

Mulheres do Recanto

Antes de saber o que eu como,
deixa eu contar como eu vivo

**BEFORE YOU KNOW
WHAT I EAT, LET ME TELL
YOU HOW I LIVE:**

The perspective of the Learner
and the Educator about an
innovative, community-based
Food and Nutrition Education
Program developed with low-
income women in Brazil

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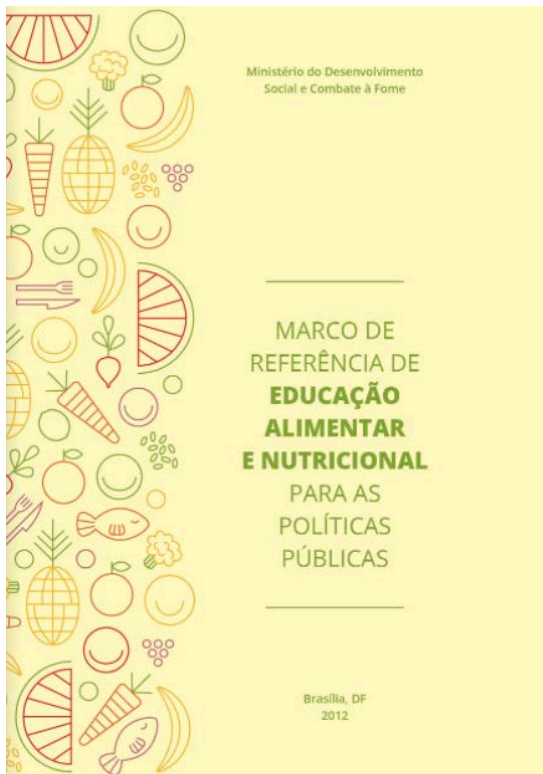
**Federal Council of Nutritionists
Observatory for Food Security and Nutrition
Policies of the University of Brasília, Brazil**

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FOOD AND NUTRITION EDUCATION - FNE

*“Food and nutrition education is a field of knowledge and continuous and permanent practice, transdisciplinary, intersectoral and multi-professional, aimed at **promoting the independent and voluntary practice of healthy eating habits.**”*



The practice should:

- ✧ Use problematizing and active educational approaches;
- ✧ Encourage horizontal dialogue;
- ✧ Considerer all phases of life course, stages of food system and the interactions and meanings that compose the eating behavior;
- ✧ Be based on demands, needs and realities of the people.

REFERENCE MARK OF FNE FOR PUBLIC POLICIES

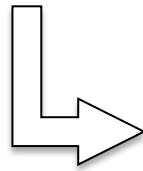
Principles for FNE practices

- ✧ Social, Environmental and Economic Sustainability
- ✧ Approach of the whole food system
- ✧ Appreciation of the local food culture and respect to diversity of opinions and perspectives
- ✧ Food and nutrition as references
- ✧ Appreciation of cooking as a emancipating practice
- ✧ The Promotion of self-care and independence
- ✧ The Education as a permanent process and independence generator and the active and informed participation of individuals
- ✧ The diversity of practice scenarios
- ✧ Intersectoriality
- ✧ Action planning, assessment and monitoring



FEATURES OF PREVAILING EDUCATIONAL PRACTICES IN BRAZIL

- ✧ Biological and nutritional approaches
- ✧ Focusing on prevention and recovery from diseases
- ✧ Lectures and unidirectional expository techniques
- ✧ Insufficient evidence of results and impact
- ✧ Assessments based on quantitative data
- ✧ Disconnection between teaching, research and extension



Challenge of adopting the Reference Mark in the planning process of FNE to qualify the agenda of food and nutrition in the country!



*Develop and implement a Community-Based FNE Program
based on the identification and characterization of
knowledge, choices and household practices of a group
of women in a low-income city of Brazil*



CHARACTERISTICS OF THE PROGRAM

- ✧ **Conducted by a multi-professional** team of the Observatory for Food and Nutrition Security Policies of the University of Brasília in Brazil (nutritionists from different areas, specialist in social policies and social science graduate student)
- ✧ Funded by the National Council of Scientific and Technological Development and Ministry of Social Development
- ✧ **Participants:** 2 groups of 10 women (housewives) of different institutions that work with social inclusion
- ✧ 8 meetings - 1 per week / Duration: 2 hours
- ✧ Give voice to the community and use **active and participatory methods** and a **holistic approach to food and nutrition**
- ✧ Followed the principles and recommendations of the **Dietary Guidelines for The Brazilian Population and Reference Mark of Food and Nutrition Education for public policies of Brazil**



GROUP ACTIVITIES



- ✧ Know the community concerns related to food and their needs
- ✧ Dialogue about the community history of food
- ✧ Identify patterns of food consumption
- ✧ Affective map – identifying the food social space
- ✧ Video and dialogue about the influence of other cultures in Brazilian cuisine
- ✧ Dialogue about sugar, fat and salt in processed foods and unravel food labels
- ✧ Dialogue about healthy eating - what I do, what I can share, what I can do
- ✧ Healthy Family Meal Plan
- ✧ Exchange recipes
- ✧ Dialogue about challenges and solutions for food and nutrition
- ✧ Define individual and collective commitments



EVALUATION

- ✧ Participatory evaluation after each meeting to identify subsidies that can contribute to the development of next meetings
- ✧ After the program semi-structured individual interviews with learners and educators were held, transcribed and analyzed using content analysis

EDUCATOR'S PERCEPTION

- ✧ The field research is challenging, sometimes exhausting, but instigates and **mobilizes THOUGHT, exercises HUMANITY and refines the researcher VIEWS**
- ✧ It was important to meet the local communities, to know women's reality and their thoughts/knowledge/feelings and plan accessible possibilities together

LEARNER'S PERCEPTION

- ✧ Meeting - moment of distraction, to have fun, meet people with similar reality, to talk and exchange knowledge, learn and raise awareness about their rights
- ✧ *“Initiatives like this are important for awareness. Thus, people are aware of their rights and less susceptible to manipulation.”* – JULIA



EDUCATOR'S EMPHASIZE:

- ✧ The importance:
 - of **creating spaces for people to talk** - to reflect on their realities and demands and think collectively about new accessible possibilities
 - of using **active educational approaches and resources** that favor dialogue with individuals and population groups;
 - to have **sensitive listen** and speak only enough to drive and facilitate dialogue and to generate reflections
 - to have **horizontal dialogue** - “I have knowledge, you have another, none is better, but different, and we put everything we know available to all”
 - of arranging the chairs in a **circle format** - provides a sense of belonging and equality
 - of **believing in the process** - despite the unpredictability, everyone is doing their best and it will work out
 - of working in **multi-professional team** founded on collaboration, respect, trust, and ethics to build a coherent project for all
- ✧ Food and nutrition recommendations need to be accessible and flexible to reality
- ✧ One of the roles of FNE is to promote self-care, independence, and social participation to strengthen community empowerment for healthier and sustainable choices





REPERCUSSIONS:

- ✧ Learners related **changes** regarding many steps of the food system:
 - **Production** (implementation of home gardens)
 - **Acquisition** (fresh food and less processed food preferences)
 - **Preparation** (use of natural spices, healthier cooking techniques - less oil, salt and sugar and improving in hygiene)
 - **Consumption** (healthier eating habits, more variety and balanced diet, eat more at home)
- ✧ Changes were also related to physical activity and weight loss
- ✧ At the end, their commitments involved: taking care of their feeding and their physical, mental, spiritual health; taking care of others; exercise commensality and professionalize



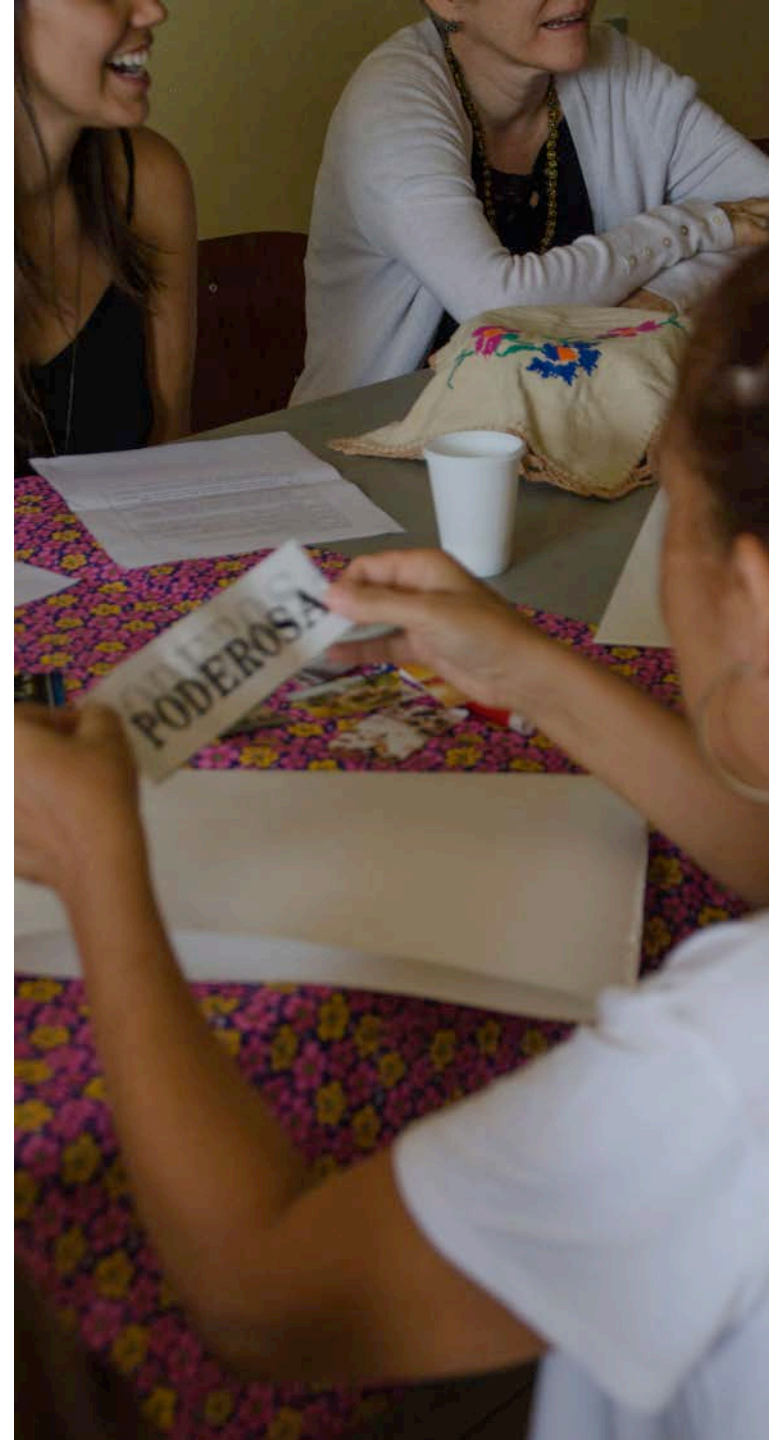
“I had felt I always learned something else... It is a set of learning: about education, about life, about hygiene, about food and drink, about relationship, all of that.” – GEANI

“Now, at home, I'm always in control. I try to eat natural foods and avoid snacks and unhealthy things.” – DIANA



CONCLUSION

- ✧ The Program contributed:
 - **to overcome alienation and automatism** related to food
 - to reframe the women's relations with their food, health and family
 - to develop a **critical and holistic awareness** in learners, enabling them to perceive themselves as **protagonists of their reality** and able to adopt a proactive attitude towards self-care and transformation of the environment
- ✧ Develop a FNE Program consistent to the FNE principles, the method itself and the needs of the community and the team



FOR MORE INFORMATION





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***Go to the people. Live with them.
Learn from them. Love them.
Start with what they know.
Build with what they have.
But with the best leaders, when the
work is done, the task accomplished,
the people will say 'We have done
this ourselves'.***

- Lao Tzu