



# Building the capacities of non-formal learning providers to promote health literacy across the life course

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# Definitions



**Health literacy** is defined as “the personal knowledge and competencies which accumulate through daily activities, social interactions and **across generations**. Personal knowledge and competencies are **mediated by the organizational structures** and availability of resources which enable people to access, understand, appraise, and use information and services in ways which promote and maintain good health and wellbeing for themselves and those around them”.

– World Health Organization (2021) *Health promotion glossary of terms 2021*. Geneva: World Health Organization. Available from: <https://apps.who.int/iris/handle/10665/350161>

**Health literacy responsiveness** describes the extent to which health workers, services, systems, organizations and policy-makers recognize and accommodate diverse traditions and health literacy strengths, needs and preferences to create **enabling environments** that optimize equitable access to and engagement with health information and services, and support for the health and well-being of individuals, families, groups and communities.

– World Health Organization (2022) *Health literacy development for the prevention and control of noncommunicable diseases: Volume 1: Overview*. Geneva: World Health Organization. Available from: <https://apps.who.int/iris/handle/10665/364203>

# Why non-formal learning providers?

- organised
- community
- trusted

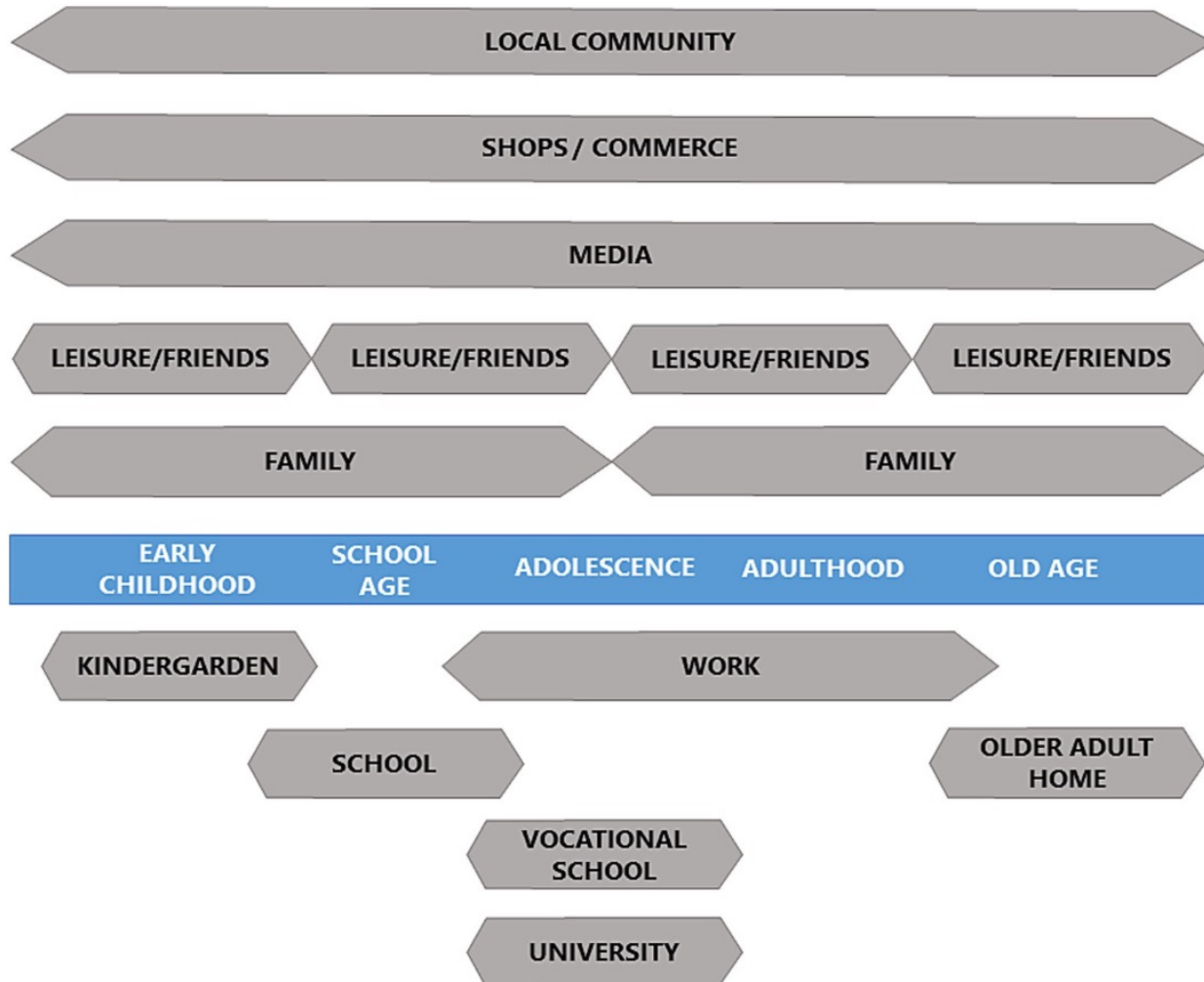
‘locations of learning’



Like if I come here and we're having a group, I'll bring it up in group. "Well you know I didn't understand what my doctor said about..." this or that, and we would talk about it as a group, and I would get a clearer understanding of what the doctor was saying.

The only thing that I really got out of being incarcerated was that they had a lot of literature and information and videos on the virus.

# Settings mapped onto the life course



- From pre-conception and fetal life to hospices and end-of-life care
- Other settings: faith-based, prison, virtual...

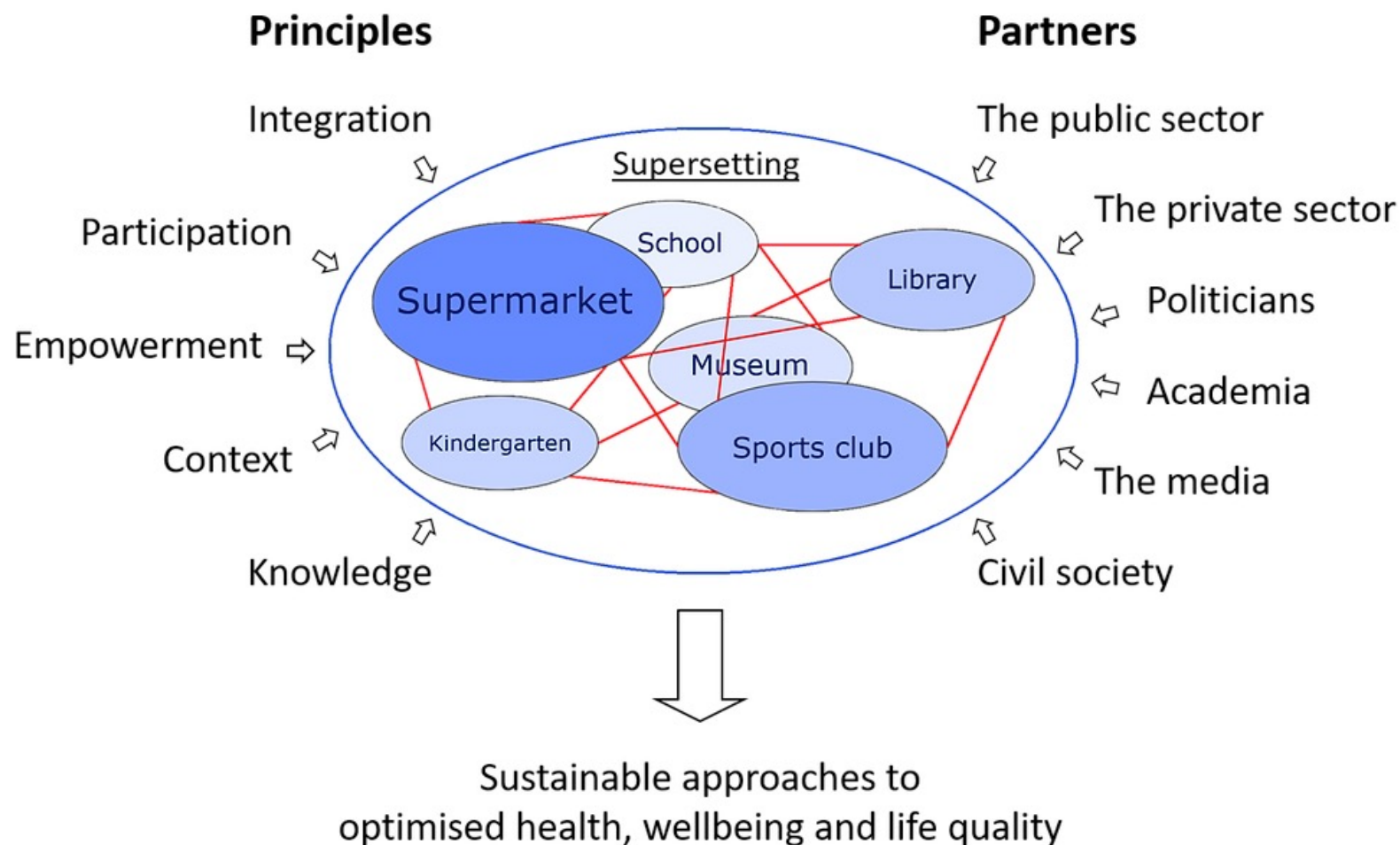
Aagaard-Hansen, J. and Bloch, P. (2023) Settings, populations, and time: A conceptual framework for public health interventions, *Frontiers in Public Health*, 11.  
 DOI:<https://doi.org/10.3389/fpubh.2023.1297019>.

See also:

Maindal, H. T. and Aagaard-Hansen, J. (2020) Health literacy meets the life-course perspective: towards a conceptual framework, *Global Health Action*, 13 (1).  
 DOI:[10.1080/16549716.2020.1775063](https://doi.org/10.1080/16549716.2020.1775063).

Whitehead, D. (2011) Before the cradle and beyond the grave: a lifespan/settings-based framework for health promotion, *Journal of Clinical Nursing*, 20 (15–16), pp. 2183–2194.  
 DOI:[10.1111/j.1365-2702.2010.03674.x](https://doi.org/10.1111/j.1365-2702.2010.03674.x).

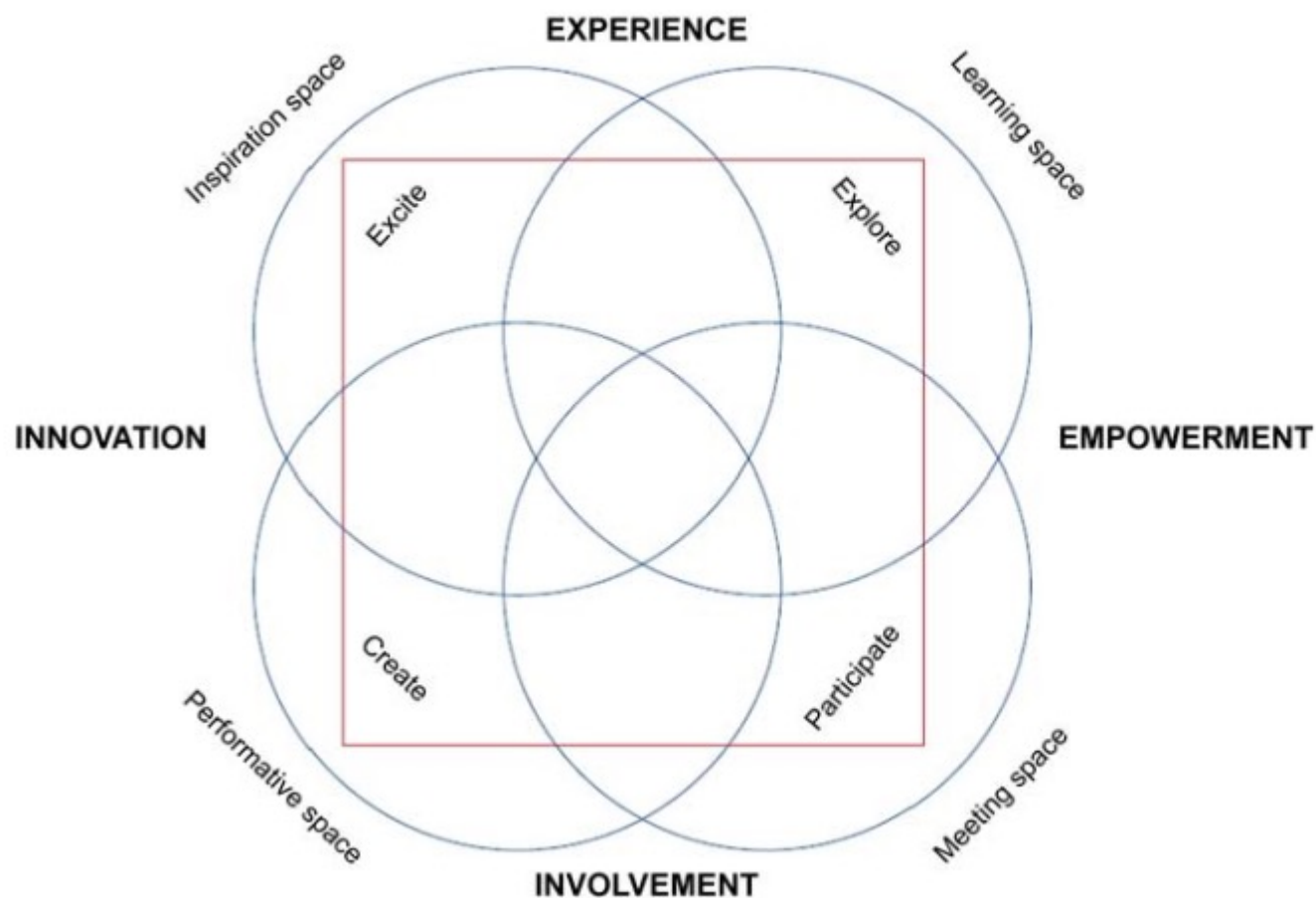
# Different settings working together: a 'supersetting' approach



Bloch, P., Toft, U., Reinbach, H. C., Clausen, L. T., Mikkelsen, B. E., Poulsen, K. and Bruun Jensen, B. (2014) Revitalizing the setting approach – supersettings for sustainable impact in community health promotion, *International Journal of Behavioral Nutrition and Physical Activity*, 11 (118), pp. 1–15. DOI:[10.1186/s12966-014-0118-8](https://doi.org/10.1186/s12966-014-0118-8).

Tingbjerg Changing Diabetes (2023) Supersetting-tilgang, *Tingbjerg Changing Diabetes*. Available from: <https://www.tingbjergchangingdiabetes.dk/supersetting-tilgang?lang=en> [Accessed 9 May 2024].

# Example: the public library and health literacy



The four spaces  
– a new model

**589**

Jochumsen, H., Hvenegaard Rasmussen, C. and Skot-Hansen, D. (2012) The four spaces – a new model for the public library, *New Library World*, 113 (11/12), pp. 586–597. DOI:[10.1108/03074801211282948](https://doi.org/10.1108/03074801211282948).

Naccarella, L. and Horwood, J. (2020) Public libraries as health literate multi-purpose workspaces for improving health literacy, *Health Promotion Journal of Australia*, 32 (S1), pp. 29–32. DOI:[10.1002/hpja.437](https://doi.org/10.1002/hpja.437).

**Figure 1.**  
The four spaces of the public library





# Thank you

*Recommended reading:*

IUHPE Global Working Group on Health Literacy (2023) *IUHPE Position statement on health literacy: a practical vision for a health literate world* (2nd edition). Paris: IUHPE. Available from: <https://www.iuhpe.org/images/IUHPE/Advocacy/Health-Literacy-Position-Statement-IUHPE-Oct-30.pdf>