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Dialogues on food in the first year of life: proposal of an educational workshop as healthy food incentive strategy

Di logos sobre alimenta o no primeiro ano de vida: proposta de oficina educativa como estrat gia de incentivo   alimenta o saud vel

Abstract

The aim of this paper is to analyze an educational workshop used as a food and nutrition education strategy to encourage adequate and healthy eating in the first year of life, with emphasis on complementary feeding. An educational workshop was conducted by two teams: one linked to an extension project known as IACOL; and another linked to the Center for Studies on Maternal and Women's Health and Feeding (NESAM). Conversation rounds - whose strategy is the construction of dialogic practice - were used. The following steps were followed: (a) Presentation of the teams; (b) Welcome; (c) Health/illness process; (d) Breastfeeding; (e) Introduction of complementary feeding; (f) Complementary feeding (in box); (g) Quiz; (h) Discussion of the topic and question & answer session; and (i) Evaluation of the educational workshop. The activity was attended by 64 participants: health workers and undergraduates from various fields of health. Regarding the knowledge acquired by the learners in the educational workshop, in the Quiz, which contained ten statements based on the "Ten Steps to Healthy Eating: Food Guide for Children Under Two Years Old," four statements had 100.0% of correct answers, and four others had percentages ranging from 45.1% to 62.5%. It should be noted that the statement relative to step 10 was the one that had the highest percentage of wrong answers (73.4%) by the learners, and another statement was annulled. The learners' evaluation was satisfactory in the

global subjective assessment, based on interest, participation and frequency, for all stages. In conclusion, the educational activity provided the learners with knowledge about food in the first year of life; however, for some steps, the educational workshop will be redesigned.

Keywords: Infant Nutritional Physiological Phenomena. Breast Feeding. Health Promotion. Food and Nutrition Education.

Resumo

Este trabalho visa analisar uma oficina educativa utilizada como estratégia de educação alimentar e nutricional voltada ao incentivo da alimentação adequada e saudável no primeiro ano de vida, com ênfase na alimentação complementar. Realizou-se oficina educativa conduzida por duas equipes: uma vinculada a um projeto extensionista, conhecido como IACOL; e outra vinculada ao Núcleo de Estudos da Saúde e Alimentação Materna e da Mulher (NESAM). Adotou-se a roda de conversa, que tem como estratégia a construção da prática dialógica. Seguiram-se as seguintes etapas: (a) Apresentação das equipes; (b) Acolhimento; (c) Processo saúde/doença; (d) Aleitamento materno; (e) Introdução da alimentação complementar; (f) Alimentação complementar (in box); (g) Quiz; (h) Discussão do tema e esclarecimento de dúvidas; e (i) Avaliação da oficina educativa. A atividade contou com 64 educandos: profissionais de saúde e graduandos de diversas áreas da saúde. Quanto aos conhecimentos obtidos pelos educandos da oficina educativa, na fase Quiz, contendo dez afirmativas baseadas nos “Dez passos para a alimentação saudável: guia alimentar para crianças menores de dois anos”, quatro afirmativas tiveram 100,0% dos acertos, e outras quatro tiveram percentuais variando de 45,1% a 62,5%. Cabe destacar que a afirmativa referente ao passo 10 foi a que teve o maior percentual de erros (73,4%) pelos educandos, e outra foi anulada. Em relação à avaliação subjetiva global pelos educandos, segundo interesse, participação e frequência, para todas as etapas, a avaliação foi satisfatória. Conclui-se que a ação educativa proporcionou aos educandos conhecimentos sobre a alimentação no primeiro ano de vida; no entanto, para algumas etapas, a oficina educativa será reformulada.

Palavras-chave: Gestação. Sobrepeso. Peso corporal. Idade materna. Estudos transversais.

INTRODUCTION

The encouragement of adequate and healthy eating in the first year of life is an important strategy for health promotion and disease prevention, especially as it is a critical phase that has great repercussion in the process of growth, development and formation of lifelong eating habits.¹⁻³

Exclusive breastfeeding (EBF) up to six months of age, followed by the introduction of new foods - changed according to the infant's physiological aspects and nutritional needs - and the offer of complementary breastfeeding, are recommended by the Ministry of Health for proper and healthy eating in the first year of life.^{1,2,4,5}

Brazilian research has shown an increase in inadequate complementary feeding rates, e.g., the early supply of processed foods rich in simple carbohydrates, lipids and salt, among others.⁶⁻¹³ This scenario represents a risk factor for development of nutritional deficiencies, such as iron deficiency anemia, as well as the increase in excess weight (overweight and obesity), and associated comorbidities that may be perpetuated.^{1,5,14-16}

In the field of food and nutrition education (FNE), the implementation and execution of actions for promotion and encouragement of exclusive breastfeeding and the introduction of adequate complementary feeding in Brazil have been happening since the late 1990s.^{1,2,5,17-21} However, educational actions that take into account the reality of the community in the debate on their eating practices are still necessary, and they should active and reflective methodologies and references that allow analysis and criticism by the learners.^{22,23}

One of the strategies used in FNE to promote healthy nutrition in different life cycle stages, including childhood, is the educational workshop. This pedagogical technique enables thorough learning, as it allows the construction of knowledge in a participatory and inquisitive manner, because it takes learners' past experiences and knowledge into account.^{24,25}

In this sense, the aim of this article is to analyze an educational workshop used as an FNE strategy for encouraging adequate and healthy eating in the first year of life, with emphasis on complementary feeding.

METHODS

An educational workshop entitled "Dialogues on food in the first year of life, with emphasis on complementary feeding", was held at the event *Verão com Ciência* ("Summer with Science"), in

March 2019. The workshop was promoted by the *UFRJ-Macaé Professor Aloisio Teixeira Campus*, in the afternoon. The aim of *Verão com Ciência* is to encourage the interaction between society and the university setting, providing the opportunity to offer courses, educational campaigns, rounds of studies, lectures and educational workshops, thus promoting socialization and exchange of knowledge.

BACKGROUND

The educational workshop was conducted by teams linked to the project “Encouraging adequate complementary feeding in infants in Macaé’s Municipal Health Network”, known as IACOL, and the “Center for Studies on Maternal and Women’s Health and Feeding” (NESAM). The members of the projects, here referred to as educators, are composed of undergraduate students of the majors of Nutrition, Nursing and Obstetrics, and Medicine of the Federal University of Rio de Janeiro/ *UFRJ-Macaé Professor Aloisio Teixeira Campus*. The educational workshop was offered to pregnant women, nursing mothers, mothers, health workers, students from different undergraduate degree programs and the general community, here referred to as learners.

The aim of the IACOL university extension project team is to promote adequate and healthy eating in the first year of life; since 2016, they have been partnered with the NESAM team, whose aim is to promote exclusive breastfeeding until the sixth month of life, by offering training sessions to mothers and a support network to breastfeeding women.

In addition to the partnership with NESAM, the IACOL project is linked to the research “Breastfeeding and Feeding in Primary Health Care in the Municipality of Macaé - Rio de Janeiro”, also from *UFRJ-Macaé Professor Aloísio Teixeira Campus*, whose aim is to investigate the situation of breastfeeding and complementary feeding in units of the Family Health Strategy. This project was approved by the Research Ethics Committee of the School of Medicine, Campos dos Goytacazes-RJ, in 2014, under protocol No. 30378514.1.0000.5244.

The teams have been developing food and nutrition education activities to promote healthy eating in the first year of life since April 2013. These activities are aimed at various audiences: pregnant women, mothers, nursing mothers and caregivers, health workers of basic family health units (UBSF) of the Municipality of Macaé (Rio de Janeiro State), undergraduates from different fields of knowledge and the community in general.

PLANNING THE EDUCATIONAL WORKSHOP

Theoretical background

The theoretical model Health Promotion was chosen for the educational practice because it presents the subject of the action as a protagonist, who articulates the different types of knowledge, thus promoting dialog.²⁶ In Brazil, this framework is consolidated in the National Health Promotion Policy (NHPP).²⁷ Some of the specific objectives of the policy are to stimulate the comprehensiveness of healthcare and the adoption of practices focused on social participation and control; to promote empowerment and the “capacity for decision making and the autonomy of subjects and communities through the development of personal skills and competences for promotion and defense health and life”; to promote educational processes, “specific vocational training and qualification in health promotion, according to clear principles and values, among workers, managers and citizens”.²⁷

The pedagogical technique, i.e., the methodological instrument chosen to materialize the process of knowledge construction,²⁸ was the educational workshop, which in turn is characterized as:

[...] a pedagogical strategy in which space of construction and reconstruction of knowledge is the main element. It is a space for thinking, discovering, reinventing, creating and recreating, favored by the horizontal form in which the human relationship takes place. [...] to have ideas, feelings, experiences, in a movement of individual and collective reconstruction. 24(95)

The aim of the educational workshop was to stimulate dialogic interaction between health workers, undergraduate students from different higher education degree programs and the general community about feeding in the first year of life, with an emphasis on complementary feeding. With an expected workload of three hours, it featured playful and demonstrative activities.

The selected theoretical framework and pedagogical technique converge to the concept of FNE, as defined in the Food and Nutrition Education Framework for Public Policies,²³ that is, it is about “making use of problematizing and active educational approaches and resources that favor dialog with individuals and population groups”.²³

Structure of the educational workshop

Based on the evaluation of a short course entitled “Breastfeeding and Feeding: Encourage This Idea!” and an educational workshop entitled “Infant Feeding”, all offered at events held in previous years,³ this educational workshop was planned and structured in nine steps, as shown in chart 1.

Chart 1. Planning of the educational workshop “Dialogues on food in the first year of life, with emphasis on complementary feeding”, according to stages, objectives, methods and duration, offered at the “Summer with Science” event, 2019. Federal University of Rio de Janeiro/UFRJ-Macaé - Professor Aloisio Teixeira Campus.

Stages	Objectives	Methods	Duration
1. Introduction of educators from the IACOL and NESAM teams.	Introduce the members of the two teams	Dialog-based presentation. The project coordinators will briefly present the projects and their team members.	10 min
2. Welcome	Make learners and educators get to know one another and interact, thus creating a relaxed atmosphere to start the educational workshop.	Group dynamics. An educator will ask each learner to introduce himself or herself by saying their name, major or profession, and his or her motivation for attending the educational workshop.	20 min
3. Health/disease process and relationship with infant feeding. (Health/illness process)	Encourage reflection on the health/disease process and its relationship with infant feeding.	Dialog-based presentation and group dynamics. An educator will promote exchange of knowledge on the subject, based on the students' prior knowledge, stimulating critical reflection on the subject.	20 min
4. Breastfeeding. (Breastfeeding/NESAM)	Briefly approach breastfeeding in the first six months of life.	Dialog-based presentation. Based on the students' prior knowledge, an educator will promote exchange of knowledge on the subject.	30 min

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Stages	Objectives	Methods	Duration
5. Introduction of complementary feeding	Identify students' prior knowledge of complementary feeding after six months.	<p>Group dynamics.</p> <p><i>Composing meals:</i></p> <p>After reading the Manuella case, described below, work with three students to voluntarily simulate, in practice, the proper composition of salty and sweet meals for a baby (two students for the salty meal and one for the sweet meal).</p> <p><i>Manuella Case:</i></p> <p>Manuella, the 18-year-old mother of her first child, decides to start the food introduction phase at six months. Realizing that she is unsure about preparing her baby's first meal, she decides to seek help from the nutritionist at the Family Health Strategy unit in her neighborhood. Following the directions given by the nutritionist, Manuella prepares the first meal.</p> <p><i>The educator's account, aiming to observe the previous knowledge of the students about the composition of meals for a 7-month-old infant:</i></p> <p>"Taking into account the baby's age, the amount of meal offered, according to the baby's gastric capacity, age and energy requirement, and consistency and appearance of the food, compose the meal to be offered to a 7-month-old baby, using the food options on the table, as described below:"</p> <p>2.1 Foods for making salty puree (meal): beans, ground beef, carrots, potatoes, chayote, pumpkin, shredded chicken (all well-cooked).</p> <p>2.2 Foods for making sweet puree: papaya, banana, apple (fresh and properly cleaned).</p> <p>2.3 Utensils set on the table: Sieve, Fork, Knife, spoon, disposable plate, mixer, food puncher.</p> <p>The food and utensils were arranged so that each participant could choose the best form of preparation and presentation on the dish. An example: the potato was cooked, and the student could do whatever he thought best, such as kneading with a fork, sifting, using the mixer, etc.</p>	40 min

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Stages	Objectives	Methods	Duration
6. Complementary feeding in box	Identify previous knowledge on some topics of complementary feeding.	Group dynamics. A box containing cards with specific words (blender, sieve, porridge, tea, water, milk bottle, preparation of meals) about complementary feeding in the first six months of life. When the student picked up a card from the box, he or she was asked about his or her opinion; then his or her answer was discussed with the other students of the educational workshop. Then, through a slide presentation with a multimedia projector, the researchers discussed that same word further, based on the two chapters of Sperandio et al. ⁴ and Sperandio & Monteiro. ²⁹ In addition, the <i>Caderno de Atenção Básica</i> (“Primary Care Booklet”) No. 23 of the Ministry of Health ¹ was used as a scientific reference.	20 min
7. QUIZ	Identify the knowledge acquired on the topic addressed during the educational workshop.	Group dynamics. At this stage, an educator spoke an affirmative sentence to the learners, who raised their hands to inform if they considered the statement to be true. The learners did not raise their hands when the answer was false. A second educator quantified the number of correct and incorrect answers (Chart 2).	10 min
8. Discussion of the topic and question & answer session (Book Chapter/Theory)	Discuss the theme of processed and ultra-processed foods and answer the participants’ questions.	Dialog-based presentation and group dynamics. Two educators approached the theme, interacting with the students after the presentation of various packages and labels of processed foods widely used in infant feeding. The educators encouraged the students to reflect on the possible damage caused by the ingredients of these products to the infant’s body, and on the consequences of this consumption in other life stages, especially in adulthood.	30 min
9. Evaluation of the educational workshop	Evaluate each stage of the educational workshop according to the following criteria: interest, participation and frequency.	In a meeting scheduled later to evaluate the educational workshop, the educators prepared a roadmap, previously prepared by the teams, containing the subjective global assessment. The script presented, for each stage of the educational workshop, the following criteria: <ol style="list-style-type: none"> (1) INTEREST (if the learner was paying attention, if he or she did not use his or her cell phone and/or had side conversations); (2) PARTICIPATION (if he or she interacted with the teams); and (3) FREQUENCY (i.e. whether or not the participant remained in the classroom at each stage). The criteria were marked with an X by the educators, according to a hedonic scale containing the images for EXCELLENT, GOOD, FAIR AND POOR (Chart 3).	After the educational workshop

The assessment of acquisition and understanding of the knowledge acquired during the educational workshop included a Quiz, which presented ten statements based on the “Ten Steps to Healthy Eating: Food Guide for Children Under Two Years Old”¹ (Chart 2).

The results of the Quiz were evaluated using the proportion (%) of correct answers for each statement. For information analysis, for each evaluated item, the parameters presented the following cutoff points: (1) less than 25.0% of positive results (not satisfactory); (2) 25.0% to 50.0% of positive results (fair); (3) 50.0% to 75.0% of positive results (satisfactory); (4) 75.0% to 100.0% of positive results (excellent).

Chart 2. Statements presented the in Quiz, based on the “Ten Steps to Healthy Eating: Food Guide for Children Under Two Years Old”.¹





Statements	Answers
01. Offer water, tea and other foods in addition to breast milk after 4 months.	F
02. Breastfeeding should not be continued after 6 months, and foods should be introduced slowly and gradually	F
03. After 6 months, give complementary foods (cereals, tubers, meats, pulses, fruits and vegetables) three times a day if the child is breastfeeding.	F
04. Complementary feeding should be offered at family mealtimes, at regular intervals, while respecting the child's appetite.	V
05. Complementary feeding should not be thick at first and should be offered on a spoon. Start with pasty consistency and gradually increase consistency until you reach that of the family's diet.	F
06. The more variety in the meal, the better for the child. Therefore, the meal should contain one food from each group: tubers, legumes, vegetables and meat.	V
07. Encourage daily consumption of fruits and vegetables at meals.	V
08. Sometimes offer sugar, canned goods and fried foods to the child.	F
09. Keep good hygiene when preparing and handling food. Ensure proper food storage and conservation.	V
10. Encourage the sick and convalescent child to eat by offering his or her usual diet and favorite foods while respecting their acceptance.	V

To assess all the stages of the educational workshop, the educators used a global subjective assessment (GSA), which they completed in a meeting after the educational workshop, covering the following criteria: interest, participation and students’ attendance (Chart 3).

The GSA was assessed using the proportion (%) of answers to the criteria in each stage of the educational workshop. An evaluation was considered as satisfactory when 75.0% of the

educators marked the options “excellent” or “good” for each of the criteria present in the GSA; and as unsatisfactory, when the percentages were below 75.0%.

Chart 3. Example of the global subjective assessment script with the stages of the educational workshop and the items observed, according to the hedonic scale - Excellent, Good, Fair and Poor.

STAGES OF EDUCATIONAL WORKSHOP AND OBSERVED ITEMS				
WELCOME				
Interest				
Participation				
Frequency				
HEALTH/DISEASE PROCESS				
Interest				
Participation				
Frequency				

At each stage, some students were randomly selected to participate directly in the activities. At the end of the educational workshop, one copy of the book by Almeida et al.³⁰ was raffled among the learners.,

RESULTS

The educational workshop lasted three hours and was attended by 64 learners, including health workers (Nutrition and Biology) and undergraduates from various majors (Nutrition, Medicine and Nursing).

The evaluation of the knowledge acquired by the learners attending the educational workshop through the Quiz showed that statements 1, 2, 8 and 9 were answered 100.0% correctly, which was considered as an excellent result. For items 3, 4, 6 and 7, percentages of correct answers ranged from fair to satisfactory. It should be noted that statement 10 was the one that had the highest percentage of learners' errors (73.4%), hence it was considered as unsatisfactory; and statement 5 was annulled, because the students were in doubt when reading the statement (Table 1).

For the global subjective assessment, according to the hedonic scale “excellent, good, fair and poor”, for the items “interest, participation and frequency”, the evaluation was considered as satisfactory at all stages. The stages of the educational workshop “Welcome” and “Introduction of complementary feeding” were considered excellent (100.0%) for all the assessed criteria. In the stages “Health and disease process”, “Introduction of complementary feeding”, “Complementary feeding in box”, “Quiz”, “Discussion of the topic and question & answer session”, the items “interest” and “participation” were considered as excellent (100.0%), and frequency was considered as good (100.0%), based on the hedonic scale. In the Breastfeeding/NESAM phase, the items “interest” and “participation” were considered as “good” and frequency was considered as “excellent” (data not shown in the Table).

Table 1. Percentage distribution of the ten statements presented in the Quiz, based on the “Ten Steps to Healthy Eating: Food Guide for Children Under Two Years Old”.¹ (n = 64)

Statements	Correct answers n(%)	Incorrect answers n(%)
1. Offer water, tea and other foods in addition to breast milk after 4 months.	64(100,0)	0,0
2. Breastfeeding should not be continued after 6 months, and foods should be introduced slowly and gradually.	64(100,0)	0,0
3. After 6 months, give complementary foods (cereals, tubers, meats, pulses, fruits and vegetables) three times a day if the child is breastfeeding.	32(50,0)	32(50,0)
4. Complementary feeding should be offered at family mealtimes, at regular intervals, while respecting the child's appetite.	29(45,1)	35(54,9)
5. Complementary feeding should not be thick at first and should be offered on a spoon. Start with pasty consistency and gradually increase consistency until you reach that of the family’s diet. ²	... ²	... ²
6. The more variety in the meal, the better for the child. Therefore, the meal should contain one food from each group: tubers, legumes, vegetables and meat.	30(46,9)	34(53,1)
7. Encourage daily consumption of fruits and vegetables at meals.	40(62,5)	24(37,5)
8. Sometimes offer sugar, canned goods and fried foods to the child.	64(100,0)	0,0
9. Keep good hygiene when preparing and handling food. Ensure proper food storage and conservation.	64(100,0)	0,0
10. Encourage the sick and convalescent child to eat by offering his or her usual diet and favorite foods while respecting their acceptance.	17(26,6)	47(73,4)

²This question was annulled as most students had not understood it.

DISCUSSION

In this study, the educational workshop achieved the proposed goal by favoring interaction, interest and active participation between educators and learners; It provided them with the

opportunity to exchange experiences on a current and highly relevant theme in academia and for society in general. Additionally, the results indicated that the students understood the topics addressed during the educational workshop.

The use of the educational workshop as a strategy to disseminate and exchange information with the students was very favorable to positive results, even with a high number of learners. Initially, 25 vacancies had been offered, but at the venue of the educational workshop, people could register on time. During planning and organization, the teams realized that there may be a larger number of learners interested, hence anyone who was interested was given the opportunity to participate in the activity.

It is noteworthy that the students were mostly undergraduates, and there was no participation of members of the community in general, unlike previous editions. Although the dissemination of this event took place in the same way as previous editions, the absence of community leaders in the planning phase of the educational workshop probably contributed to this result. Thus, one of the objectives of the NHPP could not be reached,²⁷ namely, the “adoption of practices centered around participation and social control”. The objective of empowerment “and capacity for decision making and autonomy of subjects and communities” was not achieved, either.²⁷ One way to get closer to the community is to hold this event and other educational activities in other spaces and territories, and include community leaders in the planning stage.

During the educational workshop, the learners were able to ask questions at all stages, express their opinions and previous knowledge, which enable them to develop their critical and reflective sense, as well as to exchange knowledge and experiences with the educators. This process highlights the importance of educational actions supported by dialog, discussion and debate, in which learners are participant subject-agents,³¹ as recommended by the Food and Nutrition Education Framework for Public Policies.²³ Thus, it reinforces the broader look into the process of construction of the educational workshop, so that educators and learners can express their opinions, share their realities/experiences, discuss them, and consider the possibility of changing the current scenario of feeding in the first year of life.

A very important aspect observed during the activity was the need to include the theme “physiological aspects of the infant”, since the introduction of complementary feeding happens according to the new nutritional needs, i.e., the participants asked questions about consistency, texture, taste, among other physicochemical aspects of food, as well as ways of presentation and offer. This theme generated a great deal of doubt and debate among the participants, even though it had not been originally included in the workshop.

One of the “physiological aspects of the infant” is the self-regulation of dietary intake because of the energy density of foods.³² This aspect has always worried those in charge of feeding a child, because as children’s appetite varies constantly, parents may have them eat more than necessary, impairing their satiety mechanism.³² Although calculations are performed to determine the amount of food that can meet the nutritional needs of children, other aspects should be considered in addition to self-regulation, e.g., discovery of flavors and taste formation; play and stress at the time of eating meals, which may lead children to eat less than the portion they had been offered.³²

Another important issue is the portioning of meal preparations, a common question among health workers and those responsible for feeding the child. This is a difficult variable to standardize,³³ because of the difference in cooking weights and measurements of household utensils; also, the amount of food offered differs from the amount ingested, because of self-regulation, play and stress at mealtimes - as previously mentioned -, as well as the presence of distractors,³⁴ such as videos, cell phones, etc., which can lead to increased food intake.

This interest highlights the dynamic process of educational activities, i.e., they are completed throughout the process, enabling the ability of taking action and reflecting on new demands. However, this demand may be related to the categories of learners attending the workshop, that is, undergraduates and health workers.

The introduction of complementary feeding, during the demonstration phase, when infant foods were prepared, was the highlight of the educational workshop; however, as a result of time constraints, this stage lasted for a short period of time. Moreover, because of the large number of learners, the initial idea that everyone could prepare a food item - either savory or sweet - though with a view to making the educational workshop a dynamic event, could not be put into practice. Thus, only a small number of learners could prepare infant food at the educational workshop.

In the context of food and nutrition education, actions for promoting adequate and healthy feeding for the population have been gaining importance because of changes taking place in dietary practices, regardless of people’s income, especially the increased consumption of ultra-processed foods (such as sandwich cookies, processed snack foods, pizzas and sodas), characterized by a high content of saturated fats, sugar and salt, as well as insufficient fiber.^{18,19,30} In the early years, numerous national and international research studies and publications have reported the early consumption of ultra-processed foods in comparison with the intake of fresh and minimally processed food.^{6-13,16,21,31}

In southern Brazil, a study reported the intake of inadequate foods by 47.8% of the babies under four months and the consumption of cookies and petit suisse cheese by more than 20.0%.³⁴ In Diadema-SP,³⁵ 58.0% of the children under sixth months old had consumed water, tea, infant formula, cow's milk and fruit juice; while 98.7% of the children between six and 23 months old had already experienced one or more of these situations, such as having soda, juice or processed soft drinks, porridge or thickened milk, but they were not breastfed and ate in front of the TV set. In both cases, the intake of fruits, legumes, vegetables and/or beans was insufficient, and the third to the fifth month of life was considered a critical period to start the supply of unhealthy food.³²

In the studies of Dallazen et al.³⁵ and Coelho et al.,³⁴ the volunteers were socially vulnerable individuals, many of them registered in an income transfer program. Although they had a similar social level, it was found that maternal education protects children from early supply of unsuitable foods to their age, as observed in people with different socioeconomic levels.

In this sense, the theme presented in the educational workshop is of great relevance, and the interest and participation of the students showed the need to offer new editions of it in other events. One possibility is to conduct the workshop in primary schools and primary health care facilities to promote healthier choices for the child population, as well as reduce the risk of diseases caused by poor diets, e.g., obesity or malnutrition.

This educational workshop proposal was focused on the following principles of the Food and Nutrition Education Framework for Public Policies:²³ "Food as a reference and appreciation of cooking as an emancipating practice", "Planning, evaluation and monitoring of actions" and "Education as a permanent process that generates autonomy and active and informed participation of the subjects". The latter principle is aligned with the NHPP.¹⁸

Importantly, the situation of child morbidity and mortality has been improving since the end of the twentieth century, as a result of advances and investment in different sectors of the Brazilian society, as found in public policies for promotion of healthy eating,^{1,2,5,17-21,36} which emphasize the importance of encouraging healthy eating practices and lifestyles for health promotion, disease prevention, and the reduction of mortality both in children and in other life stages.

One of the initiatives implemented was the National Strategy for Complementary Healthy Eating (NSCHE),¹⁹ which was published in 2010 and included in the Breastfeeding and Food Strategy.^{5,18}

Baldissera et al.,³⁷ when evaluating the impact of NSCHE on food consumption of the strategy's target audience, found that there was a reduction in the intake of sodas (32.0%), processed foods (35.0%) and unhealthy foods (5.0%). However, eight years after implementation, a great deal of debate, investment and efforts are still required to raise awareness and broaden the knowledge of health workers as proponents of adequate and healthy feeding, thereby encouraging the monitoring and improvement of eating practices, as well as emphasizing the importance of infant feeding. Motivated and qualified health workers can build, together with the community that they serve, educational practices that will enable reflection on the diet in the first year of life for proper growth and development of the body.

Thus, promoting proper and healthy eating of children through educational activities, (such as the educational workshop within the scope of FNE) for health workers, mothers, pregnant women, nursing mothers, students and the community in general, with a view to supporting exclusive breastfeeding and appropriate and timely complementary feeding, will help detect and fill several gaps still found in the field of public policies for child health, even if in the medium and long term.

CONCLUSION

The educational workshop based on the Health Promotion framework proved to be a positive and appropriate strategy for exchange of knowledge and experiences about feeding in the first year of life, and for the participation and interaction between educators and students, according to the recommendations of the Food and Nutrition Education Framework for Public Policies. All the stages were well accepted by the learners; however, for some of them, the educational workshop will be restructured. The proposal of a new stage focused on the physiological aspects of infants was presented by the educators and will be introduced at the next educational workshop.

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