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**EMPODERAMENTO DA COMUNIDADE ESCOLAR PARA PROMOVER A LITERACIA EM SAÚDE DOS JOVENS:  
PROTOCOLO REVISÃO SCOPING**

**EMPOWERMENT OF THE SCHOOL COMMUNITY TO PROMOTE HEALTH LITERACY AMONG YOUNG PEOPLE:  
SCOPING REVIEW PROTOCOL**

**EMPODERAMIENTO DE LA COMUNIDAD ESCOLAR PARA PROMOVER LA ALFABETIZACIÓN EN SALUD ENTRE LOS  
JÓVENES: PROTOCOLO DE REVISIÓN SCOPING**

Joana Miranda<sup>1</sup>  <https://orcid.org/0009-0004-1857-4026>

Catarina Afonso<sup>1</sup>  <https://orcid.org/0000-0001-7969-8242>

Ana Spínola<sup>1</sup>  <https://orcid.org/0000-0003-0721-3343>

<sup>1</sup>Instituto Politécnico de Santarém, Santarém, Portugal

Joana Miranda – 180400006@essaude.ipsantarem.pt | Catarina Afonso – catarina.afonso@essaude.ipsantarem.pt |

Ana Spínola – ana.madeira@essaude.ipsantarem.pt



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**Corresponding Author:**

*Joana Miranda*

Quinta do Mergulhão Srª da Guia, nº4  
2005-075 – Santarém – Portugal  
180400006@essaude.ipsantarem.pt

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## RESUMO

**Introdução:** O crescente volume migratório de jovens é um desafio para as políticas de saúde. A literatura aponta o contexto escolar como fundamental para promoção da literacia em saúde, desenvolvendo as habilidades cognitivas e sociais que determinam a motivação para a tomada de decisão nos jovens. A comunidade escolar assume-se como determinante e impulsionadora de estratégias de empoderamento para a literacia em saúde dos jovens.

**Objetivo:** Mapear os contributos da comunidade escolar no processo de tomada de decisão em saúde dos jovens autóctones e migrantes.

**Métodos:** Desenvolver-se-á uma revisão Scoping, conforme o referencial de Joanna Briggs Institute. A localização dos estudos será realizada nas plataformas CINAHL via EBSCO, PUBMED, COCHRANE, Scielo, Lilacs, RCAAP, B-ON e Google Académico. Como critérios de inclusão define-se: docentes/não docentes, literacia em saúde e 3º ciclo de ensino na escola. Não serão considerados limites temporais para a pesquisa. A análise dos artigos, extração e síntese dos dados será desenvolvida por três revisores.

**Resultados:** Os resultados indicarão quais os contributos da comunidade escolar na promoção da saúde enquanto agentes facilitadores para a literacia em saúde dos jovens em contexto escolar.

**Conclusão:** Espera-se que os outcomes desta scoping sejam promotores de contributos importantes para o desenho de projetos de intervenção por parte de enfermeiros especialistas em saúde comunitária e saúde pública pelo reconhecimento da comunidade escolar enquanto promotora da literacia em saúde dos jovens autóctones e migrantes em contexto escolar.

**Palavras-chave:** enfermagem em saúde comunitária; literacia em saúde; empoderamento; serviço de saúde escolar

## ABSTRACT

**Introduction:** The growing migration volume of young people is a challenge for health policies. The literature points to the school context as primary for promoting health literacy and developing the cognitive and social skills that determine the motivation for decision-making. School community is, from this perspective, crucial as a driver for an empowerment strategy for young people's health literacy.

**Objective:** Map the contributions of the school community in the health decision-making process of Indigenous and migrant young people.

**Methods:** A Scoping review will be developed according to the Joanna Briggs Institute framework. The studies will be located on the CINAHL platforms via EBSCO, PUBMED, COCHRANE, Scielo, Lilacs, RCAAP, B-ON, and Google Scholar. The inclusion criteria are defined as teaching/non-teaching staff, health literacy, and 3rd cycle teaching at school. No time limits will be considered for the research. The analysis of articles, extraction and synthesis of data will be carried out by three reviewers.

**Results:** the results will indicate the contributions of the school community to health promotion as facilitating agents for health literacy among young people in the school context.

**Conclusion:** It is expected that the outcomes of this scoping will promote important contributions to the design of intervention projects by nurses specializing in community health and public health through the recognition of the school community as a promoter of health literacy for Indigenous and migrant young people in a school context.

**Keywords:** community health nursing; health literacy; empowerment; school health services

## RESUMEN

**Introducción:** El creciente volumen migratorio de jóvenes es un desafío para las políticas de salud. La literatura señala el contexto escolar como primario para promover la alfabetización en salud, que determinan la motivación para la toma de decisiones. La comunidad escolar es crucial como motor de una estrategia de empoderamiento para la alfabetización en salud de los jóvenes.

**Objetivo:** Mapear los aportes de la comunidad escolar en el proceso de toma de decisiones en salud de jóvenes indígenas y migrantes.

**Métodos:** Se llevará a cabo una revisión del alcance en el marco del Instituto Joanna Briggs. Los estudios serán publicados en las plataformas CINAHL vía EBSCO, PUBMED, COCHRANE, Scielo, Lilacs, RCAAP, B-ON y Google Scholar. Los criterios de inclusión seleccionados: personal docente/no docente, alfabetización en salud y docencia de 3er ciclo en el colegio. No se considerarán plazos para la investigación. El análisis de los artículos, extracción y síntesis de datos será realizado por tres revisores.

**Resultados** los resultados indicarán las contribuciones de la comunidad escolar a la promoción de la salud como agentes facilitadores de la alfabetización en salud entre los jóvenes en el contexto escolar.

**Conclusión:** Se espera que los resultados de este alcance promuevan importantes contribuciones al diseño de proyectos de intervención en salud comunitaria y salud pública a través del reconocimiento de la comunidad escolar como promotora de la alfabetización en salud de los jóvenes.

**Palabras Clave:** enfermería en salud comunitaria; alfabetización en salud; empoderamiento; servicios de salud escolar

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## INTRODUCTION

The significant increase in the migratory flow represents a huge challenge and, at the same time, a great opportunity in terms of public policies in countries in key areas such as health and education (World Health Organization [WHO], 2022).

The contribution of youth migration to the economic and social development of host countries is undeniable, and it is essential to promote a positive integration process, for which the health of young people is an essential condition, developing policies and programs that consider and safeguard access to healthcare, with particular attention to reducing inequalities (WHO, 2022).

The School is strongly influenced by Education and Health policies and social and community values in the context in which it operates. The school reality appears to be very variable between educational establishments, both due to the school groups it hosts and the origin and expectations of the population that attends them (Direção-Geral da Saúde [DGS], 2015). Currently, events of great educational complexity are observed in schools, representing great multiculturalism (Conselho Nacional da Educação, 2023).

According to the National Health Plan for 2030 (DGS, 2021), leaving no one behind implies identifying the most vulnerable or at-risk groups in which young migrants fall. This Plan highlights strategies such as reducing inequalities and boosting partnerships, as well as promoting literacy and health-promoting environments aimed at enhancing health gains in the school community (DGS, 2021). Strengthening health literacy is a fundamental concept in the school community (WHO, 2019) and, according to Sorensen et al. (2012), knowledge, competence, and motivation to access, understand, evaluate, and apply health information. Health promotion is associated with health literacy due to its influence on behaviors and results. According to the WHO (Nutbeam, 1998), it is the process that aims to empower individuals and communities with the aim of improving health and well-being.

The mission of school health is to promote collective awareness that health is a valuable asset and everyone's responsibility for the formation of healthy adults (Martins & Borges, 2023; Ramos & Barbieri-Figueiredo, 2020). Combining professional responsibility with the potential contribution to building a better society with more literate citizens, the concept of empowerment will be present (Ramos & Barbieri-Figueiredo, 2020); while associated with skills, behaviors, and health gains, the concept of Health Literacy emerges (Okan et al., 2020).

From this perspective, it is necessary to create strategies that favor inclusion and promote enriching diversity. Therefore, results will be better if school systems promote integration, providing additional support and guaranteeing accessibility and school quality (Banco Internacional, 2023).

The agents that make up the school community, including teachers and non-teaching staff, nurses, and other health professionals (Hockenberry & Wilson, 2014), are part of the educational strategies and resources essential for the development of health literacy among young migrants. and autochthonous (Dadaczynski et al., 2020).

Investment in the production of studies within the scope of empowering the school community to promote health literacy among young people allows for more evidence-based practice, converting knowledge into new practices and improving the quality of care provided to the community.

Carrying out this scope aims to support an empirical study towards improving the quality of care for the community, so the lack of evidence in the context of empowering the school community to promote health literacy among young people was evident, which determines the need for more research that allows us to clearly identify what we understand about the topic and the strategies we use. It is understood that in relation to community empowerment, Melo (2020), created a Community Nursing Assessment and Intervention Model (MAIEC), to understand the health needs of communities, which is why some studies derived from it have emerged, such as examples: "Alto Minho + Inclusive and Community Diagnosis" (Melo et al., 2023); "Assessing Community Empowerment for an Innovative Epidemiologic" (Melo et al., 2020) and "Focuses of attention in community nursing and community empowerment: a qualitative study" (Melo, 2018).

The reduced number of evidence found was a determining factor in the analysis, which suggests investment in studies focusing on teaching and non-teaching staff on the established practices, as these are among the resources with the greatest support and proximity to students. We also add the possibility of carrying out experimental studies with groups of teachers/non-teachers to evaluate the strategies used to promote health literacy among young natives and migrants.

This Scoping Review will follow the recommendations proposed by the Joanna Briggs Institute (JBI), based on the principle that research constitutes a central practice in Nursing and is decisive for its affirmation and recognition as a profession and discipline (Nené & Sequeira, 2022). The objective is to map the evidence relating to the school community in the health decision-making process of Indigenous and migrant young people in a school context.

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## 2. METHODS

This scoping review was conducted based on the method proposed by the Joanna Briggs Collaboration (Peters et al., 2020) and was written in compliance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews (PRISMA-ScR) (Tricco et al., 2018). The protocol for this systematic review was registered on PROSPERO (ID: 632764), and we await approval.

The methods proposed by the Joanna Briggs Collaboration have been widely used and recognized in multiple areas of knowledge and by experienced reviewers, representing a primordial approach to support decision-making based on the best available evidence (Khalil et al., 2021).

The PRISMA for Searching extension provides a reporting checklist for this specific type of review proposed by JBI (Aromataris et al., 2024). The steps that must be followed are: formulate the review question, define inclusion and exclusion criteria, locate studies through search, select studies for inclusion, and extract, analyze, and synthesize relevant studies (Aromataris et al., 2024). In this way, the following research question was formulated: “How does the empowerment of the school community influence the health literacy of indigenous and migrant young people?”.

The JBI method proposes the following eligibility criteria: population, concept, and context – PCC method (Peters et al., 2020). Regarding the population, all studies that include the school community, namely teaching/non-teaching staff, will be considered. In terms of concept, all studies that address the concept of health literacy will be considered. Regarding the context, all studies in a school context will be considered, namely in the 3rd cycle of basic education.

The specific objectives are to identify the school community in health decision-making for migrant and Indigenous young people and characterize the health decision-making process of Indigenous and migrant young people in a school context.

### 2.1 Location of Studies

In this protocol, a two-step research strategy will be conducted. The search strategy aims to find published and unpublished studies and will be carried out in two stages. Firstly, an initial search was carried out limited to the PUBMED and CINAHL databases (via EBSCOhost), followed by an analysis of the words contained in the title and abstract and the index terms used to describe the articles, using RAYYAN. A second search will be performed using all identified keywords and identified index terms across all included databases. Table 1 shows the final search strategy to be used in the PUBMED, CINAHL Complete (via EBSCOhost), COCHRANE, and LILACS databases. Studies published in English, Spanish and Portuguese will be considered for inclusion in this review, which allow for an exhaustive search of the most relevant and current studies on the topic. The databases included in the review will be CINAHL Complete (via EBSCOhost), PubMed, COCHRANE, and LILACS.

**Table 1** – Search strategy for PUBMED, CINAHL Complete (via EBSCOhost), COCHRANE and LILACS on July 19, 2024

PUBMED STRATEGY	RESULTS
(((Educational Personnel [MeSH Terms] OR School Teachers [MeSH Terms] OR Educational Personnel [Title/Abstract] OR School Teachers [Title/Abstract] OR Teachers [Title/Abstract])) AND ((Health literacy [Title/Abstract] OR Health literacy [MeSH Terms] OR Literacy Program [MeSH Terms] OR "literacy Program [Title/Abstract] OR literacy [Title/Abstract]))) AND ((Schools [MeSH Terms] OR school [Title/Abstract]))	386 articles
CINAHL COMPLETE (via EBSCOhost) STRATEGY	RESULTS
(((Educational Personnel [MeSH Terms] OR Teachers [MeSH Terms] OR Educational Personnel [Title/Abstract] OR Teachers [Title/Abstract])) AND ((Health literacy [Title/Abstract] OR Health literacy [MeSH Terms] OR Program Development[MeSH Terms] OR "Program Development [Title/Abstract] OR literacy [Title/Abstract]))) AND ((Schools [MeSH Terms] OR schools[Title/Abstract]))	538 articles
COCHRANE STRATEGY	RESULTS
(((educational personnel):kw OR (school teachers):ti,ab,kw OR (educational personnel):ti,ab,kw OR (school teachers):ti,ab,kw OR (teachers, school):ti,ab,kw (Word variations have been searched))) AND (((health literacy):ti,ab,kw OR (health literacy):kw OR (literacy program):kw OR (literacy program):ti,ab,kw OR (literacy):ti,ab,kw)) AND (((schools):kw OR (school):ti,ab,kw))	276 articles
LILACS STRATEGY	RESULTS
(((educational personnel):kw OR (school teachers):ti,ab,kw OR (educational personnel):ti,ab,kw OR (school teachers):ti,ab,kw OR (teachers, school):ti,ab,kw (Word variations have been searched))) AND (((health literacy):ti,ab,kw OR (health literacy):kw OR (literacy program):kw OR (literacy program):ti,ab,kw OR (literacy):ti,ab,kw)) AND (((schools):kw OR (school):ti,ab,kw))	0 articles

The search for unpublished studies, namely grey literature, will be carried out in the following databases: RCAAP, Google Scholar and B-ON. The keywords and index terms to be used in the search will be adapted for each source of information included (Table 2).

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**Table 2** – Search strategy for RCAAP, Google Scholar and B-ON on July 19, 2024

RCAAP STRATEGY	RESULTS
((((Educational Personnel [MeSH Terms] OR School Teachers [MeSH Terms] OR Educational Personnel [Title/Abstract] OR School Teachers [Title/Abstract] OR Teachers [Title/Abstract])) AND ((Health literacy [Title/Abstract] OR Health literacy [MeSH Terms] OR Literacy Program [MeSH Terms] OR “literacy Program [Title/Abstract] OR literacy [Title/Abstract]))) AND ((Schools [MeSH Terms] OR school [Title/Abstract]))	0 articles
B-ON STRATEGY	RESULTS
((((Educational Personnel [MeSH Terms] OR School Teachers [MeSH Terms] OR Educational Personnel [Title/Abstract] OR School Teachers [Title/Abstract] OR Teachers [Title/Abstract])) AND ((Health literacy [Title/Abstract] OR Health literacy [MeSH Terms] OR Literacy Program [MeSH Terms] OR “literacy Programs [Title/Abstract] OR literacy [Title/Abstract]))) AND ((Schools [MeSH Terms] OR school [Title/Abstract]))	0 articles
GOOGLE SCHOLAR STRATEGY	RESULTS
((((Educational Personnel [MeSH Terms] OR School Teachers [MeSH Terms] OR Educational Personnel [Title/Abstract] OR School Teachers [Title/Abstract] OR Teachers [Title/Abstract])) AND ((Health literacy [Title/Abstract] OR Health literacy [MeSH Terms] OR Literacy Program [MeSH Terms] OR “literacy Program [Title/Abstract] OR literacy [Title/Abstract]))) AND ((Schools [MeSH Terms] OR school [Title/Abstract]))	0 articles

## 2.2 Study Selection Process

All existing studies will be considered based on the type of study. Quantitative studies include any experimental study designs (including randomized controlled trials, non-randomized controlled studies, or other quasi-experimental studies, including before and after) and observational designs (descriptive studies, cohort studies, cross-sectional studies, cases, and case series studies). Qualitative studies include any studies that focus on qualitative data, among others, phenomenology, grounded theory, and ethnographic studies. Abstracts and posters published at conferences, as well as opinion articles, will be excluded. No time limits were applied to the research as the aim was to have an integrated view of all available evidence on the topic under consideration. The studies were selected by three independent reviewers, according to the inclusion criteria, with a third reviewer evaluating, in case of disagreement, using the Rayyan® platform (Qatar Computing Research Institute, Doha, Qatar). This analysis of the full text was carried out by two independent reviewers (JM and CA). Any disagreements between reviewers at each stage of the selection process were mitigated through constructive discussion or by using a third reviewer (AS). In the first phase, articles will be included based on the information provided by the title and abstract. All studies that meet the inclusion criteria will have full-text analysis.

Figure 1, the PRISMA-ScR diagram, highlights the detailed article selection process, outlining three crucial steps: identification, analysis, and inclusion (Page et al., 2021).

In the first phase of PRISMA, the number of articles found in the database was identified as 924 articles. 181 duplicates were removed. Total 743 articles.

The analysis constitutes the second phase of PRISMA, where, after analyzing the title of the article and the abstract, those that do not meet the previously defined inclusion criteria must be rejected in accordance with the PCC method, namely the inclusion criteria relating to the participants. Thus, of the 743 articles in the second phase, 725 articles were rejected, and 18 articles were read in full. 13 articles were rejected, taking into account the exclusion criteria: Non-teaching/non-teaching population and other teaching cycles other than the 3rd cycle. Thus, the third phase of PRISMA “Included” appears. At this stage, 5 articles remained, of which 2 were qualitative, 2 were quantitative, and 1 was mixed.

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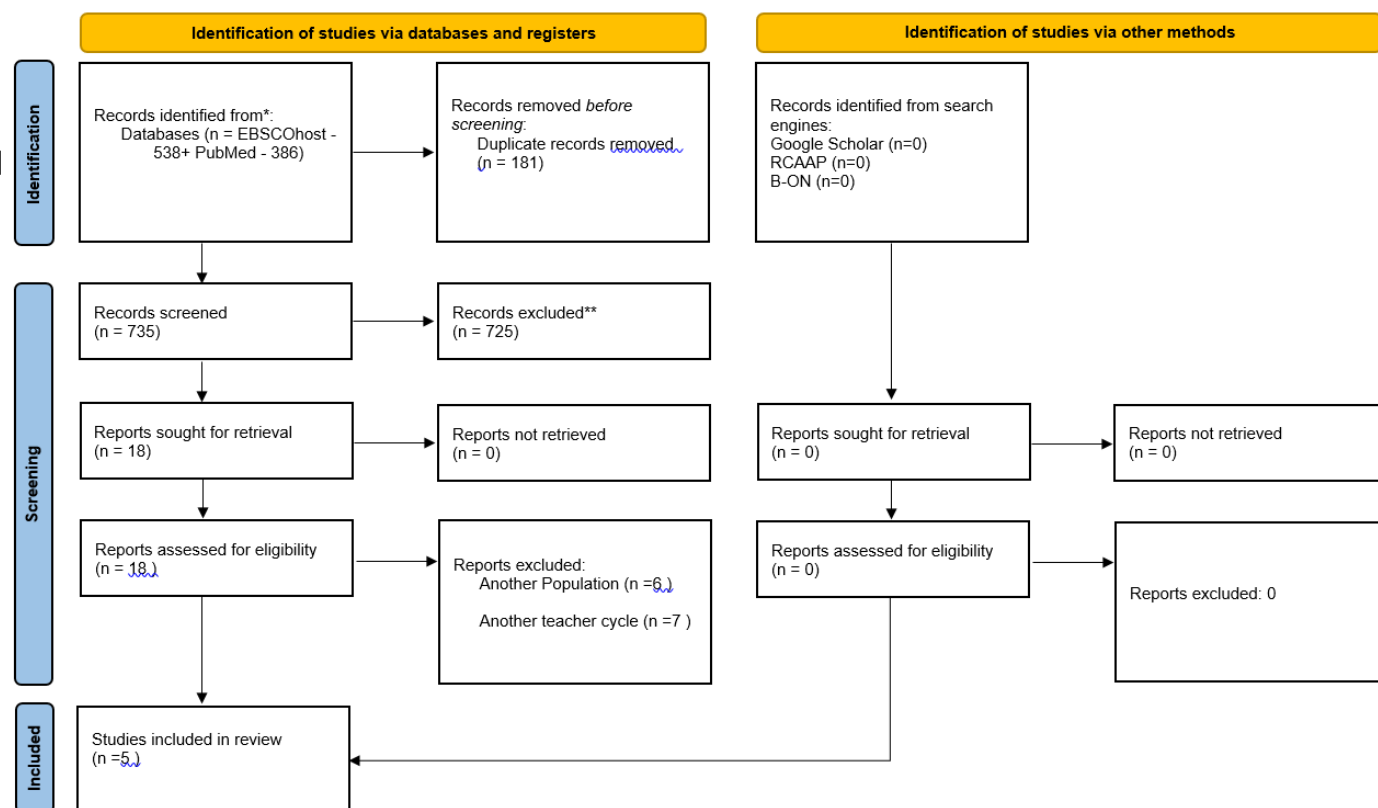


Figure 1 – Prisma Flow Diagram. Adapted: Page et al., 2021

### 2.3 Data Extraction and Synthesis

Our data will be extracted after selecting the studies, which in scoping reviews provide a logical and descriptive summary of the results that respond to the objectives and research questions (Peters et al., 2020). Data will be extracted using a table aligned with the objective and questions of this scoping review, as recommended and developed by JBI (Peters et al., 2020). Based on the same author, a data extraction instrument was developed (Table 2). In this scoping review, the JBI guidelines are followed (Peters et al., 2020). As in the study selection stage, data from articles to be included in the review will be extracted independently by the two reviewers. Any disagreements between reviewers will be resolved through discussion. The extracted data will be analyzed, taking into account the objectives to answer the review questions (Peters et al., 2020).

Table 2 – Instrument Developed by Researchers for Data Extraction

TITLE, AUTHORS, YEAR AND COUNTRY	GOAL	TYPE OF STUDY	POPULATION	METHODOLOGY	RESULTS	CONCLUSIONS AND MAIN FINDINGS
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### 3. PRESENTATION AND INTERPRETATION OF DATA

Mapping the evidence selected in international literature will serve as a basis for analyzing the role of the school community, namely, schoolteachers/non-teachers in health promotion as essential facilitating actors in the health literacy of Indigenous and migrant young people at school.

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## CONCLUSION

Considering the importance of promoting health literacy among young migrants and natives, the analysis of the influence of teachers/non-teachers in their decision-making process is fundamental to mapping the contributions of the design of intervention projects by Nurses Specialists in Community Health and Public Health. The scientific evidence selected and analyzed will contribute to reflecting on the best and most current practices in this area and by recognizing the involvement of different actors in the school community, more specifically teachers/non-teachers, in promoting integration, support, and health literacy, ensuring conscious decision-making and health gains for young people. It is hoped that this scoping review will contribute to the formulation of new research questions that allow the development of systematic reviews on school health and migrants.

## AUTHORS' CONTRIBUTION

Conceptualization, J.M., C.A. and A.S.; data curation, J.M., C.A. and A.S.; formal analysis, J.M., C.A. and A.S.; investigation, J.M., C.A. and A.S.; methodology, J.M., C.A. and A.S.; project administration, J.M., C.A. and A.S.; resources, J.M., C.A. and A.S.; supervision, J.M., C.A. and A.S.; validation, J.M., C.A. and A.S.; visualization, J.M., C.A. and A.S.; writing-original draft, J.M., C.A. and A.S.; writing-review and editing, J.M., C.A. and A.S.

## CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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