Guide

– Community-based Food Literacy Learning Model and how to support multi-vulnerable adults –

Co-funded by the European Union

– July 2023 –

Contents

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Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults – represents a tangible project result as intellectual output developed within the project "Food Literacy for Local Food" (FL4LF).

The Food Literacy for Local Food project (FL4LF) is co-funded by the European Union as part of the Erasmus + Programme, the field of KA210-ADU - Small-scale partnerships in adult education.

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EDUFONS – Centar za celoživotno obrazovanje from Serbia is the project coordinator and lead organisation within the scope of work of the FL4LF project (and this intellectual output) with aggregated efforts of the partner consortium:

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Editorial Information:

Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults is the result of the collective work of FL4LF partners, which took place under the coordination of Edufons – Centar za celoživotno ob razovanje from Serbia, whereby each partner provided significant information from the point of view of their local and/or national context, their target groups and their own project experience.

Author Contributions

Conceptualisation, original draft preparation, literature review, writing and English editing.

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflict of interest.

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PROJECT PARTNERS

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Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults –

– a very practical manual on how to approach socially excluded people using the Food Literacy Learning Model and in the process of social integration

The guide is developed to work with multi-vulnerable groups of adults (TG1)

↳ to contribute to their empowerment and education in the field of food literacy and local food concepts and application of knowledge and skills in real situations

The guide is designed for educators/organisations working in adult education and addressed to a broad public, specifically targeting:

→ operators working directly with adults who understand the concept and can apply the methodology ADULT EDUCATORS (TG2-4) who will have direct contact with TG1, especially those dealing with responsible consumption, food literacy and similar issues

TG2: adult educators (staff/members of participating organisations)

TG3: educators/teachers/other staff who support adult learners

TG4: organisations and providers of adult education

↳ local, national and European levels (through dissemination)

↳ emphasis on actors (individuals/organisations) who belong to community groups and local organisations

LANGUAGES: English, Italian, German, Serbian

KEYWORDS
Food Literacy, Local Food, Learning Model, multi-vulnerable adults

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The guide is open and available through the project's online platform – **www.fl4lf.eu/resources** for all people who are interested in it.

Comments and suggestions on the issues raised in this guide are welcome and can be addressed to FL4LF partners on the project website **www.fl4lf.eu**.

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The goal of this Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults – is to provide practical guidance for developing and implementing a community-based program to improve food literacy skills in multi-vulnerable adults. The guide aims to support community organisations, social service providers, and other stakeholders in addressing the specific needs of multi-vulnerable adults in their community. By promoting food literacy and healthy eating habits, the guide ultimately aims to improve the overall health and well-being of multi-vulnerable adults.

The guide provides a general framework as an umbrella manual for understanding and practising the adult learning model developed through the FL4LF project. Practitioners should adapt the learning model based on their target community-specific needs, context, and resources.

We wish interested readers a pleasant journey in building a Community-based Food Literacy Learning Model!

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Introduction

FOREWORD

Welcome to Guide - Community-based Food Literacy Learning Model and how to support multi-vulnerable adults!

The guide is structured to gradually introduce you to the understanding of the matter, with the motive to inspire, empower and prepare you to put into practice the proposed model or its elements.

The development of the guide was motivated by the need to ensure the long-term success of the FL4LF project, leave a legacy of the designed FL4LF Adult Learning Model for putting into practice and ensure the continued impact of its results beyond the project's duration. The guide would also outline steps for ongoing use of FL4LF-developed materials, approaches and processes and a recap of tools and how to adjust the pathway as needed. Ultimately, the guide's purpose would be to ensure that the project's impact is meaningful and contributes to positive social and economic change in the communities it serves.

To put this information in a well-defined context, this work is divided into the following sections, which deal with:

INTRODUCTION provides a project overview, including its description, objectives, and target group, strengthening the acuity of looking at the aspects of social inclusion woven into its fabric and the different perspectives that bring benefits. This intro synthesis also outlines the features of this guide, starting points for the Community-based Food Literacy Learning Model for adults and a short presentation of the evaluation results of the "FL4LF - Food Literacy for Local Food" survey.

SECTION 1: Comprehensive description of the Community-Based Food Literacy Learning Model provides more detailed insights into the essence of the designed model to open the door to a deeper understanding of the learning model created and pave the way for fostering reproducibility and scalability.

SECTION 2: Developing and implementing the Community-Based Food Literacy Learning Model provides key takeaways, organisational considerations and a proposed training scheme and curriculum framework. Thus, this section contains guidelines for the transferability and adoption of approaches, tools and processes, including aspects that any organisation should consider when they intend to apply for this program, from the aspect of targeted project groups and adapted to their local context.

SECTION 3: Step-by-Step implementation guidelines delve into the working methodology by providing practical guidelines, including recommendations on how the designed learning model can be adapted and expanded in other contexts and locations, along with hints for practitioners. Additionally, specific elements relating to using the FL4LF program for disadvantaged groups are discussed in more detail where applicable. The subsequent three chapters are dedicated to young adults, sensitising the proposed strategies and methods for working with multiple vulnerable adults. By following them, practitioners can develop and implement a Community-Based Food Literacy Learning Model tailored to the specific needs of multi-vulnerable adults, fostering an inclusive and empowering educational experience for multi-vulnerable adults.

APPENDIX - considers:

 – Specifics – Approach in terms of target groups as an overview of target groups (adults with fewer opportunities), how to approach socially excluded people in the process of social integration and help in acquiring new skills and knowledge

 – Recommendations for policy-makers as a set of policy proposals targeting public decision-makers, describing the model and supporting its implementation in different contexts, considered from the perspective of project target groups

– Recommendations for other institutions and practitioners contain guidelines for the transferability and adoption of approaches, tools and processes with an emphasis on sharing knowledge with relevant stakeholders, including recommendations for using the designed learning model to inform policy and practice

CONCLUSION reviews and outlines specific aspects of the designed learning model, emphasising its innovative and people-centred nature to respond to the target groups' unique needs and challenges, strength for transferability and sustainability and the significance of this guide for newly formed practices.

INTRODUCTION

About the FL4LF project – summary at a glance

PROJECT IDEA AND SOCIAL INCLUSION

FL4LF follows the idea of adults being carriers of positive social change through the conscientious use of resources from their local milieu.

At the core is creating opportunities to learn about food and promote food literacy to change behaviour in terms of personal preferences, consumption habits and lifestyles (including restoring a sense of belonging in line with the New European Bauhaus initiative), and take action to help our staff and adults implement initiatives for sustainable consumption and lifestyles and act in ways that support equal access and choice of sustainable options when it comes to food, enabling a socially just and sustainable future.

FL4LF promotes social inclusion: it seeks to reach people with fewer opportunities / multiple vulnerable groups, improve access to food and learning opportunities and contribute to the mitigation of barriers faced by these groups, and contribute to the creation of inclusive environments that promote fairness and equality and respond to the needs of the wider community.

GENERAL GOAL

– to build and develop a community-based learning model that promotes Food Literacy and supports multi-vulnerable adults

SPECIFIC OBJECTIVES

- to increase the partner organisations' capacities for international work and provide training for multiple-vulnerable categories of adults in everyday life practices

- to support educators in providing inclusive and engaging educational experiences that develop Food Literacy

- to enable adults to understand the benefits of using locally sourced food and acquire Food Literacy skills and knowledge

- to share an innovative adult learning model and connect with adult education providers who want to improve engagement for greater Food Literacy

- **Why Food Literacy for Local Food?**

Food is among the most important items of individual consumption; it meets basic physiological needs and ranks in the third largest household expenditure category in the EU.

We find that the impact of local food systems on various social, economic and environmental factors is significant, and the project promotes local food systems as a lever for change towards more inclusive, resilient and sustainable food systems, which is based on the belief in numerous benefits from the perspective of consumers, farmers, communities and environment.

TARGET GROUPS

1) ADULTS WITH FEWER OPPORTUNITIES – at risk of poverty or social exclusion / multiple vulnerable groups

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- facing socioeconomic difficulties (low-income or NEET, unemployed, low-skilled)

Special focus:

↳ young adult parents or those who are preparing for parenthood, predominantly mothers (or young adult women)

↳ people from rural areas

↳ persons of migrant origin

2) EDUCATORS (staff/members of participating organisations)

TARGET USERS

- Educators/teachers/other staff who support adult learners

- Organisations and providers of adult education

↳ local, national and European levels (through dissemination)

↳ emphasis on actors (individuals/organisations) who belong to community groups and local organisations

- **Empowering adults with food literacy initiatives**

FL4LF Adult Learning Model highlights the value of local agricultural products and supports inclusive and engaging educational experiences that go beyond traditional methods, making learning more accessible and effective.

This learning model not only promotes Food Literacy but also serves as a vehicle for social inclusion and empowerment for multi-vulnerable adults.

Main features:

- **Community-based Learning Model**

- **promotes Food Literacy**

- **encourages Local Food consumption**

- **supports Multi-vulnerable Adults**

We have identified three pillars that we believe must be embedded in such initiatives:

- reconnecting with the producers who feed us (local farmers)

- supporting local vendors (local farmers)

- reducing wastage/throw of food (zero food waste)

We strive to bring these three pillars together by creating an adult learning model that emphasises improving food literacy – in terms of understanding the health, environmental, social and economic impact of food choices – which can help make a positive everyday impact and enable consumers to make informed choices.

COMMUNITY-BASED FOOD LITERACY LEARNING MODEL consists of the following components:

PR1. Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults

PR2. FL4LF Competency Table – Food Literacy Competency Framework for Adults

PR3. Toolkit – a collection of 20 workshop scenarios

- **FL4LF – key aspects related to inclusion**

<u>ACCESSIBILITY AND INCLUSIVENESS</u>: Emphasis is placed on the approach's design and implementation that ensures access for multi-vulnerable adults, considering diverse backgrounds, abilities, circumstances and socio-economic constraints.

<u>EMPOWERMENT AND SKILL DEVELOPMENT</u>: Educational experiences that empower individuals by providing practical skills and knowledge tailored to the needs of multi-vulnerable adults, contributing to their personal and social growth.

<u>LOCALLY SOURCED FOOD</u>: Promoting access to such produce ensures that consumers, especially multi-vulnerable adults, have easier access to nutritious and fresh food options.

The community-based learning model focused on Food Literacy for multi-vulnerable adults is not just a singular educational initiative; it is a multifaceted approach that profoundly impacts economic, health, and social aspects within rural communities.

By providing education and training, the project empowers consumers to make informed choices and equips them with the knowledge needed to understand the value of locally sourced food, encouraging healthier eating habits and enhancing their overall well-being.

By promoting local produce, the project helps sustain the livelihoods of local farmers and vendors, potentially creating jobs and fostering economic stability within the community.

CONSUMER INCLUSION

CONSUMER INCLUSION WITHIN RURAL COMMUNITIES

The project's role in empowering consumers, fostering informed choices, and strengthening community connections further highlights its importance in promoting inclusion and support within rural populations.

Transitioning to the consumer perspective within rural communities allows us to examine how the project's focus on Food Literacy and engagement with local producers directly benefits consumers and promotes inclusion and empowerment within these rural populations.

These perspectives illustrate the depth and breadth of the project's influence beyond education, offering holistic benefits that foster inclusion and sustainability.

SOCIAL PERSPECTIVE

COMMUNITY ENGAGEMENT AND COHESION: The project's efforts to involve local residents in educational experiences and food-related activities promote a sense of belonging and mutual support, essential aspects of rural community cohesion.

Collaboration with local farmers and vendors fosters a sense of community and strengthens local networks. This not only supports local businesses but also encourages a sense of belonging for participants, promoting a more inclusive community environment.

CONNECTION AND KNOWLEDGE SHARING: The project seeks to connect with other adult education providers, emphasising a commitment to sharing best practices and knowledge, which contributes to a more inclusive educational landscape for all.

HEALTH PERSPECTIVE

IMPROVED NUTRITION AND WELL-BEING: Acquiring Food Literacy skills enables individuals to make healthier food choices. This, in turn, contributes to improved overall health and well-being within vulnerable adult populations.

EMPOWERMENT AND MENTAL HEALTH: Engaging individuals in educational experiences and practical skill-building activities can positively impact mental health.

Empowerment through learning and the sense of contribution to a larger cause can boost self-esteem and mental well-being, creating a more inclusive and supportive community environment.

ECONOMIC PERSPECTIVE

The emphasis on locally sourced food and support for local vendors directly contributes to economic growth within rural areas.

By choosing locally sourced food, consumers directly contribute to the economic growth of their community. Their support for local producers and vendors helps sustain the local economy, promoting a sense of pride and responsibility among consumers for the economic well-being of their community.

> ↳ Reconnecting with local farmers and supporting local vendors: this approach directly benefits rural communities by empowering and supporting local agricultural producers. This not only sustains their livelihoods but also strengthens the economic fabric of rural areas

CULTURAL PERSPECTIVE

CULTURAL PRESERVATION AND PROMOTION: The project recognises the importance of local food culture in rural areas and spotlights how the emphasis on locally sourced food respects and promotes the preservation of traditional food practices. This not only supports local cultural identity but also contributes to a sense of pride and belonging within the community.

ENVIRONMENTAL PERSPECTIVE

FOOD WASTE REDUCTION AND ETHICAL CONSIDERATIONS: Highlight is placed on the significance of addressing food wastage and promoting ethical considerations related to food consumption. This aspect not only contributes to sustainable practices but also reflects an understanding of social responsibility, resonating with the values of inclusion and equity.

COMMUNITY HEALTH AND SUSTAINABILITY: Reducing food wastage through the promotion of sustainable practices contributes to better community health and environmental sustainability. It not only conserves resources but also reduces the environmental impact of excess waste, thereby fostering a healthier environment for community members.

Introduction to the Guide

This guide looks at numerous aspects to breathe life into the FL4LF Adult Learning Model and to enable it to be applicable through a comprehensive and adaptable educational framework designed to address the diverse needs of multi-vulnerable adults.

The guide provides practical guidelines for practitioners on how to implement the learning model effectively and outlines the steps necessary in creating such a model for improving food literacy for local food among multi-vulnerable adults. The document also collects the main elements of the FL4LF Adult Learning Model approach, provides recommendations on how to repeat the experience in other countries and diverse contexts, and suggests measures to ensure the project's sustainability.

GOAL: The Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults – aims to provide practical guidance for developing and implementing a community-based program to improve food literacy skills in multi-vulnerable adults

Purpose: The guide seeks to provide a comprehensive and practical resource for developing and implementing a Community-Based Food Literacy Learning Model specifically tailored to multi-vulnerable adults in Target Group 1 (TG1). It serves as a roadmap for educators, practitioners, and organisations seeking to enhance food literacy, social inclusion, and overall well-being among adults facing multiple vulnerabilities.

Significance in addressing the needs of multi-vulnerable adults: The guide addresses the unique challenges facing multi-vulnerable adults, particularly those at risk of poverty or social exclusion. Targeting vulnerable groups (TG1), adults with fewer opportunities, it pays special attention to young adult parents, particularly mothers, individuals from rural areas and those with multiple vulnerabilities, recognising their susceptibility to poverty and social exclusion. Focusing on food literacy as a central theme, the learning model becomes a vehicle for empowerment, social inclusion, and skill development. The guide recognises that holistic support, practical experiences, and community engagement are essential components in addressing the multifaceted needs of this target group.

Target Audience – the primary audience for this guide includes:

- Educators and adult learning facilitators
- Practitioners in community-based organisations
- Policymakers and decision-makers in the field of education and social services

Applicability: The guide is designed to be applicable across diverse contexts and settings. It recognises the varied needs and circumstances within TG1, making it adaptable for implementation in different communities, regions, or countries. The principles and strategies outlined in the guide can be customised to address the specific challenges and opportunities present in each unique context. Whether working with young adult parents, individuals in rural areas, or those with low income and skills, the guide provides a framework for inclusive and effective adult education programs that promote food literacy and social integration.

Transferability and sustainability: Recognising the potential impact of the developed methods and tools, the guide, as an umbrella resource of the Community-based Food Literacy Learning Model devised by the FL4LF project, aims to facilitate their transfer to other entities and practitioners across Europe. By doing

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so, it seeks to improve the quality of work carried out by various organisations working with multi-vulnerable adults and advocates for sustainable, long-term benefits.

Bringing the above together, the guide serves as a practical tool for professionals and organisations committed to creating positive and impactful learning experiences for multi-vulnerable adults. Its applicability across various contexts ensures that the principles of community-based food literacy learning can be tailored to meet the specific needs of TG1, fostering empowerment, inclusion, and improved quality of life.

- **What do we expect to achieve?**

The Guide with FL4LF project-specific guidelines – should be a handy guide on how to approach socially excluded people (TG1) in the process of social integration, using the Community-based Food Literacy Learning Model.

The potential for the transfer of methods and tools developed in the project should be materialised through the created Guide that contributes to social inclusion (multiple vulnerable adults), promotes Food Literacy and encourages Local Food consumption, aiming to help other entities and practitioners across Europe to adopt the Community-based Food Literacy Learning Model and improve the quality of their work as well as set recommendations targeting public decision-makers

- reviewing the reality of the phenomenon, the type and the quality of services that could be provided to our target groups
- describing the model to support its implementation in different contexts, together with guidelines for practitioners on how to apply the Learning Model
- identifying and selecting the working methodology, with possible adaptation to the specific local needs or more narrowly categorised target groups (TG1)
- incorporating an innovative holistic and integrative methodology to support the well-being of TG1 and mediators – adult education providers to gain new skills and tools
- making recommendations for practitioners on how to apply the Learning Model, change their usual techniques and attitude and work better by positively affecting their organisations and local society
- depicting steps that each organisation should take into account when they intend to apply this model
- looking at partnerships with entities/institutions/organisations responsible for education for our target groups and/or local context
- making recommendations for policies destined for these vulnerable categories

provides recommendations on how to repeat the experience in other countries and suggests measures to ensure the project's sustainability.

Thus, this guide will lay the groundwork for the exploitation of other developed materials and tools (as components of COMMUNITY-BASED FOOD LITERACY LEARNING MODEL: PR2. FL4LF Competency Table – Food Literacy Competency Framework for Adults and PR3. Toolkit – a collection of 20 workshop scenarios) by providing guidelines for the transferability and adoption of the approach by other entities and practitioners, especially concerning future exploitation and overall project sustainability.

- **Starting points for the Community-based Food Literacy Learning Model for adults**

Food literacy is understanding how to access, prepare, and consume a healthy diet. It is essential for making healthy food choices, reducing food waste, and supporting local food systems. Unfortunately, many multi-vulnerable adults lack food literacy skills, which can result in poor health outcomes, including malnutrition and chronic disease. Also, multi-vulnerable adults, including young adult parents, often face barriers to accessing healthy and affordable food and lack the knowledge and skills necessary for making informed food choices. Therefore, creating a community-based food literacy learning model that can support multi-vulnerable adults is crucial. Food literacy education can provide multiple benefits for individuals, families and communities, equipping multi-vulnerable adults with the knowledge, skills and resources to make healthy food choices, participate in local food systems, and contribute to their community's economic and environmental sustainability. It can support them to improve health and nutrition for themselves and their families while providing opportunities for community engagement, skill-building and cost savings. Food literacy can also help promote social inclusion, economic opportunity, and public health while contributing to a more sustainable and resilient local food system. Thus, by providing the knowledge and skills, food literacy can help build stronger, more resilient families and communities.

Stemming from these characteristics and challenges, this guide is designed as an umbrella manual for understanding and practising the adult learning model developed through the FL4LF project. The other two tangible project results (PR2: FL4LF Competency Table – Food Literacy Competency Framework for Adults and PR3: Toolkit – a collection of workshop scenarios) follow on from and build on this guide, providing practical tools for successful implementation and rounding off the learning model as an applicable and complete system. Designing the Community-based Food Literacy Learning Model for adults as a complete system is the product of the FL4LF project consortium's aspiration to ensure the reproducibility and scalability of the FL4LF Adult Learning Model approach that leverages food literacy education to empower multi-vulnerable adults.

The proposed Community-Based Food Literacy Learning Model is a holistic and inclusive educational framework designed to address the specific needs and challenges faced by multi-vulnerable adults, particularly those at risk of poverty or social exclusion. This model integrates food literacy promotion, practical learning experiences, and community engagement to empower multi-vulnerable adult members with essential skills for improved well-being and social inclusion. Creating a community-based food literacy learning model is essentially dedicated to supporting multi-vulnerable adults. The model presented outlines a systematic approach to developing and delivering a culturally appropriate program that addresses specific community needs. The model can be adapted to different communities and can be an effective tool for improving food literacy skills, promoting healthy eating habits and enhancing the overall well-being of multi-vulnerable adults.

- **How did we approach building a Community-based Food Literacy Learning Model?**

The construction of the community-based food literacy learning model was approached through three steps that permeate and build each other, and these three interpenetrating and mutually reinforcing steps provided building blocks for the proposed learning model.

↳ **existing practices, approaches and examples collected through desk research including European and world practice, but also considering national and local levels**

Food systems in the world context are under enormous pressure, and the analysis of the topicality of the topic and the needs included a review of the available literature at the world, European and national levels. Below are summarised insights mainly focused on the food literacy concept and its better understanding.

Food literacy can be seen as "the scaffolding that empowers individuals, households, communities or nations to protect diet quality through change and strengthen dietary resilience over time" [1]. It has emerged as a term to conceptualise a set of interrelated knowledge, skills and behaviours required to meet needs and achieve healthy dietary intake/diet quality covering four domains of planning and management, selection, preparation and cooking, and eating food; which can simply be interpreted as tools needed for a healthy lifelong relationship with food" [1]. Also, a definition of food literacy is proposed that comprises "the positive relationship built through social, cultural, and environmental experiences with food enabling people to make decisions that support health", and a framework is offered that places food literacy at the "intersection between community food security and food skills", arguing that "behaviours and skills cannot be separated from their environmental or social context" [2].

In this light, this definition and framework are suggested as future guiding templates for positing work that brings together separate spheres for collective action [2].

Numerous studies point to an increase in the number of people affected by hunger and food insecurity, and the ongoing crisis has exacerbated the prevalence and severity. Food insecurity is usually seen as a problem in low-income countries; however, this is a growing challenge even in high-income countries where the number of people experiencing this social and health problem – defined as "limited or uncertain availability of nutritionally adequate and safe food; or limited or uncertain ability to acquire acceptable food in socially acceptable ways"[1] – is increasing. [3].

Concentrating on improving self-efficacy and food-related skills can help people develop resilience to food insecurity and better manage their food and budget. This is supported by evidence indicating that improved food literacy skills as a result of educational interventions can show significant improvements that are sustained over time and can affect food security while also helping maximise personal income [4].

↳ **project partners' previous experience relevant to the covered topic and target groups**

This is reflected in response to the needs of FL4LF partners to develop cooperation to contribute to solving the problems of our time. All partners are community-based. They determined the need to enrich the existing offer and work, developing useful educational tools (with an innovative approach to specific topics and/or expanding the content of complementary educational activities) both in terms of improving/upgrading staff competencies and performance, as well as ultimate target groups. The initiative for FL4LF is the culmination of previous work, research, projects and engagement in the community of all three partners. As it became increasingly clear that food security and sovereignty were issues of great importance to community members, and that people's ability to maintain health and well-being through food and nutrition was increasingly difficult, partners saw the need to focus their efforts on food-focused projects on a larger scale. In the designed Community-based Food Literacy Learning Model, the partners have woven their previous rich experience and refined it with tools to ensure its applicability.

↳ **opinions, experiences and insights of other providers of adult education collected through the "FL4LF - Food Literacy for Local Food" survey at the European level**

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[1] Definitions are from the Life Sciences Research Office, S.A. Andersen, ed., "Core Indicators of Nutritional State for Difficult to Sample Populations," The Journal of Nutrition 120:1557S-1600S, 1990.

Evaluation results of the "FL4LF - Food Literacy for Local Food" survey

The Food Literacy for Local Food survey aimed to find out:

- how to motivate young adults to engage in food literacy for local food

- ways young adults can participate in food literacy training and development to further build their knowledge and skills

- approaches to empower young adults in their food literacy

For this survey, we gathered the assessments and views of various participants who responded to the question regarding young adults and aspects of learning-oriented towards food literacy and local food.

The survey was conceptualised around three main questions:

- How to motivate young adults to engage with food in terms of food literacy for local food?
- How can you make it possible for young adults to participate in such further education?
- What approach/method is needed to engage young adults in Food Literacy for Local Food?

The target group of respondents included adult educators experienced in relevant topics related to the pivotal issues incorporated in the FL4LF concept for building a community-based model for adult learning. The survey reached target respondents in several European countries, including Austria, Italy and Serbia (countries of the FL4LF project consortium), but also from Poland, Spain, France and Slovenia.

A total of 20 people took part in the survey.

The received findings offer valuable insights and approaches to empower young adults in their food literacy and promote a sustainable connection to local products.

Respondents' answers were remarkably diverse, ranging from practical experiences to creative approaches to digital solutions. Many participants stressed the importance of actively engaging young adults in the local food world and teaching them about the positive impact on health, the environment and the community.

We are pleased to present some of the results of this exciting survey, drawing pivotal conclusions from the survey summary. In Chapters I-III of this guide, you can find more extensive insights from this survey. Therewithal, the entire conducted survey overview and its results are presented in a separate document (Evaluation of survey FL4LF) available on the website of the FL4LF project.

We cordially invite you to discover the obtained results and to be inspired by the diverse ideas and recommendations.

Respondents indicated that communication and information in the social environment are the ideal tools to promote food literacy awareness. Practical experience should be included in any project to stimulate the interest of young adults. Such an approach could include, for example, buying and preparing food that does not travel long distances and may come from local producers. Workshops and awareness-raising events can also help to promote food literacy awareness.

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The survey results show that it is crucial to actively involve young adults in the food literacy process and teach them the importance of local food. When deciding on food, price is often the deciding factor. However, through posters advertising fresh food, young adults can realise that their choice can make a significant difference. This could contribute to young adults understanding that their choices impact the environment and local economy.

The survey also shows that young adults are often not sufficiently informed about the benefits of local food. It is therefore significant that information about local food and its benefits is easily accessible. One way to achieve this is to set up information stands at local markets or supermarkets. The use of social media can also help to reach young adults and inform them about local food.

Another survey finding is that young adults often do not know where to buy local food. It is, therefore, important that local producers and markets are better promoted to increase awareness of their products. One way to do this is to work with local restaurants and cafés to include local products in their menus. Setting up online platforms where local producers can offer their products can also help reach young adults and facilitate access to local food. Another vital factor is the availability of local food. Often, these products are only available seasonally or are not included in the offer of all supermarkets. Therefore, it would be helpful for local producers and markets to work better with supermarkets and other retailers to increase the availability of local products. Establishing local food co-ops can also help facilitate access to local food.

To engage young adults in Food Literacy for Local Food, it is also pivotal to highlight the benefits of local food. Local food is often fresher and has a higher nutritional value than imported products, and also supports the local economy and helps reduce gas emissions. This emphasises the importance that young adults understand that their food-purchasing decisions impact the environment and local economy. To raise awareness of Food Literacy for Local Food among young adults, fostering a culture of continuous learning is paramount. Ongoing training programmes and workshops can help to increase young adults' knowledge and skills about local food and food literacy. Participation in networking events can also help to foster interest and connections with other individuals and organisations involved in local food and food literacy. To engage young adults in Food Literacy for Local Food, a multi-faceted approach should be taken that combines education, engagement and relevance. Hands-on experiences such as community gardening, farm visits, cooking workshops and volunteering in local food initiatives allow young adults to experience first-hand the benefits and joys of local food. Interactive and participatory learning methods such as group discussions, experiential learning, case studies and role plays encourage critical thinking and engagement with social, environmental and health aspects of local food.

It is also crucial to share inspiring stories and personal experiences related to local food and emphasise its positive impact on individuals, communities and the environment.

Interactive challenges, competitions or fun experiences that make learning about local food fun and rewarding can incentivise participation and encourage friendly competition.

In summary, the survey's conclusions state that young adults can be engaged in Food Literacy for Local Food by actively engaging them in the food literacy process, making information about local food easily accessible, increasing the availability of local produce, highlighting the benefits of local food, fostering a culture of continuous learning and using a multi-faceted approach that combines education, engagement and relevance.

Community-based Food Literacy Learning Model

Comprehensive description of the Community-Based Food Literacy Learning Model

FL4LF (Food Literacy for Local Food) Adult Learning Model is a dynamic and inclusive approach designed to empower multi-vulnerable adults by promoting food literacy, encouraging local food consumption, and addressing broader socio-economic challenges. This comprehensive approach is characterised by its community-based nature, holistic methodology, and emphasis on practical learning experiences.

The Community-Based Food Literacy Learning Model is a holistic and adaptable framework that recognises the needs of multi-vulnerable adults. By promoting food literacy, providing practical experiences and fostering community engagement, the model seeks to empower participants with the skills and knowledge necessary to improve well-being, social inclusion and positively impact their local communities.

FL4LF Adult Learning Model: Significance in promoting food literacy, local food consumption, and supporting multi-vulnerable adults

Empowerment: the learning model empowers multi-vulnerable adults by providing them with practical skills and knowledge that directly impact their daily lives. This empowerment extends beyond the individual to influence the broader community, fostering a sense of agency and self-efficacy.

Knowledge empowerment: enhancing food literacy empowers multi-vulnerable adults with the knowledge and skills needed to make informed and healthier food choices. This knowledge extends beyond basic nutrition to encompass meal planning, cooking techniques, and understanding food labels.

Health improvement: improved food literacy contributes to better overall health outcomes by enabling individuals to create well-balanced and nutritious meals. This is particularly significant for individuals facing socioeconomic difficulties who may have limited access to nutritional information.

Community support: encouraging local food consumption strengthens ties within the community. Supporting local farmers and markets fosters a sense of community support and solidarity, contributing to the economic well-being of local producers.

Sustainability: local food consumption aligns with sustainability principles by reducing the environmental impact associated with long-distance food transportation. It promotes a more sustainable and resilient local food system.

Social inclusion: providing support to vulnerable adults contributes to social inclusion and helps break down barriers, creating a supportive community climate that values diversity and individual strengths.

Holistic well-being: the learning model's focus on supporting multi-vulnerable adults recognises the interconnected nature of challenges faced by this demographic. By addressing life skills, mental health, and broader well-being concerns, the model contributes to holistic personal development.

- **Intersectionality and cultural considerations**

Tailored approach: recognising the diversity within multi-vulnerable adults, the learning model considers intersecting factors such as age, gender, or cultural background. It tailors its approach to the unique challenges faced by young adult parents, people from rural areas, and persons of migrant origin.

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Cultural sensitivity: acknowledging cultural considerations is crucial in promoting inclusivity. The model ensures that its content is culturally sensitive, respecting the varied food preferences, practices, and traditions within the target group.

- **Long-term impact and sustainability**

Healthier lifestyles: the model's focus on promoting food literacy and local food consumption has the potential for long-term positive impacts on participants' lifestyles. By instilling healthy habits, the model contributes to sustained well-being beyond the duration of the program.

Community resilience: a community that embraces local food consumption and has a population with improved food literacy is likely to be more resilient. It can adapt to changes in the food landscape and support local economies, contributing to overall community resilience.

FL4LF Adult Learning Model – the overall objective

In crafting the FL4LF Adult Learning Model, the overarching objective is clear and resonant — to enhance the well-being, food literacy and social inclusion of targeted multi-vulnerable adults through a community-based learning model.

The model is designed with the unique needs of Target Group 1 (TG1) in mind, addressing challenges faced by adults at risk of poverty or social exclusion, including young parents, individuals from rural areas, and those with socio-economic difficulties. It integrates food literacy promotion, practical learning experiences, and community engagement to empower multi-vulnerable adult members with essential skills for improved well-being and social inclusion.

Core elements of the Community-Based Food Literacy Learning Model

1. Community-centric approach

The FL4LF model emphasises a community-based learning approach, recognising the importance of involving and engaging local communities in the educational process and fostering a collaborative and supportive environment. This community-based nature fosters a sense of belonging and shared responsibility, creating an environment where participants can support each other in their learning journey.

The learning model is firmly rooted in the community, recognising the significance of local collaboration for effective adult learning and that social context plays a pivotal role in the educational experience. It emphasises collaboration with local entities, fostering a sense of community ownership and engagement, and leverages local partnerships to enrich the learning experience with the expertise of residents and community resources and to create a collaborative learning environment. This aspect also includes encouraging partnerships with entities responsible for education and relevant local institutions to expand the model's reach and impact.

Community engagement: The emphasis on community-based learning encourages active participation and engagement within the local community. This engagement strengthens the learning process, contributing to building networks and promoting mutual support among participants.

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Community involvement to help address participants' broader needs and expand the reach of the learning model may include local farmers, community organisations, nutritionists, healthcare providers, social services, educational institutions, vocational training programs, community leaders, businesses, government agencies, etc.

Community organisations are an essential component of the community-based food literacy learning model. They can help to identify multi-vulnerable adults who would benefit from the program, provide space for program delivery, and assist with program delivery. Partnering with community organisations also helps ensure culturally appropriate programs that address specific community needs. Local food systems can help to identify local food sources, provide information about the benefits of local food, and assist with program delivery.

Example activity: Community cooking workshops where participants and local chefs collaborate to prepare meals using locally sourced ingredients. These workshops promote a sense of community, shared learning, and appreciation for local food.

2. Promotion of food literacy

The core aim of the FL4LF model is to enhance food literacy among multi-vulnerable adults. By promoting food literacy, the model empowers participants to make healthier and more sustainable food choices and improves the knowledge of nutritional principles and dietary guidelines, cooking skills, and healthy eating habits among multi-vulnerable adult participants.

Central to the model is food literacy promotion, encompassing a range of skills and knowledge related to understanding nutrition, making informed food choices and practical cooking. The learning model prioritises food literacy and is devised to enhance participants' understanding of healthy eating, meal planning, and the impact of food choices on overall well-being. It suggests that adult educators design curricula that cover nutrition education, comprehending food systems, understanding the nutritional content of different foods, meal planning, reading food labels, informed food choices, and similar topics. It also recommends integrating hands-on cooking sessions, allowing participants to apply theoretical knowledge and build practical cooking skills.

Example activity: "Nutrition 101" sessions where participants learn about the nutritional value of various foods, how to read food labels, and how to plan balanced and budget-friendly meals. Practical cooking demonstrations complement theoretical knowledge.

3. Encouragement of local food consumption

The FL4LF model encourages consuming local food, emphasising the benefits of supporting local farmers and producers. Heightening local food consumption contributes to the economic well-being of local communities but also fosters a connection between participants and their local food systems, reinforcing the importance of sustainable community-focused practices.

The learning model actively promotes the consumption of locally produced and sourced foods and encourages participants to embrace local food sources, supporting local farmers and markets. It emphasises the benefits of seasonal and locally sourced produce for health and community well-being and the importance of supporting local farmers, producers and community-supported agriculture programs to strengthen community ties and promote sustainability. The learning model recommends that adult educators design curricula that cover increasing awareness of the benefits of consuming local and seasonal

produce, fostering preference for and engagement with local food sources, supporting local farmers and markets, promoting the integration of locally produced ingredients in daily meal planning, and similar topics. It also suggests integrating cooking demonstrations highlighting recipes with locally available ingredients and activities encouraging participants to explore and utilise local food markets and community-supported agriculture programs. This could include organising local market visits, cooking sessions using locally available ingredients or field trips to local farmers' markets.

Example activity: Farmers' market visits where participants engage with local vendors, learn about seasonal produce and understand the economic impact of buying locally. This activity connects participants with local producers, encouraging them to incorporate local ingredients into their diets.

4. Support for multi-vulnerable adults

The FL4LF model recognises the vulnerabilities of the target group, including adults at risk of poverty or social exclusion, and addresses specific challenges faced by young adult parents, people from rural areas or migrant origin in the context of food and well-being, including providing resources for support. Beyond food literacy, the model serves as a holistic support system, addressing the broader challenges faced by multi-vulnerable adults. This includes considerations for socio-economic difficulties, such as unemployment, low income and limited resource access. In that sense, the learning model goes beyond traditional education by providing holistic support for the overall well-being of multi-vulnerable adults.

Such a point of view implies imbuing the approach with an innovative and holistic methodology that considers not only the educational aspects but also the mental, emotional, and social well-being of multi-vulnerable adults, trying to equip adult education providers with tools to address a range of needs, fostering a more comprehensive and sustainable impact.

The learning model acknowledges and deals with the broader challenges faced by multi-vulnerable adults, going beyond food literacy to provide holistic support. This model also strives to Incorporate innovative approaches that consider participants' overall well-being, including mental and emotional aspects. In that pursuit, the learning model recommends that adult educators design curricula that provide holistic support addressing life skills and broader challenges faced by multi-vulnerable adults, contributing to overall well-being and fostering a sense of self-efficacy. Mental health considerations should also be woven into the curriculum to provide comprehensive support through mindfulness exercises, stress reduction techniques or wellness workshops alongside traditional educational content. Adult educators can embed and offer sessions on the emotional aspects of eating and the relationship between food and mental health. The curriculum may cover incorporating life skills training, including budgeting, time management, stress reduction, raising awareness of mental health issues and providing support resources. The learning model also suggests that adult educators collaborate with local support services, such as job placement agencies and mental health professionals or counsellors, to address participants' broader needs, including psychological and emotional well-being.

Example activity 1: "Mindful eating sessions" that combine food tasting with mindfulness exercises. Participants explore the sensory aspects of food, learn to savour each bite and discuss the emotional connection to eating. This activity promotes a holistic understanding of well-being.

Example activity 2: "Life skills workshops" covering budgeting, time management and stress reduction topics. These workshops help participants develop practical skills to navigate challenges beyond the scope of traditional food literacy programs.

The core elements collectively form a robust structure that addresses the specific needs of targeted multi-vulnerable adults by promoting food literacy, encouraging local food consumption, and providing comprehensive support for multi-vulnerable adults within a community-based learning context. Set goals and objectives collectively form a comprehensive framework for the Community-Based Food Literacy Learning Model, outlining the specific outcomes and impact areas the model aims to achieve within the context of multi-vulnerable adults.

- **How to incorporate the three pillars highlighted as significant into the learning model?**

Integrating a focus on reconnecting with the producers who feed us (local farmers), supporting local vendors (local farmers) and reducing wastage/throw of food can be achieved in many ways.

Some possible strategies:

↪ **Field trips and farm visits**: incorporate field trips to local farms or farmers' markets into the learning model to allow participants to meet local farmers, learn about where their food comes from, and see firsthand the work that goes into producing it.

↪ **Community gardens and cooking classes**: include these activities that allow participants to learn how to grow their own food, cook with fresh ingredients, and experiment with new recipes. This can help reduce food waste by encouraging participants to use all parts of the plant and utilise surplus produce.

↪ **Local vendor partnerships**: partner with local vendors, such as farmers' markets and food co-ops, to give participants access to fresh, locally grown produce. This can help support local farmers and reduce food waste by providing an outlet for surplus produce.

↪ **Community events and initiatives**: host local actions that promote local food systems and reduce food waste, such as food swaps, community meals, and food recovery programs. This can stimulate participants to engage with their local community and learn about the benefits of supporting local farmers and reducing food waste.

↪ **Composting and food waste reduction**: incorporate education on composting and food waste reduction strategies, such as meal planning and proper food storage techniques, into the learning model. This can help reduce food waste and support local farmers through using compost to enrich the soil for future crops.

By embracing these three pillars as a guiding principle for a food literacy for local food learning model, participants can gain a deeper understanding of the interconnectedness of their food system and learn strategies for supporting their local community while promoting healthy eating habits and reducing waste.

An in-depth look at key components

Practical learning experiences: The learning model emphasises hands-on and experiential learning activities, ensuring that participants can apply theoretical knowledge to practical, real-life situations, providing them with tangible skills and experiences and fostering a deeper connection with local food systems. This includes interactive and engaging activities, such as cooking sessions, community gardening, visits to local food markets, etc.

Cultivation of a supportive learning environment: The learning model places a strong emphasis on creating and cultivating a supportive and inclusive learning environment that fosters a sense of community

ownership and engagement and encourages participation, collaboration and mutual support. This embeds strategies such as group activities, peer mentoring, group projects, cooking clubs, community events and regular feedback sessions. This also includes relationship-building through peer support networks, highlighting shared successes and implementing positive reinforcement strategies to build participants' confidence and motivation and foster a sense of community and encouragement. The learning community becomes a source of encouragement and shared success.

Inclusive technology integration: Recognising the importance of accessibility, the model integrates inclusive technology components, multimedia resources and virtual sessions into the learning experience. Adult educators should facilitate virtual learning elements to complement in-person activities and utilise technology and multimedia resources, making the learning experience accessible and adaptable. This points out threading an approach with virtual learning opportunities, online platforms, digital resources and communication channels tailored to targeted multi-vulnerable adults with varying technology literacy levels and designed to overcome potential barriers. This ensures inclusivity for participants with different tech-savvy and facilitates virtual learning opportunities.

Holistic support for well-being: Beyond traditional education, the model integrates holistic support for the overall well-being of multi-vulnerable adult participants. Life skills training is incorporated, addressing challenges such as budgeting, time management, and stress reduction. Mental health considerations are also woven into the learning model to provide comprehensive support.

Tailored communication strategies: Recognising the diversity within targeted multi-vulnerable adults, the model employs tailored communication strategies. Clear and accessible communication channels are recommended, utilising multimedia approaches to ensure that information is conveyed effectively to participants with varying literacy levels and preferences.

Establishment of partnerships for sustainability: The learning model is designed to be sustainable through establishing robust partnerships with local entities. Collaborations with educational institutions, businesses, and community organisations ensure ongoing support, resource sharing, and program longevity beyond individual iterations.

Continuous learning and improvement: A culture of continuous learning and improvement is embedded within the model. Professional development opportunities for educators ensure that they stay informed about best practices and that the model remains adaptable, learning from each iteration and making necessary adjustments for ongoing enhancement.

Continuous assessment and feedback mechanisms: Ongoing assessment tools are applied to monitor participant progress, identify areas of success, refine areas for improvement and ensure the effectiveness of the learning model. Regular feedback sessions with participants contribute to a dynamic and responsive educational environment, allowing for continuous adaptation and refinement of the program.

Policy advocacy: The learning model goes beyond individual impact by advocating that politics recognise this model's importance in the context of supporting food literacy, social inclusion, and the well-being of multi-vulnerable adults, showcasing its potential implications. The setting of the model dealt with identifying gaps in support for multi-vulnerable adults regarding food literacy and local food and making recommendations to policymakers at different levels. Through this engagement, the learning model aims to affect broader systemic changes that address issues linked to poverty, social inclusion, food literacy, availability of healthy local food and access to education for multi-vulnerable adults.

Developing and Implementing

Developing and implementing the Community-Based Food Literacy Learning Model

The Community-Based Food Literacy Learning Model includes developing a deeper understanding of local food systems, reconnecting with local producers, supporting local vendors, reducing food waste, and building community. Overall learning objectives include understanding the benefits of local food systems, developing an appreciation for the effort and care that goes into growing and producing food, learning practical skills for cooking and food preservation, and understanding the environmental impacts of food waste and how to reduce it. This learning model equips learners with foundational nutrition knowledge, empowers them to make informed and health-conscious food choices and enables them to plan and prepare balanced meals that contribute to physical and mental well-being. It also provides learners with the necessary knowledge and skills to ensure food safety and hygiene in various food-handling settings. Thus, successful completion of learning will empower individuals to handle and prepare food safely, minimising the risk of foodborne illnesses and promoting overall public health. The community-based food literacy learning model seeks to empower learners with the knowledge and skills necessary to address food security challenges through community building, cultural exchange, and strategic initiatives, enabling individuals to actively contribute to creating more resilient, inclusive, and food-secure communities. It also promotes healthy eating habits and provides opportunities for learners to connect with other community members and learn from each other's experiences. By incorporating these learning contents into a food literacy for local food learning model, participants can become more informed and engaged consumers and advocate for food systems in their communities. Also, by acquiring knowledge and skills related to these topics, participants gain a comprehensive understanding of local food systems, learn valuable skills for healthy eating and food production, and become active participants in their local community.

Proposal of a training scheme

 – practical guidelines for implementing the FL4LF adult learning model

This training scheme is a general framework. Practitioners should adapt it based on their target community-specific needs, context and resources.

1. Understanding the local food system

- Understand the benefits of supporting local food systems
- Identify local food producers and distributors
- Explore the environmental, social and economic impacts of the food system

Topic 1.1: Introduction to local food systems

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- learn about the benefits of local food systems, including economic, environmental, and social benefits

- learn about the different types of local food systems and how they work

- gain knowledge on how local food systems operate and how they differ from conventional food systems

Topic 1.2: Reconnecting with local producers

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- understand the importance of supporting local producers and the benefits for the community

- learn about the local food producers in their area and their products

- grasp the importance of connecting with local producers and the benefits of buying directly from farmers

- learn about the challenges faced by local producers and how to support them

- learn how to find local food producers and how to connect with them to buy fresh and locally produced food (understand how to find and access local producers and farmers' markets)

- learn about the different types of local produce available in the region

Topic 1.3: Supporting local vendors

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- learn about the benefits of supporting local vendors and their role in the local food system

- grasp the different types of local vendors (farmers' markets, CSAs, co-ops, etc.) and how to access them

- learn how to identify and select quality local products

2. Nutritional education and meal planning

- Understand the basics of nutrition and how to read food labels
- Understand the benefits of consuming local and seasonal produce
- Learn how to incorporate healthy, local food into a balanced diet
- Understand the impacts of food on physical and mental health

Topic 2.1: Basic nutritional education (healthy eating guidelines – basic components of nutrition)

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- understand the basic components of nutrition: macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins and minerals)

- learn about the recommended daily intake of essential nutrients

- better understand dietary guidelines for a balanced and varied diet

- learn about the essential nutrients and how to create balanced meals using fresh, seasonal, and locally grown produce

Topic 2.2: Eating for physical and mental health – evaluating food choices (healthy eating guidelines - understanding the impacts of food)

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- understand the role of nutrition in overall health and well-being

- better understand the impacts of food on physical and mental health

- be able to describe the connections between nutrition and physical health

- be able to explain the relationship between nutrition and mental health and how food choices can influence mental well-being

- be able to identify foods that support cognitive function and emotional health

- learn about the nutritional benefits of local food and how it can contribute to a healthy lifestyle

- develop the ability to assess the nutritional value of food choices critically

- be able to make informed decisions about food selection based on health goals

Topic 2.3: Reading food labels

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- learn how to interpret and analyse nutrition labels on packaged foods.

- understand how to identify key nutrition information such as serving size, calories and nutrient content

- identify key information to make informed food choices

- learn about the common food allergens and their identification on food labels

Topic 2.4: Basic meal planning

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- better understand the benefits of consuming local and seasonal produce

- know how to explore the nutritional advantages of incorporating fresh, locally sourced foods

- learn about the principles of balanced meal planning

- understand how to incorporate a variety of food groups for optimal nutrition

- demonstrate integrating fresh, locally sourced foods into a balanced diet

- create a balanced meal plan incorporating various food groups

- demonstrate the ability to plan meals that meet nutritional requirements

- learn how to create meal plans based on local, seasonal, and affordable products

- modify meal plans to accommodate special diets while ensuring nutritional adequacy

3. Cooking and food preparation

- Learn basic food safety and hygiene principles
- Learn basic cooking techniques and how to prepare local foods
- Learn how to make use of local, seasonal ingredients
- Understand how to store and preserve food to minimise waste

Topic 3.1: Food safety and hygiene

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- understand basic food safety and hygiene principles

- learn about proper handling and understand the potential risks associated with unsafe food handling

- understand the importance of personal cleanliness of individuals handling food

- learn about establishing effective hygiene practices to prevent contamination, including guidelines for safe food preparation, cooking, and storage

- better understand the proper use and procedures for cleaning utensils, kitchen surfaces and equipment

- learn about the importance of temperature control and guidelines for safe temperatures during food storage, cooking, and reheating

Optional: Food safety regulations and standards

- overview of local and international food safety regulations

- understanding the role of regulatory bodies in ensuring food safety

Summarise local and international food safety regulations.

Explain the role of regulatory bodies in ensuring food safety.

Topic 3.2: Practical cooking with local ingredients

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- learn basic cooking skills and techniques to prepare healthy meals

- learn how to prepare simple and healthy meals with locally sourced ingredients

- understand how to incorporate local foods into everyday meals

- learn about traditional dishes (how to create dishes that reflect their cultural heritage) and recipes that utilise local ingredients

- learn how to create meals that minimise food waste

- learn how to preserve local foods through canning, pickling, and other methods

Topic 3.3: Cooking methods for nutrient retention

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- understand how different cooking methods impact nutrient retention

- identify cooking methods/techniques that preserve the nutritional content and value of foods

- apply appropriate cooking techniques to maintain optimal nutrient levels

Topic 3.4: Reducing food waste

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- understand the impact of food waste on the environment, the economy, and society

- learn about the different types of food waste and how to reduce them (meal planning, proper storage, composting, etc.)

- learn about the opportunities to repurpose food waste (composting, creating new dishes, etc.)

- understand how to properly store and preserve food (preservation techniques) to reduce waste

4. Food security and access

- Understand the challenges of food insecurity and food deserts in the community
- Learn about local programs and initiatives that address food insecurity
- Identify ways to improve access to healthy, local food for all members of the community

Topic 4.1: Challenges of food insecurity

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- identify, explore and analyse challenges related to food insecurity in communities

- understand the impact of food insecurity and recognise the interconnectedness between food security and community well-being

- understand the concept of food deserts and their implications

Optional: Local initiatives addressing food insecurity

- overview of local programs and initiatives designed to combat food insecurity

- case studies highlighting successful community-driven projects

Summarise local programs addressing food insecurity.

Analyse case studies to understand successful community-driven projects.

Topic 4.2: Access to healthy, local food

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- identify and understand the barriers to accessing healthy, local food

- be able to identify strategies to improve food access and affordability for all community members

- analyse policies affecting community efforts to improve food access

Topic 4.3: Community building and cultural exchange

Expected Learning Outcomes – By the end of this learning model topic, participants should:

- learn about the importance of community building and connecting with others who are interested in local food systems

- understand the role of local food systems in building community resilience and supporting local economies

- learn about opportunities for community involvement, such as volunteering at local farmers' markets or community gardens

- have the opportunity to share their food culture and traditions with others and learn about other cultures through food

Optional contents

Cultural and social aspects of food: Understanding the cultural and social aspects of food, including traditional recipes and culinary practices, and the role of food in building community and social connections.

Cultural exchange in the context of food

Exploring how cultural exchange can enhance diverse food experiences within a community.

Celebrating cultural diversity through food-related activities.

Discuss how cultural exchange enhances diverse food experiences in a community.

Participate in or organise activities that celebrate cultural diversity through food.

Community involvement and activism: Encouraging community involvement and activism by participating in local food initiatives, volunteering at community gardens and farmers' markets, and advocating for food policies that support local farmers and vendors.

Community engagement strategies

- effective strategies for engaging community members in food security initiatives

- building a sense of shared responsibility and participation

Implement effective strategies for engaging community members in food security initiatives.

Foster a sense of shared responsibility and participation within the community.
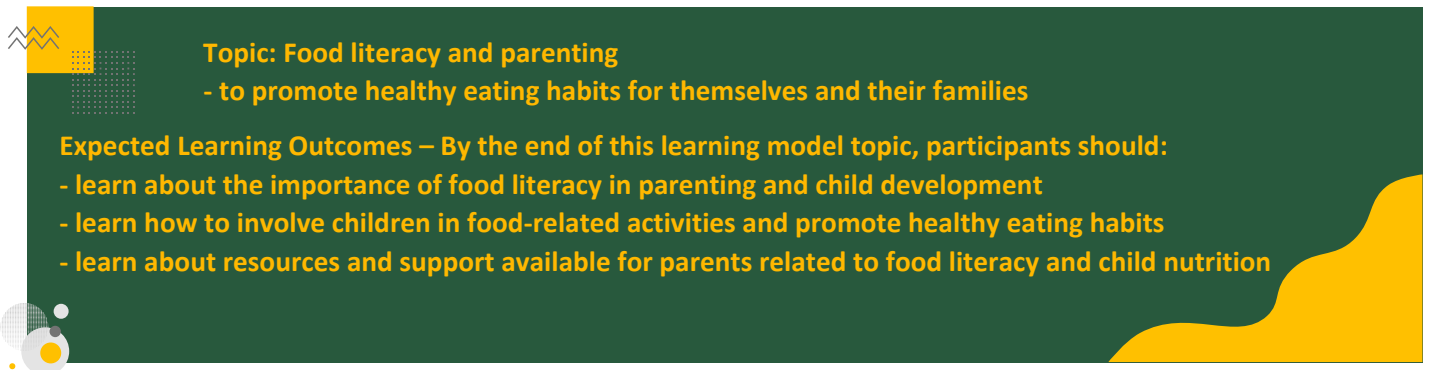
Gardening and food production: Learning the basics of gardening and food production, including soil preparation, seed selection, planting, harvesting, and composting.

Community gardens and urban agriculture

- benefits of community gardens and urban agriculture in addressing food insecurity

- practical steps to establish and maintain community-based food production

Explain the benefits of community gardens and urban agriculture.

Demonstrate practical knowledge in establishing and maintaining community-based food production.

Topic: Food literacy and parenting
- to promote healthy eating habits for themselves and their families

Expected Learning Outcomes – By the end of this learning model topic, participants should:
- learn about the importance of food literacy in parenting and child development
- learn how to involve children in food-related activities and promote healthy eating habits
- learn about resources and support available for parents related to food literacy and child nutrition

→ **Potential learning objectives for this scheme for learning model may include:**

▪ Develop a deeper understanding of the local food system and its impact on the community

▪ Increase participants' knowledge and awareness of local food systems, including local food producers and vendors

▪ Identify ways to support local food systems and promote healthy food choices in the community

▪ Encourage participants to connect with local food producers and vendors and to buy fresh and locally produced food

▪ Explain the role of nutrition in supporting overall health

▪ Increase participants' knowledge of the nutritional and environmental benefits of local food

▪ Interpret and analyse food labels to make informed food choices

▪ Develop critical thinking skills to assess the nutritional value of food choices

▪ Increase participants' abilities to make informed decisions about food choices based on health goals

▪ Learn to plan and prepare balanced meals that contribute to both physical and mental well-being

▪ Improve learners' knowledge of the basics and importance of food safety and potential risks of unsafe food handling, including hygienic practices, proper use, cleaning procedures and temperature control

- Learn practical skills related to nutrition, cooking, and food preparation
- Increase participants' cooking skills and confidence in cooking with local ingredients
- Provide participants with strategies to reduce food waste in their homes
- Increase participants' awareness of challenges in food insecurity and access in the community
- Encourage cultural exchange and promote understanding and appreciation of diverse food cultures

Sketch: A five-module curriculum framework

1. Introduction to local food systems: Understanding the essence of local food systems, the benefits of supporting local farmers and vendors, and the impact of food choices on the environment and community.

Participants learn about the benefits of local food systems and the challenges faced by small-scale farmers. Learning objectives include understanding the importance of supporting local food producers and developing an appreciation for the effort and care that goes into growing and producing food.

Farm Visits: Participants visit local farms to learn about sustainable farming practices and the challenges of farming in the region. Learning objectives include understanding the importance of sustainable farming practices and developing an appreciation for the local food culture.

2. Basic nutrition and healthy eating: Learning about the essential nutrients and how to create balanced meals using fresh, seasonal, and locally grown produce.

Local Food Tastings: Participants have the opportunity to taste and learn about locally produced foods, including fruits, vegetables, meats, and cheeses. Learning objectives include understanding the nutritional value of local foods, developing an appreciation for the taste and quality of local foods, and understanding the environmental benefits of consuming locally produced foods.

3. Cooking skills and techniques: Developing basic cooking skills and techniques, including knife skills, meal planning, food storage, and preparing simple, healthy meals using local ingredients.

Cooking Workshops: Participants learn how to prepare meals using local ingredients and how to reduce food waste through meal planning and preparation. Learning objectives include developing practical cooking skills, learning how to create healthy and delicious meals using local ingredients, and understanding how to reduce food waste.

4. Food safety and hygiene: Understanding basic food safety and hygiene principles, including proper food handling, storage, and preparation techniques.

Food Preservation Workshops: Participants learn how to preserve local foods through canning, pickling, and other methods. Learning objectives include understanding how to extend the shelf life of local foods, developing practical food preservation skills, and reducing food waste.

5. Food waste reduction: Learning about food waste reduction strategies, including meal planning, proper food storage techniques, and composting.

Zero Food Waste Workshops: Participants learn about the environmental impacts of food waste and how to reduce food waste through meal planning, composting, and other methods. Learning objectives include developing awareness of the environmental impacts of food waste, learning practical strategies for reducing it, and understanding the importance of reducing food waste for sustainable local food systems.

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Key takeaways from the Community-based food literacy learning model

↳ **Holistic approach to food literacy**

The model emphasises a holistic understanding of food literacy, going beyond nutritional knowledge to encompass practical cooking skills, mindful eating, and sustainable food practices.

↳ **Community-centered learning**

Tailored to the specific needs and cultural context of the community, the model promotes inclusivity, celebrates diversity, and encourages active participation from all members.

↳ **Local food emphasis**

The model champions the consumption of local, seasonal, and sustainable foods, fostering connections between participants and local farmers while supporting the community's economic resilience.

↳ **Practical and experiential learning**

Participants engage in hands-on cooking activities, visits to local markets and farms, and real-life application of food literacy skills, ensuring a practical and experiential learning journey.

↳ **Social inclusion and community building**

Beyond food, the model serves as a vehicle for social inclusion, creating a sense of community among participants. Group activities, shared cooking experiences and peer support contribute to a supportive learning environment.

↳ **Stakeholder collaboration**

Involving key stakeholders, such as local organisations, businesses, and community leaders, is integral to the success of the model. Collaborative partnerships enhance community buy-in and provide additional resources.

↳ **Continuous improvement and feedback**

A built-in feedback loop ensures continuous improvement. Regular feedback sessions allow for adopting a learning model based on participant insights, emerging community needs, and changing dynamics.

↳ **Empowerment for sustainable practices**

Participants are not only equipped with immediate food literacy skills but are also empowered to sustain healthy practices beyond the program. This includes budget-friendly choices, sustainable food habits, and leadership opportunities within the community.

↳ **Celebrating cultural diversity**

The model celebrates the diverse food cultures within the community, fostering an appreciation for different culinary traditions. Cultural exchange events and diverse cuisines reflect the multicultural makeup of the community.

↳ **Practical tools and reflection opportunities**

Worksheets and reflection journals provide participants with practical tools to plan meals, reflect on cooking experiences, and explore local food sources. These resources enhance participant engagement and reinforce key concepts.

> ↪ **Sustainable community networks**

Beyond the program duration, the model encourages the formation of sustainable community networks. Participants are encouraged to share recipes, and cooking tips and support each other in maintaining healthy food practices.

The key takeaways underscore the comprehensive nature of the Community-Based Food Literacy Learning Model, emphasising its adaptability, community-centric approach, and the potential for sustained impact on both individuals and the broader community.

Organisational Considerations

The objective of this section is to detail the steps organisations should take when introducing and applying this FL4LF Adult Learning Model. By following these organisational steps, practitioners can create a supportive infrastructure that ensures the successful implementation and sustainability of the FL4LF Adult Learning Model.

Guidelines, emphasising communication, resource allocation and collaboration

- ↪ Establish clear communication channels within the organisation to ensure all staff members are aligned with the learning model's goals.
- ↪ Allocate resources, including funding and personnel, to support the successful implementation of the program.
- ↪ Develop and foster partnerships with local businesses, community organisations, and educational institutions to enhance the program's reach and impact.

Implementation

Leadership commitment: Gain commitment from organisational leadership to support the implementation of the FL4LF Adult Learning Model.

Actions: Secure leadership endorsement for the program, emphasising its alignment with organisational goals and values. Allocate necessary resources, including personnel, funding, and facilities.

Interdepartmental collaboration: Foster collaboration among different departments to ensure a cohesive and coordinated effort within the organisation.

Actions: Facilitate regular communication between education, outreach, and administrative teams. Establish cross-functional teams responsible for different aspects of the program, promoting a holistic approach.

Resource allocation: Effectively allot resources to support the program's successful implementation.

Actions: Identify and allocate funding for curriculum development, facilitator training, and participant support. Ensure the availability of appropriate facilities, technology, and equipment for both in-person and virtual components.

Staff training and development: Provide training opportunities to ensure they are well-equipped to deliver the FL4LF Adult Learning Model.

Actions: Conduct training sessions on the specific curriculum, methodologies, and cultural competence. Include professional development opportunities for ongoing skill enhancement.

Communication plan: Develop a clear communication plan to keep all stakeholders informed and engaged.

Actions: Communicate program details, objectives, and progress to staff, participants, and community partners. Utilise various channels, including newsletters, social media, and community forums.

Partnership development: Cultivate partnerships with external entities to enhance program reach and impact.

Actions: Establish collaborations with local farmers, businesses, educational institutions, and community organisations. Define roles and responsibilities for each partner, ensuring a mutually beneficial relationship.

Community engagement: Involve the community in FL4LF program planning and execution.

Actions: Conduct community forums or focus groups to gather input on program design and content. Utilise community influencers and leaders to advocate for and promote the program.

Technology infrastructure: Ensure that the organisation has the necessary technology infrastructure to support virtual learning components.

Actions: Assess and upgrade technology resources, including computers, internet connectivity, and audio-visual equipment. Provide technical training and support for staff and participants engaging in virtual activities.

Community outreach and recruitment: Develop strategies for community outreach and participant recruitment.

Actions: Design marketing materials and campaigns targeting multi-vulnerable adults. Engage community influencers to promote the program and encourage participation.

Continuous improvement: Foster a culture of continuous improvement within the organisation.

Actions: Regularly convene feedback sessions with staff to gather insights for program enhancement. Encourage a learning mindset, allowing for adaptability and innovation.

- **Some specific suggestions for practitioners**

- for studying and learning about Food Literacy for Local Food

Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults –

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Below are brief guidelines for practitioners on how to equip themselves to be more successful in conveying explanations and data and creating education sessions enriched with theoretical considerations and teaching content to provide a sound knowledge base.

1. Research the benefits of consuming local food, such as increased nutritional value, reduced environmental impact, support for local economies and social aspects.

2. Become familiar with the food literacy concept and its importance for individuals and communities. This could include understanding food systems, reducing food waste and cooking skills.

3. Explore resources and materials available for learning about local food and food literacy, such as books, websites, and podcasts. Some examples might include "The 100-Mile Diet: A Year of Local Eating" by Alisa Smith and J.B. MacKinnon or the Food Literacy Center website.

4. Consider taking a course or workshop on food literacy or local food. Many universities and community organisations offer classes on food-related topics, such as sustainable agriculture and cooking skills.

5. Attend local food events and farmers' markets to learn about local food production and engage with the community.

6. Connect with local organisations and initiatives that promote food literacy and local food, such as community gardens, food banks, or local food cooperatives.

7. Collaborate with other practitioners and community members to create and share resources and information about food literacy and local food.

Numerous resources and opportunities are available for studying and learning about food literacy and local food. By engaging with these resources and connecting with their community, practitioners can gain a deeper understanding of the benefits of local food and develop the skills and knowledge to make content-rich and engaging teaching sessions on these topics that can be incorporated into the proposed learning model to help adults gain insights, knowledge and skills and be able to make informed decisions about their food choices.

FL4LF Adult Learning Model is a community-based, holistic, and inclusive approach that leverages food literacy education to empower multi-vulnerable adults. By promoting local food consumption and addressing broader socio-economic challenges, the model contributes to social inclusion and participants' overall well-being, offering a valuable and adaptable framework for adult educators and organisations working in this field.

This holistic and inclusive educational framework integrates community collaboration, practical learning experiences, and a holistic approach to well-being, and strives to empower individuals to make healthier choices, support local communities and enhance their overall quality of life.

Working Methodology

Step-by-Step implementation guidelines

Step 1: Pre-implementation planning

- Reality review and needs assessment
- Community engagement and establishing partnerships for sustainability
- Tailoring food literacy learning concepts to local contexts

Step 2: Curriculum development

- Designing the curriculum
- Practical learning experiences
- Inclusive technology integration
- Holistic support for well-being
- Modulating lesson plans

Step 3: Program implementation

- Preparing the learning environment
- Participant recruitment and orientation
- Tailoring communication strategies
- Program realisation
- Building a supportive learning community
- Staff support and well-being

Step 4: Program conclusion and follow-up

- Continuous assessment and feedback
- Monitoring and evaluating progress
- Evaluation and recognition

Step 5: Measures to ensure program sustainability

- Documentation and reporting
- Continuous learning and improvement
- Sustainability planning
- Stakeholder engagement and advocacy

FUTURE PROSPECTS

Depicting steps for each organisation

Working Methodology for Community-Based Food Literacy Learning

Implementing the FL4LF Adult Learning Model effectively in diverse contexts requires careful planning, flexibility, collaboration, consideration of the needs of multi-vulnerable adults, and a responsive approach to the unique needs of participants.

This working methodology – a step-by-step implementation guide tailored to the needs of different organisations – provides a structured approach to developing and implementing the Community-Based Food Literacy Learning Model. It ensures its effectiveness, adaptability, and long-term impact for multi-vulnerable adults in various contexts.

Program Delivery – should be flexible to accommodate the different schedules and multi-vulnerable adults' needs and include hands-on learning activities and opportunities for peer-to-peer learning. The program can be delivered in a variety of formats, including workshops, online courses, cooking classes and educational sessions. Delivery should also be done in a way that takes into account any mobility, childcare, or other barriers that multi-vulnerable adults may face.

These guidelines provide a roadmap for practitioners and organisations aiming to adopt and effectively implement the learning model**.**

- **Depicting steps for each organisation to guide them in implementing the learning model**

Step 1: Pre-implementation planning

Reality review and needs assessment

- Conduct a contextual needs assessment in the target community to identify food literacy gaps, local resources and participants' preferences

- Try to understand the needs and characteristics of target groups and their current state of food literacy and social inclusion

- Analyse the current state of services available to target groups

Needs assessment: Begin by conducting a thorough assessment to identify and understand specifics and opportunities within the community and target group. This can be done through surveys, focus groups, and interviews with relevant stakeholders, such as healthcare professionals, community leaders, and social service providers. Perform a comprehensive needs assessment to understand the distinct challenges facing the target group, including socioeconomic difficulties, low literacy levels or potential barriers to

participation. The needs assessment could cover areas such as knowledge and skills related to local food systems, food access, cooking and meal planning skills, nutrition knowledge, food budgeting, food preservation, cultural factors, etc.

Targeted outreach: Identify key characteristics within target groups, such as young adult parents, individuals from rural areas, or those facing unemployment or low income.

Community engagement and establishing partnerships for sustainability

Stakeholder engagement: Identify and engage key stakeholders, including community leaders, local farmers, educators, and potential participants.

Community collaboration: Establish partnerships with local community organisations, leaders, and businesses to enhance the learning model's community-based nature.

Local partnerships: Collaborate with local entities, such as educational institutions, businesses, and government agencies, to ensure the long-term sustainability of the learning model.

Resource sharing: Explore options for resource sharing and mutual support with partner organisations.

Tailoring food literacy learning concepts to local contexts

Program tailoring: Based on the needs assessment results, adapt the FL4LF learning model to the community's cultural, social and economic context, considering literacy levels and language preferences.

Community input: Engage the target group in the development process through focus groups, surveys, or community forums to gather input on program design.

Reinforcement – additional actions or processes of strengthening

Understanding the community

Guidelines and implementation:

Analyse socioeconomic data and community profiles to better understand the context.

Analyse local food availability, cultural influences, and economic factors impacting food choices.

Conduct community surveys and interviews to assess food knowledge, habits, and preferences.

Engage with community leaders, organisations, and residents to build rapport and understand specific needs.

Gain insights into the community demographics, challenges and existing food-related practices.

Engage with local stakeholders to gather diverse perspectives (including community leaders, educators, and potential participants).

Include community members through surveys, focus groups, or interviews to identify their food literacy needs, local resources, and challenges.

Conduct surveys and interviews with target group participants to assess their current food knowledge, habits and social integration levels.

Research existing programs, resources and services to identify gaps in addressing the needs of multi-vulnerable adults and opportunities for improvement.

Stakeholder engagement

Guidelines and implementation:

Conduct outreach programs to involve community members in the development and execution of the learning model.

Explore partnerships with entities responsible for education for the target groups or local context.

Involve key stakeholders for community buy-in and collaborative support.

Conduct stakeholder meetings to present the program goals, seek input, and establish partnerships.

Host informational sessions or presentations to introduce the learning model and garner support.

Foster ongoing open communication to ensure alignment and support throughout the program and strengthen the support network.

Customising the learning model

Guidelines and implementation:

Tailor the learning model to meet the unique needs and context of the community.

Consider cultural preferences, dietary practices, and local food availability in the learning program design.

Incorporate local recipes and traditional cooking methods into the learning program.

Use culturally relevant examples and case studies to illustrate food literacy concepts.

Address specific dietary preferences or restrictions prevalent in the community.

A proposal for practical implementation could be to organise "adaptation workshops" where practitioners collaborate to tailor the learning model to the specific needs of their community. This ensures flexibility and cultural relevance in program delivery.

Step 2: Curriculum development

Designing the curriculum

Adaptability: Develop a flexible and adaptable curriculum that considers the diverse needs and learning styles within target groups.

Clear objectives and measurements: Establish evident benchmarks and learning objectives to track participant progress. Develop clear key performance indicators (KPIs) aligned with program goals.

Learning scope and content: Develop clear and concise educational materials outlining and weaving the key components of the learning model. It should cover topics such as the benefits of local food, how to source local food, meal planning and healthy cooking with local food, food budgeting and food safety and preservation techniques, etc.

Working methodology: Identify and select a working methodology adaptable to specific local needs. Incorporate interactive activities, group discussions, and hands-on experiences to enhance engagement.

Inclusive and culturally sensitive: Ensure cultural sensitivity, inclusiveness, and relevance to the daily lives of participants, addressing their unique challenges and considering the diverse backgrounds of the target groups.

Interactive materials: Provide customisable templates for program materials, such as flyers, registration forms and lesson plans. Create multimedia materials, including presentations, videos and interactive worksheets, to enhance accessibility and engagement, catering to different learning styles.

Ensure that learning materials are available in multiple languages if needed.

Practical learning experiences

Hands-on activities: Integrate practical and hands-on activities into the curriculum, such as cooking demonstrations, community gardening, or local food market visits.

Culinary resources: Compile a set of adaptable recipes that incorporate locally available and affordable ingredients. Include cooking techniques suitable for various skill levels.

Real-life applications: Connect food literacy concepts to real-life situations, emphasising skills participants can apply in their everyday lives.

Inclusive technology integration

Virtual learning opportunities: Consider integrating virtual learning components to accommodate participants' preferences and overcome potential barriers such as transportation or scheduling constraints.

Accessibility: Ensure that virtual elements are accessible to all participants, considering varying levels of technology literacy.

Holistic support for well-being

Holistic approaches: Integrate innovative holistic and integrative methodologies for the well-being of participants.

Mental health considerations: Provide resources and support for mental health, recognising that well-being extends beyond traditional educational components.

Modulating lesson plans

Lesson plan design: Develop adaptable lesson formats that balance theoretical knowledge with practical, hands-on activities.

Provide flexible lesson structures: Ensure flexibility for adjustments based on participant engagement and learning pace.

Reinforcement – additional actions or processes of strengthening

Curriculum adaptation

Guidelines and implementation:

Revise curriculum materials, lesson plans, and activities to align with the community's food culture and literacy levels.

Adapt the learning materials and activities to the cultural, social, and economic participant context.

Incorporate local stories, traditions, and culinary practices into the learning experience.

Provide real-life examples or case studies showcasing successful implementation in diverse contexts.

Collaborate with community members to co-create relevant content.

Identifying and selecting the working methodology

Guidelines and implementation:

Choose effective methods for implementing the curriculum.

Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults –

Research and select teaching methodologies proven to be effective with multi-vulnerable adults, considering factors such as experiential learning, peer support and mentorship.

Consult with experts in adult education, social work and food literacy to gather insights and recommendations.

Develop adaptable lesson plans that align with the chosen methodology and incorporate interactive and engaging activities, providing participants with tangible skills and experiences.

Promote interactive and experiential learning

Guidelines and implementation:

Create engaging and participatory learning experiences that go beyond traditional classroom methods.

Ensure that theoretical knowledge is applied through hands-on and practical learning activities.

Include hands-on cooking sessions, field trips to local food markets, and interactive group discussions.

Integrate real-life applications of food literacy concepts in participants' daily lives.

Integrate multimedia elements such as videos, podcasts, and interactive presentations to cater to various learning styles and knowledge acquisition.

Offer flexible learning modalities

Guidelines and implementation:

Facilitate interactive and engaging learning experiences that resonate with diverse learning styles.

Recognise and accommodate diverse learning preferences and accessibility challenges among participants.

Provide a mix of in-person and virtual learning options to cater to various preferences.

Consider the availability of technology and internet access in the community when planning virtual components.

Ensure that digital tools are accessible and user-friendly for all participants.

Adapt to varied literacy levels

Guidelines and implementation:

Recognise and accommodate diverse literacy levels among participants.

Use visual aids, infographics, and hands-on activities to convey information.

Provide supplementary materials in accessible formats, such as audio recordings or easy-to-read pamphlets.

Offer practical life skills training and wellbeing support

Guidelines and implementation:

Embed life skills training into the curriculum to address broader challenges facing multi-vulnerable adults, including sessions on budgeting, time management, and stress reduction.

Include mindfulness and well-being practices in sessions, stress reduction techniques, or wellness workshops alongside traditional educational content, promoting mental and emotional health.

Offer sessions on the emotional aspects of eating and the relationship between food and mental health.

Collaborate with mental health professionals or counsellors to address psychological and emotional well-being.

Collaborate with health professionals to incorporate nutritional counselling or fitness components.

Provide resources for stress management and resilience building.

Collaborate with local service providers to offer workshops on job readiness and career development.

Ensure that life skills training complements and reinforces components of the food literacy program.

Include continuous feedback mechanisms

Guidelines and implementation:

Set up instruments for ongoing feedback and reflection to improve the curriculum over time.

Establish a robust monitoring and evaluation framework to assess program effectiveness.

Step 3: Program implementation

Preparing the learning environment

Facility set-up: Arrange suitable spaces for both theoretical and practical sessions, ensuring access to cooking facilities and necessary equipment.

Technology integration: If applicable, set up and test technology for virtual learning components, ensuring accessibility for all participants.

Participant recruitment and orientation

Recruitment strategy: Develop a recruitment plan targeting multi-vulnerable adults, using community centres, local media, and partnerships for outreach.

Orientation session: Conduct an orientation session to introduce participants to the program, clarify expectations, and build a sense of community.

Tailoring communication strategies

Clear communication: Communicate program details and expectations clearly, using language and channels that resonate with the target group.

Multimedia approaches: Utilise a variety of communication methods, including multimedia, to cater to different literacy levels and preferences.

Program realisation

Course delivery: Begin the program delivery, following the adaptable lesson plans and incorporating interactive and experiential learning activities.

Incorporate life skills: Integrate life skills sessions into the curriculum, covering budgeting, time management, and stress reduction.

Culinary sessions: Conduct hands-on culinary sessions, emphasising local and seasonal ingredients, cooking techniques, and meal planning.

Building a supportive learning community

Peer support: Foster a sense of community among participants through peer support networks, group activities, and shared experiences.

Positive reinforcement: Implement positive reinforcement strategies to build confidence and motivation within the target group.

Staff support and well-being

Prioritise staff well-being and support to maintain a positive and effective work environment.

Actions: Provide resources for staff to manage potential emotional challenges arising from working with vulnerable populations.

Establish mechanisms for regular check-ins and support networks among staff.

Reinforcement – additional actions or processes of strengthening

Cultivate a supportive learning setting

Guidelines and implementation:

Create a supportive and non-judgmental learning environment that considers participants' holistic needs.

Foster a sense of community and mutual support among participants.

Cultivate a supportive environment where participants feel comfortable asking questions and seeking clarification.

Create opportunities for social interaction and relationship-building within the learning environment.

Encourage collaboration through group projects, cooking clubs, or community events.

Facilitate peer-to-peer learning and knowledge sharing among participants.

Establish peer mentoring systems where more experienced participants support those newer to the program.

Facilitate cross-sector collaboration (partnerships with entities/institutions)

Guidelines and implementatio:

Establish partnerships with local businesses, community organisations, and educational institutions to enhance the program's reach and impact.

Collaborate with local farmers and markets for field trips and sourcing fresh ingredients.

Involve local chefs or nutritionists in cooking demonstrations or workshops.

Partner with educational institutions to offer certification or recognition for program participants.

Ensure open and ongoing communication with partner organisations to strengthen the overall support network.

Support for practitioners

Guidelines and implementation:

Offer insights on changing techniques, attitudes and practices for practitioners.

Provide professional development opportunities for educators to enhance their cultural competence and teaching skills.

Encourage a participatory and inclusive teaching style that values the experiences and perspectives of participants.

Foster continuous reflection and improvement through regular feedback loops and self-assessment.

👣 Step 4: Program conclusion and follow-up

Continuous assessment and feedback

Assessment tools: Develop pre- and post-program assessments to measure changes in participants' knowledge, behaviour and attitudes.

Ongoing evaluation and feedback loops: Establish regular feedback sessions with participants to gather insights on the program's effectiveness and areas for improvement.

Monitoring and evaluating progress

Follow-up mechanism: Implement continuous assessment tools to track participant progress, identifying areas of success and areas for adjustment.

Continuous adaptation: Continuously adapt curriculum based on participant feedback, emerging community needs and evolving context.

Evaluation and recognition

Final session: Conclude the program with a final session that includes reflection, celebration, and sharing of achievements.

Recognition and certification: Offer certificates or other forms of recognition for participants who successfully complete the program.

Reinforcement – additional actions or processes of strengthening

Include continuous feedback mechanisms - monitoring and adjusting

Guidelines and implementation:

Create a dynamic and responsive educational environment through continuous assessment.

Develop assessment methods that measure changes in knowledge, behaviour, and attitudes.

Implement a monitoring and evaluation framework to assess the impact of the learning model.

Conduct pre- and post-program evaluations to measure shifts in knowledge, behaviour and attitudes.

Conduct regular check-ins and feedback sessions with participants to gather insights into program effectiveness.

Implement regular data collection and analysis, allowing for real-time adjustments and continuous improvement.

Adapt the curriculum based on participant feedback and emerging community needs.

Use evaluation findings to refine and improve the learning model for future implementations.

Encourage practitioners to reflect on their teaching methods and make adjustments accordingly.

👣 Step 5: Measures to ensure program sustainability

Documentation and reporting

Data collection: Systematically collect data throughout the program to inform evaluation and future iterations.

Report generation: Generate a comprehensive report highlighting program outcomes, participant testimonials, and recommendations for future implementations.

Actions:

Develop a system for documenting program activities and outcomes.

Implement a data management system to track participant progress, feedback, and program milestones.

Generate regular reports for organisational leadership, funders, and external stakeholders.

Continuous learning and improvement

Professional development: Invest in ongoing professional development for educators and facilitators to stay informed about best practices and continuously improve their delivery.

Adaptability: Embrace a culture of adaptability, learning from the experiences of each iteration and making necessary adjustments for continuous improvement.

Sustainability planning

Sustainability measures: Develop a sustainability plan that includes strategies for ongoing funding, community support and program continuation, including evolving based on feedback.

Follow-up strategies: Implement follow-up systems, such as alumni networks or continuing engagement opportunities, to support ongoing learning and community connections.

Knowledge transfer: Document lessons learned and best practices for knowledge transfer to other practitioners and organisations.

Stakeholder engagement and advocacy

Policy recommendations: Engage in dialogues with policymakers, sharing insights from the learning model's impact on multi-vulnerable adults and making recommendations for broader policy changes.

Advocacy initiatives: Advocates for supportive policies to enhance the impact and sustainability of the learning programme.

Reinforcement – additional actions or processes of strengthening

Making recommendations for practitioners

Guidelines and implementation:

Offer guidance for practitioners on implementing the learning model effectively.

Compile a set of best practices and practical tips for educators and facilitators working with these target groups.

Conduct training sessions or workshops to familiarise practitioners with the learning model and its recommendations.

Create a feedback loop for continuous improvement based on practitioners' experiences.

Providing recommendations on how to repeat the experience

Guidelines and implementation:

Enable the replication of the learning model in other regions or countries.

Facilitate knowledge exchange sessions or workshops where practitioners can share their experiences in implementing the model.

Create a platform or network for ongoing communication and collaboration among practitioners.

Suggesting measures for sustainability

Guidelines and implementation:

Develop a network of supportive entities to enhance the program's reach and impact.

Explore opportunities for integrating the learning model into existing educational or community programs.

Establish partnerships with local businesses or sponsors to provide ongoing support.

Making policy recommendations

Guidelines and implementation:

Conduct policy research to identify gaps in support for multi-vulnerable adults.

Present findings and recommendations to policymakers at local, regional and national levels.

Collaborate with policymakers and advocacy groups to develop recommendations for inclusive policies.

Develop a strategy for engaging with local policymakers, showcasing the program's outcomes and potential policy implications.

Encourage participants and community members to share their experiences with relevant authorities.

Provide evidence-based recommendations for policy changes that support food literacy, social inclusion, and the well-being of multi-vulnerable adults.

Engage with stakeholders, including policymakers, to advocate for the program's impact and importance.

Engage with local policymakers and government agencies to raise awareness about the learning model's impact.

Actively participate in relevant advocacy campaigns and initiatives at the local and national levels.

A proposal for practical implementation could be to organise "policy roundtable discussions" involving educators, policymakers, and community leaders to identify policy gaps and propose recommendations. This aims to influence local policies supporting food literacy and the well-being of multi-vulnerable adults.

This working methodology emphasises a community-centred approach, ensuring that the Community-Based Food Literacy Learning Model is tailored to the local community's unique characteristics, needs, and strengths. The methodology encourages active participation, sustainability, and a holistic understanding of food literacy.

The final step is to evaluate the effectiveness of the community-based food literacy learning model. Evaluation can be done through surveys, focus groups, and interviews with program participants and stakeholders. Evaluation could assess the program's impact on food literacy skills, knowledge and skills related to local food systems, healthy eating habits, food security, and overall health outcomes and well-being.

Remember, the implementation guidelines should be a dynamic document that is updated based on feedback, evolving community needs, and the outcomes of each implementation. It should serve as a practical and adaptable resource for educators, practitioners, and organisations looking to implement the Community-Based Food Literacy Learning Model for multi-vulnerable adults.

- **Practical tips for practitioners**

 - creating an engaging and supportive learning environment

↳ **Acknowledge and address socioeconomic challenges**

Tip: Be sensitive to the socioeconomic challenges faced by multi-vulnerable adult participants. Offer practical solutions and resources to help overcome barriers, such as providing information on affordable local food options.

↳ **Create a flexible learning schedule**

Tip: Recognise that multi-vulnerable adult participants may have varying schedules and commitments. Design a flexible learning schedule that accommodates different time constraints, allowing more individuals to participate actively.

↳ **Tailor content to participant needs**

Tip: Understand the specific challenges faced by multi-vulnerable adult participants and tailor the content of the learning model to address their unique needs. Consider factors such as socioeconomic background, cultural diversity, and individual learning styles.

↳ **Ensure accessible spaces for learning**

Tip: Create inclusive and accessible spaces for learning within the community. Identify suitable venues within the community, such as community centres, schools, or local gathering spaces. Ensure the availability of necessary resources and infrastructure for hands-on activities, cooking demonstrations, and group discussions.

↳ **Integrate storytelling and real-life examples**

Tip: Share real-life stories and examples that participants can relate to. This personalises the learning experience and makes the content more relatable, reinforcing the practical application of acquired knowledge. Allow participants to share success stories, challenges, and suggestions for improvement.

↳ **Cultivate a positive and inclusive environment**

Tip: Create a welcoming and non-judgmental atmosphere. Foster a sense of community where participants feel comfortable sharing their experiences and learning from one another. Encourage a participatory and inclusive teaching style that values the experiences and perspectives of participants.

↳ **Facilitate open communication**

Tip: Establish clear channels for communication. Encourage participants to express their thoughts, questions, and concerns. Regularly check in with participants individually to address any specific needs or challenges.

↳ **Promote autonomy and decision-making**

Tip: Empower participants by involving them in decision-making processes. Allow them to contribute ideas, preferences, and feedback, promoting a sense of ownership in the learning journey.

↳ **Establish partnerships with local resources**

Tip: Forge partnerships with local organisations, businesses, and community resources that can provide additional support to multi-vulnerable adult participants. This may include access to affordable food options, job training, or mental health services.

↳ **Provide practical, hands-on experiences**

Tip: Engage participants with hands-on activities, such as cooking sessions, gardening, or field trips to local markets. Practical experiences enhance learning and make the content more applicable to daily life.

↳ **Utilise culturally relevant examples**

Tip: Incorporate examples and activities that resonate with the cultural backgrounds of multi-vulnerable adult participants. Provide real-life examples or case studies showcasing successful implementation in diverse contexts. This fosters a sense of inclusivity and relevance in the learning process.

↳ **Celebrate cultural diversity and inclusivity**

Tip: Incorporate diverse cuisines into the program to reflect the community's multicultural makeup, creating an inclusive environment that respects and values different dietary preferences and cultural practices. Embrace and celebrate the diverse food cultures within the community and organise cultural exchange events where participants can share traditional recipes and cooking techniques.

↳ **Incorporate technology mindfully**

Tip: Recognise varying levels of technology literacy. If utilising technology, ensure that it is user-friendly and accessible. Provide support and training as needed to help participants engage with online resources.

↳ **Empowering participants for cooperation**

Tip: Foster a sense of community and mutual support among participants. Encourage them to share their experiences, challenges, and successes, fostering a sense of camaraderie and mutual support. Facilitate group activities, discussions, and collaborative cooking sessions to strengthen social connections.

↳ **Encourage peer support networks**

Tip: Establish mentorship or peer support systems to provide ongoing encouragement. Facilitate the formation of peer support networks within the group, encouraging participants to share recipes, cooking tips, and experiences with each other.

↳ **Celebrate achievements and progress**

Tip: Acknowledge and celebrate both small and significant achievements. Recognise participants' efforts and progress, reinforcing a positive learning environment and boosting motivation. Honour small successes and provide opportunities for them to share their experiences and challenges.

↳ **Provide clear pathways for further education or opportunities**

Tip: Offer resources and guidance on maintaining food literacy beyond the program duration. Outline potential pathways for participants to continue their education or pursue opportunities beyond the program. Explore possibilities for them to take leadership roles in promoting food literacy within the community. This may also involve connecting them with further training, employment resources, or community initiatives.

By incorporating these practical tips, educators and facilitators can create an engaging and supportive learning environment that caters to the specific needs of multi-vulnerable adult participants, fostering active participation and positive outcomes.

Below is an outline of some practical examples and activities for engaging target group participants that may inspire practitioners to include them in their work.

Practical examples and activities for promoting food literacy in context: reconnecting with agricultural producers, supporting local vendors and reducing food waste

Farmers' Market Tours

Objective: Promote awareness of locally sourced and seasonal produce.

Activity: Arrange visits to local farmers' markets. Discuss the benefits of supporting local farmers, the environmental impact of local food, and encourage participants to explore and try new, locally-grown produce.

Farm-to-Table Experience

Objective: Reconnect participants with the origins of their food.

Activity: Organise visits to local farms where participants can witness the food production process. Engage in conversations with farmers to understand the challenges and benefits of local agriculture. Connect the experience to the importance of supporting local producers.

Meet the Farmer Sessions

Objective: Establish a direct connection between consumers and local farmers.

Activity: Arrange sessions where local farmers visit the community to share their experiences, discuss sustainable farming practices, and showcase their produce. This personal connection fosters a sense of appreciation for the people who grow the food.

Community-Supported Agriculture (CSA) Program Participation

Objective: Foster ongoing connections with local farmers.

Activity: Facilitate the enrollment of participants in a local CSA program. Discuss the concept of a CSA, where community members receive regular deliveries of fresh produce directly from local farms. Encourage participants to share their experiences and recipes with the group.

Farmers' Market Challenge

Objective: Encourage participants to support local vendors and diversify their food choices.

Activity: Organise a challenge where participants explore a local farmers' market. Please provide them with a budget and encourage them to purchase various fresh, locally sourced ingredients. Discuss the nutritional benefits and economic impact of supporting local vendors.

Community Garden Initiatives

Objective: Engage participants in growing their own food.

Activity: Establish community gardens where participants can actively participate in growing fruits, vegetables, and herbs. This hands-on experience not only promotes local food but also reinforces the connection between food production and consumption.

Food Journaling

Objective: Foster mindfulness around eating habits.

Activity: Encourage participants to keep a food journal for a week, recording meals, snacks, and emotions associated with eating. Discuss the patterns identified and explore ways to make healthier choices.

Waste Audit Challenge

Objective: Increase awareness of individual food waste habits.

Activity: Ask participants to track their food waste for a week. Discuss findings and collaboratively brainstorm strategies to minimise waste. Share tips on proper storage, portion control, and creative use of leftovers.

Nutrition Label Scavenger Hunt

Objective: Familiarise participants with reading and understanding nutrition labels.

Activity: Create a scavenger hunt where participants search for specific nutritional information on food labels. Discuss the significance of key elements such as serving size, calories, and nutrient content.

Meal Planning Workshops

Objective: Teach participants how to plan balanced and cost-effective meals.

Activity: Conduct workshops where participants learn to create weekly meal plans. Emphasise the importance of incorporating a variety of food groups, considering nutritional needs, and minimising food waste.

Grocery Shopping Excursions

Objective: Enhance understanding of food labels, budgeting, and selecting healthy ingredients.

Activity: Organise group trips to local grocery stores or markets. Guide participants in reading nutritional labels, comparing prices, and making informed choices based on their budget and nutritional needs.

Cooking Classes

Objective: Develop practical cooking skills and knowledge of healthy meal preparation.

Activity: Conduct hands-on cooking classes where participants learn to prepare simple, nutritious meals. Emphasise techniques such as chopping, sautéing, and using herbs and spices.

Culinary Demonstrations

Objective: Showcase cooking techniques and healthy recipe ideas.

Activity: Invite local chefs or nutritionists to conduct culinary demonstrations. Highlight cooking methods, portion control, and creative ways to incorporate nutritious ingredients into meals.

Local Food Cooking Challenges

Objective: Promote local food consumption and culinary creativity.

Activity: Host cooking challenges that specifically focus on using locally sourced ingredients. Participants can showcase their culinary skills while supporting local farmers and vendors. Share recipes and cooking techniques that highlight the flavours of regional produce.

Seasonal Cooking Workshops

Objective: Highlight the benefits of using seasonal produce.

Activity: Conduct workshops focused on cooking with seasonal ingredients. Discuss the nutritional advantages, cost-effectiveness, and environmental impact of incorporating seasonal foods into daily meals.

Cooking with Scraps Workshop

Objective: Reduce food waste by teaching creative ways to use kitchen scraps.

Activity: Conduct a workshop where participants learn to turn vegetable peels, stems, and leftovers into nutritious meals or snacks. Emphasise the importance of using the entire ingredient to minimise waste.

Preserving and Fermenting Workshops

Objective: Teach techniques to extend the shelf life of food and reduce waste.

Activity: Conduct workshops on food preservation methods such as canning, pickling, and fermenting. Participants can learn how to store seasonal produce and create pantry items that contribute to a sustainable, zero-waste kitchen.

Interactive Cooking Challenges

Objective: Reinforce cooking skills and teamwork.

Activity: Organise cooking challenges or competitions where participants work in teams to prepare dishes based on specific criteria. This promotes collaboration and creativity and reinforces the practical application of cooking skills.

Recipe Modification Challenge

Objective: Encourage creativity in adapting recipes for healthier alternatives.

Activity: Provide participants with a traditional recipe and challenge them to modify it to make it healthier. Discuss the nutritional impact of their modifications and taste-test the results.

Leftover Recipe Exchange

Objective: Encourage creativity in using leftovers.

Activity: Host a recipe exchange where participants share their favourite recipes for using leftovers. Discuss how creative meal planning can reduce food waste and provide practical tips for repurposing ingredients.

Community Potluck Events

Objective: Foster a sense of community while showcasing diverse and healthy dishes.

Activity: Organise potluck events where participants bring dishes they've prepared. Encourage them to share the nutritional aspects of their recipes and engage in discussions about healthy eating.

Meal Sharing Sessions

Objective: Encourage participants to share cultural and traditional dishes.

Activity: Organise sessions where participants bring and share dishes that hold cultural significance. Discuss the nutritional aspects of these dishes and how they can be part of a balanced diet.

By incorporating these practical examples and activities into the learning model, educators and facilitators can effectively promote food literacy by providing participants with hands-on experiences, practical skills, and a deeper understanding of the relationship between nutrition and well-being. Participants can comprehensively understand the interconnectedness between reducing food waste, reconnecting with agricultural producers, and supporting local vendors. Such orientation fosters a holistic approach to food literacy that considers environmental sustainability, community relationships, and individual well-being.

- **Overview of working methodology – under the scrutiny of practitioners**

Focus on social inclusion (multiple vulnerabilities)

 – how to motivate them, how to facilitate their participation, and the specifics of access

In today's world, where there is an increasing focus on the importance of sustainable eating practices and local food, it is evident that raising awareness and enthusiasm among young adults is becoming increasingly crucial. The future of our planet and our health depends considerably on the choices we make and how we engage with food.

The FL4LF Adult Learning Model, through the described working methodology and included examples and activities, strives to impart practical skills and create a transformative learning experience, strengthening community bonds, holistically approaching the complex challenges faced by multi-vulnerable adults and empowering participants to make informed choices. Following presented step-by-step implementation guidelines, practitioners can create a flexible and responsive learning environment that addresses the unique needs of multi-vulnerable adults in diverse contexts while fostering food literacy, community engagement, and overall well-being. There is also scope for practitioners to enhance the effectiveness and adaptability of the FL4LF adult learning model, ensuring that it meets the diverse needs of multi-disadvantaged adults in different contexts.

To strengthen this guide and anchor the literacy learning model settings in the experiences of others, we surveyed adult educators dealing with relevant topics related to the pivotal issues incorporated in FL4LF's concept for building its model for adult learning. The survey was attended by 20 respondents from several European countries, including Austria, Italy, and Serbia (countries of the FL4LF project consortium), but also from Poland, Spain, France, and Slovenia.

We collected various opinions and views regarding young adults and aspects of food literacy and local food learning. Respondents provided a diverse range of insights, spanning practical experiences, creative approaches, and digital solutions. Many emphasised the need to actively involve young adults in the local food scene, highlighting its positive effects on health, the environment, and the community.

The following three chapters will present the main ideas and strategies suggested by the respondents. Chapters will also look at ways young adults can participate in food literacy training and development to build their knowledge and skills, trying to showcase innovative pathways for young adults to become active in local food. By consulting the experiences of partner organisations involved in the FL4LF consortium and relevant literature in this domain, we complemented the survey findings by rounding off three corps that we consider pertinent for the construction and application of this Food Literacy Learning Model for adults. Fine adjustments also refer to the context of support for multiple vulnerable adults targeted in this FL4LF concept. Consequently, the subsequent three chapters are dedicated to young adults, sensitising the proposed strategies and methods for working with multiple vulnerable adults. By following them, practitioners can develop and implement a Community-Based Food Literacy Learning Model tailored to the specific needs of multi-vulnerable adults, fostering an inclusive and empowering educational experience for multi-vulnerable adults.

Chapter I

Chapter I – How to motivate young adults to deal with food in terms of food literacy for local food?

- **focus on social inclusion (multiple vulnerabilities) – how to motivate them**

Motivating young adults to engage with food literacy, especially concerning local food, involves creating an environment that is relevant, inclusive, and empowering.

Some effective strategies can be to create a supportive and non-judgmental environment that encourages exploration and learning, fosters their intrinsic motivation (relevance and personal connection), teaches practical skills (experiential learning and practical skills development), fosters a sense of community (storytelling and personal narratives, social and community engagement, role models and influencers).

Concerning triggers, the initial step is bringing young adults closer to local food topics. Communication and information in the social environment are the ideal tools, and also newsletters, information campaigns, participation in fairs, town/village days, and similar initiatives. Through posters and infographics advertising fresh food, young adults can see that their choice can make a significant difference, and good practice examples can be used to illustrate the benefits that local products bring. In addition, local food stalls could be run along the main streets to give young adults a direct encounter with local food. Workshops and awareness-raising events could include, for example, buying and preparing food that does not travel long distances or, even more preferably, sourced from local producers. Young adults can also actively participate in local food initiatives and events to build relationships with local food producers and discover the concept of local food and its benefits. Engagement in the community, such as being involved in farmers' markets or food co-ops, fosters a sense of community and belonging. By providing personally relevant experiences and adventures, introducing participants to local farmers, and engaging them in their community, young adults could have the opportunity to participate in various activities, such as farm work or food festivals that celebrate local cuisine. Through hands-on activities and interactive experiential learning opportunities such as cooking classes, community gardens, farm visits or food preparation workshops, young adults could interact directly with local food and better understand the farm-to-table process.

- **Here are some salient points to consider:**

↳ **Tailored communication and marketing**: Develop targeted communication strategies to reach young adults and effectively promote the training programmes. Use digital platforms, social media, online forums and target-oriented channels to raise awareness of the training opportunities and highlight the benefits and relevance to their interests and aspirations. Interactive and informative content should accentuate the importance of food literacy and showcase local food stories and success stories. For instance, by creating engaging and visually appealing content that showcases the benefits of local food; using short videos, vibrant food photos or recipe demonstrations; or sharing success stories, tips and challenges related to food literacy for local food.

↳ **Underline relevance**: Emphasise the relevance of food literacy and local food to young adults' daily lives and personal interests. Show how this knowledge can positively impact their health, the environment, and the local community and how it is integrated into more extensive issues. Emphasise the potential for positive change through informed food choices and provide opportunities for young adults to gain hands-on experience with local food. Share inspiring stories and personal experiences

related to local food and highlight its positive impact on individuals, communities and the environment. Highlight how local food is connected to their cultural heritage, promotes community resilience, or supports social justice. Create opportunities for them to engage directly with local food to reasonably apprehend its benefits, developing a sense of connection and responsibility. Illustrate how their food choices affect their well-being and also have an impact on the world around them. Activities such as community gardening, farm visits, cooking workshops and volunteering with local food initiatives allow them to experience first-hand the benefits and joys of local food.

↪ **Appeal to their values and aspirations**: Food literacy learning provides the opportunity to teach young adults about the history of their region, including the origins of local foods, traditions and recipes passed down from their ancestors. Through these insights, they can gain a more in-depth sense of their country and region and learn to appreciate and love their homeland. Foster a sense of community, offering them opportunities to connect with like-minded people, cooks, local farmers, or food activists who share their interests. Encourage a desire in young adults to share their experiences, recipes, and knowledge with others to create a culture of learning and collaboration in the context of local food. Engage them with visually appealing content, interactive quizzes, and challenges encouraging exploration and discovery. Highlight the environmental and social impact to become young adults aware of the positive environmental and community outcomes of supporting local food systems, emphasising issues such as reducing gas emissions, supporting small farmers, and promoting local economies.

↪ **Make it relevant to their lives**: Using local and seasonal food can positively impact health and the environment. The accent is on awareness and pertinence, emphasising the relevance of food literacy to their lives (e.g., improved health, environmental sustainability and supporting local communities) so that young adults are motivated to get involved. It is crucial to highlight the health benefits and the positive impact on the monthly household economy when young adults talk about cooking local and seasonal food. In this regard, the importance of facilitating discussions on budget-friendly and sustainable food choices is highlighted. Considering health reasons, if many young adults have health problems or are overweight, they could be the target group. This also includes empowering through action (providing practical tips, resources, and tools they can apply daily). Emphasising the relevance of food literacy in the lives of young adults, it is clearly stressed that this literacy is a means of positive influence on their lives, but also an affirmative impact on the world around them. Through this, young adults can find an inner motivation to address the issue.

↪ **Peer and role model influence**: Successful young adults who advocate for food literacy and local food initiatives can act as role models and inspire and motivate their peers. Storytelling and testimonials, by sharing success stories, are productive tools for triggering motivation. Share individual success stories of young adults who have experienced positive changes in their relationship with food. Use testimonials to inspire others.

Some concrete proposals on how to motivate them to deal with food in terms of food literacy for local food, including a focus on social inclusion:

Make it fun and interactive: Young adults are more likely to engage in food-related activities if they are fun and interactive. Create a positive learning environment by making the learning experience fun, effective, and engaging. Consider organising food-themed competitions, workshops, and cooking challenges that are

engaging and exciting. Incorporate elements such as quizzes, puzzles or scoring systems to incentivise participation and encourage friendly competition, making learning about local food fun and rewarding. For example, incorporate cooking competitions and food tastings and create interactive challenges or fun experiences of field trips to local farms and farmers' markets.

Food and game – gamification and challenges: Make the learning process fun and engaging by introducing gamification elements and challenges. Quizzes, competitions, or challenges can motivate participants.

Connect food to their interests: Young adults are more likely to engage in food-related activities if they can see topic relevance to their interests and passions. This can be achieved by linking local food to popular culture, art, music, and other forms of entertainment that young adults enjoy, encouraging them to collaborate and express their creativity concerning local food. This allows them to try out innovative ideas and share their experiences with others. One way could also be to combine aspects common to many people, such as sports. It also includes understanding their needs and interests. Conduct assessment through surveys or interviews to understand the specific needs, interests and challenges regarding food literacy and local food.

Food photography workshops – aesthetic focus: Conduct workshops on food photography. Emphasise the aesthetic appeal of local dishes, encouraging young adults to capture and share their culinary creations on social media.

Provide hands-on learning opportunities: Young adults learn best through hands-on experiences, so provide opportunities for them to get involved in gardening, food production, and cooking. This could include community gardening projects or workshops on food preservation and fermentation.

Interactive workshops and cooking classes – hands-on experience: Organise hands-on workshops and cooking classes where participants actively engage with local ingredients. Provide opportunities for them to cook, taste, and share their culinary experiences.

Empowering with practical skills – cooking competitions: Organise friendly cooking competitions that challenge participants to use local ingredients creatively. This builds confidence and practical cooking skills.

Community garden initiatives – hands-on gardening: If feasible, involve participants in community garden initiatives. This provides a direct connection to the source of fresh, local produce.

Highlight the benefits of local food: Young adults are often passionate about social and environmental issues, so underlining local food systems benefits can effectively motivate them. Focus on sustainable agriculture, reducing food waste, and supporting local farmers and businesses. This also includes showcasing health benefits and health education. Highlight the health benefits of consuming local and fresh foods. Connect food choices to overall well-being, emphasising how these choices contribute to better health outcomes.

Engage ambassadors – young adults' voice: Identify young adults who are passionate about food literacy and local food and appoint them as ambassadors or advocates. Inspire them to share their experiences, promote the importance of food literacy and encourage their peers to participate in training programmes through various activities, public appearances, or online campaigns.

Local food benefits – experiential demonstration: Engage young adults in immersive experiences that showcase local food benefits and advantages. This could include organising farm-to-table events, workshops in local restaurants or houses with traditional food, and food festivals that celebrate local produce and culinary traditions.

Share the story – visually engaging content: Create and use short videos or infographics to highlight local food benefits, giving practical tips on ways to include it in the daily diet.

Sustainable food practices – eco-friendly messaging: Emphasise the sustainability aspect of local food. Highlight how choosing local produce contributes to environmental conservation, aligning with the eco-conscious values of many young adults.

Address barriers to participation: Young adults facing socioeconomic difficulties, such as low income or unemployment, may face barriers to participation in food literacy programs. Address these barriers by offering free or low-cost programs, transportation, or childcare services.

Create a safe and inclusive environment: It is crucial to create a safe and inclusive environment that welcomes all young adults, regardless of their background or circumstances. Consider partnering with local organisations that serve vulnerable populations to ensure everyone feels welcome and supported.

Create a sense of community and collective learning – promote social connections and peer influence: Fostering a sense of community and social belonging through peer involvement and creating a supportive network has a motivational enhancing effect. Knowledge sharing, collaboration and mutual support within the learning community can motivate.

Foster a sense of community: Building a sense of community and belonging could be a productive method for motivating young adults to participate in food literacy programs. Young adults are more likely to engage in food-related activities if they feel a sense of community and belonging. Foster a supportive and inclusive environment by encouraging group activities, providing opportunities for peer-to-peer learning, and highlighting the social aspects of food. This can be achieved by organising community events such as potlucks, farmer's markets, and cooking classes that bring them together and provide a space for social interaction. Provide mentorship opportunities for young adults to connect with local farmers, chefs, and other food industry professionals. This can provide them with valuable networking opportunities and help to build their confidence in their own food literacy skills.

Creating a supportive community – peer support: Foster a supportive community by encouraging participants to share their food experiences, recipes, and tips with each other. This sense of community can motivate ongoing engagement.

Peer mentoring programs – experienced participants as mentors: Establish peer mentoring programs where participants who have excelled in food literacy become mentors to newer members, creating a supportive learning network.

Family-centred approach – family cooking sessions: Engage families by organising cooking sessions that involve parents and children. This promotes a family-centered approach to food literacy.

Celebrating food festivals – culinary events: Organise food events that celebrate local cuisine. Include tastings, cooking demonstrations, and opportunities for participants to showcase their culinary talents.

Use technology and social media: Young adults are often tech-savvy, so using technology and social media can effectively engage them in food literacy programs. They are highly connected to social media and technology, so using these platforms can be practical to reach and motivate them. Use digital tools and technologies to increase accessibility and engagement of young adults in training programmes. Online learning platforms, mobile apps, game-based learning experiences or virtual reality simulations can make training more interactive and engaging for young adult learners. Develop interactive online modules that allow participants to learn at their own pace. Include quizzes, discussion forums, and opportunities for virtual collaboration. Create online communities where they can share experiences and ideas with like-minded people. Consider creating social media campaigns and apps that engage young adults in food literacy for local food. For example, create online cooking tutorials or social media challenges to encourage young adults to share their experiences and connect with others.

Mobile learning opportunities – digital platforms: Utilise digital platforms for mobile learning. Share short videos, interactive quizzes, and virtual cooking sessions that participants can access at their convenience.

Multimedia and digital engagement – online resources: Use social media, online resources and mobile apps to provide information, recipes, and tips on local food supports adults' interest and engagement.

Online engagement – content creation: Create informative and visually appealing content such as videos, infographics and blog posts that educate about local food and its integration into lifestyles.

Provide incentives: Young adults are more likely to engage in food-related activities if incentives are in place. Consider small incentives or certificates to motivate young adults to participate in the program. This can be achieved by offering rewards, such as gift cards, discounts on local food purchases, free samples, or other perks. Also, offering incentives such as certificates of completion or job placement assistance can motivate young adults to participate in the training program.

By incorporating these proposals, food literacy programs for local food can be made more accessible, engaging, and inclusive for young adults, particularly those facing multiple vulnerabilities. Through their application, young adults can be motivated to develop a deeper understanding of food, engage with food literacy, and actively support local food systems. Remember, the key is to make the learning experience enjoyable, relevant, and empowering for them. By addressing their specific needs, celebrating their successes, and fostering a sense of community, you can effectively motivate them to embrace food literacy, particularly in the context of local food.

- **Why is the promotion of food literacy among young adults, especially in relation to local food an important goal?**

Promoting food literacy among young adults helps build a generation that is more aware and responsible about nutrition and food. This has positive effects on individual health, the environment and society.

↳ **Health and well-being**

Food Literacy provides young adults with a better understanding of nutrition and food. They learn how to create balanced and nutritious meals that contribute to their health and well-being.

> ↳ **Sustainability**

Food Literacy promotes an awareness of the impact our food has on the environment and the importance of sustainable practices. Focusing on local foods reduces the environmental footprint by reducing the need for transportation and packaging.

> ↳ **Support for regional agriculture**

When young adults understand the importance of local food, they will be more willing to buy it and support regional agriculture. This helps strengthen local economies and communities.

> ↳ **Reduction of food waste**

Food Literacy teaches knowledge about proper food storage, using leftovers and dealing with food waste. This helps reduce food waste, which is important both environmentally and economically.

> ↳ **Cultural appreciation**

Exposure to local foods allows young adults to better understand and appreciate their own culture and traditions. It also fosters respect for the culinary diversity of other cultures.

> ↳ **Independence and self-sufficiency**

Through food literacy, young adults learn how to prepare their own meals, leading to greater independence and self-sufficiency. They become less dependent on convenience foods and fast food and can develop healthier eating habits.

> ↳ **Long-term health prevention**

By developing an understanding of nutrition and food, young adults can adopt long-term healthy eating habits. This can help reduce health problems such as obesity, heart disease and diabetes in the future.

The next section presents some aspects of how to motivate young adults to engage with food and local products.

- **Educate and create awareness**

> ↳ Informative events, workshops or lectures can educate young adults about the benefits and importance of local food.

- Topics such as nutrition, sustainability, food waste and the impact on the environment will be addressed.

Education and awareness are important steps to engage young adults in local food and food literacy.

Here are some ways to address these issues in events, workshops or lectures:

> ↳ **Expert presentations**

Experts in agriculture, nutrition, the environment and sustainability can be invited to speak about the benefits and challenges of local food. They can share their expertise and educate young adults about the positive impact of being conscious about food.

> ↳ **Practical workshops**

Workshops that provide hands-on experience, such as cooking together with regional ingredients, preparing seasonal recipes, or making food such as bread or yogurt can be initiated. This allows participants to interact directly with food and increase their appreciation of it.

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↳ **Film screenings and discussions**

Inspiring documentaries or short films that address the issues of nutrition, food waste, and sustainable agriculture can stimulate critical thinking. Subsequent discussions can encourage the exchange of ideas and views.

↳ **Interactive presentations**

Interactive presentations can be created that include visual aids such as graphics, videos, and images to clearly demonstrate the importance of local food and the impact on the environment.

↳ **Stories from local producers**

Local food producers can be invited to share their experiences and stories. Personal insights into farming and growing locally can create a strong emotional connection.

↳ **Tastings and tastings**

Tastings of local products can be offered to experience the taste and quality. This can pique the interest and curiosity of participants and encourage them to rethink their eating habits.

↳ **Provide online resources**

Providing online resources after events or workshops help participants access informative articles and further materials so they can deepen their knowledge.

The combination of informative content, hands-on experiences and interactive elements in educational events promotes awareness and motivation of young adults for local food and turns them into active advocates for sustainable nutrition.

- **Excursions and farm visits**

↳ Trips to local farmers markets, farms or sustainable food producers encourage direct encounters with the people behind the products, this can strengthen interest and appreciation for local food.

Field trips and farm visits provide an excellent opportunity to directly engage young adults with the world of local food production and increase their appreciation for these products.

Here are some tips on how to successfully organise such excursions:

↳ **Cooperation with local producers**

Local farmers markets, farms, market gardens, or sustainable food producers willing to host groups of young adults help build a partnership relationship so participants can gain authentic insights into the local food economy.

↳ **Thematic excursions**

Themed field trips, depending on the interests and focus of the young adults, can specifically address their needs and interests. For example, field trips could be to organic farms, traditional food producers, or sustainable aquaponics farms.

↳ **Interactive tours**

Producers could offer interactive tours of their farms. This would allow participants to experience farming practices and processes firsthand and ask their questions.

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↳ **Practical experience**

When possible, young adults should be given the opportunity to actively participate in some farm tasks, such as planting, harvesting, or caring for animals. This promotes a deeper understanding of the work of producers.

↳ **Tell stories**

Producers could share their stories – how they got local food, what challenges they overcame, and how they implement their sustainable practices. Stories touch people and convey a personal connection.

- **Community Garden Projects**

↳ A community garden where young adults are allowed to grow their own food not only fosters a connection to food but also a sense of community and self-care. A community garden project not only provides an opportunity for young adults to actively engage with food, but also creates a supportive community committed to food literacy and sustainable food production. By personally experiencing the growing process, they develop a deeper understanding of the challenges and appreciation for local food.

Here are some steps to start a successful community garden project:

↳ **Site selection**

Here, it is important to make sure to find a suitable location for the community garden that is easily accessible to young adults and provides sufficient sunlight for plant growth.

↳ **Seeking cooperation and support**

Local organisations, schools, universities or communities willing to support the project and provide resources, such as land, tools and financial support, can greatly increase the success of such a project.

↳ **Planning and design**

Co-developing a plan for the garden with participants takes into account desired crops, garden size, bed layout, and infrastructure such as irrigation systems.

↳ **Workshops and trainings**

Through workshops and training on topics such as garden design, plant care, composting, and sustainable growing techniques, young adults are empowered to grow crops successfully in the garden.

↳ **Community participation**

Working together fosters a sense of community and collaboration.

↳ **Harvest and share**

When the plants are ripe, participants harvest their own produce together. They can also share excess harvest yields or donate them to local charities.

↳ **Exchange and learning**

Participants should be encouraged to share experiences and tips with each other. This creates a learning community where knowledge and skills are shared.

↳ **Events and celebrations**

Special events in the garden, such as communal meals, barbecues, or cooking workshops with the harvested produce, reinforce a sense of self-sufficiency and foster appreciation of the fruits of their labour.

↳ **Long-term sustainability**

It is important in such projects that the garden project is sustainable in the long term, so that the maintenance of the garden can be ensured in the years to come.

- **Cooking classes and shared meals**

↳ that use local ingredients encourage people to prepare and enjoy meals together. In the process, young adults can learn how diverse and tasty local foods can be.

Through cooking classes and shared meals, young adults can not only learn how diverse and delicious local foods can be, but also experience the social component of eating in community. It promotes awareness of the importance of locally produced food and motivates participants to make more conscious food choices.

Here are some steps to make such events successful:

↳ **Cooking class planning**

When selecting cooking classes, consider the emphasis on using local ingredients and seasonal produce, while also incorporating different culinary traditions to highlight the diversity of local foods.

↳ **Involve experts**

Cooks or nutrition experts can be invited to lead the cooking classes and provide participants with knowledge about the preparation and value of local foods.

↳ **Ingredient sourcing**

Only fresh, local and seasonal ingredients should be provided for cooking classes and participants should be told why local food is a sustainable and environmentally friendly choice.

↳ **Interactive cooking experiences**

Cooking classes should be interactive so that participants can actively participate in the preparation of the dishes. This promotes hands-on learning and participation.

↳ **Common meals**

Shared meals, where participants can enjoy the prepared dishes together, create a pleasant and convivial atmosphere.

↳ **Taste tastings**

Participants should taste the prepared dishes and share their impressions about them, commenting on the differences in taste and the quality of the ingredients used.

↳ **Recipe books and handouts**

After the cooking classes, participants should have recipe books or handouts that list the dishes prepared and the ingredients used. This will enable them to recreate the dishes at home.

↳ **Emphasise sustainability**

It is important to encourage conversations about sustainability, food waste or the ecological issues in food production during the cooking classes. This sensitises participants to the importance of their food choices.

↳ **Photo documentation**

Participants could compile photos of meals prepared and moments shared to create beautiful memories and also share them on social media to inspire others.

- **Contests and challenges can be fun and educational**

Contests and challenges are a creative and motivating way to get young adults excited about local food and sustainable eating. Prizes, certificates, or recognition can serve as incentives for participation in the contests. The combination of fun, creativity, and educational elements in such contests can motivate young adults to become more engaged with food literacy and local foods. Here are some ideas for fun and educational contests:

↪ **Cooking competitions with regional ingredients**

A cooking competition in which participants must prepare a tasty dish using local, seasonal ingredients can be judged by a panel of judges who consider aspects such as taste, creativity and use of regional products.

↪ **Sustainability Challenge**

A challenge that asks participants to make their eating habits more sustainable could involve participants trying to use only local foods or reduce food waste for a week.

↪ **Food photography contest**

A photo contest could be initiated where participants submit their most creative images of local foods and meals. This can promote a visual appreciation for regional products.

↪ **Recipe Development Contest**

Participants could develop and submit their own recipes using local ingredients. The best recipes could be published in a recipe book or on a website to inspire others.

↪ **Quiz and knowledge challenge**

Entertaining quizzes or a knowledge challenge around local food, nutrition, sustainability and farming practices can encourage participants to expand their knowledge through play.

↪ **Voting contest**

Participants can vote on their favorite dishes or ideas for sustainable nutrition. This allows them to actively participate in the decision-making process and share their opinions.

- **Social media campaigns**

↪ to share awareness-building content that piques young adults' interest and encourages them to engage with food literacy and local foods.

Using social media platforms is an extremely effective way to get young adults excited about food literacy and local food, as this age group is often actively present on social media. Through targeted and creative social media campaigns, young adults can be motivated to engage with food literacy and local foods and become passionate about sustainable eating. Using social media platforms allows messages to reach a wide audience and raise awareness about these important issues. Here are some tips on how to design social media campaigns to raise awareness and generate interest:

↪ **Visually appealing content**

It is important to share appealing and well-designed graphics, images or videos that arouse the interest of the target group and make them curious. E.g.: high-quality visual elements to draw attention to the topics of food literacy and local food.

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↳ **Entertaining content**

Content on social media platforms should be short, concise and easy to understand, with clear messages and not too long texts so as not to overwhelm users.

↳ **Use hashtags**

Relevant hashtags help make posts accessible to a broader community and increase the reach of this campaign. Popular hashtags around nutrition, sustainability and regional products can improve the visibility of the content.

As described for other activities, focal points such as storytelling, interactives, sharing tips and information, and the like can be used on social media.

↳ **User generated content**

Users can create their own content and share it with relevant hashtags and be inspiration for others.

↳ **Collaboration with influencers**

Collaborations with influencers or local celebrities who advocate for sustainability and food literacy help to increase the reach and make the campaign accessible to a wider audience.

↳ **Online events and live sessions**

Live sessions, Q&A rounds or virtual events around food literacy increase real-time interactions as well as user engagement.

- **Collaborations and partnerships**

↳ with schools, universities, local community organisations or businesses can promote food literacy programs and increase the reach and effectiveness of the effort

Collaborations and partnerships are key to increasing awareness of food literacy and local foods among young people. By partnering with schools, colleges, local community organisations, and businesses, diverse resources and expertise can be leveraged to maximise the effectiveness and reach of educational programs. Here are some ways such collaborations can be designed:

↳ **Schools and universities**

Collaborations with schools and colleges to integrate food literacy programs into the curriculum or as extracurricular activities provide an ideal environment to raise young people's awareness of the importance of nutrition and sustainable food at an early age.

↳ **Involve teachers and professors**

Training or workshops for teachers and professors should be offered to increase their competencies to incorporate food literacy topics into their teaching and to stimulate students' interest.

↳ **Community Organisations**

Collaborating with local nonprofits working on nutrition, sustainability, or food justice can pool resources and expand the network.

↳ **Companies and restaurants**

Cooperations with companies that support local food and offer regional products in their canteens or restaurants could arouse the interest of employees and customers through joint events or campaigns.

↳ **Joint events**

Working with partners to organise events, such as nutrition workshops, cooking classes, lectures, or farmers markets, help spread the messages of food literacy and local food to a wide audience.

↳ **Activism promotion**

Supporting young adults to actively advocate for food literacy and sustainable nutrition in their community advocacy, such as for example, community gardens or food rescue events, can strengthen engagement.

- **Emphasising sustainability**

↳ how consuming local food helps support local economies and reduces environmental impacts

Emphasising sustainability is an important factor in engaging young adults in local foods and increasing their interest in food literacy. Here are some ways to emphasise sustainability issues:

↳ **Environmental impact**

Young adults should be educated about the positive environmental impact of consuming local food compared to imported products. E.G.: Why does transporting food long distances result in higher carbon emissions and why do regional products reduce environmental impact.

↳ **Support for local economy**

Educate about how buying local helps support local farmers and producers. Young adults can feel like active citizens of their community by promoting the local economy.

↳ **Biodiversity**

Young adults should be told how buying and supporting local products can help preserve biodiversity in the region. Traditional or rare varieties and species can be maintained through the demand for regional products.

↳ **Resource conservation**

Young adults should be taught how sustainable farming methods, often practised for local foods, can conserve water resources and reduce the use of pesticides and fertilisers.

↳ **Food waste**

Young adults should be taught how focusing on local produce can reduce food waste, as it tends to be fresher and has a longer shelf life due to shorter transportation distances.

↳ **Positive examples**

Inspiring stories of individuals or businesses actively promoting local food and sustainable eating can encourage young adults to make sustainable choices for themselves.

- **Interactive Digital Platforms**

↳ Developing apps or websites where young adults can find information about local foods, recipes, and the new shopping system, which allows users to find shopping opportunities, uses interactivity and gamification to increase user loyalty.

Interactive digital platforms are a modern and engaging way to get young adults excited about food literacy and local food.

Here are some ideas on how such platforms can be designed:

↳ **Information rich resources**

Comprehensive information about local food, seasonal eating, sustainable practices, and their impacts should be provided on a clear, easily accessible website or app.

Recipe offerings with local ingredients specifically focused on the use of regional products. Recipes could be sorted by ingredient or season to showcase the diversity of regional cuisine.

Shopping guide that shows users where to find local food near them, whether at farmers' markets, farm stores, or sustainable grocery stores.

Interactive map where users can discover local food producers, gardens, farmers markets and sustainable restaurants in their area.

Blog and expert posts that inform food literacy, local food, and sustainability to build credibility for the platform.

- **Positive reinforcement**

↳ by rewarding and honouring young adults' engagement in food literacy and use of local foods through recognition, certificates or reward systems

Positive reinforcement of food literacy and local food engagement and activism can further motivate young adults and encourage them to remain involved in sustainable food. Recognising their efforts can inspire them to stay active in the community and encourage others to get involved as well. Here are some ways positive reinforcement can be used:

↳ **Recognition and appreciation**

Acknowledgement the engagement and participation of young adults in food literacy activities, events, or projects can occur through public recognition, acknowledgements, or personal recognition.

↳ **Certificates and awards**

Giving certificates or awards to young adults who have made a special commitment to food literacy and local foods can serve as a symbol of appreciation and an incentive for others.

↳ **Reward systems**

Reward systems in which young adults receive points, badges, or other virtual rewards for participating in activities and contributing to food literacy can motivate continued active participation.

↳ **Volunteering and engagement**

Young adults who volunteer for projects or initiatives around food literacy and sustainable nutrition can be rewarded for their work in the form of thank you cards, gifts, or a special thank you.

↳ **Community Events**

Community events, where young adults can come together and be honored for their involvement in the food literacy community, are particularly high-profile.

- **What conceptual background can be applied to motivate young adults to engage with food literacy and local food?**

The conceptual background that emerges is a holistic approach to raise awareness and engage young adults in food literacy and local foods. It is an integrative approach that addresses multiple dimensions to foster a deeper understanding and connection to food and sustainability.

Below are some key aspects of the conceptual background:

↳ **Education and awareness**

The focus is to educate young adults about the benefits and importance of local food through informative events, workshops and lectures. The goal is to provide them with knowledge so they can make conscious decisions about nutrition and food.

↳ **Practical experience**

Through field trips, farm visits and community garden projects, young adults will come into direct contact with food production and the people behind the products. Through these experiences, they can develop a stronger appreciation for local food and regional agriculture.

↳ **Community and interaction**

Incorporating cooking classes, shared meals, and competitions fosters a sense of community and allows for the exchange of ideas and experiences. This can help young adults engage in food literacy together and learn from each other.

↳ **Technology and social media**

The use of social media campaigns and interactive digital platforms aims to target young adults in their preferred communication environment. Integrating gamification can increase their motivation and participation.

↳ **Sustainability and local economy**

The emphasis on sustainability and how consuming local food helps support local economies and reduce environmental impacts speaks to young adults' growing awareness of sustainable practices.

↳ **Positive reinforcement**

Rewards and recognition encourage engagement in food literacy and the use of local foods. This can help create sustained interest and long-term behavior change.

The conceptual background is designed to support young adults in their inquisitiveness and understanding of food and sustainability. By linking education, hands-on experiences, technology and social interaction, a comprehensive approach is created that can promote positive attitude and behavior change.

Chapter II

Chapter II – How to facilitate young adults to take part in such further training?

- **focus on social inclusion (multiple vulnerabilities) – how to facilitate their participation**

Facilitating young adults to actively participate in learning activities related to food literacy, especially in the context of local food, requires a thoughtful and inclusive approach.

- **Some specific measures and critical considerations include:**

↳ **Provide free or low-cost training**: Many young adults facing socioeconomic difficulties may not have the financial resources to attend paid training programs. Offering free, subsidised options or low-cost training can remove this barrier and make the program more accessible to them.

↳ **Financial aid**: Offer financial support or scholarships to young adults who are unable to attend training programmes due to financial constraints. Collaboration with funding agencies, sponsors or local government initiatives can provide financial support for training fees, materials, or transport costs.

↳ **Offer flexible learning options**: Young adults who are parents or have other responsibilities may be unable to attend traditional in-person training programs. Offering online or blended learning options can help them participate in the program on their schedule.

↳ **Create a supportive learning environment**: Young adults facing multiple vulnerabilities may have experienced discrimination or marginalisation in the past. Creating a safe and supportive learning environment can help them feel comfortable and engaged in the training program. This can include having diverse instructors, incorporating cultural sensitivity training, and providing accommodations for participants with disabilities or language barriers.

↳ **Partner with community organisations or centres**: Partnering with local community organisations that work with young adults facing multiple vulnerabilities can help recruit and increase participation in the program. These organisations have ongoing relationships with young adults and can promote training opportunities specially tailored to young adults to their members and potentially provide additional support and resources to participants.

↳ **Tailored programmes**: Develop training programmes specifically tailored to young adults taking into account their cultural, social and economic context, matching their interests, learning styles and preferences.

Here are some practical strategies to encourage and engage young adults effectively:

Community engagement – community meetings: Organise them to introduce the learning program. Explain the benefits of participating and gather input to tailor the program to young adults' specific needs and interests.

Cultural relevance – incorporating cultural elements: Emphasise the cultural significance of local food. Integrate traditional cooking techniques, celebrations, and stories into the learning process to create a sense of pride and connection.

Culturally relevant learning materials – customised resources: Develop learning materials that resonate with the cultural background and preferences of young adults. Use language, examples, and visuals that

participants can relate to. Include local examples, recipes, and success stories to make the content relatable.

Inclusive language – accessible communication: Use clear and accessible language in all communications. Ensure that instructions, materials and discussions are inclusive and easy to understand.

Collaborative program design – co-creation workshops: Involve young adults in the design phase through co-creation workshops. Seek their input on topics, activities, and formats to ensure relevance and inclusivity. Include young adults in the decision-making process and co-create initiatives around food literacy and local food. This can strengthen their engagement and identification with the issue.

Collaborative spaces – community-based locations: Use community centres, local farmers' markets, and other community spaces as training locations. This can create a sense of community and belonging for young adults and make the program more accessible.

Flexible and accessible learning formats – adaptable schedules: Offer flexible learning schedules to accommodate various time constraints young adults face, including those who may have work or family commitments. Consider evening or weekend on-site workshop sessions or online options (online courses, webinars, or self-study modules) to enhance accessibility. This flexibility accommodates different schedules and learning preferences and allows young adults to engage when it suits them.

Family involvement – family-focused events: Encourage family involvement by incorporating activities that families participate in together. This strengthens community ties and extends the impact beyond individual participants.

Small group sessions – intimate settings: Facilitate small group sessions to create a close-knit and supportive learning environment. This allows for more personalised interaction and discussion.

Incentivise participation – recognition and incentives: Offer certificates, badges, or small incentives for consistent participation. Recognising efforts boost engagement while certificating young adults who successfully complete training programs can enhance their CV, increase their employability in the food industry and demonstrate their commitment to food literacy and local food. Consider incentives that can help address some of the financial barriers young adults may have, such as gift cards or free products.

Peer support networks – buddy system: Establish a buddy system where more experienced participants support newcomers. This promotes a sense of camaraderie and reduces feelings of isolation.

Storytelling sessions – personal narratives: Organise storytelling sessions where participants can share their personal connections to local food. This fosters a sense of community and shared experiences.

Interactive workshops – group discussions: Facilitate group discussions on the importance of local food. Encourage participants to share their own experiences and traditions related to food.

Networking and partnerships – empowerment through cooperation: Encourage participation in actions or networking events to foster a growing interest and relationships, promoting connections and partnerships with local food organisations, agricultural associations, agriculture initiatives or food projects. This enables adults to include in training programmes, internships, apprenticeships or volunteering and feeds hands-on experience and network building.

Local farmer collaborations – farmer partnerships: Collaborate with local farmers to bring them into the learning process. Arrange in-person or virtual sessions where participants can interact with farmers and learn about local produce.

Community farm visits – direct connection: Organise visits to local farms to connect young adults directly with food producers. This fosters an appreciation for the journey of food from farm to table.

Guided market tours – promoting local food markets: Organise guided tours to local food markets, educating participants on where to find local produce and how to make informed choices.

Guest speakers – featuring local chefs and experts: Invite local chefs, nutritionists, or food experts to share their knowledge and expertise. Their presence can inspire and provide valuable insights.

Local food tastings – tasting sessions: Organise local food tasting sessions to provide a hands-on experience. Tastings and events showcasing different flavours and culinary possibilities of local food encourage young adults to try new fruits, vegetables, and local ingredients. Allow participants to explore and appreciate the flavours of local produce.

Practical cooking classes – hands-on cooking: Emphasise easy and budget-friendly recipes and conduct practical cooking classes where young adults can actively experience preparing local dishes.

Local food challenges – cooking challenges: Organise friendly cooking challenges centred around local ingredients. This adds an element of fun and friendly competition.

Inclusive culinary events – food festivals: Organise inclusive food festivals that showcase the diversity of local cuisines. Provide opportunities for participants to contribute their own culinary creations.

Building life skills – beyond cooking: Highlight how food literacy skills, such as budgeting for groceries, meal planning, and understanding food labels, contribute to broader life skills.

Incorporate technology – mobile apps: Utilise mobile apps that offer interactive learning features, reminders, and additional resources. Make technology a tool that enhances the learning experience.

Digital learning opportunities – online platforms: Provide digital learning options for those who prefer or require remote participation. This could include webinars, online modules, and virtual discussions.

Celebration events – success recognition: Host events to celebrate milestones and successes of participants. Recognise and celebrate achievements to motivate continued engagement, whether it is mastering a new recipe or consistently making healthy food choices.

Feedback mechanisms – ongoing feedback and improvement: Establish channels for continuous feedback to understand what aspects of the program work well and where they can be improved. Regularly seek input on the program and use the feedback to make continuous refinement and adjustments that cater to the evolving needs of young adults.

Continuous learning – initiation of new opportunities: Promote a culture of continuous learning by providing ongoing opportunities to develop skills and expand knowledge. Offer advanced or specialised training programmes for those who wish to deepen their expertise in specific areas of food literacy or local food practice.

By implementing these strategies, you create an environment that encourages active participation and ensures that young adults feel valued, supported, and motivated throughout the food literacy learning journey. Engaging and interactive learning experiences with hands-on activities, group discussions and practical application of food literacy concepts can encourage their participation. They can be inspired and empowered to actively participate in further education on food literacy and local food, thereby enhancing knowledge, skills, and commitment to sustainable and healthy food practices. The key to facilitating young adults to participate in Food Literacy for Local Food program is a focus on social inclusion and access to create a program that is accessible, engaging, and relevant to their needs and interests. By using a participatory approach, digital media, and community-based programming, young adults can be empowered to take an active role in their food literacy and contribute to building more sustainable local food systems.

Chapter III

Chapter III – What approach/method does it take to win young adults over to the topic of "Food Literacy for Local Food"?

- **focus on social inclusion (multiple vulnerabilities) – the specifics of access**

Winning young adults over to the topic of "Food Literacy for Local Food" involves adopting an engaging and relevant approach that aligns with their interests, preferences, and lifestyles.

To engage young adults in the topic of Food Literacy for Local Food, it is desirable to take a multi-pronged approach that combines education, engagement, and relevance.

- **Here are some pathways that can contribute to this:**

↳ **Use a participatory approach**: Involve young adults in the development and design of the training program. This can be done through focus groups, surveys, or interviews. Their input can be used to tailor the program to their specific needs and interests.

↳ **Education and awareness raising**: A direct and practical approach complemented by explanations and data to provide a sound knowledge base. Comprehensive education and awareness-raising should highlight the essence of food literacy and the benefits of eating locally sourced food, including environmental, health and socio-economic benefits of supporting local farmers and sustainable food systems to introduce young adults to the local food concept and its advantages.

↳ **Interactive learning approaches**: Use interactive and participatory learning methods that go beyond traditional teaching. Group discussions, simulations, case studies and role plays encourage critical thinking and engagement with social, environmental and health aspects of local food.

↳ **Use digital media and technology**: Use social media platforms, videos, and webinars to reach young adults where they are. Online platforms can be accessed anytime and anywhere, making it easier for young adults to participate in the program.

↳ **Experiential learning (let them actively participate and learn by doing)**: Engage young adults in practical and hands-on learning experiences, such as cooking and gardening workshops, visits to local farms, and community gardening projects. This approach allows young adults to see the benefits of local food and food literacy in action.

↳ **Social media and digital engagement**: Use social media and other digital platforms to engage young adults in conversations about local food and food literacy. Create engaging and interactive content, such as videos, podcasts, or blogs, highlighting the local food benefits and providing practical food literacy tips.

↳ **Collaboration and partnership**: Partner with local organisations and businesses, such as community centres or restaurants, to promote food literacy and local food. Cooperation can broaden effort scopes and leverage synergies, especially by choosing and working with organisations already interested in sustainability or healthy lifestyles. This approach allows young adults to see the benefits of local food and food literacy in their communities and gives opportunities for them to get involved.

↳ **Peer-to-peer learning**: Encourage peer-to-peer learning by creating opportunities for young adults to share their experiences and knowledge about local food and food literacy. This approach allows young adults to learn from each other and see the relevance of local food and food literacy in their lives.

> ↳ **Activism and advocacy**: Encourage young adults to advocate for local food and food literacy and provide them with platforms to raise their voices and bring about change in their communities.

Combining different approaches and adapting them to the specific interests and needs of young adults can be very effective. By making the learning experience interactive, relevant, and fun, you can spark their curiosity and encourage their engagement in Food Literacy for Local Food. A winning strategy is to find scaffolding for learning approaches that are attractive, interesting, and useful for young adults.

For example, the focus could be on the importance of learning how to cook. Many of them leave their home country to study abroad and do not know how to cook well. One way to introduce them to local food would be to set up a cooking training or course specialises in local food.

Here are some concrete strategies for approaches/methods to capture the attention and interest of young adults:

Social media engagement – content creation: Develop informative, visually appealing, and shareable content for platforms like Instagram, TikTok, and Pinterest. Highlight the visual aspects of local food, share quick recipes, and showcase the journey from farm to plate.

Digital challenges and hashtags – online challenges: Create food-related challenges with specific hashtags to encourage young adults to share their experiences, recipes, or cooking attempts. This fosters a sense of community and participation.

Virtual cooking classes – live streaming: Conduct live virtual cooking classes with local chefs or influencers. This interactive format allows young adults to ask questions, share their cooking experiences, and learn in real time.

Interactive mobile apps – gamified learning: Develop a mobile app that gamifies food literacy. Include challenges, quizzes, and virtual rewards to make learning about local food fun and interactive.

Collaboration with influencers and role models – partnerships with influencers: Collaborate with local food influencers or popular social media personalities to create engaging content. Their endorsement can significantly impact the interest of young adults. Showcase food literacy success stories and positive role models. Young adults, already active in their communities, can inspire others to get involved.

Pop-up food events – street food festivals: Organise pop-up food events or street food festivals that showcase a variety of local cuisines. The experience-oriented approach appeals to young adults' desire for novel and immersive experiences.

Online cooking communities – digital forums: Create online communities or forums where young adults can share recipes, cooking tips, and experiences related to local food. Facilitate discussions and encourage peer-to-peer learning.

Local food tours – virtual treks: Offer virtual tours that showcase the stories behind different dishes and the people who produce them. This provides a cultural context that resonates with young adults.

DIY cooking kits – subscription services: Introduce subscription-based DIY cooking kits that deliver local ingredients along with recipes to young adults' doorsteps. This combines convenience with the excitement of trying new recipes.

Podcasts and webinars – informative discussions: Host podcasts or webinars featuring experts discussing the benefits of local food, its impact on health, and sustainable practices. Young adults can listen in during their commute or while working out.

Food blogging platforms – user-generated content: Create a platform for young adults to share their local food experiences through blogs or vlogs. Encourage them to document their journey of exploring and embracing local cuisines.

Culinary art competitions – creative expression: Organise culinary art competitions that challenge participants to visually present local dishes in innovative ways. This taps into the creative side of young adults.

Interactive workshops with local producers – producer collaborations: Arrange interactive workshops that connect young adults directly with local farmers or food producers. This firsthand experience creates a personal connection to the source of local food.

Food and music collaborations – food and music events: Collaborate with local musicians or bands to create events where food and music intertwine. This multisensory approach enhances the overall experience.

Health and fitness integration – wellness partnerships: Integrate the local food theme into health and fitness programs. Showcase how local, nutritious foods complement a healthy lifestyle, appealing to health-conscious young adults.

Collaborative learning platforms – online courses: Offer online courses through collaborative learning platforms. Young adults can engage with course materials at their own pace while interacting with peers in a virtual setting.

Community challenges – crowdsourced recipes: Launch community challenges to crowdsource recipes using local ingredients. Encourage participants to experiment and share their unique culinary creations.

Local artisan collaborations – artisan partnerships: Collaborate with local artisans to create visually appealing packaging for local food products. Highlighting the artistic aspect can attract young adults who appreciate aesthetics.

By incorporating these strategies, you create a dynamic and appealing approach that aligns with the preferences and interests of young adults, making the topic of "Food Literacy for Local Food" both attractive and accessible. They can be inspired and motivated to engage and take action on the issue of Food Literacy for Local Food. It is essential to take a learner-centred approach that matches young adults' interests and values and acknowledges their unique perspectives and experiences. This approach should also be adaptable and consider the diverse aspirations, backgrounds and learning styles to create an inclusive and engaging food literacy environment for local food. By engaging young adults in practical, digital, collaborative, and peer-to-peer learning experiences, we can help them see the benefits of local food and food literacy and become active participants in the local food movement.

APPENDIX

Specifics

– approach in terms of target groups

Specifics – Approach in terms of target groups

Overview of target groups: adults with fewer opportunities

The target groups (TG1) for the Community-based Food Literacy Learning Model encompass adults with fewer opportunities, particularly those at risk of poverty or social exclusion.

- **Characteristics and Challenges**

Understanding the characteristics and challenges faced by these individuals is crucial for tailoring effective educational interventions. The primary focus is on the following subgroups:

Young adult parents (ages 18 to 30) or those who are preparing for parenthood, predominantly mothers or young adult women

Characteristics:

- Individuals in the age group associated with early adulthood and parenthood (often in early adulthood, facing the challenges of parenthood).
- Juggling parenting responsibilities with potential educational or employment pursuits.
- May have limited access to resources and support networks.

Challenges:

- Balancing parenting responsibilities, limited time for meal preparation, and the need for practical food literacy skills for themselves and their children.
- Balancing childcare responsibilities with personal development and education.
- Potential economic strain due to the costs associated with raising children.
- Limited time for self-improvement and skill development.

People facing socioeconomic difficulties

Characteristics:

- Low-income individuals, unemployed or NEET (Not in Education, Employment, or Training), and those with limited access to economic resources.
- Varied age groups, reflecting a diverse range of experiences.
- Economic struggles, potentially manifested in low income or unemployment.
- Limited access to higher education or vocational training.

Challenges:

- Financial constraints affecting food choices.
- Limited access to quality opportunities for education and skill development.
- Potential feelings of social exclusion due to economic disparities.

Low skilled

Characteristics:

- Adults with lower educational attainment and skill levels.

Challenges:

- Limited knowledge about nutrition, meal planning, and cooking skills, contributing to unhealthy eating habits.
- Financial instability affecting overall well-being.

People from rural areas

Characteristics:

- Individuals residing in rural communities with distinct social and economic dynamics.
- Often have a close connection to agricultural practices and local food production.
- Limited access to urban resources and opportunities.

Challenges:

- Limited access to diverse food options, potential distance from educational resources, and a reliance on local agricultural products.
- Geographical isolation leads to reduced access to educational and employment opportunities.
- Dependency on agriculture, with potential vulnerability to economic fluctuations.
- Limited exposure to diverse educational and cultural experiences.

Persons of migrant origin

Characteristics:

- Individuals who have migrated or belong to migrant communities. "Persons of migrant origin" refers to individuals who have migrated from one place to another, typically across national borders or between regions within a country. This term encompasses a diverse group of people with different backgrounds, experiences, and reasons for migration. It includes first-generation migrants who moved to a new country, as well as second or subsequent generations born in the destination country.
- There is considerable diversity within the category of persons of migrant origin (diversity within the group)
- Often bring with them diverse cultural, linguistic, and ethnic backgrounds (cultural diversity)
- Bring new perspectives, skills, and cultural elements into the social fabric.

Challenges:

- Cultural adjustments, potential language barriers, and limited familiarity with local food sources, leading to challenges in food literacy.
- Depending on factors such as language proficiency, socio-economic status, and social acceptance, they may face challenges in integrating into their new communities.

Joint challenges identified across targeted adult groups

- **Social exclusion**: shared experiences of feeling marginalised or excluded from mainstream opportunities and resources.
- **Limited educational opportunities**: challenges in accessing quality education and skill development programs.

- **Economic vulnerability**: financial instability and the associated impact on overall well-being.

Understanding these characteristics and challenges is essential for designing a Community-based Food Literacy Learning Model that addresses the unique needs of these multi-vulnerable adults. The model aims to empower them through inclusive and engaging educational experiences, promoting social inclusion, and fostering valuable personal and professional development skills.

Looking at these characteristics and challenges and stemming from the five aspects outlined below, this guide is designed to be an umbrella manual for understanding and practising the adult learning model developed through the FL4LF project. The other two tangible project results (PR2: FL4LF Competency Table – Food Literacy Competency Framework for Adults and PR3: Toolkit – a collection of workshop scenarios) follow on from and build on this guide, providing practical tools for successful implementation and rounding off the learning model as an applicable and complete system.

- **Food – food literacy and local food in the context of the target group of adults**

↳ **Food accessibility**: Limited financial resources may impact the ability to access a diverse range of nutritious foods. The learning model addresses strategies for making healthy food options economically feasible for these groups.

↳ **Food literacy promotion**: The learning model focuses on enhancing food literacy, covering aspects such as understanding nutritional labels, meal planning, and making informed choices about food sources. This is particularly crucial for young adult parents and those with limited culinary skills.

↳ **Local food consumption**: Recognising the challenges faced by individuals in rural areas, the learning model encourages the utilisation of locally sourced and seasonal produce. It emphasises the benefits of supporting local farmers and markets.

↳ **Cultural considerations**: Acknowledging the cultural diversity within the target group, including persons of migrant origin, the learning model incorporates culturally oriented content. It addresses unique food preferences and practices, fostering inclusivity and cultural awareness.

↳ **Practical cooking skills**: Given the time constraints and potential lack of cooking skills among young adult parents and others in the target group, the learning model includes hands-on cooking sessions. These sessions aim to improve participants' ability to prepare nutritious and affordable meals.

By understanding the specific characteristics and challenges faced by the target group in the context of food, local food, and food literacy, the learning model tailors its approach to meet the diverse needs of this target group. The goal is to empower individuals within the target group to make informed and health-conscious food choices while addressing the unique circumstances they may encounter.

Some specifics regarding food literacy and local food systems for such groups include:

- **Access to healthier food and promoting healthy eating habits**: through information on the nutritional value of different foods and learning about local food systems and healthy options. Also, this can help multi-vulnerable adults and young parents make informed decisions about their families' diets, including how to prepare healthy and nutritious meals using local ingredients, even on a limited budget. This can contribute to reducing the risk of chronic diseases and promote the overall health and well-being of individuals and communities.

- **Improved parenting skills**: food literacy education can equip young adult parents with the skills and knowledge needed to model healthy eating behaviours for their children, promoting healthy eating habits from an early age.

- **Catching the benefits of local food systems**: food literacy education can help multi-vulnerable adults understand the benefits of local food systems, such as supporting local farmers, promoting food security, and reducing environmental impacts associated with long-distance transportation of food.

- **Cost savings**: by learning how to shop for and prepare healthy meals, multi-vulnerable adults, including young adult parents, can save money on grocery bills, reducing financial stress and freeing up resources for other needs.

- **Social inclusion and integration into the local community**: learning about local food systems can help promote social inclusion by providing opportunities for individuals to connect with others who share their interests and values. It can foster opportunities for social interaction and community engagement and empower multi-vulnerable adults, including people of migrant background, to feel more connected to their local community.

- **Community engagement and building connections**: food literacy education can help build relationships by bringing individuals together around shared goals such as promoting healthy eating and local food systems. It can provide opportunities for people to engage with their local community through participation in community gardens, farmers' markets, and other local food initiatives.

- **Skill-building**: food literacy can provide multi-vulnerable adults with valuable skills, such as cooking, meal planning, and gardening, that can be applied to other areas of their lives and may even lead to new career opportunities.

- **Economic opportunities**: by learning about local food systems, people with fewer opportunities, including those facing socioeconomic hardships or migrant backgrounds, may be able to identify new economic options, such as starting their own businesses or participating in community-supported agriculture programs.

- **Supporting economic development**: food literacy education can support the development of local food systems and promote economic opportunities for multi-vulnerable adults in rural areas. By participating in local food systems, these adults could create and access new economic opportunities, such as selling locally-grown produce or developing food-related businesses.

- **Career advancement**: food literacy education can provide individuals with the skills and knowledge needed to pursue careers in the food industry, such as culinary arts or farming.

- **Fostering environmental sustainability**: by raising awareness of the environmental impacts associated with food production and transportation and encouraging individuals to consume locally sourced, seasonal, and sustainable foods and adopt more sustainable practices, such as reducing food waste or supporting regenerative agriculture practices.

- **Cultural preservation**: food literacy education can help preserve cultural food traditions by promoting the use of traditional ingredients and cooking methods, which can help maintain a sense of cultural identity and belonging.

Beyond individuals: a systemic lens on the Community-based Food Literacy Learning Model

The model extends its scope beyond individuals by advocating for policies that support vulnerable populations. Identifying gaps and making policy recommendations, the model aims to create a broader, systemic impact.

As we delve into the realm of recommendations, it is crucial to recognise that the impact of the Community-based Food Literacy Learning Model extends beyond individual transformations. This section illustrates the model's proactive stance in advocating for policies that uplift and support vulnerable populations, especially in the food literacy and local food initiatives contexts. Meticulously identifying gaps and formulating policy recommendations, the model seeks to indicate the need for meaningful systemic changes. Such a holistic approach underscores this guide's dedication to individual empowerment and also, through policy advocacy, its commitment to fostering an inclusive and supportive environment, specifically within the realm of food literacy, local food and community-based initiatives. Additionally, this section will provide targeted recommendations for practitioners in the realm of adult education, equipping them with actionable insights to enhance their roles in driving positive change within the community and more easily engage in implementing the designed Community-based Food Literacy Learning Model.

The recommendations refer specifically to the identified target groups of adults with fewer opportunities, giving additional considerations regarding persons of migrant origin and rural areas in general. By prioritising food literacy education in rural areas, policymakers and adult education providers can help address issues related to food insecurity, social exclusion, and economic opportunity in these communities.

This section underscores the role of the Community-based Food Literacy Learning Model by focusing on systemic changes and policy recommendations, aiming to create a more inclusive and supportive environment, particularly within the sphere of food literacy and local food initiatives. The commitment to addressing gaps and influencing policies reflects a holistic approach to community empowerment and resilience. As we move forward, the guide not only equips practitioners with actionable recommendations but also positions them as catalysts for positive change within the realm of adult education and local food advocacy.

Finally, this section serves as a bridge between theory and practical implementation, emphasising the transformative potential of collaborative efforts to create a healthier and empowered community.

Recommendations

– for policymakers

Recommendations for decision makers (policymakers)

Identifying gaps and making policy recommendations is a key step in ensuring the effectiveness and viability of the Community-Based Food Literacy Learning Model. By identifying gaps and recommending policy through strategic advocacy, the aim is to create an enabling environment for the sustained success of this learning model, ensuring that it effectively addresses the diverse needs of multi-vulnerable adults.

Below are potential gaps and corresponding policy recommendations.

- **Potential gaps:**

↳ **Limited accessibility to fresh and local foods**

Observation: Some communities may face challenges in accessing fresh and locally-produced foods, hindering the adoption of sustainable and healthy eating habits.

Recommendation: Advocate for policies that incentivise farmers' markets, community gardens, and partnerships between local producers and grocery stores. Explore subsidies or grants to support affordable access to fresh, local produce.

Incentives for local food producers – Implement incentives or subsidies for local farmers and producers, encouraging the production of fresh and affordable local foods. This supports both community health and the local economy.

↳ **Insufficient support for socially excluded individuals**

Observation: Certain socially excluded individuals, especially those in rural areas, may lack adequate support systems to participate in food literacy programs.

Recommendation: Propose policies that allocate resources for transportation assistance, childcare services, or flexible scheduling to accommodate the needs of socially excluded individuals. Collaborate with local organisations to create support networks.

Policy frameworks for inclusive programming – Develop policy frameworks that explicitly address the needs of multi-vulnerable groups, including young parents and individuals from rural areas. Ensure that policies promote inclusivity and adaptability to diverse contexts.

Accessible transportation solutions – Address transportation barriers faced by multi-vulnerable adults by investing in accessible and affordable solutions. This ensures that individuals can participate in community-based programs without hindrance.

↳ **Limited integration of food literacy into educational curricula**

Observation: The integration of food literacy education into formal educational curricula may be limited, leaving gaps in reaching a broader audience.

Recommendation: Advocate for policies integrating food literacy into school curricula at various levels or as extracurricular activities. Encourage partnerships between educational institutions, vocational training programs and community organisations to facilitate experiential learning opportunities.

Integration of food literacy in education policies – Advocate for integrating into formal educational curricula and thereby achieve long-term impact. Cooperation with educational institutions enables the integration of relevant topics and activities to promote food literacy and appreciation of local food in the curriculum, ensuring that students are equipped with essential food-related knowledge and skills.

Investment in professional development – Allocate resources for the professional development of adult education providers and mediators involved in implementing the learning model. Training programs should focus on innovative and inclusive methodologies.

Support for digital learning platforms – Invest in and promote digital learning platforms that facilitate the dissemination of food literacy content, especially targeting young adults. This includes supporting the development of engaging apps, online courses, and interactive resources.

  ↳ **Inadequate financial support for community-based programs**

Observation: Community-based programs may face financial constraints, impacting their ability to provide resources, incentives, and sustained engagement.

Recommendation: Urge policies that allocate funds to support community-based food literacy programs - e.g., grant programs, tax incentives, or public-private partnerships can be established to ensure ongoing financial support for such initiatives.

Financial support for community programs – Allocate funding to support community-based food literacy programs targeting multi-vulnerable adults. Establish grants or subsidies to facilitate the implementation of learning models that promote local food consumption.

  ↳ **Lack of coordination between stakeholders**

Observation: There may be a lack of coordination between various stakeholders, such as government agencies, local businesses, and community organisations, leading to fragmented efforts.

Recommendation: Propose policies that foster inter-agency collaboration and incentivise public-private partnerships. Develop frameworks for stakeholder meetings to enhance communication and coordination.

Partnerships with local organisations – Encourage partnerships between government agencies and local community organisations to implement the Community-Based Food Literacy Learning Model. These partnerships enhance outreach and ensure program alignment with community needs.

Public-private partnerships – Encourage public-private partnerships to enhance the sustainability of food literacy programs. Collaboration with businesses, local industries, and philanthropic organisations can provide additional resources and support.

Promote partnerships between local food systems, community-based organisations, and adult learning providers to improve food literacy education and training delivery to multi-vulnerable adults. Policymakers should support these partnerships by providing funding, technical assistance and training opportunities and prioritise efforts to engage them in community food systems, such as supporting organisations that promote local food and healthy eating. They should also work with relevant stakeholders, such as social service providers, community leaders, local organisations, local food systems (food producers, distributors, and retailers) and agricultural extension services to promote the availability of healthy, local food options and develop culturally appropriate programs that address community-specific needs.

  ↳ **Insufficient recognition of the intersectionality of vulnerabilities**

Observation: Policies may not adequately address intersectional vulnerabilities, such as the unique challenges faced by young parents or individuals with multiple vulnerabilities.

Recommendation: Advocate for policies that consider the intersectionality of vulnerabilities. Develop guidelines for inclusive program design and funding criteria that address the specific diverse groups' needs.

↳ **Limited focus on mental and emotional well-being**

Observation: Policies may not explicitly address the mental and emotional well-being aspects of individuals in multi-vulnerable groups.

Recommendation: Propose policies that recognise and support the integration of mental and emotional well-being components into food literacy programs. Advocate for funding streams dedicated to mental health support within community-based initiatives.

- **Reinforcing elements for policy advocacy**

Recognition of food literacy as a public health priority

Recommendation: Position food literacy as a public health priority. Emphasise the long-term health benefits of informed food choices and advocate for policies that recognise the role of food literacy in preventing health issues.

Incorporation of mental health support

Recommendation: Recognise the mental health dimensions of multi-vulnerable adults and integrate mental health support components into food literacy programs. Advocate for policies that allocate resources to address mental and emotional well-being.

Integration with social support services

Recommendation: Ensure that food literacy programs are integrated with existing social support services. Collaborate with social welfare agencies to address the broader needs of multi-vulnerable adults and provide holistic support.

Recognition of cultural diversity

Recommendation: Acknowledge and celebrate cultural diversity in food practices. Policies should support initiatives that promote local food consumption while respecting and valuing the cultural significance of various cuisines.

Advocacy for national food policies

Recommendation: Advocate for national food policies that prioritise food literacy and support local food systems. Engage with national decision-makers to emphasise the importance of sustainable, community-based approaches to food education.

- **Policy advocacy strategies**

↳ **Data-driven advocacy**

Compile and present data on the impact of food literacy programs, emphasising gaps and potential policy solutions. Use success stories and testimonials to illustrate the positive outcomes.

Community-based research and data collection – Support community-based research initiatives to collect data on the effectiveness of food literacy programs. Use this data to inform evidence-based policy decisions and allocate resources where they are most needed.

↳ **Engage with advocacy groups**

Collaborate with advocacy groups focusing on nutrition, education, and social inclusion to amplify the message and garner support.

↳ **Community mobilisation**

Mobilise the community to advocate for policy change. Encourage community members to share their stories and experiences with policymakers, reinforcing the real-world impact of the proposed policies.

↳ **Stakeholder meetings and workshops**

Organise stakeholder gatherings, meetings, workshops, or webinars to discuss identified gaps and policy recommendations. Invite policymakers, community leaders and experts to participate in these discussions.

↳ **Build cross-party support**

Engage with policymakers from different political parties to build cross-party support for the proposed policies. Emphasise the non-partisan nature of food literacy and social inclusion initiatives.

↳ **Public petitions and campaigns**

Initiate public petitions and advocacy campaigns to demonstrate grassroots support for policy changes. Encourage community members to actively participate in these campaigns.

↳ **Media campaigns**

Utilise media platforms to raise awareness about the identified gaps and policy recommendations. Feature success stories, testimonials, and expert opinions to build public support for the proposed policies.

Public awareness campaigns – Launch public awareness campaigns to promote the importance of food literacy and local food consumption. Use various media channels to reach a broad audience and create a positive narrative around these initiatives.

↳ **Policy briefs and white papers**

Develop concise policy briefs and white papers outlining the identified gaps, recommended policy solutions, and potential positive outcomes. Distribute these documents to policymakers, influencers, and relevant committees.

↳ **Advocate for pilot programs**

Propose pilot programs to test the effectiveness of specific policy recommendations. Use the results and lessons learned from these pilots to strengthen the case for broader policy adoption.

Support for pilot programs – Allocate funds for pilot programs to test the viability and effectiveness of the Community-Based Food Literacy Learning Model in different contexts. Use insights from pilot programs to refine and scale up successful approaches.

↳ **Continuous monitoring and evaluation**

Advocate for policies that include provisions for continuous monitoring and evaluation of the implemented programs. Evaluate the effectiveness of food literacy education and training programs for multi-vulnerable adults to ensure that they meet community needs and positively impact food literacy, healthy eating habits, and overall well-being. Use data-driven insights to refine policies and address emerging challenges.

Monitoring and evaluation frameworks – Develop robust monitoring and evaluation frameworks to assess the impact of food literacy programs. Regular assessments will inform ongoing improvements and guide policy adjustments based on program outcomes.

Policymakers could use evaluation data to inform future policy and programmatic decisions.

These recommendations address systemic challenges and provide a foundation for sustainable, inclusive, and impactful initiatives. They aim to create a supportive policy environment that fosters the successful implementation of the Community-Based Food Literacy Learning Model, particularly for the multi-vulnerable target group of adults.

Overall, policymakers at European, national, regional, and local levels should recognise the importance of food literacy education and training for multi-vulnerable adults and the unique challenges they face and prioritise developing and implementing food literacy programs that meet community-specific needs. By doing so, they can support the overall health and well-being of individuals and communities, promote local food systems, reduce food waste, and address issues related to food insecurity and social exclusion.

- **Conclusions or recommendations**

    – intended for European, national, regional, and local policymakers to demonstrate approaches to these issues in adult learning

Based on the proposed practical guidelines for improving food literacy for local food among multi-vulnerable adults, the following conclusions and recommendations can be made for European, national, regional, and local policymakers:

→ Acknowledge the importance of food literacy and its role in improving the overall well-being of individuals and communities.
→ Recognise the challenges facing multi-vulnerable adults, including limited access to healthy food options, lower income levels, and geographic obstacles.
→ Develop policies and initiatives that prioritise food literacy education and training for these populations (multi-vulnerable adults, including young adult parents, people from rural areas, who are at risk of poverty or social exclusion, facing socioeconomic difficulties, and are low-skilled), focusing on improving access to healthy food and supporting local food systems.
→ Encourage the development of local food systems that support healthy eating habits and provide economic opportunities for multi-vulnerable adults.
→ Allocate resources and funding to support the development and implementation of practical initiatives for improving food literacy for local food among multi-vulnerable adults.
→ Ensure that rural areas have access to funding and resources to support developing and implementing food literacy education and training programs.
→ Design policies that allow for flexibility in the implementation of the Community-Based Food Literacy Learning Model. Recognise the diverse needs of different communities and provide guidelines rather than rigid regulations.

Food literacy education can play a significant role in promoting food security and improving the health and well-being of people of migrant origin and be especially important for those who may face unique challenges in accessing healthy and culturally appropriate food. Adult education providers can be essential actors in promoting food literacy, while policymakers can help address issues related to social exclusion, economic opportunity and public health for this population by prioritising food literacy education and supporting access to healthy and culturally appropriate foods. By offering food literacy education, including culturally suitable and accessible education materials, language support, and community engagement opportunities, adult education providers can help promote social inclusion and ensure that

all individuals have access to the knowledge and skills needed to make healthy food choices and participate in local food systems.

Some conclusions and recommendations for European, national, regional, and local policymakers and local education regarding food literacy education for persons of migrant origin include:

↳ **Understanding cultural diversity**: Policymakers and adult education providers should recognise the diversity of cultures and food traditions represented by persons of migrant origin and ensure that food literacy education programs are tailored to meet the needs of different cultural groups.

↳ **Providing access to healthy and culturally appropriate food**: Policymakers should prioritise efforts to ensure that persons of migrant origin have access to healthy and culturally appropriate food, such as by supporting community gardens or farmers' markets that feature culturally appropriate foods. Adult education providers should ensure that educational materials are culturally appropriate and accessible to persons of migrant origin.

↳ **Supporting language acquisition**: Policymakers and adult education providers should recognise that language barriers can be a notable obstacle to accessing information about healthy eating and local food systems. Efforts to support language acquisition can improve access to food literacy education and promote greater food security for persons of migrant origin. Adult education providers should offer language support, such as translation services or language classes, including materials in languages other than the region's dominant language, to ensure that these persons have access to information about healthy eating and local food systems.

↳ **Promoting community engagement**: Policymakers and adult education providers should prioritise efforts to engage persons of migrant origin in community food systems and healthy eating programs, such as by partnering with community-based organisations or hosting community events that promote healthy eating.

↳ **Addressing socioeconomic barriers**: Policymakers and adult education providers should recognise that persons of migrant origin may face additional socioeconomic barriers to accessing healthy food and food literacy education, such as lower incomes or limited access to transportation. Efforts to address these barriers, such as by offering subsidies for healthy foods or providing transportation support (vouchers), can help ensure that all individuals have access to food literacy education.

Recommendations

– for other institutions and practitioners

Recommendations for practitioners (adult education providers)

Adult education providers at the European, national, regional, and local levels should prioritise developing and implementing food literacy education and training programs that respond to needs, using a participatory approach and integrating practical skills development. By doing so, they can promote lifelong learning, support the overall health and well-being of individuals and communities, contribute to sustainable local food systems, and address issues related to food insecurity and social exclusion. They need to recognise the importance of food literacy education and training for multi-vulnerable adults, including young adult parents, who are at risk of poverty or social exclusion, facing socioeconomic difficulties, and are low-skilled. Adult education providers should offer food literacy programs that are accessible, relevant, and culturally appropriate for the community. This includes developing and implementing food literacy education and training programs that respond to the unique needs of multi-vulnerable adults. Programs should be culturally appropriate, address issues linked to food insecurity and social exclusion, and focus on improving access to healthy food and supporting local food systems.

Based on the proposed practical guidelines for improving food literacy for local food among multi-vulnerable adults, the following conclusions and recommendations can be made for European, national, regional, and local adult education providers:

↳ **Needs assessment and local context understanding**

Recommendation: Conduct a thorough needs assessment to understand the specific challenges and cultural nuances of targeted multi-vulnerable adults in the local context. Tailor the learning model accordingly to address their unique needs. The curriculum should be culturally sensitive, inclusive, and easy to understand.

↳ **Community engagement and co-creation**

Recommendation: Involve the community in the design and implementation of the learning program. Co-create programs with the active participation of targeted multi-vulnerable adults to ensure relevance and cultural sensitivity. Use a participatory approach to involve multi-vulnerable adults in designing, implementing, and evaluating food literacy education and training programs. Adult education providers should work with community-based organisations, local food systems, and other stakeholders to ensure that the programs are responsive to the needs and interests of the community.

↳ **Culturally relevant learning materials**

Recommendation: Create learning materials that reflect the cultural diversity of targeted multi-vulnerable adults. Incorporate local languages, traditions, and examples to make the content relatable and engaging.

↳ **Empowerment and life skills focus**

Recommendation: Design a learning program that, while enhancing food literacy, empowers targeted multi-vulnerable adults with essential life skills. Include modules on budgeting, meal planning, and practical cooking skills.

↳ **Inclusive outreach strategies**

Recommendation: Develop inclusive outreach strategies to reach multi-vulnerable adults effectively. Collaborate with local community leaders, social workers, and influencers to enhance the program's visibility within the target community.

↪ **Family-centered approach**

Recommendation: Embrace a family-centered approach by incorporating activities that involve family members. This promotes a holistic learning experience and strengthens family bonds.

↪ **Flexible learning formats**

Recommendation: Offer flexible learning formats to accommodate varying schedules with preferences of targeted multi-vulnerable adults. Consider blended learning, combining various delivery methods and forms to reach multi-vulnerable adults, including in-person sessions, digital resources, online learning, and mobile learning for greater accessibility. Adult education providers should consider the unique challenges of rural areas, like geographic obstacles, and use innovative approaches to deliver education and training.

↪ **Digital literacy training**

Recommendation Provide digital literacy training for people who may face barriers to accessing online resources. Ensure that all participants can benefit from the digital components of the learning model.

↪ **Accessibility measures**

Recommendation: Enforce measures to enhance accessibility, considering factors such as transportation, childcare or physical accessibility. Ensure that these factors do not act as barriers to participation.

↪ **Capacity building for practitioners**

Recommendation: Invest in the professional development of practitioners and educators involved in implementing the learning model. Offer insights on teaching techniques, attitudes and practices, providing professional growth opportunities for educators to enhance their teaching skills and training in cultural competence, trauma-informed practices, and effective communication with multi-vulnerable adults.

↪ **Local partnerships**

Recommendation: Collaborate with local businesses, especially those involved in food production and distribution, to create synergies. Foster partnerships with local food systems, community-based organisations, agricultural extension services, and other relevant stakeholders to improve the delivery of food literacy programs and provide access to local food and other resources that support healthy eating habits. Establish partnerships that benefit both the learning model and local entities. Adult education providers should also work with relevant stakeholders to identify opportunities for learners to practice their skills and engage in meaningful community service. They should work collaboratively with these partners to ensure that programs are accessible and meet community needs.

↪ **Integration with existing services**

Recommendation: Collaborate with existing social services, healthcare providers, and educational institutions to create a network of support for targeted multi-vulnerable adults. Ensure seamless integration with broader community services.

↪ **Local food market engagement**

Recommendation: Facilitate visits to local food markets and engage participants in understanding the sources of local produce. Encourage direct interactions with farmers and sellers to enhance appreciation for local foods. Adult education providers should work with local food producers, distributors, and retailers to foster the availability of healthy, local food options. This supports the development of local food systems that promote healthy eating habits and provide economic opportunities for multi-vulnerable adults.

↳ **Promotion of sustainable practices**

Recommendation: Integrate discussions on sustainable food practices into the learning model. Encourage participants to adopt eco-friendly habits and make informed choices that contribute to sustainability.

↳ **Hands-on activities**

Recommendation: Integrate practical skills development into food literacy education and training programs to ensure that multi-vulnerable adults have the skills and knowledge to access and prepare local, healthy, and affordable food. Adult education providers should use different teaching methods, including hands-on and peer-to-peer learning, to promote active engagement and learning.

↳ **Mentorship programs and peer support networks**

Recommendation: Implement mentorship programs within the community. Connect experienced participants with newcomers to provide guidance, support, and a sense of belonging. Foster peer support networks within the community. Encourage participants to share experiences, exchange tips, and form connections that extend beyond the learning environment.

↳ **Celebration of achievements**

Recommendation: Celebrate individual and collective achievements regularly. Recognition can be a powerful motivator and fosters a positive learning environment.

↳ **Regular feedback mechanisms**

Recommendation: Establish continuous feedback mechanisms to gather insights from participants. Foster continuous reflection and improvement through regular feedback loops and self-assessment. Use feedback to make real-time adjustments to the learning model and address emerging needs. Evaluate the effectiveness of food literacy education and training programs to ensure that they meet community needs and positively impact on food literacy, healthy eating habits, and overall well-being. Adult education providers should use evaluation data to inform future programmatic decisions and to improve the quality and effectiveness of food literacy education and training programs.

↳ **Documentation and sharing of best practices**

Recommendation: Document and share best practices in applying a learning model within the community. Create a knowledge-sharing platform to facilitate collaboration and replication of its successes.

↳ **Community empowerment initiatives**

Recommendation: Design policies that empower communities to take ownership of food literacy initiatives. Support grassroots efforts and community-led projects that align with the overarching goals of improving food literacy for multi-vulnerable adults.

↳ **Advocacy for community needs**

Recommendation: Advocate for the needs of the community at a broader level. Engage with local authorities, policymakers, and institutions to ensure that community needs are represented in decision-making processes.

Implementing these recommendations will contribute to the effectiveness and sustainability of the Community-Based Food Literacy Learning Model for targeted multi-vulnerable adults. They focus on creating an inclusive, culturally sensitive, and empowering learning environment that meets the diverse needs of multi-vulnerable adults.

CONCLUSION

The significance of promoting food literacy, local food consumption, and supporting multi-vulnerable adults lies in fostering individual empowerment, enabling community engagement, and creating a sustainable and inclusive environment. By addressing these key areas, the learning model aims to bring about positive and lasting changes that extend beyond the immediate educational context.

This guide stands as a comprehensive tool designed to empower educators, organisations, and policymakers in developing and implementing a Community-based Food Literacy Learning Model. With a primary focus on multi-vulnerable adults, particularly those at risk of poverty or social exclusion, the guide addresses the intricate challenges of individuals facing socioeconomic hardships. Through a targeted approach encompassing young adult parents, individuals in rural areas, and those with multiple vulnerabilities (such as low-income, unemployed, or low-skilled individuals), the guide aims to make a substantial impact on the lives of these adults.

In that light, the guide, as an umbrella resource of the Community-based Food Literacy Learning Model devised by the FL4LF project, provides practical assistance in applying this model to improve the skills and well-being of multi-vulnerable adults and supports educators, organisations, and policymakers in their efforts to respond to the unique needs of multi-vulnerable adults, fostering social inclusion, promoting food literacy, and encouraging local food consumption.

Significance in addressing needs: The guide's importance lies in its focused attention on Target Group 1 (TG1), acknowledging its susceptibility to poverty and social exclusion. Targeting young adult parents, especially mothers, individuals in rural settings, and those facing multiple vulnerabilities, the guide recognises and actively addresses the specific challenges these groups face.

Social integration: By advocating for and employing a Community-based Food Literacy Learning Model, the guide seeks to facilitate the social integration of multi-vulnerable adults. Beyond its role in promoting food literacy, this model acts as a powerful vehicle for social inclusion and empowerment. It stands as a testament to the guide's commitment to addressing the holistic needs of the target groups, recognising that, in addition to knowledge acquisition, true well-being involves social integration and empowerment.

Innovative learning approach: Emphasis on an innovative approach that transcends traditional learning methods is a guide's distinctive feature. By incorporating community-based strategies, the guide ensures that education becomes not only more accessible but also more effective. This approach improves food literacy while contributing to participants' overall well-being, aligning with a holistic vision of adult education.

Transferability and sustainability: The guide's impact extends beyond its immediate application, as it recognises the potential for transferability of methods and tools developed within the project. By facilitating the dissemination of these resources to other entities and practitioners across Europe, the guide aspires to elevate the quality of work carried out by various organisations serving multi-vulnerable adults. Through this transferability, the guide advocates for sustainable, long-term benefits, aiming to create a lasting and positive impact on the lives of those it seeks to empower.

In essence, this guide can serve as a pathfinder and support for those working tirelessly to improve the lives of multi-vulnerable adults. Its multifaceted approach addresses immediate challenges while also paving the path for a more inclusive, empowered, and well-informed community across Europe.

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