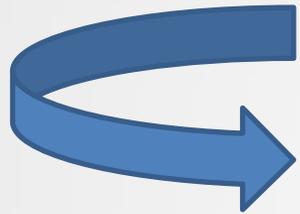


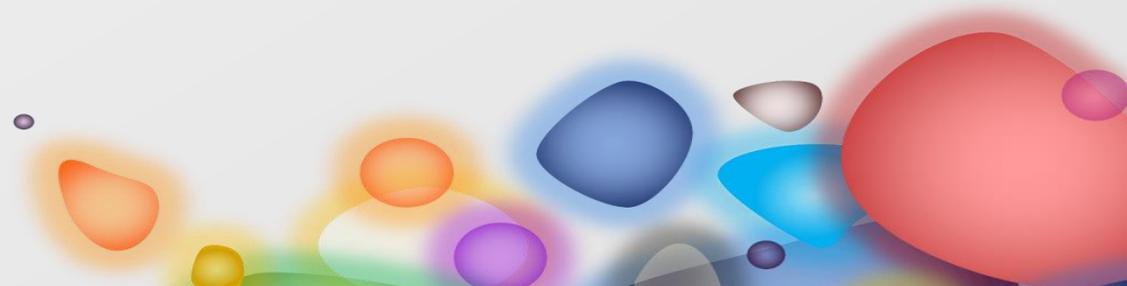
**“Combining a diversity of knowledge to  
meet the challenges of tomorrow”**



***Setting the scene***

# Outcomes of the seminar

- a framework including operational principles for listening and combining different sources of knowledge in research, policy development and practice and the conditions for genuine participation of children and young people.
- a proposal for a common project to raise funds and to continue the work.



**Ecology of  
knowledge**



**Participation**

***Genuine/token?***



Health promotion/health education/prevention are first and foremost referred to social practices and not a set of fixed paradigms, strategies and research methods.



# Health promotion/health education/prevention

A strategy (a **set of coordinated intersectoral actions**) which aims to orient and support social change in order to **improve health for all** and **reduce health inequalities**.



- Action on life ecosystems
- Development of Health Literacy



# Health promotion/health education/prevention

## Four practices

- **The practices of individuals and populations:** both individual and group practices are linked to the determinants of health. This practice is anchored in different cultures, knowledge and social contexts.
- **The practices of stakeholders:** professionals from different sectors intervene in health promotion/health education/prevention to improve population health. This group also includes activists, associations, forums, and communities engaged in social change.

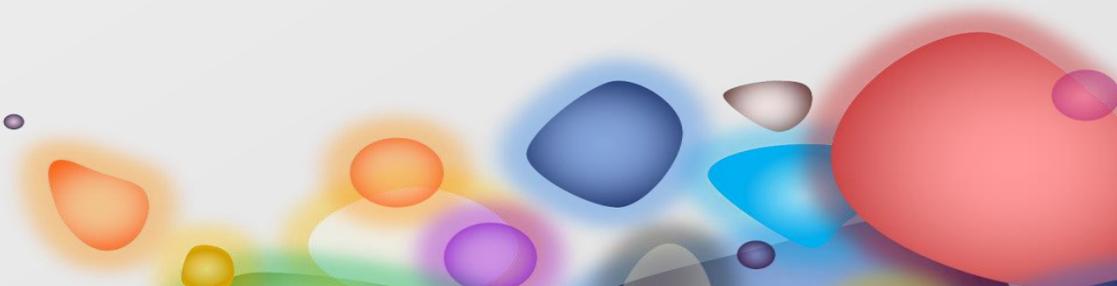


# Health promotion/health education/prevention

## Four practices

- **The practices of politicians and institutions:** the implementation and advocacy of public health policies at the national, regional and local level; not only in the health sector, but also in all sectors that influence the determinants of health.
- **The practices of « innovators »:** the network of academic scholars and United Nation agencies through which a continued investment in research and the production of evidence-based guidelines is made.

There is a key fundamental link between these four practices but what ultimately enables the success or failure of such endeavour is in the hands of the individuals and populations involved.



# Health promotion/health education/prevention



# An Intersection of Knowledge

*I want to go to the moon, I need scientific and technological knowledge; if I want to preserve the biodiversity of the Amazonia region, I need indigenous knowledge.*

Taking into account various types of knowledge is fundamental. This is the ecology of knowledge.



# An Intersection of Knowledge

health promotion/health education/prevention social practices  
in which knowledge from various social practices flourish :

- individual, community and population knowledge & knowhow
- professional and institutional expertise
- scientific knowledge



health promotion/health education/prevention are  
*founded on set of social practices (what is  
recognized as the norm in one time and space) and  
embodied by governmental and research-based  
institutions.*



# An Intersection of Knowledge

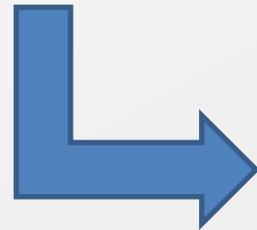
Being able to learn from these different kinds of knowledge, acknowledging their respective scopes of validity and limitations, creating ways to put these sources of knowledge in synergy without compromising their specificity is among the most important challenge to face.

→ **intercultural translation**



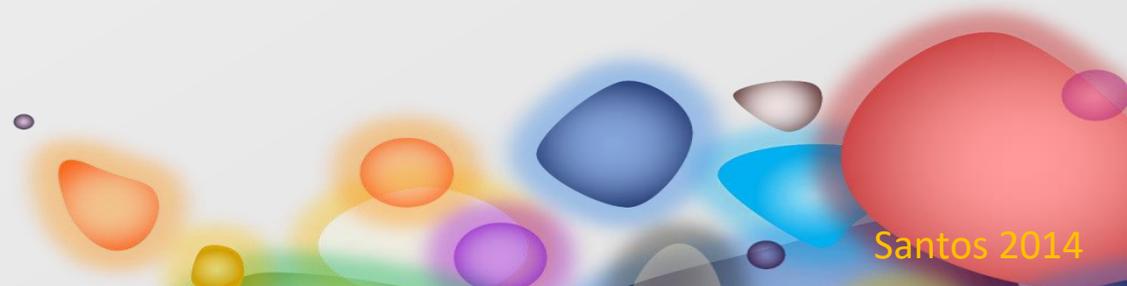
# An Intersection of Knowledge

health promotion/health education/prevention are an area of interdependence between scientific and non-scientific knowledge, where intercultural translation is a key element of action.

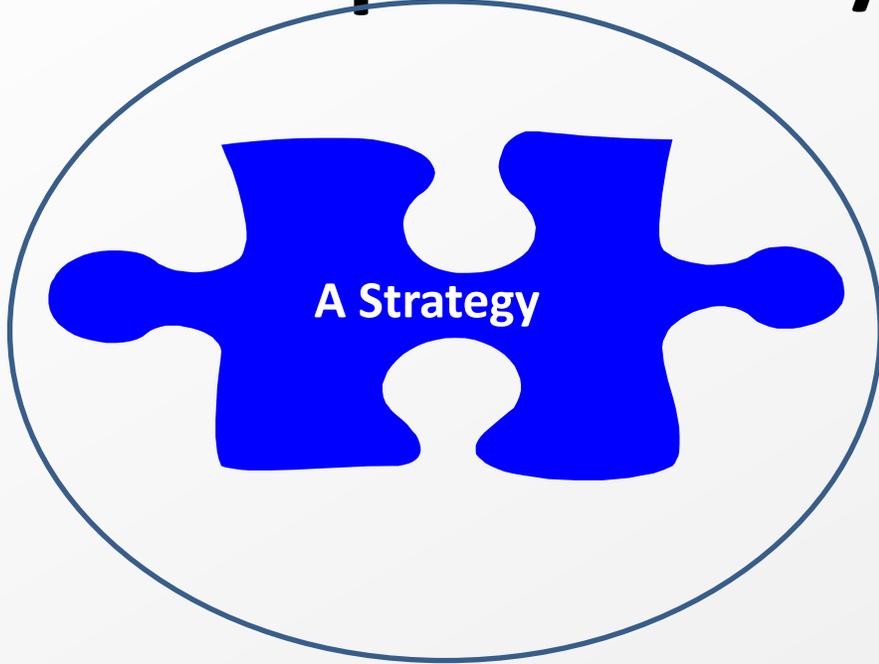


**An ecology of knowledge**

Interdisciplinary and collaborative  
research methods



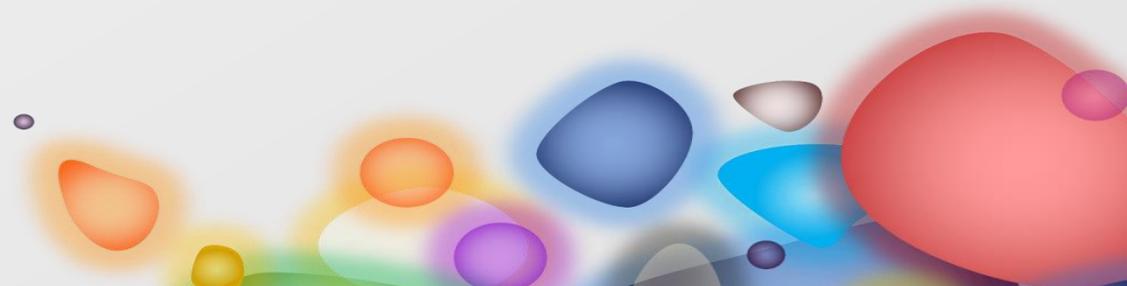
# Health promotion/health education/prevention



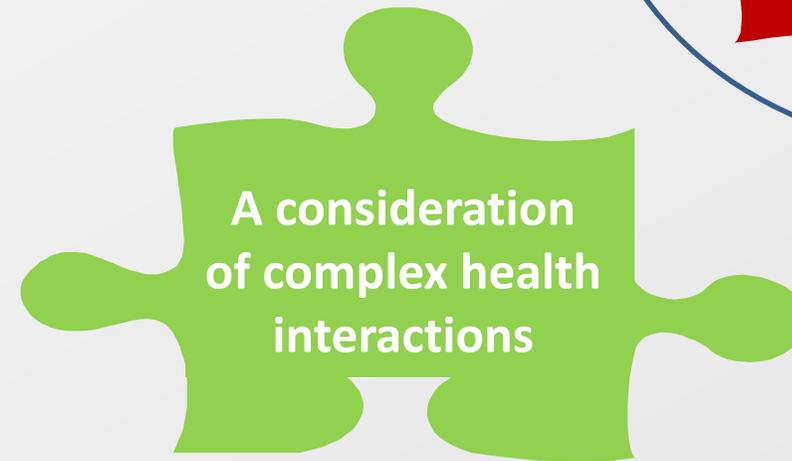
# A Strategy

- A strategy of social change
- Builds on knowledge gained from the determinants of health and socio-cultural practices
- Translating into a systematic and balanced approach (environment and individuals)

Sociology, political science, epidemiology,  
anthropology, education sciences,  
environmental science, psychology



# Health promotion/health education/prevention



# An ethical vision

- Emancipation/freedom/empowerment as the objective
- Several ways to formulate the assumptions and values, which support action in health promotion/health education/prevention

Philosophy  
Critique  
Epistemology  
History

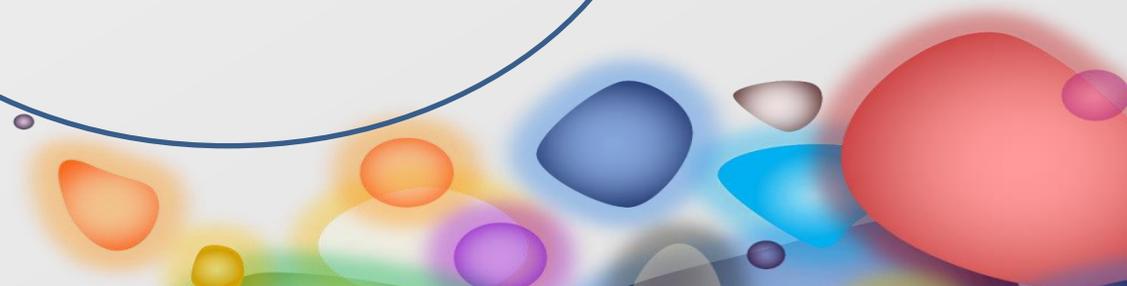
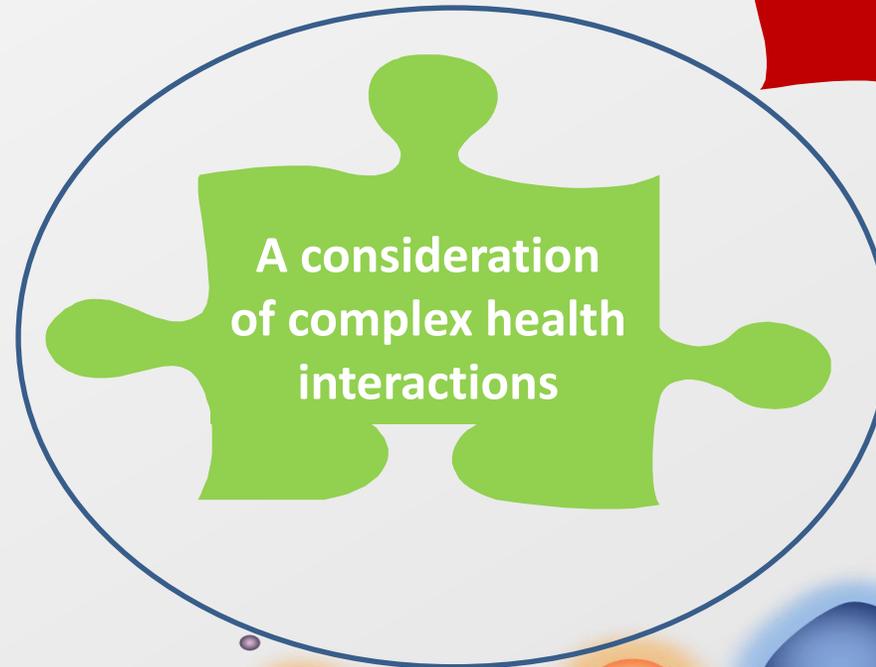
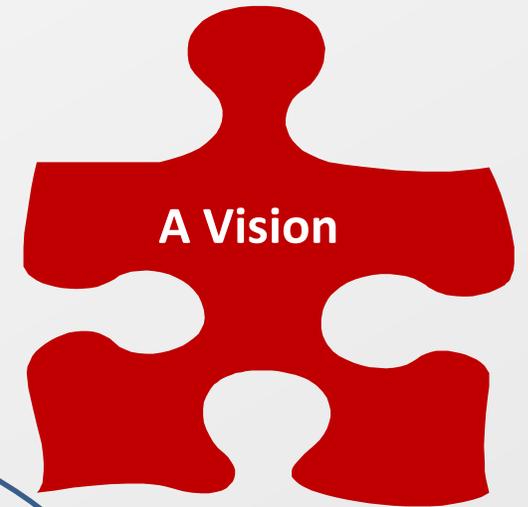


For example: 5 principles  
(1) A broad and positive health concept; (2) Participation and involvement; (3) Action and action competence; (4) A settings perspective and (5) Equity in health.

*(B.B. Jensen)*



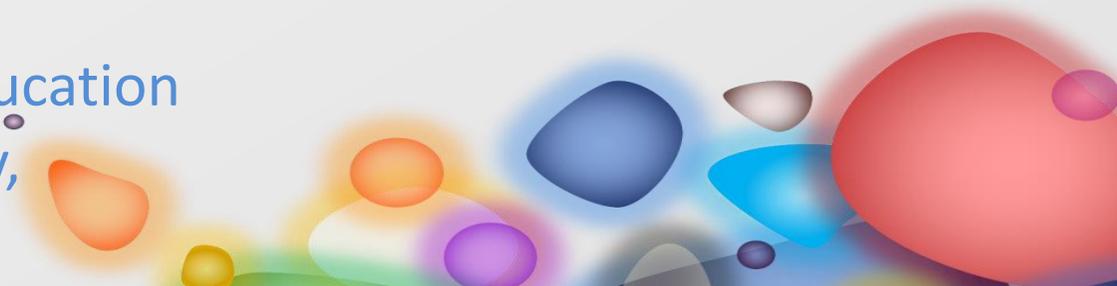
# Health promotion/health education/prevention

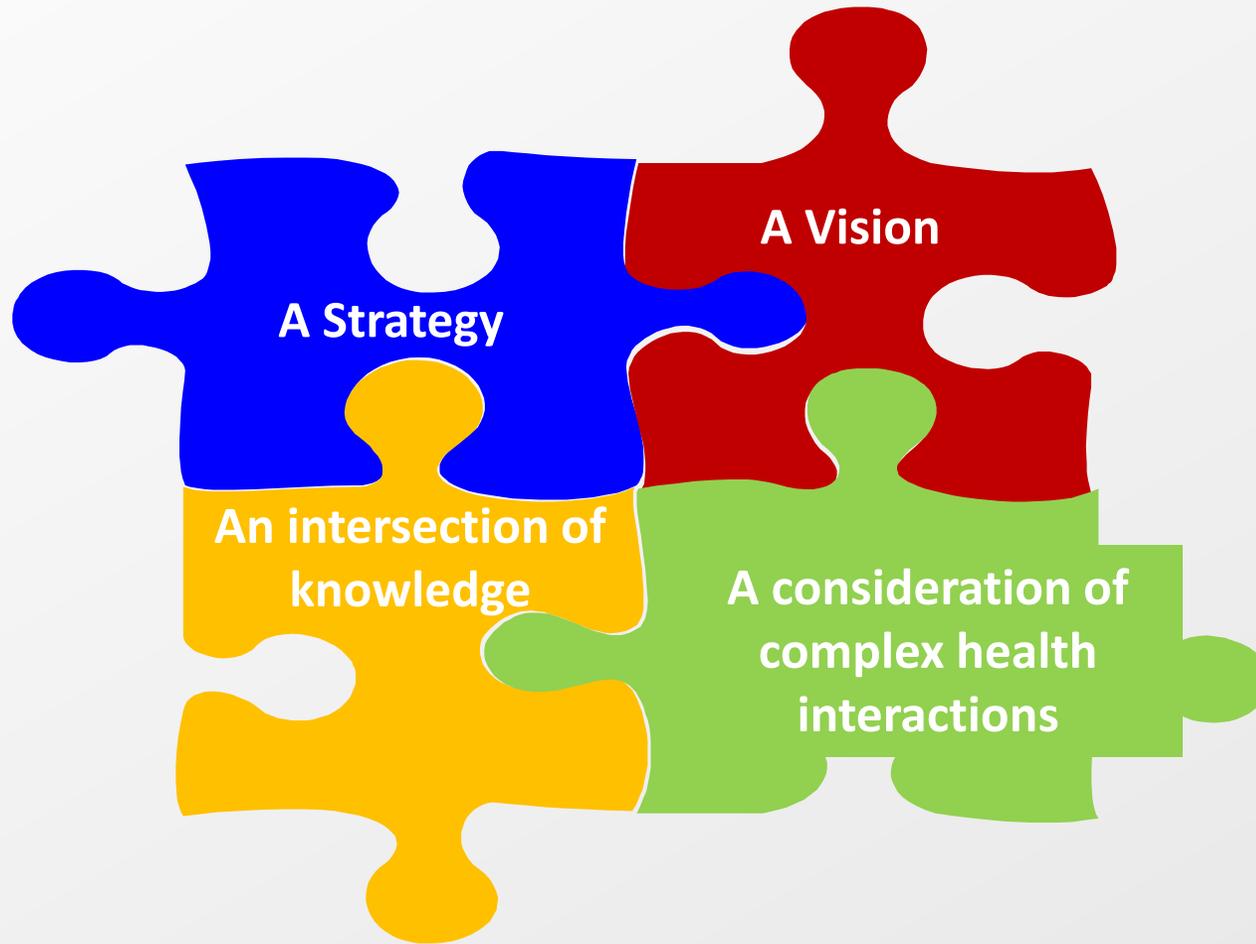


# Taking complexities into account

- Dimensions of health: physical, emotional, social, environmental, cultural, religious and spiritual
- Cultural and social foundations, power, resources
- Question Western values, particularly neo-colonial ideologies of dominance/influence around the world
- The life course, the shared environment, education, access to health care ...

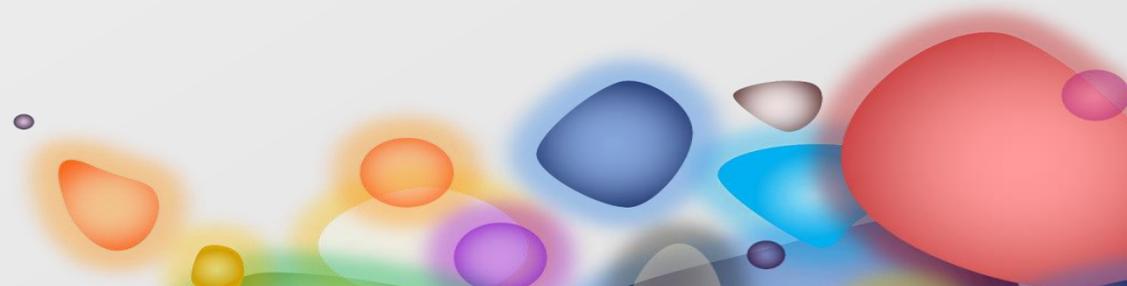
Sociology, anthropology, political science, education sciences, environmental sciences, psychology, philosophy





# Outcomes of the seminar

- a framework including operational principles for listening and combining different sources of knowledge in research, policy development and practice and the conditions for genuine participation of children and young people.
- a proposal for a common project to raise funds and to continue the work.



Ethnography

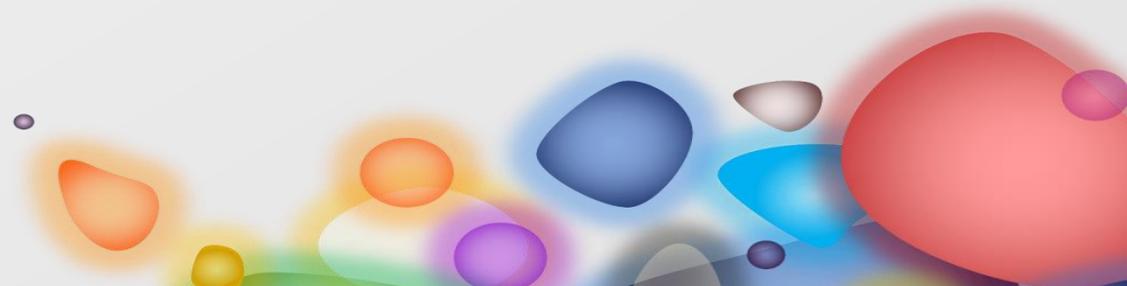
Psychology

Sociology

Epidemiology

...

**Health  
promotion  
health education  
prevention**



Research in this field includes not only an interest in health promotion/health education/prevention as social practices, but also combines the activities of researchers from different academic disciplines to achieve this goal.

**Research is above all a practice that relies on both epistemological and ethical frameworks.**



# An epistemological framework

The diversity of the world is infinite. It is a diversity that encompasses very distinct modes of being, thinking and feeling; ways of conceiving of time and the relations among human beings and between humans and non-humans, ways of facing the past and the future and of collectively organizing life, the production of goods and services, as well as leisure.

*e.g. Buen vivir vs well being*



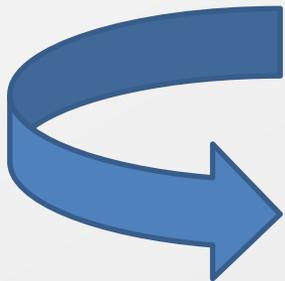
# An epistemological framework

- Colonial domination, oppression, and the relations between the colonizer and the colonized
  - Various forms of domination, constellation of oppressions.
- > Epistemological issues – that is, an engagement with the ways of knowing from the perspectives of those who have systematically suffered the injustices, dominations and oppressions caused by colonialism, capitalism, and patriarchy.



# Contextualized Knowledge

- The issue of cultural biases
- Conceptions of well-being and being alive, health links which, represent the world's: individuals/communities, humans/non-human, mother earth...
- Health Promotion Research, place for the exploration of epistemological alternatives, place for intercultural translations



**Mapping next-generation**

# A Dual Aim



## **Epistemic Aim**

Produce knowledge

## **Transformative Aim**

Participate in social changes

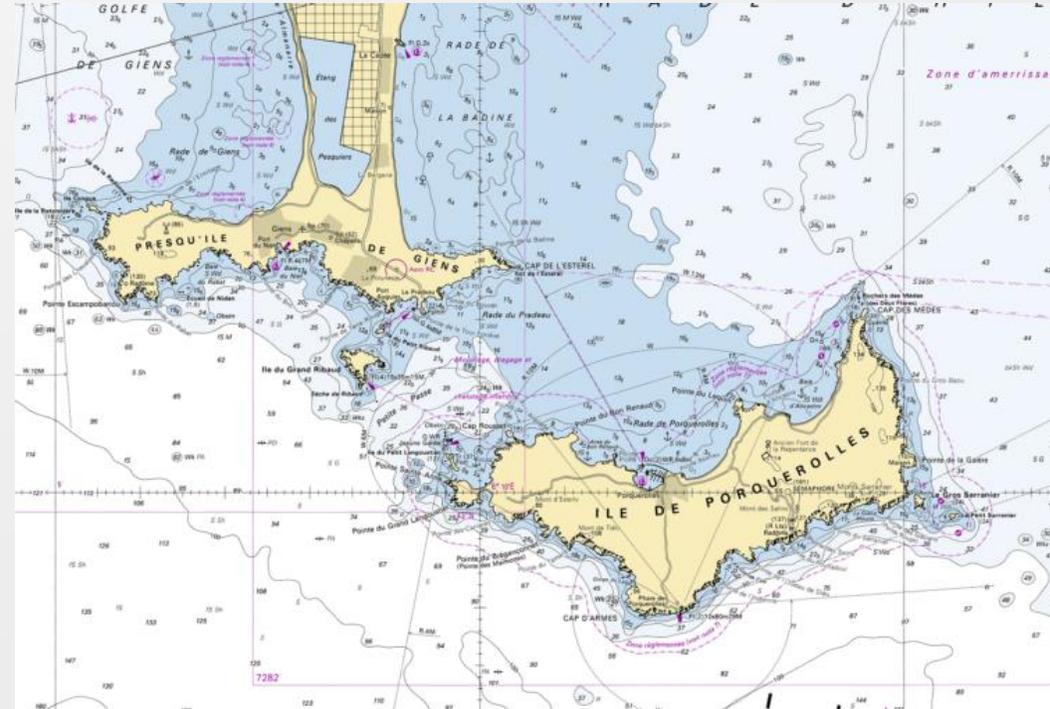
# Research in health promotion is based on an ecology of knowledge

- By a multidisciplinary team or researchers, practitioners, people
- Based on the recognition of the plurality of knowledge and worldviews
- By developing studies and ethical interventions that take local knowledge into account
- By working to articulate the results of research and the knowhow from different populations on the body, health and sickness.



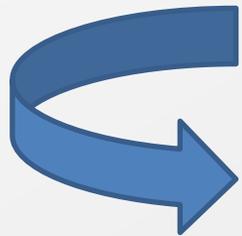
# Knowledge...

- A convergence of evidence
- Scope of validity
- Beacons of knowledge...
- The question of evidence/  
conclusive evidence... how do we  
recognize it?

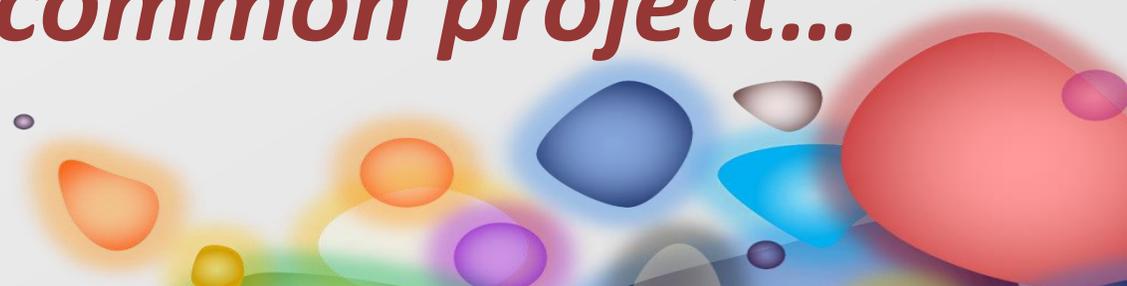


# Favorable Research Ecosystems

- People from various cultures
- People from various fields
- Interface structures
- Communities

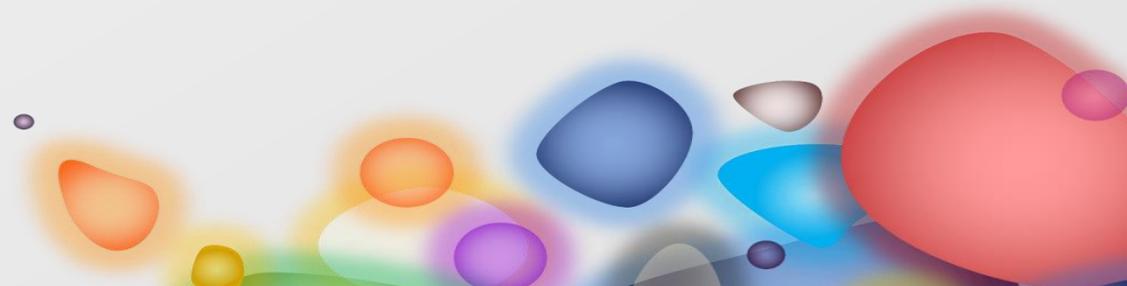


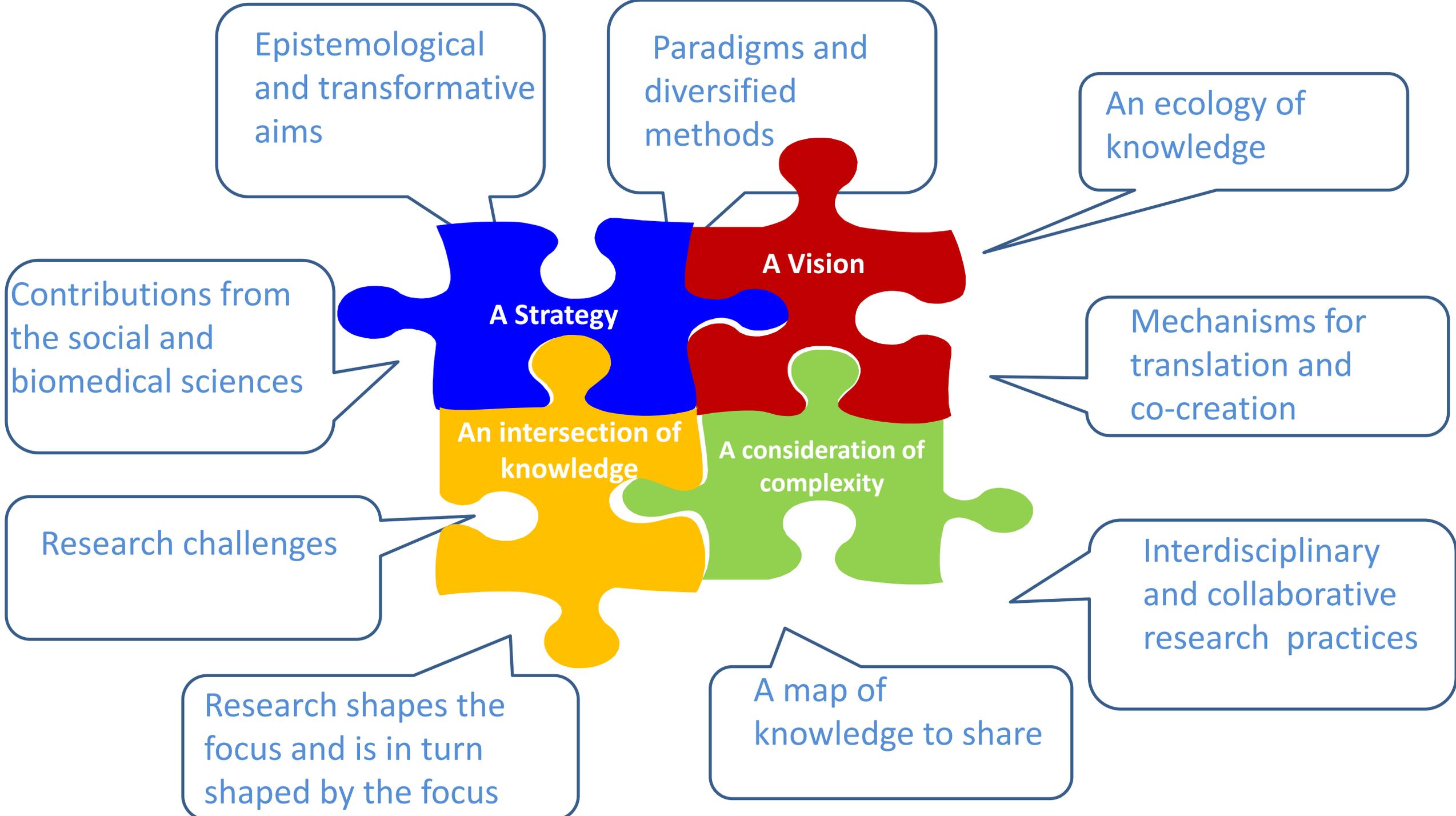
***Our seminar, our common project...***



**“Combining a diversity of knowledge to  
meet the challenges of tomorrow”**

- What is the focus of the research → **research «practices» for Health promotion/health education/prevention**
- What is the purpose → **epistemological and transformative aims**
- What is the approach → **a diversity of paradigms, a set of shared principles (pillars), and a epistemological and ethical framework**
- What about the researcher in his/her environment → **a favourable ecosystem for research**





Epistemological and transformative aims

Paradigms and diversified methods

An ecology of knowledge

**A Strategy**

**A Vision**

Mechanisms for translation and co-creation

Contributions from the social and biomedical sciences

**An intersection of knowledge**

**A consideration of complexity**

Interdisciplinary and collaborative research practices

Research challenges

Research shapes the focus and is in turn shaped by the focus

A map of knowledge to share