charter International](#)

The UN -2030 Sustainable Development Goals

- *“A MORE JUST, SUSTAINABLE AND PEACEFUL WORLD”*
- Source: [UN-2030 SDGs](#)

One Health High Level Expert Panel (OHHLEP)

- *“MULTIPLE SECTORS, DISCIPLINES & COMMUNITIES AT VARYING LEVELS OF SOCIETY*
- Source: [One Health High Level Expert Panel](#) (OHHLEP)

LEARNING IS KEY FOR GLOBAL SUSTAINABILITY

- from human health **to paying equal attention to the health&wellbeing of all species and ecosystems.**
- from individualism **to learning from and with others.**
- from knowledge fragmentation **to integrative learning across all disciplines.**
- from knowledge transmission **to collaborative knowledge discovery.**
- from mainly institution-foci **to more direct community engagement and social learning.**
- from vested interests, ambition, power **to altruism, understanding, compassion and truth.**

DEVELOPING 1 HOPE–TDR University AFFILIATE CONSORTIA: REGIONAL HUBS AND SUB-REGIONAL COORDINATING CENTRES

MEMBERSHIP COMPOSITION**

REFLECTING THE MULTIDISCIPLINARY ORIENTATION OF THE ONE HEALTH AND WELLBEING CONCEPT AND THE UN-SUSTAINABLE DEVELOPMENT GOALS

Representatives from Universities / Education and Affiliates

Equal representation

**Biological/Life Sciences - Natural / Physical Sciences-Social Sciences & Humanities

Education

Primary/Secondary Education (e.g., Teacher Training Colleges)

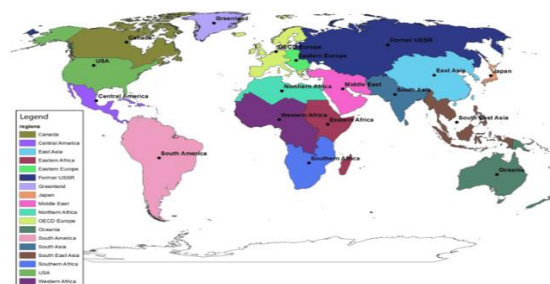
Affiliate Organisations

Civil Society, Government, Business and Partner Organisations

(e.g., One Health, Planetary Health, EcoHealth focusing on planet sustainability)

STRUCTURE AND IMPLEMENTATION PHASES

1. Establish **regional 'HUBS'** (with representatives from sub-regions to enable strategic developments.)
2. Establish **sub-regional (S-R) Coordinating Committees** - participating institutions / organisations) - to take forward strategic developments especially localising initiatives.
- 3.



GENERAL STRATEGIES

- **Mainstream OHW and the SDGs across societal sectors (education, research & innovation; workforce developments-health systems, govt. policy, business, community (esp. focusing on Youth/GenZ, Women, Disenfranchised)**
- Strengthen multi-sector solutions by enabling OHW and the SDGs
- Promote a future consciousness and preventive approaches identifying root causes and addressing global risks (climate change, peace and security, governance / accountability, AI (see *10 Propositions for Global Sustainability-#7*))
- Provide synergies/alignment to allow different global regions to exchange knowledge on pressing social-ecological development challenges under global and regional stressors.
- Contribute to an international *1 HOPE-TDR advisory* forum to guide and support strategic directions.

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Biological/Life Sciences (Medicine: veterinary & human and from such areas as public health, global health, biology, environmental science, agricultural science, ecology...).

Natural / Physical Sciences (Earth sciences and from such areas as chemistry, physics, geography, manufacturing, mechanics...).

Social Sciences & Humanities (Education and from such areas as politics, economics, sociology, psychology, cultural anthropology

10 PROPOSITIONS FOR GLOBAL SUSTAINABILITY

What if?

- 1 All 193 NATIONS OF THE WORLD collectively embraced the vision and aspirations set out in the UN declaration, 'Transforming our World: The 2030 Agenda for Sustainable Development', in word and concrete enabling actions?
- 2 GLOBAL GUIDELINES were evolved and agreed to ensure technology is used "only" for peaceful purposes and in support of the health and well-being of all species and the planet?
- 3 DECISION-MAKERS treated migration as a historical, complex, global human reality that we need to manage collaboratively, compassionately and responsibly with an emphasis on mitigating root causes (socio-political, economic, environmental) while enacting integrated, preventative life-sustaining measures?
- 4 GOVERNMENT, BUSINESS AND CIVIL SOCIETY collaborated at all levels and adopted a new paradigm – a new world view – to ensure our needs as human beings are compatible with the needs of our outer world – our ecosystem?
- 5 HUMAN VALUES AND MODERN LIFESTYLES – especially national vested interests and overconsumption (energy, water, raw materials ...) – were recognised globally as the leading causes of environmental degradation, eventual loss of resource bases threatening the sanctity and sustainability of all life?
- 6 NATURE was acknowledged as a major source of human thought processes and feeling – inspiration and creative learning as well as being a main factor in personal growth and development, thereby contributing to each individual's quality of life, realisation of dreams and aspirations?
- 7 THE UNIFYING ONE HEALTH AND WELL-BEING CONCEPT became the cornerstone of our education systems and societal institutions, thereby helping to create a "more just, sustainable and peaceful world" (UN-2030 Global Goals [SDGs])?
- 8 HUMANITY'S FUNDAMENTAL ROLE as frontline custodians of the planet was recognised and adopted globally, thereby ensuring the true regenerative power of our societies and fostering compassion, trust and goodwill?
- 9 THE UNITED NATIONS GENERAL ASSEMBLY (UNGA), guided by the human experience over millennia alongside global wisdom, and in a spirit of compassion, kindness, harmony and moral authority, agreed to prioritise and actively promote the values of equality, democracy, tolerance and respect to bridge divisions between people and bind nations together?
- 10 ALL MEMBERS OF THE UNITED NATIONS SECURITY COUNCIL were held globally accountable for their role in maintaining world peace and security – based on a genuine commitment to shared people and planet values while giving a permanent voice to regions with the fastest population growth and social and economic disparities (e.g., Africa, India, Middle East, SE Asia – i.e., close to 6 billion people vs about 2 billion by 2030)?

