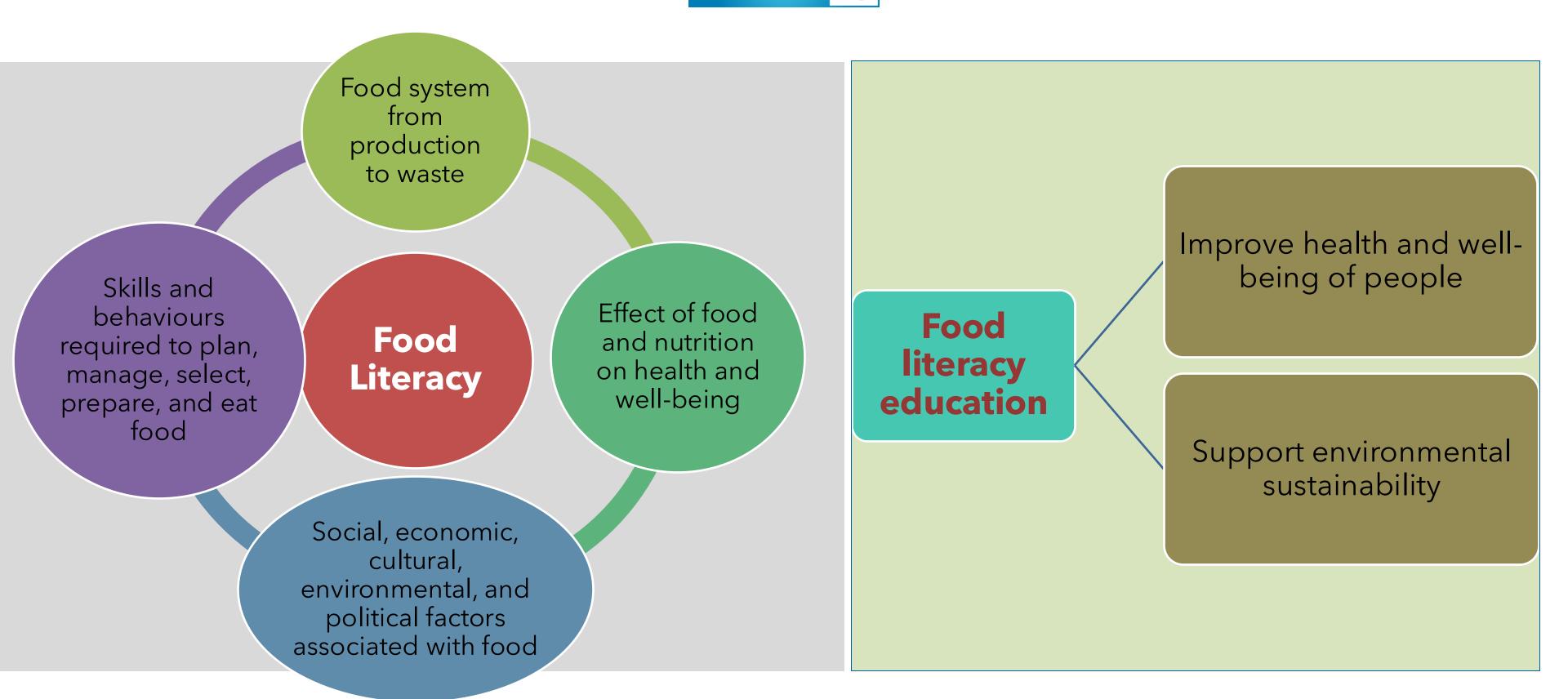
A Socio-Ecological Model for Comprehensive Food Literacy Education in Sri Lankan Secondary Schools



MPS Rathnayake

Department of Nutrition and Dietetics,
Faculty of Livestock Fisheries & Nutrition,
Wayamba University of Sri Lanka





Objective of this study

To develop a comprehensive, theory-driven socio-ecological model with multisectoral input to promote behavior change, enhance school food environments,

and strengthen the food literacy education in Sri Lanka

METHOD

Mixed method study

Curriculum analysis

(to evaluate food literacy content)

Qualitative studies

Interviews/FGD with key stakeholders

Quantitative survey

to assess students food literacy

Quantitative survey

to assess teachers' confidence

RESULTS

Curriculum mapping revealed a stronger knowledge with fewer practical opportunities; Limited exposure due to the optional nature of food literacy-related subjects.

Stakeholders emphasized the importance of multisectoral collaboration and enhancement to school food environments (social and physical environments)

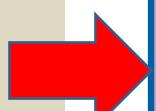
Nearly half the students had moderate food literacy, with stronger knowledge but weaker attitudes and practices

Teachers expressed high confidence in teaching food literacy but noted a need for ongoing training, particularly in emerging technologies

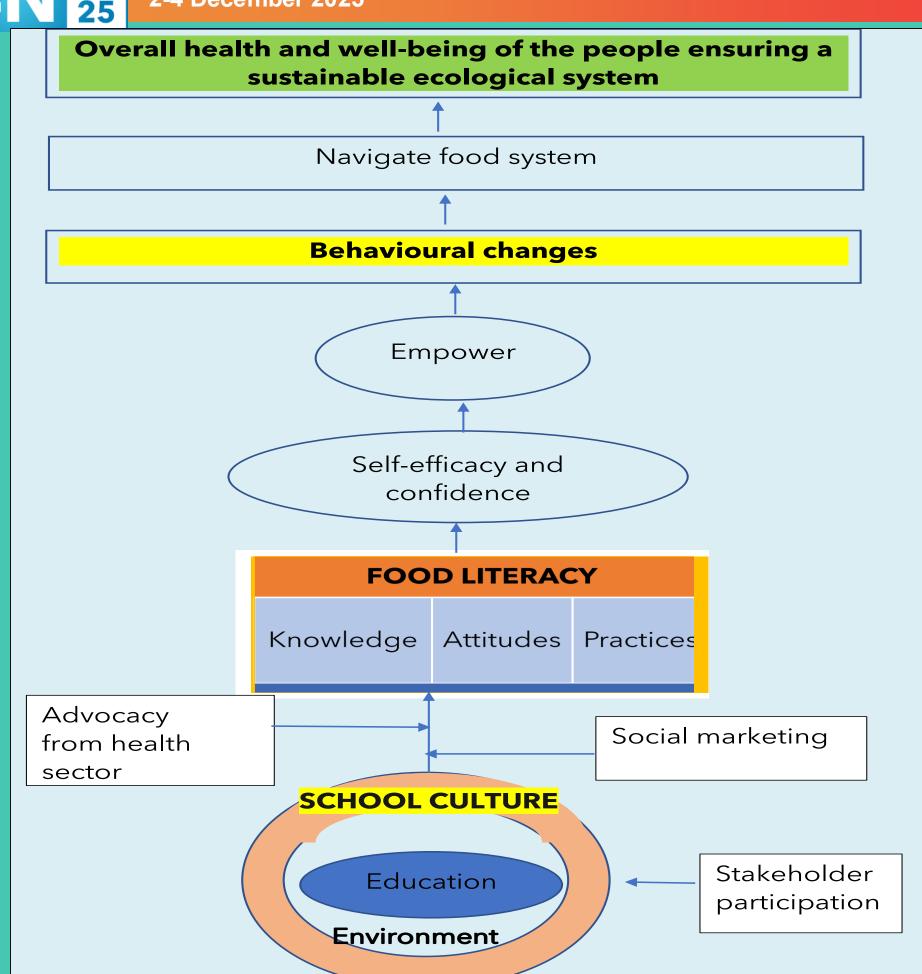
Development of the

addressing gaps in food
literacy education and
school food
environments at
individual, institutional,
and policy levels

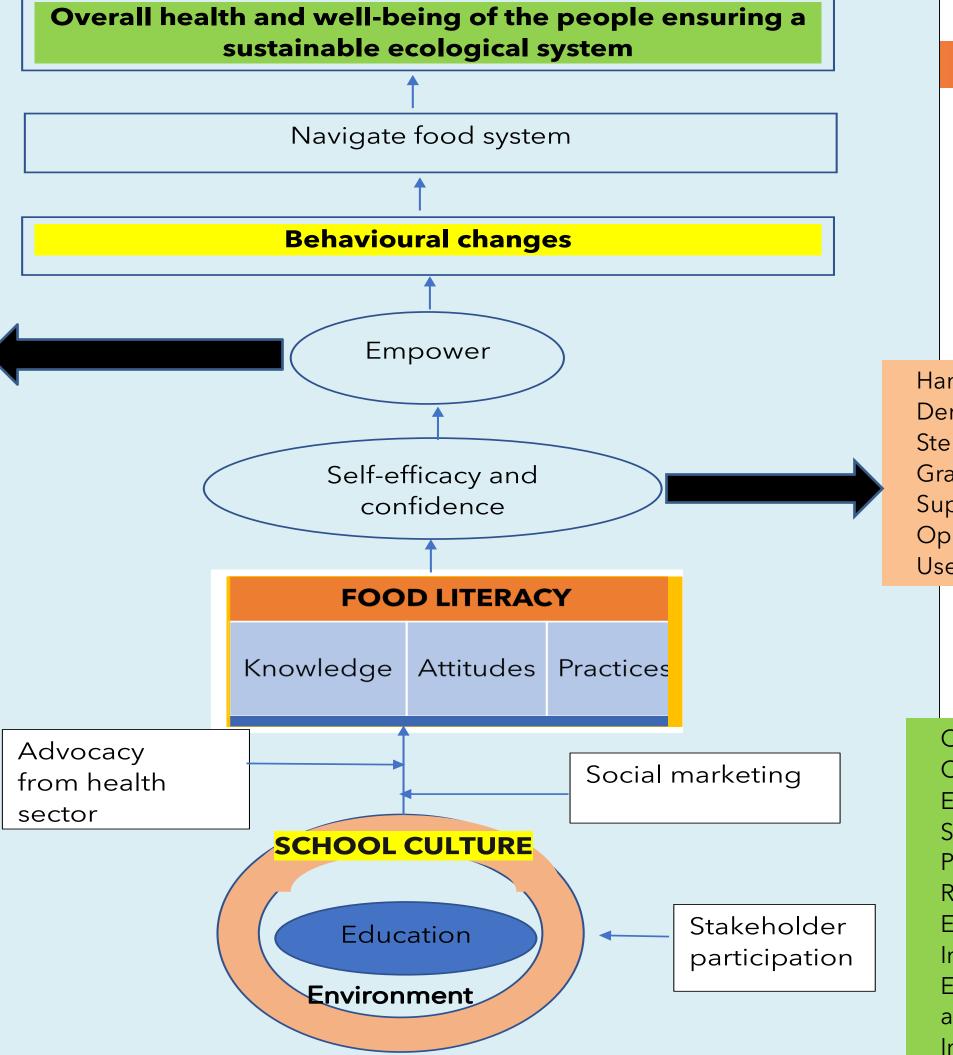
model



Comprehensive food literacy education model with expected outcomes



Student-Led Food or Garden
Activities
Critical Discussion of Food Issues
Inclusion in Canteen or Food Policy
Decisions
Cross-Curricular Integration of Food
Literacy
Leadership Roles in Food-Related
Clubs or Projects
Collaborative Projects and Peer
Learning
Family and Community
Engagement
Goal-Setting and Planning Activities



Hands-On Skill Practice
Demonstrations by Teachers or Peers (Modeling)
Step-by-Step Guidance and Timely Feedback
Gradual Skill Progression
Supportive, Well-Equipped Learning Spaces
Opportunities for Independent Task Completion
Use of Reflection Tools

Curricular integration
Co-curricular activities
Extracurricular events
School regulations and policies
Provides healthy, accessible food options
Reinforces classroom learning
Encourages healthy social norms
Improves visibility of positive food behaviours
Ensures safe, engaging spaces for food activities
Involves families and communities

Implications for scaling and policy

The proposed model offers a scalable, integrated framework to embed food literacy in education by aligning curricula, environments, and policy.

Additional research

While currently proposed, a roadmap for piloting, policy integration, and national scaling will be developed with key stakeholders.

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