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| Workshop: **UNESCO Chair on Global Health and Education:** **Inclusion/exclusion mechanisms embedded in the dominant processes of knowledge production and dissemination in health education: Critical discussion and ways forward** |
| **Objectives**  This workshop proposes a critical exploration of the inequity patterns imbricated in the production of knowledge surrounding the field of health education. At global level, the production of knowledge and setting of standards privileges certain epistemologies which are profoundly entrenched in a geographical and cultural mapping of power relations. Consequently, the status quo on structural inequalities is maintained, preventing the opening up of a discursive space where different rationalities could be constructively engaged (Dutta 2011). This pattern is, in our view, highly counter-productive. The “global-local” dichotomy that prevails in health promotion implies a correlation between the “Global”, the “first-world” and the “Global North”. We argue that it is necessary to revisit the prevailing “first world” epistemological frameworks that informs research and practices in the field of health of school-based health education. In order to achieve this objective, we highlight the imperative to encourage epistemological dialogue (de Sousa Santos, 2014) and engage scholars and practitioners operating within diverse cultural, political and economic environments in substantial and meaningful ways.  **Format**  The workshop will be organized around group activities through which the participants will have the opportunity to critically reflect on the following themes:   1. Knowledge generation: what are the different meanings of knowledge production in health education in different parts of the world? 2. Knowledge dissemination: what counts as evidence in health education globally? 3. Actionable knowledge: how can knowledge be communicated and shared in ways that it would be beneficial for researchers, policy makers, practitioners? 4. How research on health in educational context can contribute to inclusion and equity at the global level?   The activities will be followed by a roundtable.  **Learning goals**  The main objective of this workshop is to increase the participants’ awareness on the necessity to rethink the epistemological frameworks utilized in research and practice related to health education. Further, it will explore ways to transcend the dominant epistemologies and promote generative dialogue and genuinely collaborative research.  **References**  de Sousa Santos, B. (2014) *Epistemologies of the South: Justice Against Epistemicide*. Routledge: London.  Dutta, M.J. (2011) *Communicating Social Changes: Structure, Culture and Agency*. Routledge: London. |