Research questions:
(a) To scope current understandings of health literacy in childhood and adolescence and across situations & contexts (n=4)
(b) To clarify to what extent available conceptualizations capture the unique needs and characteristics of children and adolescent.


Results

Results from the inductive content analysis of 12 HL definitions for children and adolescents

Components:
- collection/set of skills (n=6)
- competencies (n=5)
- knowledge (n=3)
- capacity (n=2)
- motivation (n=1)
- comprehension (n=1)
- communication (n=1)

Subjects:
- basic health information (n=7)
- health-related concepts (n=1)
- health services (n=1)
- health knowledge, attitudes and practice (n=1)
- physical and psycho-social activities with appropriate standards (n=1)

Purposes:
- to appraise (n=2) the credibility, accuracy and relevance of information
- to process (n=2)
- to obtain (n=1)
- to encompass (n=1)
- to integrate (n=1)
- to construct (n=1)
- to interact with people (n=1)
- to cope with necessary changes (n=1)
- to organize (n=1)

Action/Agency:
- to understand (n=5)
- to access (n=4)
- to use (n=4)
- to apply (n=3)
- to comprehend (n=3)
- to evaluate (n=3)
- to act (upon) (n=3)
- to seek (out) (n=2)

SOURCES:
- from a variety of platforms (n=1)

Conditions:
- if materials are presented in ways that are age appropriate, culturally relevant, and socially supported (n=1)
- demands reasonable autonomy (n=1)

Time:
- (ongoing) process (n=2)
- evolves over one’s lifetime (n=2)

- during the life course (n=1)
- starting at an early age (n=1)

Discussion

- HL is context and content-specific and as such varies according to the complexity of the task at hand
- Definitions & Concepts
  - Are very divers & complex
  - Focus an individual skill set
  - Take on different focus (skills- vs. topic/output-focused) and perspective (individual vs. societal) taken
  - Recognize the interrelatedness of with broader social and cultural factors
  - Broad concepts are difficult to operationalize and measure: tested ones focused on selected HL dimensions;
  - Lack of evidence for children (aged <12);
  - Differentiation to HL in adults is not clear;
  - Target-group characteristics considered through cognitive development perspective;
  - Lack of sociological approaches
  - Agency and role of children and young people not clear: do/can they fullfill the rights for protection vs. right for participation

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