

Bates, David ORCID: <https://orcid.org/0000-0001-5440-6039> and Corrie, Ian ORCID: <https://orcid.org/0000-0002-3488-9691> (2025) Revisiting planetary health or the 'One Health Concept' to develop strategies that strengthen global human security. In: 2nd International Conference on Healthcare, Traditional & Alternative Medicine: Dubai 2025, 28-30 April 2025, Al Jadaf, Dubai, UAE. (Unpublished)

Downloaded from: <https://insight.cumbria.ac.uk/id/eprint/8828/>

***Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.***

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

# Revisiting Planetary Health or the ‘One Health Concept’ to Develop Strategies that Strengthen Global Human Security



EMPLOYER RECOGNITION SCHEME

**GOLD AWARD**

Proudly supporting those who serve.



Presented by Colonel David Bates ARRC to the:  
Heathcare Dubai, 2nd International Conference  
At Al Jadaf, Dubai, UAE  
On 29 April 2025

# People, Place and Purpose



**Colonel David Bates ARRC**

Senior Lecturer

and

Doctor Ian Corrie PhD

Principle Lecturer

**Institute of Health**

**University of Cumbria**

**United Kingdom**

[david.bates@cumbria.ac.uk](mailto:david.bates@cumbria.ac.uk)

**+44(0)7772 665634**

# Abstract

- Alma Ata (1978), Ottawa (1986), Dahlgren and Whitehead (1991) Antonovsky (1996) and Sendai (2015)
- One Health Concept (Coker A et al, 2011)
- Transformative Learning (Bates D and Corrie I, 2021)







# Aim

To present a philosophical case of good practise based on qualitative data collected in the last 7 years from our transformative learning experience creating our philosophy

Demonstrating that this philosophy and strategy is building a body of knowledge that is shaping multi professional practitioners engaged in public health, disaster response and humanitarian action including sustainable development and climate action

**Turning the rhetoric of the WHO and UNDRR conferences into reality**



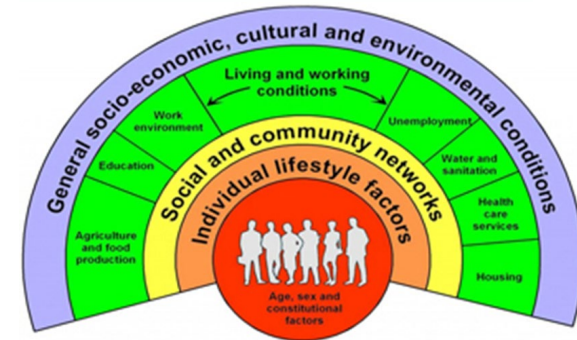
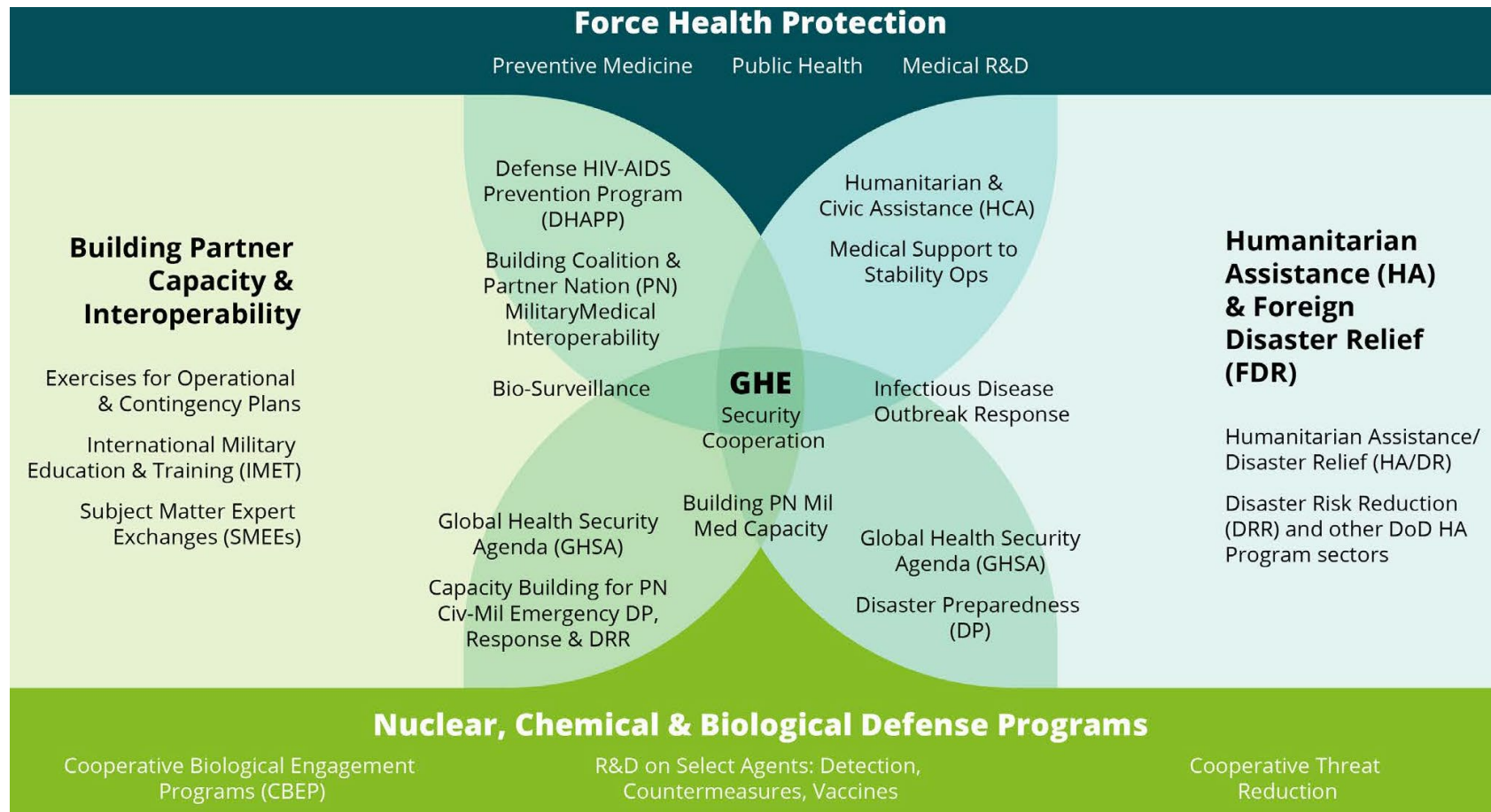
# Objectives

To present an appreciation of what can be achieved by facilitating collaboration between the health, care and the executive branches

To posit that transformative learning and transformational leadership are capability multipliers that set the conditions for positive outcomes and impact

Provide some universal principles that may be applied to any level of effort in delivering healthy public policy and health security following the 'One Health Concept'

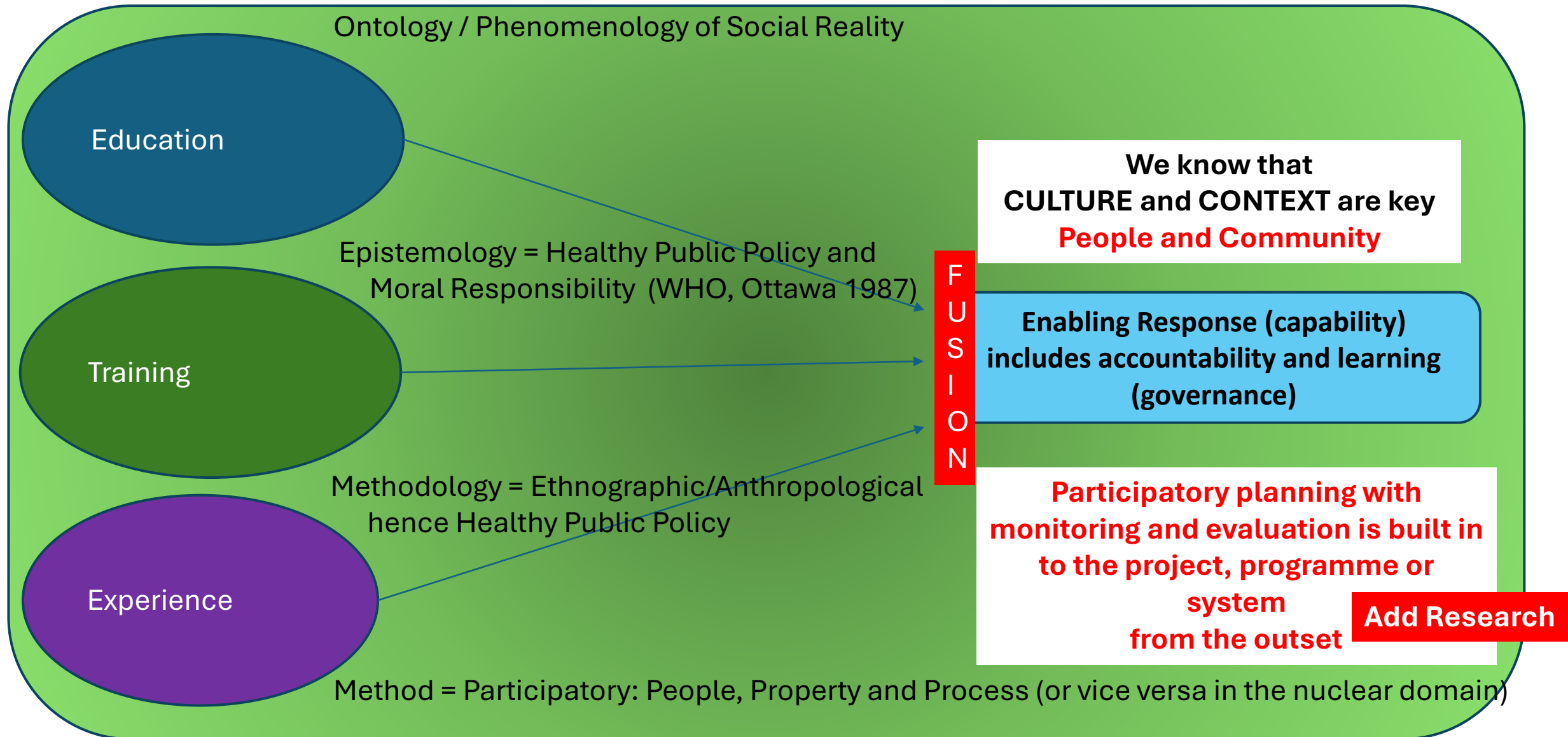
# Global Health Engagement for Health Security



One Health contributing to  
Global Security

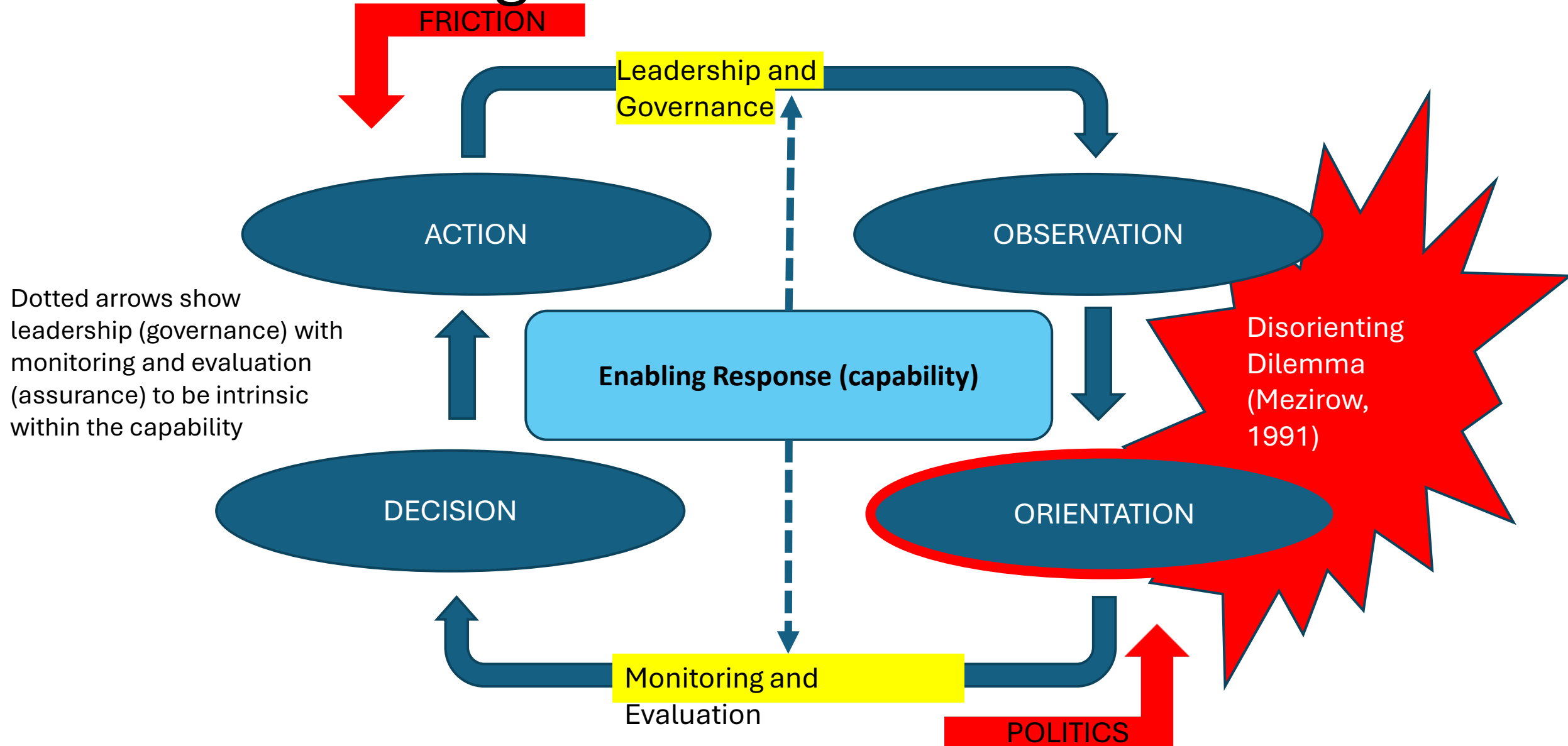
Payne et al (2023), Codifying a Global Health Engagement Role for the Defence Health Agency. Deloitte.

# Our Teaching and Learning Philosophy





# Decision Making in a world of social reality

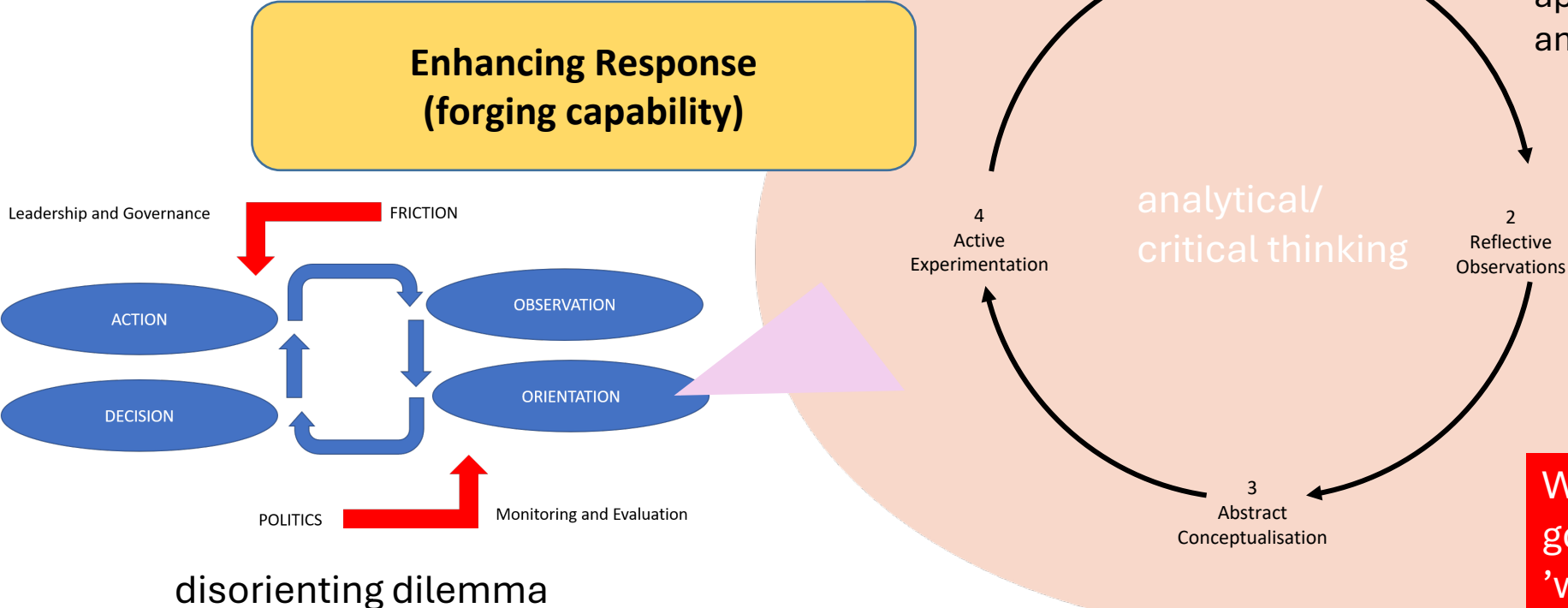


This is one of the most basic decision making aids based on Col John Boyd's OODA loop (Coram 2004) with Clausewitz's (1989) FRICTION and POLITICS frustrating, slowing or reversing the process.

# Changing Behaviours through experience and engineering

create decision advantage/superiority within the project, programme or system

Kolb D et al (2000) (and other reflective practise models) allows us to make sense of what we are observing so that we can make ‘difficult decisions on a bad day when no one’s looking’ and take appropriate action that achieves an acceptable/optimal outcome



Disorienting dilemmas, option to embrace or rationalise a found problem (adapted from Kolb, 1984 p. 33) Kolb D and Kolb A (2008).

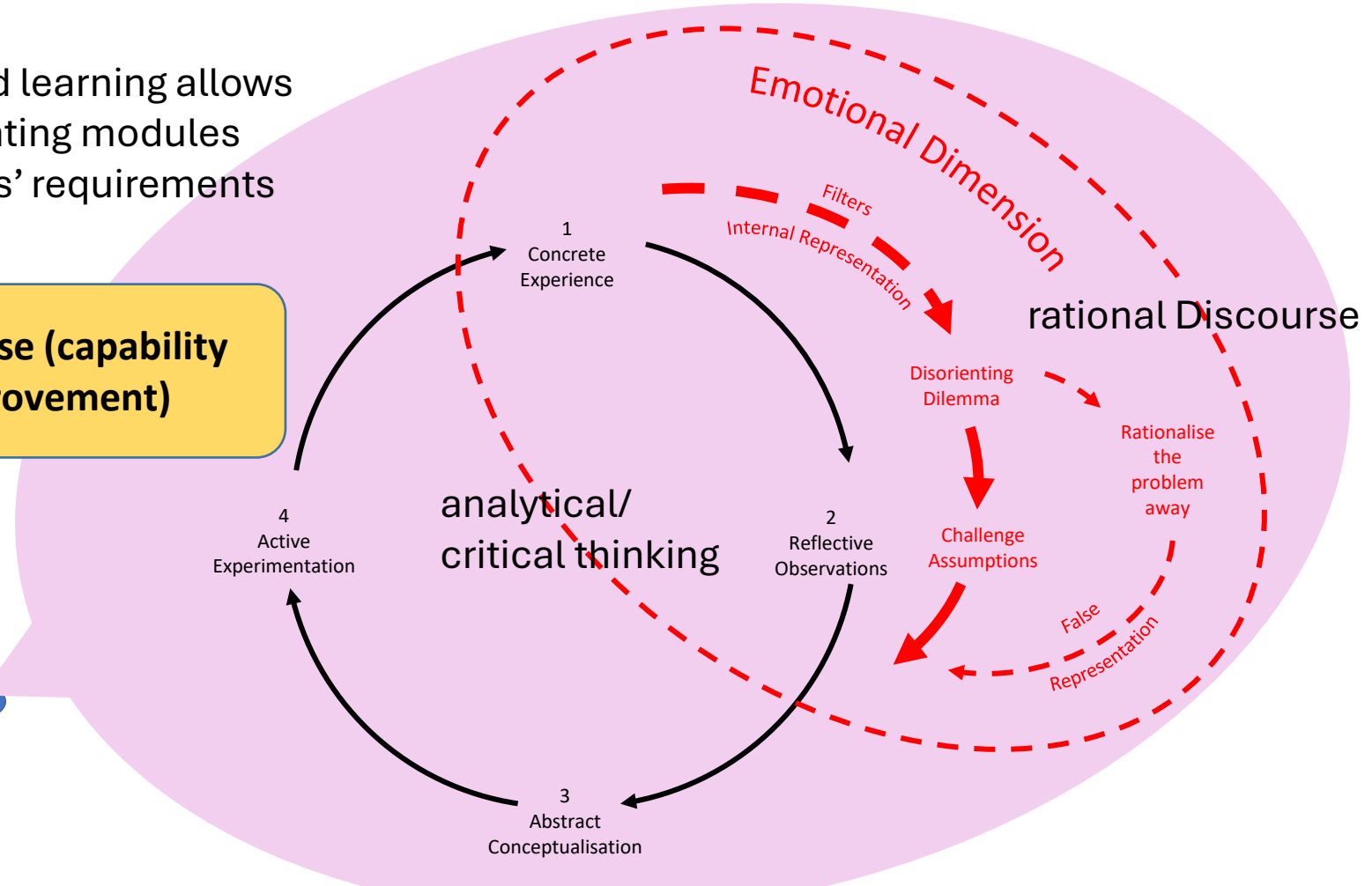
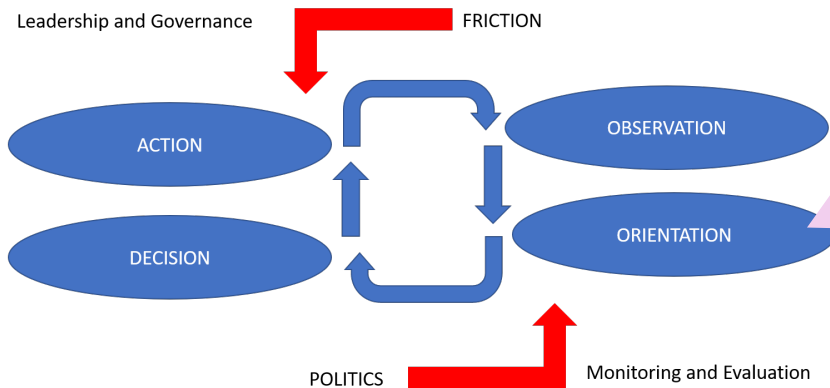
What is a 'proper job' or good enough? Or will you 'wing it'?

# Changing Behaviours to Enhance Capability

This philosophical approach to teaching and learning allows us to be flexible and adaptable when facilitating modules or programmes for you based on your clients' requirements

disorienting dilemma

**Embedding Response (capability creation or improvement)**



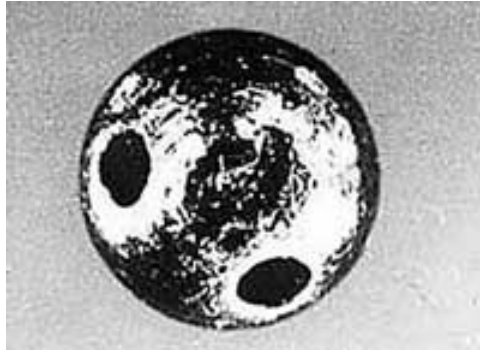
Reflecting on disorienting dilemmas gives us the option to embrace (solid arrows) or rationalise a found problem away (dotted arrows using filters and our own subjective representation) and maintaining the original posture, doctrine, policy etc (adapted from Kolb D, 1984 p. 33; Mezirow J, 1991 and Mezirow J et al, 2001). **Follow the thick arrows for success (a proper job?).**

# Tacit Knowledge and Disruptive Pedagogy

(Hayes, C and Corrie I, 2020)



Spanish Flu 1918



1978 Georgi Markov



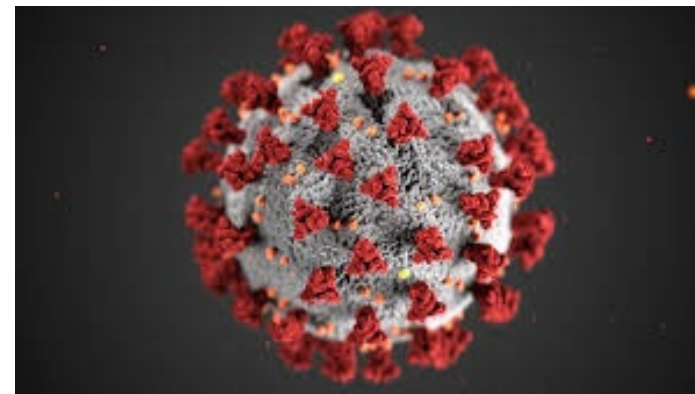
Ebola 1970s to date



November 2006



March 2018



December 2019 to date



Ongoing

Only politicians use the term  
'unprecedented'

Avoid Future Shocks through  
Mitigation and Preparation

Learning from experience,  
Reflection and Reflexivity

We know that global health  
and security are only as  
strong as the weakest



# This is Transformative Learning

All of this supports your self-development and meets the demands of the services in which you practice by promoting a critical practitioner who positively influences legislation, policy, doctrine and capability (Russ C and Davis K, 2014).



Taking mid-career professionals on a transformative learning journey



Bates D (2009)

# Principles and Recurring Themes

## The DR and HA Principles

All hazards / **multi-dimensional** approach

Buoyancy versus Resilience

**Integrated** / Multi – agency working

Shibboleths versus Mavens



Principles do not change  
but the size and  
complicated nature of  
incidents do

**Intelligence**

**Knowledge**

**Problem Solving**

**Decision Advantage/Superiority**

**Communication**

**Networking and Partnerships**

**Outreach by Information Activities**



Bates D (2009)

In conclusion we can create and improve capability systems by building on what we know through reflective and reflexive practice

# Regaining the Generalist?

## Local Action/Influence

- CPD and Health Leadership
- MPH Program (International)
- Pear's Medical School
- Communities of Practise (Wenger, 1998)



**Think Globally Act Locally**

**Create Mavens to turn the rhetoric into reality**

Health for All (by the Year 2000)!





Ahmadi, S. F., Baradaran, H. R., & Ahmadi, E. (2015). *Effectiveness of teaching evidence-based medicine to undergraduate medical students: a BEME systematic review*. Medical Teacher, 37(1), 21-30.

Antonovsky A (1996), The salutogenic model as a theory to guide health promotion. Health Promotion International, 11(1):11-18. <https://doi.org/10.1093/heapro/11.1.11>;

Bates D (2009), A study to determine the education, training and practice requirements of the Army Medical Services Command and Staff Cadre. University of Dundee.

Bates D and Corrie I (2021), 'An examination of how on-line transformative learning has been applied to create individual development and organisational capability to counter natural and man-made environmental threats in a Public Health context'. NATO CMDR COE Yearbook: pages 25 to 40. NATO Allied Command Transformation.

Bates D (2025), Global health security in the age of Covid-19. In: Bates, David and Shircore, Richard, (eds.) Covid reflections: a reader. Self-published.

Baxter C (2021), *Novichocks*. CBRNe World Webinar, 24 Feb 21.

von Clausewitz C (1989), *On War*. Princeton University Press, New Jersey.

Coker R et al (2011), Towards a conceptual framework to support one-health research for policy on emerging zoonoses. Lancet Infect Dis 2011; 11: 326–31 Published Online March 3, 011 DOI:10.1016/S1473-3099(10)70312-1.

Coppola D (2020), Introduction to International Disaster Management (3<sup>rd</sup> Ed). Elsevier, Amsterdam.

Coram R (2004), *Boyd: The Fighter Pilot Who Changed the Art of War*. Back Bay Books/Little, Brown and Company, New York

Couper, I. D., & Worley, P. S. (2017). Learning in the community. A Practical Guide for Medical Teachers, p68.

Dahlgren G (2021), The Dahlgren-Withehead model of health determinants: 30 years on and still chasing rainbows. Public Health , 199 (2021): 20-34.

Foley S, Falconer-Hall T, **Bates D** (2024), Global health context for the military in Defence Engagement (Health). BMJ Mil Health 2024;170:e59-e64.

Hayes, C., & Corrie, I. (2020). *Learner-Centred Pedagogy Framing Authentic Identity and Positionality in Higher Education*. In Optimizing Higher Education Learning Through Activities and Assessments (pp. 77-95). IGI Global.

Hoppe K and Williamson C (2018), 'Safeguarding in humanitarian organisations: a practical look at response'. Humanitarian Practice Network, Overseas Development Institute, London.

Kneebone, R., Nestel, D., & Bello, F. (2017). *Learning in a simulated environment*. A Practical Guide for Medical Teachers, 92.

Kolb D et al (2000), *Experiential Learning Theory: Previous Research and New Directions*. In: Sternberg R and Zhang L (Editors), Perspectives on cognitive learning and thinking styles. Lawrence Erlbaum, New Jersey.

Kolb A and Kolb D (2008), *A Dynamic, Holistic Approach to Management Learning, Education and Development*. Armstrong: Management Learning, Education and Development. Pages: 42-68.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104-1310.

Mezirow, J. (2000). *Learning as Transformation: Critical Perspectives on a Theory in Progress*. The Jossey-Bass Higher and Adult Education Series. Jossey-Bass Publishers, 350 Sansome Way, San Francisco, CA 94104.

Mezirow J (2009), Transformative Learning in Practice: Insights from Community, Workplace and Higher Education. John Wiley and Sons, San Francisco.

Payne et al (2023), Codifying a Global Health Engagement Role for the Defence Health Agency. Deloitte.

Russ C and Davis K (2014), 'The push for change in humanitarian learning'. Overseas Development Institute, London.

Sandman P and Lanard J (2004), Crisis Communication: Guidelines for Action. Planning What to Say When Terrorists, Epidemics, or Other Emergencies Strike. American Industrial Hygiene Association.

Slim H (2015), *Humanitarian Ethics: A guide to the morality of aid in war and disaster*. Hurst and Co Publishers, London.

Wenger, E. (1998), *Communities of practice: learning, meaning, and identity*. Cambridge: Cambridge University Press.

UN (1978), Declaration of Alma-Ata. WHO International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978

UN (1986), *Ottawa Charter for Health Promotion*. Journal of Health Promotion 1: 1-4. Cited in: Naidoo J and Wills J (2009), Chapter 1 Concepts of Health (p 15) in: Foundations for Health promotion (3<sup>rd</sup> Ed). Elsevier, Edinburgh.

UN (1997), WHO Jakarta Declaration on Leading Health Promotion into the 21st Century. The Fourth International Conference on Health Promotion: New Players for a New Era - Leading Health Promotion into the 21st Century, meeting in Jakarta from 21 to 25 July 1997. Available at: <https://www.who.int/teams/health-promotion/enhanced-wellbeing/fourth-global-conference/jakarta-declaration> (last accessed: 21 Jun 24).