



European institute of Innovation, entrepreneurship and Technology

Name : Cherry
Student ID : 240015
Subject : Basics of Dietetics

Table of contents

1. Introduction	1
2. Components and strategies of the campaign	1
3. Visual leaflets for Nutritional education	1
4. Nutrition workshop and cooking demonstration	2
5. Staff meal planning manuals	3
6. Tailoring for non literate population	4
7. Cultural food preference local food	4
8. Progress tracking tool	5
9. Conclusion	5
10. Reference	6/7

Nutrition Literacy campaign for developing tourism communities

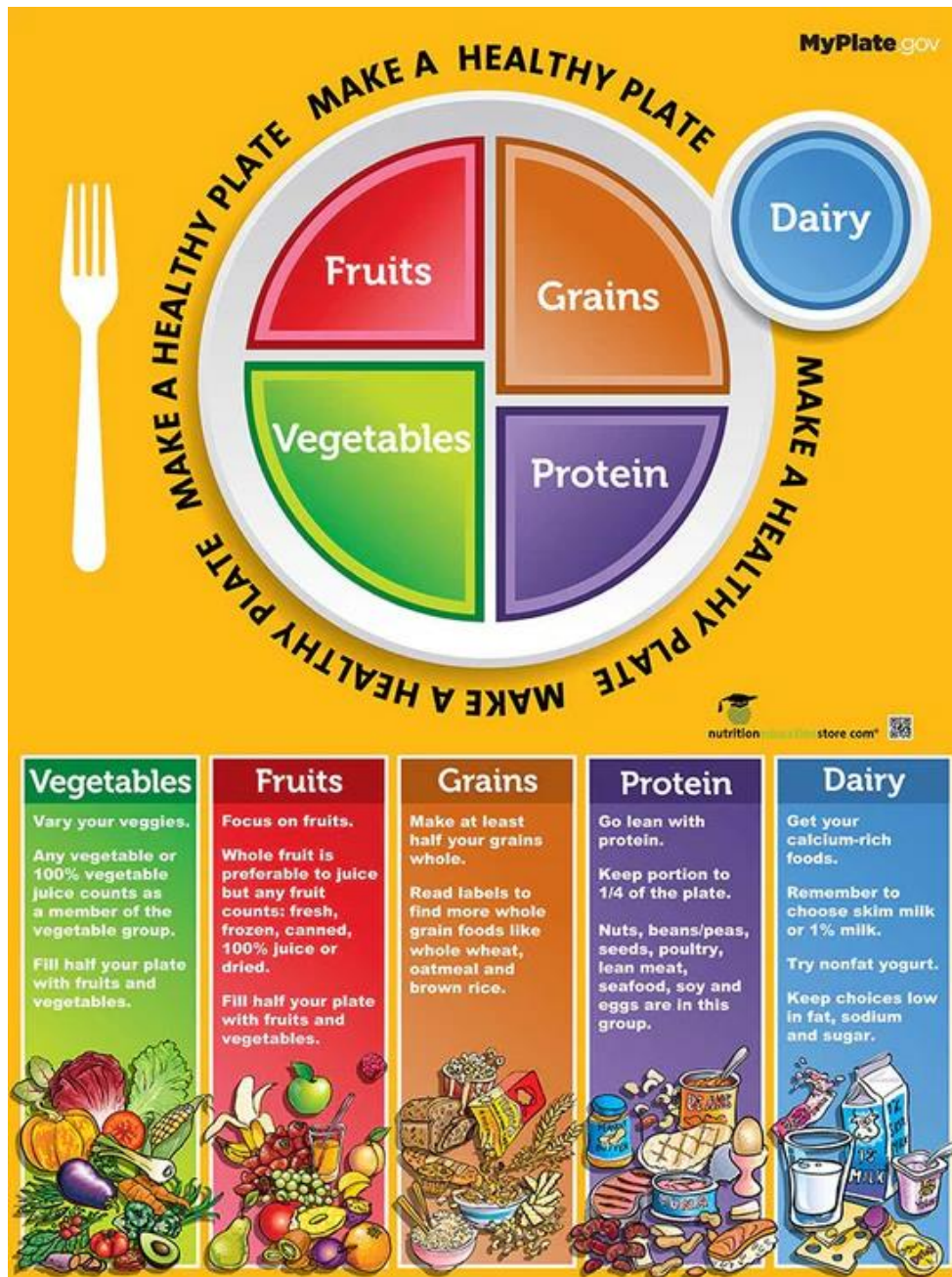
A central problem accompanying the expansion of tourism into peripheral areas is ensuring the public health, nutrition, and occupational safety of tourism employees and visitors alike. Most of these areas face a unique set of interrelated problems, which include limited availability of nutritionally adequate foods alongside widespread low literacy, which makes conventional educational methods futile. This initiative attempts to close that gap by offering culturally appropriate and easy-to-use sustainable resources. The project is designed to improve the health-seeking behaviours of community members while simultaneously improving the quality of food and food services offered to tourists.

Components and strategies of the campaign

The campaign is structured around three main components: community workshops, visual leaflets, and staff menu planning guides, which include meals local to the culture. A central focus of the campaign includes pictographic education, oral history, demonstrations of local dishes, and experiential cooking. Both translated and adapted materials to the region's language, literal illustrations, and oral communication are used for essential messages to illiterate audiences

Visual leaflets for nutrition Education

IN areas where literacy is low, traditional leaflets are replaced with visual-first communication. Visual leaflets for nutrition education typically feature a vibrant, easy-to-understand layout that includes clear food group icons such as fruits, vegetables, grains, proteins, and dairy, often color-coded for quick recognition. These icons are often paired with culturally diverse food examples to promote inclusivity, such as maize and cassava for carbohydrates in Africa, or jackfruit and lentils in South Asia, making the content intuitive and relevant. A central element is usually a meal plate template, such as the MyPlate Model, which is a circular diagram dividing the plate into proportionate sections for each food group, visually emphasizing balanced portions. Some versions may include a side for water or dairy, while others may integrate cultural models like the Asian or Mediterranean food pyramids. These leaflets are designed to be visually engaging with illustrations or photos, often including smiling families, meal prepping scenes, or school lunches to connect with the target audience. Labels and short descriptions often accompany the visuals to reinforce messages like “half your plate fruits and veggies,” “choose whole grains,” Or include lean protein, “making the educational message accessible and memorable for diverse age groups and literacy levels.” Furthermore, Red X and green signs simplify key habits- washing hands, boiling water, avoiding spoiled foods, or storing leftovers safely. Leaflets are waterproof and printed in large formats for community display markets, schools and kitchen and small takeaway cards for households.



Nutrition Workshops and Cooking Demonstration

Community workers conduct community workshops in collection areas, and these are also facilitated by trained locals and health workers within the community. These dynamic, multi-lingual sessions incorporate food storytelling, singing, theatre, and food showpieces, blending live performances with food accents to convey important themes. Below is the description of the workshop modules in chronological order.

Module 1: What is a balanced Diet?

A balanced diet within the scope of a nutrition literacy campaign designed for developing tourism communities especially within a workshop module means cultivating the knowledge on how to engage in a variety of foods in adequate amounts for health, energy, and wellbeing,

while factoring in local food supply, cultural preferences, and socio-economic conditions. The workshop is intended to inform community members. With coloured foods and local sayings, facilitators illustrate the benefits of different food colours on the body. An illustrative saying. “Food is like a house, you need the bricks (carbs), cement (proteins), and the pretty things (vitamins) to decorate it.” In addition, trainees learn about portion control, food safety, and the health consequences of processed foods or unbalanced diets. Overdominance, which is at high risk in developing areas experiencing rapid economic or tourism growth, usually suffers from unregulated living standards.

Module 2: nutrition for workers

While empowering workers in the developing tourism communities, educators address specific health needs that enhance personal health, ergonomics, productivity, sustainability, and the quality of tourism services offered through nutrition education. Those employed in these areas, such as hospitality, food service, guiding, or various crafts, endure strenuous physical work and therefore need a wholesome and well-balanced diet to endure and maintain energy for mental wellness. The campaign’s workshops module focuses on information deficiency regarding nutrients, which includes proteins for muscle repair, complex carbohydrates for energy, healthy fats for mental sharpness, vitamins and minerals for immunity and metabolic balance.

Module 3: Budget-Friendly Nutrition

This module discusses how supporting an economically sound public health initiative can be achieved with budget-friendly nutrition. Nutrition-related issues both in economically developing areas and among tourism communities are often compounded by low income, food insecurity, and the proliferation of fast food and other convenience diets associated with tourism. Any such campaign should include a module on budget-friendly nutrition, which cultivates the dietary habits of locals through the purchase of locally produced and culturally accepted foods, which are both affordable and of high quality. This includes the promotion of legumes, grains, fruits, and vegetables produced in the community, as well as traditional foods that are modified to minimize cost while maximizing nutrition. Families also need to be taught meal planning, food waste reduction, and understanding food labels to help make informed decisions with limited resources.

Module 4: Hygiene & Safe Food Practices

The initiative “Hygiene & Safe Food practice” workshop module for tourism communities is exceptionally tailored to improve the public health dimension whilst fostering sustainable tourism development. In emerging tourism destinations, especially in rural and underdeveloped regions, the absence of proper catering hygiene standards can result in food infections which not only threaten local communities, but also tourists as well. This initiative educates local food vendors, restaurant owners, homestay proprietors, and community members on the fundamental concepts of hygiene and safe food preparation, including the prevention of cross-contamination, water cleanliness, and waste management.

Staff meal planning manuals

Tourism staff often work long hours and may rely on communal or canteen meals. A special manual-“Eat Well, Work Well- is created for hospitality team leaders and cooks. It uses a week-by-week grid format with icons to guide meal planning.

- **Seasonal food charts:** highlights locally available produce by season, supporting cost-effective planning.
- **Daily energy needs:** infographics show portion sizes for a worker doing physical labour, e.g., porters vs front office clerk.
- **Meal rotation ideas:** sample weekly menus balance variety and nutrition with local dishes (e.g., Monday breakfast boiled cassava, peanuts, papaya, Wednesday lunch: maize porridge, beans, spinach).
- **Hydration tracking:** Each page has a visual reminder of droplet icons for water intake to counter dehydration.
- **Allergen & special diet notes:** include illustrations for common dietary restrictions(no pork, vegetarian, etc.)
- Manuals are laminated and colour corded for kitchen use. they also support eco-friendly practices, encouraging plant-based dishes and local sourcing.

Tailoring for non-literate populations

When designing nutrition literacy campaigns for non-literate audiences in tourism developing communities, especially in a workshop format, a culturally respectful, appealing, non-text-based literacy approach must be taken. Visual communication, particularly illustrations, symbols, and real-life scenarios, serves as the main strategy for conveying important informative nutrition concepts. Workshops should include active teaching methods like cooking classes, teaching balanced diets, safe food handling, and the use of local foods through role plays, and games to demonstrate local food nutrition. Auditory methods featured local songs and stories told in the native dialect to make the messages more enjoyable and memorable. Moreover, facilitators from trusted community groups such as local chefs, elders, and tour guides strengthen trust and the influence of learning through peers. The campaign should integrate emphasis on tourism and good nutrition hospitality, guest satisfaction, and good nutrition as part of sustainable income tourism livelihoods. Essentially, overcoming language and other barriers, the well-being and economic resilience of tourism-dependent communities can more easily adopt stronger routines and practices in their daily life. encouraging public announcements in local dialects during peak hours to promote key nutrition messages.

Cultural food examples for local relevance

In areas with burgeoning tourism, the incorporation of heritage foods into a nutrition literacy campaign can both protect a local legacy and help foster the development of better eating habits. Consider, for example, coastal Southeast Asian villages where fish wrapped in banana leaves (Indonesia’s “peps Ikan” and “inun-unan” from the Philippines), as well as “okra soup

with fufu” or “jollof rice with vegetables,” are used to teach the value of high-fat and high-fibre complex carbohydrates. In South America’s Andean regions, the promotion of quinoa-based meals not only leverages an ancient Incan staple but also seeks to educate visitors and locals on the nutritional value of local indigenous grains. Mediterranean tourism villages can also promote the off-season cold lentil soups, salads with olive oil, and fresh seafood stews, reinforcing the heart-healthy diet messages. Teaching through hands-on cooking classes or workshops that include these familiar foods with culturally relevant and locally prepared food increases the sustainability of nutrition literacy initiatives and deepens the tourists’ appreciation of the destination’s cuisine. This model improves health outcomes and empowers communities to take pride in their structured culinary identity. By honouring traditional dishes and encouraging small improvements like adding greens to a starchy base or swapping frying for steaming, the campaign fosters change without resistance.

Progress tracking tools

While developing nutrition literacy campaigns for the non-literate public in tourism developing communities, especially in a workshop setting, a non-literate, culturally sensitive, appealing, and non-text-based literacy framework must be utilized. Important informative nutrition concepts are taught using visual communication, as well as illustrations and symbols from real life. Workshops should include active teaching like cooking balanced diet meals, safe food handling, and using local foods in role plays and games, demonstrating local food nutrition. Auditory methods included local songs and stories in the native dialect to enhance the enjoyment and memorability of the messages. Peer educators from community trusted groups like chefs, elders, and tour guides enhance trust and the impact of learning through peers. Focus on tourism and good nutrition hospitality, guest satisfaction, and good nutrition as part of sustainable income; tourism livelihoods should dominate the campaign. Essentially, overcoming language and other barriers strengthens practice changes in community daily life routines and habits for tourism-dependent communities’ well-being and economic resilience. Encouraging public announcements in local languages at peak times to transmit important nutrition messages in the local language.

Conclusion

To conclude, the executed workshop module on the tourism-associated developing communities nutrition literacy campaign signifies an important milestone in the journey towards sustainable development and community self-reliance. The campaign empowers local participants, specifically those operating in food tourism businesses such as homestays, street food vending, and traditional catering, by providing them with relevant skills on nutrition, hygiene, and healthy dietary selections. This initiative not only improves personal health, but also serves to enhance the quality of local tourism products. Improved tourism nutrition literacy translates into improved community health indicators, reduced risks associated with workforce illness, and enhanced public service health exposure for community members to testify genuine healthy meal preparations on vital tourism destinations. This initiative enhances integration of locally produced and traditional information on food into contemporary dietary guidelines, thereby safeguarding the local identity while encouraging responsible tourism. The hope is that, as this initiative continues to be developed and refined through subsequent modules, it will yield sustained benefits toward the construction of vulnerable, well-informed, and health-cantered tourism communities capable of weathering the challenges posed by the competitive environment of global tourism marketing with a public health-imbued focus.

References

- *Nutrition*. (n.d.). Food and Agriculture Organization of the United Nations.
<https://www.fao.org/nutrition>
- Safety, N. a. F. (2019, November 21). *Nutrient Profile Model for the WHO African Region: a tool for implementing WHO recommendations on the marketing of foods and non-alcoholic beverages to children*.
<https://www.who.int/publications/i/item/9789290234401>
- World Tourism Organization, Rifai, T., Favilla L. De Paula, M., Ilín, D., Gaztelumendi, I., & Jordan, P. (2012). Global Report on Food Tourism. In UNWTO. World Tourism Organization (UNWTO). https://webunwto.s3.eu-west-1.amazonaws.com/s3fs-public/2019-09/food_tourism_ok.pdf (Original work publi*EU Guidebook on Sustainable Tourism for Development*
- *EU Guidebook on Sustainable Tourism for Development* | UN Tourism. (n.d.).
<https://www.unwto.org/EU-guidebook-on-sustainable-tourism-for-development>
- *BILT expert group report on green and digital skills for hospitality and tourism*. (n.d.).
<https://unevoc.unesco.org/home/BILT+Expert+group+report:+Green+and+digital+s+kills+for+hospitality+and+tourism>
- *Home*. (n.d.). Food and Agriculture Organization of the United Nations.
<https://www.fao.org/nutrition/education/food-dietary-guidelines/home/en/>
- Nutbeam, D. (2008). The evolving concept of health literacy. *Social Science & Medicine*, 67(12), 2072–2078. <https://doi.org/10.1016/j.socscimed.2008.09.050>
- *Toolkit*. (n.d.). Food and Agriculture Organization of the United Nations.
<https://www.fao.org/nutrition/policies-programmes/toolkit/en/>

- *Make it visual.* (n.d.).
<https://www.who.int/about/communications/understandable/visuals>
- *Identifying gaps between knowledge and practice in production and distribution of local and regional foods for a more secure food supply chain | National Agricultural Library.* (n.d.). <https://www.nal.usda.gov/research-tools/food-safety-research-projects/identifying-gaps-between-knowledge-and-practice>
- *Capacity building in the field of vocational education and training (VET).* (n.d.). Erasmus+. <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-2/capacity-building-vet>