

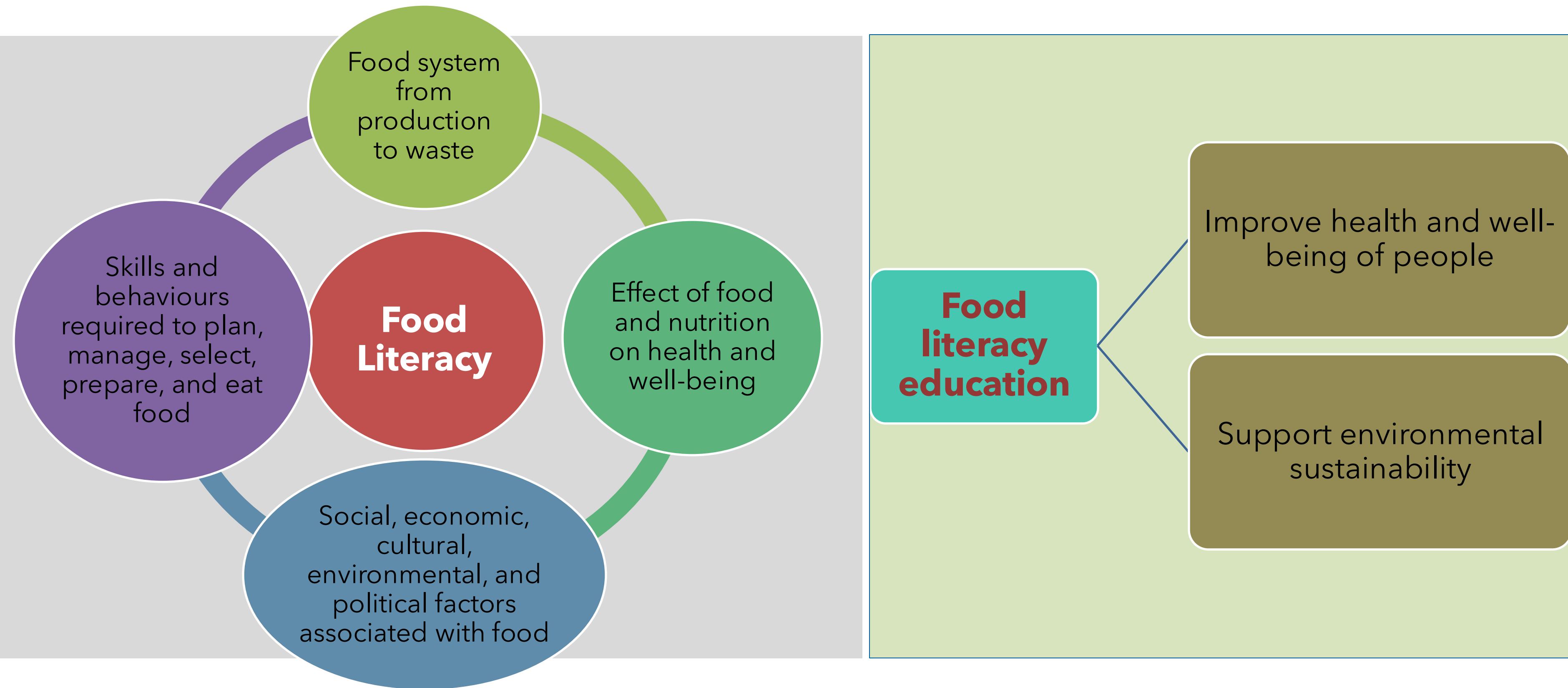
# **A Socio-Ecological Model for Comprehensive Food Literacy Education in Sri Lankan Secondary Schools**



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## 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)

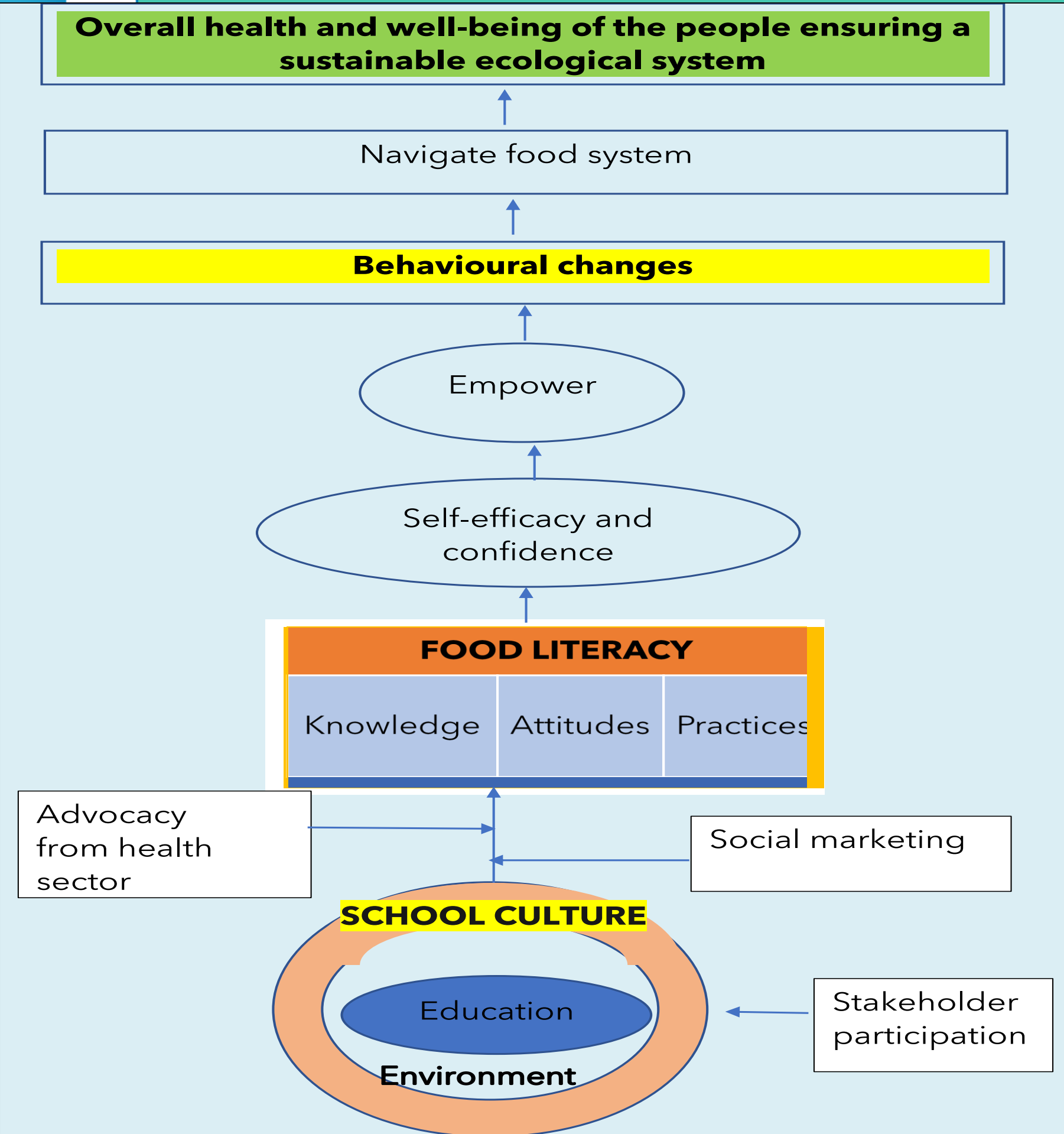
Nearly half the students had moderate food literacy, with stronger knowledge but weaker attitudes and practices

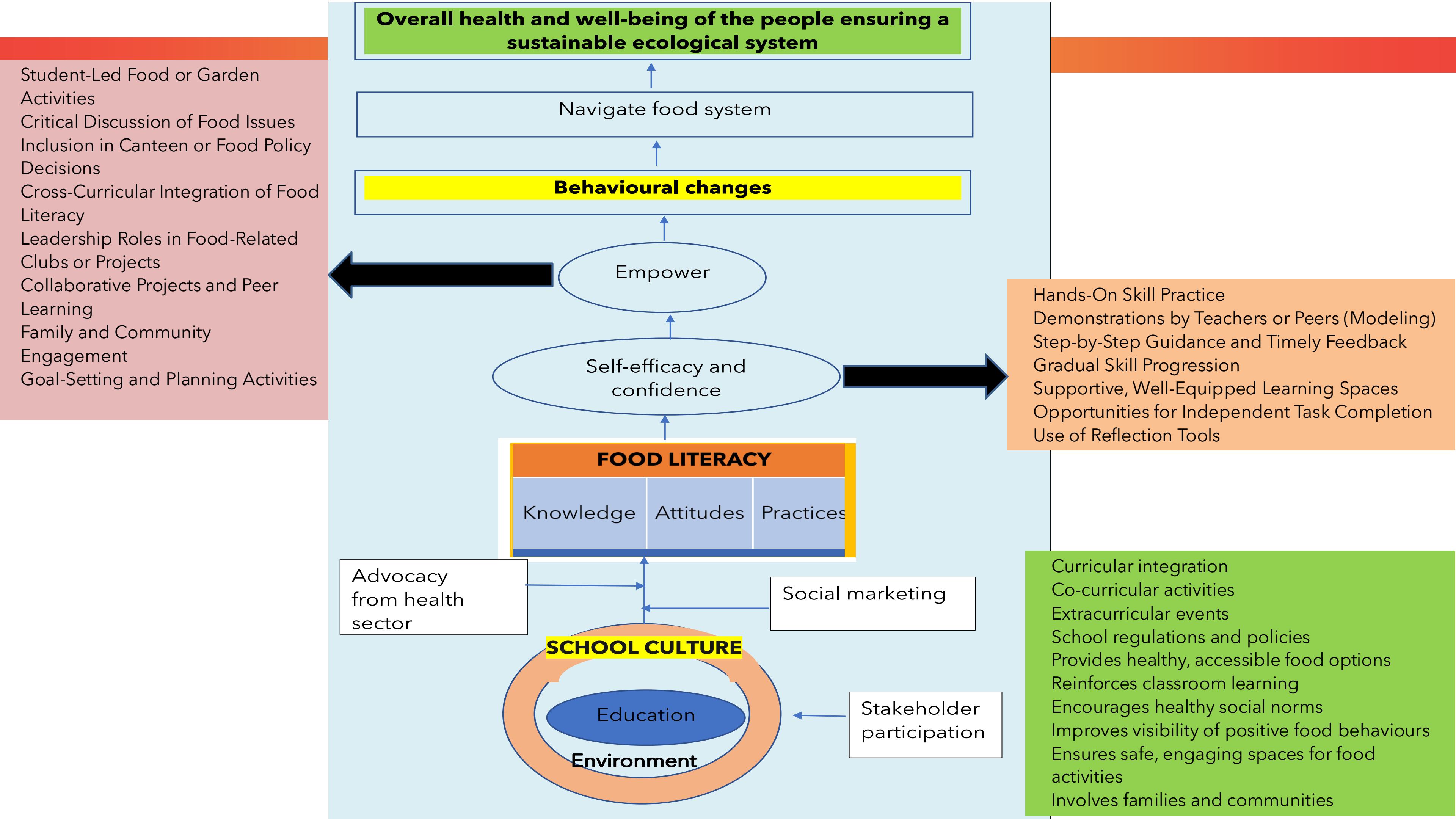
Teachers expressed high confidence in teaching food literacy but noted a need for ongoing training, particularly in emerging technologies

## Development of the model

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

# Comprehensive food literacy education model with expected outcomes





## 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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