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Türkiye food literacy strategy and action plan 2022–2028

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REPUBLIC OF TÜRKİYE
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Türkiye
food literacy strategy
and action plan
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Abbreviations and acronyms

COSI-TUR	Childhood Obesity Surveillance Initiative
EAR/AR or AI	Recommended daily intake (estimated average requirement/average requirement or average intake)
ECU	Edith Cowan University
EFSA	European Food Safety Authority
EWC	Eat Well Campaign
FanLIT	Food and Nutrition Literacy for Educators
FAO	Food and Agriculture Organization of the United Nations
FDA	United States Food and Drug Administration
FL	food literacy
FOPL	Front of Packaging Labeling
FSA	Aoustralya Yetişkin Gıda Okuryazarlığı Programı
FSA	Food Sensations for Adults
HL	health literacy
JMOF	Jamie's Ministry of Food
MoAF	Ministry of Agriculture and Forestry
MoC	Ministry of Commerce
MoCT	Ministry of Culture and Tourism
MoFSS	Ministry of Family and Social Services
MoH	Ministry of Health
MoI	Ministry of Interior
MoNE	Ministry of National Education
NCD	non-communicable diseases
NGOs	non-governmental organizations
OECD	Organisation for Economic Co-operation and Development
OHEA	Ontario Home Economics Association
PAHO	Pan American Health Organization
RTSC	Radio Television Supreme Council
SDGs	Sustainable Development Goals
SRRP	Syrian Refugee Resilience Plan
STEPS	NCD risk factor surveillance
TCPF FAO's	Technical Collaboration Programme
TDA	Türkiye Dietetic Association
TDHS	Türkiye Demographic and Health Survey
TGF	The Good Foundation
TNHS	Türkiye Nutrition and Health Survey
TÜBER	Türkiye Dietary Guideline
TURDEP	Türkiye Diabetes Epidemiology Survey
WHO	World Health Organization

1. Introduction

The global food-policy discourse on sustainability and health identifies healthy nutrition as the solution to malnutrition, with people's food choices important to achieving sustainability goals.

Tackling malnutrition in all its forms – including micronutrient deficiencies, overweight and obesity – is one of the most important global challenges for countries today. According to the latest estimates of the Food and Agriculture Organization of the United Nations (FAO), hunger is on the rise, with about 690 million people chronically malnourished and as many as 130 million people driven to starvation by the COVID-19 pandemic. Two billion people are affected by micronutrient deficiencies, and the number of adults who are overweight or obese continues to increase. This puts them at high risk for non-communicable diseases (NCDs). In summary, more than 3 billion people do not eat healthy diets.

Since 2020, the COVID-19 pandemic has posed serious threats to general economic activities, food security and nutrition, especially for low-income and vulnerable populations. In addition, the pandemic has created more difficulties in accessing nutritious foods, especially for those whose incomes have decreased as food prices and costs have increased.

The biggest obstacle to improving nutrition is the inadequacy of current diets. People experience deficiencies, excesses and imbalances of energy and nutrients that impair their health, growth and development, ultimately leading to malnutrition and premature death. Food systems shape people's diets and nutritional status. It is a complex network of activities that includes production, processing, preparation, storage, distribution, marketing, access, purchasing, consumption, food loss and waste, as well as the outputs of these activities, including their social, economic and environmental consequences.

Food literacy involves using food systems to ensure food intake compatible with nutritional recommendations. It is one of the most important things to consider when evaluating the effectiveness of interventions related to nutrition policy. At the same time, food literacy is shown as an important determinant of health improvement, environmental sustainability and social equality.

At the second International Nutrition Conference (ICN2) in Rome on 19–21 November 2014, "consumer empowerment through evidence-based health, nutrition information and education developed to make informed choices in the consumption of food products" was reaffirmed. In addition, it was decided to "develop sustainable food systems with consistent public policies from production to consumption and in related sectors".

According to the World Health Organization (WHO) European Food and Nutrition Action Plan 2015–2020, consumers need to be empowered and involved in the prevention and treatment of malnutrition and diet-related NCDs, including through an enabling environment of policies to ensure the protection of consumer rights of individuals and communities. Particular attention should be paid to participatory approaches, public participation and benefiting from their support for action on these issues. As a result, these approaches will support individuals, society or consumers to obtain information about food and nutrition, to understand and evaluate the information obtained, to make the right decisions in the light of the information and to convert it into food consumption habits, and to choose and consume appropriate amounts of safe and healthy food.

According to FAO and WHO guidelines on a sustainable healthy diet, it is recommended to promote consumer empowerment and capacity-development strategies for behaviour change, including effective food and nutrition education. It has been stated in different scientific studies that schools are an important environment for food literacy. FAO has developed many guidelines and guidelines for school meals and school nutrition.

Nutrition guidelines are very important tools for food literacy. More than 100 countries around the world have developed food-based dietary guidelines adapted to their nutritional status, food availability, culinary culture, sustainability and eating habits. In addition, countries publish guidelines that are used for consumer education, often in the form of food pyramids and dinner plates. Türkiye's Dietary Guidelines are available and regularly updated.

Consumer awareness is a very important component of food literacy. According to FAO's 2022–2031 Strategic Framework, it increasingly influences the shaping of consumer opinion and behaviour.

However, there is a lot of misinformation about food and nutrition in social media and print media. The fact that people are worried about what foods they should or should not consume, and have difficulty in making the right decision, is due to information pollution.

According to perception studies, one of the main reasons why people believe information presented is that some of the people who transmit this information are from professions considered reliable by society. The fact that these people are accepted as part of the family in TV programmes is also a factor.

A food label refers to the information presented about food and is one of the most important and direct ways of communicating information to the consumer. It is a very important tool for food literacy.

One of the instruments governing the labeling of foods at the European Union (EU) level is Regulation (EU) 1169/2011 on the Provision of Food Information to Consumers. With the “Turkish Food Codex Regulation on Food Labeling and Consumer Information”, which was prepared based on the aforementioned regulation in Türkiye and started to be implemented in 2017, the rules for the identification of food have been determined and nutrition declaration has become mandatory for all foods.

FAO states that consumers have a critical role to play in supporting and promoting sustainable, safe and healthy eating patterns through education, awareness and access to information; they are an integral part of sustainable food systems. In particular, it is recommended to inform consumers through tools such as labelling and nutrition education.

The development of technology, industrialization, increase in economic and social welfare, and increase in education levels, have increased people's interest in food and healthy nutrition. However, incorrect statements made by people who do not have sufficient information on the subject may

confuse the consumer. If the consumer cannot identify correct information, the prevalence of misleading information also increases. All this leads the consumer to make more mistakes when it comes to nutrition.

There are many food and nutrition programmes implemented by relevant ministries in Türkiye. The Protect Food, Protect Your Table campaign, carried out by the Ministry of Agriculture and Forestry (MoAF) and FAO, is the most up-to-date of these programmes. Within this campaign, on 20 May 2020 Türkiye published its National Strategy Document and Action Plan on the Prevention, Reduction and Management of Food Loss and Waste. The scope of Target 1.9 of the action plan is to prevent and reduce food waste at the consumer level by increasing food literacy among all age groups.

In order to expand the studies on food literacy and increase its effectiveness, the food literacy project began implementation in 2021 within the scope of the Turkish Government and FAO Cooperation Project, and the Food Literacy National Strategy and Action Plan was prepared within the scope of the project.

2. Background and rationale

2.1. Food and nutrition status in Türkiye

Non-communicable diseases account for 89 percent of all deaths in Türkiye, and approximately one-fifth of NCDs occur in individuals under the age of 70. In addition, ischemic heart disease (22 percent) and cerebrovascular diseases (15 percent) were shown as the two most common causes of disease-related deaths in Türkiye. In the Türkiye Nutrition and Health Survey (2017), it was stated that cardiovascular diseases were the first cause of all deaths with 47.73 percent.

According to the results of the Türkiye Diabetes Epidemiology Study (TURDEP-I), conducted between 1997 and 1998, the prevalence of type 2 diabetes was 7.2 percent, and the prevalence of impaired glucose tolerance (IGT) was 6.7 percent. In the 2009 TURDEP-II study, 26 499 people aged 20 and over were surveyed throughout the country and it was determined that the prevalence of type 2 diabetes increased significantly (diabetes prevalence 16.5 percent, standardized for age 13.7 percent), and was higher in women (17.2 percent) than men (16 percent). The prevalence of prediabetes is 28.7 percent. Diabetes ranked 8th in the list of the most common causes of death in Türkiye (2.2 percent) according to the Türkiye Nutrition and Health Survey (TNHS), 2017.

Hypertension and excessive salt consumption are important risk factors for NCDs. The Prevalence of Non-Communicable Diseases Risk Factors Household Survey in Türkiye was conducted in 2017 using the WHO Chronic Diseases Surveillance (STEPwise) approach. According to this study, the prevalence of hypertension in individuals aged 15 years and over was 27.7 percent; with daily salt consumption found to be 9.9 g. According to the TNHS 2017, salt consumption was 10.2 g/day in Türkiye.

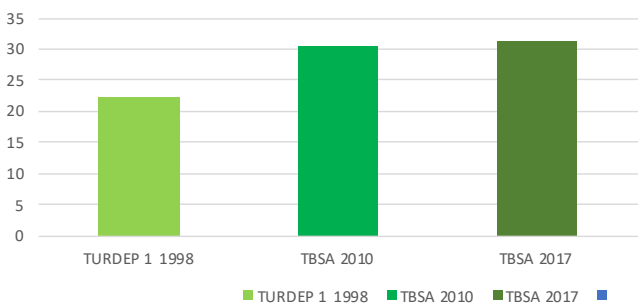


Figure 1. Obesity prevalence in Türkiye (percent)

Source: MoH. 2019a. Healthy Nutrition and Active Life Program. Action Plan of Prevention and Control of Adult and Childhood Obesity and Physical Activity, Ministry of Health, 2019–2023. Ankara. https://hsgm.saglik.gov.tr/depo/birimler/saglikli-beslenme-hareketli-hayat-db/beslenme_konsey/Eylem_Plani_.pdf

According to the Türkiye Childhood Obesity Survey conducted in 2013 (COSI-TUR 2013), the prevalence of obesity

was 8.3 percent, while the prevalence of overweight was 14.2 percent. In the Türkiye Childhood Obesity Survey conducted in 2016 (COSI-TUR 2016), according to the BMI-Z (body mass index) score of primary school second-grade students, 9.9 percent were obese, 14.6 percent were overweight, 74 percent were normal and 1.5 percent were underweight. The prevalence of obesity in children has been shown to increase over the years (Figure 2).

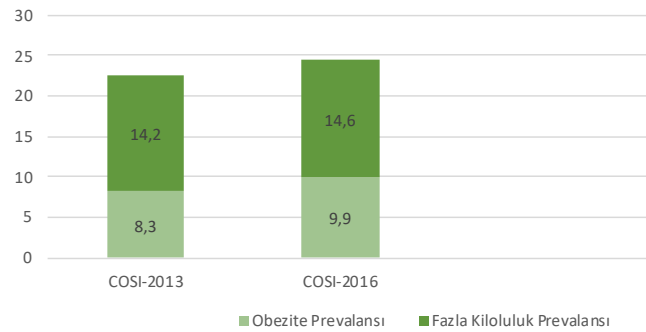


Figure 2. Childhood obesity prevalence in Türkiye (percent)

Source: *MoH. 2014. Childhood Obesity Surveillance, 2013 (COSI-TUR 2013). Sistem Ofset Bas. Yay. San ve Tic. Ltd. Şti. Strazburg Cad. No: 31/17 Sıhhiye. Ankara.**MoH. 2017a. Childhood Obesity Surveillance, 2016 (COSI-TUR 2016). Efe Matbaacılık-Zübeyde Hanım Mah. Sebze Bahçeleri Cad. Yapıcı İşhanı No: 74/92 İskitler. Ankara.

In the 2018 Türkiye Demographic and Health Survey (TDHS 2018), the nutritional status of children is evaluated by comparing weight and height with reference to international standards. According to this research, 6 percent of children under the age of five are stunted for their age. This indicates chronic malnutrition. Stunting is mostly seen in the children of mothers who have never been educated or who have not completed primary school (9 percent). In the study, 8 percent of children under the age of five were overweight. Wasting (low weight for height), an indicator of acute malnutrition, is rare (2 percent).

It is part of optimal breastfeeding practices that infants receive nothing but breast milk during the first six months of life, and continuing breastfeeding until the age of two, with appropriate complementary feeding after six months. The prevalence of exclusive breastfeeding in the first six months of life in Türkiye was determined as 41 percent, according to the TDHS 2018.

Fruit and vegetables are an important part of a healthy diet, as they provide most, if not all, of the micronutrients (vitamins and minerals) necessary for maintaining health, and mental and physical growth and development. According to Organisation for Economic Co-operation and Development (OECD) data of 2019, the average daily fruit consumption among individuals over the age of 15 is 57.1 percent. Fruit consumption in Türkiye, at 51.6 percent, is therefore below the OECD average. The daily consumption of vegetables among adults in Türkiye was 60.9 percent in 2017, which was above the OECD average daily consumption of 59.6 percent.

According to the results of the TNHS 2010, total vitamin and mineral deficiencies were determined in all age groups. Deficiencies in calcium (70.2 percent), vitamin B1 (55.4 percent), zinc (44.9 percent), vitamin C (35.4 percent), vitamin B6 (33.1 percent), vitamin A (31.6 percent), vitamin B2 (31.1 percent) and folate (26.1 percent) are common problems. Dietary vitamin D intake was found to be less than the recommended daily intake in 99.1 percent of individuals (TÜBER, 2015). Calcium intake and vitamin B12 intake were below the recommended mean daily intake (EAR/AR or AI) in 72.4 percent and 86.4 percent of elderly individuals (65 years or older), respectively. According to TNHS 2010 data, 15.2 percent of the elderly individuals received calcium supplementation (males 5 percent, females 22.9 percent); 13 percent (males 7.4 percent, females 17.4 percent) and 8.8 percent used B12 supplements. They also used vitamin D supplements (males 1.9 percent, females 14.1 percent).

Micronutrient deficiencies are a significant public health problem in Türkiye. Despite various intervention studies, micronutrient deficiencies (such as iron, vitamin D, and folic acid) are a problem in sensitive groups, especially for children under five years old, school-age children and adolescents, pregnant and lactating women.

A total of 2 187 people were screened by Memişoğulları *et al.* (cited in MoH, 2017b) and anaemia was found in 565 (or in 25.8 percent, of which 18.2 percent were male and 30 percent female). Karabulut *et al.* (cited in MoH, 2017b) determined that the prevalence of anaemia was 24.9 percent, the prevalence of vitamin B12 deficiency was 21.6 percent, and the prevalence of folate insufficiency was 3.4 percent in women aged 18–45 years. Yıldırım *et al.* (cited in MoH, 2017b) showed that the prevalence of iron deficiency was 7.1 percent, the prevalence of vitamin B12 deficiency was 64.2 percent, and the prevalence of folic acid deficiency was 10.9 percent in 827 elderly individuals (Quoted from Ministry of Health, TBSA -2017).

Iodine deficiency is also a public health problem. The Prevention of Iodine Deficiency Diseases and Iodized Salt Program (1994) is being carried out in Türkiye. Within the scope of the programme, the enrichment of table salt with iodine became mandatory with the Turkish Food Codex Salt Regulation. According to 2008 data of the TDHS, the number of households using iodized salt stood at 85.3 percent (urban 90 percent, rural 72 percent). Nowadays, it is thought that daily salt consumption should be reduced to less than 5 g, and the necessity of using iodized salt is emphasized in nutrition training.

According to TNHS 2017, the mean serum 25-OH Vitamin D level of 11 067 blood samples analysed throughout Türkiye was found to be 18.2 ng/mL (nanograms per millilitre). Considering the Türkiye average, the highest prevalence of vitamin D (10–19 ng/mL) was found to be 44.7 percent in the group of 15 years old and older. The prevalence of vitamin D

levels below 10 ng/mL is 18.2 percent in the 15-year-old and older group, and in the TNHS 2010, the mean serum 25-OH Vitamin D level of 10 416 blood samples analysed throughout Türkiye was found to be 26.79 ng/mL.

According to the Food Safety Index, Türkiye is a strong country in terms of population ratio below the global poverty line, supply adequacy, micronutrient availability, market access and agricultural financial services, food security, protein quality and food safety net programmes. Türkiye is self-sufficient in many crops, including fruit and vegetables. However, losses at harvest and post-harvest are high. The most important harvest losses are seen in tea – at 15 percent – and wheat (5.1 percent).

The Waste Report, prepared by the Ministry of Commerce, states that 5.4 percent of consumers throw away leftover food, and 23 percent of purchased food is thrown away without being consumed. In order to reduce food loss and waste, the Protect Food, Protect Your Table campaign was launched in cooperation with the MoAF and FAO, and Türkiye's first National Strategy Document and Action Plan on the Prevention, Reduction and Management of Food Loss and Waste was published. According to the plan, Türkiye will carry out actions and subactions until the end of 2023 – such as establishing a digital value chain from soil to fork, creating and implementing an alternative support model, preventing misinformation in food, and increasing food literacy.

According to data of the Ministry of Interior, Directorate of Migration Management It has been stated that Türkiye hosts approximately 4 million Syrian refugees. This makes Türkiye the country with the highest number of refugees in the world. Since the start of the Syrian civil war in 2011, Türkiye has spent its national resources on aid and shelter for refugees. This has set an example and made Türkiye a model for other countries hosting refugees.

FAO's two-year regional response plan 2019–2020 coordinates the plans developed by the national authorities of countries affected by the Syrian refugee crises with the efforts of development partners to strengthen protection, humanitarian assistance and resilience. In line with this, FAO prepared the Syrian Refugee Resilience Plan (SRRP) to meet the needs of Syrian refugees in Türkiye. It was published in April 2019, and aimed to (i) address the food security needs of Syrian refugees and vulnerable members of host communities; (ii) enhance the resilience of vulnerable Syrian refugees and host community members by developing sustainable livelihoods through agriculture; and (iii) contribute to integration and social cohesion.

Issues that are affecting agricultural production and food security on a national and global scale include fluctuations in food prices, increasing population and food demand, changing consumption habits, worldwide conflicts and eco-

conomic fluctuations, increases in agricultural input prices, climate change and its effects on agricultural production, limited natural resources, agricultural production and efficiency of natural resources, water scarcity, rapid urbanization and the abandonment of rural areas, the need to improve logistics infrastructure, and the recent effects of COVID-19 on food supply.

2.2. Food literacy status in Türkiye

A scoping review study on food literacy was conducted by FAO in order to determine the situation in Türkiye. A total of 56 scientific articles and 161 media reports were obtained and reviewed using electronic databases. Accordingly, the current sources of information about food and nutrition for consumers in Türkiye include family, friends, television, social media, dietitians, doctors, actors, and singers. Family and friends have been shown to play a consistent role in food-purchasing behaviour. Research has shown that approximately 75 percent of consumers are interested in nutrition-related information, and television is an important instrument for many people in Türkiye. One study indicated that college students with low knowledge of food safety trust their families more, while those with higher knowledge trust doctors, including medical practitioners and people with doctoral degrees. The study also took five media reports that explored all digital and print news to assess media information sources, including food literacy, "food awareness" and "nutrition awareness" from 2018 to 30 June 2021. It was determined that 49 percent of news in the national print media is about nutrition literacy, 36 percent is about food literacy, 7 percent is about food awareness, and 11 percent is about nutrition awareness.

According to the TNHS 2017, the most important issues in food shopping for individuals aged 15 and over are: expiry date (40.6 percent), reliability (31 percent), price (24.5 percent), nutritional value and ingredients (9.4 percent), health and nutrition claims (4.5 percent), statements/pictures/errors on food packaging (2.4 percent), registration and approval number from the Ministry of Agriculture and Forestry (1.7 percent), discounts and promotions (1.7 percent). Those who did not pay any attention made up 2.5 percent.

According to the study of Yilmazel and Bozdoğan (2021), nutrition literacy was found to be significantly higher in adolescents who preferred health workers as a source of information about nutrition.

In a study conducted among 1 592 adults in Kayseri, it was determined that 47.7 percent had knowledge about food safety and 36.2 percent had knowledge about food literacy. It has been determined that the most reliable information sources on food safety are scientists (78.1 percent), health workers (69.7 percent) and scientific journals (65.9 percent).

Gezmen and Türközü's study on Consumer Opinions and Use of Food Labels, Nutrition and Health Claims: Results from Türkiye (2017) was carried out in ten provinces in Türkiye with the 18–65 age group. According to the research, as the education and income level of individuals increase, the percentage reading food labels also increases ($p < 0.05$). The expiry dates of foods were the most read item on the labels (58 percent). Men mostly read the information on the label to establish the price of the food (71 percent), while women read the energy value of the food (79 percent). It was determined that women are more informed about nutrition claims than men ($p < 0.05$). It has been shown that the most frequently read nutritional statements by women and men are trans fat-free (23.5 percent, 21 percent) and low-fat/fat-free (23.3 percent, 20.5 percent). The organic statement was paid most attention to for fruit and vegetables (52 percent), and the statement "low cholesterol contributes to the protection of cardiovascular health" was the most read health claim. In summary, the behaviour of Turkish consumers in reading labels and nutrition-health statements varies according to sociodemographic factors and food products.

One of the means of obtaining information about nutrition for individuals is social-media platforms. In a study (2020) in which the effect of social media on nutrition and food literacy was evaluated, the effect of a account with 664 000 followers on the nutritional literacy of the general public was investigated. The findings showed that participatory culture plays an effective role in conveying nutrition and food literacy to the masses.

Eurobarometer survey about food safety, European Food Safety Authority, 2019

Main sources of food safety information for Turkish people aged 15 years and over:

TV (72 percent)

family, friends and neighbours (48 percent)

social media (39 percent)

internet (excluding social media, 32 percent)

newspapers and magazines (17 percent).

24 percent of Turkish people think food-safety information is highly technical and complex

Trust of Turkish people in food information source:

79 percent trust scientists

71 percent trust consumer organizations.

Which of the following are the most important when people buy food?

ethics and beliefs (57 percent)

food safety (51 percent)

nutrient content (40 percent)

cost (37 percent)

where the food comes from (28 percent)

taste (27 percent).

2.3. Importance of food literacy

The concept of food literacy has emerged as a framework for redefining what individuals, families and communities need to know and do about food to be healthy and live well in our current world, and for future generations. Being food literate is seen as an important concept because of its relevance to living a healthy life.

The prevalence of malnutrition and NCDs is a public health problem around the world. Therefore, an important priority for countries is to build capacity in society to prevent nutritional deficiencies and NCDs by empowering people to control the determinants of their food and diet. Food literacy is recognized as one of the most important skills that enable individuals to control determinants of health.

Food literacy is recognized as one of the most important skills that enable individuals to control determinants of health.

Food literacy is an important tool in accessing sustainable healthy nutrition and in the prevention and control of all diseases, especially obesity, due to nutritional deficiencies.

Vidgen and Gallegos (2014) stated that the most basic function of food literacy is to help individuals adapt to changes in the food system.

Food literacy facilitates adaptation to changes in the food system; develops decision-making skills to participate in the food system; promotes a sustainable environment and contributes to health-related behaviour.

Childhood provides opportunities for health promotion to lead the adoption of healthy behaviour by preventing health problems in adulthood. Research has shown that food literacy can have a critical role in shaping children's nutritional behaviour and ensuring they have healthy food choices. Insufficient food literacy is an obstacle for dietary diversity and nutritional adequacy, especially in school-age children.

**Food literacy
It has a critical role in shaping children's nutritional behaviour and ensuring that they have healthy food choices.**

In Australia (2015), a preschool programme designed to increase children's food literacy and encourage children to eat vegetables showed that food literacy begins at an early age. A curriculum consists of a weekly one or two-hour session delivered by dietitians, preschool staff and volunteers. More than 70 percent of children wanted and ate more vegetables after the programme; parents and preschool staff also reported that children became more knowledgeable about vegetables, and developed food literacy.

The development of technology, industrialization, increase in education levels, economic and social welfare, have increased people's interest in food and healthy nutrition. This situation has also increased the number of statements and news about food and meals on social media. However, false statements made by people who do not have correct and sufficient information can cause confusion for the consumer.

There is a lot of misinformation on social media and in print publications about food and nutrition. The reason people worry about what to eat and what not to eat is that they are misled. Increasing food literacy, and providing education and information so that people can make the right decision about food, will reduce the effects of misleading information.

People follow issues related to food safety and public health mostly through written and visual media (). It is apparent that people who do not have scientific–professional qualifications in production technologies or food, make statements that have no scientific basis in order to be popular, to advertise their books, to increase their sales, and to increase the number of patients.

Errors in nutrition reveal many irreversible health hazards. In addition to all these disturbing situations, the false and unrealistic statements of these people that raise suspicions against some food groups are conveyed to the public with the expectation of high ratings without being questioned by the media and without consulting real experts.

3. Food literacy related policies in Türkiye

Türkiye's Eleventh Development Plan, covering the period 2019–2023, was prepared by the Presidency of the Republic of Türkiye Strategy and Budget Department. In article 411 of the plan, the phrase “ensuring food safety, reducing losses in the supply chain, preventing waste” is included. In article 411.3, it is stated that “consumer awareness will be increased in order to prevent food loss and waste”.

Türkiye's third Agriculture and Forestry Council was held in 2019. At this meeting, food and nutrition literacy was among the priorities, and decisions were taken. There are two articles on food literacy in the declaration of the council – article 49, identifying the definition and framework of misinformation about food, enacting legal legislation to impose criminal

sanctions on those who spread false information; and article 50, increasing nutrition literacy.

On 20 May 2020, the Protect Food, Protect Your Table campaign, carried out by the MoAF and FAO, was launched. Within this campaign, Türkiye's National Strategy and Document and Action Plan on the Prevention, Reduction and Management of Food Loss and Waste was published. The scope of target 1.9 of the action plan is to prevent and reduce food waste at the consumer level by increasing food literacy for all age groups.

One of the goals of this Action Plan is to prevent and reduce food waste at the consumer level by increasing food literacy for all age groups.

The Strategic Plan of the Ministry of Agriculture and Forestry (2019–2023) aims to ensure food security, increase access

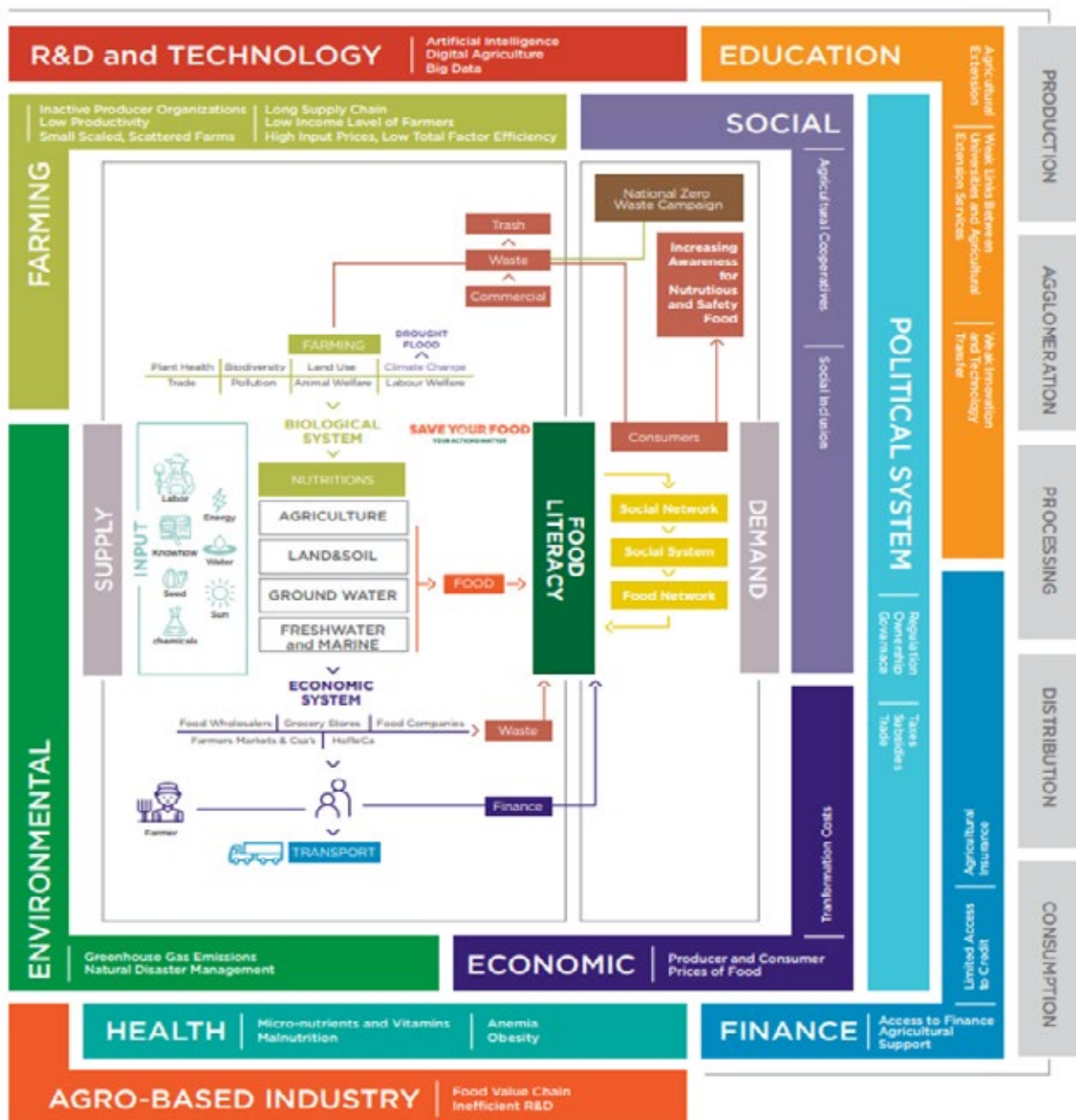


Figure 3. Sustainable Food Systems in Türkiye Source: MoAF, 2021.

to agricultural products and improve nutrition, thereby contributing to the achievement of Sustainable Development Goals (SDGs) 2, 4 and 12. In this context, the MoAF decided to develop the Capacity Building on Food Literacy Project, through the Technical Cooperation Programme of FAO (TCPF).

Food labelling is available in the Turkish Food Codex Regulation on Food Labelling and Consumer Information, which is in line with Regulation (EU) No. 1169/2011 of the European Parliament and Council. It aims to protect the consumer by determining the general principles, needs and responsibilities governing food information for consumers, and in particular food labelling (mandatory since 31 December 2019). A guide to the implementation of the regulation has also been published, outlining the rules and limitations on information contained in food packaging, including minimum standards. Manufacturers are obliged to declare the information about the food product in a consistent and transparent manner, avoiding misleading information on the labels. While these rules ensure that consumers are informed and have the necessary information to make informed food choices, the information given on labels can still seem confusing to consumers. Therefore, the development of food literacy is crucial for the effective implementation of this regulation and improving understanding of labels.

Türkiye contributes to the Food Systems Summit dialogues, organized to contribute to the realization of the United Nations 2030 Agenda and the Sustainable Development Goals, with a participatory approach on a local, national and global scale.. Türkiye’s National Roadmap Report Towards Sustainable Food Systems” (2021) was prepared by the Ministry of Agriculture and Forestry In the report, some suggestions and future actions on food literacy and misinformation about food are put forward. In Figure 3, which shows the situation of the food systems in Türkiye, it can be seen that food literacy is at the centre of food systems.

Nutrition Guidelines contains a set of recommendations created to define all conditions related to nutrition and to provide information about adequate and balanced nutrition to communities. They also show practical ways to achieve nutritional goals and help promote healthy lifestyles for the community. These guidelines respect traditional eating habits and point out perspectives that need to be changed. Guidelines also pay attention to the ecological environment, socioeconomic and cultural factors, and the biological and physical environment in which the population lives.

Türkiye has a regularly updated Türkiye Dietary Guidelines which includes topics and recommendations on foods and food groups, healthy plates, maintaining a healthy body weight, foods and nutrients that should be consumed more, foods and nutrients consumed less, promotion and support of breastfeeding, nutrition in vulnerable groups, and food safety. The updated guide will be published in 2022.

There are useful studies, programmes, activities, practices, tools, legal regulations, directives and systems of different ministries regarding food literacy in Türkiye (Table 1).

Table 1. Useful tools for food literacy in Türkiye

- Turkish Food Codex;
- Turkish Food Composition Database;
- Protect Your Food, Protect Your Table campaign;
- FOOD TR Project (adult food literacy project);
- ; Türkiye National Strategy and Action Plan on the Prevention, Reduction and Management of Food Loss and Waste
- Consumer Information and Labelling Regulation;
- Consumer awareness activities;
- Türkiye Dietary Guidelines;
- Nutrition education/consulting services provided at individual and social level within the scope of health services
- Healthy Nutrition and Active Life programme;
- Türkiye nutrition and health research;
- Türkiye childhood obesity studies;
- Regulations Regarding the Advertising of Foods Not Recommended for Excessive Consumption
- Nutrition programmes for schools;
- FAO guidelines (school nutrition, nutrition education, other relevant guidelines).

Source: Author’s own elaboration

The Türkiye Healthy Nutrition and Active Life Programme 2019–2023 is one of the most important programmes in the field of nutrition in Türkiye. The programme aims to combat obesity, the prevalence of which is increasing in Türkiye, and to promote healthy nutrition and an active lifestyle. In addition to this programme, Türkiye’s Programme for Reducing Excessive Salt Consumption is carried out by the Ministry of Health (MoH) in order to raise awareness of nutrition. The MoH cooperates with the MoAF, universities, the food industry and non-governmental organizations (NGOs). In this context, the amount of salt in different foods (bread, tomato paste, olives, cheese, red pepper flakes, and so on) has been reduced in the relevant regulations of the Turkish Food Codex, and voluntary salt reduction studies have been initiated in Türkiye. Cooperation protocols were signed with the food industry and places providing mass nutrition. In addition, Türkiye’s Guidelines to Reducing Salt and Sugar Consumption/Use has been published.

Türkiye’s Healthy Eating and Active Life Programme includes many national and local activities related to food literacy. One of the key activities in this programme was related to the elimination of trans fats, which constitute an important public health problem in terms of NCDs. The regulation on trans fatty acid in the Turkish Food Codex regulation on the Addition of Vitamins, Minerals and Certain Other Elements to Food dated 7 May 2017 – for trans fats other than natu-

rally occurring trans fats – states that “the amount of trans fat in foods supplied to retail businesses and foods offered to the end consumer does not exceed 2 grams per 100 grams of total fat”.

With the relevant regulations of the Radio and Television Supreme Council and the Ministry of Commerce (amendment to the Regulation on Broadcasting Service Procedures and Principles, published in the Official Gazette dated 27 March 2018 and numbered 30373; Commercial Advertising and Unfair Commercial Practices Regulation on Amending the Regulation, published in the Official Gazette dated 28 December 2018 and numbered 30639), “commercial communication of foods and beverages containing foods and substances whose excessive consumption is not recommended in general nutrition diets cannot be included in or together with children’s programmes.”

The MoH, through public service announcements and nutrition-related posters, brochures, and booklets, develops materials and shares these materials with health personnel and the community, and organizes educational activities related to nutrition.

The MoH primarily uses population-based research to monitor and evaluate nutrition in Türkiye. An example of such studies were the Türkiye Nutrition and Health Survey (2010 and 2017), and the Childhood Obesity Survey (2013 and 2016), carried out jointly with universities.

Ministry of National Education; It has studies on healthy nutrition in schools, which it carries out in cooperation with the Ministry of Health and the Ministry of Agriculture and Forestry. In addition, “Food Literacy Course Program” was prepared by the General Directorate of Lifelong Learning of the Ministry of National Education.

The Project for Increasing Food Literacy of Adults (FOOD-TR) is coordinated by the Food and Feed Control Center Research Institute and funded by the European Union Erasmus+ Pro-

gramme in the Strategic Partnership for Adult Education.

According to the project, food literacy means to have the knowledge, skills and attitudes necessary to access and evaluate information about food and nutrition, to make appropriate choices for a healthy and balanced diet, to prevent food waste and to have positive consumption attitudes. The project aims to increase the food literacy skills of individuals, to ensure their access to healthy and safe food, and to understand the importance of food literacy in society.

Objectives of Food-TR project

- develop adults’ food literacy skills and competencies;
- improve label reading knowledge;
- increase the target group’s knowledge about sustainable food systems;
- reduce food-borne illnesses by increasing knowledge of food safety and hygiene;
- increase the knowledge of domestic food processing techniques;
- increase the incomes of adults with limited skills;
- inform target groups about healthy diets;
- educate people on ideal food packaging and storage;
- encourage adults to start a home food business;
- ensure that food is made at home in a safe environment;
- increase social participation and employment opportunities for adults;
- create easy-to-understand, free and innovative guides and digital training material for the target group.

4. Türkiye food literacy action plan

4.1. Vision

Türkiye's contribution to global food production and consumption and the sustainability of the agrifood system by supporting food literacy.

4.2. Mission

To ensure access to healthy food for the whole of Türkiye, and to promote healthy sustainable nutrition by implementing intersectoral policies within the scope of the food literacy action plan.

4.3. Strategic objectives

1. To develop food literacy skills.
2. To provide accurate and up-to-date information on food safety and nutrition.
3. To prevent the spread of misleading information about food.
4. To develop consumer (people) centred food and nutrition education and information.
5. To raise awareness about food systems.
6. To prevent food waste and loss

4.4. Scope

The action plan focuses on food literacy in Türkiye and aims to address the following issues related to food literacy:

- Ensuring that society has access to accurate information on food and nutrition, preventing the spread of misleading information.
- Establishing a system that will enable society and individuals to make the right decision about food (consumer empowerment).
- Involving society and individuals in the prevention and control of malnutrition-related diseases (obesity, nutrient deficiencies, food-borne diseases, and so on) through food literacy skills.
- Developing the ability of individuals and society to make healthy choices through multi-component interventions, taking into account the needs of different age groups, genders and socioeconomic groups, in order to improve food literacy.

- Providing easy-to-understand and sufficient knowledge, skills and competence about food.
- Food systems policies that affect nutritional quality, food and nutrition security.

4.5. Guiding documents

- TR Presidency Strategic Plan, 2019–2023.
- Strategic Plan of the Ministry of Agriculture and Forestry, 2019–2023.
- 3rd Agriculture and Forestry Council, 2019.
- Türkiye Sustainable Food Systems, Ministry of Agriculture and Forestry, 2021.
- Türkiye National Strategy Document and Action Plan on the Prevention, Reduction and Monitoring of Food Loss and Waste, FAO, 2020.
- Healthy Nutrition and Active Life Programme, 2019–2025.
 - Türkiye Reduction of Excessive Salt Consumption Programme, 2017-2021
- European Food and Nutrition Action Plan, WHO, 2015–2020.
- Sustainable Healthy Diets, FAO, 2019.
- Food Literacy Framework, Canada, 2019.
- Scope Review Study on Food and Nutrition Literacy in Türkiye, FAO, 2022.

4.6. Time period

The action plan will be implemented over the 2022–2028 period. It includes 2022–2023 short-term actions, 2023–2025 medium-term actions, and 2023–2028 long-term actions.

4.7. Goals, priorities

- Development of food and nutrition knowledge at the individual level.
- Development of food skills at the individual level.
- Ensuring self-efficacy and confidence in food literacy at the individual level.
- Development of food decisions (nutrition behaviour).

- Raising awareness on food literacy in society.
- Developing food literacy skills in society.
- Preventing the spread of misleading information on food.
- Providing food labeling reading.
- Minimizing food loss and waste.
- Improvement of nutritional diversity and quality.
- Increasing awareness of sustainable food systems in society.
- Raising awareness on the sustainable management and use of ecosystems, natural resources, water and biodiversity.

The knowledge of obtaining information about food and nutrition, understanding and evaluating the information, turning it into a food consumption habit by making the right decisions in the light of knowledge, choosing and consuming safe and healthy food in appropriate amounts.

Misleading information

Misleading information that negatively affects consumption habits by creating anxiety, fear and insecurity in the consumer regarding food safety and reliability.

Components of food literacy

It is a set of interconnected attributes organized in the categories of food and nutritional knowledge, food preparation skills, self-efficacy, food decisions, food environment, and socio-cultural factors. (Figure 4 and Table 5). The components mentioned here form the basis of Türkiye’s Food Literacy Action Plan. The actions included in the Action Plan will ensure the realization of at least one or more of these components.

4.8. Definitions and components of Türkiye Food Literacy Action Plan

Food Literacy

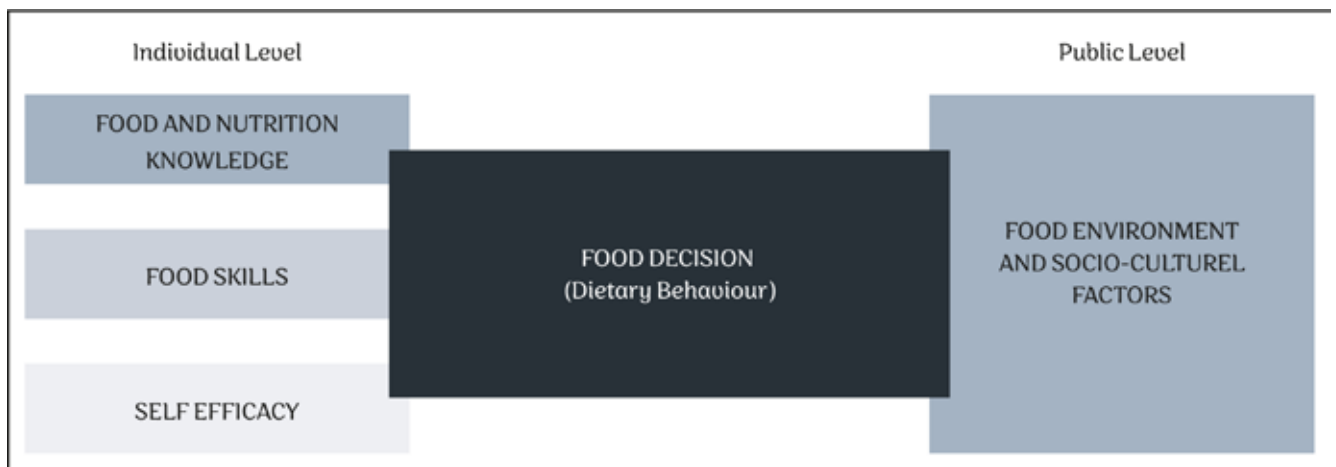


Figure 4. Food literacy components of Türkiye Food Literacy Action Plan (Source: Based on the “Food Literacy Framework” (2018) created by the LDCP Healthy Eating Team in Ontario, Canada.)

Other definitions related to the action plan

Food label: Any sign, brand, stamp, pictorial or other descriptive element written, printed, stencilled, marked, embossed, cold stamped, affixed or attached on the packaging or container of food.

Labelling: Any text, information, trademark, pictorial element or signs related to food on any packaging, document, notification or label accompanying or referring to food.

Information about food: Information about food, which

is presented to the end consumer through a label or other material accompanying the food or other means including modern technology tools and verbal communication.

Food information legislation: Regulations covering information about foods and especially labelling, including general rules applicable to certain food groups or to all foods in special cases, and rules applicable only to special foods.

Mandatory information about food: Information that must be provided to the end consumer in accordance with the relevant legislation.

Advertisement: Announcements of marketing communication made by advertisers in any medium, in written, visual, audio and similar ways, in connection with trade, business, craft or a profession, in order to sell or rent a good or service, to inform or persuade those who make up the target audience.

Table 2. Components of Türkiye Food Literacy Action Plan

Categories	Attributes
FOOD AND NUTRITION KNOWLEDGE	<p>FOOD KNOWLEDGE</p> <ul style="list-style-type: none"> • Understanding the diversity within all food groups. • Knowing where food comes from and what it contains. • Knowing the sources of access for accurate information on food. <p>NUTRITION KNOWLEDGE</p> <ul style="list-style-type: none"> • Understanding the nutrients in food and how they can affect health. <p>FOOD AND NUTRITION LANGUAGE</p> <ul style="list-style-type: none"> • Understanding words describing the nutritional characteristics (e.g. high fibre, low sodium, etc.) and preparation (e.g. sauté, etc.) of food.
FOOD SKILLS	<p>FOOD SKILLS</p> <ul style="list-style-type: none"> • Being able to prepare meals throughout life using basic skills such as chopping, measuring, cooking, reading recipes and food safety.
SELF-EFFICACY	<p>NUTRITION LITERACY</p> <ul style="list-style-type: none"> • Being able to distinguish between reliable and false nutrition information. Knowing how to find credible nutritional information (e.g. reading a food label). <p>FOOD AND NUTRITION SELF-EFFICACY</p> <ul style="list-style-type: none"> • Believing in the ability to use knowledge about food and nutrition when selecting, purchasing and preparing food to make healthy choices in a complex food environment. <p>COOKING SELF-EFFICACY</p> <ul style="list-style-type: none"> • Having confidence in the ability to use cooking techniques and prepare delicious meals with available food. <p>FOOD ATTITUDE</p> <ul style="list-style-type: none"> • Wanting to learn how to prepare food, develop a healthy relationship with food, and respect food traditions and culture
FOOD ENVIRONMENT AND SOCIO-CULTURAL FACTORS	<p>FOOD SYSTEMS</p> <p>Raising awareness of the impact of the food system (e.g. cultivation, production, transportation, preparation, consumption and disposal of food products) on individual health, wider societal and economic well-being, and the environment.</p> <p>SOCIO-CULTURAL FACTORS AND NUTRITIONAL PRACTICES</p> <p>Understanding the influence of socio-cultural values, norms and beliefs on food choices and cooking practices, having social support to learn and share food skills as well as support for cultural and family food practices.</p>
FOOD DECISIONS	<p>DIETARY BEHAVIOUR</p> <p>Making healthy food choices.</p>

Source: Based on the "Food Literacy Framework" (2018) created by the LDCP Healthy Eating Team in Ontario, Canada.

Note: Other definitions within the Türkiye Food Literacy Action Plan come from the Turkish Food Codex, definitions existing within the scope of the relevant legislation.

5. Türkiye food literacy action plan (2022–2028)

SHORT-TERM ACTIONS (2022-2023)					
Strategies	Activity areas	Activities	Responsible organizations (*) and collaborating organizations	Date	Outputs
1. Implementation of short-term activities	1.1 Situation analysis, status of food literacy	1.1.1 Evaluation of food and nutrition literacy in Türkiye	FAO*	2022	Scoping review
		1.1.2 Evaluation of current policies on food and nutrition literacy	FAO*, MoAF	2021-2022	Policy evaluation study
		1.1.3 Conducting multisectoral meetings	FAO*, MoAF*	2022-2023	Gerçekleştirilen toplantılar
		1.1.4 Developing an action plan in cooperation with relevant institutions and organizations (such as Ministries, universities, NGOs, Private Sector)	FAO*, MoAF*, MoH, MoNE, MoC, RTSC, Universities, Relevant NGOs, Relevant Private Sector Representatives	2021-2022	Food Literacy Action Plan
		1.2 Implementation of the interventions	1.2.1 Strengthening existing strategic and action plans with new activities to cover food literacy (implementation of existing strategic and action plans according to food literacy framework)	MoAF* MoH* MoNE* MoC* RTSC* FAO	2022-2023
		1.2.2 Initiating food literacy development studies in schools (School Environment, Curriculum, etc.)	MoNE*, MoAF*, MoH*, FAO	2022-2023	Food literacy related activities initiated in schools
		1.2.3 Developing a cooperation protocol on food literacy in schools	MoAF*, MoNE*, MoH	2023	Protocol
		1.2.4 Scanning school curricula according to food and nutrition information	MoAF MoNE*, Universities, FAO	2022-2023	Courses and topics related to food literacy
		1.2.5 Implementing multisectoral cooperation (regular meetings, intersectoral dialogues)	MoAF*, MoH*, MoNE*, MoC, RTSC, FAO	2022-2023	Number of Meetings

SHORT-TERM ACTIONS (2022-2023)					
Strategies	Activity areas	Activities	Responsible organizations (*) and collaborating organizations	Date	Outputs
		1.2.6 Implementation of action plan activities in all target groups including vulnerable groups (immigrants, school children, early childhood, women, pregnant women, those with chronic diseases, etc.)	MoAF*, MoH*, MoNE*, FAO	2022-2023	Number of trainings
		1.2.7 Ensuring that the consumer is informed about food choices for a healthy life through labelling studies and trainings	MoAF* MoH MoC MoNE Universities, Relevant Private Sector Representatives, FAO	2023	Number of people attending the training
		1.2.8 Organizing a national or international symposium on food literacy	MoAF*, MoH*, FAO, Universities	2023	Symposium
	1.3 Raising awareness	1.3.1 Preparation and implementation of the communication plan and awareness campaign for the target groups	MoAF*, FAO*, RTSC, MoH, MoC, Consumer Association, Professional Organizations, universities	2022	Food Literacy Communication Plan Activities
		1.3.2 Promotion of Food Literacy Campaign in Türkiye Media Meeting (all media channels representatives etc.)	MoAF*, RTSC*, MoH*, Media Organizations, TB*, FAO	2023	Number of meetings
		1.3.3 Development of social media tools (for all Turkish people interactive website etc. publicity and press conference)	MoAF*, RTSC, MoH, MoNE, MoC, Universities, FAO NGOs	2023	Number of developed tools
		1.3.4 Organizing food literacy activities in social media	MoAF*, RTSC, MoH, Universities, MoC, NGO's	2022-2023	Number of social media activities
		1.3.5 Organizing food literacy activities for all consumer groups (educational, visual and digital materials)	MoAF*, MoH	2023	Number of meetings Number of materials
		1.3.6 Organizing a "Accurate Information for Food Campaign" providing information for access resources, public service announcements, etc. getting ready	MoAF*, MoH, MoNE, MoC, RTSC, Media Organizations, FAO	2022-2023	Number of food literacy awareness studies public announcement.

SHORT-TERM ACTIONS (2022-2023)					
Strategies	Activity areas	Activities	Responsible organizations (*) and collaborating organizations	Date	Outputs
		1.3.7 Introducing the food literacy website to the public through press release, media, etc.	MoAF*, MoH, MoNE, MoC, TDA, Universities, Media Organizations	2022-2023	Web page Press briefing
	1.4 Monitoring and evaluation	1.4.1 Monitoring of food literacy training/meetings held in different environments (Provincial Directorates of Agriculture and Forestry, health institutions, schools, media, etc.)	MoH*, MoAf*, MoNE*, MoC*, RTSC*	2023	Number of trainings, Number of Meetings, Number of personnel/persons participating in the training

MID-TERM ACTIONS AND LONG-TERM ACTIONS					
Stratejiler	Aktitvie Alanları	Aktivitelere	Sorumlu Kuruluşlar* ve İş Birliği Yapılacak Kuruluşlar	Tarih	Çıktılar
1. Implementing of medium and long term interventions on food literacy	1.1 Capacity building for human (consumer) centered food literacy skills development	1.1.1 Developing a human (consumer) centered, interactive and applied training program on food literacy and preparing training modules	MoAF*, MoH*, MoNE, MoC, FAO, Food Sector Associations	2023-2024	Interactive Food Literacy Guide Interactive Applied Food Literacy Training model Number of training modules and resources on food literacy Number of meetings, trainings on food literacy
		1.1.2 Preparation of food literacy training materials (books, posters, brochures, booklets, videos, short films, etc.) and regularly updated	MoAF*, MoH*, MoNE, FAO, TDA, Universities	2022-2028	Training materials Books, posters, brochures, videos, etc.
		1.1.3 Conducting “training of trainers” on food literacy	MoAF*, MoH*, MoNE, TDA, Universities, FAO	2023-2025	Number of trainings
		1.1.4 Preparation of the training program on food label reading	MoAF*, MoH, MoC, MoNE, Universities, Relevant Private Sector Representatives, FAO	2022-2025	Training of food label reading

MID-TERM ACTIONS AND LONG-TERM ACTIONS					
Stratejiler	Aktif Alanları	Aktiviteler	Sorumlu Kuruluşlar* ve İş Birliği Yapılacak Kuruluşlar	Tarih	Çıktılar
	1.2 Ensuring access to food literacy training/consulting services in different channels	1.2.1 Implementation of applied food literacy education based on knowledge and skills in schools, developing projects (School Kitchen, Young Leaders Study in Food Literacy, etc.)	MoAF MoH MoNE	2023-2028	Number of developing projects
		1.2.2 Providing practical counselling and training for the individual and society aiming at developing food knowledge and skills on food literacy in Healthy Life Centers (Healthy Life Cuisine)	MoH*	2023-2028	Number of trainings Number of participants
		1.2.3 Ensuring that food literacy is included in the nutrition counselling services offered in health centers (Healthy Life Centre, hospital, etc.)	MoH*	2023-2028	Number of counselling on food literacy
		1.2.4 Carrying out food literacy information activities for society at retail outlets (such as markets that support food literacy)	MoAF* MoH MoC	2023-2028	Number of markets
		1.2.5 Implementing menu labeling studies in restaurants/restaurants/cafes etc.	MoAF* MoH MoC	2023-2028	Number of restaurants Number of cafes
		1.2.6 Carrying out food literacy studies in the media (ensuring correct information about food is included in TV programs, print media, social media)	MoAF*, MoH, MoC, RTSC, Media Organizations	2022-2028	Number of activities in Media

MID-TERM ACTIONS AND LONG-TERM ACTIONS					
Stratejiler	Aktif Alanlar	Aktiviteler	Sorumlu Kuruluşlar* ve İş Birliği Yapılacak Kuruluşlar	Tarih	Çıktılar
	1.3 Providing food literacy services for vulnerable groups	1.3.1 Conducting education and information activities on food literacy for school-age children, adolescents, children in early childhood, pregnant and lactating women, the elderly, immigrants, workers, people with chronic diseases, etc.	MoAF*, MoH*, MoNE*, Ministry of Family and Social Services, Interior Ministry Immigration Department, FAO	2023-2028	Number of schools receiving education/information Number of children receiving education/information Number of pregnant women who received training/information Early childhood education/information number of children Number of asylum seekers who received training/information Person with chronic illness receiving education/information number
		1.3.2 Adding food literacy topics to nutrition counseling services for people with chronic diseases	MoH*, MoAF	2023-2028	Food literacy training for chronic patients materials
		1.3.3 Including food literacy within the scope of education and information activities for immigrants	MoH*, MoAF*, Interior Ministry Immigration Department*, Universities, FAO	2023-2028	Food literacy training for refugees materials

MID-TERM ACTIONS AND LONG-TERM ACTIONS					
Stratejiler	Aktitöve Alanları	Aktiviteler	Sorumlu Kuruluşlar* ve İş Birliği Yapılacak Kuruluşlar	Tarih	Çıktılar
	1.4 Developing food skills that support healthy eating habits	1.4.1 Carrying out information and awareness raising studies on the health effects of salt, sugar, fat and fiber consumption in the society.	MoAF*, MoH*, Universities, TDA, Relevant Private Sector Representatives , FAO	2023-2028	Number of participants
		1.4.2 Carrying out information and awareness raising activities for the society on sustainable healthy nutrition	MoAF, MoH*, Universities, FAO, TDA		Number of participants
	1.5 Increasing the knowledge of the society about adequate, safe and nutritious food and preventing misinformation in food	1.5.1 Creation of a constantly updated common website accessible to the community on food literacy, Directing the relevant information to the website under the coordination of the Ministry of Agriculture and Forestry (for example, www.gidabilgi.tarimorman.gov.tr).	MoAF*, MoH, MoNE, MoC, RTSC, Universities, FAO TDA, Food Sector	2022-2023	Number of access to web site
		1.5.2 Keeping the information on the food literacy website up-to-date	MoAF*, MoH, MoNE, MoC, RTSC, Universities, FAO, TDD, Food Sector	2022-2028	Information added to the website
		1.5.3 Using the food literacy web page and media channels to inform the society about food safety and risks	MoAF*	2022-2028	Number of people using the web page News in the media
		1.5.4 Updating existing regulations for the prevention of misinformation about foods	MoAF*, MoH, MoNE, MoC, RTSC	2023-2028	Regulations Guidelines
	1.6 Raising awareness on geographical indications and traditional products	1.6.1 Informing and raising awareness about geographical indications and traditional foods	MoAF*, MoH*, MoNE, Universities	2023-2028	Number of training and information activities

MID-TERM ACTIONS AND LONG-TERM ACTIONS					
Stratejiler	Aktifite Alanları	Aktiviteler	Sorumlu Kuruluşlar* ve İş Birliği Yapılacak Kuruluşlar	Tarih	Çıktılar
		1.6.2 Conducting awareness and information activities on food cultures, including cooking skills and the importance of food in cultural heritage, as a tool to promote food literacy	MoAF*, MoH*, MoCT, Universities, FAO	2023-2025	Food Culture Education Plan
	1.7 Establishing a system that will enable the society to reach the right information and make the right decision on food and nutrition.	1.7.1 Organizing regular meetings to strengthen intersectoral cooperation	MoAF*, MoH*, MoNE, RTSC, MoC, MoFSS, Mol Department of Migration Management, Food Sector, Consumer Association, TDA, Universities	2023-2028	Number of Meetings
		1.7.2 Providing information flow to the society about the subject and results of the meetings held (such as social media, TV, press releases, statements on the web page)	MoAF*, MoH*, MoNE, RTSC, MoC, MoFSS, Mol Department of Migration Management Consumer Association, TDA, Universities, Private sector	2023-2028	Press releases Social media news TV programs
	1.8 Raising awareness about food systems	1.8.1 Implementation of "Türkiye's National Strategy Document and Action Plan on the Prevention, Reduction and Management of Food Loss and Waste"	MoAF*, MoH, MoNE, Universities, FAO	2023-2028	Implemented action plan activities
		1.8.2 Supporting sustainable consumer choices	MoAF*, MoH*, FAO	2023-2028	Increase in sustainable consumer choices
		1.8.3 Reducing food waste through the development of food skills	MoAF*, MoH, MoNE, FAO	2022-2028	Amount of reduction in food waste

MID-TERM ACTIONS AND LONG-TERM ACTIONS

Stratejiler	Aktitöe Alanları	Aktiviteler	Sorumlu Kuruluşlar* ve İş Birliği Yapılacak Kuruluşlar	Tarih	Çıktılar
2. Implementing medium and long-term awareness studies on food literacy	2.1 Organization of food literacy awareness activities	2.1.1 Determining “Food Literacy Day” and organizing events across the country	MoAF*, MoH, MEB, TB, RTÜK, Universities, FAO	2023-2028	Food Literacy Day activities
		2.1.2 Carrying out food literacy awareness studies at the level of the Ministry and 81 Provincial Directorates (such as organizing a painting contest or quiz show, walking, conveying the importance of the subject in the local written and visual media, preparing and using materials such as posters, collar badges, etc.)	MoAF*, MoH, MoNE, Universities	2023-2028	-Awareness Studies -Number of participants attending events
3. Implementing monitoring and evaluation studies	3.1. Carrying out monitoring and evaluation activities	2.1.3 Conducting food literacy awareness campaigns	MoAF*, MoH*, MEB*, MoC, RTSC, Relevant private sector representatives, TDA, Consumer Association, FAO	2023-2028	Awareness campaigns
		2.1.4 Organizing promotional campaigns for the media on Food Literacy	MoAF*, MoH, Media	2023-2028	Media promotion campaigns
		2.1.5 Ensuring the participation of celebrities in food literacy activities	MoAF, Media Organizations	2023-2026	Number of celebrities
		2.1.6 Preparation of campaign and promotional materials for food literacy	MoAF*, MoH, MoNE, FAO, Universities	2023-2024	Materials
		3.1.1 Monitoring training/ meetings and studies on food literacy	MoAF*, MoH*, MoNE*, RTSC, FAO	2022-2028	Report

MID-TERM ACTIONS AND LONG-TERM ACTIONS					
Stratejiler	Aktitioe Alanları	Aktivitelere	Sorumlu Kuruluşlar* ve İş Birliği Yapılacak Kuruluşlar	Tarih	Çıktılar
		3.1.2 Evaluation of food literacy studies	MoAF*, Universities MoH*, MoNE*, FAO*,	2022-2028	Number of reviews Number of evaluation feedback

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7. Annexes

ANNEX 1: Summary of best practices in food literacy

ANNEX 2: Capacity building project on food literacy - TCP/
TUR/3805/C5 (685082) communication plan

Annex 1 - Summary of best practices in food literacy

The Italian experience with the *maestra natura* programme: promoting health and food literacy through nutrition education in schools

The aim of this study is to develop a programme aimed at increasing health literacy and food literacy among primary and first-level secondary school students (6–13 years old). The ultimate goal is to enable students to develop a balanced relationship with food, and the ability to transfer the theoretical principles contained in nutritional guidelines into the real context of a daily diet.

At the end of the first two years, a very effective and innovative nutrition education programme was implemented for students to increase health literacy, and especially food literacy. Didactic pathways specially designed for each grade of primary education (6–10 years) and secondary education (11–13 years) were used. While nutrition education contents are defined according to WHO and national guidelines, resources related to sustainable nutrition are taken from FAO and the United Nations. In primary school, from first grade to fourth grade (6–9 years), the following topics are covered: the processing of food, the discovery of water as an essential element for life, the description of the different parts of life, knowledge about the diversity and seasonality of vegetables, as well as plants and their functions. In the fifth grade in primary school, food and the differences between nutrients and food groups are introduced to begin learning how to combine foods in a balanced daily menu. In the first year of secondary school (ages 11–12), food waste, environmental footprint and sustainable nutrition are discussed in depth. Finally, in the second year of secondary school (12–13 years), the digestive process and the different organs of the human body involved in this process are discussed, with further study of nutrients and their functions in human metabolism.

FANLit: Food and nutrition literacy for educators, Canada

FANLit (Food and Nutrition Literacy: www.fanlit.org) is a study that addresses the need to support educators in teaching food and nutrition to youth. FANLit is a web-based information portal created in 2018-19 that aims to increase the use of evidence-based tools and resources to support food and nutritional literacy education in Manitoba, Canada. A project development method was used in the FANLit project, in which web-based tools and resources are constantly evaluated and renewed. FANLit is accessible to all end users, primarily including grade 12 teachers in home economics, science, and physical education, including dietitians and community-based educators. FANLit was developed by the Department of Food and Human Nutrition Sciences at the University of Manitoba and includes the following topics:

- Supporting age-specific food and nutrition literacy competencies throughout childhood.
- Lesson plans and supporting materials to support age-appropriate food literacy competencies.
- Materials suitable for Manitoba's indigenous communities.
- Contextual materials to assist educators in advocating food/nutrition programming (for example, data/reports on the nutritional status of children and youth; dietary guidelines).
- Lesson plans and supporting materials.

Encouraging parents' meal planning with the Eat Well (Eat Healthy) Campaign, Canada

In 2013-14, Canada's Department of Health implemented the Eat Well (Eat Healthy) campaign to encourage Canadian parents and researchers from Laval University and University of Montreal to promote meal planning, and towards the end of the campaign the EWC had an independent made its assessment. Previously, healthy eating was identified as a major barrier to home cooking in Canada. Meal planning was a key dimension of food skills defined by the Waterloo Public Health District and was seen as a way to overcome time-related barriers to cooking. While the main focus of the Eat Well campaign was meal planning, other nutritional messages were conveyed simultaneously. The campaign's goals were focused on raising awareness of the importance of planning meals for healthy eating and how it should be planned. Canada's Department of Health primarily used the mass media to implement the campaign through five campaign elements (Mr Zucchini character, women's spokespersons, celebrity families, magazine, and online editorials). To increase the reach and effectiveness of the campaign, it was carried out across Canada in English and French with the help of partners in the media, food retail industry, and public health sector. While mass media campaigns can be an appropriate way to raise awareness by communicating certain food literacy messages to the public, these campaigns should not be standalone initiatives. For campaigns to be an effective strategy for promoting food literacy, they must be sustained over a long period of time, include research-based messages, and be implemented as part of a multicomponent strategy that enables and supports healthy eating practices.

Bill 216, Food literacy for students act, 2020, Canada

Bill 216, Food Literacy for Students Act 2020 (published on 18 May 2021), has passed its second reading in the Ontario Legislature. The bill is currently awaiting review by the Standing Committee of the Legislative Assembly before final voting. If passed, this act will amend the Ontario Education Act to include food education for all students. Food literacy,

including practical skills learned in gardens and kitchens, is critical to making healthy food choices that build self-confidence and improve human health. Experimental food literacy and skills training in each classroom, beginning in year one, will enable students to learn how to make healthier food choices that are critical to lifelong health.

Requiring school boards to provide practical food literacy education is thought to provide Ontario students with the basic life skills and knowledge and confidence to grow, prepare and choose healthy foods that will support positive health outcomes and help reduce healthcare costs.



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The Education Act was amended to provide for the development of curriculum guidelines for practical food literacy education and study courses on healthy eating for every grade from 1 to 12. The study courses are intended to give students opportunities to grow food, prepare meals and learn about local food. Completion of training courses is required to obtain an Ontario secondary school diploma, secondary school graduation diploma, and secondary school honours diploma.

Cooking Programme! A Community-Based Meal Preparation Programme for at-Risk Youth in Ontario, Canada

The aim of the programme is to increase food purchasing and preparation skills, knowledge of agricultural practices and awareness of healthy eating, as well as cooking skills.

A steering committee was formed consisting of community stakeholders such as chefs, local farmers, education professionals and a social service representative, but this committee did not include a youth spokesperson. The programme was presented to the community through the media (television, newspapers, social media) and links with local agencies. Participants were asked to apply to the programme and attend an interview. Five girls and three boys, with an average age of 14.6 years, participated in the 18-month programme that included twice a month cooking sessions, as well as field trips to local farms and farmers' markets. Pre and post cooking skills were assessed with a questionnaire. Participants also completed a final project that focused on their perceptions of the barriers and benefits to developing cooking skills. While there is no way to know if the programme influences healthy behaviour, it has provided the outline of a programme that addresses multiple components of food literacy, including planning and managing, choosing, serving, and eating food.

Food literacy practices in nordic countries

Denmark, Sweden, Finland and Norway have similar courses on food and health. There are independent compulsory courses in cooking practice and theory related to sustainability, food and nutrition. There is a centuries-old tradition in higher education in Norway, and the curriculum was renewed and renamed as food and health with the Knowledge Development Reform implemented by the Ministry of Education and Research in 2006. These courses consist of three main subject areas – links between nutrition and health, food and lifestyle, food and consumption (such as food and culture covering food production and environmental issues, as well as Norwegian and foreign food cultures). In general, the purpose of this training is to help students gain the ability to self-assess and choose food and meals, and to help students become aware of what supports health.

The entire Norwegian school curriculum was relaunched in 2020, and the Education and Training Directorate planned for health and life skills as one of the three interdisciplinary subjects to be included in all school subjects in 2019. Thus, health education was placed on the national agenda. The Ministry of Education and Research said that all school subjects should have clearer priorities to facilitate in-depth learning, and for theoretical issues related to food choice, diet and health be associated with daily practical work in the classrooms so that students can see the connections between theory and practice in the education programme.

From 1 August 2020, the new syllabus became effective. Understanding the links between diet and health is identified as a key issue in the new curriculum. The Norwegian curriculum emphasizes the importance of educating students about the links between diet and health, namely nutrition education.

Students need to be active and participate in classroom activities in order to learn. Active learning is defined as instructional activities that transcend the idea of just being a passive listener and note-taker, enabling students to participate in learning activities. The core curriculum includes skills that are emphasized as important in communication and cooperation between teachers and students, social learning and development. Although there is limited research on this curriculum in Norway, recently published literature shows that teaching today mainly involves learning about cooking and thus learning practical skills related to cooking and hygiene.

Home economics and food literacy are applied so that children and adolescents can make healthy choices and think about meals and meals as stated in the curriculum. Food literacy can be defined as a framework for maintaining nutrition quality through change for individuals, households, communities or nations, and strengthening nutrition over time. This current work is part of a larger project called LifeLab Food and Health – innovative teaching for the school of the future. LifeLab aims to develop and evaluate students' active learning tasks by focusing on nutrition education in order to increase students' knowledge and skills in terms of the relationship between nutrition and health.

Learn for health (Learn4Health), Denmark

Learn for Health is an innovative professional development programme aimed at creating health, food and nutrition literacy among young people in Europe over a two-year project period. In some cases this will include innovative designs for gardens, equipment, tasting sessions, food events, and more.

Learn for Health focuses on learning for primary and secondary school students and teachers using a problem-based learning approach. The practical methods applied are an experimental approach that include hands-on learning, or learning by doing, and an open school approach that reaches local community businesses and farms with garden-to-table perspectives and education. Problem-based learning is a widely used, nationally and internationally recognized study method at Aalborg University. Basically, problem-based learning is a method that organizes the learning process in such a way that students actively try to find answers. According to Erik de Graaff and Professor Anette Kolmos from Aalborg University, problem-based learning is defined by open-ended and poorly structured problems that provide a context for learning. Since individuals cannot be expected to solve such complex tasks on their own, interdisciplinary group work comes into play.

Learn for Health is committed to this methodology and aims to develop basic and interdisciplinary skills, digital skills, engineering and entrepreneurship skills, and language skills all using food, eating, health and nutrition as key learning

opportunities. It uses innovative pedagogical approaches such as the problem-based learning mentioned earlier, but also relies on an evidence and research-based approach, and whole-school approach, student-centred supportive learning, open school, intergenerational learning and co-creation and knowledge creation.

Food Literacy in schools, school kitchen, Norway

Schools are an important arena for promoting health promotion practices. Exactly 96 percent of Norwegian students attend public schools. Therefore, health-promoting education in schools has the potential to reach almost all children and adolescents, regardless of gender, geographic location, socioeconomic status, or cultural background. In Norwegian public schools, food and health is a compulsory subject covering 197 teaching hours between primary (6–12 years) and secondary education (13–15 years). Food and health is usually taught in sixth grade (11 year olds) and ninth grade (14 year olds), and the curriculum specifies what qualifications students should be able to achieve thereafter through qualification objectives. The study is at the centre of improving students' understanding of the link between diet and health). The food and health curriculum explains how the subject will contribute to the development of public health, enjoyment of food, and interest in various foods and good eating habits. Thus, a public-health perspective is evident. Food and health education has existed for over 100 years and was originally called the "school kitchen". Initially, students were taught to cook, clean, and do other household chores. Formally, however, the subject has changed over time to deal with the consequences of living in a wealthy society. Despite emphasizing broader competencies in nutrition, sustainability, food labelling and critical thinking, much of the teaching in food and health today continues to be teacher-centred, with a strong focus on cooking.

Food education act, Japan

In 2014, the Japanese government spent more than JPY 200 million on "shoku-iku", which means education to eat. The term was coined by the Head of Japan's Nutrition College, Yukio Hattori, as part of a plan for conscious eating. "Many young people don't eat well, their diets are bad. That's why we had to fix that. That's why we started this movement," said Hattori.

Shoku-iku is taught in every Japanese public school, starting with kindergarten. Students learn to never skip breakfast, avoid buying food from markets, and to choose a traditional Japanese meal instead of fast food.

"We need people to be healthy by eating, because right now our medical expenses are JPY 40 trillion a year. It's going up one trillion a year," said Hattori, who helped the Japanese government develop and implement the Basic Law of

Shoku-iku in 2004. Since the law was enacted, the number of diet and nutrition teachers in Japan's public schools has grown from 34 to over 4 000.

The law defines shoku-iku as the ability to make appropriate food choices through a variety of food-related experiences, as well as learning about food and nutrition to develop people in the ability to follow a healthy diet. In addition, the law requires the encouragement of shoku-iku towards a richer lifestyle based on the lifelong development of a healthy mind in a healthy body. No person can live without food, so the targets of the law are not just children, but Japanese citizens of all ages. The basic concept consists of the following components:

- Shoku-iku should have the purpose of enhancing people's physical and mental health as well as enriching human life.
- Care should be taken to encourage people to develop greater appreciation and understanding of their diet, including the diverse roles played by the natural environment and the people who produce, transport and prepare food.
- Nationwide voluntary movements should be developed for the promotion of shoku-iku.
- In particular, parents, educators and day-care providers should actively promote shoku-iku among children.

Adult Food Literacy Program in Australia (FSA-Foods Sensations for Adults)



Figure 5. Food Sensations for Adults Program Curriculum (FSA-Food Sensations for Adults). Source: Begley A, Paynter A, Butcher LM, Dhaliwal SS. 2019. Effectiveness of an Adult Food Literacy Program. *Nutrients*. 11, 797; doi:10.3390/nu11040797

- Strengthen understanding of nutritional issues by taking advantage of all available opportunities at home, at school and in the community, or wherever, to provide a variety of nutritional experiences and activities.
- Promote awareness and appreciation of traditional Japanese food culture as well as food supply and food demand situations, and create opportunities for interaction between food producers and consumers, in order to revitalize rural farming and fishing regions and increase food self-sufficiency in Japan.
- Appropriate information on food safety should be provided to help people follow appropriate diets. Shoku-iku's components are so extensive that a single entity cannot encompass all these components. Therefore, cooperation between interested parties is indispensable for shoku-iku promotion.

Australian food literacy week programme

Community-based cooking programmes create a knowledge and exchange platform that can provide a motivating and socially connected environment where knowledge, skills and best practices can be built and benchmarked, and lead to a healthier diet.

Jamie's Department of Food Australia is a community-based programme that began in Western Australia in 2016. The programme teaches basic cooking and budgeting skills, efficient food shopping strategies, and the skills to prepare healthy meals at low cost. Its purpose is to help people prepare simple, fresh, and healthy food quickly and inexpensively. In Western Australia, The Good Foundation, supported by Edith Cowan University, has extended the reach to various socioeconomic status areas, delivering the programme through a mobile kitchen over a three-year partnership.

Australia adult food literacy programme (FSA, Foods Sensations for Adults)

The FSA was first implemented in 2011, but underwent extensive redevelopment in 2015 to align with the Australian Food Literacy Model and Best Practice Criteria for Food Literacy Programmes mandated by the Western Australian Department of Health. The current department-funded version of the FSA is contracted for a period of two and a half years. A reference group of department members, including the Western Australian Health Service, community organizations and other parties, reviews evaluation data and advises on guidelines for programme delivery twice a year. The FSA is a four-session programme, with each session lasting two and a half hours, equivalent to ten hours of contact time for each programme. The curriculum consists of eight lesson plans divided into four core modules and four optional modules. All curriculum course content is mapped to the four areas of food literacy (planning and management, selection, preparation, and cooking and eating) and food literacy components outlined in the experimentally tested Australian Food Literacy Model. The four core modules taught in the first three sessions were developed to address all components of food literacy. These sessions include the Australian Healthy Eating Food Groups Guide, which uses the nutrition information panel and other features of food labels to select healthier foods and budgeting tips, and each week participants prepare, cook and eat a variety of recipes that illustrate healthy eating to plan meals. They also prepare budget-friendly meals and snacks. In the fourth session, optional modules are offered to strengthen the food literacy components and meet the needs of a variety of different participant subgroups. Groups can choose from four optional modules to be delivered as part of the programme. The optional modules include healthy lunch boxes and snacks, healthy mind, healthy body, supermarket tour, and gardening for health. These optional modules are directly related to the four food literacy areas covered by the programme. Hands-on cooking offered in the second half of each session is more than half the duration of the programme, allowing participants to learn and practise basic cooking skills and taste new foods while preparing healthy recipes in a safe environment. Foodbank Western Australia has produced a series of visual cookbooks designed specifically for low literacy groups and each participant receives at least one recipe book to take home to promote healthy cooking at home. The sessions are tailored to the abilities of each group, taking into account the recipes to be cooked, and the facilitators try to provide relevant, informative and practical information.

Social media tools for new label nutrition information, food and drug administration (USA)

Label-related letters for different groups have been prepared by the United States Food and Drug Administration, in order to provide consumers with information about the issue and to raise awareness. These studies are listed below:

Consumer letters

Make informed food choices with the Food and Drug Administration's updated Nutrition Facts label! The updated label can help you make food choices that contribute to lifelong healthy eating habits. Some of the changes include updated portion sizes, calories shown in bigger, bolder font, and updated daily values and nutrient lists.

Letter for healthcare professionals

Physicians, dietitians, and other health professionals – the US Food and Drug Administration has updated the Nutrition Facts label. The new label makes it easy for you and your customers to make informed food choices that contribute to lifelong healthy eating habits. Some of the changes include updated portion size information, daily values and nutrient lists, and calorie and portion size information appearing in larger, bolder font. Learn about all the changes to the label to help your customers establish healthier eating habits at www.fda.gov/NewNutritionFactsLabel.

Promotion of front of packaging labelling in foods in the caribbean

Excessive consumption of sugar, fat and sodium is a public health problem associated with NCDs that most affect the population.

High blood pressure, high fasting blood glucose levels, and overweight/obesity are the top three risk factors for death in the Pan-American region. An unhealthy diet is closely linked to these top three risk factors, which are largely due to excessive intake of sugar, total fat, saturated fat, trans fat, and sodium, which have been dubbed the “critical nutrients” of the public health problem.

Excessive intake of these nutrients is largely due to the widespread availability, affordability and promotion of highly processed foods in terms of sugar, fat and sodium.

An important part of the solution requires the use of laws and regulations to reduce demand for products containing excessive amounts of critical nutrients. One of the main policy tools to protect against excessive consumption of such products is the use of front-of-pack labelling to tell consumers which products contain excessive amounts of sugar, salt, total fat, saturated fat, trans fat and fat.

The World Health Organization Pan-American Health Organization (PAHO) Division nutrient profile model has allowed the identification of products that should have warnings on the front of the packaging for excessive nutrient content that could affect health.



Figure 6. Front of Package Nutrition Labelling. Source: PAHO (Pan American Health Organization). 2016. *Nutrient Profile Model*. Washington, DC: PAHO, 2016. https://iris.paho.org/bitstream/handle/10665.2/18621/9789275118733_eng.pdf?sequence=9&isAllowed=y.

Front-of -package nutrition labelling is a simple, practical and effective tool to inform the public about products that may harm their health and help guide purchasing decisions.

An important part of the solution requires the use of laws and regulations to reduce demand and offer for processed and

ultra-processed products that contain excessive amounts of critical nutrients. Front-of-pack warning labelling represents one of the key policy tools of a comprehensive strategy to regulate obesogenic environments. Scientific evidence shows that octagonal front-of-pack nutrition alerts that indicate whether a product is at “high” or more critical nutrients are the best performing system, allowing consumers to accurately, quickly and easily identify products with unhealthy nutritional profiles.

As part of this approach, the WHO-PAHO nutrient profile model allows the identification of products that should include warnings on the front of the packaging for hypercritical nutrient content that could affect health.

Annex 2 - Capacity building on food literacy, communication plan

Introduction

Food literacy increasingly influences the shaping of consumer's opinions and behaviour. Therefore, consumer awareness is among the key components of food literacy. For consumers to navigate the food system for better outcomes and make informed decisions in their food choices, improving food literacy by using efficient communication frameworks is crucial. Informed decisions related to food and nutrition would decrease malnutrition and in turn increase the well-being of society.

The improvement of food literacy requires multicomponent interventions, taking into account the needs of different age groups, genders and socioeconomic groups. In this sense, provision of easy-to-understand and sufficient knowledge, skills and competence about foods is crucial. Developing skills to understand food labels and preventing the spread of misleading information is also important.

In this regard, the project titled Capacity Building on Food Literacy aims to understand the current situation of food literacy in Türkiye, identify gaps and opportunities, priority areas and target groups; and develop a strategy and vision for improvement in line with international good practices. To this end, the communication plan will support the implementation of the strategy.

Rationale

Communication activities are integral to the implementation of the strategy. The communication plan of the strategy aims to make a significant contribution to achieving the expected outcomes by helping to convey achievements to a target audience. Communication activities also contribute to the dissemination of knowledge produced through the different activities and to the exchange of experiences with diverse stakeholders. They should also focus on long-term impact. In addition, communication activities require thorough planning as well as the allocation of adequate resources, including human resources, to ensure close and timely follow-up.

The communication plan sets out the communication and visibility objectives, key messages, target audiences, communication tools and materials to be produced.

The communication plan:

- aims to raise awareness on food literacy, food literacy skills;
- contributes to the effective implementation of the Food Literacy Strategy and Action Plan of Türkiye;

- contributes to the relevant priorities of the Government of Türkiye, such as “food and nutrition security and food safety”;
- facilitates efforts to support and improve food literacy;
- prevents the spreading of misleading information on food. To this end, the plan will disseminate accurate and up-to-date information on food safety and nutrition;
- helps clarify basic conceptual differences such as “best before” and “use by” dates on food products;
- brings the relevant resources and knowledge products to the attention of targeted audiences and relevant media;
- supports the effective implementation of regulations about food labelling;
- encourages the visibility of multisectoral collaboration on improving food literacy;
- highlights the importance of developing consumer-centred food and nutrition information.

Objectives

The implementation of the strategy will increase capacities, including the knowledge and skills of different food system actors, and raise awareness of food literacy. Considering this, the overall objective of this communication plan is to increase the food literacy of relevant audiences in Türkiye.

The well-established communication networks of FAO, the MoAF and other contributing ministries, agencies and academia will be used.

The specific objectives of the communication plan are as follows:

- Target audiences in Türkiye know about the activities and achievements of the Food Literacy Strategy and Action Plan.
- Relevant media publish stories about the implementation of the strategy with relevant messages.

The fundamental message of this communication plan is that improving food literacy is crucial in rendering consumers more informed when making their choices on food, including food safety, nutrition and sustainability.

Target audiences and channels of communication and visibility

The communication plan of the strategy will target various relevant audiences in Türkiye to raise awareness of food

literacy and let them know about the activities and achievements under the action plan.

The target audiences and channels of communication are listed below.

Possible target audiences	Channels of communication
<ul style="list-style-type: none"> <input type="checkbox"/> vulnerable groups; <input type="checkbox"/> consumer groups: general public and/or school children; <input type="checkbox"/> children (7–10 years old); <input type="checkbox"/> adolescents (11–18 years old); <input type="checkbox"/> adults (18 years and older); <input type="checkbox"/> food producers. 	<ul style="list-style-type: none"> <input type="checkbox"/> digital media including social media and all types of web-based communication; <input type="checkbox"/> public events; <input type="checkbox"/> press releases; <input type="checkbox"/> information materials; <input type="checkbox"/> promotional materials.

Notes on channels of communication

- The Ministry of Agriculture and Forestry (MoAF) will lead the implementation of the communication plan. In this scope, the MoAF will establish a website dedicated to the implementation of communication activities. Visibility materials produced within the project are to be shared on the website upon the approval of the MoAF.
- Other relevant ministries such as the Ministry of Health and Ministry of National Education will be invited to contribute to the communication activities through their own websites.
- FAO has a supporting role in the implementation of the communication plan. The web page of FAO Türkiye may be used to disseminate strategy and action plan related information. Relevant information about the implementation of the Food Literacy Strategy and Action Plan, including news stories, events and resources, will be posted online at <https://www.fao.org/turkiye/en/>
- Stakeholders will be encouraged to share links in this web page, which is available in two languages: English and Turkish.
- Social media provides an effective platform for conveying the project's messages. In this regard, the project's social media messages will be designed to increase awareness with regard to food literacy. Practically speaking, relevant and popular hashtags will be instrumentalized and relevant stakeholder accounts will be tagged. Depending on budget availability, visual messages might be designed with a view for use on social media platforms.
- The social media accounts of the MoAF and relevant stakeholders will be used to share information and

key messages about the strategy and action plan. Furthermore, social media polls may be organized to inform target audiences about the basic concepts in food literacy such as “best before” and “use by”.

- Information materials such as relevant leaflets, flyers, posters, and factsheets will be printed in English and Turkish and distributed among the target audiences not only during the events, but also on other occasions such as meetings with government and NGO officials. All information materials will be available in PDF format on the websites mentioned above.
- Relevant promotional materials such as banners, digital background, rollups, posters, tote bags, and so on, may be produced.

Communication and visibility principles and guidelines

All communication and visibility activities conducted under the Food Literacy Strategy and Action Plan shall be in line with the existing Corporate Identity Guidelines of the Presidency of the Republic of Türkiye (2019), available on the MoAF website, www.tarimorman.gov.tr/Sayfalar/Bakanlik.aspx?OgId=113&Liste=Bakanlik.

The logo of the MoAF shall be added to all project information and promotion materials.

Communication Plan

(Note: the communication plan aims to support the implementation of the food literacy strategy and action plan. Therefore, most of the materials will be prepared and distributed by the MoAF and other stakeholders during 2023 and beyond).

Communication products/time frame	2022	2023			
	Q4	Q1	Q2	Q3	Q4
Communication plan	X				
Publication and dissemination of action plan on food literacy	X	X			
Press release	X				
Design of the poster for school children	X				
Distribution of the poster for school children		X			
Design of the social media visual	X				
Posting social media visuals/posts	X	X		X	X
Social media poll		X			
Tote bag	X				
Factsheets (2)	X				
Op-ed					X
Radio & TV appearances			X	X	

Messages/slogans

Quality and safety of food at all stages of the food chain!

Choose consciously and consume with confidence.

Food literacy is important for children.

Let's be a food literate consumer!

Different slogans can be determined and used in the documents and activities within the scope of the project.

Messages/slogans in Turkish

Besin zincirinin tüm aşamalarında gıda güvenliği ve kaliteli gıda!

Bilinçli seçin ve güvenle tüketin

Çocuklar için gıda okuryazarlığı önemlidir.

Gıda okuryazarı tüketiciler olalım!

Proje kapsamındaki doküman ve faaliyetlerde farklı sloganlar da belirlenip kullanılabilir.



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