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| **Title of Research Presentation** (Sentence case)  How to effectively promote health literacy in childhood and youth – results of a systematic literature review. |
| **Maximum 2500 characters (including spaces but excluding title)**  **Background/Objectives**  Health literacy (HL) follows a social gradient and is considered a modifiable risk factor for socioeconomic disparities in health. Promoting HL during childhood and youth is argued to be beneficial for health during adulthood and for reducing health disparities. However, there is limited knowledge and academic consensus regarding the effective strategies for promoting HL in these age groups. Hence, this research aims to systematically scope and analyze existing interventions and programs targeting child/youth HL.  **Methods**  A systematic literature review was conductedusing six bibliographic databases, grey literature and hand searches, following the PRISMA guidelines. Different combinations of search terms referring to (a) HL, (b) intervention and (c) the target group were applied with Boolean operators. Intervention were included if addressing a target group aged between 5-18 years and if HL was a direct outcome variable or if interventions targeted core HL attributes/components.  **Results**  Preliminary results reveal that HL is commonly promoted by targeting (a) specific abilities, (b) health or disease prevention topics, (c) a specific settings (e.g. school). The majority of identified HL interventions focuses on fostering individual’s skills through health education and counselling. Some were context-focused interventions targeting the reduction of difficulty and complexity of provided health-related information. Only few complex or multi-level interventions targeting the interactive or critical aspects of HL where identified.  **Discussion**  Most interventions focus on promoting individual abilities, while there is a lack of interventions that consider the interrelated contextual pathways between the individual child, their families and other social settings. This conflicts with best practice recommendations for health promotion that call for multi-level interventions targeting different social ecological levels beyond the individual. Major challenges for comparability are the variations in conceptual understandings that the analysed interventions ground on as well as in the HL assessment tools that were operationalized as output measures. The results will provide the evidence base for a future research project that will develop a toolbox with best practices interventions for the promotion of HL during childhood and youth.  **Keywords**  health literacy, childhood, youth, intervention, literature review |