



7th Lifelong Learning World Forum

WORKSHOP SUMMARIES

This document reports the “operational summary” of each workshop drawn up from the report carried out “on the spot” by the Copilot (see the program of the Forum) to indicate concrete courses of action.

Synthesis of Workshop N°1: Health Education for Migrants and Refugees

- 1- Create health-related conditions and initiatives to build trust between local populations and refugees/migrants.
- 2- Use health education to promote a shared understanding of each other's language and culture.
- 3- Prioritize access to water, food and housing, which are the bases for the sustainable management of mental and physical health.
- 4- Encourage national political decision-makers to support local initiatives by and with the population. For example, building a mental health center in a refugee camp using local refugee/migrant expertise and integrating such a center into the wider local community.
- 5- Use health education services not only to respond to the initial crisis, but to maintain learning over time.
- 6- Act both on health education at the individual level to increase everyone's ability to take care of their own health and that of others, as well as at the collective level: information on the health system, public health measures.

Synthesis of Workshop N°2: Health education for girls and women

1. Empower girls and women through all actions, encourage them to play an active role for their health, by allowing them on the one hand to become aware and put words on their practices and their foundations and on the other hand by providing them with information and resources to empower them to make informed decisions for themselves and their environment.
2. Improve girls' access to education, including health, by addressing barriers such as poverty, cultural norms and discriminatory policies.
3. Challenge gender stereotypes and norms that limit girls' and women's access to education and health services.
4. Educate boys and men on the importance of gender equality in health and well-being.
5. Provide comprehensive sex education: culturally sensitive and age appropriate on sexual and reproductive health, including contraception, sexually transmitted infections and pregnancy prevention.
6. Increase and improve access to affordable, high-quality health services, including sexual and reproductive health services, prenatal care, and mental health services.
7. Encourage healthy behaviors through health education, including regular physical activity, healthy eating, and safe sex practices.
8. Use technology, mobile phones and social media, to increase access to health information and education for women and girls in hard-to-reach areas.
9. Promote the development of "transformative ecosystems" allowing to cross, share the different approaches resulting from the different knowledge: academic knowledge, knowledge of action (those of stakeholders and professionals) and knowledge of experiences to design and develop responses systems responding to the complexity of a situation.

Synthesis of Workshop N°3: Health education as a concept of lifelong education

1. Develop, by all possible means, health and well-being education for all citizens, especially the most vulnerable.
2. Move from a logic centered on healing towards a proactive logic of disease prevention, preservation of quality of life and healthy years. Use communication as the first working tool in this field of action
3. Valuing the place of the citizen, better educating him in order to increase his personal responsibility for his health, that of his entourage and his environment.
4. Give families and teachers the mission of disseminating quality information on health and quality of life to all aging children.
5. Train people to become active patients in the face of their disease.
6. Invest in training to provide health care in the family and social environment, because everyone at some point in their life will have to take care of the health of others.
7. Promote and defend the concepts of "One health" and "Global health" to lead to a new global agreement for the preservation of all living things in order to improve the general state of people's physical and mental health and the homeostasis of the planet and its occupants.
8. Develop the Network of Learning Cities and the Network of Learning Territories initiated respectively by Unesco and by the CMA because they promote actions in favor of prevention and the health of all citizens.
9. Make it known that only Lifelong Learning is able to respond appropriately to all the principles set out above, which makes it a tool of strategic importance in Health at the scale of the planet.
10. Train populations in the fact that climate change is the most powerful driver of negative transformation of living and health conditions. Addressing these climate changes is therefore one of the means at our disposal to mitigate the potential health risks that are looming on the horizon.

Synthesis of Workshop N°4: Health Education in Africa

1. Encourage governments to:

- be more proactive in solving health problems and commit to providing accessible health care;
- commit to promoting the mental health and well-being of all citizens;
- eliminate gender-based violence and address the root causes of gender-based violence, including gender inequality, poverty and discrimination;
- combat prejudices of gender, age, race, mental health, disability, etc.; ;
- promote health education and public awareness of health and wellness through public health campaigns, educational institutions and community outreach programs, and other forms of communication that reach a large audience;
- ensure adequate budgets to increase the number of teachers, scholarships to offer health and well-being programmes;
- Deploy digital to support health education campaigns to reach all sectors of society.

2- Reform the health education system to develop primary health care strongly based on prevention, community participation and individual responsibility. Health education programs should include information on:

- **lifestyle choices such as healthy eating, physical activity, mitigation of communicable diseases and substance abuse;**
- **how to take an active role in one's own health;**
- **chronic health issues such as diabetes, hypertension, heart disease and obesity and medication management;**
- **how to access local health services, including clinics, hospitals and mental health services;**
- **environmental health issues such as drinking water, air quality and sanitation;**
- **mental health issues and promoting mental health and well-being;**
- **emergency preparedness, including how to prepare for natural disasters and how to respond to medical emergencies;**
- **healthy relationships and providing information on domestic violence prevention.**

3. Develop collaborative health education actions in the field by involving various local and community actors in discussions on improving health and well-being. Local actors should include:

- **health professionals;**
- **educators in the education sector, including schools and higher education institutions, deliver health education across the curriculum;**
- **NGOs, community organizations and local health advocacy groups that provide information and resources on specific health issues;**
- **patients and their families who need to know more about specific health problems, prevention strategies and treatment options, in order to take an active role in managing their own health;**
- **Communication technology specialists to develop apps, websites and other digital resources that provide easy access to health information and resources.**

WORKSHOP N° 5 LIFELONG LEARNING IN HEALTH IN SOUTH AMERICA

- 1. Encourage politicians to consider Health Education as a priority subject for the future of our planet so that they devote more resources to it: education, information, social actors.**
- 2. Increase the collective awareness that the concentration of people in megacities increases the impacts on human health and well-being as well as on environmental degradation.**
- 3. Give the means to the populations of the same space to share an explicit language, recognized by all and capable of conveying the possibility of improving both physical and mental well-being.**
- 4. Implement means to deal with illiteracy and other causes of exclusion, such as dyslexia, in order to allow better social integration of people in difficulty and in particular of migrant and displaced populations.**

WORKSHOP n° 6 LIFELONG LEARNING IN HEALTH IN ASIA

1. 1. Use the theme of health education to promote interdisciplinarity.
2. 2. Introduce this theme in all disciplines according to an appropriate approach.
3. 3. Promote, within a coherent ecosystem, the sharing of knowledge, the co-creation of knowledge, learning communities and co-evolution.
4. 4. Reconcile national health policies with the consideration of a regional, econometric and ecological dimension, which makes it possible to guarantee traditional health and longevity thanks to the strengthening of social ties, healthy food and the regular practice of exercises.
5. 5. Promote the cooperation of a multitude of diverse actors: cities, local authorities, universities, research laboratories, pharmaceutical industries and other companies, as well as patients.
6. 6. Develop training for the elderly as well as their access to all activities likely to keep them in good health.
7. 7. Set aside funding to innovate in health education and scale up actions.
8. 8. Integrate learning validation methods into health training/education systems to make them sustainably more effective.