

# Developing Personal Skills:

## Supporting personal and social development through enhancing *health literacy*

**Doris Gillis**, PhD, PDt,

Department of Human Nutrition, St. Francis Xavier University,  
Antigonish, Nova Scotia, Canada

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# Linking Health Promotion and Sustainable Development Goals (SDGs)

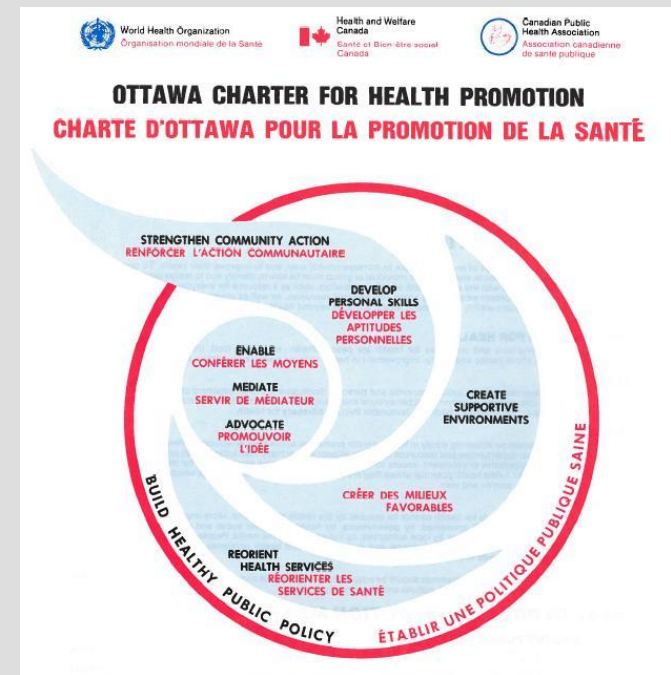
## Aim:

- Focus on “*developing personal skills*” through the lens of *health literacy* within the timely contexts of health equity and alignment with relevant SDGs
- Can we move beyond a focus on individual responsibility for health to implications for social responsibility?

# Reflecting on the Ottawa Charter for Health Promotion, 1986

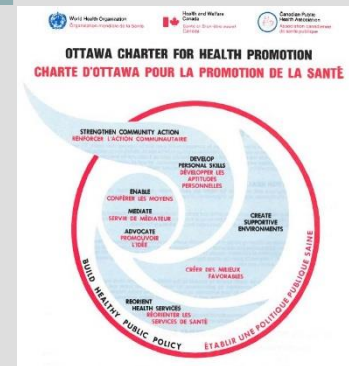
*Celebrating 30 years!*

What was your first introduction to the Ottawa Charter ?



# Focus on: *Develop Personal Skills*

- “Health promotion supports *personal and social development* through providing information, education for health, and enhancing life skills. By so doing, it increases the options available to people to exercise more control over their own health and over their environments, and to make choices conducive to health.”

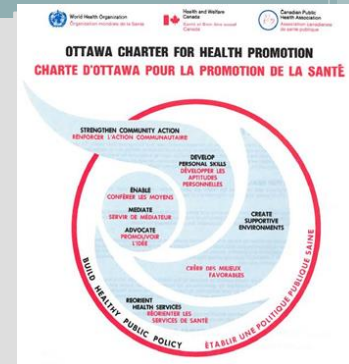


WHO, 1986. Ottawa Charter for Health Promotion.

# Health Promotion Action means:

- Build Healthy Public Policy
- Create Supportive Environments
- Strengthen Community Actions
- **Develop Personal Skills**
- Reorient Health Services

Health Literacy is relevant to all !



# Health literacy - Key health promotion concept

- represents the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health.
- implies the achievement of a level of knowledge, *personal skills* and confidence to take action to improve personal and community health by changing personal lifestyles and living conditions.

By improving people's access to health information, and their capacity to use it effectively, health literacy is critical to *empowerment*.

# Health Literacy

- Important determinant of health interlinked with other social determinants of health
- Commonly viewed as set of skills essential for personal health
  - Research has focused on the individual's ability (and deficits), with little attention on the skills of *professionals* or on the *context* of interactions or intended health actions

Rudd 2015

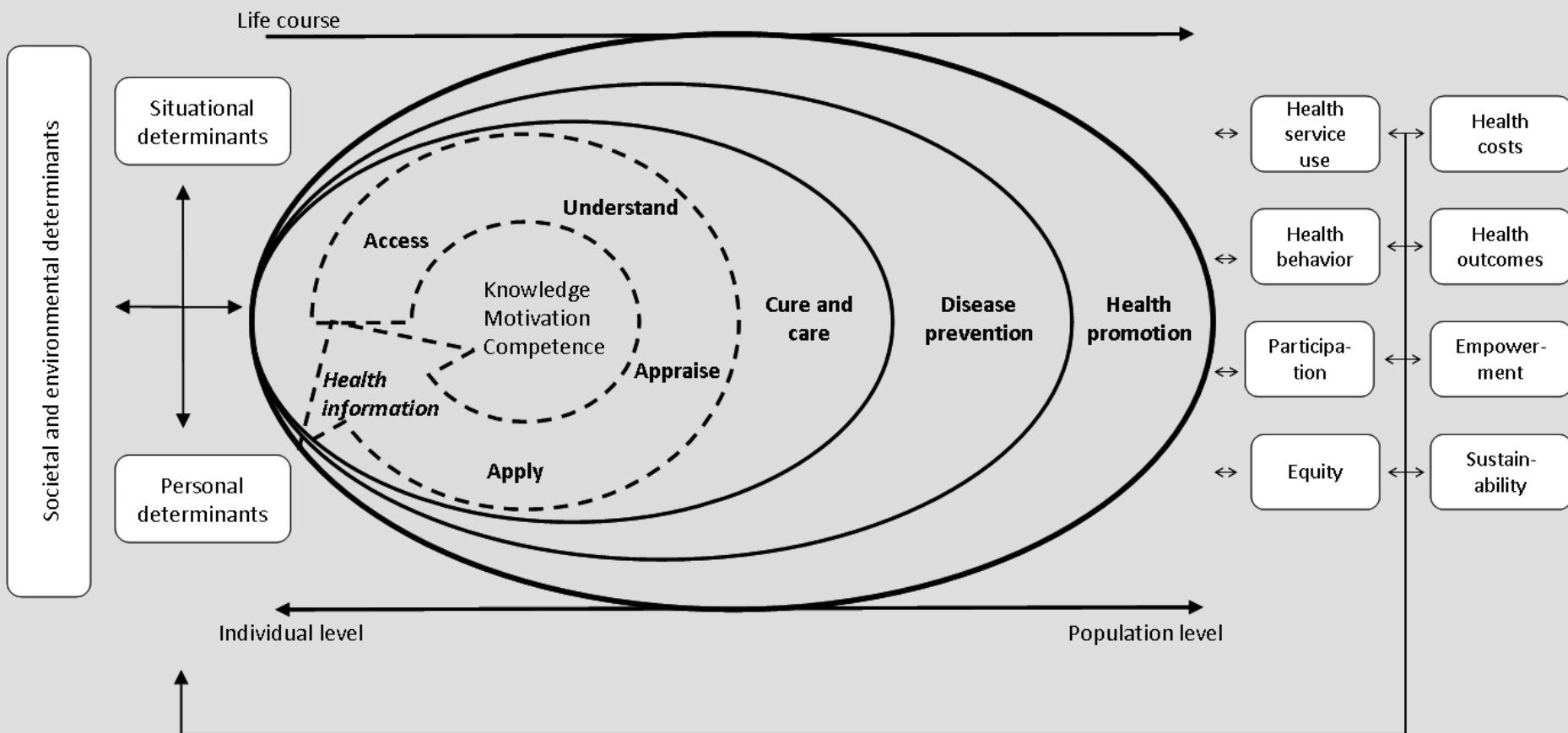
- Evolving and multi-dimensional concept

Sorenson et al. 2013

# Integrated Model of Health Literacy

Health literacy and public health: A systematic review and integration of definitions and models

Sorensen et al. *BMC Public Health*; 2012, 80:12





# Two-sided nature of health literacy



*Source: Parker, 2009.*

Health literacy skills are required by individuals to meet the demands for engaging with health information in a range of settings.

# Vision of a Health Literate Canada

All people in Canada have the capacity, opportunities and support they need to obtain and use health information effectively, to act as informed partners in the care of themselves, their families and communities, and to manage interactions in a variety of settings that affect health and well-being.

Rootman & Gordon-El-Bihbety (2008)  
Expert Panel on Health Literacy, CPHA




Building capacity for health literacy calls for redesigning practice and policy, and creating health literate settings

# Health literacy is dynamic & multifaceted

- Reflects contested understandings of ‘literacy’
- Humans need different kinds of knowledge (Habermas, 1978)
  - Instrumental
  - Interpretive
  - Critical-emancipatory
- Nutbeam’s Types of Health Literacy (2000)
  - Instrumental/functional
  - Interactive/communicative
  - Critical

# ‘Multiple literacies’ needed in today’s complex society

## Example: Food Literacy

- Referred to as a sub-set of health literacy (Howard & Brichta , 2013; Gillis, 2015)
  - “food literacy can help people read the world through the social construction and sharing of all three domains of knowledge in the realm of food, producing really useful knowledge that can lead to a more equitable world” (Sumner, 2013, p. 89).
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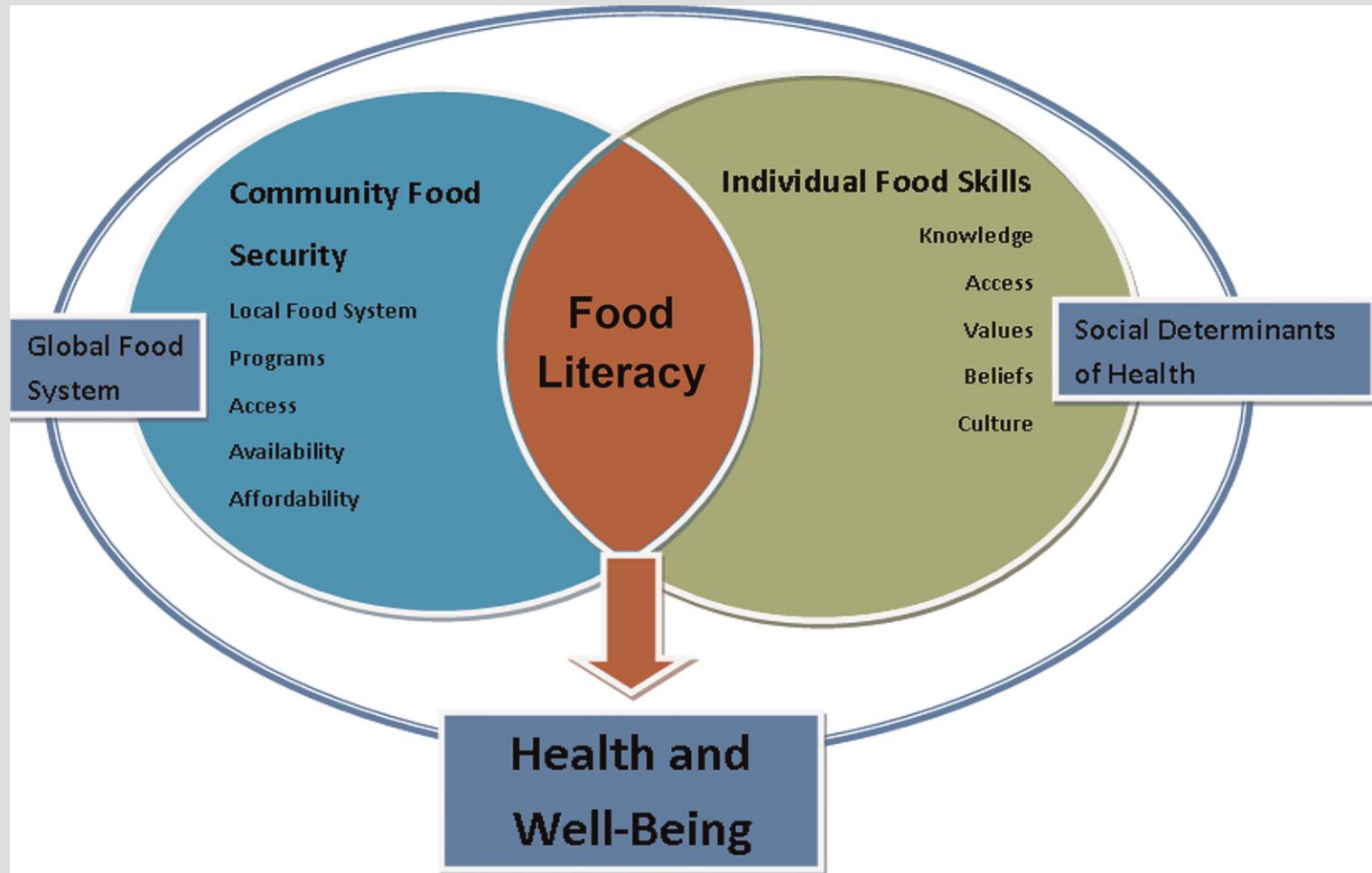
# Food literacy:

## Definition & Framework for Action.

- the ability of an individual to understand food in a way that they develop a positive relationship with it, including food skills and practices across the lifespan in order to navigate, engage, and participate within a complex food system.
- the ability to make decisions to support the achievement of personal health and a sustainable food system considering environmental, social, economic, cultural, and political components.

Cullen et al., 2015

# Food Literacy Framework for Action



Cullen et al. (2015). Food Literacy: Definition and Framework for Action. Canadian J Dietetic Practice & Research, 76:1–6.

# Food Literacy in Action

## ‘Nourish Nova Scotia’

<https://nourishns.ca/>

- “Food Literacy” [video](#)
- “The Story of Us” [video](#)







# SUSTAINABLE DEVELOPMENT GOALS

Health literacy is more than a personal resource...

- “higher levels of health literacy within populations yield social benefits, too, for example by mobilizing communities to address the social, economic and environmental determinants of health.”
- “calls to ensure that health literacy not be framed as the sole responsibility of individuals, but that equal attention be given to ensure that governments and health systems present clear, accurate, appropriate and accessible information for diverse audiences.”

**#HealthInSDGs: Policy Brief 4: Health Literacy**





**SUSTAINABLE  
DEVELOPMENT**

**GOALS**

- “Health literacy efforts can uniquely reduce inequities in health and beyond...” (#HealthInSDGs p.3)
- Need for
  - context specific interventions
  - engagement of decision makers across sectors to achieve SDGs
- No specific target on health literacy in the SDGs but health literacy seen as crucial to achieving targets for SDG 3: *Ensure healthy lives and promote wellbeing for all at all ages*, & other selected SDGs.

# Linking Health Literacy to



**SUSTAINABLE  
DEVELOPMENT** GOALS

**3** GOOD  
HEALTH



**1** NO  
POVERTY



**2** ZERO  
HUNGER



**4** QUALITY  
EDUCATION



**8** GOOD JOBS AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**10** REDUCED  
INEQUALITIES



**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



# Linking Health Literacy to



Ensure healthy lives and  
promote well-being for all  
at all ages

# Linking Health Literacy to



End poverty in all its forms everywhere.

# Linking Health Literacy to



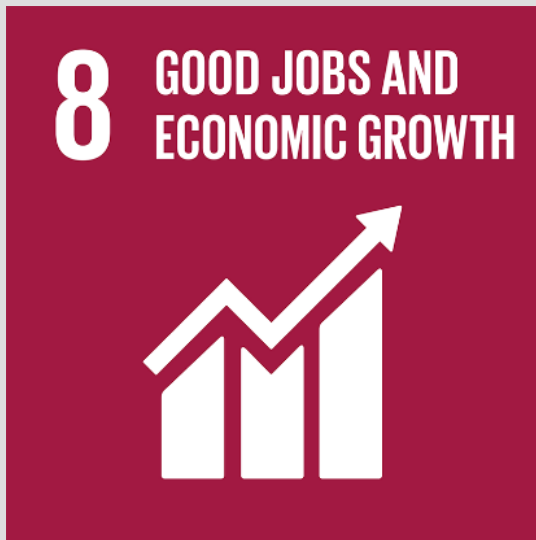
End hunger, achieve food security and improved nutrition and promote sustainable agriculture

# Linking Health Literacy to



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

# Linking Health Literacy to



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

# Linking Health Literacy to



Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

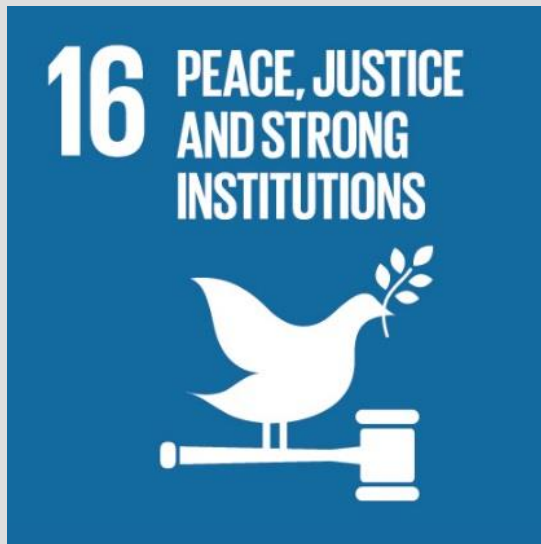


# Linking Health Literacy to



Reduce inequality  
within and among  
countries

# Linking Health Literacy to



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

# Small Group Conversations

- What are examples of practical health literacy efforts supporting actions to achieve SDGs?
- Is *health literacy* a useful lens for framing *developing personal skills* in today's context of health equity and sustainable development?

# Reflection & Summary

- What is the *key message* emerging from our reflections and conversations?

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