

FL4LF Competency Table – Food Literacy Competency Framework for Adults

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FL4LF Competency Table – Food Literacy Competency Framework for Adults – represents a tangible project result as intellectual output developed within the project "Food Literacy for Local Food" (FL4LF).

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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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- Akademie für politische Bildung und demokratiefördernde Maßnahmen from Austria

Editorial Information:

FL4LF Competency Table – Food Literacy Competency Framework for Adults is the result of the collective work of FL4LF partners, which took place under the coordination of Akademie für politische Bildung und demokratiefördernde Maßnahmen from Austria, 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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FL4LF Competency Table – Food Literacy Competency Framework for Adults – – a framework designed to foster food literacy, shape mindsets and willingness for acting, and serve as a versatile guide for recognising and measuring food literacy competencies in diverse educational settings

The framework 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 framework 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
Competency, Food Literacy, Local Food, Learning Model, multi-vulnerable adults

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Comments Suggestions
We want to hear from you!
Comments and suggestions on the issues raised in this framework are welcome and can be addressed to FL4LF partners on the project website www.fl4lf.eu.

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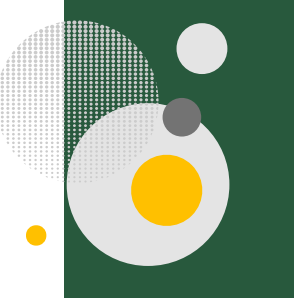
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Welcome to the FL4LF Competency Table —
a framework dedicated to recognising and
measuring food literacy competencies. Tailored
for diverse educational contexts, it serves as a
versatile compass to cultivate mindsets and
inspire action throughout the lifelong learning
journey.



FOREWORD

FL4LF Competency Table responds to the ambitions set out in the Food Literacy for Local Food project (FL4LF). Following this idea direction, FL4LF project partners developed the Food Literacy Competency Framework to round out the created Community-based Food Literacy Learning Model for Adults and offer a tool for understanding and recognising the knowledge, skills and behaviours that come from this type of adult education.

The design of this framework and approach is driven by the need to highlight the element of competency-based education in the created learning model. A competence-based education that helps learners develop food literacy skills based on knowledge and attitudes can help promote responsible action and stimulate willingness to take or demand action at local, national and global levels. Becoming competent in food literacy issues will enable learners to overcome the cognitive dissonance that comes from knowing about an issue but lacking the agency to act.



Executive summary

Food Literacy Competency Framework responds to the growing need for people to improve and develop knowledge, skills and attitudes about food literacy, and with the addition of a component focused on locally sourced food (a component oriented towards local food systems) promotes it 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.



FL4LF Competency Table is a reference framework for food literacy for local food. It provides a common ground for learners and guidance to educators, providing a concise insight into two chosen viewpoints on the food literacy concept and considering food literacy as a competence. It is conceived and designed to support education and training programmes for lifelong learning.

The proposed Food Literacy Competency Framework aims to foster a food literacy mindset by helping users develop the knowledge, skills, and attitudes¹ to think, plan and act with empathy, responsibility, and concern for eating habits. It is developed for adult learners, anyone who cares about everyday practicalities of healthy eating, regardless of age and education level and in any learning setting – formal, non-formal and informal, and can help learners become systemic and critical thinkers, develop creative abilities and form knowledge.

The FL4LF Competency Table is designed to offer a versatile approach and can serve a wide range of purposes. It is the output of a research effort and methodology that involved a diverse group of experts and stakeholders to build an applicable proposed framework relevant to various educational activities.

The proposed Food Literacy Competency Framework provides a general reference model that can be used by all involved in lifelong learning to design learning opportunities aimed at developing food literacy competencies oriented towards locally

sourced food and assess progress in supporting education and training on the topic.

As a reference tool/resource, it can fulfil various roles, such as aiding in curriculum review, shaping teacher education programs, facilitating (self-) assessment and reflection, informing policy development, supporting certification processes, and serving as a tool for assessment, monitoring, and evaluation.

FL4LF Competency Table consists of 24 competencies organised into seven areas (four categories and three pillars) explained below.

¹ Definitions for key terms used in the document can be found at its end (Appendix 2).





INTRODUCTION

Project partners have developed the FL4LF Competency Table as a reference framework for food literacy competencies. It provides common ground for learners and guidance to educators, providing cohesive coverage of what food literacy as a competence entails. Such a shared understanding can act as a catalyst for advancing learning about food literacy by supporting education and training institutions to develop, review, assess, refine and adapt their vision and practices in teaching and learning for food literacy.



OBJECTIVES

The FL4LF Competency Table is designed to support education and training systems in shaping systemic and critical thinkers who care about the practical aspects of healthy eating in daily life.

Its added value lies in providing:

- a model delineating food literacy competence² areas and competencies
- an initial list of competence components—knowledge, skills, and attitudes—as practical examples for implementing
- applicable to adult learners of all ages and education levels, in various learning settings—formal, non-formal, and informal
- the 24 competencies of the proposed model framework can complement and strengthen existing international, national, regional and local initiatives focused on capturing food literacy competencies
- a common reference for anyone engaged in education and training in food literacy or sustainable food systems that they can use, share and refer to

The advanced aspect of this framework is that it can serve as a common reference basis for dialogue, exchange of practices and peer learning among educators involved in lifelong learning throughout the EU and make a contribution aimed at enhancing the transferability of competencies and fostering mobility within the EU for active participation in European society.



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RECOMMENDATIONS

It is highly recommended to use the FL4LF Competency Table together with other components of the Community-based Food Literacy Learning Model for adults:

- * Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults
 - * Toolkit – a collection of 20 workshop scenarios
- Utilising the FL4LF Competency Table in conjunction with other components of the Community-based Food Literacy Learning Model for adults enhances the overall effectiveness and impact of food literacy education. In addition, adapting the framework to learners' needs, backgrounds, and contexts is highly recommended. This flexibility ensures its applicability across diverse learning environments.

CONSIDERATIONS AND LIMITATIONS

Given the expansive and evolving nature of the food literacy concept, the framework presents competencies as part of an ample topic, and it is necessary to recognise that while food literacy is instrumental in shaping mindsets and instigating a willingness to act, education and training, including this competency framework, constitute just one facet of the broader puzzle. Another challenge involves the broad scope of this framework, with seven areas, targeting people from young adults to seniors and spanning various learning settings.

The competency framework has not yet undergone real-world testing. Implementation and evaluation within a specific context are essential steps, allowing for adjustments and refinements based on valuable input from practitioners and end users. It is imperative to view it as a dynamic, evolving and living document that can and should be treated as subject to changes. So, it is crucial to realise that the dynamic nature of the framework aligns with the ongoing developments in food literacy understanding and practices. Its adaptability to emerging trends, societal shifts, and advances in food-related knowledge positions it as a valuable resource that can continually evolve to meet the ripening needs of learners, educators, and communities. Regular updates and refinements, guided by practitioner feedback and user experiences, will ensure its relevance and effectiveness in addressing contemporary food literacy challenges and opportunities.

² We adopt the definition of competence in line with the 2018 Council Recommendation on Key Competences for Lifelong Learning, where competence is “a dynamic combination of the knowledge, skills and attitudes” (p.12). https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC%20. Definitions of key terms are at the end of the document (Appendix 2).



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DOCUMENT STRUCTURE

Following the introduction, Section 1 covers a core idea, explaining seven areas (four categories and three pillars) determined to organise and structure the competency framework model. Also, it introduces the terminology and concepts that form the basis of the FL4LF Competency Table – Food Literacy Competency Framework, namely the food literacy definitions; an overview of two chosen viewpoints as summarised insights mainly focused on the food literacy concept and its better understanding.

Section 2 presents the FL4LF Competency Table, with its seven competence areas, 24 competencies with related descriptors, and a visual to depict the Food Literacy Competency Framework.

Section 3 describes options for further development - thinking, planning, and acting.

Appendix 1 includes two suggested evaluation questionnaires developed to define and assess knowledge and skills in various food literacy competencies, which can help to understand learners' current competencies and evaluate any changes after completing the program.

Appendix 2 contains the list of terms.



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Section 1

The competency framework is grouped into seven areas, heeding four categories in line with food literacy concepts presented in the literature and following three pillars identified as load-bearing in the created Community-based Food Literacy Learning Model. Likewise, this competency framework illustrates three main features contained in the created Community-based Food Literacy Learning Model:

- ↳ promoting food literacy
- ↳ encouraging local food consumption
- ↳ supporting multi-vulnerable adults.



The categories are determined to articulate a cohesive framework of knowledge, skills and behaviours essential for addressing needs and attaining a healthy dietary intake/diet quality, including positive relationships through social, cultural, and environmental interactions with food as guiding patterns for aligning various spheres and fostering collective action.

The offered framework is hereby extended with aspects that posit food literacy as a mutual convergence of nutrition skills, culinary diversity and community food security, covering four domains:

Category A: Basic food-related competencies

Category B: Appreciation of culinary diversity

Category C: Culinary skills and creativity

Category D: Socially conscious access to food (equality, justice and influence)

Three pillars in the created Community-based Food Literacy Learning Model depict significant various social, economic and environmental factors, covering three domains:

- ↳ reconnecting with the producers who feed us (local farmers)
- ↳ supporting local vendors (local farmers)
- ↳ reducing wastage/throw of food (zero food waste)

Expressed in the offered framework provided, these three pillars are represented as areas named as follows:

Pillar 1: Skillfulness in selecting food sources

Pillar 2: Community-oriented and food economy skills

Pillar 3: Eco-culinary knowledge and skills

An additional effort was made that each of the areas of the proposed framework consider competencies from three aspects:

- ↳ functional (confidence and empowerment through food or culinary experiences)
- ↳ relational (joy and meaning through food and culinary experiences)
- ↳ systemic (equity and sustainability in food ecosystems)

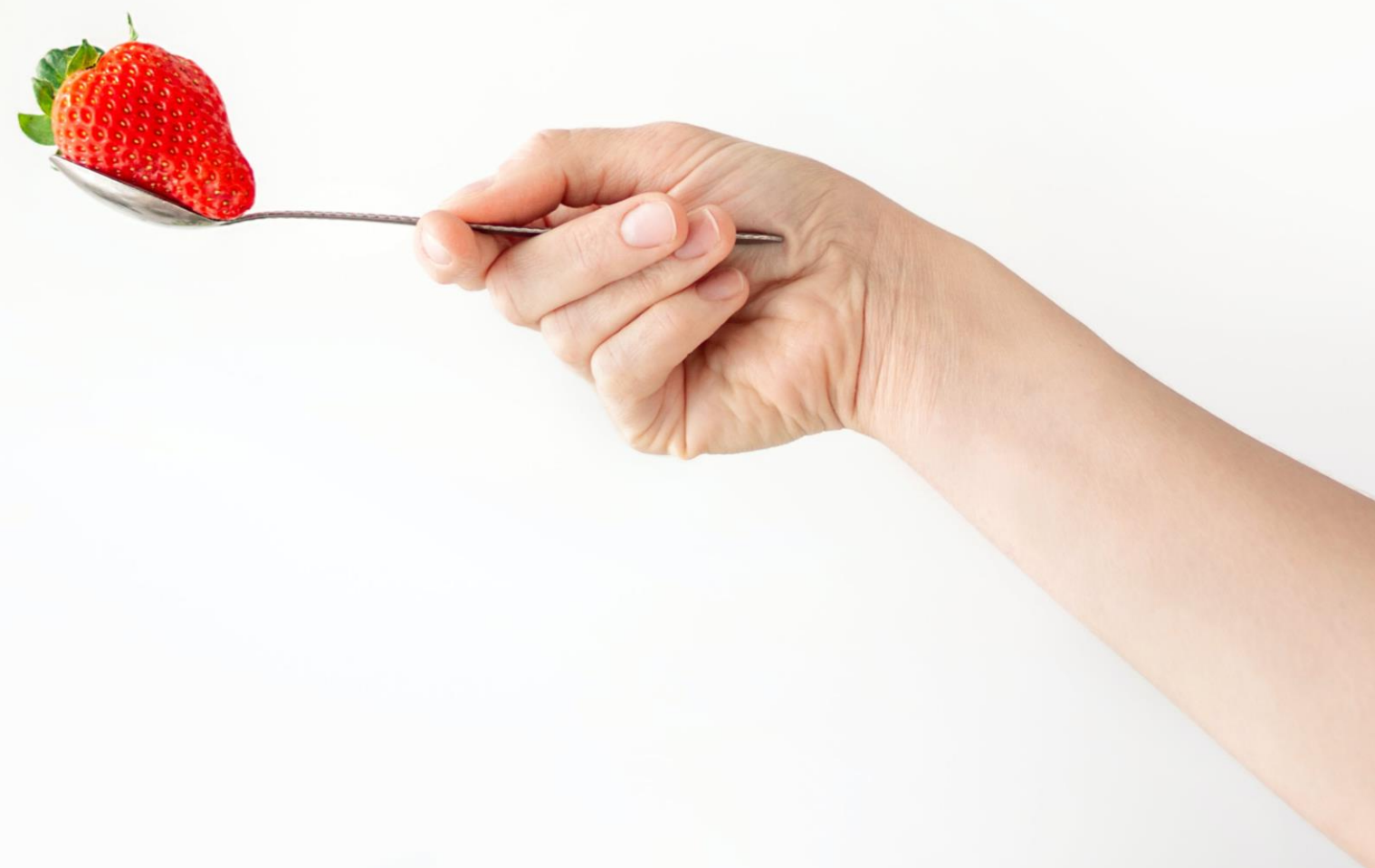


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Food literacy – definition

Food literacy has emerged as a term to describe the everyday practicalities associated with healthy eating and is increasingly used in policy, practice, research and by the public. However, there is no shared understanding of its meaning.

In the FL4LF project, we have chosen two viewpoints, and below are summarised insights mainly focused on the food literacy concept and its better understanding.

1st POINT OF VIEW

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:

- planning and management
- selection
- preparation and cooking
- eating food

Which can simply be interpreted as tools needed for a healthy lifelong relationship with food. [1]

[1] Vidgen, H. A., & Gallegos, D. (2014). Defining food literacy and its components. *Appetite*, 76, 50–59. <https://doi.org/10.1016/j.appet.2014.01.010>

2nd POINT OF VIEW

Food literacy can be considered as "the positive relationship built through social, cultural, and environmental experiences with food enabling people to make decisions that support health". [2]

An offered framework 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]

[2] Cullen, T., Hatch, J., Martin, W., Higgins, J. W., & Sheppard, R. (2015). Food Literacy: Definition and Framework for Action. *Canadian journal of dietetic practice and research: a publication of Dietitians of Canada = Revue canadienne de la pratique et de la recherche en dietetique: une publication des Dietetistes du Canada*, 76(3), 140–145. <https://doi.org/10.3148/cjdpr-2015-010>





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Section 2

The FL4LF Competency Table represents a flexible and adaptable tool designed to cater to diverse objectives within food literacy education. Crafted through a research-driven process, the framework is versatile and offers an applicable structure for various educational initiatives.

It comprises 24 competencies structured within seven areas, delineated across four categories and three pillars, as elucidated below and shown in a visual representation that underlines the interplay between these areas and competencies.



Visual representation of FL4LF Competency Table

Pillar 1: Skillfulness in selecting food sources

- 1.1. Awareness of food sources (where food comes from)
- 1.2. Awareness of local producers and relationship-building
- 1.3. Critical thinking and acting on food and nutrition issues

Category D: Socially conscious access to food (equality, justice and influence)

- D.1. Awareness of fairness and social justice in the food system
- D.2. Community engagement and advocacy skills

Category A: Basic food-related competencies

- A.1. Fundamental nutrition awareness
- A.2. Functional food awareness
- A.3. Nutrition and health literacy
- A.4. Wholesome, constructive and positive rapport with food

Pillar 2: Community-oriented and food economy skills

- 2.1. Networking skills and knowledge of local food resilience
- 2.2. Local market and small business support
- 2.3. Grocery store navigation skills
- 2.4. Food budget management and meal planning skills

Category B: Appreciation of culinary diversity

- B.1. Appreciation of culturally diverse cuisines
- B.2. Gastronomic exploration
- B.3. Building connections around the table

Category C: Culinary skills and creativity

- C.1. Culinary skills
- C.2. Food safety knowledge
- C.3. Culinary innovativeness and creativity in the kitchen
- C.4. Culinary skills in a digital and tech-savvy sense

Pillar 3: Eco-culinary knowledge and skills

- 3.1. Smart shopping practices
- 3.2. Zero-waste cooking
- 3.3. Food preservation skillfulness
- 3.4. Eco-culinary awareness

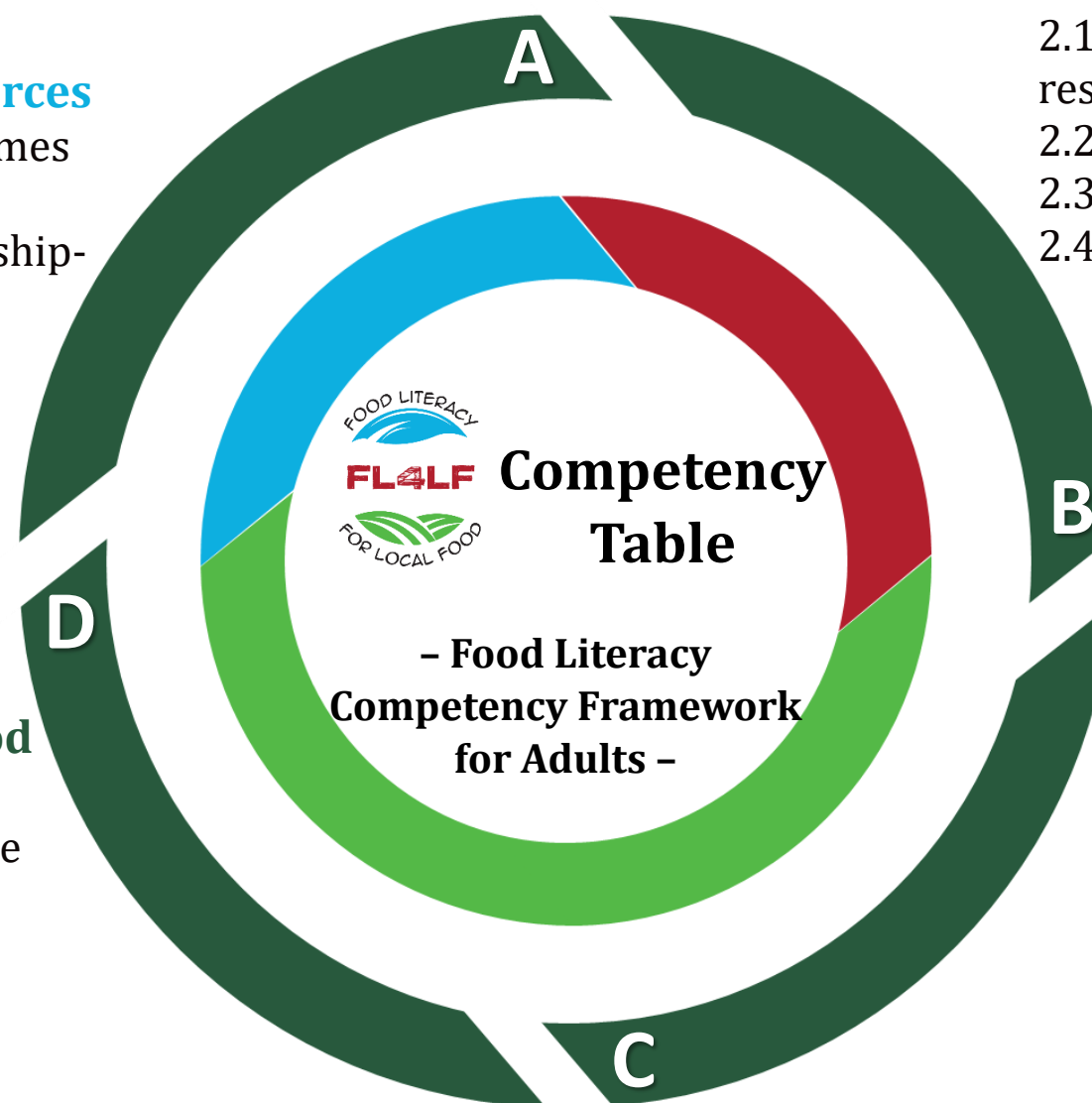




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Category A: Basic food-related competencies

Competences:

- A.1. Fundamental nutrition awareness
- A.2. Functional food awareness
- A.3. Nutrition and health literacy
- A.4. Wholesome, constructive and positive rapport with food



Dimension:

– Life harmony with nutrition - nourishing mind and body –

This competence area, encapsulated within Category A, signifies an integrated and balanced approach to nourishing the mind and body through core food-related competencies.

A.1. FUNDAMENTAL NUTRITION AWARENESS

- understanding the basics of essential nutrients and their roles in the body
- familiarising oneself with the nutritional composition of diverse foods
- grasping the dynamics of energy equilibrium
- grasping the concept of food categories and appropriate portion sizes
- being able to manage portion sizes for balanced and moderate eating
- recognising the correlation between dietary decisions/choices and well-being
- familiarity with diverse dietary preferences (eating "lifestyles")
- discerning nutrition-related claims about food

DESCRIPTOR: Individuals with this competency demonstrate a solid understanding of essential nutrients and their roles in the body. They are familiar with the nutritional composition of diverse foods, comprehend the dynamics of energy equilibrium (energy balance), and manage portion sizes for balanced and moderate eating (portion control). Recognising the correlation between dietary choices and overall well-being, they navigate diverse food preferences and discern nutrition-related claims about food.

Learning outcomes:

- demonstrates understanding of essential nutrients and their roles in maintaining overall health
- identifies and analyses the nutritional composition of various foods
- applies knowledge of energy balance to make informed dietary choices
- categorises food appropriately and practices portion control for a balanced and moderate diet

- effectively manages portion sizes for optimal nutrition and well-being
- assesses and discerns nutritional claims on food (skilled in interpreting and utilising information on food labels for informed dietary choices)

A.2. FUNCTIONAL FOOD AWARENESS

- being able to adapt diets based on specific health conditions, cultural considerations or personal preferences
- understanding that all foods can contribute positively to our diets
- understanding the nutritional aspects of plant-based diets and incorporating plant-based meals
- understanding the choices of nutritious snacks and moderation in snacking (healthy snacking habits)
- understanding the importance of staying hydrated and choosing healthy beverages (hydration knowledge)

DESCRIPTOR: Individuals in this area demonstrate the ability to adapt diets based on health conditions, cultural considerations or personal preferences. They understand that all foods contribute positively to diets, appreciate the nutritional aspects of plant-based diets, and incorporate plant-based meals. Additionally, they prioritise hydration and comprehend the choices of nutritious snacks, practice moderation in snacking, showcasing knowledge of healthy snacking habits.

Learning outcomes:

- adjusts diets based on specific health conditions, cultural considerations or personal preferences
- recognises that all foods can contribute positively to a well-balanced diet
- demonstrates knowledge of nutrient-dense foods, incorporating them into a well-rounded and beneficial diet
- understands the nutritional aspects of plant-based diets and successfully incorporates plant-based meals

- makes informed choices about nutritious snacks, practising moderation in snacking as a part of healthy habits
- understands the importance of hydration and makes informed choices regarding beverage consumption



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A.3. NUTRITION AND HEALTH LITERACY

- comprehending the role of nutrients in bodily functions
- knowledge of how food choices impact mental health, energy levels and overall well-being
- understanding nutritional requisites across various life phases
- grasping the connection between health and body weight
- knowledge of foods with potential health benefits beyond basic nutrition, such as superfoods
- fostering a positive body image and maintaining self-esteem

DESCRIPTOR: Individuals possessing this competency comprehend the intricate role of nutrients in bodily functions. Realising nutritional requisites at various life stages, they know how food choices impact mental health, energy levels, and overall well-being across different life phases. Understanding the link between health and body weight (e.g., recognising that weight does not equate to health), they are familiar with foods offering potential health benefits beyond basic nutrition, including superfoods (nutrient-rich foods considered especially beneficial for health and well-being). They also foster a positive body image and maintain self-esteem through informed nutritional decisions.

Learning outcomes:

- demonstrates comprehension of the role of nutrients in bodily functions
- possesses foundational knowledge of the connection between nutrition, energy levels, mental health and overall well-being
- recognises the impact of dietary choices on various life stages, including the nuanced correlation between health and body weight

- identifies foods with potential health benefits beyond basic nutrition, including superfoods
- fosters a positive body image and maintains self-esteem through informed dietary decisions



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A.4. WHOLESOME, CONSTRUCTIVE AND POSITIVE RAPPORT WITH FOOD

- nurturing positive attitudes about food and dining
- relishing the food and dining experience
- making food choices that contribute to overall well-being
- embracing mindfulness in eating habits, such as savouring flavours
- preparing food in a fun, lighthearted and enjoyable manner
- finding delight in preparing different novel dishes (enjoying new and diverse foods)

DESCRIPTOR: Those skilled in this dimension foster positive attitudes about food and dining, enjoying the whole culinary experience. They make food choices that contribute to overall well-being and embrace mindfulness in eating habits (mindful eating practices), savouring flavours. Their food preparation is characterised by a fun, lighthearted, and enjoyable approach. These individuals enjoy preparing diverse novel dishes, showcasing an appreciation for new and various foods.

Learning outcomes:

- cultivates positive attitudes about food and dining
- appreciates and savours the entire food and dining experience
- makes food choices that contribute to overall well-being
- accepts mindfulness in eating habits, including enjoyment of tastes
- approaches food preparation in a fun, lighthearted and pleasant way
- finds delight in preparing diverse novel dishes, showcasing an appreciation for new and varied foods





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Pillar 1: Skillfulness in selecting food sources

Competences:

- 1.1. Awareness of food sources (where food comes from)
- 1.2. Awareness of local producers and relationship-building
- 1.3. Critical thinking and acting on food and nutrition issues

Dimension:

– Locally rooted awareness - reconnecting with producers through food choices and local engagement –

This competence area, nested within Pillar 1, underscores the importance of selecting food sources mindfully, highlighting local links and engagement with producers. It revolves around skill in food sourcing by promoting locally rooted awareness and involves reconnecting with producers through thoughtful food choices and active local engagement, fostering community bonds and support.

1.1. AWARENESS OF FOOD SOURCES (where food comes from)

- perceiving food origins
- recognising the seasonal availability of various food items
- knowing where to obtain diverse food products (where to access food)
- apprehending how food systems impact the environment and local economy

DESCRIPTOR: Individuals with this competency possess a heightened awareness of food origins, recognising the seasonal availability of various food items. They know where to obtain diverse food products and understand the impact of food systems on the environment and the local economy. This awareness enables them to make informed choices aligned with sustainable and community-centric values.

Learning outcomes:

- recognises and appreciates local food products
- develops a keen perception of food origins, understanding the journeys from its source
- recognises the seasonal availability of various food items, fostering alignment with local produce cycles
- possesses knowledge about where to access and source a diverse range of food products, considering both local and sustainable options
- understands how food systems impact the environment and local economy, promoting informed and responsible food choices



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1.2. AWARENESS OF LOCAL PRODUCERS AND RELATIONSHIP-BUILDING

- recognising and knowing local farmers, growers and producers who contribute to the community's food supply
- being able to establish and maintain relationships with local producers, fostering a sense of community and support
- understanding the farm-to-table concept - appreciating the food journey from local farms to the table, supporting local agriculture
- understanding and actively engaging in CSA programs to directly support local farmers and obtain fresh, seasonal produce
- understanding the local food ecosystem, including farmers' markets, co-ops, and other avenues for accessing local produce
- acknowledging farming as a viable career pathway

DESCRIPTOR: Individuals in this area recognise and actively know local farmers, growers, and producers contributing to the community's food supply. They establish and maintain relationships with these local producers, fostering a sense of community and support. Understanding the farm-to-table concept, they appreciate the availability of food journeys from local farms to the plate, thus supporting local agriculture. Their engagement includes practising CSA programs and obtaining fresh, seasonal produce, thereby directly supporting local farmers.

Learning outcomes:

- identifies and appreciates local farmers, growers and producers contributing to the community's food supply
- establishes and maintains meaningful relationships with local producers, creating a sense of community and support

- comprehends the farm-to-table concept, acknowledging and actively supporting the local journey of food from farms to tables
- engages in CSA programs to directly support local farmers and access fresh, seasonal produce
- understands the dynamics of the local food ecosystem, including farmers' markets, co-ops and other routes for accessing locally sourced produce
- acknowledges farming as a viable career pathway, contributing to the sustainability and vibrancy of the local agricultural community

1.3. CRITICAL THINKING AND ACTING ON FOOD AND NUTRITION ISSUES

- being able to think critically and thoughtfully analyse the sway of food corporations, lobby groups and media on dietary decisions
- grasping the interests of the food and weight loss/supplement industry, along with their marketing strategies
- comprehending media narratives on food and nutrition
- advocating for the availability of healthy foods within the community

DESCRIPTOR: Individuals possessing this competency exhibit critical thinking skills in analysing the influence of food corporations, lobby groups, and media on dietary decisions. They grasp the interests of the food and weight loss/supplement industry, along with their marketing strategies. They comprehend media narratives on food and nutrition, allowing them to advocate for the availability of healthy foods within the community. This critical engagement reflects a commitment to promoting informed and responsible food choices on a broader scale.

Learning outcomes:

- demonstrates the ability to think critically about and act on food and nutrition issues (analyse and respond to food and nutrition challenges)
- demonstrates critical thinking and thoughtful analysis of the influence of food corporations, lobby groups and media on dietary decisions
- understands the interests of the food and weight loss/supplement industry and their marketing strategies
- analyses and interprets media narratives on food and nutrition, distinguishing between factual information and marketing-driven content
- advocates for the availability of healthy foods within the community, contributing to a food environment that promotes well-being and sustainability



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Category B: Appreciation of culinary diversity

Competences:

- B.1. Appreciation of culturally diverse cuisines
- B.2. Gastronomic exploration
- B.3. Building connections around the table



Dimension:

– Culinary mosaic, a quest for traditional and world tastes and togetherness –

This competence area, nested within Category B, underscores an appreciation for culinary diversity, framing it as a culinary mosaic. It involves a quest for traditional and world tastes, fostering a sense of togetherness through diverse culinary experiences. Emphasising, in particular, the celebration of diversity on the plate and journey through different tastes, encouraging gastronomic wanderlusts through flavour frontiers and capturing shared culinary joy and fellowship with people who share interests. Also, this includes open-mindedness and cultural sensitivity while respecting inclusivity.

B.1. APPRECIATION OF CULTURALLY DIVERSE CUISINES

- preserving family food traditions through celebrations and passing on cultural foods and family recipes
- embracing diverse culinary traditions and recognising the richness of various food cultures
- cultivating appreciation for culinary offerings of various cultures (respecting foods from different cultures)
- being able to access foods specific to one's cultural heritage

DESCRIPTOR: Individuals with this competency are adept at preserving family food traditions through celebrations and passing on cultural foods and family recipes. They go beyond their own cultural context, embracing diverse culinary traditions and recognising the richness of various food cultures. This includes cultivating an appreciation for culinary offerings from different cultures and showcasing a deep respect for international food diversity.

Learning outcomes:

- preserves and contributes to family food traditions through active participation in celebrations and passing on cultural dishes and family recipes
- embraces diverse culinary traditions, recognising and respecting the richness of various food cultures
- cultivates a genuine appreciation for the culinary offerings of diverse cultures, fostering an inclusive and open-minded attitude towards international cuisines
- demonstrates the ability to access and prepare foods specific to one's cultural heritage
- actively participates in and contributes to culinary education initiatives that promote cultural diversity and appreciation
- shares knowledge about different cuisines, contributing to a broader understanding of international culinary traditions within the community

B.2. GASTRONOMIC EXPLORATION

- embracing a willingness to savour various new and diverse culinary experiences (openness to new and varied foods)
- finding pleasure in the preparation and consumption of unfamiliar dishes

DESCRIPTOR: Individuals in this context show readiness to explore various new and diverse culinary experiences, showcasing an openness to new and varied foods. They enjoy preparing and consuming unfamiliar dishes, demonstrating a curiosity and adventurous spirit in exploring the vast spectrum of world cuisine.

Learning outcomes:

- demonstrates a willingness to explore and savour various new and diverse culinary experiences, showcasing openness to novel and varied foods
- finds pleasure in preparing and consuming unfamiliar dishes, actively seeking opportunities to expand one's culinary palate
- demonstrates cultural sensitivity and respect in researching and appreciating diverse culinary traditions
- promotes inclusivity and openness in culinary preferences, encouraging diversity and accepting attitude toward various food choices and traditions
- engages in cross-cultural culinary experiences with an understanding of and respect for the cultural contexts and significance attached to different foods

B.3. BUILDING CONNECTIONS AROUND THE TABLE

- appreciating the act of eating/sharing food with others
- treasuring the significance of daily family dining experiences (everyday family meals)
- appreciating the practice of cooking collaboratively (preparing food together)
- placing value on preparing food (meals) for others

DESCRIPTOR: This dimension involves appreciating the act of eating and sharing food with others. It extends to treasuring the significance of daily family dining experiences, making everyday family meals a focal point of connection. Additionally, individuals with this competency value the practice of cooking collaboratively, emphasising the joy of preparing food together. Moreover, they place a high value on preparing food for personal enjoyment but also for the communal experience it creates, fostering a sense of togetherness and acknowledging the significance of cooking and sharing meals with/for others.

Learning outcomes:

- appreciates the social act of eating and sharing food with others, recognising its significance in building connections and fostering relationships
- values daily family meals and understands the importance of shared meals in family bonds
- appreciates and engages in collaborative cooking practices, fostering a sense of togetherness through joint food preparing
- recognises the intrinsic value of preparing and sharing meals with others, contributing to a sense of community and shared joy around the table





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Pillar 2: Community-oriented and food economy skills

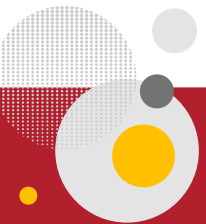
Competences:

- 2.1. Networking skills and knowledge of local food resilience
- 2.2. Local market and small business support
- 2.3. Grocery store navigation skills
- 2.4. Food budget management and meal planning skills

Dimension:

– Loyalty to local - supporting local vendors and economies, navigating local food landscapes for nutritional wealth and culinary economics –

This competence area, embedded in Pillar 2, reflects a commitment to local loyalty, emphasising the support for local vendors and economies. Individuals with these skills navigate local food landscapes, considering nutritional richness and culinary economics.



2.1. NETWORKING SKILLS AND KNOWLEDGE OF LOCAL FOOD RESILIENCE

- recognising the significance of local foods in fostering community well-being
- appreciating and valuing the role of local food by protecting and caring for local food systems lovingly (knowledge of local food systems)
- understanding food supply chains (knowledge of local food supply chains) - production and distribution systems (farming, harvesting, shipping, processing, marketing and distribution)
- understanding the importance of supporting businesses that prioritise local sourcing

DESCRIPTOR: Individuals with this competency recognise the profound impact of local foods on community well-being. They appreciate and value local food systems, actively engaging in protecting and caring for them. They know local food supply chains, understanding the intricate production and distribution systems, from farming and harvesting to processing, marketing, and distribution. These individuals also comprehend the importance of supporting businesses prioritising local sourcing, contributing to the resilience of local food networks.

Learning outcomes:

- recognises and articulates the significance of local foods in fostering community well-being and resilience
- appreciates and values the role of locally sourced food by actively cherishing local connections and community food networks (local food systems)
- demonstrates knowledge of the functioning of local food supply chains (including production, transport, processing, marketing and distribution)
- acknowledges the importance of supporting businesses that prioritise local sourcing for sustainable and resilient community food system

- actively participates in or initiates community programs that align with the principles of supporting local food initiatives, contributing to the overall economic and nutritional wealth of the community
- collaborates with businesses, organisations and community members to strengthen local food systems and promote food resilience

2.2. LOCAL MARKET AND SMALL BUSINESS SUPPORT

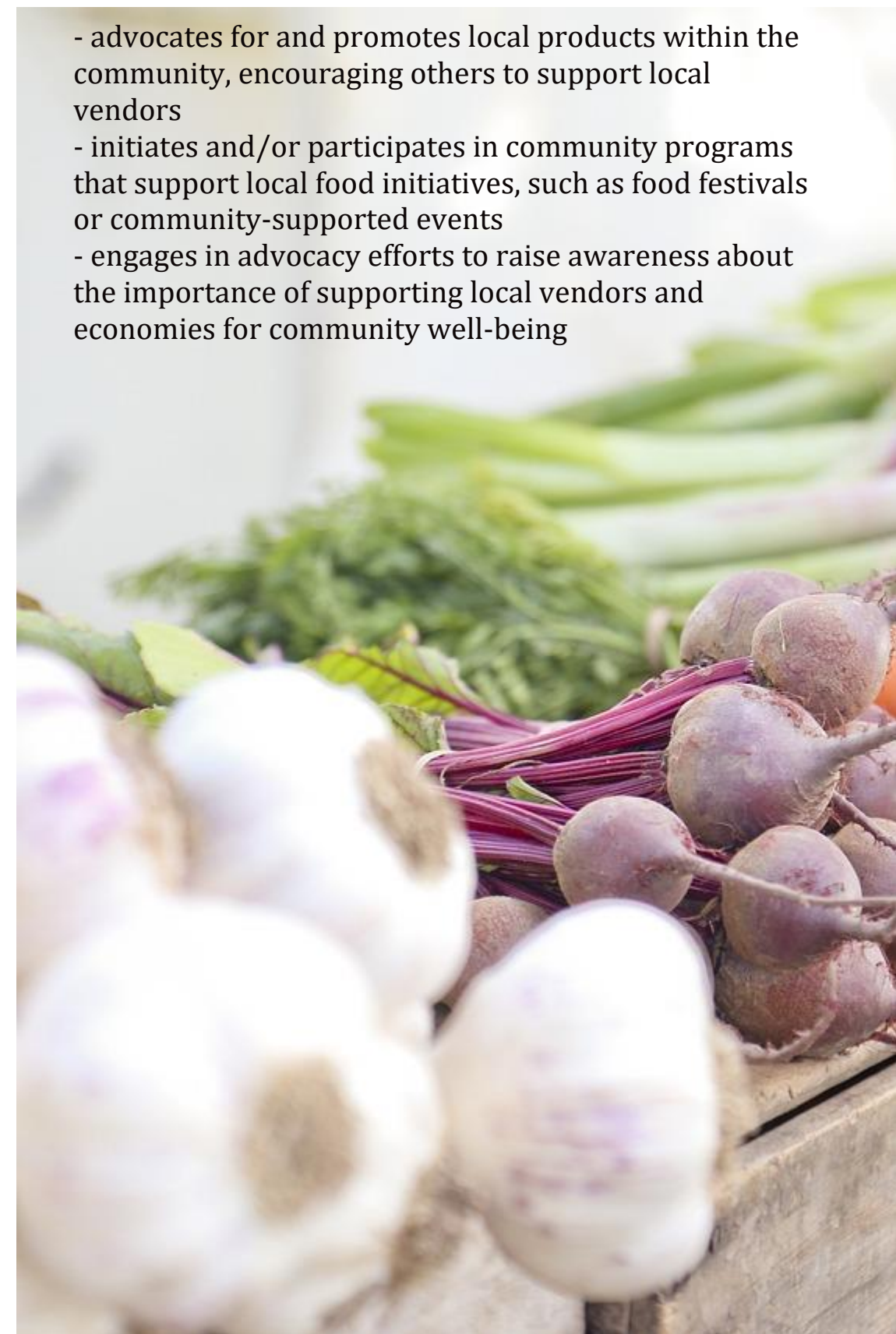
- regularly participating in local farmers' markets and other markets that feature locally produced goods
- prioritising purchasing from local, independent food businesses to contribute to the local economy
- being able to advocate for and promote local products within the community, encouraging others to support local vendors
- being able to initiate and/or participate in community programs that support local food initiatives, such as food festivals or community-supported events

DESCRIPTOR: Individuals skilled in this area regularly participate in local farmers' markets and other venues featuring locally produced goods. They prioritise purchasing from local, independent food businesses, actively contributing to the local economy. Also, they possess advocacy skills, encouraging and inspiring others in the community to support local vendors. Initiating or participating in community programs that promote local food initiatives, such as food festivals or community-supported events, is also part of their repertoire.

Learning outcomes:

- actively participates in local farmers' markets and other markets featuring locally produced goods
- prioritises purchasing from local, independent food businesses to contribute to the local economy

- advocates for and promotes local products within the community, encouraging others to support local vendors
- initiates and/or participates in community programs that support local food initiatives, such as food festivals or community-supported events
- engages in advocacy efforts to raise awareness about the importance of supporting local vendors and economies for community well-being





2.3. GROCERY STORE NAVIGATION SKILLS

- being able to interpret and understand information on food labels (reading food labels) to make informed choices
- capability to evaluate and select nutritious food items (by interpreting food labels and packaging) to make healthy choices
- skill in assessing and comparing food costs for economic decision-making

DESCRIPTOR: This dimension involves the ability to interpret and understand information on food labels for informed choices. These individuals can evaluate and select nutritious foods by interpreting food labels and packaging, ensuring that choices align with health goals. Additionally, they exhibit skill in assessing and comparing food costs and making economically sound decisions during grocery store visits.

Learning outcomes:

- demonstrates effective navigation of the grocery store for health-conscious and budget-friendly food choices
- interprets and understands information on food labels, making informed choices based on nutritional considerations
- assesses and selects nutritious food items by interpreting food labels and packaging, ensuring healthy choices
- assesses and compares food costs for economic decision-making while considering nutritional value

2.4. FOOD BUDGET MANAGEMENT AND MEAL PLANNING SKILLS

- basic skills in planning and managing a food budget
- competence in formulating a budget dedicated to food expenditures
- being able to choose healthy food while sticking to a budget
- being able to plan simple and balanced meals for the day or week

DESCRIPTOR: People with this competency showcase basic skills in planning and managing a food budget. They are competent in formulating budgets dedicated to food expenditures and able to make healthy food choices while adhering to financial constraints. These individuals can plan simple and balanced meals for daily or weekly consumption, integrating health and economic considerations into their meal-planning strategies.

Learning outcomes:

- demonstrates basic skills in planning and managing a food budget effectively
- demonstrates competence in formulating a budget dedicated to food expenditures, balancing nutrition and cost considerations
- chooses healthy food options while adhering to a budget, ensuring a balance between nutritional value and affordability
- plans simple and balanced meals for the day or week, considering nutritional needs and economic constraints



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Category C: Culinary skills and creativity

Competences:

C.1. Culinary skills

C.2. Food safety knowledge

C.3. Culinary innovativeness and creativity in the kitchen

C.4. Culinary skills in a digital and tech-savvy sense

Dimension:

– Gastronomic wanderings through varied tastes and shared culinary joy - savouring a symphony of flavours – Nestled within Category C, this competence area embodies a gastronomic journey, celebrating diverse tastes and fostering shared culinary joy. Individuals with these skills savour a symphony of flavours, demonstrating ability in various culinary dimensions.

C.1. CULINARY SKILLS

- knowledge of basic cooking techniques and preparation of simple meals
- skills in making dishes using basic ingredients
- competence in using basic kitchen equipment, apparatus, tools and utensils
- capacity to strategise meals in advance (plan for food/meals ahead of time)
- being able to read/follow a recipe (comprehend and execute recipes)
- skill in preparing and cooking food with and for others

DESCRIPTOR: This dimension encompasses a knowledge base of basic cooking techniques and the preparation of simple meals. Individuals show skills in preparing dishes using fundamental ingredients, along with competence in handling basic kitchen equipment, apparatus, tools, and utensils. They can strategically plan meals in advance, understand and apply recipes and demonstrate skill in preparing and cooking food individually and collaboratively with others.

Learning outcomes:

- demonstrates knowledge of basic cooking techniques and the preparation of simple meals
- demonstrates skills in making dishes using basic ingredients effectively
- competently uses basic kitchen equipment, apparatus, tools, and utensils
- shows the capacity to strategise meals in advance, planning food and meals ahead of time
- follows and implements recipes with precision
- showcases skill in preparing and cooking food, both independently and collaboratively with others

C.2. FOOD SAFETY KNOWLEDGE

- basic understanding of safe food handling, storage and hygiene practices
- grasping the potential risks related to the storage and preparation of food
- knowledge about hygienic practices in handling food

DESCRIPTOR: People possessing this competency demonstrate a fundamental understanding of safe food handling, storage and hygiene practices. They grasp potential risks associated with food storage and preparation, showcasing knowledge of hygienic food handling practices to ensure safety and quality in culinary endeavours.

Learning outcomes:

- possesses a basic understanding of safe food handling, storage, and hygiene practices
- identifies and seizes potential risks related to the storage and preparation of food
- applies knowledge about hygienic practices in the handling and preparation of food

C.3. CULINARY INNOVATIVENESS AND CREATIVITY IN THE KITCHEN

- being able to adapt recipes based on dietary restrictions, preferences or ingredient availability
- understanding complementary flavours and experimenting with various herbs, spices and seasonings (flavour pairing)
- being able to explore new cooking methods, ingredient combinations and unique recipes
- knowledge of global cuisine and skill in preparing dishes from various international cuisines, showcasing culinary diversity

- skill in presenting dishes aesthetically, considering colour, texture and arrangement (food presentation)



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DESCRIPTOR: Individuals skilled in this area showcase adaptability in modifying recipes based on dietary restrictions, preferences or ingredient availability. They demonstrate an understanding of complementary flavours, experimenting with various herbs, spices and seasonings through the art of flavour pairing. They explore new cooking methods, ingredient combinations, and unique recipes, presenting knowledge of world cuisine and the ability to prepare dishes from various international culinary traditions. Their skill extends to presenting dishes aesthetically, considering colour, texture, and arrangement – an art known as food presentation.

Learning outcomes:

- adjusts recipes based on dietary restrictions, preferences or ingredient availability
- demonstrates understanding of complementary flavours, experimenting with various herbs, spices, and seasonings (flavour pairing)
- explores new cooking methods, ingredient combinations and unique recipes
- demonstrates knowledge of world cuisine and skills to prepare dishes from various international culinary traditions, showcasing culinary diversity
- presents dishes aesthetically, considering colour, texture and arrangement (food presentation)

C.4. CULINARY SKILLS IN A DIGITAL AND TECH-SAVVY SENSE

- being able to use technology to access reliable/credible nutrition information
- being able to leverage technology to discover suitable recipes
- skill in utilising meal planning apps to organise shopping lists, track nutrition and reduce food waste
- skills in participating in online communities or forums to share recipes, cooking tips and support

- efficiently using digital tools to organise, store and share favourite recipes (digital recipe management)
- skill in capturing appealing food photos for sharing on social media or personal documentation
- being able to operate smart kitchen appliances and technology for efficient and sustainable cooking

DESCRIPTOR: This dimension involves the integration of culinary skills with digital and technological proficiency. Individuals competent in this area can use technology to access reliable and credible nutrition information. They leverage technology to discover suitable recipes and skillfully utilise meal planning apps for organising shopping lists, tracking nutrition, and reducing food waste. Additionally, they actively participate in online communities or forums to share recipes, cooking tips, and support, efficiently using digital tools to organise, store, and share favourite recipes. These individuals also showcase the ability to operate smart kitchen appliances and technology, contributing to efficient cooking practices.

Learning outcomes:

- utilise technology to access reliable and credible nutrition information
- leverages technology to discover suitable recipes, considering nutritional needs and preferences
- skillfully uses meal planning apps to organise shopping lists, track nutrition, and reduce food waste
- participates in online communities or forums to share recipes and cooking tips and provide support
- efficiently uses digital tools to organise, store, and share favourite recipes through digital recipe management
- demonstrates the ability to capture appealing food photos for sharing on social media or personal documentation
- operates kitchen appliances and technology for efficient and tech-savvy cooking practices



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Pillar 3: Eco-culinary knowledge and skills

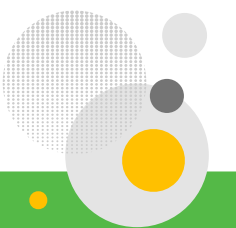
Competences:

- 3.1. Smart shopping practices
- 3.2. Zero-waste cooking
- 3.3. Food preservation skillfulness
- 3.4. Eco-culinary awareness

Dimension:

– Resourceful and waste-free: thriving sustainably, consumption thoughtfully through responsible practices –

Nestled within Pillar 3, this competence area embodies a commitment to resourcefulness and waste reduction, cultivating sustainable and thoughtful consumption practices. Individuals with these skills thrive in eco-culinary practices, contributing to responsible and environmentally conscious approaches to food.





3.1. SMART SHOPPING PRACTICES

- understanding how to effectively plan shopping, minimising overbuying and preventing unnecessary food waste
- incorporating meal planning into purchasing decisions to reduce waste and increase efficiency
- being able to develop strategies to minimise impulse buying and stick to a planned shopping list (reducing impulse purchases)

DESCRIPTOR: Individuals versed in this dimension understand the complexities of effective shopping planning, minimising overbuying and preventing unnecessary food waste. They smoothly incorporate meal planning into purchasing decisions, reducing waste and enhancing efficiency. Also, they develop strategies to minimise impulse buying, showcasing discipline in adhering to planned shopping lists and reducing impulse purchases.

Learning outcomes:

- understands effective shopping planning, minimising overbuying, and preventing unnecessary food waste
- incorporates meal planning into purchasing decisions to reduce waste and increase efficiency
- develops strategies to minimise impulse buying and adhere to a planned shopping list, thereby reducing impulse purchases

3.2. ZERO-WASTE COOKING

- selecting and preparing food that contributes to sustainable eating practices
- being able to incorporate zero-waste principles into cooking, utilising ingredients fully to minimise food waste
- understanding composting methods for responsible disposal of kitchen scraps and food leftovers and reducing landfill waste

DESCRIPTOR: Individuals adept in zero-waste cooking select and prepare food aligning with sustainable eating practices. They skillfully incorporate zero-waste principles into cooking, utilising ingredients fully to minimise food waste. Additionally, they understand composting methods for the responsible disposal of kitchen scraps and food leftovers, actively contributing to reducing landfill waste.

Learning outcomes:

- selects and prepares food that contributes to sustainable eating practices
- incorporates zero-waste principles into cooking, utilising ingredients fully to minimise food waste
- apprehends composting methods for the responsible disposal of kitchen scraps and food leftovers, contributing to reducing landfill waste

3.3. FOOD PRESERVATION SKILLFULNESS

- knowledge about proper storage methods to maintain food freshness (basic food storage)
- skills in food preservation techniques, such as canning, pickling and freezing, to reduce food waste
- skill in stocking the pantry with essential ingredients

DESCRIPTOR: People with skills in food preservation demonstrate knowledge about proper storage methods to maintain food freshness. They showcase skills in various food preservation techniques, such as canning, pickling, and freezing, effectively reducing food waste. These individuals are adept at stocking the pantry with essential ingredients, ensuring a well-prepared and resourceful approach to culinary pursuits.

Learning outcomes:

- possesses knowledge about proper storage methods to maintain food freshness (basic food storage)



- demonstrates skills in food preservation techniques (techniques for food freshness and longevity) such as canning, pickling, drying and freezing to reduce food waste
- demonstrates skill in stocking the pantry with essential ingredients, contributing to effective food storage practices

3.4. ECO-CULINARY AWARENESS

- being able to think critically about the connection between food origin and sustainability
- understanding the environmental repercussions of food production
- recognising the consequences of food waste
- grasping ways in which food systems can achieve greater sustainability and equity
- being able to share knowledge about the environmental and economic benefits of supporting local food, inspiring others to adopt sustainable practices

DESCRIPTOR: This dimension involves critical thinking about the connection between food origin and sustainability. Individuals demonstrate an understanding of the environmental repercussions of food production and recognise the consequences of food waste. They grasp ways in which food systems can achieve greater sustainability and equity. Also, they share knowledge about the environmental and economic benefits of supporting local food, inspiring others to adopt responsible practices and contribute to more eco-conscious culinary activities.

Learning outcomes:

- comprehends elements of environmentally responsible food systems (aspects of sustainable food systems)
- thinks critically about the connection between food origin and sustainability

- understands the environmental repercussions of food production and consumption
- recognises the consequences of food waste and its impact on the environment
- grasps ways in which food systems can achieve greater sustainability and equity
- shares knowledge about the environmental and economic benefits of supporting local food, inspiring others to adopt sustainable practices



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Category D: Socially conscious access to food (equality, justice and influence)

Competences:

- D.1. Awareness of fairness and social justice in the food system
- D.2. Community engagement and advocacy skills



Dimension:

– Voices for the future of food through advocacy and engagement –

Classified within Category D, this competence area is focused on fostering socially conscious approaches to food, emphasising equality, justice, and advocacy. Individuals who know these skills act as vocal proponents for the future of food, engaging in meaningful advocacy efforts. Also, this incorporates socially inclusive practices and activation of critical thinking and problem-solving skills.

D.1. AWARENESS OF FAIRNESS AND SOCIAL JUSTICE IN THE FOOD SYSTEM

- understanding issues of food inequality (food justice awareness)
- grasping challenges related to food security on individual, community and global scales
- recognising ethical dilemmas in food production
- comprehending the social justice implications associated with food choices

DESCRIPTOR: Individuals possessing this awareness demonstrate a keen understanding of issues related to food inequality, spanning from local to global scales. They grasp challenges surrounding food security at individual and societal levels. Also, they recognise ethical dilemmas within food production and comprehend the social justice implications associated with particular food choices.

Learning outcomes:

- demonstrates awareness of food inequality issues at local, national and global levels and grasps social justice concerns in the food system and influence of food corporations and lobbying interests
- applies critical thinking skills to analyse complex issues related to food inequality, social justice, food security and ethical considerations within food production
- understands the multifaceted challenges related to food security on the individual, community and global scales
- recognises ethical dilemmas embedded in food production processes
- grasps the social justice implications associated with individual food choices

D.2. COMMUNITY ENGAGEMENT AND ADVOCACY SKILLS

- embracing a willingness to support or join in programs that promote food education in schools or community centres (food education programs)
- embracing a willingness to participate in community cooking classes, workshops or initiatives that promote shared culinary experiences
- being able to share knowledge and experiences related to food literacy through blogging or social media to influence positive food choices (food blogging or social media influence)
- knowledge of local and national food policies and involvement in advocacy for sustainable and equitable food systems (food policy advocacy)
- being able to advocate for access to healthy, affordable food for all

DESCRIPTOR: This dimension involves a proactive engagement with various community-driven initiatives and advocacy efforts to shape the future of food. Individuals with these skills demonstrate readiness to support or join programs promoting food education in schools or community centres. They actively participate in community cooking classes, workshops, and initiatives that foster shared culinary experiences. Additionally, they leverage their knowledge and experiences to influence positive food choices through platforms like blogging or social media. These individuals exhibit a profound understanding of local and national food policies, actively engaging in advocacy for sustainable and equitable food systems. Their advocacy extends to championing access to healthy, affordable food for all, embodying a commitment to creating just and inclusive food for the future.

Learning outcomes:

- actively supports and participates in educational programs fostering food literacy in schools and community centres, engaging and advocating for community well-being
- promotes inclusive practices within the community to ensure access to food education and shared culinary experiences for all
- enthusiastically engages in community initiatives, contributing to shared culinary experiences
- skillfully uses digital platforms such as blogging or social media to share knowledge, valuable insights and experiences, positively influencing food choices
- communicates and disseminates knowledge about food justice, fairness, inclusive and equitable food systems
- upholds the values of social responsibility, equity and justice in all aspects of engagement with the food system and inspires and influences others to adopt socially conscious practices
- demonstrates awareness and knowledge of local and national food policies, actively advocating for sustainable and equitable food systems
- champions universal access to healthy, affordable food options for all community members, actively participating in advocacy efforts
- demonstrates ethical and responsible citizenship by actively participating in initiatives that contribute to inclusive, fair and just access to food





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Section 3

The FL4LF Competency Table provides a conceptual reference model applicable to various objectives within lifelong learning. It can be used for:

- raising awareness about the significance of learning for food literacy
- designing learning opportunities to cultivate food literacy competencies
- assessing one's support for learners in developing food literacy skills



CONSIDERATIONS – WAYS FORWARD

It is highly recommended to use the FL4LF Competency Table in conjunction with other components of the Community-based Food Literacy Learning Model for adults:

- * Guide – Community-based Food Literacy Learning Model and how to support multi-vulnerable adults
- * Toolkit – a collection of 20 workshop scenarios

The combined use of all components of the Community-based Food Literacy Learning Model for adults ensures a comprehensive learning experience, so learners gain theoretical knowledge and benefit from practical applications and tailored scenarios that address the unique challenges faced by multi-vulnerable adults.

By combining the FL4LF Competency Table, guide and toolkit, educators can create a dynamic, impactful and inclusive food literacy education program that empowers individuals and communities to make informed and sustainable choices in their food practices.

Another important segment is the flexibility offered by the Food Literacy Competency Framework, ensuring its applicability across diverse learning settings. Following this feature, tailoring the framework to learners' needs, backgrounds, and contexts is highly recommended.



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Anticipated users of the FL4LF Competency Table encompass a range of potential stakeholders, each of whom could find value in its application for distinct purposes:

- Education and training providers (formal or non-formal) can shape their offerings at different education levels using the FL4LF Competency Table
 - Initial teacher training and continued professional development providers may refer to it to prepare educators for teaching food literacy competencies
 - Assessment and certification services can generate new certificates acknowledging competencies outlined in the FL4LF Competency Table
 - Research bodies may leverage the FL4LF Competency Table for empirical research on how framework impacts educational outcomes or to identify effective pedagogies for developing food literacy competencies
 - National, regional and local policymakers may incorporate the framework into policies and work programs aimed at advancing learning for food literacy
- These examples demonstrate the diverse potential uses of the framework, with its adoption contingent on relevance and usefulness for each stakeholder group.

Key considerations include determining pedagogies and incorporating learning outcomes into them. Experiential learning is essential to stimulate a change in mindset and shift in behaviour patterns - many practices can be effectively communicated through this form of learning. Also, teaching methods integrating digital technologies can enhance competency acquisition.

Effective pedagogical practices that can be influential in developing the competencies set out in the FL4LF Competency Table include:

- active learning
- student-centred approaches, transformative (situated) learning contexts
- gamification
- role plays, experimental games, simulations
- online or blended learning
- project-based learning
- outdoor approaches
- cooperation or collaborative approaches



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Appendices

Appendix 1

The evaluation questionnaires are helpful tools for educators to continuously enhance food literacy education initiatives and ensure they align with the competencies outlined in the FL4LF framework. In this appendix, proposals for two models of evolutionary questionnaires are attached, which can be adapted according to the needs, learning objectives and the specific program.

The evaluation questionnaires (pre- and post-) attached to the FL4LF Competency Table serve as tools to assess learners' knowledge, skills, and attitudes related to food literacy before and after participating in educational programs or activities based on the competency framework.

PURPOSE

Pre-evaluation questionnaire is administered before educational intervention, aiming to understand learners' baseline knowledge, skills and attitudes of food literacy. It helps educators identify areas of strength and weakness in learners' understanding. Post-evaluation is applied to assess the program's impact on learners' food literacy and helps measure the effectiveness of the educational initiative in enhancing knowledge, skills, and attitudes.

RECOMMENDATIONS FOR USE

Pre-evaluation

- ↳ Administer the pre-evaluation questionnaire to learners before beginning any food literacy education program.
- ↳ Use the results to tailor the educational content to address specific gaps or areas of limited understanding among participants.
- ↳ Consider anonymising responses to encourage honest and accurate self-assessment by learners.
- ↳ Use the pre-evaluation data to set realistic learning objectives for the program.

Post-evaluation

- ↳ At the end of the educational program, conduct a post-evaluation questionnaire.
- ↳ Compare the post-evaluation results with pre-evaluation data to assess the program's impact on learners' food literacy.
- ↳ Gather qualitative feedback to understand learners' experiences during the program and areas where they feel more confident or still require support.
- ↳ Analyse the data to refine future iterations of the program and identify areas for continuous improvement.

ADDITIONAL TIPS

Longitudinal Assessment

- ↳ Consider implementing the questionnaires longitudinally to track learners' progress over time.
- ↳ Use the longitudinal data to evaluate the sustained impact of the educational intervention on participants' food literacy competencies.

Feedback Loop

- ↳ Establish a feedback loop where insights from the evaluation questionnaires inform ongoing curriculum development and instructional strategies.
- ↳ Encourage open communication with learners, allowing them to express their needs and preferences for effective food literacy education.



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PRE-EVALUATION QUESTIONNAIRE

Introduction:

Thank you for participating in this evaluation. This questionnaire intends to assess your knowledge and skills in various food literacy competencies. Please answer the questions to the best of your ability. Your responses will help us understand your current competencies and evaluate any changes after you complete the program.

Section 1: Basic food-related competencies (Category A)

1. How would you rate your understanding of essential nutrients and their roles in the body?

Very Low / Low / Moderate / High / Very High

2. To what extent are you familiar with diverse dietary preferences and nutritional claims about food?

Not Familiar / Somewhat Familiar / Moderately Familiar / Very Familiar / Extremely Familiar

Section 2: appreciation of culinary diversity (Category B)

3. How open are you to trying new and varied foods from different cultures?

Not Open / Somewhat Open / Moderately Open / Very Open / Extremely Open

4. To what extent do you currently appreciate the significance of daily family dining experiences?

Not Appreciated / Somewhat Appreciated / Moderately Appreciated / Very Appreciated / Extremely Appreciated

Section 3: Community-oriented and food economy skills (Pillar 2)

5. How knowledgeable are you about local food systems and supply chains?

Not Knowledgeable / Somewhat Knowledgeable / Moderately Knowledgeable / Very Knowledgeable / Extremely Knowledgeable

6. To what extent do you currently participate in local farmers' markets or support local businesses?

Not at All / Rarely / Occasionally / Frequently / Always

Section 4: Culinary skills and creativity (Category D)

7. How would you rate your current culinary skills in terms of basic cooking techniques and meal preparation?

Novice / Beginner / Intermediate / Advanced / Expert

8. Are you familiar with safe food handling, storage, and hygiene practices?

Not Familiar / Somewhat Familiar / Moderately Familiar / Very Familiar / Extremely Familiar

Section 5: Eco-culinary knowledge and skills (Pillar 3)

9. How mindful are you of minimising food waste in your current cooking practices?

Not Mindful / Somewhat Mindful / Moderately Mindful / Very Mindful / Extremely Mindful

10. Do you currently incorporate zero-waste principles into your cooking and food consumption?

Not at All / Rarely / Occasionally / Frequently / Always

Conclusion:

Thank you for completing this pre-evaluation questionnaire. Your responses will help us assess the program's impact on your knowledge and skills in various food literacy competencies.



POST-EVALUATION QUESTIONNAIRE

Introduction:

Thank you for participating in this evaluation. This questionnaire intends to assess your knowledge and skills in various food literacy competencies. Please answer the questions to the best of your ability. Your responses will help us understand your current competencies and evaluate any changes after you complete the program.

Section 1: Basic food-related competencies (Category A)

1. How would you rate your knowledge of nutrition and health literacy after completing the program?

Very Low / Low / Moderate / High / Very High

2. Have your perceptions about the correlation between dietary choices and overall well-being changed since participating in the program?

Somewhat / No / Yes

Section 2: Appreciation of culinary diversity (Category B)

3. Have you gained a greater appreciation for different culinary traditions and offerings from various cultures?

Somewhat / No / Yes

4. How has your openness to trying new and varied foods changed since participating in the program?

Decreased / No Change / Increased

Section 3: Community-oriented and food economy skills (Pillar 2)

5. How has your understanding of local food systems and the importance of supporting local businesses changed?

Decreased / No Change / Increased

6. Have you actively participated in any community programs supporting local food initiatives since the program?

No / Planning to / Yes

Section 4: Culinary skills and creativity (Category D)

7. How confident are you in adapting recipes based on dietary restrictions or experimenting with new cooking methods?

Not Confident / Somewhat Confident / Moderately Confident / Very Confident / Extremely Confident

8. Have your food safety practices improved since participating in the program?

Not Applicable / Stayed the Same / Improved

Section 5: Eco-culinary knowledge and skills (Pillar 3)

9. How has your awareness of the environmental repercussions of food production changed?

Decreased / No Change / Increased

10. Have you adopted any new strategies for minimising food waste since participating in the program?

Yes / No / Planning to

Conclusion:

Thank you for completing this pre-evaluation questionnaire. Your responses will help us assess the program's impact on your knowledge and skills in various food literacy competencies.



Appendix 2

At the end of the FL4LF Competency Table, this term list provides a reference to terms used within the framework. The appendix aims to enhance clarity and facilitate a shared understanding among stakeholders engaging with the FL4LF Competency Framework for Food Literacy in Adults. A list of terms that offers clarification of the terminology used ensures consistency in communication and interpretation, fostering effective collaboration and implementation. This resource is intended to be a valuable companion, supporting users in navigating the nuanced language of the framework and promoting a harmonised approach to food literacy education and training. Additionally, clarifying terms can facilitate effective communication, learning, and collaboration among stakeholders who need a shared understanding of the terminology used in each domain.

- ABBREVIATIONS USED -

CSA: Community-supported agriculture
 FL4LF: Food Literacy for Local Food

- LIST OF TERMS -

Competence is understood as a set of knowledge, skills and attitudes.

↳ *In this context of the FL4LF framework, competence refers to the pool of knowledge, skills and attitudes related to fostering and adopting food literacy in adults.*

Knowledge as an outcome of learning is the assimilation of theoretical or factual information, constituting facts, principles, theories, and practices in a specific field of work or study.

↳ *In the FL4LF Competency Table: knowledge represents the assimilation of theoretical or factual information related to food literacy, encompassing facts, principles, theories, and practices.*

Skills (whether cognitive or practical) denote the ability to apply knowledge and use know-how to accomplish tasks and solve problems. Cognitive skills involve using logical, intuitive and creative thinking, while practical skills encompass manual dexterity and using various methods, materials, tools and instruments.

↳ *In the FL4LF Competency Table: skills (both cognitive and practical) signify the ability to apply knowledge and use know-how in addressing tasks and solving problems relevant to food literacy.*

Attitudes are the driving forces or motivators behind performance, encompassing values, aspirations, and priorities.

↳ *In the FL4LF Competency Table: attitudes are essential motivators, driving forces behind performance, and embracing values, aspirations, and priorities relevant to food literacy.*

Learning outcomes are statements that delineate what a learner knows, understands and can do after completing a learning experience.

↳ *Within the FL4LF framework, learning outcomes articulate what a learner should know, understand, and be able to do upon completing a food literacy learning program (statements outlining the expected knowledge, understanding, and abilities of learners).*

Transformative learning transcends skill and knowledge acquisition, encouraging reflection on the knowledge acquisition and formation processes. It instils awareness and critical thinking about personal and collective assumptions, leading to transformative changes in thinking, perceptions, beliefs and values, shaping how learners interpret the world around them.

Lifelong learning encompasses activities undertaken throughout life for personal, social, and professional development to expand or improve competencies, knowledge, skills and qualifications.

Formal learning is explicitly designated as learning intentionally pursued, often leading to certification. It occurs in structured and organised environments like educational or training institutions or on the job.

Non-formal learning is integrated into planned activities not explicitly labelled as learning yet offering significant learning experiences. This learning is intentional and typically does not lead to certification.

↳ *Non-formal learning in FL4LF is intentionally embedded in planned activities that might not explicitly bear the label "learning," yet contribute significantly to the learner's food literacy experience leading to certification or non-certification.*

Informal learning arises from everyday activities in work, family or leisure, often unintentional from the learner's perspective because it is not organised or structured.

↳ *Informal learning in FL4LF arises from everyday activities related to food, often unintentional from the learner's perspective, as it lacks organisation or structure.*

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