

Building healthy and resilient cities through lifelong learning for health!



Pr. Didier Jourdan

UNESCO Chair and WHO collaborating center in 'Global Health & Education'



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair
"Global Health and Education"
University of Clermont Auvergne

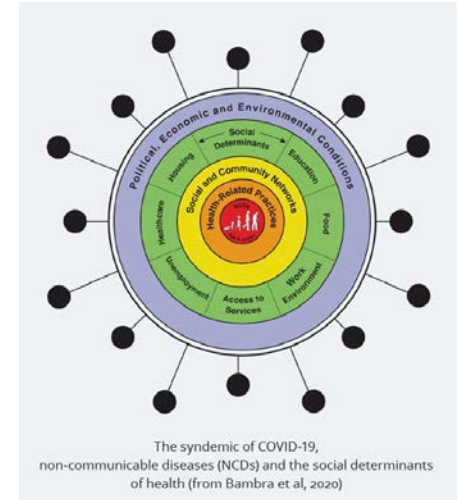
Five ideas to be shared



1. The population is not the “problem”, it is part of the solution to the health crisis.
2. Where do people learn what they know about health?
3. Lifelong learning and health
4. Cities as key actors of learning for health
5. Challenges and levers for Change

The COVID-19 crisis as an eye-opener for lifelong education issues related to health

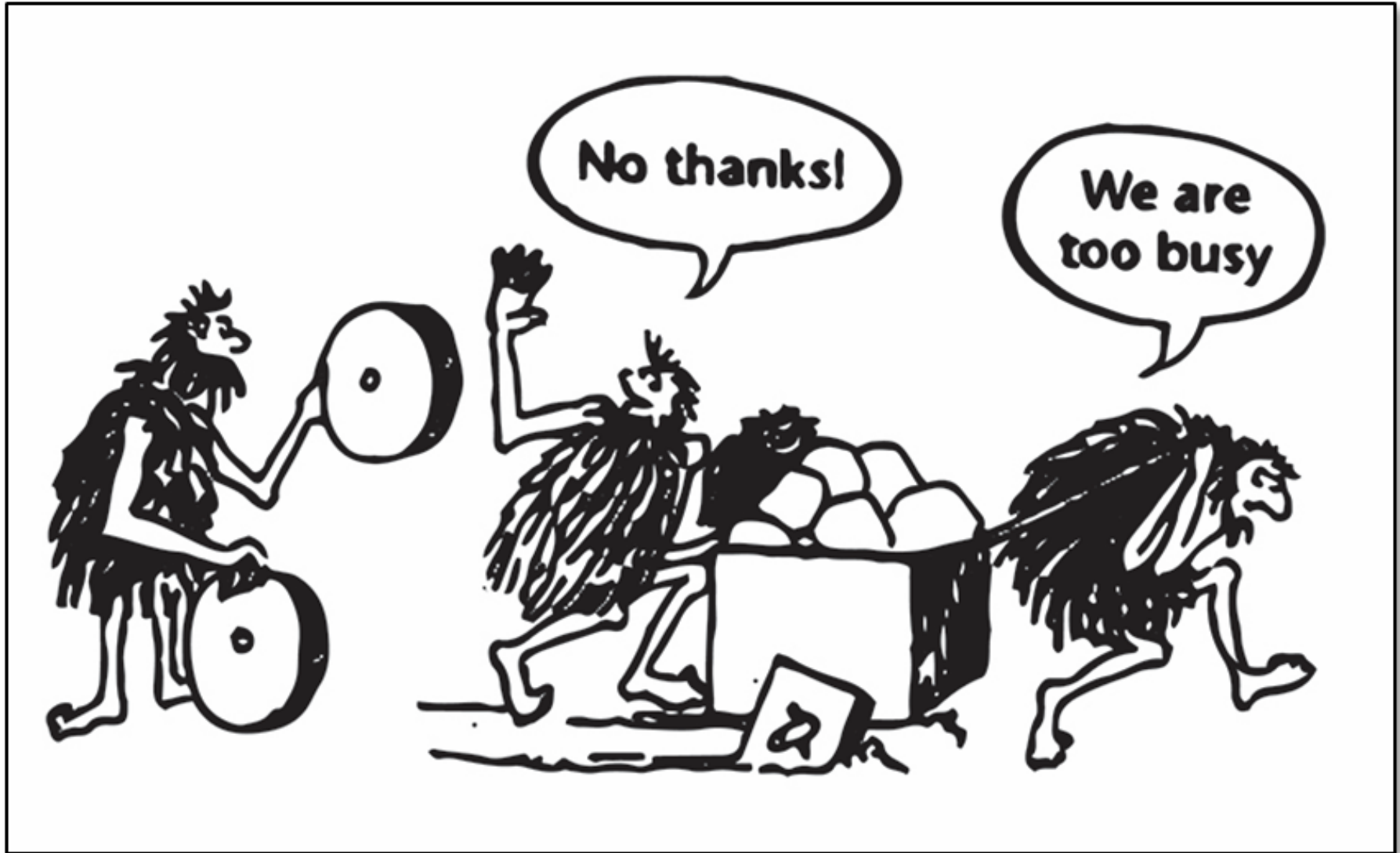
- One cannot implement public health measures without, or indeed against, the goodwill of the population.
- The population is not the “problem”, it is part of the solution to the health crisis.
- Cities could have a central role, because factors that influence people’s health and well-being go far beyond the health



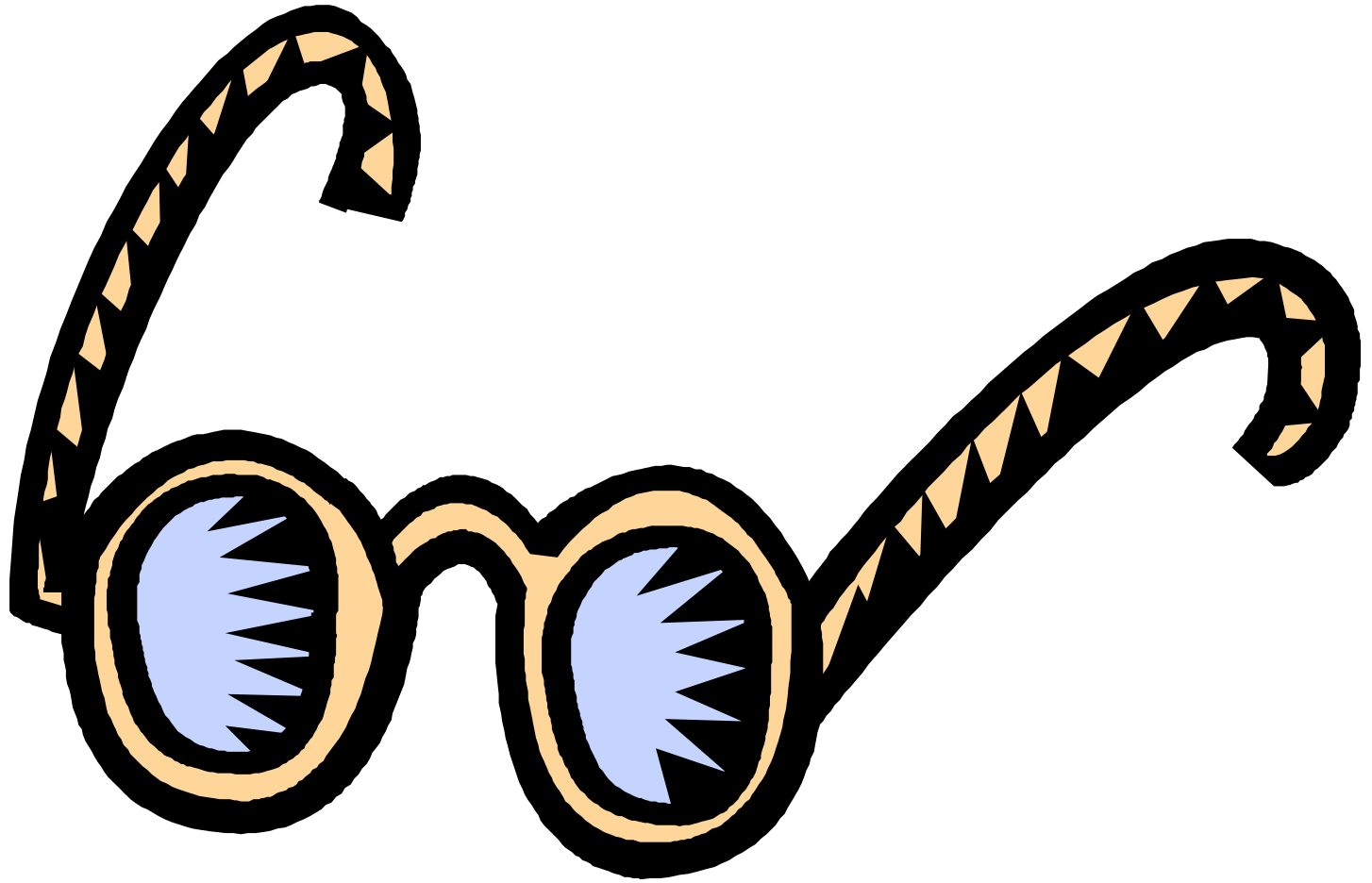
Building resilience WITH the population



Thinking about health from a local education policy perspective



Thinking about health from a local education policy perspective

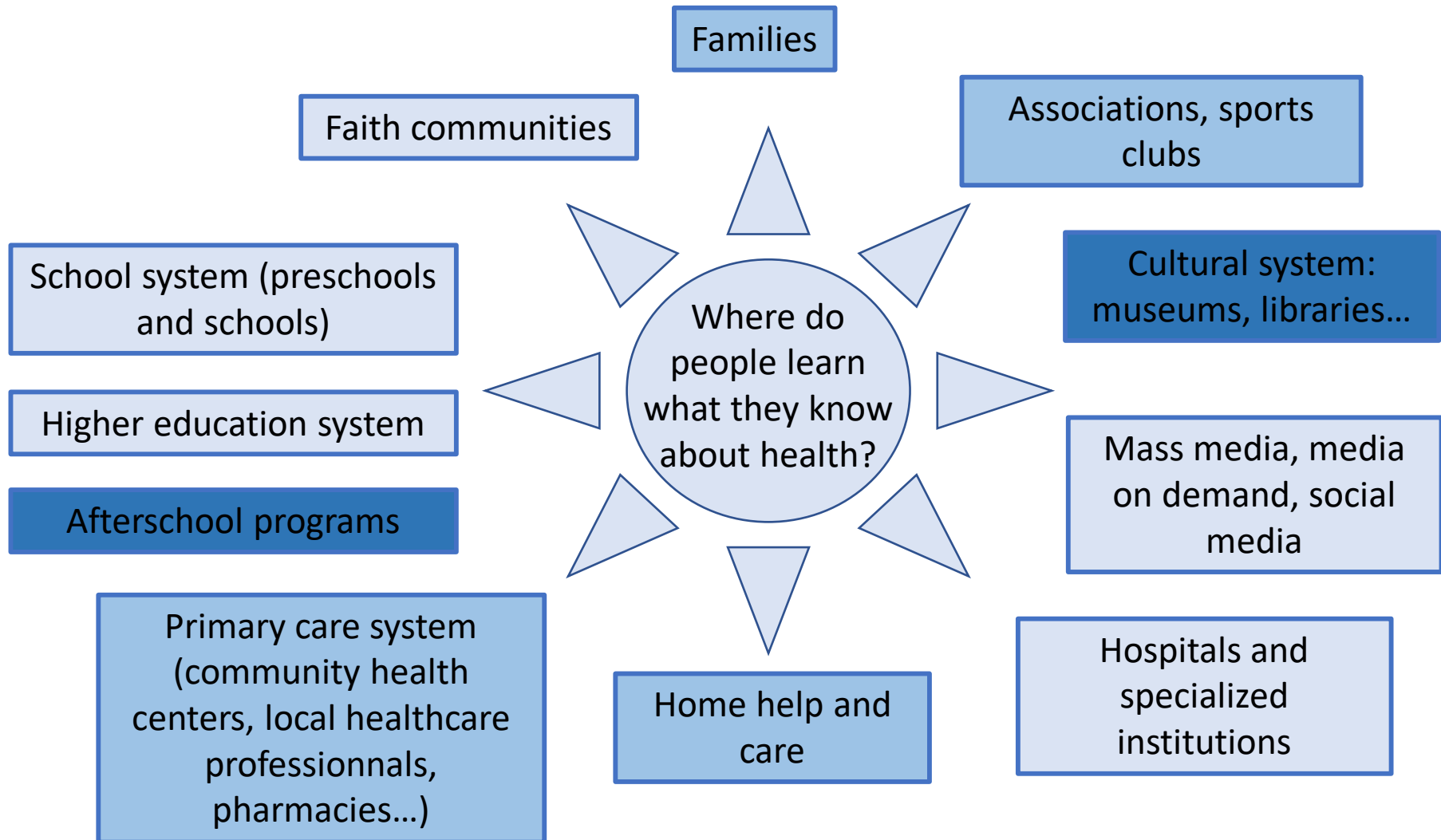


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Where do people learn what they know about health?

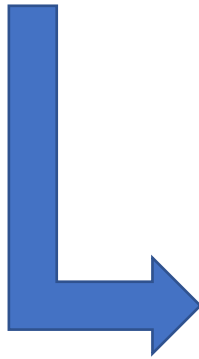


Where do people learn what they know about health?



Where do people learn what they know about health?

- Formal
- Non formal
- Informal



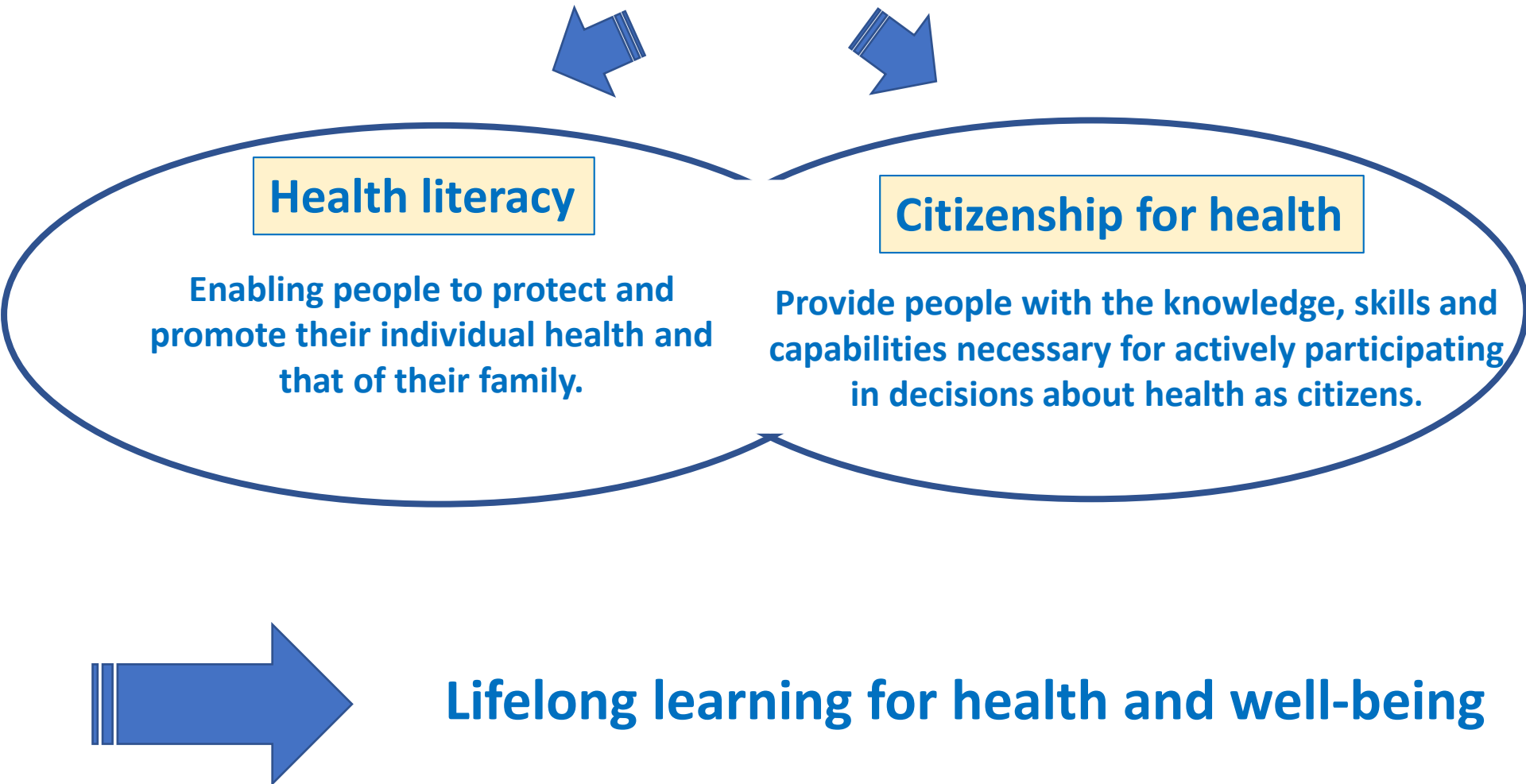
Creating the conditions for learning for health and well-being

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Learning for health and well-being

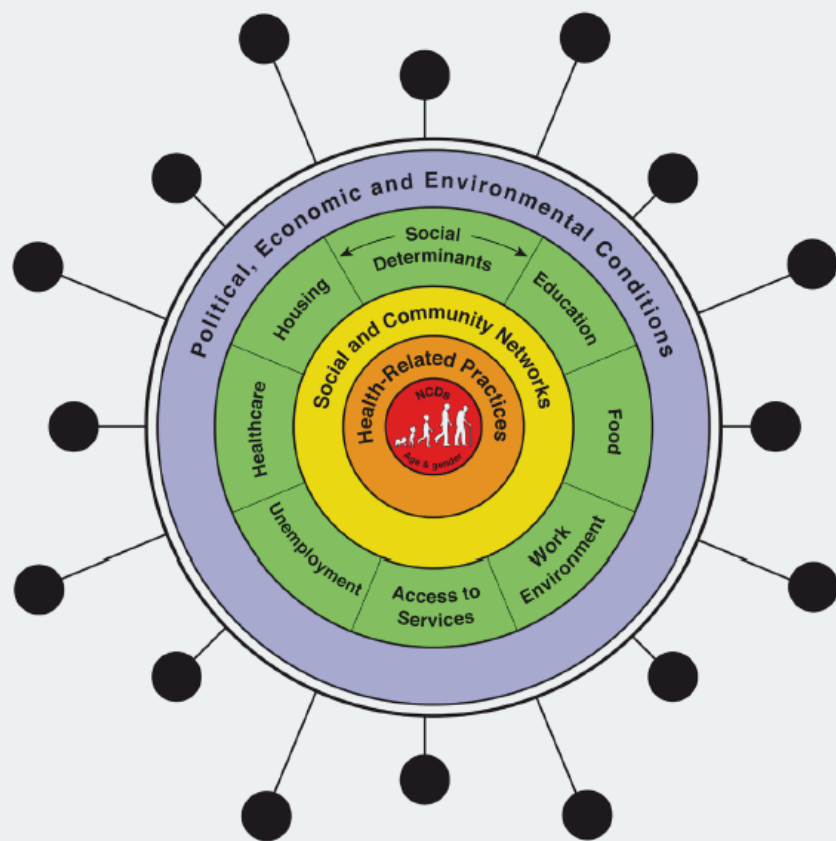


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Cities as key actors of learning for health



The syndemic of COVID-19, non-communicable diseases (NCDs) and the social determinants of health (from Bambra et al, 2020)

The COVID-19 crisis as an eye-opener for lifelong education issues related to health

More than half of the global population residing in cities

Cities are the epicentres of infection

- living conditions that influence health
- development of the population's capacity, to empower citizens with multi-faceted tools to face the crisis

Mobilization of stakeholders, creating platforms for collaborations

Supporting family learning

Mobilization of stakeholders, creating platforms for collaborations



Families

Faith communities

Associations, sports clubs

School system (preschools and schools)

Cultural system: museums, libraries...

Higher education system

Mass media, media on demand, social media

Afterschool programs

Hospitals

Primary care system

Organizing libraries, museums and other cultural initiatives to support learning

Harnessing the potential of ICT to deliver learning programmes



Mobilization of stakeholders, creating platforms for collaborations

Mobilization of stakeholders, creating platforms for collaborations

Thinking about health from a local education policy perspective



**Cities as
leaders in
learning for
health**

**Cities as
partners in
learning for
health**

**Cities as
collaborators
in learning for
health**

**Cities as hosts
in learning for
health**

Five ideas to be shared

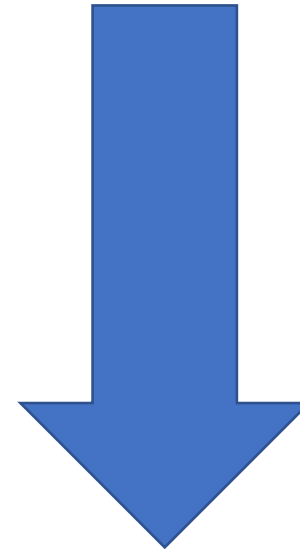


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Challenges and levers for Change



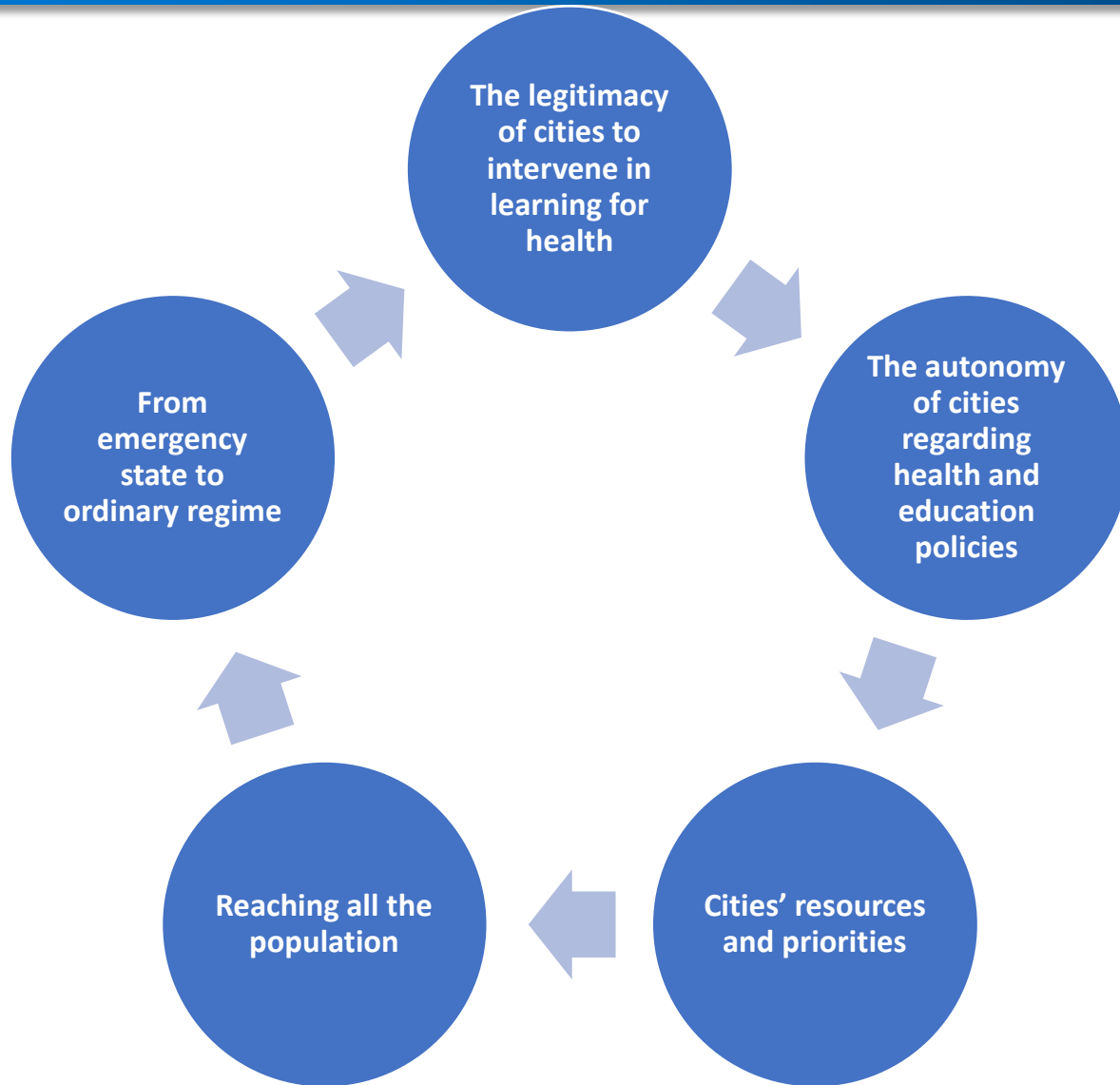
Learning for health and well-being



Peoples' lives

The primary role of cities has not historically been to implement health policies

Challenges and levers for Change



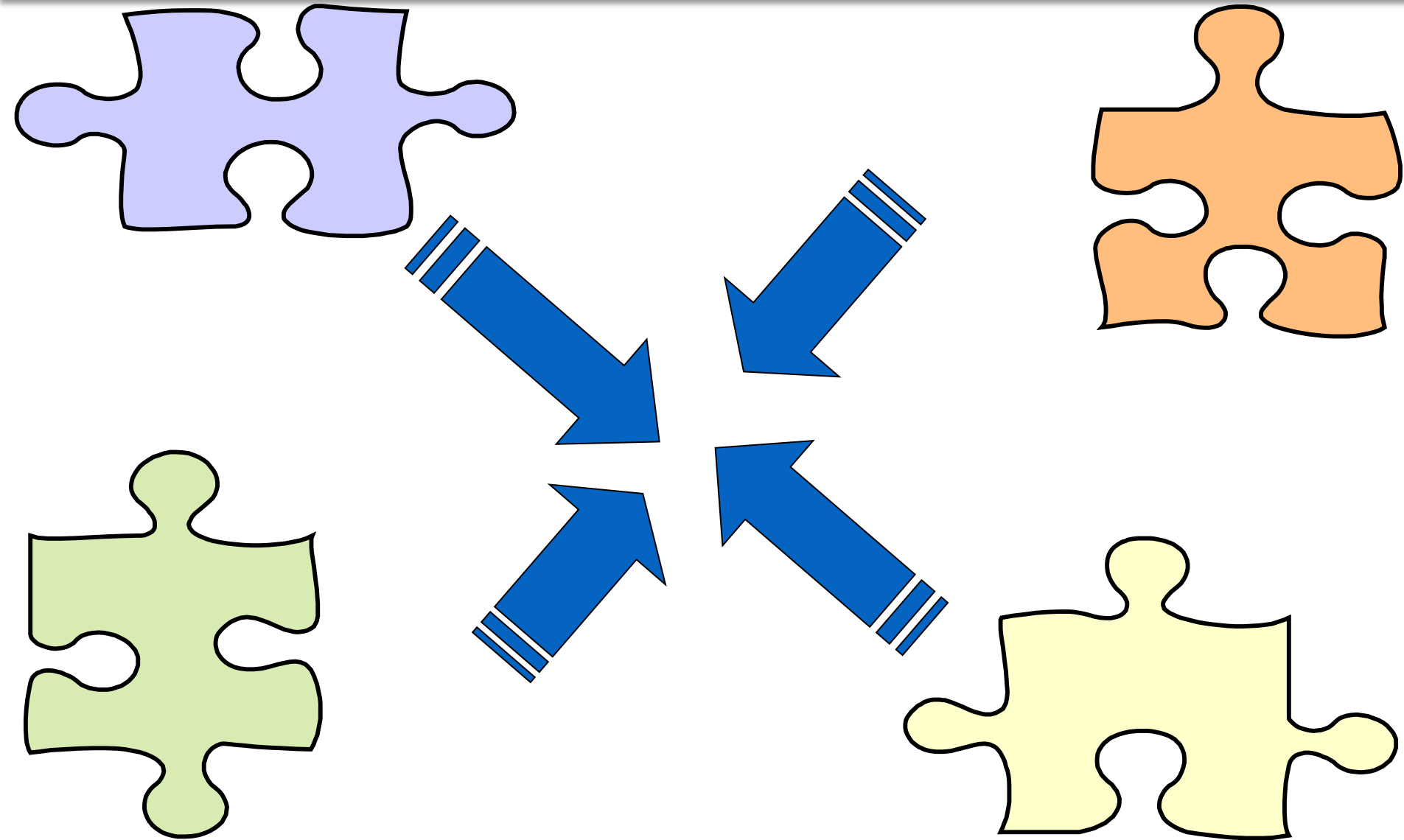
Challenges and levers for Change



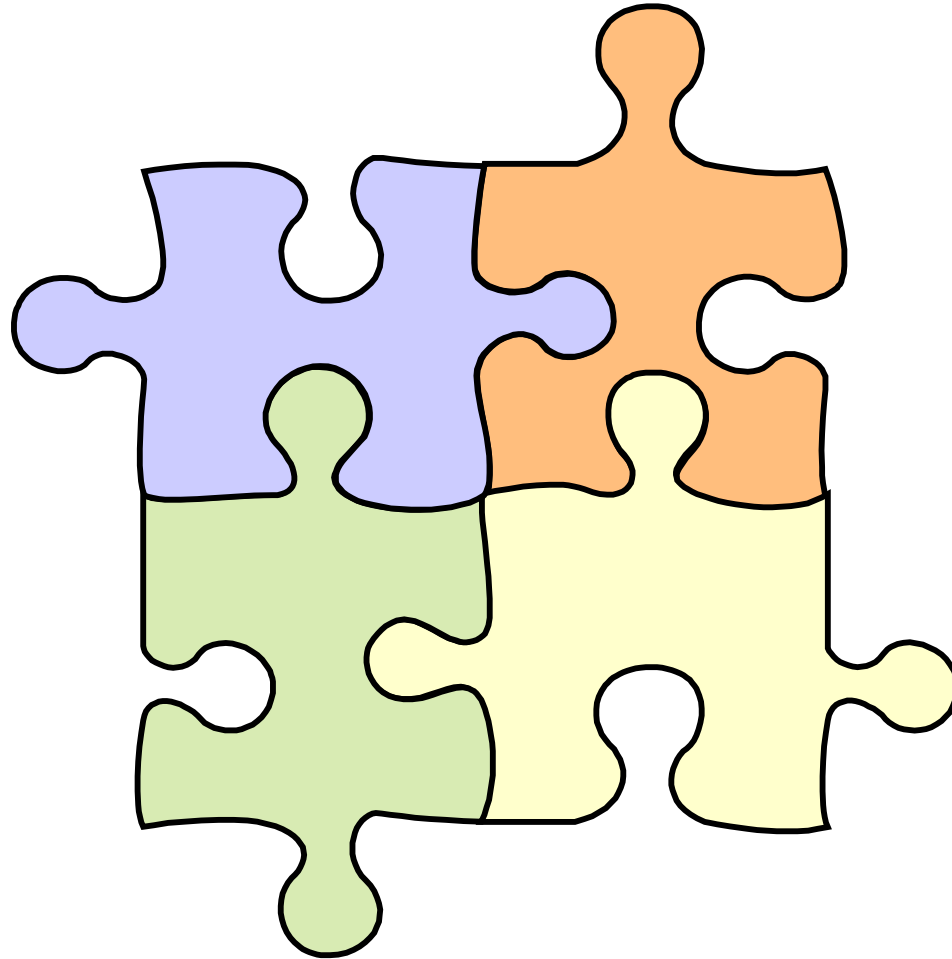
Offering concrete solutions, nor creating new problems

A need for coherence...

Toward a health learning pathway for all



Toward a health learning pathway for all



Toward a health learning pathway for all





**HEALTH
LEARNING
PATHWAY**

Toward a health learning pathway for all



- Building personal health literacy skills and abilities is a lifelong process
- Learning for health could be shaped into a dynamic and responsive health learning pathway that integrates these two intertwined dimensions

Perinatal period

Old age

A LIFE LONG LEARNING PERSPECTIVE
THE «HEALTH LEARNING PATHWAY»

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