

The Role of Health Literacy for Empowering People and Organizations in the Post-Covid, AI Era and Beyond – New Frontiers for Measurement, Action and Policy

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Prof. Diane Levin-Zamir, PhD, MPH, MCHES

Director, National Department of Health Promotion, Clalit Health Services, Israel

University of Haifa – School of Public Health, Israel

Chair – National Council on Health Promotion, Israel Ministry of Health

IUHPE –Global Working Group Health Literacy

Research Co-Chair: WHO Action Network for Measuring Population and Organizational Health Literacy

Chair, Technical Advisory Group for BCI Unit – WHO-Europe

In memoriam

Dedicated to Prof. Jürgen Pelikan



The visionary and innovator, mentor, the colleague, the gentleman, the teacher, the devoted friend, and the role model for so many who are committed to taking his legacy forward.

Presentation Outline

- Crises – Terms of Reference
- Health Promotion – lessons learned from the pandemic
- The emerging importance of health literacy in crises health promotion
- Opportunities - The M-POHL network
- Conclusions and recommendations

Crisis...

*“a time of intense difficulty, trouble, or danger”
(Oxford language)*

*“dramatic events or times of great chaos or
danger.” (Thesaurus.com)*

Personal, economic, environmental and political crises
are all relevant for health and health promotion

Challenges for Action



Immediate cancellation of hundreds of group health promotion programs on the national level and shift to alternative avenues of communicating health messages

Immediate health promotion/health literacy action

Providing reliable, useful and culturally appropriate information:

- Information fact sheets disseminated digitally for the public on COVID-19 prevention
 - Care for children
 - Care for elderly
 - Self-care for people with chronic disease
 - Smoking cessation
 - Pregnancy and breastfeeding during COVID-19 outbreak
 - Physical activity during home quarantine
 - Self-care for people who are COVID-19 positive
 - Managing media exposure for children
- (Hebrew, Arabic and version for ultra-religious);

The "Silver Lining" of COVID-19 – reorienting health services

הכי חשוב זה להיות רגועה... ועכשיו זה גם במבצע!

מבצע עד 16,222 ל-1,000 יחידות כלבדו

ללקוחות כללית מגיע אולטרסאונד ביתי רק ב-299 רכשו עכשיו!

כללית

לקוחות כללית בבידוד בטליתם
מזרו בריאות הילד פולקסן מבין אתכם לווידאו שאול חתוב ללל הורח
בנושא מבני הירום טאל תנסקת לילדו
מכירים את זה שאתם מסתובבים עלו לחדר ללכת מחול לחול ולחגים להל כל פני מופס זרם! מה באמת הכי נכון לעשות במצב כזה! אך אותם הורים מחוגרים על חשאת המודר ותומודרם עם הישארת בצורה הכי טובה
ההדחה מתקיימת ב-162 טמקה 1600 בווירט בריאת הילד פולקסן לסקר חים 35 תוא
רק 20 ש"ח ללקוחות כללית טאליתם!!
שיבו **טלית** מקובלת אחרים - הוראמה עמא בילק נומדיר אליתם
<https://bit.ly/3gR000a>

השעות האלו יכולות להיות הכי חשובות בחיים שלכם

הדרכת החייאה ועזרה ראשונה בתיוקת וילדים

כללית

الصباح؟ الظهر؟ المساء؟

بالزيت! جديد وحصري!

أطباء عائلة وأطفال أون-لاين 24/7
عشان ما تنجبوا تطلعوا من البيت

كلاليت اضغطوا للتفاصيل

מירי לוי
28 נובמבר 2020 ב 18:59

למה להמתין כותר בבית מרקחת אם התרופות יכולות עד הבית אליכם?
לקוחות כללית נהנים ממסלול עד הבית או איסוף עממי של תרופות ומסכים בלחיצת כפתור!
לקוחות מואלט נהנים גם מפני 80% הנחה ברכישת תרופות.
רצנים ורצת כמד זה עובד! הקליקו < < < <https://bit.ly/3gR000a>

למה להגיע לבית המרקחת אם בית המרקחת יכול להגיע אליך?

בית דגן חופ
קבועה ציבורית - א

כללית

אמא, אבא, מהיום דואגים להתפתחות שלי אוו ליי!

לקוחות כללית, שירות חדש למענכם: יעוץ טרום אבחון בתחומי התפתחות הילד בשיחת וידאו אוו ליי!

כללית

חדש ללקוחות כללית בשדרות אביבים טל-פסיכיאטריה לילדים בגילאי 6 ועד 18

שירות יעוץ פסיכיאטר ילדים בווידיאו במעבים כגון חרדה ומחורים, דכאון, קושי התנהגות, ADHD ואסטימ
08-6624222 למועד למשרד המרפאה

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Home / Tools and toolkits / Your life, your health - Tips and information for health and well-being

Your life, your health

Tips and information for health and well-being

About →



Tips and information by life phase



How to find and use health information



A healthy world



Know your rights



Other health topics

HLS₁₉

Health Literacy Survey 2019
a project of M-POHL



Asking a health worker for information



Talking to family, friends and people in the community



Using the internet and the media to get health information



Using information to make decisions on health







Using health information to help everyone in the community stay healthy

of WHO-Europe

Original Article

Health promotion preparedness for health crises – a ‘must’ or ‘nice to have’? Case studies and global lessons learned from the COVID-19 Pandemic

Diane Levin-Zamir^{1,2}, Kristine Sorensen³, Tin Tin Su⁴, Tetine Sentell⁵, Gillian Rowlands⁶, Melanie Messer⁷, Andrew Pleasant⁸, Luis Saboga Nunes⁹, Shahar Lev-Ari¹⁰ and Orkan Okan¹¹

Abstract: The current COVID-19 pandemic has exposed missing links between health promotion and national/global health emergency policies. In response, health promotion initiatives were urgently developed and applied around the world. A selection of case studies from five countries, based on the Socio-Ecological Model of Health Promotion, exemplify ‘real-world’ action and challenges for health promotion intervention, research, and policy during the COVID-19 pandemic. Interventions range from a focus on individuals/families, organizations, communities and in healthcare, public health, education and media systems, health-promoting settings, and policy. Lessons learned highlight the need for emphasizing equity, trust, systems approach, and sustained action in future health promotion preparedness strategies. Challenges and opportunities are highlighted regarding the need for rapid response, clear communication based on health literacy, and collaboration across countries, disciplines, and health and education systems for meaningful solutions to global health crises.

Keywords: health literacy, health-promoting schools, equity/social justice, health-promoting healthcare, vulnerable groups, migrant health, mental health literacy

The Health Promotion Eco-System

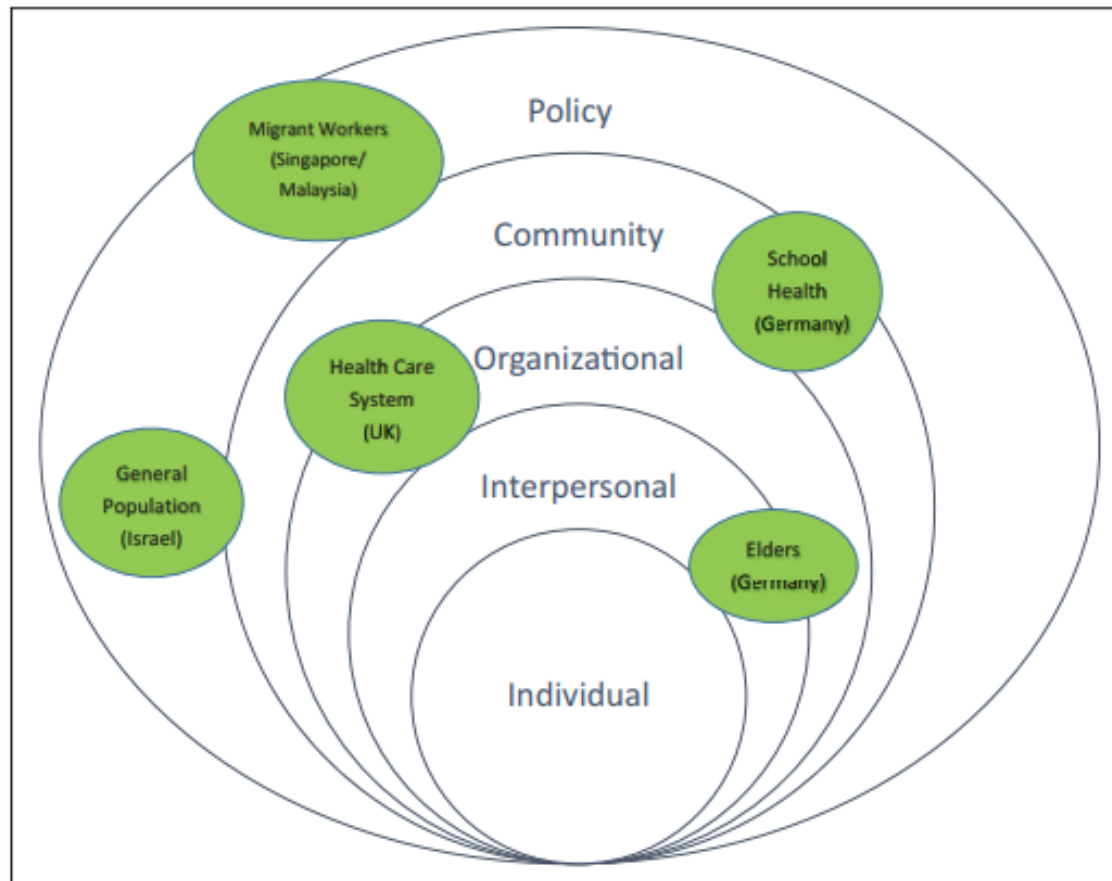


Figure 1. Cases in the context of the social-ecological model.

Key themes emerging from these case studies directed especially at policy makers include:

- Equity
- Trust
- Systems approach
- Sustained action

About the M-POHL Network

- M-POHL was founded in 2/2018, supported by WHO-Europe
- Currently, M-POHL has 23 member countries – more are welcome!
- M-POHL supports better HL in Europe by ...
 - providing data to support **evidence-informed policy and practice**
 - focusing on **personal HL** and the **HL-friendliness** of **systems** and **organizations**
 - strengthening collaboration **between research and policy**



M-POHL members and observers in the WHO European Region

M-POHL

Action Network on Measuring Population and Organizational Health Literacy

| Members | | |
|--|--|--|
|  Austria |  Italy |  Turkey |
|  Belgium |  Kazakhstan |  Ukraine |
|  Bulgaria |  Netherlands |  United Kingdom |
|  Czech Republic |  Norway |  |
|  Denmark |  Portugal | |
|  France |  Russian Federation | |
|  Germany |  Slovakia | |
|  Hungary |  Slovenia | |
|  Ireland |  Spain | |
|  Israel |  Switzerland | |

| Observers |
|--|
|  Azerbaijan |
|  Greece |
|  Moldova |
|  Serbia |
| + Asian countries |
| |
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M-POHL

Action Network on Measuring Population and Organizational Health Literacy of WHO-Europe

M-POHL projects

- HLS₁₉ was the first project of M-POHL.
It collected data on population HL in 17 participating countries
- Current M-POHL projects include
 1. European **Health Literacy Population** Survey 2024/2025 (HLS_{24/25})
 2. Assessing **Organizational Health Literacy** in hospitals and primary care settings (OHL)
 3. **Evidence-base policy and practice** (EVPOP) (supported by Switzerland)
- Countries can join M-POHL as observers or members. Members can participate in one or all M-POHL projects.

What did HLS₁₉ measure? Defining health literacy

“Health literacy is linked to literacy and entails people’s knowledge, motivation and competences to **access, understand, appraise, and apply health information** in order to make judgements and take decisions in everyday life concerning healthcare, disease prevention and health promotion to maintain or improve quality of life during the life course.” ([Sørensen et al., 2012](#))

“Health literacy is a multidimensional, complex and heterogeneous concept and must be understood as being **relational** because it is **based on the personal competences and abilities of every individual human being, but also depends upon the challenges and complexity of the health information available** as well as systems, organizations and living environments in which these persons are situated and make decisions.” ([Parker, 2009](#)).



HL is relational

& comprehensive!

Personal
Competences / abilities

Situational
Demands / complexity

Health
literacy

Health
information

Ask, investigate, use
contacts, ...

Find

Easy availability,
accessibility
of information

Education (literacy,
numeracy, language
competence ...)

Understand

Plain language,
Reading level, Images,
Layout, ...

Life experience,
judgment, ...

Appraise

Availability of
references, evidence

Practical & problem-
solving abilities
creativity ...

Apply

Applicability of content
& individualized
support
(e.g. consultation)

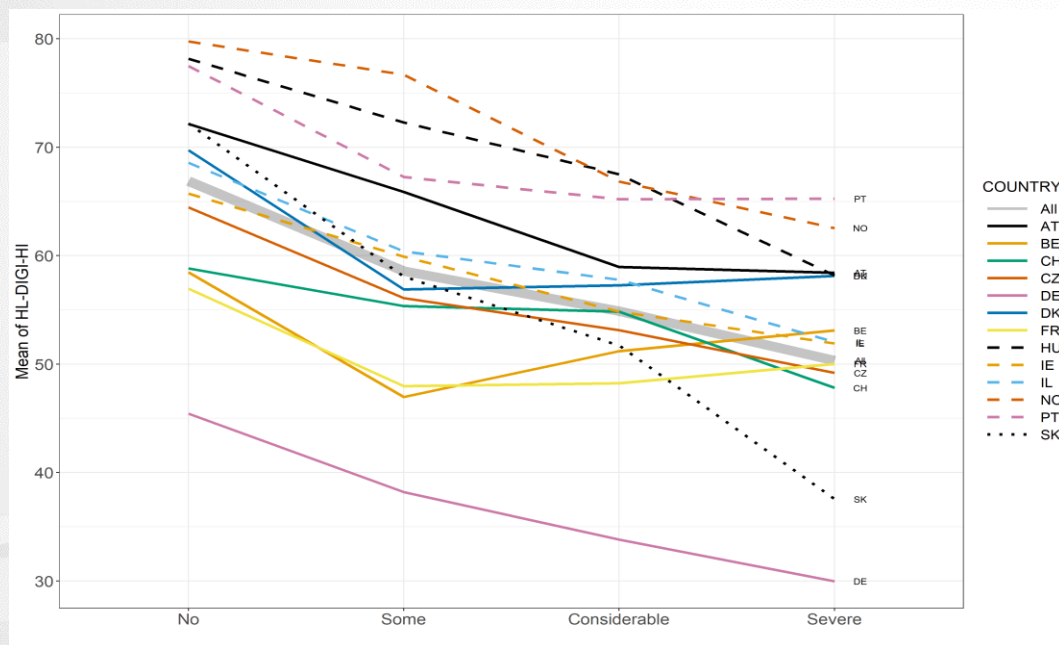
Determinants of health literacy

HLS₁₉ has (again) proven ...

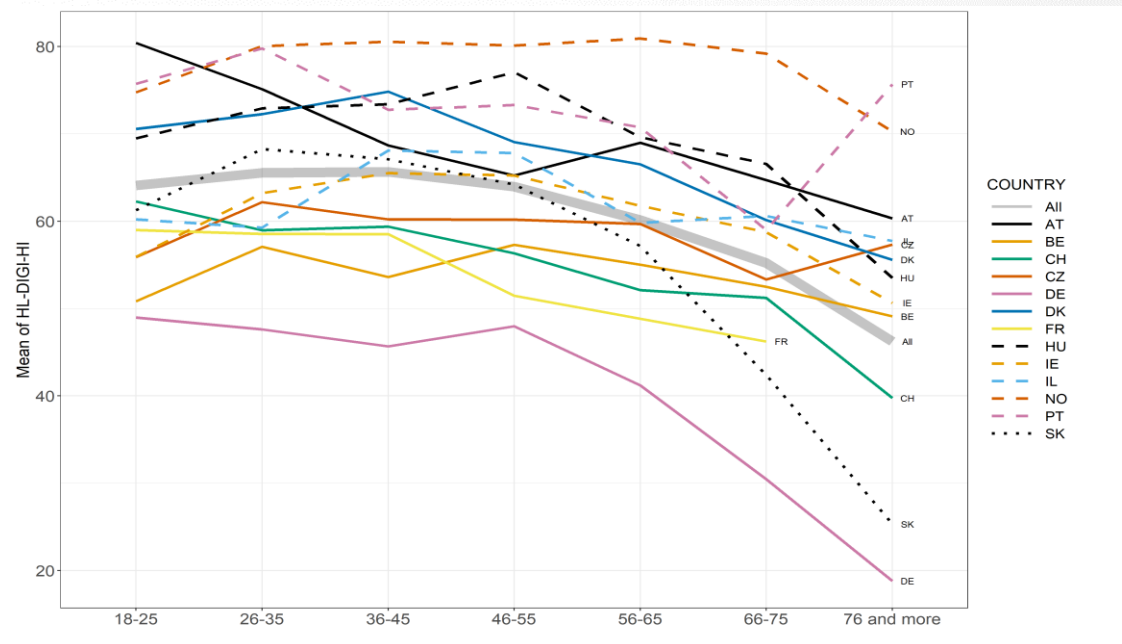
- a social gradient for Health Literacy with financial deprivation and socio-economic status as strongest predictors
- a trend for higher General Health Literacy in women in some countries
- Inconsistent results for age and level of education

Means of Digital Health Literacy (HL-DIGI-HI) scores by financial deprivation level and age, for each country and for all countries (equally weighted)

Financial Deprivation



Age (7 groupings)



Effects of health literacy

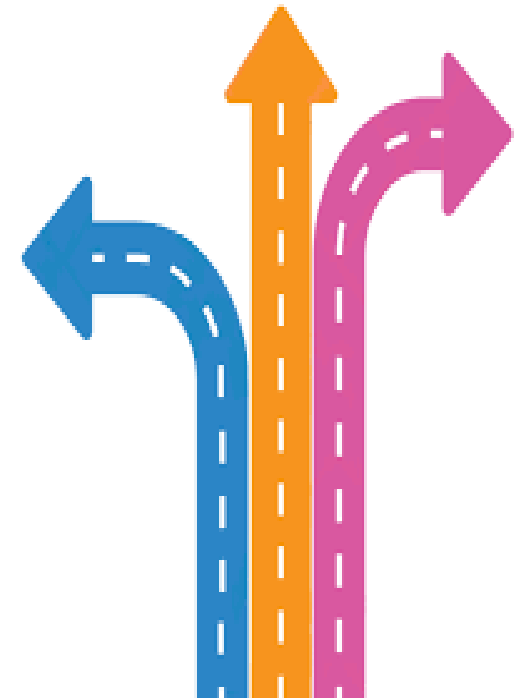
HLS₁₉ has (again) proven significant effects of general health literacy on ...

- health behavior and lifestyles (physical activity, fruit and vegetable consumption).
- health care utilization (GPs/family doctors and emergency services),
- people's health status

Therefore, it is relevant for **public health and healthcare policy**

Considerations for specific health literacies: way forward

- **Digital HL:** Invest in digitally available non-biased public information on health and illness, and in easy-to-handle digital tools to use the healthcare system (such as appointment services)
- **Navigational HL:** Invest in clear pathways through the healthcare system, making it easier for patients to find what they need
- **Vaccination HL:** Focus on improvements of the trustworthiness of information and communication to support their appraisability
- **Communicative HL:** Heavily invest in curricula and trainings for healthcare staff



Further readings

- Factsheets on the HLS₁₉ Instruments
- International Report
- National Reports
- Journal articles

Can be found at the M-POHL homepage:

<https://m-pohl.net/Results>

International Report
on the Methodology, Results, and
Recommendations of the European
Health Literacy Population Survey
2019–2021 (HLS₁₉) of M-POHL

Report

The HLS₁₉ Consortium of the WHO Action Network M-POHL



M-POHL

Action Network on Measuring Population
and Organizational Health Literacy
of WHO-Europe

Directions for intervention and action

2 areas of intervention are crucial for meeting needs of populations and special groups:

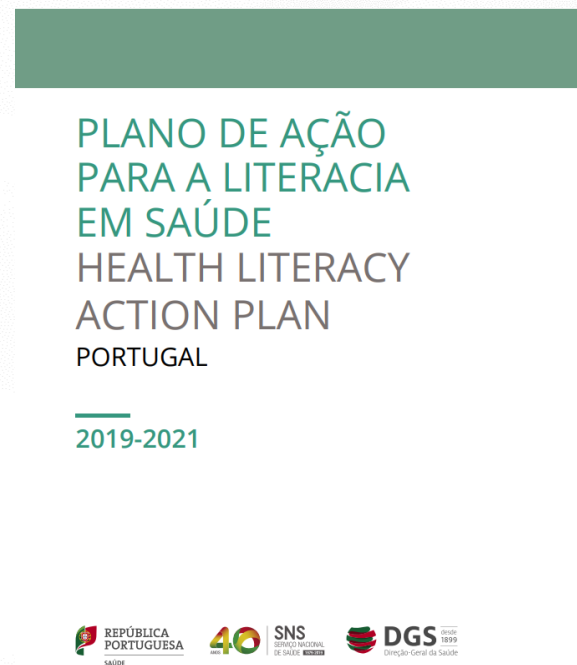
Improving:

1. Health Literacy skills (general and specific) throughout the life course
2. Capacity Building of organizations/systems to provide accessible, trustworthy and digital resources, accommodating people with range of health literacy skills



Source: Parker R, Measuring health literacy: Why? So what? Now what? In: Hernandez L (ed), Measures of Health Literacy: Workshop Summary; Roundtable on Health Literacy, 2009.
of WHO-Europe

Implementing a systems approach: National Action Plans for Health Literacy



Challenges we're anticipating on the horizon

CHAT GPT-4! THE LATEST TECH TALK

BY JAN GERNALE, B2C MARKETING EXECUTIVE



Wrap – up

“It’s all about co-production”



Prof. Jürgen M. Pelikan



And enjoy the conference!

dianele@clalit.org.il

diamos@zahav.net.il