

Abstract:

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**The insignificant role of Social Determinants of and the relationship between Life Skills and Health Literacy**  
**Some Surprising Empirical Results of German Students aged 15+**

**Context and background:** Present knowledge shows that socially underprivileged students dispose of more limited life skills. We suppose that there is a theoretical link and an empirical correlation between life skills and health literacy.

**Aim of the study:** Our principal aim was to investigate the effects of life skills for individual transition from school to vocational education market. In this context we analyse further some other skills – for instance the sense of coherence and health literacy.

**Data:** In our longitudinal study we evaluate in pre-/post-follow up-design with repeated measurements the school-based of life skills programme LiST (Life Skills as Basic Help for Individual Transition). Our data content around 400 cases of German students aged fifteen and older (grade 9 and 10). Our volunteers are students from special needs schools, secondary modern schools and middle schools. Health Literacy is measured with an 8 Items in the second wave.

**Key findings and conclusions:** First analyses shows that surprisingly there are very little social determinants of health literacy within our data. Neither gender, nor the social background of the students nor the migration background deliver significant correlations.

Inferential we want to interpret this surprising empirical results regarding methodological problems e.g.; discussing, whether the typical measurement of health literacy is meaningful and senseful. We want to provide a more theoretically driven interpretation on the fundament of Pierre Bourdieus sociology, especially his notion of symbolical violence.