Nutritionists' perception of the National School Feeding Program on food and nutrition education

Percepção dos nutricionistas do Programa Nacional de Alimentação Escolar sobre educação alimentar e nutricional

Abstract

Introduction: The factors that determine the behavior and feeding practices are multiple and complex. Within the National School Feeding Program (PNAE), the approach to this topic should be carried out in a multidisciplinary and intersectoral manner, with food and nutrition education (EAN) as the strategy. The nutritionist is inserted in this context as the technical responsible, or technical framework of the program, thus being an important component among the actors responsible for the development of EAN actions in the school environment. Objective: To know the perception of the nutritionist acting in the PNAE regarding the activities of food and nutrition education, the impact of training in practices and identify the facilities and barriers existing in this context. Methods: We conducted qualitative research with interviews and recording of the speeches for later analysis of content. We analyzed the confrontation of ideas by convergences, divergences and complementarities. Results and Conclusion: It was noted that, despite the recent strengthening of the EAN, there is still a gap between what is proposed by legislation and the practice undertaken by professionals. The main deficiencies described by them were the absence of a consistent theoretical-methodological basis guiding the practices of EAN, insufficient technical framework and difficulty in integrating the different areas, which generates discontinuity in the learning process and inefficiency of actions. Strategies such as periodic courses, training to better plan and involve teams, as well as improvement of working conditions and quantitative of professionals in all dimensions of the PNAE, are indispensable for the full implementation of the program.


Resumo

Introdução: Os fatores que determinam o comportamento e as práticas de alimentação são múltiplos e complexos. No âmbito do Programa Nacional de Alimentação Escolar (PNAE), a abordagem a este tema deve ser realizada de forma multidisciplinar e intersectorial, tendo como estratégia a educação alimentar e nutricional (EAN). O nutricionista está inserido nesse contexto como o responsável técnico, ou quadro técnico do programa, sendo assim um importante componente entre os atores responsáveis pelo desenvolvimento das ações de EAN no ambiente escolar. Objetivo: Conhecer a percepção do nutricionista atuante no PNAE quanto às atividades de educação alimentar e nutricional, o impacto da formação nas práticas e identificar as facilidades e barreiras existentes nesse contexto. Métodos: Realizou-se pesquisa de natureza qualitativa com entrevistas e gravação das falas para posterior...
análise do conteúdo. Analisou-se o confronto de ideias por convergências, divergências e complementaridades. **Resultados e Conclusão:** Percebeu-se que, apesar do recente fortalecimento da EAN, ainda existe uma lacuna entre o proposto pela legislação e a prática empreendida pelos profissionais. As principais deficiências descritas por estes foram: ausência de base teórico-metodológica consistente que oriente as práticas de EAN, quadro técnico insuficiente e dificuldade de integralização das diferentes áreas, o que gera descontinuidade no processo de aprendizagem e ineficiência das ações. Estratégias como cursos periódicos, capacitação para melhor planejar e envolver equipes, assim como melhoria das condições de trabalho e quantitativo de profissionais em toda dimensão do PNAE, são indispensáveis para a execução plena do programa.

INTRODUCTION

Addressing issues with the school community regarding food in an integral way becomes a challenge in the face of the high complexity of the food system and the existence of multiple factors that determine food behavior. In order to support these issues, Food and Nutrition Education (EAN) presents itself as an area of knowledge that seeks to address food issues in order to generate autonomy of the individual or population groups in promoting healthy eating habits, through a continuous and permanent exercise, with the involvement of multiprofessional teams, in intersectoral environments, with coordinated and effective public actions.1

The National School Feeding Program (PNAE) is considered the largest school feeding program in the world, having its origins in 1955, when for the first time a public school feeding campaign was organized that covered the whole Brazilian territory.2 After undergoing numerous changes over the years, in 2009 the PNAE reached the entire public basic education network, and from 2013 on, the National Education Development Fund (FNDE) drew attention to the importance and necessity of the practice of Food and Nutrition Education, by dedicating a section of FNDE Resolution no. 26 to its actions.3,4

As an important guideline under the PNAE,5 the EAN was inserted into the teaching and learning process by being incorporated into the school curriculum with the purpose of developing healthy life practices under the perspective of food and nutritional security.1 The update, in 2020, of the FNDE Resolution,6 reinforced the curricular transversality and transdisciplinarity of the EAN actions by recommending that food and nutrition be subjects of specific learning or resources in diverse approaches, and whenever possible, be used as a pedagogical tool.

The current Health Education proposals have been fundamental to overcome practices used for a long time as the basis of the relationship of the health professional with the subject, in which the technical-scientific knowledge disregarded the knowledge and strategies used by individuals in their day to day search for health promotion. By instigating a dialogue between the population's thinking and doing with health professionals, the interest is to build a model of integral health care in which the participation of all is required and valued.1,7,8

It is worth pointing out that, as a principle of the new health education policy, this dialogue, inspired by the concept of popular education proposed by Paulo Freire, represents an encounter of knowledge built historically and culturally by subjects whose appreciation of knowledge broadens the critical gaze of the various actors, making it really possible to transform reality.9,10

Since developing EAN “is not mission, it is work”;11 to achieve the proposed objectives, planning cannot be ignored. It is part of the planning to make the diagnosis, establish priorities and objectives, foresee costs, resources, and also define responsibilities, partnerships and probable results of the activities. As explained above, the implementation of the outlined objectives requires commitment not only from professionals, but also from the individuals involved. Notoriously, participatory processes lead to more stable results whose effects are visualized for a longer period of time, provided that people are really inserted in the decision-making process.1,6,8

As a responsible technical professional (RT) and member of the technical staff (QT) of the PNAE,6,12 the nutritionist is also in charge of coordinating the EAN actions in the school environment, being fundamental to understand their perception of the educational activities on food and nutrition developed under the program.1 Thus, this work aims to know the perception of the nutritionist acting in the PNAE as to the activities of food and nutrition education, the impact of training in practices and identify the facilities and barriers existing in this context.
METHODS

This study was conducted through an applied research nature, with a qualitative approach, and occurred in a municipality in southwest Bahia. According to local reports from the year 2017, the PNAE of this municipality serves about 44,500 students; the number of meals served in schools, in one day, varies from one to four, depending on the type of education, as recommended by the program. Thus, the total amount of meals served per day is approximately 66,500, including all modalities.

For a greater understanding of the EAN activities developed, the nutritionist professionals who worked in the program during the study period, with at least one year in the service, were interviewed and freely accepted to participate in the research, after reading and signing the Free and Informed Consent Term (TCLE).

The data were collected through a standardized script (chart 1) and the interviews were scheduled in advance at the service site of these professionals. The interviews were recorded and analysis of the thematic content of the surveyed material was performed, through the data ordering, with the transcription process in its entirety. The data were classified based on the objectives of the investigation, systematizing the sense nuclei and the empirical categories of the study, with subsequent "transversal" reading prioritizing the most relevant thematic cutouts related to the object of the study, with the confrontation of ideas (convergences, divergences and complementarities) of the different groups, in order to compare and establish relationships between the categories, with the intersection of information.

CHART 1: Standardized script used in the interview

<table>
<thead>
<tr>
<th>A. Tell us a bit about your education, about educational practices and about food and nutrition.</th>
<th>B. Tell us a little about your perception of educational practices on food and nutrition for students</th>
<th>C. Tell us a little about the facilities perceived by you for the development of EAN activities</th>
<th>D. Tell us a little about the difficulties you perceived in the development of EAN activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A3. Existence of continuous training on EAN after its formation. It was promoted by the service or was a personal search.</td>
<td>B3. Improved menu acceptance</td>
<td>C3. Personal motivation</td>
<td>D3. Framework of support for activities</td>
</tr>
<tr>
<td>A4. Has your training favoured the development of educational practices in schools?</td>
<td>B4. Improvement of nutritional status</td>
<td>C4. Framework of support for the activities</td>
<td></td>
</tr>
<tr>
<td>E. What do you realize could be improved in the development of educational activities in schools by the PNAE teams?</td>
<td>F. Which strategies would you find important to improve the educational activities in schools?</td>
<td>G. Something else that was not asked and you consider important?</td>
<td></td>
</tr>
</tbody>
</table>
All interviewees were informed and clarified about the objectives of the study, being guaranteed the confidentiality of confidential personal data and the anonymity of the interviewed subjects. During the interviews, pseudonyms were chosen by the professionals themselves to ensure this anonymity.

The research was approved by the Research Ethics Committee of the Multidisciplinary Health Institute of the Federal University of Bahia, according to the opinion 3.241.065/2019, and follows the recommendations of the Resolution nº 466/2012, of the National Health Council.

RESULTS AND DISCUSSION

From the analysis of the discourse content, themes were extracted that constituted empirical categories that allowed the analysis of each professional's conception regarding their food and nutrition education practice, limitations and potentialities in the context of the PNAE.

Formation of the nutritionist for performance in EAN activities

It is essential that the nutritionist, from his training, develop skills and abilities that allow him to be a critical, reflective professional, committed to promoting healthy eating habits and practices, being able to understand the complexity of the system and food standards of a population.13

According to the Curricular Guidelines of the Nutrition courses promulgated in 2001, the Nutrition courses in the country must offer "a generalist, humanist and critical formation" that makes the professionals capable to act in the most diverse areas of knowledge where food and nutrition are as fundamental pillars for the promotion, maintenance or recovery of health both in individual and population levels.14 Regardless of the area in which he or she intends to work, it is necessary for the nutritionist to develop skills during the graduation period in order to better integrate himself or herself into the world of education and work from a multiprofessional perspective. The generalist training surpasses the dietetic attention, broadening the skills and spectrum of action of the nutritionist.15,16

Education is part of the daily routine of the nutritionist professional. It is important to note that this perception has been widespread in the academic environment. Pinheiro et al.15 demonstrated that, as for the nutritionist's training profile, 50% of those recently graduated already recognize their primary role as health educators.

Corroborating these findings, all the nutritionists interviewed in this research ratify the importance of the ability to develop EAN actions regardless of their area of expertise. For this reason, they consider that the training they acquired during their graduation, despite constituting a guide to the search for greater knowledge, was insufficient to prepare them for the work environment.

[...] eu considero que, a minha formação ela contribuiu para que depois que eu saísse da graduação eu tivesse um certo embasamento pra tá desenvolvendo essas atividades de educação alimentar e nutricional. Eu não considero que foi algo assim, suficiente, ou que foi algo muito completo, mas eu considero que me deu certo embasamento [...] (Hortência)

Na época (da graduação), eu me identifiquei muito, com essa área... quando eu fui especial pra sala de aula, foi o que eu mais gostei. Apesar das dificuldades porque é um desafio porque a gente não tem aquela... aquele preparo né, ahh...vamos dizer assim, do professor... a pedagogia... eu acredito que na verdade poderia ter tido mais. (Morango)
In a study about the perception about the formation and demands of the nutritionist of the PNAE, most of the interviewed professionals (79%) stated that the graduation did not prepare them adequately for only in a few moments approaching school feeding. In the present research, the speech of a professional expresses the feeling of incompleteness that their education left.

[...] é como se fosse assim, o que a gente aprende é 50% da teoria e as outras 50% de prática a gente vai realmente aprender na prática... como a questão mesmo do PNAE né, a gente vê bem superficial e a gente aprende na área de atuação mesmo[...] (Rosa)

Banduk et al. ratify the importance that practice and theory are united in the undergraduate period, through the report of some coordinators of Nutrition courses, whose efforts are focused on creating strategies in order to implement integrated curricula and differentiated approaches to bring the student closer to professional practice and, consequently, influence the formation of their identity, which would be established from a process of continuous construction. Despite this, most courses maintain a traditional, fragmented, focused on content teaching, based primarily on theory.

[...] em especial, atividade de educação alimentar e nutricional em escola foi pouca. A experiência foi pouca, foi mais no último semestre, e ... foi no estágio de saúde pública... agora em relação a treinamento e preparo foi o mínimo. (Morango)

Studies highlight the importance of extension projects to be developed within the undergraduate degree, because they are able to allow the construction and expansion of knowledge through the association of theoretical learning obtained in the classroom, and the reality of the professional's daily life.

[...] eu participei na época da universidade aberta à terceira idade, que... era um grupo de idosos, então, assim, isso pra mim eu considero que foi uma experiência muito enriquecedora. Porque assim, eu pude me desenvolver na questão de falar em público, na questão de lidar com pessoas leigas na área de nutrição [...] (Hortência)

University outreach should be thought of as a practice that associates teaching and research with social demands, that promotes the training of professional citizens and provides a knowledge base, helping to overcome social inequalities, and can be considered an instrument of social change. For students, a motivating factor is direct contact with the community and the opportunity to perceive the ideas applied in the real world.

Outreach projects, even though they are considered an opportunity for dialogue between society and the technical-scientific universe, possess weaknesses because they are not immune to the traditional teaching method. Thus, contact with society can happen without acknowledgement of the real social demands and without undertaking an exchange of knowledge as advocated by popular education in health. When this is the reality, there is no real dialogue and both sides are harmed.

There is an expectation, when working according to the principles of popular education, that progressively both professionals and population will develop a critical analysis of reality, in proportion to the knowledge being shared in a reciprocal way, thus building ways to overcome the difficulties presented.

By assuming the existence of these fragilities in the scope of academic extension activities, the Ministry of Education, together with the Council and the National Chamber of Higher Education, regulated these activities through Resolution No. 7 of December 2018. From then on, the extension became at least 10% of the total workload of the undergraduate courses, becoming obligatorily part of the curricular matrix.
Continuing Education in EAN

The EAN Framework for Public Policies reinforces the importance of permanent education for professionals working in the area. It recognizes the insufficiency of specific teaching methods for EAN during graduation, limitations that range from insufficient practices to the difficulty of articulation between different fields of knowledge such as Sociology, Philosophy and Food Anthropology.

Continuing education is considered a pedagogical concept that effects relationships between teaching, actions and services and between teaching and practice. For its effectiveness, it must take into consideration the regional specificities with the overcoming of local inequalities and the need for training and development for the work.

It is relevant to consider that the process of consolidating the nutritionist’s performance in the field of school feeding over the past decades was motivated by a process of internalization of the profession, in view of the mandatory hiring of this professional in the municipalities to act as technical responsible and/or member of the mandatory technical staff of the PNAE. Thus, the type of continuing education, like distance learning courses, may constitute an important strategy for its constant qualification.

The interviewees recognize the importance of the continuity of learning through continued education, although not all seek this tool on a voluntary basis. When asked if there was a search for some complementary training capable of assisting in the elaboration of EAN activities, the majority of the answers were negative. According to the professionals, the contact with content on this subject was only obtained by being part of the training schedule of the support agencies of the PNAE, the CECANEs (Collaborating Center for School Nutrition and Food), which are the result of a partnership signed between the National Education Development Fund (FNDE) and Federal Institutions of Higher Education.

Citing a divergent case, one of the professionals seeks to complement his training in the EAN area on his own initiative.

Facilities found to perform EAN activities

According to the professionals of this study, composing the education network of the municipality allows openness to develop the planned educational actions. A study conducted in the municipalities of Goiás on EAN actions within the PNAE showed that, for the vast majority of respondents (90%), food and nutrition education was fully linked to the figure of the nutritionist, corroborating the findings of this study.
As reported by the nutritionists in the current study, it is important the access to the teams and the school children, because it facilitates the dialogue with the other individuals who will be involved during the planning and execution of the EAN actions in the school environment.

Então, as facilidades de se aplicar as EANs é... o que eu posso citar? An... assim, a gente teria um livre acesso a eles né, porque como a gente faz parte da rede a gente teria um livre acesso a eles, a gente teria disponibilidade de espaço, que é a própria escola né... a gente teria... “chô vé”... de facilidades?... é mais difícil viu... a gente tem mais dificuldades. De facilidade a gente teria isso né, o acesso a eles e o espaço. (Rosa)

Então, assim, as facilidades que eu vejo... é o acesso direto às escolas e aos alunos né, porque assim, se o nosso público-alvo é os alunos, a gente tem total acesso livre pra chegar até eles, então a gente não tem dificuldade com direção de escola, com professores... pra executar essas atividades a gente não tem. Então assim, a facilidade de chegar até aos alunos, a disponibilidade de tá próximo a eles... facilita muito a gente implantar essas ações. (Manga)

These reports corroborate the opinion of Dias et al., who also found it so easy for the technical area of school feeding to approach principals, school lunch ladies, and parents/guardians.

Another facility reported was that the EAN is generally considered an important topic by school principals, teachers and parents/guardians.

Sempre que a gente fala do tema educação alimentar e nutricional, é um tema que ninguém contesta a necessidade, então isso eu acho que já é uma facilidade né, a gente não encontra assim dificuldade em relação a falar sobre esse tema. (Hortência)

Most activities are applied in a recreational way, and this would influence, in the vision of these professionals, in their good receptivity.

Toda vez que a gente vai fazer numa escola é uma novidade, é uma atividade, é uma coisa lúdica, então, eu acho que os alunos eles se interessam, eu não sei se no longo prazo, fazendo continuamente, eu não sei qual seria a recepção deles, mas eu acho que seria boa. (Rosa)

Recreational activities are methodological resources with important potential to allow students to perform an effective interaction, with reflection and discussion on the topics addressed. Ramos et al., when analyzing the methodologies for the application of EAN activities in schools, found that in the main strategies approached by nutritionists, besides the predominance of methods such as lectures, discussions, and presentations, often the ludic activities were associated. The same was verified by Silva et al., with 54.3% of the EAN actions being classified as ludic by professionals.

What is noticeable in the speeches of the professionals is that, although the ludic activities guarantee better receptivity by the students and other individuals, there is not necessarily a dialogicity, but an application of content, which once again refers to traditional education.

The problematizing intervention will include the topic dealt with in the daily life of the community. The effects of this approach will be felt not only by the students, but also by their families, teachers, coordination and the entire local community.
**Barriers observed by the professional in EAN actions**

Food and nutrition education actions emerge as challenges to professionals, given the complexity that governs food behavior.1 The difficulties reported by the professionals working in the program, regarding the accomplishment of EAN activities, vary from its formation, as mentioned above, to the lack of support for the continuity of the actions after being inserted in the school context.

It is worth reinforcing that the EAN needs to be based on the expansion of the subject's autonomy and active participation, making him/her capable of, when reflecting on his/her choices, transforming his/her reality.1 Therefore, the simple transmission of knowledge limits the EAN's actions, since it disregards the vast universe of meanings represented by food. The relationship with food involves everything from personal pleasure to social and cultural factors of the individual.9

As important as the realization of activities is the guarantee of their continuity.9,27 The nutritionists approached in this interview evaluated as a limitation the lack of continuity of actions by other professionals involved.

From these perceptions it is possible to realize that, in this context, the EAN has been an action whose execution is very much linked to the nutritionist professional, which needs to be rethought, since even though it is a mandatory action of the nutritionist in the PNAE,3,12,24,28 it must be thought in a multiprofessional and participatory way. Other professionals do not need a “natural gift”29 to develop these activities.

The traditional perspective perpetuated the concept that applied communication would be a function of educational practice that required sensitivity and creative skills, added to curiosity, sense of humor and compassion for those who would be reached by this “assistance”. One must be very cautious about this perception, because it disregards the competence in developing these activities as a skill acquired through specific training.

It is necessary to have a wider understanding of the EAN in which it is possible to perceive it beyond the activities related to food and nutrition. This requires an integrated discussion that links food practices to issues such as availability and access to food, what are the behavioral determinants of food choices, forms of production, preparation and consumption, all mediated by cultural, environmental, social and historical aspects. The EAN needs to be understood as a strategy that understands food in its global context whose articulated approach allows for the construction of knowledge and practices that lead to more appropriate and autonomous food choices.1,13,30
Possibilities of improvements for the development of activities

Among the objectives of this research, it is implicit the intention to understand the perception of the nutritionists of the technical staff of the program regarding the feasibility of improving the EAN actions developed by them. The lack of theoretical, methodological and operational references that better guide them in this aspect was mentioned by the professionals, something also verified in other works\textsuperscript{26,28,31} that sought to analyze food and nutrition education as an intervention practice.

[...] o que eu percebo é que falta algo mais assim... sistemático, acho que a educação alimentar ainda é algo muito embrionário, não é algo assim estabelecido e é algo que eu acho que ainda é confuso na cabeça dos profissionais. Os profissionais ainda não concebem como fazer, porque não existe uma fórmula, não existe uma receita e assim, os profissionais também não tem as técnicas, seja de didática, do que quer que seja pra poder fazer educação alimentar e nutricional, então eu percebo que é algo assim ainda muito... que a gente fica muito tateando ainda, que a gente tenta fazer, mas a gente não sabe se é o correto, até porque não existe fórmula e a gente fica muito assim, será que é o correto, será que é dessa maneira mesmo? Eu me questiono muito sobre isso. (Hortência)

It is valid the questioning of this professional, because it was mentioned the lack of this theoretical reference, even in the training course offered by CECANE in which they had the opportunity to participate.

Na verdade, assim o que tem mais ajudado é a própria prática. O curso que a gente fez foi bom, mas ele...ele solicitava mais que a gente desenvolvesse ideias do que assim.... Então a gente teve que pesquisar, correr atrás, pra gente elaborar a proposta, a atividade...do que assim algumas atividades que pudessem inspirar a gente. (Morango)

Therefore, there is a discussion by these nutritionists about how to improve the EAN actions that are currently developed in a very punctual way, as placed in some of their lines.

Então, dentro das discussões da gente surgiram algumas ideias né. E e... como a gente não consegue estar todos os dias na escola, ou pelo menos uma vez na semana, o quadro técnico é muito reduzido, a gente pensou em formar pessoas que possam desenvolver a atividade de educação alimentar e nutricional [...] então, a gente pensou em desenvolver algum trabalho de EAN, ou então, de capacita-los a fazerem EAN... Na sala de aula, porque seria um trabalho contínuo...dentro do planejamento deles incluir a EAN de forma contínua. (Morango)

Então, assim, que se poderia dar mais importância a esse assunto né, e que se possa de fato juntar, somar né, valores, somar...categorias... profissionais pra que o objetivo se tenha maior alcance, tenha maior visibilidade, que se dê mais importância ao tema porque ele é fundamental pra gerações também. (Manga)

The accomplishment of this exchange of experiences and knowledge between the other members of the school team and the nutritionists is truly a challenge to be overcome, so that there is an integration and involvement of these professionals in the EAN activities, so that they become multipliers of the theme with insertion of the theme in the curriculum.\textsuperscript{1,2,8,3,23}

Eu acho que se a gente conseguisse fazer esse elo junto com a coordenação pedagógica né, pra poder ter esse apoio e formar essas pessoas no conhecimento...e passar pra eles um conhecimento técnico sobre alimentação que eles possam trabalhar na sala de aula, eu acho que seria a nossa única alternativa né... (Rosa)
The desire of these important components of the PNAE for the practice of EAN to be continuous and permanent, as recommended by the legislation, is perceptible. However, according to their perceptions, the reduced number of professionals and, consequently, the overload of functions, does not allow them to fully fulfill their assignment. It is essential that two important issues be analyzed: that the use of current methodologies be reevaluated, such as lectures with exposure to content - observation also made by Corrêa et al. when they evaluated the performance of the nutritionist in the PNAE in the South Region of Brazil; and that there is availability of time of the nutritionist for their insertion in the activities developed.

In line with other studies, all interviewees were unanimous that the small number of professionals prevented a more effective involvement in EAN actions.

The lack of sufficient quantity of nutritionists in the technical framework of the PNAE indicates a lack of compliance with the recommendation of the Federal Nutritionist Council, which determines that the minimum numerical parameters for hiring these professionals must be observed. As in this municipality in the interior of Bahia, this is a reality that happens in many other cities in different regions of Brazil, which shows the neglect to comply with current legislation.

CONCLUSION

This research aims to lead to reflection and discuss the performance and training of a nutritionist capable of developing actions of Food and Nutrition Education within the PNAE. Despite the achievements achieved in strengthening the theme in recent years, there seems to be a gap between what is proposed by legislation and the practice undertaken by professionals, because despite claiming to develop EAN activities, the discontinuity in the learning process makes them less efficient according to their own perceptions.

From training to continuing education, it was noted the absence of a consistent theoretical-methodological basis, capable of guiding EAN practices, as they still come very close to the traditional biomedical model aiming at the transmission of content with strategies to recover health at the expense of the desired focus on the promotion of food and nutritional security.

The insufficient number of nutritionists was considered one of the challenges for the realization of all the functions of the PNAE. There is a clear lack of compliance with the regulations of the Federal Nutrition Council and
other legislation governing the PNAE, as to the number of nutritionists. In addition, it is necessary to train professionals through periodic training courses concerning the EAN, especially on team integralization and strategic planning, in order to enable a broader vision of all involved.

Based on what has been pointed out as limiting to develop EAN activities in the PNAE, it is suggested the creation of strategies to strengthen the program in its entirety. In addition, public policies aimed at school feeding need to be effectively developed in order to overcome the challenges of prevention, promotion, protection and rehabilitation of health, both at individual and collective levels.

REFERENCES


Contributors
Santos PSO participated in the elaboration of the project, interviews, analysis and interpretation of the data and writing of the article; Carvalho VCHS guided all the stages of the work and participated in the elaboration of the project, review and writing of the article.

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