

## Health and citizenship education: What preventions ? What solidarities ?

7th international conference of the UNIRÉS network  
10th & 11th October 2018  
MGEN – 3, Square Max Hymans – 75 015 Paris

[Further information on the conference](#)

### Call for papers

The last international UNIRÉS conference, which took place in October 2016 in Paris, interrogated the links between health education and alterities. Through the taking into account of alterities, in health education representations and practices, the issues of citizenship, solidarity and social inequalities in health arise. Articulating health, citizenship and solidarity amounts to establishing a requirement for a transverse reflection from an educational perspective, but also in the light of the challenges posed by prevention. Indeed, prevention is the subject of numerous recommendations, public policies and actions, the design of which should be examined.

The national health strategy focuses on the issue of prevention, which is no longer based on thematic approaches, but rather on the health determinants and the development of information literacy in health as being contributive towards a reduction of inequalities in health and their impact on avoidable morbidity. Health education and health promotion then take on their full meaning within the school and academic environments, but also in socio-professional, family and associative activities.

At school, the “Parcours Éducatif de Santé” (PES – the health education scheme in France) is a central tool in the service of the pupils, their families and the educational teams. Yet, it very largely remains to be invented and established in connection with the health and citizenship education committees which accompany the pupils in learning social life skills. The main objectives aim to build responsible attitudes and behaviours towards oneself (individual), others (inter-individual) and one’s environment. By allowing individuals to become able to act on the social, economic, political or ecological conditions they are faced with, it then becomes possible to act concretely on health determinants. It is thus a question of promoting an educational approach by integrating the PES in citizenship education at school.

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The 2018-2022 national health strategy also aims to implement a health promotion policy which includes prevention in all environments, the fight against social and local inequalities, and the transformation of the French healthcare system, by reaffirming the place of citizens.

In the light of this, the development of health education in connection with citizenship and solidarity leads to **three fields of questioning**:

- 1. On the subject:** the examination of the construction of individual attitudes and behaviours aiming towards “empowerment” (behaviours and attitudes for greater individual autonomy) simultaneously questions the epistemological, educational and praxeological levels.
- 2. On the school environment:** the examination of the civic dimension of health, also entails reflecting on the role of school as an environment for the construction of health information literacy and the construction of the socialized person. Thus, the phenomena of exclusion and social inequalities in health are reinterpreted, in very close connexion with the issue of solidarity.
- 3. On environment, society and public policies:** the integration of the civic dimension of health, leads to questions on the mechanisms of interdependence, of people between themselves, but also with organisations, institutions and the environment. In the light of the 2018-2022 national health strategy, such orientations request the analysis of the health promotion policy, including prevention, in all social environments and throughout life.

Within this new context, the stake of this 7th edition of the international UNIRÉS conference is to examine **the links between health, citizenship and solidarity education**. It will be the opportunity, for researchers and practitioners, to describe and analyse practices, the tools used in interventions and the resulting effects, in particular in the field of education and training, in France and/or internationally, including countries with limited resources.

**The papers submitted will focus on three axis to examine citizenship, solidarity in training schemes, interventions and research in the field of health education:**

**Axis 1: How are the issues of solidarity and citizenship taken into account in the field of training in health education?**

The following issues will particularly be examined:

- the models and approaches related to design, the implementation and the evaluation of schemes, and training in health education, notably within the framework of the PSE,
- the epistemological foundations which allow to better determine the links between solidarity, citizenship and health education.

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## Axis 2: What is the place of citizenship and solidarity in health education practices? What perspectives may be proposed?

The following issues will particularly be examined :

- the place of the subject in training, in the projects and the relation with their environment;
- new stakes in terms of solidarity (political, economic, epistemological...) for health education interventions, in various contexts: in or out of school, nationally or internationally (NGOs for example);
- the taking into account of the cultures involved, the situations of exclusion or vulnerability, violence and incivility, the links of dependence/solidarity, within the contexts previously mentioned.

## Axis 3: What are the transformations in progress and/or to come for the taking into account of solidarities in the field of health education, due to the changes experienced by our societies?

The following issues will particularly be examined :

- the modalities of definition in terms of policies, training strategies and local health education interventions,
- the conditions of partnership upholding and development,
- the methods and the tools which facilitate the development of local diagnoses and the implementation of projects.

We invite researchers, junior researchers (from Master level), trainers and practitioners to reflect and submit papers on these issues, whatever the public concerned, their institution, the research subject and the interventions in and out of school.

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## Modalities of Submission and Information to the Author-s

### To submit a paper

Please register as a user on the following platform first:

<https://www.conftool.net/education-sante-prevention-2018>

Please find below the items requested:

- Surnames, first names and email addresses of all co-authors.
- Institution / organization.
- Title of the paper.
- Keywords: 3 to 5.
- Selected form: Poster or talk.
- Type of paper: "Research" or "Interface".
- Selected thematic axis (1, 2 or 3)
- An abstract (4 000 to 5 000 signs, spaces included) presenting the foundations and the intentions of the paper. The summary will be problematized and will carefully state its interest in relation to the subject of the conference. If it is a scientific paper, the epistemological and methodological references will be clearly presented. The presence of an empirical approach is also retained as a review criterion.
- Three bibliographical references at least (not deducted from the sign count). Presentations will be delivered in oral form during a workshop (20-min talk) or in paper form on display (poster). The language of communication is French.

- **29th June 2019 : deadline for submission of communication intentions**
- **31st July 2018 : result of the reviews (double-blind procedure)**

Submissions in English are welcome, along with a written medium in French (slide-show, document in paper form...). Several publication opportunities are possible after the conference :

- publication within the scope of the 2018 conference proceedings, to be published in 2019;
- publication within the scope of a call for papers for an issue of the journal "Education, Santé, Sociétés" (ESASO), in relation to the subject of the conference, to be published in 2019. Created in October 2014, ESASO is a **bi-annual scientific journal** with an international review committee, indexed and referenced since 2016 by the "Haut Conseil de l'Évaluation de la Recherche et de l'Enseignement Supérieur" (the Higher Council for the Evaluation of Research and Higher Education) and the "Conseil National des Universités" (the National Council of Universities), in the list of qualifying journals in Learning Sciences. For more information on ESASO:  
<http://unires-edusante.fr/recherche/revue-education-sante-societes/>

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