



BIBLIOGRAPHIC REVIEW OF PNAE IN THE NUTRITIONAL AND EDUCATIONAL CONTEXT

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SUMMARY

The purpose of this article is to study the PNAE and its particularities, exploring the Nutritional and Pedagogical context, addressing the process that the administrative bodies present when transferring funds from school meals to educational institutions and analyzing how the choice of food to be given occurs. served in public schools with economic transfers and whether school meals are resulting in better student learning. Having the nutritionist as an educator and supporter of healthy eating offered in schools, it is a very positive factor for the development of the student, with regard to its biological and pedagogical factor.

Key words: National School Feeding Program (PNAE), nutrition, pedagogy, school development.

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1. INTRODUCTION

The article was elaborated through the bibliographic review in the nutritional and pedagogical context. The objective of this work is to analyze how the nutrition of children studying in educational institutions that are supported by the PNAE (National School Feeding Program) is carried out and what the program wants to achieve in the educational axis, in the teaching and learning process.

We seek to address in this article the process that administrative bodies have when transferring funds from school meals to educational institutions, and also to analyze how the choice of food to be served in public schools occurs with economic transfers and whether school feeding is resulting in better student learning.

With adequate food offered in schools, it is a very positive factor for the development of the student, with regard to its biological and pedagogical factor.

Corroborating with the export previously, it is in childhood that the development of food practice takes hold, persisting in this way throughout its adult phase, making it necessary for schools to create means to guarantee a healthy and quality food, based on standards so as to guarantee the student's school development completely.

School meals should provide the practical basis for adequate food, contributing to pedagogical work, enabling better concentration and other physical conditions that influence learning as well as the quality of life of students.
(SILVEIRA, 2005)

It is necessary for educational institutions to better manage the school scenario, with the competence of feeding their students to ensure a healthy and quality diet, resulting in better school performance.

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Managers, teachers and parents, have a fundamental role to guarantee a healthy eating practice not only in the school environment, but in their homes, reaching the school and biological development of the student.

“The Nutritionist has the opportunity to develop other roles besides that of managing meals that soften the effect of poverty on the needy population, as if that were the only function of supplementary food programs. Developing his potential as an educator in nutrition, he must be present in transforming the school lunch space into an environment of health promotion and learning, considering that healthy eating is included in the requirements defined by the Pan American Health Organization / World Health Organization for the school that promotes health in the school and community environment (Azevedo, 1999,).”

The Nutritionist is a professional who has the role of ensuring the practice of healthy eating and as an expert in encouraging school meals, he can also manage and teach the practice of healthy eating, acting in this way not only as a nutritionist, but as an educator of good practice to feed.

School meals should be part of the context of public education institutions, since many students are unable to meet basic needs in their homes and the school has a multiple role, which does not involve only pedagogical issues, but several others, mainly social, providing conditions for them to achieve substantial learning (BEZERRA, 2009).

Public policies are emphasized in order to guarantee a social struggle for equality, in this way public policies are needed and must be made up of plans and actions that articulate projects in favor of society, guaranteeing the right for all citizens. citizens, basic sanitation and quality health.

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As for the right to education, several programs were created to the detriment of guaranteeing students a good quality of teaching, however we highlight in this article, the National School Feeding Program - PNAE, which is our main object of study.

The National School Feeding Program - PNAE, also known as School Lunch, consists of the transfer of financial resources from the Federal Government, in supplementary form, to the states, Federal District and municipalities, for the acquisition of foodstuffs destined for school meals.

PNAE had its origin in the 1940s, but it was in 1988, with the promulgation of the new Federal Constitution, that the right to school meals for all elementary school students was ensured.

The transfer is made directly to the states and municipalities, based on the school census carried out in the previous year of service.

PNAE is directly supervised and monitored by society, through the Federal Audit Court (TCU), School Meals Councils (CAE), FNDE, the Federal Comptroller General (CGU) and the Public Ministry. Apparently leaving security in transfers, made to states and municipalities.

The Program is linked to the federal government, expanded in 2009, coordinated nationally by the National Fund for the development of education, responsible for feeding early childhood and elementary school children from indigenous, public and philanthropic schools that have the right to school meals.

The National School Food Program (PNAE) is a public policy that has been present on the national scene for more than 50 years and represents one of the largest food and nutrition programs in the world. The PNAE is made feasible with federal funds, transferred monthly by the National Education Development Fund (FNDE) to states, municipalities and the federal district. (GODINHO, 2011)

2. THEORETICAL REFERENCE

2.1. THE IMPORTANCE OF PNAE IN THE NUTRITIONAL CONTEXT

For the effective execution of the PNAE, the intersectoral agreement of different active partners is essential, among them, the Executing Entities (EEs), the School Meals Council (CAE) and the nutritionist professional as the technical responsible.

In the area of nutrition, it aims to encourage students to achieve good eating habits, meeting 15% of the nutritional needs of students in daycare centers, preschools and elementary schools and 30% of daycare centers, indigenous schools and quilombola remnants.

To achieve this goal, PNAE supports family farming and sustainability, valuing regional agricultural producers, using their products in the preparation of school meals.

In this sense, school meals have achieved an excellent development, since the raw materials handled are natural and cultivated by hand, without pesticides (organic products), improving food security.

Ribeiro, AL et al 2013 says that studies carried out judged that PNAE, after Law nº 11.947, focused on providing great potential to become a structural policy, that is, a bold and organized policy when the probability opened to acquire foodstuffs from local producers, generating income and benefiting small farmers and traders.

The nutritionist is the professional responsible for acting at PNAE and responds through resolution 358/2005 related to the program. Therefore, according to the resolution, the CFN / CRN has the function of inspecting the presence of the nutritionist and monitoring their performance through the technical attributions developed and determining the adequacy of the number of professionals present in the technical staff of state education departments and municipal.

The nutritionist's practice is based on regulatory principles and guidelines of the PNAE, an educational program that is part of the National Food and Nutrition Security Policy.

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The nutritionist is the professional qualified to work at the PNAE and must be linked to the school food sector, as well as be registered with the FNDE, assuming supervision, planning, coordination, direction, and evaluation in the area of food and nutrition, within the secretariat (municipal, state and district) of education regarding school feeding.

The nutritionist working in the PNAE must arrange structured and organized articulation with the area of education (executing entity). The partnership between health education and PNAE policy promotes adequate management to achieve its objectives at the municipal and state level

"participate in the bidding process and the direct purchase of family agriculture for acquisition and foodstuffs, prepare and implement the Manual of Good Practices for manufacturing and control food service for UAN, prepare the annual work plan of the PNAE, advise the CAE. In addition to the mandatory activities, it is essential to observe complementary assignments and others that can be developed according to the need, complexity".

Children benefited by the program receive the care of a nutritionist who ensures healthy eating and the prevention of obesity, which if left untreated can cause chronic non-communicable diseases, such as diabetes and hypertension.

Ribeiro, AL et al (2013) conducted a field research on PNAE in 2012 in the municipalities of the Northwest Region of Rio Grande do Sul with Emater, Secretary for Rural Development and Secretary for Education.

The study evaluated quantitative information regarding the number of schools served, number of food supplying producers and the main foodstuffs supplied to the program in 15 municipalities in the region.

The observed result was that the PNAE provides incentives and development of small rural properties, creating mechanisms for the strengthening of family farmers, the formation of healthy eating habits and local development in Brazilian municipalities.

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In the study by Melão, B. I (2012) based on the PNAE figures in Paraná, it was possible to verify the growth of resources invested in the State's school meals, projecting for 2013 the amounts of 132 million and 32 million respectively, for the total and for family farming,

In addition, the adoption of organic food was found, which demonstrates an attitude of reinforcement to the idea of sustainability by the actors involved in this process, influencing the construction of a better quality of life for all.

For Hedges, A. S (2010), the FNDE's orientation that schools should be supplied with products from family farming provides the stimulus to local economies, enabling the diversification of production, the increase in income and the technical knowledge of producers, including the mechanisms for marketing their products.

Also according to Hedges, A. S (2010) those involved are directly benefited: family farming gains alternatives for marketing and diversification; public school students will have healthier foods, from the season and from regional cultures; in the municipalities will be the entire chain of production to marketing; the environment will have positive impacts by reducing CO2 emissions by reducing storage, industrialization and distant transport needs.

Therefore, we conclude that the PNAE policy, associated with the work of the nutritionist, contributes in an essential way to the formation of healthy eating habits, in the prevention of diseases originating from food, in addition to the appreciation of small farmers.

2.2. THE IMPORTANCE OF PNAE AT THE EDUCATIONAL DEVELOPMENT OF THE STUDENT

One of the main objectives of the National School Meals Program is to offer public education institutions a quality food, as informed in the previous chapter, following methods indicated by specialists in the nutritional area.

However, this chapter emphasizes the importance of healthy and quality food, as an incentive for food re-education for both students and faculty and

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collaborators of public educational institutions.

As a result, we will highlight the importance of food re-education, as an ally in the development of the student in his teaching and learning process.

Reinforcing what was previously informed, Bezerra (2009) stands out:

“Lunch is food and food. Thus, it carries an expressive meaning for the human being, surpassing the mere satisfaction of biological needs. [...] food is the main category of articulation of the urban poor's thinking about their condition. In addition to being a powerful symbol of social prestige and wealth, it emerges as a category that establishes boundaries between the poor and those who are not poor, as well as favoring class social identity”.

Providing the student with a healthy and quality diet will result in their biological development, which goes beyond the premise that the human being needs to eat, a good diet, will contribute to the growth and intellectual development of the student, thus ensuring an ease in learn and develop socially and intellectually.

School lunches must in fact be considered pedagogical, however, in order to reach this conclusion, it is necessary to foster needs that are beyond the discussion and intention of plans to improve food. It is necessary to go to practice to capture the supply of such needs.

Numerous factors are linked to food as a satisfactory result or not in the student's performance, for example, the lack and / or poor diet at home, the feeling of hunger during class hours, the presence of cafeterias that encourage students to buy food nutritionally poor, rich in fats and sugars, the caregiver's lack of interest in organizing and preparing a healthy lunch box, and the parents' lack of information based on the principle that food is only to supply hunger, forgetting that food , in particular, healthy people are important for their children to achieve good school performance.

The Teacher may be the most dynamic, able to pass on his teachings

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more easily, but without adequate food, the student will not develop completely to the point of fully absorbing the knowledge that has been passed on.

Teixeira (2008, p. 13) highlights:

"From a scientific point of view, human nutrition is relevant to maintaining health and psychosocial well-being and school lunches are a means of discussing and introducing healthy eating habits to the population, in addition to expanding the pedagogical role of school".

It is noteworthy that a quality in food for individuals also in your phase school is indispensable for your system immunological,

contributing to the emotional and social well-being and, thus, guaranteeing an improvement in the learning process.

We are intellectual beings capable of developing knowledge, but our mind does not work on a different side from our body, because a body in tune with the mind is conducive to better development, unlike a body that with its weakened immune system, will make it impossible to completely absorption of knowledge passed on in class.

A good diet provided to the student and the entire faculty of this institution, will certainly imply a better biological development of the individual that will lead to better learning, as the body will be in tune with the mind.

3. METHODOLOGY

The present study is classified as a bibliographic, argumentative research. It is treated as bibliographic, as it allowed us, according to Manzo (1971: 32, apud Marconi & Lakatos, 2003: 183), "to explore new areas where problems have not crystallized enough, allowing us to reinforce in parallel the analysis of our research and manipulation of information".

Bibliographic research allowed us, according to Marconi & Lakatos

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(2003: 183), “the examination of a theme under a new approach, reaching innovative conclusions”.

The research was carried out based on a literature review to synthesize the information available on the theme PNAE (National School Meals Program), nutrition and pedagogy.

In addition, we sought to address articles on the administrative policy of PNAE and its benefits in the area of food and education.

Its expository character allowed us to gather several materials and sources, resulting in the survey and organization of the exposed contents, based on these fundamentals, it was necessary to interpret the data informed by the bibliographic research and also the position of the researchers, thus giving additional, the argumentative character.

Thus, we seek to answer the following question: Is the National School Meals Program being offered with nutritional quality? Is it contributing to a better performance of the student?

4. RESULTS

PNAE is an economic policy program, which aims to transfer capital through the Federal Government to provide adequate and quality food to students and teaching staff in municipal and state public schools. This financial transfer, which proposes that schools nutritionally reeducate students, to ensure a better performance of their school activities.

With the funds transferred to the Municipal and State Education networks, they tend to provide administrative management, which aim to seek ways to guarantee a quality school meal, consisting of re-educating the students' eating practices.

This dietary reeducation can and should be correctly expressed through school meals offered in schools, as well as the teaching that must be passed on by the teacher to motivate students to have a healthy diet, these teachings are observed in theoretical and practical way.

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It is recommended that schools grow, for example, organic products in vegetable gardens, if possible, depending on the school space they build a vegetable garden, which can be taken care of by the students themselves.

Obtaining a satisfactory result of the skills acquired by the students, becomes possible if a joint work is developed, since a good diet will guarantee that the student develops in a biological way and consequently will be able to acquire passed on knowledge.

Public policies are in favor of guaranteeing a quality of life for citizens, health and education, which are rights, and must always go together, as learning is fundamental but without health it is not possible.

5. FINAL CONSIDERATIONS

It can be seen that the PNAE is a program that invests in healthy eating and aims to improve the performance of students in public schools, involving the entire school management team.

In addition, it is observed that the PNAE encourages the consumption of organic and healthy food, supporting family farming and sustainability, valuing regional agricultural producers, using their products in the preparation of school lunches.

The nutritionist is the professional who works in the elaboration of the menu and counts on the participation of the teachers to work on the food reeducation aiming at a better biological and pedagogical performance of the student.

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