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Kitchen of the Reference Center for Social Assistance as welcoming and bond-building space: an experience report of a group of women

A cozinha do Centro de Referência da Assistência Social como espaço de acolhimento e construção de vínculo: relato de experiência de um grupo de mulheres

Abstract

Introduction: Food and Nutrition Education (FNE) practices in public services and communities are challenging for health professionals and educators, requiring experience reports to motivate and assist FNE practices in different scenarios. **Objective:** Report the experience of creating and developing a group of women at the Reference Center for Social Assistance (CRAS) as part of curricular activities of the Department of Nutrition at the Federal University of Campina Grande. **Methods:** We described 17 activities held in the first and second academic semesters of 2019 and during the academic break. Culinary workshop was used as FNE strategy. **Results:** Meetings were organized in three articulated moments: welcoming, culinary workshop, and conversation circles. Activities promoted exchange of experience, prioritizing an open dialogue that addressed topics beyond those related to food and nutrition. Strategies were developed to build bonds between women, students, the professor, and CRAS professionals. Conversation circles were challenging and demanded methodologies to democratize speech, listening, and self-reflection. **Conclusion:** Culinary workshop was a strategy that promoted nutritional and technical approach and bond formation between women and CRAS professionals and potentiated CRAS space by offering health promotion and FNE actions.

Keywords: Food and Nutrition Education. Health Promotion. Women. Emotional Bond.

Resumo

Introdução: A realização de práticas de Educação Alimentar e Nutricional (EAN) nos serviços públicos e comunidades ainda permanece como um desafio aos profissionais de saúde e educadores, sendo necessários relatos de experiência que motivem e auxiliem a construção práticas de EAN em diferentes cenários. **Objetivo:** Relatar a experiência do processo de criação e desenvolvimento de um grupo de mulheres no âmbito do Centro de Referência da Assistência Social (CRAS), como parte das atividades curriculares do Curso de Nutrição da Universidade Federal de Campina Grande. **Método:** Foram descritas 17 atividades realizadas no período letivo de 2019-1 e 2019-2 e durante o recesso acadêmico. Como estratégia de EAN, foi utilizada a oficina culinária. **Resultados:** A metodologia dos encontros estava organizada em três momentos articulados: acolhimento, oficina culinária e roda de conversa. As atividades promoveram a troca de experiência, priorizando um diálogo ampliado, para além de temas relacionados especificamente com alimentação e nutrição. Foram

desenvolvidas estratégias para criação de vínculo entre mulheres, estudantes, professora e profissionais do CRAS. Regada por desafios, a roda de conversa demandou a aplicação de metodologias para oportunizar a democratização da fala e da escuta, e a reflexão sobre si. **Conclusão:** Para além da abordagem nutricional e técnica, a oficina culinária foi uma estratégia que promoveu a criação de vínculo entre as mulheres e os profissionais do serviço, contribuindo também para potencializar o espaço do CRAS com a oferta de ações de promoção de saúde e EAN.

Palavras-chave: Educação Alimentar e Nutricional. Promoção da Saúde. Mulheres. Vínculo.

INTRODUCTION

The publication of the Reference Landmark of Food and Nutrition Education for Public Policies in 2012 repositioned the role of educative strategy in the field of Food and Nutrition.¹ Since then, Food and Nutrition Education (FNE) has been considered a continuous practice of social transformation. Considering public policies and the scientific field, FNE is recognized as a transdisciplinary and intersectoral strategy to prevent and control current food and nutritional problems and promote adequate and healthy eating.²

Culinary as emancipatory practice, self-care promotion, active participation of individuals, and intersectoral actions are principles supporting FNE.¹ Transformation of such principles on practices implemented in public services and communities remains challenging to healthcare professionals and educators.

Insufficient practical references, successful actions, and experiences regarding FNE increase this challenge and are considered elements of demotivation for FNE professionals and educators.³ In this sense, Cervato-Mancuso & Vincha⁴ and França & Carvalho⁵ highlighted that, besides scarce, FNE studies and experiences present descriptive approaches and superficial methodologies, hindering reproduction or application in other scenarios.

This study reports the experience of creating and developing a group of women within the Reference Center for Social Assistance (CRAS), which adopted culinary workshops and conversation circles as FNE strategies and methodologies. CRAS is a component of the Unified Social Assistance System and is considered an entryway. It is a space for building practices to promote social protection for vulnerable populations.⁶ Despite its potential, CRAS is little requested for FNE actions; thus, this report contributes to reflect the offering of FNE practices beyond limits of schools and health centers.

This report is justified by the current political scenario of social, health, food, and nutritional security policy dismantling since it documents practices and social experiences within the scope of these public policies and presents an experience of integration between university-service-community; thus, reinforcing the social responsibility of public higher education institutions.

METHODS

This was an experience report based on actions developed in the Culinary Workshop group of women at Joana D'Arc da Fonseca CRAS, located in the urban region of Cuité, Paraíba. Cuité is an inland city of twenty thousand inhabitants with a low Human Development Index (0.591), highlighting social vulnerability.⁷

The group resulted from a partnership between professionals from the Joana D'Arc da Fonseca CRAS and professors from the Department of Nutrition at the Federal University of Campina Grande (UFCG), Cuité campus. Joana D'Arc CRAS offers actions and social protection services for families and individuals in the context of social vulnerability, such as monitoring individuals and families and offering workshops, courses, and group activities for pregnant women, the elderly, children, and women.

The CRAS Culinary Workshop group was proposed and elaborated as part of activities developed in the Public Health Practice (PHP) course, offered in the third year of the Nutrition program. The objective of the course is to consolidate student's knowledge about food and nutrition in public health through experiences in services and programs related to food and nutrition public policy. It is a 60-hour course with five practice fields (CRAS, two municipal schools, one primary family health center, and one Psychosocial Care Center), receiving an average of seven students each. Weekly practices are developed with direct monitoring by a guiding teacher.

Activities of the PHP course at CRAS were developed in the first (8 students) and second (6 students) semesters of 2019. The course started in March 2019 with a meeting involving CRAS professionals and the professor to discuss

activities and create a group of women to strengthen bonds with the community. As a strategy, the CRAS coordinator suggested combining activities with culinary workshops. Face-to-face meetings of the CRAS Culinary Workshop group were conducted fortnightly, between 7:30 am and 9:30 am. Time was chosen together with CRAS professionals, considering local culture. Students planned and articulated meetings under supervision of the professor. Before meetings, plans were delivered to the CRAS coordination for approval and request of materials for the proposed activity.

Results of this experience are presented in two topics: (1) *Meetings "recipe"*, which addresses the experience of creating the methodology for preparing the culinary workshop; and (2) *Strategies for bond-building*, which addresses the importance of creating bonds between all participants.

RESULTS AND DISCUSSION

This experience report addressed activities and strategies used in the CRAS Culinary Workshop group and lessons learned from this process. During 2019, seventeen activities were conducted in four moments: (1) first semester of 2019, in which challenges were related to recruitment and bond-building between participants (Box 1); (2) academic recess, that is, activities were maintained even without students enrolled in the course to maintain the bond between participants - university, service, and community (Box 2); (3) second semester of 2019, when new students were introduced to the group, requiring bond-building between professionals, professor, women, and new members (Box 3); and (4) festive activities, social gathering and a skill workshop, including moments experienced with the group but without the "culinary workshop" strategy (Box 4).

Only one woman attended the first activity of the group since actions were not effective to attract women for this activity. The team (CRAS-university) discussed means for attracting more women. Throughout the year, different recruitment strategies were implemented, such as advertising the Service of Coexistence and Bond Strengthening in the group of elderly and actions conducted by the Municipal Department of Social Assistance; invitation of women assisted by the *Bolsa Família* program; referral from CRAS social assistant and psychologist as part of treatment provided in the Program of Comprehensive Attention to the Family; and encouraging participants to invite other women from the community. In 2019, the group had an average of 10 women, including adults, elderly, mothers, beneficiaries of social programs, and physically disabled.

Box 1: Description of activities conducted in the Culinary Workshop group of the Joana D'Arc Reference Center for Social Work in three stages: welcoming, culinary workshop, and conversation circle. Cuité-PB, first semester of 2019.

	Welcoming	Culinary workshop	Conversation circle
1*	<p><i>Strategy:</i> "Cat bed" (in a circle, participants introduced themselves and said what they expect from the workshop. Then, they threw a ball of wool to another participant, holding one end of the wool). Objective: To introduce participants and bond-building.</p>	<p>Functional carrot cake with oatmeal</p>	<p><i>Activities:</i> (1) Talk about functional foods focusing on oats and carrots, (2) choose the name of the group with CRAS Culinary Workshop Group.</p>

Box 1: Description of activities conducted in the Culinary Workshop group of the Joana D'Arc Reference Center for Social Work in three stages: welcoming, culinary workshop, and conversation circle. Cuité-PB, first semester of 2019. (Continues)

	Welcoming	Culinary workshop	Conversation circle
2	<i>Strategy:</i> "Unprecedented recipe" (each participant cited a preparation they cooked and believed to be unprecedented, and others shared whether they knew it or not). <i>Objective:</i> To know participants' recipes and cooking skills	Stalks and leaves cakes	<i>Strategy:</i> Mediated conversation. Figures of ingredients of the preparation were used. <i>Objective:</i> To debate the importance and integral use of eatables.
3	<i>Strategy:</i> "Rain game" (each participant made a sound with their hands. In the end, the set of sounds was similar to rain sound). <i>Objective:</i> To integrate and relax the participants.	Zucchini pie with chicken stuffing (recipe performed by one participant)	<i>Strategy:</i> "Facts and photos" (each participant took a photo/object referring to a food/act of commensality in the construction of their affective memory). <i>Objective:</i> To rescue affective memory related to food.
4	<i>Strategy:</i> "Txai" (each participant was asked to imagine good things. At the end of a song, they hugged each other and said a positive word). <i>Objective:</i> To promote relaxation and bond-building.	Lemongrass Cake (recipe executed by a participant)	<i>Strategy:</i> "What is the tea?" guessing game. <i>Objective:</i> To exchange experiences on the use of teas, including Lemongrass.
5	<i>Strategy:</i> "Challenge" game (a closed box went from hand to hand and each participant was encouraged to face the challenge of opening it). <i>Objective:</i> To reflect on coping with fears and new situations and support network of friends and family.	(1) Couscous cake and (2) braised green corn (recipes for appreciating corn due to the June harvest)	<i>Strategy:</i> "Myths and Truths" about food in general. <i>Objective:</i> To share knowledge about healthy eating.
6	<i>Strategy:</i> "Coloring feelings" game (each participant thought about a feeling and chose a ribbon color to represent it. Participants who chose the same color got together and shared feelings). <i>Objective:</i> To share feelings and strengthen bonds.	(1) Beetroot jelly with banana and (2) beetroot gnocchi with white sauce (recipes to deconstruct food aversion of one participant)	<i>Strategy:</i> Mediated conversation about food aversion. <i>Objective:</i> To encourage deconstruction of food aversions and discovery new flavors.

Source: authors, 2020. *Only one woman participated in the first meeting. The team (CRAS-university) opted to invite again the community and performed again the workshop in the following week.

Meetings "recipe"

Methodology used during meetings was created and improved according to experience with the group. The experience led to dividing meetings into three stages: (1) **welcoming**, in which short activities (15-20 minutes) were developed to interact and build bonds between participants using "icebreaker" techniques and shared feelings; (2) **culinary workshop**, execution of a recipe whose objective included promotion of healthy eating habits and women's protagonism; and (3) **conversation circle**, approaching a topic of interest for the group to debate and exchange knowledge, usually conducted while cooking.

Box 1: Description of activities conducted in the Culinary Workshop group of the Joana D’Arc Reference Center for Social Work in three stages: welcoming, culinary workshop, and conversation circle. Cuité-PB, first semester of 2019.

Welcoming	Culinary workshop	Conversation circle
1* <i>Strategy:</i> “Cat bed” (in a circle, participants introduced themselves and said what they expect from the workshop. Then, they threw a ball of wool to another participant, holding one end of the wool). <i>Objective:</i> To introduce participants and bond-building.	Functional carrot cake with oatmeal	<i>Activities:</i> (1) Talk about functional foods focusing on oats and carrots, (2) choose the name of the group with CRAS Culinary Workshop Group.
2 <i>Strategy:</i> “Unprecedented recipe” (each participant cited a preparation they cooked and believed to be unprecedented, and others shared whether they knew it or not). <i>Objective:</i> To know participants’ recipes and cooking skills	Stalks and leaves cakes	<i>Strategy:</i> Mediated conversation. Figures of ingredients of the preparation were used. <i>Objective:</i> To debate the importance and integral use of eatables.
3 <i>Strategy:</i> “Rain game” (each participant made a sound with their hands. In the end, the set of sounds was similar to rain sound). <i>Objective:</i> To integrate and relax the participants.	Zucchini pie with chicken stuffing (recipe performed by one participant)	<i>Strategy:</i> “Facts and photos” (each participant took a photo/object referring to a food/act of commensality in the construction of their affective memory). <i>Objective:</i> To rescue affective memory related to food.
4 <i>Strategy:</i> “Txai” (each participant was asked to imagine good things. At the end of a song, they hugged each other and said a positive word). <i>Objective:</i> To promote relaxation and bond-building.	Lemongrass Cake (recipe executed by a participant)	<i>Strategy:</i> “What is the tea?” guessing game. <i>Objective:</i> To exchange experiences on the use of teas, including Lemongrass.
5 <i>Strategy:</i> “Challenge” game (a closed box went from hand to hand and each participant was encouraged to face the challenge of opening it). <i>Objective:</i> To reflect on coping with fears and new situations and support network of friends and family.	(1) Couscous cake and (2) braised green corn (recipes for appreciating corn due to the June harvest)	<i>Strategy:</i> “Myths and Truths” about food in general. <i>Objective:</i> To share knowledge about healthy eating.
6 <i>Strategy:</i> “Coloring feelings” game (each participant thought about a feeling and chose a ribbon color to represent it. Participants who chose the same color got together and shared feelings). <i>Objective:</i> To share feelings and strengthen bonds.	(1) Beetroot jelly with banana and (2) beetroot gnocchi with white sauce (recipes to deconstruct food aversion of one participant)	<i>Strategy:</i> Mediated conversation about food aversion. <i>Objective:</i> To encourage deconstruction of food aversions and discovery new flavors.

Source: authors, 2020. *Only one woman participated in the first meeting. The team (CRAS-university) opted to invite again the community and performed again the workshop in the following week.

Box 2. Description of activities conducted in the Culinary Workshop group of the Joana D'Arc Reference Center for Social Work in three stages: welcoming, culinary workshop, and conversation circle. Cuité-PB, academic recess.

Welcoming	Culinary workshop	Conversation circle
1 <i>Strategy:</i> Meditation (instructor guided participants to imagine a trip. In the end, everyone shared their thoughts and the imaginary trip). <i>Objective:</i> to promote relaxation and reduce stress.	(1) <i>Crepioca</i> with cheese, tomato, and basil and (2) banana <i>crepioca</i> with cinnamon	<i>Strategy:</i> Tasting spices (basil and cinnamon). There was an exchange of experiences on spices and new flavors. <i>Objective:</i> Encourage the use of natural spices and stimulate new flavors.
2 <i>Strategy:</i> Presentation (each participant introduced themselves and performed a gesture. The group repeated the gesture and name of all participants in sequence). <i>Objective:</i> To introduce new participants to the group (students from the second-semester of 2019)	Pumpkin cream	<i>Activity:</i> Commensality was performed to integrate the group.

Source: authors, 2020.

Despite this division, the team sought to integrate and create connections between activities planned at each stage, associating the topic of the conversation circle to the recipe. Construction of articulated planning between stages was one of the challenges and lessons learned from this experience. For example, activity number 3 (Box 3) describes the meeting held in the context of the Yellow September campaign.

Box 3. Description of activities conducted in the Culinary Workshop group of the Joana D'Arc Reference Center for Social Work in three stages: welcoming, culinary workshop, and conversation circle. Cuité-PB, second semester of 2019.

Welcoming	Culinary workshop	Conversation circle
1 <i>Strategy:</i> "Feelings in the kitchen" game (a box with emoji-like figures was provided. Each participant chose a figure that expressed the feeling about cooking). <i>Objective:</i> To explore relationships between participants and the act of cooking and appreciating culinary knowledge.	Zucchini and oat pizza	<i>Strategy:</i> Mediated conversation about food. <i>Objective:</i> To discuss healthy eating, considering ingredients used in the recipe.
2 <i>Strategy:</i> "Hug" game (participants were encouraged to exchange 11 different types of hugs). <i>Objective:</i> To promote bond-building.	Fake <i>brigadeiro</i> of banana	<i>Strategy:</i> Mediated conversation. Images were used to debate about diabetes. <i>Objective:</i> To promote exchange of knowledge about diabetes.
3 <i>Strategy:</i> "The little boy called Love" (a story was told and participants were instructed to perform gestures, such as laughter and clapping, for some words). <i>Objective:</i> To promote bond-building.	Cheese biscuit (recipe performed by one participant).	<i>Strategy:</i> "Myths and truths" about suicide as part of the Yellow September campaign (conversation circle conducted with the CRAS psychologist). <i>Objective:</i> To discuss suicide and promote reflection regarding the importance of mental health.

Box 3. Description of activities conducted in the Culinary Workshop group of the Joana D'Arc Reference Center for Social Work in three stages: welcoming, culinary workshop, and conversation circle. Cuité-PB, second semester of 2019.

Welcoming	Culinary workshop	Conversation circle
4 <i>Strategy:</i> "Knot" game (participants formed a knot with their hands together. The challenge was to untie this knot without releasing their hands). <i>Objective:</i> To strengthen bonds between participants and stimulate reflection of the group as a support network.	Spice workshop (different spices were presented. No recipe was performed).	<i>Strategy:</i> Mediated conversation (guiding question: how do you season your food?) <i>Objective:</i> To share knowledge about nutritional value of industrialized spices and introduce natural spices as an alternative.
5 <i>Strategy:</i> "Characteristics and Habits" game (participants wrote some characteristics or habits. Everyone was encouraged to guess which participant had such characteristics). <i>Objective:</i> To strengthen bonds and knowledge among participants.	(1) Pineapple, lemon, and ginger juice, (2) Carrot, orange, and beetroot juice, and (3) Carrot, pineapple, orange, and mint juice.	<i>Strategy:</i> Mediated conversation as part of the Pink October campaign (guiding question: have you performed the self-exam?). <i>Objective:</i> To encourage self-care, health promotion and prevention, and healthy eating.
6 <i>Strategy:</i> "Observation" game (participants kept their eyes close while a mediator asked questions about clothes/objects worn by different participants). <i>Objective:</i> To promote reflection on sensitivity and care for others.	(1) Bittersweet Salad, (2) panzanella salad, and (3) mustard and honey sauce.	<i>Strategy:</i> Mediated conversation (participants sat around the table and talked about the role of vegetables for proper bowel function). <i>Objective:</i> To encourage consumption of raw salads and vegetables.

Source: authors, 2020.

In the **welcoming stage**, the team focused on bonds between participants; the recipe performed in the workshop emphasized culinary skills of one participant; and the topic addressed in the conversation circle was mental health focused on suicide prevention. Thus, articulation between stages required the proposal of recipes to dialogue topics of interest and generated debates related to ingredients or how to execute the proposed recipes.

Culinary workshops were planned and developed, prioritizing local and low-cost food and quick and easy recipes. Such workshops were held in the CRAS, which had a small and simple kitchen with few resources. This space was compatible with participants' reality and required proposing appropriate recipes for limited resources.

Ingredients to execute recipes, preferably *in natura*, were exposed and labeled on tables or balconies. Presentation of each ingredient was an important moment to exchange culinary experiences because participants were encouraged during presentation to share use and recipes tested with a particular ingredient. Information regarding cost of ingredients and places where they could be found in the municipality were also provided. During the workshop, each participant received a printed recipe containing ingredients and instructions. The team also prepared a dynamic cookbook in which the participant could include the recipe of each workshop.

Such strategies increased the possibility of accepting the recipe and its subsequent replication in the family environment. Interaction between participants using a messaging application group promoted experience sharing regarding recipe execution at home. Other authors mentioned the potential of the "culinary workshop" strategy, especially for debating topics related to food and nutrition, which is a popular strategy for FNE to apply workshops in different population groups.⁸⁻¹³

Figueiredo & Freitas¹⁴ and Castro & Souza¹⁵ highlighted that culinary workshops could be a tool to promote new nutritional habits by providing experience and reflection regarding relationships between food, culture, and

health, motivating change and maintenance of good eating habits. Rigo & Cobayashi¹⁶ also addressed similar perspectives in an experience report about a culinary workshop in the city of Acrelândia-AC, highlighting the acceptance of new ingredients and preparation by participants due to workshops.

In addition to nutritional and technical approach, the culinary workshop also proved to be a strategy for promoting protagonism and autonomy of women by valorizing their culinary expertise. In many meetings, participants were protagonists of the culinary workshop, developing their recipes. Ingredients and instructions were handled in advance by students who organized the workshop. On the day of the meeting, the participant explained the entire preparation process, promoting exchange of culinary knowledge and protagonism.

Pineli & Riquete⁹ also pointed out that education through culinary workshops promotes autonomy, being a strategy for overcoming the biomedical model of education and health in the scope of public services.

Ferreira & Wayne,¹⁷ from experiences with women in Porto Alegre-RS, described domestic kitchen as a space full of meanings. Among the woman interviewed, authors highlighted resignification of this historically oppressive space in a place of power and freedom. They also highlighted the therapeutic potential of culinary workshops, encompassing more than simply executing a recipe since knowledge, memories, and cultural customs are recognized in the kitchen and passed on through generations.

Conversation circles held at each meeting also played a role in promoting exchange of experience and women protagonism. Dialogue was based on horizontalization of power relations by providing a space for speech and listening. For Sampaio & Santos,¹⁸ conversation circles enable gatherings and create possibilities for resignifying meanings and knowledge related to experiences of participants.

Appreciation of subjectivity, initiative to give women a voice, put them at the center of the action, and active participation in decision-making can be recognized as means to encourage protagonism.^{19,20} According to the National Social Assistance Policy, protagonism is based on creating spaces and opportunities for exercising active citizenship, in which the citizen is protagonist of actions and services.²¹ For Souza,²² within the scope of social assistance, protagonism involves recognizing themselves as active human beings in a historical process, transforming the world and themselves through an active process of self-construction.

Conversation circles were one of the most challenging experiences for the team. Throughout the process, difficulties related to content were experienced and reflections were generated from dialogue; that is, the team wondered for a moment if conversation was generating opportunities for reframing practice and knowledge between participants. Although conversation circles were an informal and democratic space for experiencing exchange, these moments were not always conducted with problematization or reflection of speeches. As highlighted by Sampaio & Santos,¹⁸ physical organization of people in a circle does not guarantee knowledge sharing.

The use of clear and easy language by the team and focus of women on the central topic of conversation, especially after the culinary workshop, were other difficulties experienced. Participants were excited, needed to talk, and were satisfied with the moment lived in the kitchen.

Challenges requested methodological strategies to conduct the conversation circle using questions, educational materials, and techniques to enable speech and listening democratization (Boxes 1 and 3). Also, the assessment moments after meetings allowed the team to reflect and understand different needs and potential of participants within the group.

Strategies for bond-building

According to the National Primary Healthcare Policy, bonding consists of building relationships of affection and trust between the user and health professional, with therapeutic potential as co-responsibility for health strengths.²³ In the context of the National Social Assistance Policy,²¹ bonds are also related to affection, a process inherent to the meeting; however, meetings may “favor life extension, feeling of appreciation, stimulate action for change, or generate subordination, disqualification, and dehumanization.”

In this perspective, the CRAS culinary workshop group strengthened relations between social workers and women and fulfilled the role of providing opportunities to build feelings of life appreciation and bond strengthening. This long process conducted throughout 2019 involved establishing bonding relationships considering different positions of participants: women, students from both semesters, professor, and CRAS professionals.

Maintenance of the CRAS culinary workshop group was the first challenge, i.e., assure that women enrolled kept regularly participating to create a cohesive group with potential to build bonds. Therefore, in the second month of the workshop, a group was created in a mobile messaging application to maintain contact and encourage participation. The application enabled photo and recipe sharing and mobilized participants between meetings. Another strategy to encourage participation was allowing women to bring their own recipes to workshops, as performed in activities 3, 4, and 5 described in Box 1. With this strategy, women were engaged and allowed exchange of experience, leading to pride in sharing recipes that represent their own histories.

Activities developed during the welcoming, shown in Boxes 1, 2, and 3, were directed to exchange affection, listening among participants, and reflections on challenges and life appreciation, being also one of the strategies applied for bond-building.

In the authors' experience, the decision to keep group meetings during academic recess also strengthened trust and bond between women, CRAS professionals, and the professor. Two meetings were held during recess (Box 2), maintaining fortnightly frequency of meetings and promoting participation and attendance of participants.

Also, during academic recess, the university team was concerned about the change of students between semesters and weakening bonds between women and CRAS coordinator. As part of CRAS workshop group routine, we implemented the reception of new students. Thus, students who participated in the first semester of 2019 and new students attended the first meeting of the second semester of 2019. The professor, CRAS coordinator, and women welcomed new participants to build feelings and sense of group among those participants considered permanent in the dynamics of the culinary workshop group.

Another challenge related to bond strengthening was integrating CRAS culinary workshop group with public service routine. The existence of a group should play a role beyond the opportunity to train students; that is, sustainability of the group within CRAS should be ensured. Thus, participants from universities also sought strategies for building this bond with CRAS service, such as (1) participation of the CRAS coordinator in the activities; (2) referral of women by social assistants and psychologists; (3) inclusion of the CRAS psychologist to conduct the conversation circle (activity 3, Box 3); and (4) support and encourage participation of women in activities promoted by CRAS (Box 4).

Box 4. Description of festive activities, gatherings, and skills workshop with the Culinary Workshop group of the Joana D'Arc Reference Center for Social Work (CRAS), Cuité PB, 2019.

1	<i>Festa Junina</i>	Fraternization activity held at the end of the first semester of 2019, reinforcing the important permanence of each participant in the group. A cookbook with recipes prepared in the semester was delivered.
2	<i>Baby shower</i>	Surprise baby shower was an initiative of women from the group. Bonds were strengthen due to party's collective preparation and contribution.
3	<i>Walking group</i>	The walk was performed together with the elderly group of the Service of Coexistence and Bonds Strengthening. Participation of the group aimed to strengthen bonds.
4	<i>Felt workshop</i>	The activity was proposed by the CRAS coordinator and consisted of making a Christmas souvenir using felt. The informal conversation during sewing promoted exchange of experiences.
5	<i>Christmas</i>	At the welcoming, a photo mural wall was created. Fraternization with preparations was carried out by the participants.

Source: authors, 2020.

These strategies resulted in substantial participation of professionals and better adjustment of activities in the agenda of professionals and CRAS routine during the second semester. At the end of 2019, the CRAS culinary workshop group, initially described as a university activity, was included in CRAS activities as an active working group.

CONCLUSION

The Joana D'Arc da Fonseca CRAS culinary workshop group was created and maintained as part of CRAS activities during 2019. The participation of women created bonds with CRAS professionals and potentiated CRAS space by offering health promotion and FNE actions.

Partnership between the university and CRAS was successful since the group of women transformed a curricular component into a service offered to the community. This may be the result of combining "culinary workshop" strategy with conversation circles, prioritizing exchange of experience, the role of women and bonding, and promoting an open debate beyond food and nutrition.

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Conytributors

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