Food Literacy Strategies and Interventions: What Are the Barriers to Implementation?

March 7, 2019
12:00PM – 1:00PM EST
Unpacking Food Literacy

- The webinar will start shortly after 12:00 pm
- You may download a PDF of the slide deck from the Webinar Slides pod
- The webinar will be recorded and made available for viewing on NRC’s website
- Please share comments and questions into the Comments and Questions pod
- Please chat with OPHA Host if you require technical assistance
About us…

Nutrition Resource Centre

- Operating under the Ontario Public Health Association since 1999
- Formerly funded by Ontario’s Ministry of Health and Long-Term
- Supported in part by funding generously provided by the Helderleigh Foundation
Nutrition Resource Centre

A leader and center of excellence in healthy eating and nutrition to optimize health for all.

- Proven track record in providing evidence-based services to health promoters for close to 20 years
- Evolving based on changes to healthy eating and nutrition landscape
- A catalyst and hub supporting health intermediaries, communities and others to integrate knowledge about nutrition and healthy eating into practice
“Adults and youth (ages 13 and older) need an average of 2,000 calories a day, and children (ages 4 to 12) need an average of 1,500 calories a day. However, individual needs vary.”
Emily Truman, PhD

Emily Truman, PhD is a postdoctoral scholar in Critical Food Communication & Health at the University of Calgary, and a member of the Food, Policy & Health research initiative lead by Dr. Charlene Elliott, Canada Research Chair in Food Marketing, Policy and Children’s Health. Emily’s program of health communication research investigates the theoretical and practical implications of food literacy as a means to promote improved health and wellness. Theoretical considerations include conceptual frameworks (including intersections with health literacy, nutrition literacy, and media literacy), while practical implications center on intervention implementation and program evaluation. Additionally, she explores questions of visual communication in relation to public health education, such as the efficacy of food guide graphics in communicating nutrition information.
Erin Beagle, Executive Director

Erin is the Executive Director for ‘Roots to Harvest’, a youth and food focused not-for-profit organization in Thunder Bay. Through Roots to Harvest, Erin has been involved with provincial conversations and advocacy around food literacy, youth employment, food access, urban agriculture, food procurement and municipal food strategies for the past 7 years. With a background in community capacity building, Erin sees Roots to Harvest's role in local food procurement as one that can push some boundaries and bring the different sectors together to solve problems. Erin sits on the board of directors of Sustain Ontario, plays an active role in the Ontario Edible Education Network and an advisor for the Thunder Bay & Area Food Strategy. She has an active young family and can usually be found with dirt under her fingernails and wearing rubber boots under the boardroom tables.
Food Literacy Strategies and Interventions: what are the barriers to implementation?

Emily Truman, PhD
Postdoctoral Fellow in Critical Food Communication & Health

March 7, 2019
12:00-1:00pm EST
OPHA NRC Webinar
Health-promoting
Media Literacy

Food Literacy

Child and Adolescent Health

Socio-cultural dimensions of food

Nutrition Science
Learning objectives:

• 1) learn how barriers to food literacy were identified in a comprehensive review of literature;

• 2) examine categories of barriers that are related to the individual, school and community level;

• 3) explore a conceptual model that theorizes where these barriers intervene in the relationship between food knowledge, food attitudes and food behaviours.
Literature Search

Records after duplicates removed

Records screened (n = 1407)

Records excluded (n = 1333)

Full-text articles analyzed (n = 74)

Full-text articles examining facilitators and barriers to food related issues in which food literacy is a minor factor (rather than the study focus). (n = 36)

Studies examining facilitators and barriers to FOOD LITERACY proficiency (n = 38)

10 Healthy Eating
9 Food Security
4 Organizational Training
4 Policy Development
3 Food Waste
2 Food Science
2 Info Sharing Technology
1 Breastfeeding
1 Food Well-being
<table>
<thead>
<tr>
<th>Publication Type</th>
<th>Study Type</th>
<th>Country of Origin</th>
<th>Population</th>
<th>Level of FL Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Study (14)</td>
<td>Mixed Methods (10)</td>
<td>Canada (15)</td>
<td>Adults (21)</td>
<td>Individual (14)</td>
</tr>
<tr>
<td>Literature Review (8)</td>
<td></td>
<td>Australia (10)</td>
<td>Adolescents (16)</td>
<td>School (14)</td>
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<td></td>
<td>Cross-sectional survey (6)</td>
<td>Denmark (3)</td>
<td>Not specified (1)</td>
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<td></td>
<td>Narrative Review (6)</td>
<td>Austria (1)</td>
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<td>Case Study (4)</td>
<td>Hong Kong (1)</td>
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<td>Intervention (2)</td>
<td>New Zealand (1)</td>
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<td>Scoping Review (2)</td>
<td>South Africa (1)</td>
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<td>Participatory (1)</td>
<td>Sweden (1)</td>
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<td>U.K. (1)</td>
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• *Barriers* are defined as **any factor preventing the acquisition or use of food-related knowledge, attitudes or skills.**
Polling Question #1
Results: Barriers identified

**Detailed Barriers**

**KNOWLEDGE**
- lack of info on food preparation
- lack of ability to read and understand food labels
- lack of understanding about health recommendations
- confusing advice about how to eat healthy
- family as source of (poor/inaccurate) food knowledge
- media as source of (poor/inaccurate) food knowledge

**ATTITUDES**
- lack of interest in food wellbeing (2)
- food and meal habits
- relationship to food

**EXTERNAL BARRIERS**

<table>
<thead>
<tr>
<th>Skills/Abilities</th>
<th>Resources</th>
<th>Environmental Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- lack of food skills/decreasing skills (2)</td>
<td>- lack of time (6)</td>
<td>- home/living environment (4)</td>
</tr>
<tr>
<td>- lack of food learning activities at home (2)</td>
<td>- lack of access to healthy foods (2)</td>
<td>- broader food-choice environment (2)</td>
</tr>
<tr>
<td>- lack of ability to budget/plan/purchase household food</td>
<td>- lack of equipment</td>
<td>- school/learning environment (2)</td>
</tr>
<tr>
<td>- safety concerns that prevent cooking</td>
<td>- lack of government funding for programs</td>
<td>- social/psychological environment (including gender difference) (2)</td>
</tr>
<tr>
<td>- difficulty navigating information technologies and sourcing food info</td>
<td>- lack of access to affordable fresh vegetables and fruit</td>
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*Individual Food Literacy Diagram*
### Detailed Barriers

#### KNOWLEDGE
- outdated/lack of curriculum content (2)
- lack of awareness in topic by teachers
- lack of interest in topic by teachers (2)
- curriculum priorities
- ‘subject fragmentation’ (add food literacy to existing subject, or teach as unique topic?)
- too much focus on nutrition science (food as nutrients)

#### ATTITUDES
- undervalued topic (by admin, other staff, parents, wider community) (4)
- the pressure of curriculum expectations
- ambivalence of students
- student-teacher relationships (esp. racial/ethnic difference)

#### EXTERNAL BARRIERS
**Skills/Abilities**
- lack of student basic food skills

**Resources**
- lack of interested/trained teachers (4)
- lack of prep and instructional time (3)
- lack of/outdated infrastructure (2)
- lack of materials (2)
- lack of funding (2)
- too many school administrators (difficult to initiate new programming)
- lack of access to healthy foods in school canteen/cafeteria

**Environmental Conditions**
- undermining of healthy food choices by non-supportive school cafeteria/canteen (2)
- changing social norms (convenience foods, fast food and fewer family meals).
- negative role modelling by teachers
- school fundraising using unhealthy foods
### Detailed Barriers

**KNOWLEDGE**
- lack of nutrition knowledge
- lack of program facilitator knowledge
- too much focus on functional aspects of nutrition literacy

**ATTITUDES**
- lack of community engagement
- political pressure that prevents programming

**EXTERNAL BARRIERS**

<table>
<thead>
<tr>
<th>Skills/Abilities</th>
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<tr>
<td>- lack of basic individual food skills</td>
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<tr>
<td>- lack of program facilitator skills</td>
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<table>
<thead>
<tr>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>- lack of program funding (2)</td>
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<tr>
<td>- competition for funds</td>
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<tr>
<td>- lack of time</td>
</tr>
<tr>
<td>- lack of transportation (i.e. for field trips)</td>
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<tr>
<td>- lack of policy support (i.e. policy hurdles)</td>
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<table>
<thead>
<tr>
<th>Environmental Conditions</th>
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</thead>
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<td>- community food insecurity</td>
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Model of Food Literacy Proficiency

Implications

• Address resource barriers with simple supply?
  • i.e., teaching materials, access to equipment and facilities
  • But what about “lack of time” for learning and instruction? (need changes to cultural attitudes)

• How to address environmental condition barriers?
  • Need supportive home/living, school/learning environments (promote basic food skills, knowledge)
  • Need supportive food-choice environments (promote access to healthy foods in schools and communities)
  • Policy support for food education and food security
  • Create interventions that include not only nutrition information and cooking skills, but also socio-cultural topics related to food (i.e., symbolic function of foods, food marketing and advertising, food availability and its impact on food choice).
Polling Question #2
For more information:

- Check out the *Food, Policy and Health* initiative at the *University of Calgary* for updates on research projects, publications, and resources: ucalgary.ca/foodmarketing

- Or please email me directly: emily.truman@ucalgary.ca
Other work on food literacy:

• (Forthcoming). Truman, E. and Elliott, C. Health-promoting media literacy for children: Evaluating the impact of a food marketing intervention.


Barriers to Achieving Food Literacy with Children & Youth
Perspective from a Community Organization
• If a student never takes a Food Studies or Culinary course, what is the food messaging coming from the school food environment?
Refocusing the conversations about food
Questions?

Roots to Harvest
www.rootstoharvest.org
info@rootstoharvest.org
807-285-0189
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Address
Nutrition Resource Centre
44 Victoria Street, Unit 502
Toronto, Ontario
M5C 1Y2
www.nutritionrc.ca

Contact
Candace Aqui, MPH, RD
Consultant
416.367.3313 x 235
caqui@opha.on.ca

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