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# TRAINING FOOD HANDLERS WORKING IN SCHOOL FEEDING

Collaborating Centre for Nutrition and School Feeding  
at the Federal University of Rio Grande do Sul, Brazil

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# Overview

Dear reader,

The National Fund for the Development of Education (FNDE), among other responsibilities, is responsible for providing technical support to the National School Feeding Programme (PNAE) and for contributing to the training of all its employees (BRAZIL, 2009). With the purpose of training PNAE managers, Collaborating Centres for School Feeding (CECANES) have been implemented, by means of partnerships between the FNDE and Brazilian Federal Universities. Since 2007, these Centres have provided technical and operational support to those working in the Programme, helping to implement its guidelines and to consolidate its Food and Nutrition Security (FNS) policy for schools. CECANE, which is linked to the Federal University of Rio Grande do Sul (UFRGS), has developed, among other projects, training courses for PNAE personnel (such as nutritionists, advisors and food handlers), while advising municipal governments and doing research on health and school feeding.

As it is provided by Law no. 11.947, of 16th June, 2009, states and municipalities are responsible for “carrying out, along with the FNDE, training courses for PNAE personnel. (civil society oversight).” Besides that, Resolution CD/FNDE no. 26, of 17th June 2013, mentions the importance of adopting measures to ensure that the food consumed at schools be prepared under adequate hygiene and sanitary conditions. One of the measures cited by the Resolution is the training of food handlers working in Brazilian schools. (BRAZIL, 2009; BRAZIL, 2013)

Training courses are pivotal to the implementation and maintenance of healthy school feeding. There has been a growing demand for our services, especially for the work of our Collaborating Centre’s nutritionists, which includes lectures, training courses for food handlers, events and other activities directed at food handlers. It is likely that interest in these services has increased because of the development of our “Methodology for training school cooks” and the courses that have been carried out for school food handlers. 226 food handlers working for the Rio Grande do Sul State’s Education Secretariat have already attended our events between the years of 2007 and 2008 (UFRGS, 2009). Federal Council of Nutritionists’ (CFN) Resolution no. 425, of 25<sup>th</sup> August 2010, provides that this kind of demand is to be met by nutrition professionals.

Moreover, in 2008, CECANE UFRGS carried out a study on “Best Practices in School Feeding Production at Sample Schools Under the National School Feeding Programme in the Municipality of Porto Alegre, Rio Grande do Sul”. The study aimed at assessing the hygiene and sanitary conditions of school feeding services provided by schools supervised by the National School Feeding Programme. For this study, the researchers visited schools whose food handlers had previously taken our training course. We could observe that, even though food handlers appreciated the course, they did not put what they had learnt into practice at school. This fact led to the conclusion that training course should not be sporadic; instead, they should take place regularly and take school cooks’ practical needs into consideration.

With that in mind, CECANE UFRGS felt the need to develop guidance materials to provide PNAE personnel with the theoretical and practical background required by their jobs. This document is directed at those in charge of school food handlers training courses, such as school managers, head teachers and school nutritionists.

Therefore, CECANE UFRGS has brought a team of nutrition and education experts together to write these materials, which aim at providing course designers with theoretical and scientific knowledge to inform the planning and execution of training courses for food handlers. We also suggest some topics to be debated with food handlers and recommend some practical activities to be carried out during the courses. In order to make better use of these materials, we advise you to do a thorough reading of its entire content.

We hope you enjoy the reading and that this can help you in your activities!

The authors

**“This document is directed at those in charge of training courses for school food handlers, such as school managers, head teachers and school nutritionists.”**



# INTRODUCTION

When writing these materials, we based ourselves on our experience as food handler trainers, which started in 2007 at CECANE UFRGS, in the Brazilian state of Rio Grande do Sul, after doing extensive literature review in the fields of both nutrition and education.

These materials are meant to inform food handler trainers on training methodology, creating the conditions for continuous training, since learning can only take place with recurring activities that foster reflection concerning PNAE practices.

This material provides technical and operational support for food handler trainers, From designing the training course to its execution and assessment, according to the contexts of each state or municipality and that of its participants, without adhering to any pre-established norms or duration. We discuss some issues concerning school feeding and the training of food handlers within a theoretical and scientific framework. We also suggest some activities which can be adapted to the needs of each school, so as to deepen food handlers' knowledge of their responsibilities.

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\*Continuous training – It is a tool for improving workplace relations and work itself, allowing for the production, search and exchange of new knowledge. It consists of a set of formative actions, encompassing professional and personal development, aiming at improving the way by which working practices are carried out (Garcia, 1995). According to Nóvoa (1992), “continuous training is not a matter of accumulation (of courses, knowledge or techniques), but one which involves critical reflection on one’s practices and (re)building individual identities”.

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This material has been divided into five chapters. Chapter 1, “School Feeding”, is divided into the following topics: “School Feeding as a Right”, “Promoting Healthy Eating” and “The Role of Food Handlers”. In approaching school feeding as a right, the text refers to policies and actions to promote and ensure food and nutrition security. This chapter introduces the PNAE’s goal, as well as its target audience, and describes food handlers’ responsibilities and activities carried out by food handlers.

Chapter 2 covers the training of food handlers and is divided into two topics. At first, we approach laws and resolutions concerning technical orientations

and food handler training. Then, we highlight the importance of integrated actions in food handler training. Afterwards, we review literature on the topic.

The process of training food handlers is dealt with in Chapter 3, in which we outline our methodology within a theoretical framework grounded on critical pedagogic practices, fostering reflection, positive changes and the sharing of experiences. In this chapter, we also stress the relevance of continuous training and follow-up for the enhancement of practices and the development of responsibilities. Some points which must be taken into consideration are: integrating different segments, understanding the relevance of school feeding issues, planning and carrying out training courses. In the end of the chapter, we suggest some topics which can be debated with our audience.

Chapter 4 provides an in-depth description of the Planning, Execution and Assessment of training courses, aiming to help organise and make projects involving food handler training more dynamic. By Planning, we mean identifying the priorities, resources and means to reach certain goals. There are three dimensions involved in Planning, namely: context analysis, goals projection, and the mediation plan. As for Execution, it means putting Planning into practice. The last stage, Assessment, entails discussing our findings and evaluating the impact of the activities we developed over the project’s course.

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“These materials provide technical and operational support for food handler trainers, from training course design to its execution and assessment, according to the contexts of each state or municipality and that of its participants, without adhering to any pre-established norms or duration. We discuss some issues concerning school feeding and the training of food handlers within a theoretical and scientific framework. We also suggest some activities which can be adapted to the needs of each school, so as to deepen food handlers’ knowledge of their responsibilities.”

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At last, in Chapter five we discuss some activities and strategies and point to some procedures to select them. This chapter also suggests some group activities to develop the teaching-learning process, fostering communication, participation and decision-making. In the end of the chapter we focus on activities which may be used in training courses.





1

# SCHOOL FEEDING





### 1.1 The Right to Food

The access to adequate food is a fundamental human right, enshrined in the Brazilian Federal Constitution, and the government must adopt policies and actions to promote and ensure Food and Nutrition Security (FNS). According to the Organic Law on Food and Nutrition Security (LOSAN), FNS means guaranteeing that everyone be given regular and permanent access to quality food, in sufficient quantity. It also means promoting healthy dietary practices that respect cultural and social diversity and which are environmentally, culturally, economically and socially sustainable (Brazil, 2006a).

In this respect, FNS, the Human Right to Adequate Food (HRAF) encompasses not only supplying food, but also individuals' rights to eat enough quality food on a regular basis, which is a health-promoting practice (Brazil, 2006a).

Besides, the National Food and Nutrition Policy (NFNP) falls within the scope of the HRAF, since it aims to improve feeding conditions and ensure FNS for the people of Brazil. Among its guidelines are the promotion of healthy eating practices, the adoption of measures to ensure Access to food and the prevention and control of nutrition-related or training-related diseases (Brazil, 2011).

### 1.2 School Feeding as a Right

The Brazilian Federal Constitution acknowledges feeding as a right for everyone enrolled in Brazilian state schools, a right that must be ensured by a supplementary programme. The National School Feeding Programme (PNAE), implemented in 1955 and currently managed by the National Fund for the Development of Education (FNDE), is the oldest Brazilian social programme in the field of FNS. The PNAE plays a strategic role in consolidating the Human Right to Adequate Food, by contributing to enhancing the health conditions of its beneficiaries, that is, those who are entitled to such right. The following lists illustrate the relations between FNS and the PNAE.

**FNS** means guaranteeing that everyone be given regular and permanent access to quality food, in sufficient quantity. It also means promoting healthy dietary practices that respect cultural diversity, and which are environmentally, culturally, economically and socially sustainable.

#### PNAE

1. **Universality:** it must comprehend primary and secondary schools equally.
2. **Continuity** (school meals must be provided during, at least, 200 school days).
3. **Everyone** must be given equal access to school meals, as long as health, biological and age conditions are taken into consideration.
4. **Healthy eating habits and nutritional education actions** must be promoted.
5. **Resources** must be decentralised by promoting the purchase of locally-produced food. This means creating school menus that respect the local culture, customs and tradition.
6. **Supporting sustainable development and smallholder farming.** Civil society oversight: ensuring that this right be enacted.

The PNAE aims to contribute to children's growth and development, including learning, education, and the shaping of healthy eating habits, by providing students with nutritious meals at school as a means of wealth distribution distribution. (Brazil, 2009; 2013)

In the 1990s, the FNDE began to transfer funds to Brazilian states and municipalities, in order to foster the decentralisation of resources. This improved the nutritional quality of school menus, since locally-produced food could now be incorporated into them (Souza et al., 2007).

Advances were made in the PNAE after Law no. 11.947/2009 was published, such as: expanding PNAE benefits to all state school students, children and adults alike; including nutrition and food education actions; requiring that at least 30% of funds granted by the FNDE be used in purchasing smallholder farming products, thus promoting sustainable economic development (Brazil, 2009).

Currently, the legal basis for the National School Feeding Programme is Law No. 11.947 of 16th June, 2009, and Resolution CD/FNDE no. 26, of 17th June 2013. Information on school feeding and legal support about the PNAE can be found on the FNDE website ([www.fnde.gov.br](http://www.fnde.gov.br)). Available in Portuguese.

In accordance with Law no. 11.947/2009, school feeding guidelines include: using healthy foods, especially those traditionally consumed by a community, according to its traditions and eating habits; providing people with food that is adequate to their age groups and physical needs; incorporating food and nutrition education into the school curriculum (Brazil, 2009).

The Programme is directed at all state school students, children, teenagers and adults alike, including those who live and study in indigenous and Quilombola areas. According to FNDE data, the programme reached over 45 million people, which accounts for 24% of the Brazilian population, and the Federal Government allocated R\$ 3 billion to school feeding (Vasconcelos, 2013).

### 1.3 Promoting healthy school feeding

Over the past few years, there has been a growing concern over changes in people's nutritional profile, owing to poor eating practices and a sedentary lifestyle, which leads to overweight and chronic diseases. This fact, especially when it comes to children and teenagers, is the reason for the high demand for Nutrition and Food Education (EAN) actions at schools (Schmitz et al. 2008; Araújo et al. 2010), which the Food and Nutrition Education Public Policies Framework deems a crucial strategy in preventing and controlling contemporary nutrition and food problems. The Framework aims at being a reference for EAN actions, besides promoting reflection on their educational approach and practices, and providing some guiding principles (Brazil, 2012).

It is a well-known fact that our eating habits play a fundamental role in our growth and cognitive development from an early age, and they are also responsible for preventing several diseases. Therefore, schools can and should take part in promoting healthy practices, since children are largely influenced by what they learn there, and this is why nutrition and food education should be incorporated into the school curriculum (Costa, Ribeiro e Ribeiro, 2001; Brazil, 2006b).

Schools are among the best places for the development of healthy eating habits. Nevertheless, Inter-ministerial Ordinance no. 1010, which institutes the guidelines for promoting healthy school feeding, stresses the challenge of incorporating this issue. The Ordinance suggests some strategies to foster healthy decisions, which can be found in the chart below, entitled "10 Steps to Promote Healthy Eating at Schools" (Brazil, 2006b).

#### 10 Steps towards Promoting Healthy Eating at Schools

**1st step** - The school and the community, together, should define strategies to favour healthy choices.

**2nd step** - Encouraging that the promotion of health and healthy eating be a part in school activities.

**3rd step** - Developing strategies to inform students and their families on healthy school feeding, stressing that they are also responsible for it and therefore should take part in ensuring it.

**4th step** - Training and raising awareness among staff involved in school feeding in order to produce and offer healthier food, rendering production and serving facilities adequate to good feeding services and providing drinkable water supplies.

**5th step** - Reducing the offer, advertisement and sales of products rich in fat, sugar and salt.

**6th step** - Offering a range of healthy foods at school.

**7th step** - Increasing the offer and promoting the consumption of fruit and vegetables, especially locally-produced ones.

**8th step** - Helping school feeding services to spread the word about healthy eating choices through strategies that encourage such choices.

**9th step** - Drawing other schools' attention to healthy school feeding by exchanging knowledge and experiences

**10th step** - Developing an on-going programme to promote healthy eating habits, encompassing follow-up on students' nutritional condition, especially by diagnosing, preventing and controlling nutritional disorders.

Retrieved from: Inter-ministerial Ordinance no. 1010, from 8th May 2006. Guidelines for promoting healthy eating at nursery, primary and secondary state schools nationwide. Diário Oficial da União (Brazil's Federal Register), Brasília, DF, 9th May 2006.

According to FNDE Resolution no. 26/2013, Food and Nutrition Education is "a set of continuous formative actions, which is inter-sectorial, transdisciplinary and multi-professional, aiming to encourage the adoption of healthy eating habits and practices that foster learning and healthy conditions for schoolchildren"

In order to improve school feeding and promote health at schools, PNAE laws makes recommendations concerning school menus and food purchasing. Some of these recommendations include: offering different menus to different age groups; observing specific nutritional needs, such as food allergies and intolerance; providing at least 3 portions of fruit and vegetables a week (200g/ student/week); using at least 30% of FNDE-granted funds to purchase foodstuffs directly from smallholder farmers, prioritising organic and/or agroecological yields (Brazil, 2013).

Therefore, if schools are seen as strategic in promoting healthy eating practices, it is essential for everyone in the school community to have some knowledge of healthy eating and health promotion, feeling motivated to put effective food and nutrition education actions into practice, including Food and Nutrition Education guidelines and the ten steps to promoting healthy school feeding.

### 1.4 The role of food handlers in school feeding

Considering that adequate food is a fundamental human right, the PNAE seeks to ensure that students have access to healthy school feeding. Therefore, it is important that the meals served at school be prepared under the guidance of a technical supervisor, in accordance with hygiene and sanitary regulations, so that students have access to safe, healthy meals.

According to the Brazilian Health Regulatory Agency's (ANVISA) Board of Directors Resolution (RDC) no. 215 from 15th September 2004, "anyone who handles food directly or indirectly" is considered a food handler. Therefore, food handlers play a fundamental role in offering quality meals and shaping healthy eating habits, for they come into direct contact with students and school staff, and thus get to know a school's reality.

The relevance of food handlers, especially school cooks, to school feeding is validated by Carvalho et

al. (2008) in their study on a group of food handlers at municipal schools in the city of João Pessoa, Paraíba, Brazil. They state that school cooks, since they are aware of students' eating habits and preferences, can provide students with relevant knowledge about school feeding. Nonetheless, Carvalho et al. warn that school cooks often try to simply mask the flavour of foods students do not like, vegetables for instance, instead of encouraging students to appreciate the benefits of a healthy and varied diet.

A different study, carried out by Teo, Sabedot and Schafer (2010), on food handlers in the municipality of Chapecó, Santa Catarina, Brazil, observed that food handlers' educational potential remains unexplored, since food handlers are not even aware of such potential. Among the obstacles the researchers found, are: the fact that students do not acknowledge the importance of these professionals; food handlers' lack of formal education; food handlers' heavy workload and health issues; the inefficacy of the training courses they attend.

Even though food handlers have many responsibilities at the PNAE, there are no specific laws concerning them and guiding them, so their activities depend on their workplace. Besides, we need to stress that food handlers are called differently in different places. Among the activities carried out by food handlers are:

- Ensuring that schoolchildren receive quality food, With regard to both nutritional and hygiene issues;
- Assisting in shaping healthy eating habits (acting as educators);
- Preparing meals according to school menus, following recipes and good food handling practices;
- Serving meals, promoting adequate food consumption;
- Assisting in assessing students' acceptance of the food served at school;
- Carrying out food preparation and catering tasks, following instructions found in the Best Practices Handbook, including: inventory control (checking for products' organisation, quantity and expiry dates); temperature control; collecting samples; cleaning utensils and equipment (in the absence of a designated employee); cleaning facilities (in the absence of a designated employee).
- Reporting PNAE irregularities to the legal authorities, which is a part of civil society oversight.

**"Anyone who handles food directly or indirectly is considered a food handler"**



2

# TRAINING FOOD HANDLERS



### 2.1 PNAE Food Handler Trainers

Under Law no. 11.947/2009, it is incumbent on the Brazilian Federal Government, through the FNDE, among other responsibilities, to provide technical support to the PNAE and to cooperate in training PNAE participants. The Law provides that states and municipalities must train human resources involved in carrying out PNAE activities and in civil society oversight, which may be done along with FNDE officials.

Resolution no. 26/2013 mentions the importance of adopting measures to offer adequate school feeding services, including the cleaning and preparation of food. Among these measures, we highlight the training of food handlers. ANVISA's Resolution no. 216/2004 stresses the relevance of training courses, especially when it comes to the best practices in school feeding, by stating that "food handlers must be supervised and receive regular training in personal hygiene, food handling hygiene and food-borne diseases".

In accordance with CFN (Federal Nutrition Council) Resolution no. 465/2010, about the role of nutritionists in PAEs (School Feeding Programmes), it is stated that nutritionists should: take part in recruiting, selecting and training PAE staff; coordinate, supervise and carry out permanent education programmes for the school community; assist in training feeding and nutrition staff by participating in training and development courses; provide guidance concerning the cleaning of facilities and equipment; plan, supervise and assist in purchasing and distributing food, watching for the adequate quantity and the quality of the products; develop food and nutrition education activities for the school community (CFN, 2010).

Therefore, training food handlers is not only fundamental to executing the programme, but it is also fundamental to ensuring healthy school feeding, which is an integrated action for which managers, nutritionists and State and Municipal actors are responsible.

## 2.2 Setting the context for food handler training

It is known that food handler training may assist in enhancing PNAE activities, since it improves food handling skills, thus helping food handlers to better carry out their tasks. Food handler training should foster participation and critical reflection, aiming at developing practices within particular contexts, in face of challenges inherent in food handling.

Some studies reveal alarming data concerning food handler training. The lack of qualified human resources and the absence of training courses and supervision sessions are considered the main problems in school kitchens (Oliveira, Brasil and Taddei, 2008). Andreotti et al. (2003) have observed that, in general, food handlers lack professional training in food and nutrition. Besides, one study which assessed food handlers' knowledge of their role in food production and distribution, at schools covered by the PNAE, showed that they do not take part in training courses systematically (Carvalho et al., 2008).

The importance of carrying out training courses and their frequency are also mentioned. The study analysed the behaviour of restaurant employees before and after a training course on the best practices and found there had been significant change (Andreotti et al., 2003). The same was reported in a study by Cunha et al. (2013), which carried out an intervention programme with food handlers from 68 Brazilian public schools. Although effective habit changes were observed, there must be continuous food handler. The study also monitored a Unit after the training course and observed that the longer it takes between training courses, the more inadequacies are found at schools. According to the authors, returning to conditions found at schools before training courses were held can and must be avoided, by carrying out frequent and permanent courses (Alves, Andrade and Guimarães, 2008). "Therefore, continuous training is indispensable to promoting, maintaining and updating food handlers' knowledge, actions and behaviours (Ghisleni and Basso, 2008)."

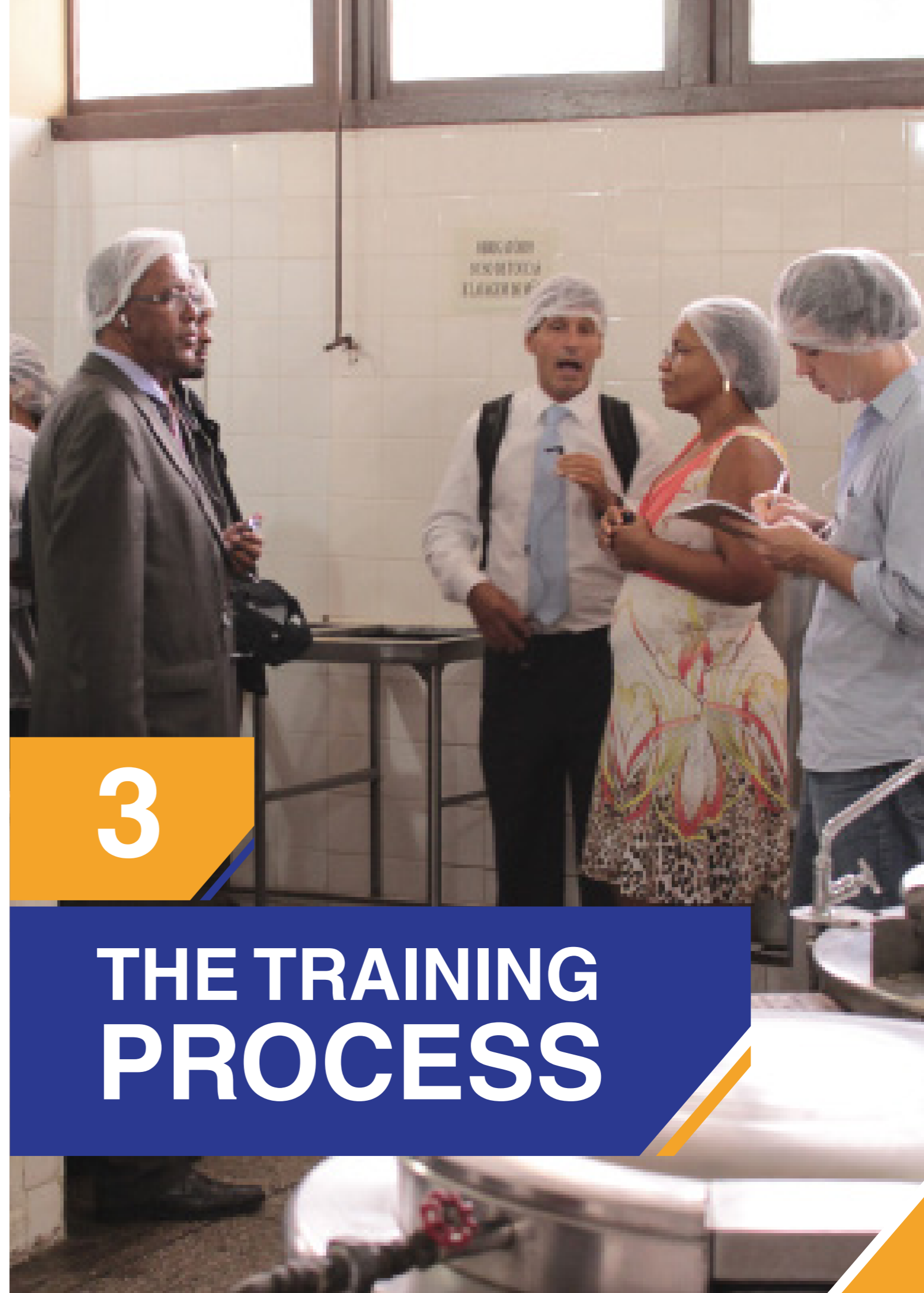
**"Therefore, continuous training is indispensable in promoting, maintaining and updating food handlers' knowledge, actions and behaviours (Ghisleni and Basso, 2008)."**

A brief literature review shows that the most debated topic concerning food handler training is hygiene and sanitary conditions in the preparation of school meals (Andreotti et al., 2003; Fortes, 2005; Alves, Andrade and Guimarães, 2008; Ghisleni and Basso, 2008; Lange et al., 2008; Soares et al., 2012), even though other topics, such as "Preparing Menus" (Passoli et al., 2006), "Reflections on working practices" (Tanajura, 2011), among others, are also found on a smaller scale.

Preparing and serving quality meals require that continuous and permanent training, information and awareness-raising programmes be implemented (Munhoz, Pinto and Biondi, 2008; Andreotti et al., 2003). Training is also essential to achieving food safety, since food contamination is often associated with a lack of knowledge or to inadequate practices on the part of food handlers (Lange et al., 2008). These programmes are considered one of the best options to ensure that quality food is being served.

We should remark that, although the issue of hygiene and sanitary control is usually emphasised, the planning of training courses, especially those directed at school food handlers, should be discussed along with other relevant issues. In order to provide school food handlers with well-rounded training, which meets theirs and the PNAE's demands, the content of training courses should be updated, in order to motivate and value food handlers' work (Tanajura, 2011; Leite, 2011). Under topic 3.3 of this document, we present some suggestions for issues to be debated with food handlers.

An interesting alternative may be building a participative approach with food handlers, along with executive bodies. Taking food handlers' contributions and ideas into consideration when building a model for training increases chances that food handler training will be successful, since trainers will be working on specific demands presented by their trainees (Leite, 2011).



3

## THE TRAINING PROCESS



### 3

## THE TRAINING PROCESS

### 3.1 Theoretical and Methodological foundations for food handler training

Continuous school food handler training intends to prepare professionals to do their job properly. In order to do so, we suggest practices founded on a critical education pedagogy, which is grounded on problematising (that is, questioning one's reality). This begins with participatory planning, i.e., a transforming practice, based on reflection, through which participants learn by sharing their experiences, while seeking alternatives to meet their needs, within their limits.

According to Freire (1993), learners' skills and life experiences should be the first thing to be taken into consideration in the teaching process, and it is the trainers' job to help to enhance these skills and to introduce learners to new experiences. In this sense, incorporating participatory planning, as well as other actions and interactions related to teaching and learning, makes a critical dialogue on reality possible. Freire (2005) stresses the importance of a dialogic relation, and he states that establishing dialogue between learners and educators is fundamental to problematising their experiences. Knowledge, says Freire, is built by the community after reflexive action.

Piaget (1974) highlights the importance of taking learners' previous knowledge into consideration, in order to set the context for teaching new content.

Thus, continuous food handler training, by encouraging food handlers to use the knowledge they already have, contributes to increasing participation and engagement, since knowledge is built interactively and collectively, leading handlers to understanding the need to change their old habits and discovering how to act in new situations. Piaget (1974) highlights the importance of taking learners' previous knowledge into consideration, in order to set the context for teaching new content. This implies that learners never begin to learn from scratch, but they develop new habits from pre-existing schemata. Freire also emphasised these issues when he tried to incorporate learners' realities into his teaching practice, through which he aimed to help students to assimilate knowledge in a systematised way.

Therefore, choosing the topics to be approached requires looking into food handlers' reality and establishing dialogue with the community, so as to collect as much information on their social context as possible. Freire (2005) espouses this idea when he states that "Any investigation which aims to raise awareness is a pedagogy, and all authentic education is an investigation into thought". This is why it is necessary to get to know the reality of a target group of learners, so that these data allow for the selection of contents and topics related to the approached issues, thus organising a methodology that suits the reality of the group.

### 3.2 On training school food handlers

The group of training course participants will consist of professionals who have had previous formative experiences, which include their upbringing and their school years, when they probably developed the idea that learning means memorising contents which have nothing to do with real life. Many of them have learned at school that students should be passive, without any encouragement to develop autonomy and critical thinking. Therefore, the greatest challenge of continuous training is bringing these subjects back to an active position in building knowledge through participation, reflection and interaction.

According to Becker (1992), knowledge springs from interactions with our social and physical environment. Hence, if knowledge is a social construct, the interactions individuals establish are fundamental to learning. Therefore, it is possible that conflicts between new knowledge and previous experience arise. For instance, a food handler working in a precarious environment, where there are few human resources, may find it difficult to apply what they learn at a training course. Nevertheless, by seeking alternative strategies to overcome their challenges, they may minimise their difficulties and put forward solutions to their problems.

The principles that guide successful learning, according to Piaget (1988), are: rebuilding knowledge, seeking truth (which is not absolute) and comprehension. This means knowledge is not something which can be transmitted to a passive receiver, but something that requires reflection. In conclusion, we highlight the fact that food handler trainers should decide for a methodology which enables meaningful learning, fostering motivation among food handlers, encouraging them to look for answers by analysing and questioning their own practices. Thus, food handlers will take on an active role in their learning process, understanding that acquiring knowledge implies dealing with different challenges and questioning habits and truths they used to take for granted.

Food handler training should encompass different actors: the Municipal Secretariat of Education, nutritionists, managers, school staff, school feeding workers, health professionals and others. This partnership may help to make food handler training a more consistent and integrated process.

In addition, it is fundamental that managers, head teachers, and the school community as a whole understand the relevance of school feeding issues. Food handlers who took part in the training courses provided by CECANE UFRGS, in 2007 and 2008, reported having problems to implement some practices and changes into the work carried out along with the PNAE, due to a lack of support and understanding amid different actors. In this process, we highlight the role of head teachers, for they are in touch with food handlers daily, and thus are able to assist in their learning process by supervising their work. Therefore, we consider that head teachers should have a working knowledge of the school feeding issues approached in food handler training courses. This could be done by ensuring that head teachers take part in the training courses, or by providing them with materials on these issues, among other possibilities.

The training process may occur in different ways. It could have moments of collective work, in which groups of food handlers are invited to attend meetings on certain issues, or it could be more individualised, involving the monitoring of handlers' everyday activities by a team of experts visiting the school. We also stress that, even at schools where training courses have already been held, we should provide staff with continuous training activities, in order to deepen or update their knowledge of school feeding issues. This decision will depend on the needs of each school.

In planning and carrying out training courses, we can consider the possibility of incorporating neighbouring municipalities into our activities. This procedure favours knowledge exchange between actors, which is vital to motivating change. Another possible activity involves inviting professionals from fields related to school feeding to deliver lectures on certain topics. This might include educators, agricultural extensionists, physicians, psychologists, physiotherapists, among others. We strongly advise that psychologists participate in the planning and execution of activities, especially those related to behavioural changes and motivation.

#### Food for thought

It is suggested that there be a training programme, in which there should be different kinds of training sessions, depending on how much food handling experience trainees have. For instance, newly-hired professionals may participate in a training session which aims to help them to adapt to their new workplace.

The educational level of participants is another factor that must be taken into consideration in planning and developing training courses. Studies show that food handlers usually have little or no access to formal education (Alves, Andrade and Guimarães, 2008; Andreotti et al., 2003; Munhoz, Pinto e Biondi, 2008).

When planning food handler training, we should bear in mind that:

- Professionals should feel motivated and their activities and responsibilities should be valued;
- Food handlers are PNAE actors. Since they are the ones responsible for preparing and serving food at school, we should understand their context and their role in the PNAE. We should assist them in understanding that role and the importance of their following the Programme's guidelines, as far as food handling is concerned, to ensure food safety.
- School feeding is a right. The PNAE plays a strategic role in consolidating the Human Right to Adequate Food (HRAF), by providing children with quality feeding over the entire school year, contributing to improving their health.
- School feeding should foster learning. The school is a privileged place for the shaping of healthy habits. Food handlers at schools can be partners in promoting health, for they can provide children with information on their meals. Therefore, they are essential to helping to reflect on their eating habits at school.

#### Food for thought

Although the topic "best food handling practices" is essential and is a part of the daily routine of food handlers, the training of these professionals should also include reflections on the importance of a healthy diet at schools and on the relevance of their work for the PNAE as a tool for achieving the HRAF. Literature on this subject shows that most of the courses held for these professionals do not address the importance of understanding the Programme as a whole.

### 3.3 Issues to be addressed in food handler training for school feeding

In this scope, we suggest below some relevant topics to be addressed over the training course, in order to guide the activities. Nonetheless, there should be room for adding new topics, should the target audience find it necessary, or if new topics arise from the context or from the needs and demands verified during the planning stage. It is also recommended that activities which have been previously carried out by the Municipality or the State be taken into account, either to be adapted or put into practice.



- Adequate school feeding as a human right;
  - Human Right to Adequate Food (HRAF)
  - Food and Nutrition Security (FNS)
  - Brazilian National School Feeding Programme (PNAE);
    - records
    - current framework
    - goals
    - management
    - actors and their responsibilities
    - funds
    - civil society oversight
    - menus
    - nutritional values
  - PNAE Food Handlers' duties:
  - motivating professionals;
  - Promoting health at school
  - Good working conditions and occupational safety;
  - Human relations and team work;
  - Encouraging civil society oversight;
  - Purchasing and serving food;
  - Smallholder farming produce;
  - Acceptability test;
  - Healthy eating, nutritional needs and respect for regional and cultural eating habits;
  - Nutrition Transition;
  - Overweight and obesity;
- Processed foods consumption; especially foods rich in salt, fat and sugar;
  - Noncommunicable Diseases (NCDs);
  - Food and nutrition-related diseases (Diabetes Mellitus, Intolerance, Allergy, Hypertension, among others):
  - Shaping eating habits;
  - Food and Nutrition Education;
  - Technical specifications;
  - Food contamination;
  - Best Practices Handbook;
  - Food safety;
  - Best practices in food preparation
    - Personal hygiene
    - Environment Hygiene
    - Hygiene of equipment and utensils
    - Water drinkability
    - Pest control
    - Receiving food
    - Stock control and storage
    - Defrosting
    - Food hygiene
    - Food preparation
    - Catering
    - Time and temperature control
    - Sample collection

\*\*Addressing the same topic may benefit from the use of different strategies, since education goes beyond providing information, which does not ensure that habits will be changed or last for life.



4

## STAGES IN FOOD HANDLER TRAINING

**4****STAGES IN FOOD HANDLER TRAINING**

There are three stages in Food Handler training: (1) **PLANNING** (Context analysis, Projection of Goals and Mediation Plan); (2) **EXECUTION** and (3) **ASSESSMENT**. In this chapter we provide an in-depth description of each stage.

**4.1 Planning**

Planning means taking priorities and resources into consideration when programming actions, including both a review of activities, in terms of organisation and coordination, and constant adjustments throughout the process, in order to reach certain goals. According to Vasconcellos (2000), "Planning means mentally anticipating an action or a set of actions and acting accordingly. Therefore, planning is not just something we do before acting, but it means acting in accordance with what was thought out".

Planning a training course requires looking into the context we will be working in, as well as listening to people's demands and finding out their needs, so a working plan that meets these needs can be put forth (Freire, 1997). Therefore, the training should address the demands of a given group. In other words, this means that: a) we should pay attention to the claims of the group, so as to map out its needs and priorities, which are to be included in the list of contents of the training course; b) we need to find a flexible way of planning our actions. There should be basic contents to be approached in the training period, but there must also be room for emerging issues.

Thus, CECANE UFRGS is putting forward a continuous training programme for food handlers because we believe that planning should attend to the demands of each municipality.

Since the continuous training process may happen in many places, it is the facilitator who ultimately determines how the planning will be put into practice. Thinking up strategies which encompass local demands and working needs entails learning to listen to the community, sharing knowledge and thinking critically; this is what promotes significant changes.

Therefore, finding the right moment to organise planning contributes to ensuring that the training process will be successful. We need to try to foresee what, when, where, why and how each goal will be achieved, in order to guarantee the objectivity, functionality, continuity, productivity and efficacy of the planned actions. This fosters the organisation of pedagogic activities and establishes a methodology based on a logical sequence, which will influence the outcomes of the learning process.

Facilitators and instructors should plan their goals so as to organise a working proposal which enables food handlers to become efficient decision-makers, solving problems on their own and choosing the best paths to follow in different situations. Therefore, the priority in planning continuous training for food handlers should be finding new ways of building the necessary skills to change and shape school feeding habits.

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Planning means building the reality we want. It is not only about organizing reality or making it work, but about transforming reality by building a new one. (Gandin, 1994)

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Thus, there are three points which facilitators and course developers should bear in mind: the context (where we are), the goal (where we want to be) and mediation (what it takes to get there). These are the basic points in the structure of Planning, which covers the following stages:

Context analysis ► Assessment  
Goal projection ► Defining objectives  
Mediation plan ► Developing a working plan (contents, methodology, resources).

#### 4.1.1. Context analysis

One of the first steps in planning is context analysis, also known as context assessment, for the data obtained in this process will be essential to the upcoming stages. First, a specific analysis of reality is established to gauge the distance between where we are and where we want to be. According to Vasconcelos (2000), this assessment is “above all, a close look at a group’s reality to identify its needs”. Therefore, its goal is to understand reality by identifying the problems which require intervention, as well as the particular strengths of a group.

In order to make this assessment, those involved in food handler training need to investigate every issue concerning school feeding, from its structure and organisation to the PNAE’s activities carried out by a municipality or a state.

Some questions may guide us in analysing a context and its needs:

- On the execution of school feeding actions: What is the structure of the municipality and schools? How are they managed? What is the method of food distribution for schools? Is there a central stock? What are the financial resources available? How many professionals are involved in school feeding? What are the responsibilities of these professionals? How many schools and students are covered? What are the existing facilities and their conditions? Is there a kitchen, stock and cafeteria at the school?

What equipment and utensils are available for school feeding? Is there stock control? What is the menu? Is there any control of the number of meals served? Does the menu attend to different age groups and specific nutritional needs? Are smallholder farming products included in the menu? Are there any school gardens? What is the acceptability of school meals?

What is the attitude towards school feeding? Is there a Best Practices Handbook? Has this handbook been implemented? Are there any cafeterias at the schools?

- On the target audience of planning actions: Who are they? What is their age group? What is their gender? What is their educational level? What is the total number of employees by school? How are they divided? How long does it take for them to work on school meals? What are the existing positions? What are their responsibilities in the municipality? Are employees aware of their responsibilities? Have the employees participated in previous training sessions? When were these training courses held? Who were the participants? Which topics were already addressed in previous training sessions? Surveying the needs and interests of the target audience. Knowledge of specific subjects related to school feeding.

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**“When people understand their reality, they can raise hypotheses on its challenges and seek solutions. Then, they can transform it through their work and create their own world.” (Paulo Freire, 1983)**

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Tools that can be used to carry out the diagnosis: interviews with handlers, principals, parents/guardians, schoolchildren, among others; application of questionnaires and forms; observations; school visits; analysis of school feeding documents; specific subject or general knowledge questionnaires; among others.

In order to trace the profile of the handlers in more detail, we recommend using the questionnaire in APPENDIX I, which should be adapted according to the reality of each municipality. APPENDIX II presents a suggestion of information to be collected in preparing the diagnosis.

#### Food for thought

It is worth mentioning that the information collected, in addition to helping in the planning of food handler training, can be used to recommend improvements in the structure of school feeding in the municipality. It is pertinent to problematise the difficulties and challenges raised and seek strategies to deal with issues that do not directly concern the training of food handlers, but which are also inherent in food security, such as the provision of school meals, precarious facilities, the lack of professionals, the relocation of untrained/trained professionals or those who have never been instructed before, among other factors.

#### 4.1.2 Projecting goals

Projecting goals means eliciting what we want to achieve, in other words, what our aims and objectives are. Setting goals is a process that begins with a close look at reality, so that a course of action can be defined.

In order to do so, it is vital that, after assessing the context, we rank our needs to define priorities and identify the issues that are to be tackled. This is the right time to set objectives and aims and understand the reasons that underlie our actions. Goal setting is the most important moment in planning, for it is in this stage that we establish what we want to achieve (Menegolla and Sant’Anna, 2002).

According to Moura and Barbosa (2007), a broad goal involves putting forward a solution to a problem, and this solution can only be reached after the achievement of specific goals. Therefore, a broad goal expresses an intention of meeting certain demands, after an assessment has been made to collect data.

Specific goals are what we need to do in order to achieve the broader goal. This means defining the main stages of a training course. Several specific goals may have to be achieved before the broader goal is attained.

As for aims, they place an emphasis on expected and measurable outcomes, with well-defined deadlines. Setting aims allows for better control of the outcomes, since aims must be observable, quantified by indices and have deadlines for execution and accountability activities to be carried out.

#### Example of Food Handler Training Goals Sheet School food handlers

Broad goal: Improving food handlers’ skills and deepening their knowledge on food handling.  
Specific goals:

- Providing food handlers with information on the Brazilian National School Feeding Programme (PNAE);
- Discussing food handlers’ responsibilities within the PNAE’s frameworks;
- Valuing the role of food handlers in the PNAE;
- Publicising the laws that ensure the right to adequate food;
- Encouraging food handlers to take part in the PNAE’s civil society oversight activities;
- Providing food handlers with information on healthy eating practices and students’ nutritional needs, taking regional and cultural habits into account;
- Providing guidance on how to follow the menus developed by school nutritionists;
- Updating knowledge and practices concerning hygiene conditions in the workplace.

Aims:

1st aim: Over the first year of activities, 50 percent of food handlers are expected to take part in the initial on-site training sessions. By the end of the second year, we expect 100 percent of food handlers to have attended the sessions.

2nd aim: Making regular visits to schools, at least one every six months, to provide follow-up for the on-site training sessions.

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**“Organising a plan begins with trying to predict which actions should be taken in order to achieve the desired goals and outcomes of a project...”**

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### 4.1.3 Mediation Plan

According to Vasconcellos, a “mediation plan is a forecast of the actions and the sequence of operations that will be put into practice to transform reality” (2000). It involves developing an intervention plan, taking the available resources into consideration.

Organising a plan begins with trying to predict which actions should be taken in order to achieve the desired goals and outcomes of a project (Moura and Barbosa: 2007). Structuring a plan requires:

- Identifying what needs to be done in order to achieve training goals.
- Target audience: Defining how many people will take part in the training sessions and how many openings for it there will be.
- Sequencing content and activities as efficiently as possible; Which are the procedures and strategies used to address training content?
- How long will each activity take? Studying activities which have been carried out previously may help to predict it.
- Resources: All the pre-requisites for the planned activities. Resources consist of people, facilities, equipment, materials, expenses etc.

Human resources: Who is responsible for the training? Who are the facilitators and instructors? It is important to consider that designing training content requires some skills. How will these people be recruited? How many people will be involved in designing the training course?

Facilities and learning resources: It is vital to think of the materials that will be used in training sessions. These materials may vary according to each activity. E.g.: rooms, chairs, desks, boards, markers, sheets, posters, models, certificates, attendance records, computers, projectors, Internet access, voice recorders, television sets, videos, speakers, food (lunch and snacks), transportation etc.

Financial resources: Planning the expenses involves defining which resources will be necessary, so that a budget for the training course is set. How much will each training session cost? How much will it be altogether? What resources are available?

- Where will the training sessions take place? It is essential to choose the right place, a place that can accommodate everyone and where course activities can be held. Does the institution keep such a place, or do they need to rent it?
- Schedule: Planning when the training session will take place.
- Assessment: Defining, choosing and applying assessment tools to verify whether the goal was met. Data will be interpreted according to pre-established criteria to provide feedback on the facilitators’ job. Which tools will be used?

#### Structure of a Mediation Plan

Activities	Detailing actions
Deadlines	Setting dates for the activities
Resources	Human resources, funds, facilities
Tasks	Sequencing tasks
Schedule	Timelines, responsibilities etc.
Assessment actions	Defining mechanisms to follow up actions

#### Food for thought

Feasibility of the action plan: For a well-designed plan to be put into practice, it is important to consider its feasibility, establishing the relationship between the available resources and the required resources. In this analysis it is possible to list a larger number of possible resources and actions, which will be incorporated into the plan as alternatives, in order to ensure its execution, in case there is any unforeseen event during the training.

Below is a list for the three steps of planning:

Context analysis (surveys, interviews, observations, visits etc.)

- Understanding reality
  - Subjects (Who - Target-audience, especially students, school staff, food handlers and School Feeding Council representatives)
  - Context (Where and when, e.g. at the Secretariat of Education, at schools etc.)
- Needs and demands (Why)

Projecting Goals

- Goal (What for)
  - Defining and describing what is to be achieved. It can be divided into broad and specific goals,
  - Broad goal: what is to be done after analysing assessment data;
  - Specific goal: what needs to be done in order to achieve the broad goal.
- Aim: measurable and expected outcomes, with well-defined deadlines.

Mediation plan:

- Defining contents and activities (what)
- Eliciting how the content is to be addressed and which procedures, strategies and techniques will be used (Methodology);
- Time: When the training sessions will start and how much time will be dedicated to each topic
- Place (where)
- Resources: Human Resources, Facilities and Funds (how). Which resources will be used in carrying out training activities
- Assessment: defining assessment tools to follow up on Planning actions

### 4.2 Execution

The Execution stage consists of carrying out the training project, taking its objectives into consideration. Efficiently developing the project requires special attention to organisation issues, since executing it largely depends on how the members of the training team interact, communicate, work together and engage in this process. Regular coordination team meetings should be held in order to monitor the execution of training activities to prevent flaws in the project execution.

The coordination team plays an important role in organising and carrying out the project. Moura and Barbosa (2007) list some of the actions coordinators should take so as to make their work more effective: listening to people, taking note of events, making decisions which are relevant to the project, being readily available when necessary, delegating tasks and following up their execution and seeing the whole picture to keep them integrated and motivated. The Execution stage begins with introducing food handlers to the project by getting participants together to receive general guidance on the project and its goals.

Moura and Barbosa (2007) also recommend paying close attention to the following items: communication, cooperation, coordination, consensus, clarity, commitment and conciliation. These items contribute to solving possible conflicts, which may stem from deviations that might require some extent of replanning. Such deviations could be related to changes in schedule, shortages in resources and other unforeseen situations. These deviations may or may not affect the initial organisation of the project and they could also call for new strategies in order to develop the objectives of the projects and put them into practice.

In other words, even though a project has been carefully planned, it may undergo changes as it is being executed. For instance, it may need to respond to the engagement level of the participants, or the course content might have to include or exclude some topics, depending on how long training sessions take, how much participants know about a given subject etc.

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“Regular coordination team meetings should be held in order to monitor the execution of training activities to prevent flaws in the project execution”.

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### 4.3 Assessment

The assessment process is grounded on analysis and reflection upon the moments and factors relevant to training, which help to gauge the efficiency of planned and executed activities. According to Luckesi (1999) “an assessment looks into the partial or final results of an action, aiming to improve it”. Thus, an assessment covers the entire development of a project, assisting in decision-making and, if needed, in informing changes in practices or in identifying deviations which might occur during the execution stage.

Therefore, an assessment is the analysis of the training process activities’ outcomes, and its function is determining whether the project’s objectives have been achieved. If the data are either vague or unavailable, the assessment will not be efficient. In a training course project, many items can be assessed, such as: goals, needs, methodology, facilitators’ and trainees’ performance, contents, materials, course duration etc.

The choice and use of assessment tools depend on the project’s comprehensiveness. The training course’s organisation team will define: how the assessment will be made; what will be assessed; how long the assessment will take and when it will take place; whether the assessment will be carried out in groups or individually. Among the tools used in gathering data are: surveys, interviews, focal groups; observations, and others (Moura and Barbosa, 2007).

Since an assessment can directly address participants, as well as facilitators or the organisation team, it is important to ask ourselves when choosing assessment tools: What will be assessed? Who will be assessed? Moreover, participants should also have the opportunity to provide feedback on training activities, either individually or as a group.

- Surveys: they help to assess participants’ attitude, opinions, behaviour etc. They can be answered individually or as a group. Questions could be open-ended, closed-ended, multiple choice etc.

- Interviews: these are used to gather qualitative information on a given context. They take longer than surveys, requiring both previous planning and a skilled interviewer to conduct them, especially if questions are open-ended.

- Focal groups: a group of people is invited to take part in a discussion. This discussion should be led by a moderator. The aim of this discussion is usually to understand participants’ views on the issues approached over the training course.

- Observation: It could be either unsystematic, which consists of gathering data freely and spontaneously, or systematic, that is, carried out in a planned and structured manner, aiming to identify specific situations or to adjust actions according to perceived needs.

#### 4.3.1 Assessment types

Assessment can be of the following kinds:

- Initial assessment:

It takes place in the beginning of the training process, and it aims to gauge participants’ previous knowledge of course contents. It is often used when we do not know participants’ profile or when we want to find out what their needs are.

- Continuous assessment:

It happens during the training process, and it aims at assisting facilitators and trainees in pinning down the group’s difficulties and strengths. It also enables the facilitator to assess the group’s interest and commitment levels. Besides, it is useful in analysing whether the strategies used are in accordance with the goals foreseen in the mediation plan, and whether the approach and complexity of course content need adjusting.

- Final assessment:

It occurs at the end of the training process, and its purpose is to verify what the group has learnt, as well as the quality of interpersonal relations in the group. It allows us to rethink the planning and structure of the training course, helping to identify which demands are yet to be met and what needs to be changed before a new training course takes place.

- Prognostic assessment:

It happens some time at the end of a training stage. Its goal is to verify the extent to which the training course has assisted in enhancing the skills and knowledge of its participants.

- Impact assessment:

Its main objective is to gauge the impact of the training process, i.e., observe what has changed in the participants’ practices and in their workplace. This type of assessment requires a previous evaluation of trainees’ situation (initial diagnosis), which will be compared with the outcomes of the training course, enabling us to measure its impact on the participants’ routine (2001)

#### Food for thought

Assessment, when not merely associated with the control of results, is understood as a learning process, therefore making the training course more meaningful, i.e., trainees welcome training as an opportunity to reflect on their practices, thus acknowledging that they may be changed for the better.



5

ACTIVITIES AND STRATEGIES  
IN FOOD HANDLER  
**TRAINING**



According to Anastasiou (2003), strategy is “the art of applying or exploring favourable means and conditions to achieve specific results”. Therefore, we need to have a clear and precise understanding of our goals for each stage of the training process. It is the facilitator’s duty to “study, choose, organise and recommend the best tools” for challenging participants and enabling learning.

It is important to stress that oftentimes the same piece of content will require different strategies. Likewise, the same strategy may be used to approach different topics, with different contents and different goals. For instance, “brainstorming” is a strategy which can be used in addressing a topic for the first time, but it could also be used in recapping a session’s content. A “case study” is useful both in the beginning of a training session to ask participants how they would solve a given problem, or at its end, to check what participants have grasped from training activities.

### **5.1 Group activities**

Group activities have proven to be a useful tool for promoting learning. According to Moscovici (1965), when someone learns concepts by experiencing them in real life, these concepts have a remarkable effect on their emotional and cognitive processes. Through these experiences, people develop new perceptions, skills and feelings, which often lead them to taking a new stance towards life. Thus, by providing people the opportunity to deal with conflicts and solve them as a group, these activities prepare people to cope with real-life problems.

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“The same strategy may be used to approach different topics, with different contents and different goals”

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According to Moscovici (1998), each technique used in group activities needs to consider participants’ context, goals and the available resources. The author also highlights that these techniques need to be seen as tools for fostering learning. Therefore, the adequate use of a technique should always be meaningful within its context.

When professionals take up the job of guiding an educational activity, they need to understand that its aim is to assist in the learning process, fostering communication, participation and decision-making among participants. Group activities may be defined as tools, which may be modified or adapted to best suit the needs of a group.



## 5.2 How to choose a strategy/ group activity

Firstly, before choosing a strategy, it is important to establish its goal. Only then can the choice of a strategy take place. It should be stressed that more than one activity may be useful in attaining a broader goal, since each activity meets specific goals.

It is also crucial to be aware of the target-audience's profile, and, if possible, to previously study the issues that will be addressed over training sessions. Moreover, we should know the number of participants in each activity beforehand, since some activities are better carried out in smaller groups, while some work better for large groups. Also, we should try to find out what participants already know about the session's subject.

The place where the activity will be conducted is also a relevant matter. When the training session takes place in an auditorium (or a similar room), which makes it difficult for activities with smaller groups to be carried out, we suggest that facilitators deliver a lecture or presentation, allowing for a higher or lesser degree of participation from the audience, depending on the number of participants. Facilitators may also wish to suggest other activities, such as filling out questionnaires, case studies and surveys, which may be done individually or in pairs. Another option is dividing training sessions into two parts: firstly, facilitators may carry out an activity with all the participants to introduce the session's topic, and then smaller groups can be formed to discuss it more in-depth. For instance, we can deliver a lecture to introduce the topic before participants form groups to analyse a case study.

Since delivering a presentation is the most common strategy in training sessions, we will discuss two presentation types: lectures and conversational presentations.

### 5.3 Conversational presentations

Traditionally, training sessions consist of lectures, which aim to pass on information. This strategy ensures that the entire content of a session will be approached within the time limit. Breaking away from this idea is by no means an easy task. Firstly, because attending a lecture is what trainees usually expect from a training session. Secondly, because rethinking their practices is often a challenge to facilitators, who are generally used to delivering lectures.

According to Anastasiou (2003), a conversational presentation is "an explanation of contents which engages students in active participation, taking students' previous knowledge into consideration". It is different from a lecture because "students' remarks will be considered, analysed and respected, regardless of their relevance to the lesson's topic". Conversational presentations require that facilitators have full command of the session's topic, so that trainees' interruptions or remarks will not cause them to lose control over the presentation.

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**"It is very important to listen to participants, paying close attention to what they say, in order to understand their context and verify what they already know, mediating their comprehension of the subject and problematizing the participation of the group."**

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We suggest that the person in charge of the activity starts by setting the context for the session's topic, introducing its objectives, so that participants can begin to make connections between the lesson's content and what they already know. It is important to pay close attention to trainees' remarks, for they provide valuable information on the group, such as how much they know about the presentation's content and the problems they have been facing.

A good idea is asking participants to give examples during the presentation, so that they can establish connections between their lives and what they are studying at the training course. Anastasiou (2003) states that "dialogues allow people to make questions and clear up doubts. It is essential that the groups discuss and reflect on the addressed topic, so that they can eventually work together in synthesising what they have learnt".

During a presentation, other strategies can be used, such as: brainstorming (to check participants' understanding of a given subject); case studies (to discuss a certain problem); guided reading (to inform a discussion); individual reflection (to verify if students have understood the content of the presentation).

## 5.4 How activities are structured

Strategies and group activities in this material will be described according to the following items: name, length, goal, necessary resources, development and, if necessary, reflection, support content and supporting materials.

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**"During a presentation, other strategies can be used..."**

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- Activity  
Activity's name.
- Length  
How long each of the activity's stages takes. This may vary depending on external conditions, group engagement etc.
- Goal  
The expected outcomes concerning participants by the end of the activity. Learning takes place when knowledge is built through an activity (thus reaching a certain goal).
- Materials & Resources  
Material and human resources needed to carry out a given activity.
- Reflection  
Group discussion topics suggested to wrap up an activity.
- Supporting content:  
Readings recommended by CECANE UFRGS which contribute to an activity. One may wish to seek further reference, instead of sticking to the suggested readings.
- Supporting material:  
Materials suggested by CECANE UFRGS for some activities.

### Food for thought

The activities in this material have been written or adapted by CECANE UFRGS especially for training food handlers working in school feeding. It is important to remember that they are but suggestions, and other activities may be adopted.

## 5.5 Suggested activities

### Ice-breaking activities

**Activity 01:** Ice-breaker: “Finding the halves”

**Activity 02:** ID Cards

### Context analysis

**Activity 03:** National School Feeding Programme – Easy and Hard parts

**Activity 04:** Easy and difficult tasks at my job

### Human Right to Adequate Food and Food and Nutrition Security

**Activity 05:** Surprise Balloon: Human Right to Adequate Food (HRAF)

**Activity 06:** “What does the government do to ensure the Human Right to Adequate Food (HRAF), especially for schoolchildren?”

**Activity 07:** What do the HRAF and FNS have to do with the PNAE?

**Activity 08:** What should PNAE actors do to ensure food and nutrition security (FNS)?

### The National School Feeding Programme

**Activity 09:** True or False: What do I know about the PNAE?

**Activity 10:** Conversational presentation. The PNAE: History and Overview

**Activity 11:** PNAE Puzzle

**Activity 12:** The path to school feeding

**Activity 13:** Food handlers working at school

**Activity 14:** PNAE Actors’ responsibilities

### Food procurement in the National School Feeding Programme

**Activity 15:** Conversational presentation: purchasing food for the PNAE

**Activity 16:** Getting to know the products purchased for school meals

### Civil society oversight

**Activity 17:** Case study and group discussion: civil society oversight

**Activity 18:** Jury simulation: civil society oversight in the PNAE

**Activity 19:** Writing about civil society oversight

## Promoting Healthy Eating at Schools

**Activity 20:** Health and nutrition at school

**Activity 21:** Conversational presentation: food and nutrition transition and child growth and development stages

**Activity 22:** Health and school feeding

**Activity 23:** What makes for healthy eating habits

**Activity 24:** Case studies on school menus

**Activity 25:** Healthy eating is...

**Activity 26:** Promoting healthy eating at school.

**Activity 27:** The acceptability test

### Best Practices in School Feeding

**Activity 28:** Petri dishes

**Activity 29:** Conversational Presentation: Foodborne diseases

**Activity 30:** “Right or Wrong” game: best practices in food handling

**Activity 31:** Presentation and discussion: foodborne diseases

**Activity 32:** Conversational presentation on food contamination processes

**Activity 33:** Food quality control

**Activity 34:** A visit to a school

**Activity 35:** Cooking workshop

**Activity 36:** The importance of implementing a Best Practices Handbook

**Activity 37:** Reflecting on the best practices in school feeding

**Activity 38:** Quality control procedures sheets

### Team-building activities

**Activity 39:** Inverting the circle

**Activity 40:** Natural Disaster: Earthquake or bombing

**Activity 41:** Balloons

**Activity 42:** The Surprise Box Challenge

**Activity 43:** Negotiation

**Activity 44:** Forest sounds

**Activity 45:** Warm-up activity: “One, two, three!”

**Activity 46:** Cash register

**Activity 47:** E.T. in sneakers

**Activity 48:** Game: “Birds in the sky”

**Activity 49:** Individual reflection

**Activity 50:** Building the training road

### Providing feedback on the training course

**Activity 51:** Feedback on the training course

**Activity 52:** Feedback on the training course: “Well done on” and “What about” forms

## ACTIVITIES



### ACTIVITY 01: Ice-breaker: “Finding the halves”

#### LENGTH

STAGE	LENGTH
Explaining how the activity works and dividing the group into pairs	05 minutes
Conversation	05 minutes
Total	30 minutes

#### GOALS

- Introducing trainees to each other;
- Team-building;
- Breaking the ice.

#### MATERIALS & RESOURCES

Pictures of vegetables and fruit divided into halves.

#### INSTRUCTIONS

1. Standing up, the group will make a circle and the activity coordinator will give each participant one half of a puzzle with a picture of food.
2. Explain to the group that each participant should find the other half that completes the picture. Once the pairs have been formed, the coordinator should instruct the participants to help them get to know each other.
3. When the pairs have found each other, they should talk and try to answer the following questions:
  - a) Name
  - b) School where you work
  - c) Position and professional experience
  - d) How long have you been a food handler?
  - e) What do you like doing in your free time?
4. After 5 minutes, ask each participant to introduce his or her partner to the whole group, using the information learnt during the conversation.



### ACTIVITY 02: ID Cards

#### LENGTH

STAGE	LENGTH
Dividing the group into pairs + conversation	10 minutes
Presentation	20 minutes
Total	10 minutes

#### GOALS

- Introducing participants to each other
- Team-building
- Know what participants expect from the training course

### MATERIALS & RESOURCES

- A medium-sized cardboard box
- Identification documents
- An attendance record list (tick participants who have put their IDs into the box)

### INSTRUCTIONS

This activity should be carried out as follows:

1. A member of the coordination team, during accreditation, should request a photo ID for half of the participants, which will be put into a cardboard box. For control purposes, it is advisable to write a checkmark on the attendance list next to the name of the participant who put the document into the box.
2. Firstly, the coordinator of the activity will hand out the identity cards to the other half of the group, who did not deliver the document during accreditation, using the call list for this purpose.
3. Request that the participant, upon receiving the document, should look for its owner based on the photo.
- 4) When they find their colleague, the pairs should talk and try to answer the following questions:
  - a) Name
  - b) School where you work
  - c) Position and professional experience
  - d) How long have you been a food handler?
  - e) What do you like doing in your free time?
5. The coordinator of the activity will allow 5 minutes for the conversation. During this period, the organizing team must hand out the badges, filled in at registration.
6. At the end, each participant will introduce his or her colleague to the whole group based on the conversation they had.
7. After being introduced to each other, it is suggested to raise the group's expectations about the training course, leaving the participants at ease to express their ideas.

### ACTIVITY 03: National School Feeding Programme – Easy and Hard parts



#### LENGTH

STAGE	LENGTH
Explaining the activity and dividing participants into groups	05 minutes
Discussion	15 minutes
Group presentations	05 minutes
Ending	05 minutes
Total	40 minutes

#### GOALS

- Discussing what is easy and what is difficult about implementing PNAE policies.

#### MATERIALS & RESOURCES

- Green craft foam sheets (or poster board paper)
- Red craft foam sheets (or poster board paper)
- Red and green markers

### INSTRUCTIONS

This activity should be carried out as follows:

1. The activity coordinator should divide the participants into groups (suggestion: 5 or 6 members each).
2. Ask the groups to discuss what is easy and what is difficult about implementing school feeding policies in their municipalities. Hand out the materials to the groups and ask them to write down the easy parts with a green marker, and the hard parts with a red marker. Point out that one part might be considered easy by a handler or in one school and an obstacle to another, in which case it can appear on both straps. The activity coordinator will allow the groups 15 minutes for discussion.
3. After the discussion, each group will choose a representative who will orally summarise the discussion to the whole group in 2 or 3 minutes. The positive points will be fixed on the green poster and the negative ones on the red poster.
4. At the end of the representatives' presentation, the coordinator can comment on the history of school feeding in the municipality, mentioning the progress already made, and leading the class to reflect on their role in the whole process of implementing the PNAE. It is suggested that the posters be fixed on a visible place, so they can serve as reminders during the training course.

Suggestion: this activity can also be used to verify or discuss strengths and obstacles in specific responsibilities of food handlers or of a content addressed during an on-site training session. For example, checking the facilities and obstacles in the implementation of the procedures described in the best practices handbook.



### ACTIVITY 04: Easy and difficult tasks at my job

#### LENGTH

STAGE	LENGTH
Dividing participants into groups	20 minutes
Presentations	20 minutes
Total	40 minutes

#### GOALS

- Getting to know food handlers' work environments.
- Understanding the challenges food handlers face in doing their jobs.
- Sharing experiences.

#### MATERIALS & RESOURCES

- Two boxes.
- Plastic flowers.
- Stones in different sizes.

#### INSTRUCTIONS

This activity means to assess the reality of participants' work conditions. It was planned with the purpose of enabling the group to discuss the easy and difficult tasks related to implementing PNAE policies. This activity should be carried out as follows:

1. Make groups of 4 to 5 people.
2. Have them discuss the challenges they encounter in their daily routine.
3. Ask them to choose a spokesperson, who will later present the discussions of their group by using symbols (flowers and stones). Explain that the stone symbolizes an obstacle or negative point and the flower a positive point. On a table place a box with the flowers and a box with the stones.
4. Ask the groups to express their ideas.
5. Finish the activity by reminding participants that what is an obstacle for some might be easy for others. The coordinator can lead the group to reflect on their role in the whole process of implementing the PNAE, highlighting the importance of teamwork, and the possibility of using the stones to pave the way to get to the flowers.

Suggestion: this activity can also be used at the end of a training session to have trainees provide feedback on the training process.

## ACTIVITY 05: Surprise Balloon: Human Right to Adequate Food (HRAF)



### LENGTH

STAGE	LENGTH
Explaining the activity	05 minutes
Carrying out the activity	10 minutes
Ending	15 minutes
Total	30 minutes

### GOALS

- Informing participants that there is legislation in place which upholds everyone's right to adequate food;
- Providing basic knowledge about the human right to adequate food;
- Showing the participants that this concern is not only of the Brazilian government (FNDE) but worldwide
- Raising awareness on the importance of food handlers in ensuring this human right;
- Discussing the importance of teamwork.

### MATERIALS & RESOURCES

- Coloured balloons
- 2 or 3 balloons with straps of paper with law paragraphs and subsections written in them.

### INSTRUCTIONS

This activity should be carried out as follows:

1. The activity coordinator will give each participant a balloon and ask them to fill it up.
2. Ask the group to stand in a circle.
3. Instruct each participant to throw his or her balloon up, with the basic rule that no balloon can remain on the floor. Explain that, during the activity, unforeseen events may occur, but the basic rule should be respected.
4. As soon as the activities begin, the organizing team member(s) should gradually introduce the balloons with the straps of paper into the activity. Remove the participants one by one, and request those who remained in the game to take care of their colleague's balloons.
5. The activity should be finished when the participants are already tired or when only a few remain trying to take care of all the balloons.
6. The activity coordinator can then use the moment to relate the activity to the importance of teamwork, and ask the people who were last in holding the balloon of others to report how they felt.
7. After this initial discussion, the activity coordinator should ask each person to take a balloon from the floor and pop it. Anyone who breaks a balloon with a piece of paper containing a sentence should read it aloud to the whole group.
8. The sentences read will be placed, with the help of the coordinator, onto a world map, and they are divided into three levels: worldwide, continental and national, to show the participants that the concern is not only of the Brazilian government. It is still possible, through this activity, to discuss the importance of joint action of various actors in implementing the HRAF. It is suggested that the world map be posted on a visible place or, still, that the phrases be kept to resume the discussion later in the training course. It is recommended that this activity be followed by another one, called "Problematization: What does the government do to ensure the Human Right to Adequate Food (HRAF), especially for schoolchildren?"

### EXTRA MATERIAL

Suggested sentences for the straps:

World level - "The child (...) will have the right to grow and develop in good health; (...) enjoy adequate food, shelter, leisure and medical services. (Universal Declaration of the Rights of the Child (1959) - UN Principle IV).  
Continental Level (Latin America) - "Everyone has the right to adequate nutrition... Member States undertake to improve methods of food production, supply and distribution. (Protocol of San Salvador (OAS) Article 15 paragraphs 1 and 2).  
National Level (Brazil) - "It is the duty of the family, the community, society in general and the public authorities to ensure, with absolute priority, the rights related to life, health, food, education (...)" (Law 8069, 13th July, 1990, ECA).



## ACTIVITY 06: "What does the government do to ensure the Human Right to Adequate Food (HRAF), especially for schoolchildren?"

### LENGTH

STAGE	LENGTH
Discussion	05 minutes
Total	05 minutes

### GOALS

- Reflecting on government actions towards ensuring the right to food at schools.

### MATERIALS & RESOURCES

- A poster with the following question: "What does the government do to ensure the Human Right to Adequate Food (HRAF), especially for schoolchildren?"

### INSTRUCTIONS

The activity facilitator will encourage participants to introduce the discussion on the relationship between the Human Right to Adequate Food (HRAF) and the PNAE, asking participants to reflect on the following: "What does the government do to ensure the Human Right to Adequate Food (HRAF), especially for schoolchildren?"

It is recommended that this activity be performed after the "Surprise Balloon: HRAF" activity. The coordinator should not answer the question at this time, allowing the participants to find the answer in the activities that follow, working on the themes related to the PNAE (history and current framework), the HRAF and Food and Nutrition Security.

We recommend that the following activity be a conversational presentation or a group activity (discussion of a short text on the subject), in which the coordinator should lead a closure conversation by mentioning the strategic role of the National School Feeding Program (PNAE) in the consolidation of the HRAF, correlating it to Food and Nutrition Security (FNS) and with the history of the Programme.

According to the development of the activity(ies), the answer to the question can be built collectively and written down in sheets of paper that will be fixed on the poster.

It is suggested that the poster be either put away or fixed on a visible place, so it can be used further in the training course.



## ACTIVITY 07: What do the HRAF and FNS have to do with the PNAE?

### LENGTH

STAGE	LENGTH
Screening the video and brainstorming	10 minutes
Conversational presentation on the HRAF, Food and Nutrition Security and the PNAE	40 minutes
Group activity	40 minutes
Total	1 hour and 30 minutes

### GOALS

- Understanding what the Human Right to Adequate Food (HRAF) and Food and Nutrition Security (FNS) are.
- Relating HRAF and FNS to the expansion of the PNAE.
- Reflecting on the role of food handlers for the HRAF and FNS.
- Understanding the importance of civil society oversight and how food handlers can take part in it.

## MATERIALS & RESOURCES

- A video on HRAF and FNS
- A USB stick (flash drive) with the Power Point presentation.
- Speakers.
- Poster board paper or kraft paper
- Coloured pens or markers

## INSTRUCTIONS

This activity aims to strengthen the idea of school feeding as a right and the idea of the PNAE as a strategy for FNS and for consolidating the HRAF.

First part: Screening the video

Start the activity by screening a video on the concepts of HRAF and FNS, in order to raise awareness on the issues that will be debated in this session. The coordinator of the activity will encourage students to express the ideas they have had while watching the video.

Second part: Conversational presentation

After brainstorming the ideas they had during the screening, the coordinator should make a conversational presentation to address the following topics:

- What is adequate food?
- The Universal Declaration of Human Rights.
- The role of the state in ensuring the HRAF.
- Laws related to the HRAF.
- The relations between HRAF, FNS and the PNAE.
- The history of FNS as a concept.
- Issues in resource management.

During this activity, the coordinator should find out what trainees already know about the PNAE and topics above.

Third part: Group Activity: Getting to know the PNAE

After the presentation, there will be a group activity to discuss the major features of the PNAE. This means to reduce the length of the presentation, thus making the activity more interesting and promoting team-building. We suggest the following organisation:

1. Divide the participants into four groups;
2. Hand out coloured markers and a piece of poster board paper or kraft paper to each group, with one of the following questions written on them:  
What are the PNAE's goals?  
What are the PNAE's principles?  
Who are PNAE beneficiaries?  
How are funds allocated? What can be purchased with these funds?
3. Have the groups discuss the question and then write their answers' key-words on the kraft paper sheet. Afterwards, they should choose a spokesperson to tell their answers to the whole class.
4. Encourage a discussion on the topic, going over the PNAE's activities with trainees.

It is suggested that the poster be either put away or fixed on a visible place to remind the group of the discussion of the topic when needed.



## ACTIVITY 08: What should PNAE actors do to ensure Food and Nutrition Security (FNS)?

### LENGTH

STAGE	LENGTH
Introducing the activity	05 minutes
Discussion in small groups	15 minutes
Presentation and discussion with the whole group	40 minutes
Total	1 hour and 30 minutes

### GOALS

- Getting to know who are the PNAE actors involved in ensuring FNS in school feeding.
- Identifying which actions each actor can carry out for ensuring FNS.

### MATERIALS & RESOURCES

- Flip chart
- Coloured pens or markers
- Paper straps with questions

### INSTRUCTIONS

This activity aims to promote debate on the role of each school feeding actor in ensuring FNS in the PNAE. This activity should be carried out as follows:

1. Divide participants into 3 or 6 groups, depending on the number of participants.
2. Assign one of the following actors to each group: nutritionists, food handlers (school cooks) and school feeding advisor;
3. Have the groups discuss what each actor can do to ensure FNS and the HRAF.
4. At the end of the discussion, each group should choose a spokesperson to expose what was discussed in small groups to the rest of the class, sharing their views on each of the PNAE's actors.
5. The person in charge of the activity should lead the discussion, Taking notes of the ideas put forth by each group and writing them down on a flip chart, commenting on these ideas (if necessary).
6. Finally, the person in charge will wrap up the activity by summarising the role of the PNAE in ensuring FNS and the HRAF.
7. We suggest that the flip chart remains visible during the course, so it can be referred to in further training sessions.

### SUPPORTING MATERIAL:

Nutritionist:

What do PNAE nutritionists do to ensure Food and Nutrition Security (FNS)?

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Food Handlers:

What is the role of PNAE food handlers in ensuring Food and Nutrition Security (FNS)?

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School Feeding Advisors:

What do PNAE school feeding advisors do to ensure Food and Nutrition Security (FNS)?

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## ACTIVITY 09: True or False: What do I know about the PNAE?



### LENGTH

STAGE	LENGTH
Introducing the activity and handing out questionnaires	05 minutes
Filling out questionnaires	15 minutes
Total	1 hour and 30 minutes

### GOALS

- Clearing up food handlers' doubts on the PNAE.
- Reflecting on the PNAE's activities.

### MATERIALS & RESOURCES

- A questionnaire on the PNAE
- Ballpoint pens

### INSTRUCTIONS

We suggest that this activity be carried out before a conversational presentation. It aims to promote reflection among participants on the topic to be addressed. The person in charge will explain the activity and hand out the questionnaires to the participants. The questionnaire consists of a set of sentences which participants should judge true or false. After they have filled out the questionnaires, the facilitator can correct their answers with them.

Suggestion: this activity can also be used in assessing what participants already know about a given topic, before a training session on it, in which case questions can be open-ended or closed-ended.

## ACTIVITY 10: Conversational presentation: The PNAE: History and Overview



### LENGTH

STAGE	LENGTH
Slideshow presentation	1 hour and 10 minutes
Total	1 hour and 10 minutes

### BROAD GOAL

- Providing trainees with updated information on the PNAE.

### SPECIFIC GOALS

- Introducing trainees to the Programme's history and recent developments;
- Providing knowledge on what the Programme is and what its objectives are;
- Describing the audience to whom the Programme is addressed and getting to know about its resources;
- Understanding how the PNAE works;
- Explaining what the School Feeding Council (CAE) is and its function;
- Explaining the role of the other actors involved in the Programme;
- Raising awareness of the dimension and importance of the Programme;
- Raising awareness about the role of food handlers in the PNAE.

### MATERIALS & RESOURCES

- Projector;
- USB stick (flash drive) with material for projection/transparencies;
- Laser pointer.

### INSTRUCTIONS

It is suggested that the facilitator of the activity carries out a conversational presentation to discuss the following topics:

- What is the programme?
- School feeding programmes in other countries.
- History of the Programme: how it was created and changes over time.
- Current PNAE overview.
- Current legislation.
- What are its objectives?
- Who has the right to school feeding (who are the beneficiaries)?
- Where do the resources (money) come from?
- Amounts transferred by the FNDE.
- PNAE management.
- What can be bought with this fund?
- What should school feeding be like?

### PNAE History

The National School Feeding Programme (PNAE) is one of the oldest social programmes of the Federal Government. It was created in the 1940s along with the Institute of Nutrition, whose implementation was hindered by political interests and by the scarcity of financial resources. In the 1950s, a comprehensive National Plan for Food and Nutrition was drawn up. It was called "The Food Scenario and the Problem of Nutrition in Brazil", a proposal that, for the first time, designed and structured a national school feeding programme under public responsibility. In 1954, when it was created at the end of the Vargas government, no one could have imagined that it would reach the current dimensions. In 1955, the National Food Commission regulated the School Meals Campaign (CME), subordinate to the Ministry of Education (MEC), giving new impetus and scope to the Programme. A decade later, the School Meals Campaign underwent reformulations when the National School Feeding Campaign (CNAE) was created by Decree No. 56886/65.

A range of programmes emerged between 1965 and 1976 with the assistance of the U.S. government. They were: "Food for Peace" (financed by the U.S. Agency for International Development (USAID)); "Food for Development", aimed at underprivileged populations and the feeding of school-age children; and the "World Food Programme", under the United Nations Food and Agriculture Organization (FAO/UN). From 1976 on, although funded by the Ministry of Education and managed by the CNAE, the Programme became part of the II National Food and Nutrition Programme (PRONAN) and, in 1979, became the National School Feeding Programme (PNAE). In 1981, it was managed by the National Institute of Student Assistance, which was merged with the National School Materials Foundation in 1983, giving rise to the Student Assistance Foundation (FAE), which took over the management of the Programme.

The right to school feeding for all elementary school students was ensured in 1988, with the promulgation of the new Federal Constitution. In 1997, when the Student Assistance Foundation (FAE) was abolished, the Programme was managed by the National Fund for the Development of Education (FNDE). From its creation to 1993, the Programme was executed in a centralized way, i.e., the managing body planned the menus, acquired the food products through a bidding process, hired specialized laboratories to ensure quality control and was also responsible for the distribution of food nationwide. However, this did not work, since quality control, storage and transportation of products were very expensive activities. Added to this are the obstacles in the bidding procedures, as well as the loss of products, which caused a lack of food in schools, and reduced the number of attendance days.

From 1994, through Law no. 8,913, of 12/07/94, the decentralization of resources was instituted through the celebration of agreements with States, Federal District and Cities In order to optimize the allocation of resources. Decentralization was consolidated under Provisional Measure No. 1,784 of December 14, 1998, which, in addition to direct transfer to all municipalities and education departments, provided for automatic transfer without need for agreements or any similar instruments, thus allowing greater agility to the Programme.

The responsibility for purchasing products and preparing menus passed to the States and Municipalities, which, with guidance of qualified nutritionists and under supervision of the School Feeding Council (CAE), began to respect regional eating habits and the agricultural vocation of each region, which enabled the use of fresh products.

As of the reissue of Provisional Measure No. 1,784-1, on June 2, 2000, under number 1,979-19, the School Feeding Council (CAE) was established with the task of supervising and analyzing the accountability of Executing Entities. In this sense, the Federal Government established that, in order to transfer funds to the states, Federal District and municipalities, the existence of Councils is mandatory. The CAEs consisted of community members, teachers, parents of students and representatives of the Executive and Legislative Branches. Resolution/CD/FNDE no. 38/2009 changed the CAE composition, which now consists of: 1 (one) representative of the Executive Branch, 2 (two) representatives of faculty entities, students or workers in the field of education, 2 (two) representatives of parents and students, and 2 (two) representatives of civil society.

New advances occurred in the PNAE with the publication of Law No. 11.947 in June 2009, such as the extension of the programme beneficiaries to the entire public education system, including youth and adult students, and the requirement that at least 30% of total resources transferred by the FNDE must be allocated to the direct purchase of agricultural products, fostering economic development in a sustainable manner.

#### Current PNAE Overview

Goals: According to article 4 of law 11.947/2009, the National School Feeding Programme - PNAE aims to contribute to the biopsychosocial growth and development, learning, school performance and the shaping of healthy eating habits through food and nutrition education actions and provision of meals that cover their nutritional needs during the school year.

**Public served by the PNAE:** The PNAE serves students enrolled in basic education in federal, state, Federal District and municipal public schools, including those located in indigenous and Quilombola areas, in accordance with the school census conducted by the National Institute for Educational Studies and Research (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira - INEP), in the year prior to that of the service. Basic education consists of early childhood education, elementary education and high school according to art. 21, item I, of Law no. 9.394, of December 20, 1996, including the modalities of youth and adult education.

#### Amount transferred and public served

2003: beginning of the year - comparison of per capita values between elementary school, preschool and philanthropic schools (R\$ 0.13).

June - extension of resources to public and philanthropic daycare centers and increase in the per capita value, from R\$ 0.13 to R\$ 0.18. About 870,000 students from zero to three years have been served.

October - increase in per capita values for students from indigenous communities, who now receive R\$ 0.34 (partnership between MEC and the Extraordinary Ministry of Food Security and Fight Against Hunger - MESA).

2004: increase in daily per capita values to R\$ 0.15 for preschool and elementary school students. 2005: May - increase in daily per capita values to R\$ 0.18 for elementary school and preschools. June - inclusion of students from Quilombola schools, with values equal to those of students from indigenous schools, i.e., R\$ 0.34.

2006: Resolution/ FNDE/CD no 32: the daily per capita values become R\$ 0.22 for students enrolled in kindergartens, pre-schools and primary and secondary schools R\$ 0.44 for students enrolled in indigenous daycare centres and schools and those located in Quilombola areas.

2008: Mais Educação Programme - transfer of R\$ 0.66 per student enrolled in full-time elementary schools.

2009: Provisional Measure 455 of January 29th and then Law 11947 of June 16th expands the service to all basic education, therefore including high schools and Youth and Adult Education (EJA). The Resolution/CD/FNDE n° 67 of December of the same year, changes the per capita values to R\$ 0,30 for the students enrolled in pre-school, elementary school. and youth and adult education (EJA); and R\$ 0.60 for students enrolled in daycare centres, schools located in indigenous areas and in remaining areas of Quilombos (communities of runaway slaves' descendants); R\$ 0.90 to the students participating in the More Education Programme.

2012: Resolution/CD/FNDE no. 08 of May changes the values of early childhood education to be of R\$ 1.00 for students enrolled in daycare centers; and R\$ 0.50 for students enrolled in preschool.

Educational level	2003	2004	2005	2006	2008	2009	2012	2013
Primary school	R\$ 0.13	R\$ 0.15	R\$ 0.18	R\$ 0.22	R\$ 0.22	R\$ 0.30	R\$ 0.30	R\$ 0.30
Preschool	R\$ 0.13	R\$ 0.15	R\$ 0.18	R\$ 0.22	R\$ 0.22	R\$ 0.30	R\$ 0.50	R\$ 0.50
Philanthropic schools	R\$ 0.13	R\$ 0.15	R\$ 0.18	R\$ 0.22	R\$ 0.22	R\$ 0.30	R\$ 0.30	R\$ 0.30
Daycare centres	R\$ 0.18	R\$ 0.18	R\$ 0.18	R\$ 0.22	R\$ 0.22	R\$ 0.60	R\$ 1.00	R\$ 1.00
Indigenous schools	R\$ 0.34	R\$ 0.34	R\$ 0.34	R\$ 0.34	R\$ 0.44	R\$ 0.44	R\$ 0.60	R\$ 0.60
Quilombola schools	R\$ 0.13	R\$ 0.15	R\$ 0.34	R\$ 0.44	R\$ 0.44	R\$ 0.60	R\$ 0.60	R\$ 0.60
“More Education” Programme	-	-	-	-	R\$ 0.66	R\$ 0.90	R\$ 0.90	R\$ 0.90
High school	-	-	-	-	-	R\$ 0.30	R\$ 0.30	R\$ 0.30
Youth and Adults Education	-	-	-	-	-	R\$ 0.30	R\$ 0.30	R\$ 0.30
Special Children's Education	-	-	-	-	-	-	-	R\$ 0.50
Full time schoolchildren	-	-	-	-	-	-	-	R\$ 1.00

Table: Evolution of the values transferred by the FNDE to the execution of the PNAE by educational level.

\* AEE (Specialized Educational Service) - is carried out after school hours. AEE students are entitled to be served a meal in both shifts, under the PNAE, as long as they are enrolled in public regular education with concomitant enrollment in an AEE institution in a different shift. The amount refers only to the shift in the AEE, in addition to it the student will be entitled to the per capita relating to their stage of education.

\*\* From Resolution Resolution/CD/FNDE No. 26 of June 2013 the FNDE transfers the amount to students enrolled in full-time schools, with a minimum stay of 7 hours (seven hours) in school or in school activities.

Currently, the value transferred by the Union to the states, Federal District and municipalities per school day for each student is defined according to educational level and can be found on the FNDE website. The resources are intended exclusively for the purchase of food by the Secretariats of Education of the states and the Federal District and by the municipalities. In 2009, the school feeding budget increased by R\$ 400 million, to extend the service to nine million high school students and to another three million in youth and adult education. As a result, resources rose from R\$1.7 billion to R\$2.1 billion. In 2012, over 45 million schoolchildren were served by the Programme, corresponding to approximately 24% of the Brazilian population, and the budget allocated by the Federal Government to school feeding exceeded R\$ 3 billion. - Updated data can be found on: [www.fnde.gov.br](http://www.fnde.gov.br).

### PNAE actors:

- The National Fund for the Development of Education (FNDE), an autarchy linked to the Ministry of Education (MEC) responsible for coordinating the PNAE, setting the general standards for planning, implementation, control, monitoring and evaluation of the PNAE, and carrying out the transfer of financial resources for the purchase of foodstuffs;
- the Executing Entity - EE, through its Departments of Education, is responsible for the implementation of the PNAE, including the use and complementarity of financial resources. The FNDE funds the programme's activities, the offer of school meals for at least 800 hours/class distributed in at least 200 (two hundred) school days, and the actions of food and nutrition education to all enrolled students, represented by the States, Municipalities and Federal District and the federal basic education system or their maintainers, when they receive the resources directly from the FNDE;
- the School Feeding Council - CAE – an advisory and inspection collegiate body, instituted by the State, the Federal District and Municipalities;
- the EE, responsible for the attendance in its teaching unit, by delegation of the state, county, or Federal District, or when the financial resources are transferred directly by the FNDE.

### School Feeding Council - CAE

According to Resolution/CD/FNDE No. 26/2013, the CAE is a collegiate body of a supervisory, permanent, deliberative and advisory nature, which consists of seven members:

1 (one) representative of the Executive Branch, 2 (two) representatives of education workers' and students' entities, 2 (two) representatives of parents and students and 2 (two) representatives of the civil society, with their respective alternates. If there are over 100 (one hundred) schools under the responsibility of the CAE, there may be three representatives from each segment, as long as the same ratio is respected.

Directors' duties include monitoring and supervising the use of resources and compliance with PNAE guidelines; analyzing the Management Monitoring Report; analyzing managers' accountability and issuing a Concluding Opinion on the programme's execution on SIGECON Online; reporting any irregularity identified in the execution of the PNAE to FNDE and the other control bodies; preparing an Action Plan for the current and/or subsequent year.

SOURCE: <http://www.fnde.gov.br/programas/pnae/ind>

### Option 2:

- Brown paper;
- Paper puzzle pieces containing pictures and words (with a magnet on) that illustrate the execution of the PNAE, such as: management levels at the PNAE, PNAE actors, their role etc.;
- Arrows in different sizes;
- Blank puzzle pieces;
- White glue;
- Crepe tape;
- Coloured pens.

### INSTRUCTIONS

This activity can be carried to introduce students to the execution of the PNAE or to wrap up the subject. As an introduction, this activity allows us to gauge participants' previous knowledge of the PNAE. If it is used as a wrap-up activity, it should aim to systematize what has been studied so far.

The activity can be carried out with the whole group or in small groups. It consists of a collective construction of PNAE's management procedures, by putting together puzzle pieces that contain pictures and words related to school feeding. In addition to the puzzle pieces provided, the participants have the possibility to include new items in the scheme by using blank pieces.

It is suggested that the board refers to management procedures carried out in your municipality. If the participants show interest, other management procedures of the PNAE may be set up.

While participants put the pictures and words together, the following issues can be addressed: PNAE goals; transfer of resources to the executing entity; amounts transferred by the FNDE; management procedures; food procurement (bidding and public notice); actors involved and their responsibilities; accountability; receiving food deliveries; cooking and serving food to schoolchildren; acceptability tests; and others.

### It is suggested that the activity be carried out as follows:

1. The activity coordinator should inform the participants that the activity's goal is a collective construction of PNAE's management procedures in their municipality.
2. Present the material to the group: magnetic board (brown paper), the puzzle pieces and the arrows.
3. Hand out the puzzle pieces among the participants, so that each of them receives at least one piece.
4. It is important to remind participants that the board can be set up in many different ways, that is, each time it is set up, its display (where the pieces are) can be changed, provided that it is coherently organised and that it allows any person, especially those who have not participated in building it, to correctly understand how the PNAE works in their municipality. This is why it is important to use the arrows correctly and, if necessary, to include connecting words between the pieces of paper. In addition, blank sheets can be used to add new items.
5. To facilitate the progress of the activity, it is suggested that the coordinator stand next to the board and stick the pieces onto it according to participants' requests.
6. Ask them to organize the pieces and arrows to build a diagram to show how the PNAE works.
7. If the group has any problems starting the activity, the coordinator must question the participants in order to reflect on the Programme's functioning and establish the correct relations between words and pictures.
8. Once the diagram has been completed, the activity can be concluded by asking a participant to explain how the PNAE works in their municipality, through the diagram drawn up, and/or with the coordinator by mentioning the importance of each actor's performance for the proper functioning of the PNAE.
9. It is suggested that the board (or poster) be fixed in a visible place, photographed or stored, so it can be used to resume the discussion of the theme later in the training course. One strategy is to ask a participant, at another stage of the training, to explain the diagram again to the other participants.

## ACTIVITY 11: PNAE Puzzle



### LENGTH

STAGE	LENGTH
Carrying out the activity	30 minutes
Total	30 minutes

### GOALS

- Understanding how the PNAE works according to the management carried out by the Executing Entity of each municipality.

### MATERIALS & RESOURCES

#### Option 1:

- Magnetic board;
- Paper puzzle pieces containing pictures and words (with a magnet on) that illustrate the execution of the PNAE, such as: management levels at the PNAE, PNAE actors, their role etc.;
- Arrows in different sizes (with a magnet on);
- Blank puzzle pieces (with a magnet on);
- Coloured pens;



## ACTIVITY 12: The path to school feeding



### LENGTH

STAGE	LENGTH
Dividing participants into teams	05 minutes
Carrying out the activity	25 minutes
Total	30 minutes

### GOALS

- Recapping or fixating contents related to the PNAE.

### MATERIALS & RESOURCES

- Magnetic board
- Board game squares (blue, green, red and yellow), start and finish lines.
- Magnetic pawns.
- Question cards (in the same colours as the spaces)
- 1 large die.
- A prize for the participants (optional).
- We suggest that a magnetic board be used to make it easier for participants to see it, but a table board or a piece of fabric may be used instead.

### INSTRUCTIONS

This activity aims to solve doubts about the contents of previous training sessions.

1. Divide the participants into teams of five people.
2. Explain the the game's rules:
  - a) Each team will choose a pawn. To decide who will play first, one representative of each group will roll the die and the one who obtains the highest number will start the game, followed by the others in descending order.
  - b) The team with the turn throws the die and its pawn will walk the number of spaces indicated by it.
  - c) According to the colour of the square where the pawn stops, participants will have to face different challenges, as follows:
    - Blue square - the group will have to answer a true or false question about the PNAE. If they get it right, they should move one square forward. If they make a mistake, they should stay where they are.
    - Green square - the green card has information about the PNAE. In this square, the pawn does not move.
    - Red square - the red card means "luck or bad luck". If it says "luck", they should move one or two places forward; if it says "bad luck" they should move back one or two squares.
    - Yellow square - the group will have to answer a question or solve a problem about best practices in school feeding. Alternatively, in this square, the coordination team may choose to insert questions on another topic.
  - d) The team that reaches the end of the board first (finish line) wins the game.
3. A prize can be given to the winning group or to all the groups, for their participation (optional).



## ACTIVITY 13: Food handlers working at school

### LENGTH

STAGE	LENGTH
Dividing participants into pairs + discussion	10 minutes
Group discussion	10 minutes
Whole class discussion	15 minutes
Ending	05 minutes
Total	40 minutes

### GOALS

- Understanding what food handlers do.
- Identifying the responsibilities of food handlers, according to the law (especially municipal law).
- Taking a stance on the real working conditions of food handlers.

### MATERIALS & RESOURCES

- Sheets of paper with the following question written on them: "What do food handlers do at the school where you work?".
- Whiteboard or kraft paper.
- Markers.
- Laws: Resolution 216 of the Board of Directors and municipal/regional/state laws and decrees related to school feeding.

### INSTRUCTIONS

This activity aims to discuss the responsibilities of food handlers at school. Also, it means to provide them with an opportunity to share experiences acknowledging their own role as an actor in the PNAE. If the coordination team deems it pertinent, they may hand out a copy of the legislation describing responsibilities of the position for which the handler was hired, as well as a copy of the laws on the role of food handlers, such as DRC 216.

1. Divide the participants into pairs and hand out a sheet of paper with the following question: What are the tasks/activities performed by the food handler in your school?
2. After 5 minutes, instruct the pairs to make a group of 4 participants, and discuss whether all the activities listed are really tasks they have to perform.
3. Ask a spokesperson from each group to summarise their discussion to the rest of the class. The coordinator may wish to write down the tasks they describe on the whiteboard or on a piece of kraft paper.
4. End the activity by promoting a reflection on the tasks of food handlers, comparing the ones described in the law with those carried out in the school's daily routine, which might not have a legal basis. Use this activity to emphasise that it is of paramount importance to guide participants to turn to the school nutritionist and/or to the human resources sector of their municipality, in case of doubts about the tasks to be performed.



**LENGTH**

STAGE	LENGTH
Handing out materials and explaining the activity	05 minutes
Carrying out the activity	10 minutes
Discussion and correction	25 minutes
Total	40 minutes

**OBJECTIVES**

- Recognising the PNAE's organisation.
- Understanding the responsibilities of each PNAE actor.

**MATERIALS & RESOURCES**

- Cards made of resistant material with the responsibilities of each Programme actor. Suggestion: all cards should be the same colour (a sober colour).
- Forms, made of resistant material, with the name of each actor that makes up the organisation chart (FNDE; Executing Entity; Nutritionist; School Feeding Council - CAE; Food Handler; Citizen) Suggestion: each card should be in a different colour.
- A Power Point presentation, with the responsibilities of each Programme actor.
- Computer and projector.

**INSTRUCTIONS**

This activity is inspired by the one developed by CECANE UnB for training school feeding counsellors.

Divide the activity into the following parts:

1. Spread the cards with PNAE actors' responsibilities on the floor, with the written part facing up.
2. Divide the class into 6 groups.
3. Give each group a coloured card with the name of a PNAE actor.
4. Instruct the participants to search the room floor for cards with the responsibilities they think belong to the actor on the form they received.
5. If any cards are left on the floor, it is advisable that the activity coordinator read the assignments aloud to see if any groups decide to add it to their choices.
6. Ask each group to organise the cards to facilitate correction and discussion.
7. One possibility is to place the received card on the floor (with the actor's name) and just below it organize the cards of the selected assignments.
8. With help from the Power Point presentation, correct and discuss with the large group the responsibilities of each PNAE actor, clarifying participants' doubts. By doing so, the group can confirm initial impressions, see their mistakes and understand the answers.

N.B.: The class should be divided into 6 groups due to the number of actors working on the activity. The number of people in each group will depend on the number of participants.

**SUPPORTING MATERIAL**

The following roles and responsibilities are suggested for each PNAE actor:  
Participating in the PNAE

**FNDE:**

The FNDE is responsible for supplementary financial assistance, and for the normalisation, coordination, monitoring, and inspection of the Programme's execution, besides promoting the evaluation of its efficiency, effectiveness and efficacy.

Responsibilities:

- Additional financial assistance.
- Coordination, follow-up, monitoring and inspection of the PNAE.
- Standardisation of the PNAE (drafting laws).
- Providing technical guidance to States and Municipalities.
- Training professionals in the implementation of the Programme.
- Carrying out studies and research evaluating the actions of the PNAE. Executing entity/managers (State, Municipality and the Federal District):

**Executing Entity:**

The Executing Entity (EE)/ managers (states, municipalities and the Federal District): responsible for receiving and supplementing the financial resources transferred by the FNDE, as well as for the execution and accountability of the PNAE, represented by: States and the Federal District (education secretariats); municipalities; schools that receive resources directly from the FNDE.

Responsibilities:

- Ensuring the provision of school meals in accordance with PNAE guidelines;
- Carrying out studies and research evaluating PNAE actions at schools.
- Promoting food and nutrition, health and environmental education in schools.
- Carrying out, in partnership with the FNDE, the training of human resources involved in the PNAE execution.
- Receiving resources from the FNDE.
- Financial assistance.
- Implementation and accountability of the PNAE.
- Submitting the annual management report to the CAE.
- Ensuring CAE's working conditions, transportation and availability of human resources for supporting activities.
- Ensuring the presence of a nutritionist as a technical responsible for school feeding.
- Providing the CAE with all documents and information related to the PNAE execution, when requested (bidding notices, bank statements, menus, purchase invoices, among others).

**CAE:**

The School Feeding Council (CAE) is a deliberative collegiate, instituted in the scope of the States, Federal District and Municipalities.

Responsibilities:

- Monitoring the application of federal funds transferred to the PNAE account.
- Following up and monitoring products purchased for the PNAE.
- Ensuring the quality of the purchased products, at all levels, until meal reception by the students.
- Reporting irregularities to the executing agency.
- Reporting irregularities to the FNDE and to the Federal Public Ministry.
- Providing information and reporting on PNAE implementation whenever requested.
- Receiving the PNAE's annual management report and issuing a concluding opinion on it, approving or disapproving the Programme's implementation;
- Holding a specific meeting to review the rendering of accounts with participation of at least 2/3 of incumbent directors;
- Writing internal regulations.
- Sending the Annual Synthetic Statement of the Physical-Financial Execution with a concluding opinion to the FNDE.

**Citizen:**

- Reporting PNAE irregularities to the authorities.
- Following up the bidding process.
- Monitoring the implementation of the Programme.

**Nutritionist:**

- Diagnosing and monitoring the nutritional status of schoolchildren.
- Identifying children with specific nutritional needs.
- Preparing, evaluating and monitoring the execution of menus.
- Developing food and nutrition education programmes for the school community.
- Writing the Best Practices Handbook.
- Preparing technical data sheets (recipes);
- Applying acceptability tests when incorporating new food into the menu.
- Interacting with the CAE and advising on the PNAE's technical implementation.
- Interacting with smallholder farmers in order to know the products to be purchased for school meals.
- Preparing the Annual Work Plan.
- Participating in the process of technical evaluation of food suppliers.
- Guiding and supervising the activities of receiving, sanitizing and storing food until it is served to schoolchildren.
- Reporting PNAE irregularities to the authorities.

**Food handler:**

- Providing schoolchildren with quality food.
- Assisting in shaping healthy eating habits.
- Preparing the food on the menu, following the technical sheets (recipes).
- Following the Best Practices Handbook.
- Assisting in the application of acceptability tests.
- Carrying out the activities of receiving, sanitizing and storing food at the school.
- Ensuring the quality of food.
- Reporting PNAE irregularities to the authorities.

**ACTIVITY 15: Conversational presentation: purchasing food for the PNAE.****LENGTH**

STAGE	LENGTH
Conversational presentation	20 minutes
Total	20 minutes

**GOALS**

- Understanding how the food purchase process works.
- Acknowledging that the public bidding process is necessary when purchasing food with public funds.

**MATERIALS & RESOURCES**

- Projector
- USB stick (flash drive) with the presentation.

**INSTRUCTIONS**

The facilitator should deliver a conversational presentation on the following topics:

- Resources available for purchasing food (school and FNDE resources);
- How should food be purchased with public resources?
- What is a public bidding?
- What is a public notice?
- What are they for?
- Who takes part in the purchase?
- How is food quality ensured?
- What happens after the purchase and how is the food delivered at the school?

**SUPPORTING CONTENT**

All public bodies, in all spheres, as well as all those that use public funds, must obey certain rules when signing contracts with third parties. These rules are mainly found in the Federal Constitution, in Law 8.666/93 and in Law 10.520/02 (Public Bidding Law), as amended. They regulate the bidding process, which consists of a procedure for choosing the most advantageous bid for the administration, aiming to ensure the best use of public resources and fair competition among all suppliers. This procedure is governed by some principles, namely: formality, publicity, objectivity, relation to the notice and morality. The bidding process must be preceded by an adequate planning of consumption, taking available funds into account. After that, a description of the products to be purchased is made, as well as the conditions of delivery and contractual penalties. Once the notice has been published, the qualification phase starts, when it is verified whether the supplier is in a regular situation and is able to offer adequate products. The best offer is chosen, except for those which are not qualified, and the supply contract is signed, under the terms previously established in the public notice.

## ACTIVITY 16: Getting to know the products purchased for school feeding



### LENGTH

STAGE	LENGTH
Explaining the activity and dividing participants into groups	05 minutes
Group discussion	20 minutes
Groups' presentations	30 minutes
Ending	05 minutes
Total	1 hour

### GOALS

- Getting to know the kinds of food purchased for school feeding;
- Understanding what needs to be verified upon receiving the purchased food, and learning how to recognize problems with foodstuffs, which should not be received.

### MATERIALS & RESOURCES

- A basket or a bag
- Foodstuffs purchased in the public bidding process
- Poster board paper or kraft paper
- Coloured pens
- Scotch tape
- A list of the products to be purchased by the school, including their brands and specifications (if applicable)

### INSTRUCTIONS

1. The facilitator will divide the class into smaller groups, according to how many students there are in the class.
2. Provide each group with a sheet of poster board paper, coloured pens and a basket or a bag containing different foods used in school feeding (perishable and non-perishable). If possible, the foods should be the same brand as the ones delivered at the school by the food supplier who has won the public bidding process that year. It is up to the coordinating team to decide whether each group will receive the same foodstuffs or not.
3. Each group will analyse the products they have received and discuss what features should be checked before accepting them from the food supplier. These features will be written down on a piece of poster board or kraft paper, so the rest of the class will be able to see their notes later.
4. Remind participants of the features to be verified: expiry date, quality of containers etc. During this activity, the facilitator should monitor the groups and help to keep the discussion going.
5. At the end of the discussion, each group should choose a spokesperson who will present the features they have discussed to the rest of the class. The facilitator should encourage the discussion and comment on it, if necessary. This is a moment for reminding participants that spoiled or flawed foodstuffs should not be received by food handlers, who should remember the procedures to be followed in case that happens. We suggest that, when the activity is over, participants receive a list containing the description of the foodstuffs required in the public bidding process and in the public notice, as well as the brands of the foodstuffs. It is important to inform participants on the expiry date of the bidding and the notice, and let them know that a new purchase process needs to be carried out when the previous contract is over.



## ACTIVITY 17: Case study and group discussion: civil society oversight

### LENGTH

STAGE	LENGTH
An Overview of Civil Society Oversight	10 minutes
Case study in small groups	20 minutes
Group discussion	20 minutes
Closure	10 minutes
Total	1 hour

### GOALS

- Acknowledging the importance of civil society oversight
- Introducing civil society issues in the PNAE
- Discussing the importance of citizen participation
- Debating the concept of citizenship

### MATERIALS & RESOURCES

- A projector or a whiteboard
- A projection screen
- A CD with the material to be projected
- Printed versions of the case study.

### INSTRUCTIONS

1. The facilitator should briefly introduce the topic of civil society oversight.
2. Then, participants should be divided into small groups (5 to 7 participants).
3. Provide each group with a real or made-up case study for discussion. Tell participants that they will have 20 minutes to discuss the case study, and then 20 minutes to present it to the rest of the class.
4. The facilitator should raise awareness on the importance of each actor involved in civil society oversight. They should be encouraged to ask themselves: "What is my role in this process?"
5. Finally, the facilitator will speak about the importance of civil society oversight, connecting it to each case study.



## ACTIVITY 18: Jury simulation: civil society oversight in the PNAE

### LENGTH

STAGE	LENGTH
Explaining the activity, dividing participants into groups	05 minutes
Group discussion	20 minutes
Prosecutors' speech	10 minutes
Public defenders' speech	10 minutes
Jury's opinion	10 minutes
Wrapping up the activity	15 minutes
Total	1 hour and 10 minutes

## GOALS

By the end of this activity participants are expected to be able to:

- Recognize the importance of the CAE in the scope of the PNAE.
- Know how to seek the specific regulations of the PNAE in different laws.
- Know different problems and difficulties of municipalities.
- Distinguish the appropriateness of the implementation of the PNAE on the basis of relevant legislation.
- Understand the importance of social participation for the proper implementation of the PNAE.

## MATERIALS & RESOURCES

- Copies of the text for the participants.

## INSTRUCTIONS

The Simulated Jury is an activity that enables participants to carry out several mental operations, such as: imagining and placing themselves in a PNAE working situation within a given municipality's context, as well as reflecting on social control and analysing legislation to back their arguments and decisions.

This activity should be carried out as follows:

1. Divide the participants into three groups: Prosecutors, Public defenders, and the Jury.
2. Deliver the text to the participants and provide the following explanations:
  - a. The groups will have 20 minutes to read the text and to raise their arguments about the case.
  - b. The role of the "Prosecutors" group is to raise the irregularities and arguments to accuse the Programme's execution in the municipality.
  - c. The role of the "Public defenders" group is to explain the irregularities and highlight the positive aspects of feeding in the municipality.
  - d. The role of the "Jury members" is to read the text and raise the positive and negative points of the case.
3. Start the Jury simulation by granting the "Prosecutors" 10 minutes to make their accusations and then the group of "Defenders" will have 10 minutes to defend the municipality. The "Jury" group, in turn, after listening to the arguments of the two groups, will have 5 minutes to discuss and 5 minutes to issue an opinion on the implementation of the PNAE in the municipality and judge whether they consider it regular or irregular.
4. After the simulation, encourage participants to discuss the importance of civil society oversight in the proper execution of the PNAE. It is suggested that the verdict be discussed based on the role of each actor in civil society oversight and to present the history, achievements and legal bases regarding citizen participation and control in public management.

## SUPPORTING MATERIAL

The text below, suggested as a basis for the Jury, presents a problematic situation regarding the implementation of the PNAE.

### Simulated Jury Activity

The municipality of Wild Strawberries is located in the central region of the state of Rio Grande do Sul. Currently, the municipality has 12 schools that receive funds from the National School Feeding Programme. The total number of students enrolled last year was 4,680.

The monthly amount transferred by the FNDE is R\$ 34,760.00. The municipality planned to supplement this amount by also providing R\$ 0.30 per child, in addition to other expenses such as employee payments and school infrastructure.

Therefore, a bidding process was carried out for the purchase of food products. However, few of the city's suppliers have shown any interest in participating.

The suppliers that won the bidding for non-perishable food and fruit and vegetables are from neighbouring cities. The meat supplier is from the municipality, however, the city government has been facing difficulties, because the products are distributed in schools on a van that is in a poor state of conservation and cleanliness. The meat comes frozen out of the refrigerator and is distributed in schools without refrigeration.

As required by Resolution 26/2013 of FNDE the municipality has a nutritionist who is responsible for school feeding, working under the Secretariat of Health, with a contract of 40 hours / week, but who is temporarily working for the Secretariat of Education for 4 hours / week.

The nutritionist, when working in the local health centre, finds many cases of overweight children and, because of that, has developed a project that involves the two Secretariats in assessing the nutritional status of schoolchildren through the collection of data on weight and height. In addition, together with the school management, a survey of children with pathologies related to food was carried out.

Due to the little time available in the Education Secretariat, she (the nutritionist) also managed to train the teachers through lectures so that they could carry out activities with their students in order to encourage the consumption of healthier food.

The nutritionist observed the lack of some foods on the menu planned by her colleague, who was in charge previously, and decided to include them because she considered them healthy and important.

Some of the included foods are not part of local eating habits, and the professional did not know that, because he (the nutritionist who was in charge before) came from another region of the state where these foods are well-accepted. That is why he did not send the technical file of these new foods with the menu.

Some employees do not follow the menu, because they do not know how to prepare its recipes, and others end up doing it the way they think is right or as they learned from their mothers / grandmothers. In addition, some school cafeterias say that they do not prepare the new food because they know that the children will not like it. They also report lack of equipment or time to make some preparations and/or low acceptance of some foods by children, so they always end up making the same foods.

Many school cafeteria workers are on a sick-leave due to work overload, as they are the only staff in the school to prepare, serve and clean the kitchen, dishes and cafeteria. The food handlers received their uniform (caps, white jackets and closed toe shoes) from the Secretariat. But since the region is very hot, they do not wear a cap or closed toe shoes. Besides, they have never attended or received training.

Due to a lack of funds, the structure of the kitchens is gradually being adapted. There is a lot of equipment in need of maintenance. Under the guidance of the sanitary agency, the Secretariat of Education has had the water tanks cleaned by a specialised company. The nutritionist has already requested that plastic dishes and mugs be replaced by glass utensils and spoons by forks and knives.

Thus, due to structural problems and a human resources shortage there are days when schoolchildren are not given any meals.

The schools have a snack bar where many sweets are sold, as well as processed snacks and fizzy drinks. In this place, the same employee is the one who prepares the snack, serves and receives the money from the food sold.

The schools have a cafeteria, which all students can attend, both to consume the food provided by the school and the snacks they bring from home or what they have bought at the school snack bar.

According to Resolution 26/2013 of FNDE, in order to receive the money, the municipality must have a local School Feeding Council (CAE). The municipality of Wild Strawberries provides counsellors with a room where there are a computer and a telephone for meetings and, when necessary, provides transportation for counsellors to visit the schools. A parents' representative monitored the bidding process and made a report to the other counsellors.

Not all directors are active, and although appointed by the segments many do not agree on having to work and not receiving any money for it, so they are unaware of their responsibilities. The meetings take place every three months due to the difficulty the counsellors find in having a day off at work, especially the teachers, because the school managers do not consider their role at the CAE to be important. For this reason, the board members only began analysing the financial statements (such as bank statements and invoices) at the end of the year.

In the few schools visited by the CAE, there is now stock control, as it was found that some schools had spoiled food. Thanks to the guidance provided by the CAE the food is now stored on shelves on the wall and, whenever food arrives, the expiry date is checked.

## ACTIVITY 19: Writing about civil society oversight



### LENGTH

STAGE	LENGTH
Carrying out the activity	30 minutes
Total	30 minutes

### GOALS

- Understanding what civil society oversight is.
- Realising the importance of civil society oversight and social participation for the adequate execution of the PNAE.

### MATERIALS & RESOURCES

- Coloured paper sheets (different colours for each group)
- Coloured markers or pens

### INSTRUCTIONS

This activity aims to deal with the idea participants have of civil society oversight. Besides that, it should encourage reflection on the role of food handlers, citizens and other PNAE actors in social participation and civil society oversight.

1. Participants should work in groups.
2. Each group must write down a sentence related to civil society oversight. Then, they should cut the sheet of paper into pieces (so as to make puzzle pieces).
3. The facilitator should collect the pieces and hand them to a different group, who will try to put them together.
4. Once the puzzle has been put together, the group should carry out a brief discussion on the sentence.
5. The group should elect a spokesperson to report on the ideas the group had during the discussion.
6. Finally, the groups should work together to come up with a sentence which sums up what has been discussed.

## ACTIVITY 20: Health and nutrition at school



### LENGTH

STAGE	LENGTH
Conversation in pairs	10 minutes
Reading the text (individually)	10 minutes
Discussing in small groups	25 minutes
Closure	10 minutes
Total	1 hour

### GOALS

- Discussing school feeding.
- Reflecting on pressing school feeding issues.

### MATERIALS & RESOURCES

- Four texts containing scientific data or laws on school feeding. Texts must be numbered 1 to 4.
- White board or kraft paper.
- Markers.

### INSTRUCTIONS

The activity aims to raise participants' awareness of the importance of school feeding. The following organisation is suggested:

1. Instruct the participants to work in pairs and talk about the following question: "What were school meals like when you were a student?" The question should be written down on the whiteboard or on the kraft paper sheet.
2. While the pairs talk, the facilitator should arrange the texts on a table, sorting them into four blocks. Each block should contain the same texts and be identified with the same number. The total number of copies should correspond to the number of participants.
3. After pair discussion, ask each participant to choose a text (placed on the table) and read it individually, highlighting the main ideas.
4. When the reading is finished, make groups of four members. It is important that each group member has read one of the texts, so that each group has the four texts available.
5. Explain that each member of the group should share the main ideas of their text with the others. The group, based on the different texts, should answer the question: "What are the main features of school feeding today?" Each group should choose a spokesperson who will present the group's collective work.
6. Write down on the white board or kraft paper what the spokespeople have said.
7. The facilitator of the activity should close it by discussing the ideas and asking the group the following question: "How much has the PNAE changed over time?"
8. It is suggested that the poster be put away or fixed in a visible place to resume the theme discussion at other appropriate times. The texts used can be those suggested in this material or prepared by the organising team. It is recommended that each of them address the following topics:
  - Text 1: Food as a Human Right.
  - Text 2: School feeding
  - Text 3: Schools promoting health.
  - Text 4: Actions to promote health at schools.

This material should be produced from excerpts of scientific texts, not longer than two pages.

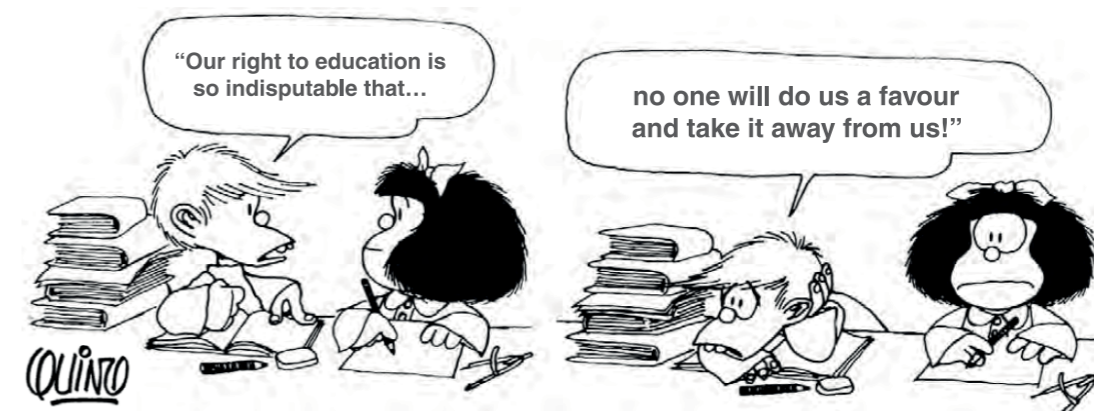
Interaction patterns during this activity should be as follows:

INTERACTION PATTERN	ACTIVITY
Pair work	Discussing the following question: "How much have school meals changed since you were a student?"
Individual work	Read the text and highlight the main ideas
Small groups	Sharing ideas about the text and answering the question: "What are the main features of school feeding today?"
Whole class	Discussing how much the PNAE has changed over the years.

### SUPPORTING MATERIAL

#### 1st Text:

To introduce the subject, show students a cartoon by Quino:



There are two legal texts which deserve special attention when it comes to school feeding:  
The Brazilian Federal Constitution and FNDE Resolution 26/2013.

Constitution of the Federative Republic of Brazil

“Article 205. Education, which is the right of all and duty of the State and of the family, shall be promoted and fostered with society cooperation, with a view to the full development of the person, his or her preparation for the exercise of citizenship and his or her qualification for work.”

However, the Federal Constitution also stresses that:

“Article 208. The duty of the State towards education shall be fulfilled by ensuring the following:

VII – assistance to students in all grades of basic education, by means of supplementary programmes providing school materials, transportation, food, and health care.”

In the FNDE Resolution: “Art. 3 The PNAE (National School Feeding Programme) aims to contribute to children’s growth, development, learning, school performance and to shape healthy eating practices through food and nutrition education actions and the provision of meals that meet their nutritional needs during the school year”. In addition, it is worth emphasizing that “adequate food at schools is vital to education, since it helps to shape healthy habits and form citizens who are aware of their rights, duties, thus improving their own life and the lives of those around them.” (Flavio Valente, human rights champion).

### 2nd Text:

In the education field, the construction of a quality public school is a challenge faced by educators committed to overcoming the social inequalities in Brazilian society.

It is known that hunger interferes with the organic and psychic ability to perform physical and mental activities, since it causes people to concentrate on a primary need and because of the energy deficit itself. Therefore, it is necessary to face the so-called “daytime hunger”, with which it is so difficult to learn and do well at school (Moyses and Collares, 1997).

Thus, school feeding needs to be seen as something natural, i.e., a meal to keep the child fed while in school, regardless of their socioeconomic conditions. In Brazil, however, the school feeding programme gains a greater social dimension as, in the face of poverty and inadequate habits, the number of children who go to school on an empty stomach increases; these children either eat inadequately at home or have nothing to eat but a flour and water mixture over the course of the day (Sawaya, 2006).

In face of this reality, several studies show that school feeding can positively influence school performance in many different situations. In a study conducted by Kristjansson et al. (2007), reviewing research conducted and published in different databases, we observed some data regarding the contribution of school feeding programmes to education.

As for learning, it was possible to verify that school feeding contributes to a higher performance in mathematical tests; as for school attendance, it increases in 4 to 6 days per year and dropout is 9% lower in schools where meals are offered; as for enrolment, it can be seen that school feeding accounts for a 10% increase in it.

Today, in Brazil, as Abreu (1995) puts it, in order to advance in the implementation of quality public schools for all, it is necessary, among other questions, to keep reflecting on the role of school feeding: is it an element foreign to the school or is it a pedagogical activity integrated into the curriculum? This reflection is important when it comes to implementing changes in school feeding policies.

The decentralisation of the PNAE, which happens by transferring both financial resources and the responsibility for school menus to the municipalities and states, paves the way not only for the improvement of the nutritional quality of school meals, through the incorporation of fresh food and the guarantee of a more diversified diet, but also for the discussion of the educational role of school feeding.

### SOURCES:

ABREU, M. ALIMENTAÇÃO ESCOLAR: combate à desnutrição e ao fracasso escolar ou direito da criança e ato pedagógico? Em Aberto, Brasília, ano 15, n.67, jul./set. 1995.

KRISTJANSSON, EA, ROBSON V, PETTICREW M. et al. School feeding for improving the physical and psychosocial health of disadvantaged elementary school children. Blackwell, 2007.

MOYSES, M. A.; COLLARES, C. Desnutrição, fracasso escolar e merenda. In. PATTO, M. H. (Org.) Introdução à psicologia escolar. 2.ed. São Paulo: Casa do Psicólogo, 1997.

SAWAYA, S M. Desnutrição e baixo rendimento escolar: contribuições críticas. Estud. av. v.20 n.58 São Paulo Sept./Dec. 2006.

### 3rd Text:

Health promotion at schools is divided into three areas of action: health education, healthy environments and health and food services. Therefore, developing these actions at school means disseminating concepts about proper health and adequate nutrition. The process of shaping eating habits is a process that begins very early, with the eating practices introduced in early childhood.

These habits are later modified by positive and negative experiences with regard to nutrition, the availability of food, the influence of the surroundings, the family, the media and many other factors. From all of these considerations, it can be deduced that if correct eating habits are adopted early in life, it is more likely that they will remain in the future.

Thus, schools can shape and foster healthy eating habits, since they exert great influence on children, contributing enormously to their upbringing. In addition, school occupies a large part of children’s active lives, since they go to school almost daily from their first years of life onwards (Davanço et al., 2004).

The PNAE can be considered a pedagogical instrument, not only because it provides a part of the nutrients schoolchildren need daily, but also because it is an educational space, when, for example, it stimulates the integration of nutrition-related issues into the school curriculum.

It is also noteworthy that discussions between teachers, food handlers, parents of students and the nutritionist of the PNAE, concerning the meaning given to school feeding and the meeting of children’s nutritional needs during the school day, may be worth even more than traditional classes supported by colourful posters on good nutritional habits (Costa et al., 2004).

In addition, activities aimed at the adoption of good eating habits should not only take place in the classroom, but any opportunity should be used to promote positive attitudes towards food, including the food available at school (Amodio, 2002). Finally, it is essential that students see the coherence between discourse (what is said) and practice (what is offered) in the school environment, and the pedagogical dimension of food offered at school should be valued (Costa et al., 2004).

### SOURCES:

AMODIO, M. F. P. Alimentação escolar. Revista Nutrição. São Paulo: Ponto Crítico, n. 14, p. 34- 35, nov. 2002.

COSTA, E. Q.; RIBEIRO, V.M. B.; RIBEIRO, E. C. O. Programa de alimentação escolar: espaço de aprendizagem e produção de conhecimento. Revista de Nutrição, Campinas, v. 14, n. 3, p.225- 229, set/dez. 2004.

DAVANÇO, G. M.; TADDE, J. A. C.; GAGLIANONE, C. P. Conhecimentos, atitudes e práticas de professores de ciclo básico, expostos e não expostos a curso de educação nutricional. Revista de Nutrição, Campinas, v. 17, n. 2, p.177-184, abr./jun. 2004.

### 4th Text: Actions to promote health at schools

INTERMINISTERIAL ORDINANCE NO 1.010 OF 8th MAY, 2006.

Establishes guidelines for the Promotion of Healthy Eating in Schools of early childhood, primary and secondary education of public and private schools at the national level.

The ACTING MINISTER OF HEALTH, AND THE MINISTER OF EDUCATION, in accordance with the powers vested in them, and considering that the National Curriculum Parameters guide on the need for conceptions about health or about what is healthy, appreciation of habits and lifestyles, attitudes towards different issues related to health which pervade all fields of study, can be processed regularly and in a contextualized way in the daily school experience; considering the great challenge of incorporating the theme of food and nutrition in the school context, with emphasis on healthy eating and health promotion, recognizing the school as a space conducive to the formation of healthy habits and the building of citizenship;

Considering the intersectoral character of health promotion and the importance assumed by the education sector with the efforts to change educational and social conditions that can affect the risk to the health of children and teenagers;

Considering that food in the school environment can and should have a pedagogical function, and should be incorporated into the school curriculum, the Ministers resolve:

Art. 1 - To institute the guidelines for the Promotion of Healthy Eating in all preschools and primary and secondary schools, public and private, nationwide, thus fostering the development of actions that promote and ensure the adoption of healthier eating practices in the school environment.

Art. 5 – To achieve healthy eating at schools, the following actions must be implemented:

- II – raising awareness and training professionals involved with school feeding to prepare and offer healthier foods;
- IV – ensuring that school meals be prepared within adequate facilities, with access to clean drinking water.
- V – restricting the supply and sale of foods with a high content of fat, saturated fat, trans fat, free sugar and salt and preparing healthy school meals;
- VI – increasing supply and promoting consumption of fruits and vegetables;
- VIII – sharing the experience of healthy eating with other schools, exchanging information and experiences;
- X – incorporating the theme of healthy eating into the school’s pedagogic and political framework, going through all areas of study and providing healthy eating experiences at school on a daily basis.

## ACTIVITY 21: Conversational presentation: food and nutrition transition and child growth and development stages



### LENGTH

STAGE	LENGTH
Conversational presentation	30 minutes
Total	30 minutes

### GOALS

- Informing food handlers on the changes in the eating and nutritional behaviours of our society and the effects of nutrition transition on people's nutritional status.
- Giving food handlers the conditions to deepen their knowledge on child growth and development and help them to understand the importance of adequate nutrition throughout these stages.

### SPECIFIC GOALS

- Fostering reflection on changes in people's nutritional status, according to epidemiological data (nutrition transition);
- Stressing the consequences of inadequate dietary habits;
- Explaining the benefits of adequate food to human development;
- Correlating school feeding quality to student's health
- Encouraging reflection on the role of food handlers in shaping schoolchildren's eating habits in a healthy way.

### MATERIALS & RESOURCES

- Projector
- USB stick (flash drive) with the materials that will be screened
- Laser pointer

### INSTRUCTIONS

The facilitator will make a conversational presentation, based on epidemiological data, on the dietary shifts which have occurred in our society over the past decades, such as: the increase in obesity and sedentariness, as well as the intake of hypercaloric foods, rich in sugar, saturated fats, salt, preservatives, and poor in fibre, vitamins and minerals. The facilitator should ask: "If a child is obese, is it well-nourished? And if a child is skinny, is it malnourished?"

Moreover, the facilitator should address the following topics during the presentation:

- Child development stages;
- The importance of adequate food at each stage;
- The relevance of the food prepared by food handlers during these stages.
- During the presentation, the facilitator should gauge how much participants already know about the questions to be posed.

## ACTIVITY 22: Health and school feeding



### LENGTH

STAGE	LENGTH
Discussion	05 minutes
Conversational presentation	25 minutes
Total	30 minutes

### GOALS

- Understanding the dietary shifts in our population.
- Reflecting on the role of school feeding in nutrition transition.

### MATERIALS & RESOURCES

- Projector / USB stick (flash drive) with the presentation
- A metal pyramid
- Food props (with magnets on)

We suggest that a metal pyramid and food props with magnets on be used in this activity. Nonetheless, if this is not possible, these may be replaced with a poster with a pyramid drawing and cut-outs of food pictures. An alternative to that is projecting a slide containing the pyramid and food drawings onto a screen.

### INSTRUCTIONS

This activity consists of a conversational presentation to discuss the dietary shifts in the nutritional profile of our community, which have resulted in a nutrition and epidemiological transition which is taking place worldwide, raising awareness about the role of education in tackling this issue.

1. Showing that recent dietary shifts have inverted the food pyramid, i. e., the foods that used to be at the top (sugary and fatty foods) are now at the bottom of the pyramid. Carbohydrates such as pasta, rice and bread are now in the middle of the pyramid, below meat, dairy and legumes. At the top, we can now see fruit, vegetables and greens – the least consumed foodstuffs.
2. Ask participants "How does this new pyramid harm our health?"
3. Start the presentation by commenting on participants' answers to the question above.
4. Wrap up the presentation by stressing the importance of promoting healthy eating habits at school in preventing nutritional related diseases.



## ACTIVITY 23: What makes for healthy eating habits

### LENGTH

STAGE	LENGTH
Dividing participants into groups	05 minutes
Handing out bags + Smaller groups discussion	10 minutes
Presentation and whole group discussion	05 minutes
Placing props onto the pyramid	05 minutes
Handing out materials + explaining the pyramid	30 minutes
Total	55 minutes

### GOALS

- Providing knowledge about healthy eating and the dimensions that make it up.
- Demonstrating the composition of a healthy diet.

### MATERIALS & RESOURCES

- Coloured bags (5 colours)
- Food props (with magnets on);
- A metal pyramid;
- A copy of the food pyramid for each participant;
- Copies of the "10 steps towards healthy eating" document.

It is suggested that the pyramid be made of metal, so that it is used like a magnetic board. However, if that is not possible, the metal pyramid may be replaced by a fabric or paper one. And if it is not possible to make food props (with magnets/Velcro on), it is suggested that coloured food pictures be used instead.



## INSTRUCTIONS

1. Divide the participants into 5 groups.
2. Hand out a coloured bag with food props to each group. Different colours will be used for different food groups, as follows:  
 Yellow bag: rice, pasta, bread, biscuit and potato;  
 Green bag: fruits and vegetables;  
 Blue bag: beans, milk, cheese, eggs and meat;  
 Red bag: sweets and fried food;  
 White bag: a food from each level of the pyramid.
3. Lead a discussion on some aspects of healthy eating by asking the following question to the groups: "Are the foods in the bag healthy?".
4. Each group should choose a spokesperson to present their conclusions to the rest of the class. When organizing the presentations, make sure that the last group to present their conclusions is the one which received the white bag. The activity coordinator will be able to assist in the discussions by answering any questions you may have. It is expected that at the end of the presentation, the participants will conclude that the white bag is the best one, since it includes foods from all food groups. Ask a representative of each group to place the food (magnets/pictures) from their bag where they feel is correct on the pyramid (metal/paper/fabric).
5. Then, the activity coordinator should, if necessary, correct the position of the food, using the opportunity to briefly explain the food pyramid, the structure of the food groups, and the importance of a varied and healthy diet.
6. Finally, hand out copies of the food pyramid and of the "10 steps towards healthy eating" to the participants.

## ACTIVITY 24: Case studies on school menus



### LENGTH

STAGE	LENGTH
Conversational presentations	20 minutes
Group discussion	10 minutes
Whole class discussion	30 minutes
Total	1 hour

### GOALS

- Reflecting on the importance of following the menu planned by nutritionists.
- Debating on alternatives to menu items.

### MATERIALS & RESOURCES

- Case studies (a week's menu)
- Projector
- USB stick (flash drive) with the Power Point presentation
- Laser pointer.

## INSTRUCTIONS

1. Start the activity with a brief presentation on how the menus of the PNAE should be and the factors considered by the nutritionist in preparing them.
2. Then, divide the participants into 4 groups.
3. The facilitator of the activity should hand out the material (suggestions of supporting material or neighbouring municipalities) among the groups and instruct them to analyse and answer the questions proposed in the case studies.
4. Each group should choose a spokesperson who will present a summary of the discussion to the large group.
5. Take the Programme's execution and guidelines for each municipality into consideration.
6. Discuss the following topics: the importance of following the menus; show the changes that can be made according to the criteria established in each municipality; respect for regional eating habits; the inclusion of basic foods and the importance of a planned menu; the importance of standardising food preparation; among others.  
 It is suggested that the menus be designed during the discussion in the large group, so that the other groups can see them.
7. Finally, the facilitator of the activity should foster reflection on the importance of adopting a planned menu.

## SUPPORTING MATERIAL

The menus presented below are suggestions, so it is recommended that a survey be carried out in different regions to find out local eating habits.

### Case Study 1

This week's menu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Carrot cake	Cassava pie with ground meat	Pasta with liver	Chicken risotto	Mashed potatoes with pork
Chocolate milk	Fruit	Cabbage salad	Juice	Green salad

### QUESTIONS:

1. The supplier delivered a smaller quantity of cabbage than ordered. What would you do to solve this problem?
2. A supplier donated fresh fish on Tuesday afternoon. What would you do?

### Case Study 2

This week's menu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Papaya smoothie	Rice with chopped jerked beef	Lentil soup with ground vegetables	Oatmeal and caramelised banana	Rice and beans
Bread with homemade pâté	Lettuce salad	Slice of bread	-----	Apple

### QUESTIONS:

1. On Thursday there was a gas shortage in the school. How would you solve this problem?
2. A special holiday was declared on Friday and the apple is very ripe. What would you do?

### Case Study 3

This week's menu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Banana smoothie	Rice and scrambled eggs with vegetables	Savoury maize porridge with vegetables	Corn grits with meat	Tripe stew with potatoes
Biscuit with margarine	Juice	Fruit	Fruit	Juice

#### QUESTIONS:

1. When you went to prepare the corn grits on Thursday you verified that the corn flour was spoilt. What would you do to solve this problem?
2. The banana for Monday's menu is still green. What would you do?

### Case Study 4

This week's menu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Bean bread and pasta	Rice and lentil	Corn grits with sardines	Rice with kale and beans	Cooked cassava with meat
Biscuit with margarine	Caramelised pumpkin slices	Beetroot salad	-----	Juice

#### QUESTIONS:

1. The vegetable supplier delivery was late on Tuesday and you ran out of strawberries. How would you solve this problem?
2. There was no water on Thursday. What would you do?

#### CASE DISCUSSION

Listed below are relevant features for the discussion of the cases, but it should be noted that they are only suggestions for the case studies above, so it is recommended that the answers be drawn from discussions that reflect the reality of each municipality, according to the case studies created for the region. In addition, the implementation of the programme and guidelines for each municipality must be taken into account.

#### CASE STUDY 1

1. Another vegetable could be included to complete the quantity or add a fruit for dessert.
2. The fish could be offered on Wednesday instead of the liver and the pasta may be changed for an equivalent carbohydrate. Or if there were a place to store it, it could be used on Friday instead of pork.

#### CASE STUDY 2

1. A milk, banana and oatmeal shake could be served; or you could serve milk with chocolate or coffee, a cookie and the banana.
2. It could be served on Wednesday or be used to make some jelly for the following.

#### CASE STUDY 3

1. You should return the corn flour, ask for a replacement and serve instead some food from the same group (carbohydrate).
2. Replace it with another fruit or make milk with chocolate or coffee and include another fruit as a dessert.

#### CASE STUDY 4

1. Replace it with another vegetable in stock or with a fruit for dessert.
2. Serve food that does not need preparing. Example: milk with chocolate milk and biscuit and a fruit. Preferably in disposable utensils.



### ACTIVITY 25: Healthy eating is...

#### LENGTH

STAGE	LENGTH
Dividing participants into groups + discussion	20 minutes
Building the board	15 minutes
Wrapping up the activity	15 minutes
Total	50 minutes

#### GOALS

- Reflecting on the aspects that make up a healthy diet.

#### MATERIALS & RESOURCES

- Cards, scissors, magazines, coloured pens;
- Whiteboard;
- Brown paper;
- A card which reads: "Healthy eating is...";
- Colourful cards with keywords: adequate, varied, safe, available, attractive, culturally-aware.

#### INSTRUCTIONS

This activity aims to help the facilitators to understand what participants consider to be a healthy diet and introduce a discussion on the subject. The organisation described below is suggested:

1. Divide participants into groups.
2. Hand out magazines and scissors to each group.
3. Explain the activity to the group, ask them to discuss what they consider a healthy diet and look up in the magazines for pictures/graphs that represent what was discussed. If the groups do not find pictures that represent what has been raised, coloured pens can be used to draw them on the panel.
4. Each group will choose one or two representatives, who will expose to the large group what they have discussed by gluing the chosen pictures onto a sheet of brown paper (approximately 50 cm wide) fixed on the wall. Remind participants that this board should be built collectively.
5. To wrap up the activity, based on the discussions, sum up which aspects are involved in healthy eating. We suggest that you:
  - a) Place a card in the middle of the whiteboard with the following sentence: 'Healthy eating is...'.  
b) Place other cards around the sentence above, containing the following words: adequate, varied, safe, available, attractive, culturally-aware.  
c) Explore each of the concepts as they are put together.



**LENGTH**

STAGE	LENGTH
1st part: 10-step circuit	-----
Organising the room and groups	05 minutes
Circuit	20 minutes
2nd part: Implementing the 10 steps	-----
Organising the activity	10 minutes
Group discussion	30 minutes
Whole class discussion	20 minutes
Closure	05 minutes
Total	1 hour and 30 minutes

**GOALS**

- Putting forth actions to promote healthy eating at schools.
- Seeking support and resources for food and nutrition education.

**MATERIALS & RESOURCES**

- Materials on food and nutrition education
- 10 posters, each of them displaying one of the “Ten Steps to Promoting Healthy Eating at Schools”.
- 10 blank sheets.
- Coloured pens.

**INSTRUCTIONS**

This activity aims to encourage participants to reflect on and create strategies for promoting healthy eating at school.

The activity is divided into two parts:

1st part: 10-step circuit

1. Read the first paragraph of “Ten Steps to Promoting Healthy Eating at Schools”.
  - a) Hand out 10 sheets of cardboard/brown paper, each containing one of the steps. The sheets may be fixed on the wall or placed on the trainees’ desks. A blank sheet of paper should be provided for each step.
  - b) Ask trainees to work in groups with 3 to 5 members each. It is recommended that at least 5 groups be formed. Each group should walk towards one of the steps to start the activity.
  - c) The groups should read the “Step” and write, on a black sheet of paper, suggestions for actions to put it into practice and the professionals (actors) who would be involved.

At the end of two minutes they should move on to the next Step and so on until they complete the circuit or at least two groups have gone through the same Step.

2nd Part: Implementing the 10 Steps

During this part the participants will develop strategies for implementing the actions described in each step. It is recommended that school teachers participate in this part of the activity, contributing to the discussion.

1. Assign each group one of the steps.
2. Provide materials on food and nutrition education.
3. The groups will discuss the actions and take notes. In other words, they should suggest ways of implementing the actions suggested by the steps.
4. Each group should choose a spokesperson to share the group’s ideas with the whole class.
5. The facilitator of the activity should finish it by stressing the importance of healthy eating at schools.
6. It is suggested that the posters be fixed on a visible place or put away to be used further in the training course.

**SUPPORTING MATERIAL**

Text: Ten Steps to Promoting Healthy Eating in Schools (Ministry of Health)

The “Ten Steps to Promoting Healthy Eating in Schools” were developed to encourage the school community to adhere to healthy eating habits and attitudes of self-care and health promotion. They consist of a set of strategies that should be implemented in a complementary manner, without the need to follow an order, allowing for actions/activities which consider the singularities of each Brazilian region.

**Step 1: The school should define strategies, together with the school community, to promote healthy choices.**

Food and nutrition education actions and the adoption of creative practices to encourage the consumption of healthier foods should be developed in the school setting, guiding and encouraging their community towards health promotion and disease prevention.

These actions can contribute to a healthier lifestyle and to the prevention of foodborne diseases, chronic non-communicable diseases (obesity, hypertension, type 2 diabetes mellitus, heart diseases, cancer) and to the control of nutritional deficiencies, such as iron deficiency anaemia, vitamin A deficiency and iodine deficiency disorders (goitre).

It is also important to employ people who can articulate actions with other members of the school community. As far as public schools are concerned, the School Feeding Councils (CAEs) can play a very important role.

Producers and suppliers of food in the school environment should be aware of their responsibility for the health of children, as they are usually the only food options in the area.

It is also important to establish and foster partnerships outside the institutional space of the school with non-governmental organisations, companies and other institutions that can contribute to the process.

**Step 2: Addressing health promotion and healthy eating in school curriculum activities.**

Schools are the ideal place for the development of actions aimed at promoting healthy eating and physical activity. Thus, the insertion of these themes as transversal components to the curriculum of early childhood, elementary and secondary education can give sustainability to health education initiatives.

Students should be encouraged to discuss the benefits and risks of their food choices. For instance, including a Healthy Eating Week in the school calendar, with the participation of the entire school community, may be one of the working strategies. This event can be held in October, during the World Food Week.

**Step 3: Developing information strategies for the families of students to promote healthy eating in the school environment, emphasising their co-responsibility and the importance of their participation in this process.**

Families should be informed on the strategies developed by the school for the promotion of healthy eating, including changes in school feeding services, in order to actively participate in this process. Thus, they begin to incorporate the theme into their daily lives, acting as important allies in the modification of children’s eating habits.

The school should promote activities and meetings in which the whole family can discuss and learn about the promotion of healthy eating.

**Step 4: Raising awareness and training professionals involved in school feeding to produce and provide healthier food, by adapting food preparation facilities to guarantee the best practices in feeding services and by ensuring the provision of safe drinking water.**

The school community should seek ways to enable the training of food handling professionals, in addition to raising their awareness of the scope of the proposed changes and to meet the new challenge of preparing and serving healthier products.

The production and provision of meals should adopt procedures aimed at the health security of the food offered to schoolchildren. Issues related to the supply of drinking water, facilities, equipment and utensils, waste management, pest and rodent control and food preparation should be addressed in the training of food handlers and be under the responsibility of a competent person.

For this to happen, it is important that the legislation on Best practices in Food Handling be known by those who work with food at school and that adequate conditions be created for the adaptation of facilities and procedures to the RDC 216/2004 of the Brazilian Health Regulatory Agency - ANVISA, in addition to ensuring the monitoring of this project.

### Step 5: Restricting the supply, commercial promotion and sale of foods rich in fats, sugars and salt.

Production facilities must restrict the supply of foods and meals with high sugar levels (more than 10% of the total energy value), saturated fats (more than 10% of the total energy value), trans fats (more than 1% of the total energy value) and sodium (more than 400 mg of the total energy value), since excessive consumption is proven to be associated with the risk of developing chronic non-communicable diseases. Those responsible for school feeding should be trained to understand the scope of the proposed changes, facing the challenge of preparing and offering healthier food. The following are considered unhealthy foods: candies; lollipops; chewing gum; biscuits, especially biscuits with filling; soft drinks; artificial or sweetened juices; fried snacks; mayonnaise; snacks with sausages and hams; processed popcorn and others similar to those mentioned above. In addition to restricting supply, the advertisement of these products at schools should also be prohibited. Beverages (such as fruit juices or dairy beverages) and other preparations whose addition of sugar is optional must be offered according to the consumer's preference for the addition or not of the ingredient. It is suggested that the addition of sugar, when requested by the consumer, does not exceed two sachets of 5 g each per portion of 200 ml.

The disclosure of the nutritional composition of the preparations and foods offered at school is an important instrument to encourage healthy choices and foster interest in nutrition among students. To support the actions related to this step, the nutritional information of food labelling can be used in addressing educational actions on this topic with the entire school community, in addition to the data from the Brazilian Table of Food Composition (TACO).

### Step 6: Developing healthy food and meal options at school.

There are several healthier foods that can be introduced into school feeding: vegetable sandwiches without mayonnaise, fresh fruit, fruit salad, non-processed juices (or at least 50% pulp), soy-based juice, smoothies, cooked vegetables, simple cakes enriched with vegetables or fruits, yoghurt and dairy drinks, in addition to recipes and traditional foods.

The development of healthy recipes with these foods should be stimulated by reducing the amounts of fat, sugar and salt in them. Given the variety of foods that can be introduced, it is interesting to make a diagnosis with students and users of food services at school, to know which healthy foods they like, in order to adapt recipes and encourage healthier practices, based on regional habits.

### Step 7: Increasing supply and promoting the consumption of fruits and vegetables, with an emphasis on regional foods.

Fruits and vegetables are essential foods for health and are abundant in Brazil. Brazilian regions have an incalculable wealth of these foods. The most up-to-date scientific studies have correlated a healthy lifestyle to the regular consumption of these foods.

The risk of developing many chronic non-communicable diseases and maintaining adequate weight is at least 400 g/day for this group of foods. School feeding services should offer at least one kind of seasonal fruit daily, preferably fresh, whole or in pieces, as well as fruit juice, fruit salad and other regional fruit dishes.

Keeping school and/or community gardens and orchards is a strategy that facilitates access to these foods, in addition to being an excellent tool for educational activities, fundraising, participation and social mobilisation, among other advantages. Strengthening inter-institutional partnerships is a good way of keeping school gardens and orchards.

### Step 8: Assisting school feeding services in advertising healthy options through strategies that encourage these choices.

It is known that advertising is a very strong and powerful stimulus, often determining food consumption. In this sense, the advertising of healthier foods should be encouraged and carried out in a creative and interesting way for children's perception, facilitating and stimulating the consumption of new foods by schoolchildren and other members of the school community.

The creation of its own space to disseminate information related to food and nutrition promotes students' interest and favours school community adherence.

With the participation of the entire school community, strategies can be adopted, such as the creation of a school radio station, interactive boards, thematic theatre plays and other activities.

### Step 9: Sharing the experience of healthy eating with other schools

Good initiatives and their results should be disseminated in order to enable the creation of a network of schools with similar proposals and projects, fostering the exchange of information on health, food and nutrition, which can provide support and continuity to the ongoing work.

### Step 10: Developing a continuous programme to promote healthy eating habits and monitoring the nutritional status of schoolchildren, with emphasis on actions for diagnosis, prevention and control of nutritional disorders.

The school and local healthcare system play a key role in creating the conditions for monitoring the health and nutrition situation of schoolchildren through the expansion of the Food and Nutrition Surveillance System (SISVAN) and micronutrient supplementation. The distribution of supplements should be carried out whenever this need is identified, in accordance with the local management of health and education.



### ACTIVITY 27: The acceptability test

#### LENGTH

STAGE	LENGTH
Acceptability test	10 minutes
Conversational presentation	25 minutes
Wrapping up	05 minutes
Total	40 minutes

#### GOALS

- Reflecting on the role of food handlers in helping to perform the acceptability test.
- Understanding the methodologies of the acceptability test and the handler's participation in its application.
- Recognising the importance of acceptability tests within the PNAE in verifying the acceptance of the food provided, avoiding waste and encouraging new eating habits.
- Getting to know the variables that influence the acceptance and consumption of food.

#### MATERIALS & RESOURCES

- A copy of the hybrid hedonic facial scale.
- Food to be tested.
- Utensils to prepare and serve the food to be tested.
- Projector / USB stick (flash drive) with Power Point presentation.

#### INSTRUCTIONS

This activity aims to provide the experience of an acceptability test and a collective discussion on the application methodologies suggested for the PNAE. It is suggested that the activity be carried out as follows:

1. Hand out and explain how the hedonic scale should be filled out.
2. Apply the acceptability test of a food.
3. Collect the filled out hedonic scales. Ask another member of the organising team to analyse the data, while the facilitator of the activity leads a conversational presentation.
4. Expose the different methodologies suggested by the FNDE, addressing the following issues:
  - a. When the acceptability test should be performed.
  - b. What an acceptability test is.
  - c. Difference between adherence and acceptability.
  - d. Types of acceptability tests and how to apply them.
  - e. What is the food handler's role in the application?
  - f. It is important to follow the technical sheet for the standardization of recipes.
  - g. What is the most appropriate method for each age group?
  - h. Actions to be taken if the food was not well accepted.
5. Then, hand out the step-by-step application of the acceptability test to the food handlers.
6. Discuss the results of the test with the group.

It is recommended that the organizing team provide food in advance for the test and organize it into servings for the participants to taste.



**LENGTH**

STAGE	LENGTH
Part I	-----
Explaining the activity	05 minutes
Preparing the Petri dishes	05 minutes
Total	10 minutes
Part II	-----
Observing the dishes	10 minutes
Total	10 minutes

**BROAD GOAL**

- Explaining how microorganisms proliferate.

**SPECIFIC GOALS**

- Observing how bacterial contamination works.
- Demonstrating the process of bacterial growth in Petri dishes.

**MATERIALS & RESOURCES**

Part I

- Petri dishes with Plate Count Agar.
- Swabs.

Part II

- Dishes containing observable bacterial colonies.

**INSTRUCTIONS**

This activity will be carried out in two steps:

Part I

The facilitator of the activity should make a brief explanation about the technique to be used and its relationship with the work environment of food handlers (the school kitchen), warning that this environment can offer excellent conditions for bacterial growth (such as the right temperature, humidity, and food for the microorganism).

It is recommended that the facilitator apply the technique on two different surfaces: a part of the human body and on equipment used for food preparation. We suggest applying it on someone's hands or nasal mucosa and on an apparently clean cutting plate or blender. Another suggestion is to ask a participant to cough on the dish and/or contaminate it with their wedding rings.

Technique: rub the swab on the surface and spread the bacteria in the Petri dish. The dish should be stored at 37°C for 24 hours.

Part II

The facilitator of the activity will remove the Petri plates from the greenhouse and show the participants the existence of microorganisms and their multiplication. If bacterial growth does not occur in the contaminated dishes in the activity, it is recommended to use pre-contaminated dishes.

**SUPPORTING CONTENT**

- SILVA, N. et al. Handbook de métodos de análise de alimentos. 3ed. São Paulo: Varela. 2007. 544p.
- TONDO, E. C.; BARTZ, S. Microbiologia e Sistemas de Gestão da Segurança de Alimentos. Port Alegre: Sulina. 2011.
- OLIVEIRA, A.B.A. et al. Food-borne diseases, major etiologic agents and general aspects: a review. Rev. HCPA, v.30, n.3, p.279-285, 2010.



**LENGTH**

STAGE	LENGTH
Presentation	25 minutes
Total	25 minutes

**GOAL**

- Introducing the group to the concept of foodborne diseases and reflecting on how the best practices in food handling can prevent them.

**MATERIALS & RESOURCES**

- Computer
- Projector
- USB stick or CD with presentation
- Laser pointer.

**INSTRUCTIONS**

Initially the facilitator suggests a reflection: "Has this already happened in my school?". Based on this question, contents are worked out that lead the participants to think: "Has it really never happened?". It is suggested that this presentation on FBD (foodborne diseases) be based on the following topics:

- What is FBD?
- Symptoms
- Most susceptible population

Conversational presentation:

Food-borne diseases

- Why do they happen?
- Epidemiology
- Main causes, foods involved and place of occurrence (if relevant)
- Factors contributing to the occurrence of outbreaks
- Time x temperature ratio
- Microorganisms involved
- Outbreak studies

During the presentation, it is suggested that the facilitator bring reports on outbreaks in school feeding at the international, national and regional levels.

The exhibition ends with a new question: How can we prevent it?

And the answer is: by always taking the best practices handbook into account.

**SUPPORTING CONTENT**

- FORSYTHE, S. J. Microbiology of food safety. ArtMed. 2002.
- JAY, J. Food Microbiology. ArtMed, 2005.

## ACTIVITY 30: “Right or Wrong” game: best practices in food handling



### BROADER GOAL

- Discussing the best practices in food handling.

### SPECIFIC GOALS

- Getting to know the legislation on foodborne diseases.
- Knowing how to prevent contamination.
- Encouraging the group to come up with ways of preventing contamination.

### MATERIALS & RESOURCES

- Pictures which illustrate best practices in food handling
- A copy of the current legislation on best practices
- Projector
- USB stick with presentation
- Laser pointer

### INSTRUCTIONS

This activity consists of the analysis of pictures, by the food handlers, in order to discuss important aspects of the best practices in food handling. It should be carried out as follows:

1. Divide participants into pairs or smaller groups (with 4 or 5 people).
  2. Hand out to the participants a copy of the legislation and pictures containing situations (positive and negative) about the best practices in food handling: receiving and storing food; preparing and distributing food; equipment and utensils (maintenance and/or sanitation); pest control; temperature control; cleaning a water tank; cleaning, sanitation and organisation of environments; physical structure; waste management; hygiene and personal hygiene (use of uniforms, washing hands, going to the bathroom, smoking, talking, coughing, blowing, tasting or eating food); among others. The selection of pictures should consider the items of current legislation on best practices to be discussed and the reality of each municipality, considering the priorities verified in the diagnosis.
- It is suggested that each group/pair receives different pictures, allowing for discussion on a larger number of legislation items. If the organising team deems it relevant, a small number of pictures can be selected and handed out to more than one group or all groups, deepening the discussion on specific items.
3. Set a time for the groups to discuss the pictures, identifying which parts of the legislation the pictures illustrate and if it is pertinent to put forth solutions to the negative aspects found, aiming at best practices in food handling.
  4. Afterwards, each group chooses a representative to present the observations and discussions carried out in the group to the whole class.
  5. It is suggested to project the pictures during the discussion, so that everyone can observe the situation and understand the notes of the group with the word.
  6. The coordinator of the activity should guide the discussion, assisting the participants in the proposed solutions and interpretation of the legislation, commenting on it. In addition, it can lead participants to reflect on which actions can be taken to improve the performance of their tasks.

### SUPPORTING CONTENT

ANVISA RDC 216/2004 that presents the Technical Regulations for Best Practices.

## ACTIVITY 31: Presentation and discussion: foodborne diseases



### LENGTH

STAGE	LENGTH
Activity	55 minutes.
Conclusion	05 minutes.
Total	1 hour

### GOAL

- Understanding how food contamination takes place.

### MATERIALS & RESOURCES

- Cooked beets;
- Peeled potatoes;
- A cutting knife;
- Two transparent containers;
- Red colouring;
- Hot water;
- Spoon;
- Disposable gloves;
- Coloured ink;
- Blindfolds;
- Glitter.

### INSTRUCTIONS

The facilitator will carry out demonstration activities in which the participants will be able to observe the possibilities of food contamination, microorganisms and cross-contamination.

Suggested demonstration activities:

Part I: Cross-contamination demonstration

1. Cut a cooked beet with a knife and use the same knife to cut the potato.
2. Use the beetroot stain on the potato to illustrate cross-contamination.

Part II: Demonstration of cross-contamination and multiplication of microorganisms:

1. Separate a transparent container with hot water and jelly powder (A), and another transparent container with hot water only (B).
2. Leave some jelly on the tip of the spoon.
3. Stir container A slightly (being careful not to wet the jelly powder), and then with the same spoon stir container B (slowly diluting the jelly powder).
4. Use the colour of container B with cross-contamination and the dilution of jelly powder to illustrate the multiplication of microorganisms over time.

Part III: Washing hands properly:

1. Ask for the participation of a volunteer.
2. Blindfold the participant.
3. Ask them to pretend they are in front of a sink and ask the participant to wash their hands using “liquid soap”, which will be made available by the activity coordinator. The soap should be replaced by coloured ink, but the participant should not be told about it.
4. When the participant says they are ready, take their blindfold off and ask them to check if their hands have been thoroughly washed and show the spots that have no paint.

Observations: The participant may be asked to remove all rings or bracelets before being blindfolded or to wear a pair of disposable gloves.

Part IV: Multiplication of microorganisms:

1. Before starting activities, apply glitter on some strategic spots in the classroom (which the participants will use).
2. After finishing all classroom activities, ask participants about the room being “full of glitter” and use the glitter as a metaphor for microorganisms (multiplication and contamination).

### SUPPORTING MATERIAL

ANVISA RDC 216/2004 BEST PRACTICES RESOLUTION.

## ACTIVITY 32: Conversational presentation on food contamination processes



### LENGTH

STAGE	LENGTH
Carrying out the activity	55 minutes
Conclusion	05 minutes
Total	1 hour

### MAIN GOAL

- Providing knowledge on contamination processes and preventive measures to be adopted in food preparation, in accordance with current legislation on best practices.

### SPECIFIC GOALS

- Informing proper hygiene and food production procedures.

### MATERIALS & RESOURCES

- Projector;
- Flash drive with projection material / transparencies;
- Laser pointer

### INSTRUCTIONS

The activity coordinator can give a presentation and hold a discussion, using pictures / photos of food contamination, addressing how this happens and procedures to avoid it. This presentation can start by addressing the factors that contribute to the occurrence of foodborne outbreaks. The following topics are suggested:

- Causes of food contamination (especially caused by humans).
- Types of microorganisms.
- Multiplication of microorganisms.
- Intrinsic and extrinsic factors that contribute to multiplication (water activity, food, temperature, pH, among others).
- Cross-contamination.
- Time and Temperature Ratio
- Food handling.
- Receiving food from suppliers.
- Food storage (stock).
- Food hygiene.
- Food distribution.
- Transportation of food.
- Disinfestation.
- Water tank cleaning.
- Sanitization.

The coordinator should carry out demonstration activities during the presentation (described in the “Food contamination process” activity), that is, activities in which participants can observe the themes addressed in the presentation, such as the possibility of multiplication of microorganisms and cross-contamination.

### SUPPORTING MATERIALS

ANVISA RDC 216/2004 BEST PRACTICES RESOLUTION.



## ACTIVITY 33: Food quality control

### LENGTH

STAGE	LENGTH
Explaining the activity and dividing participants into groups	05 minutes
Group discussion	20 minutes
Discussing results	30 minutes
Closure	05 minutes
Total	1 hour

### BROADER GOAL

- Assessing what participants know about food contamination processes and how to prevent them.

### SPECIFIC GOALS

- Sharing knowledge about adequate food preparation;
- Stressing the importance of preventive measures against food contamination.

### MATERIALS & RESOURCES

- White poster board paper;
- Coloured pens;
- Magazines;
- Glue;
- Scissors.

### INSTRUCTIONS

1. The activity facilitator will divide the participants into small groups of 3 or 4 people. Each group will receive a topic to be discussed and should write solutions to avoid food contamination/promote quality control on the cardboard.
2. Give each group a piece of cardboard, coloured pens, magazines, glue and scissors. Set the time for group discussion.
3. At the end of the discussion, each group should choose a spokesperson who will present the proposed solutions to the large group as to the precautions to avoid food contamination/quality control. The activity coordinator should mediate the discussion in the large group.  
The following topics are suggested:
  - 1) Reception and storage of foodstuffs;
  - 2) Cleaning fruits and vegetables;
  - 3) Adequate cooking hygiene;
  - 4) Personal hygiene;
  - 5) Cleaning facilities;
  - 6) Setting up a frequency scale of recurring mistakes concerning hygiene.

## ACTIVITY 34: A visit to a school



### LENGTH

STAGE	LENGTH
Presentation of the activity (guidelines)	10 minutes
Group division	05 minutes
Estimated travel time	10 minutes
Visit to school (10 min. Per group)	20 minutes
Estimated travel time	10 minutes
Discussion in small groups on the visit	20 minutes
General Discussion	30 minutes
Total	1 hour and 45 minutes.

### GOALS

- Encouraging food handlers to look at their routine matters with a critical eye.
- Carefully observing the school environment and routine.
- Reflecting on the reality of their school.
- Reflecting on the importance of best practices in schools.
- Observing and evaluating the items in the observation guide.

### MATERIALS & RESOURCES

- A handout with items to be checked for each participant (or observation guide with suggestions of what should be observed by each group);
- Pens;
- Disposable hats;
- Transportation to school;
- Legislation on best practices in food handling (in Brazil: RDC 216).

### INSTRUCTIONS

The activity facilitator should explain the purpose of this visit, guiding participants to observe everything that draws their attention. It should be carried out as follows:

1. Depending on the number of participants, divide them into two groups. If this is the case, and if possible, it is suggested that two visits should be carried out simultaneously in two different schools or, at different times in the same school.
2. Each group shall be subdivided into three subgroups. Each group will observe a predetermined area of the school: 1- kitchen; 2- storage room and 3- dining room.
3. Give each group a handout (observation guide), previously organised by the training team. The activity coordinator should point out the items to be observed.
4. Provide a disposable hat for each participant and request that they bring a pen.
5. Go to the school.
6. Inform the groups that they will have 10 minutes to observe the items listed on the handout.
7. Journey back to the training centre.
8. Instruct the groups to talk about what was observed, using the current legislation (e.g. DRC 216 in Brazil). In addition, ask each group to choose a representative who will present what was discussed to the large group.

9. The activity coordinator should compare both observations from each area of the school(s), check if they were complementary or different and conclude the activity.

10. Guide the discussion by pointing out important items that were not observed or mentioned and reinforcing what is in the current legislation on safe food handling.

Note: If a school visit is not possible, it is suggested to work with photographs of schools (kitchen, cafeteria and storage). These photographs should relate to the items in the handout (observation guide). You should have an informed consent authorising the use of these pictures.

### SUPPORTING MATERIALS

BRAZIL. ANVISA RESOLUTION RDC 216, of 15/09/2004, Technical Regulations for the Best Practices in Nutritional Services.



## ACTIVITY 35: Cooking workshop

### LENGTH

LENGTH	STAGE
Dividing participants into groups, handing out materials and explaining the activity	10 minutes
Preparing group 1	20 minutes
Preparing group 2	20 minutes
Introducing and discussing best practices	30 minutes
Total	1 hour and 20 minutes

### GOALS

- Assessing trainees' knowledge of hygiene and sanitary issues.
- Fostering creativity in the preparation of school meals.

### MATERIALS & RESOURCES

- Recipes to be prepared by Groups 1 and 2
- A checklist
- A kitchen and kitchen utensils
- Foodstuffs
- Aprons and hairnets.
- We also suggest that a metal (or paper) pyramid be used to represent the food pyramid.

### INSTRUCTIONS

1. The activity facilitator must divide the class into two groups (1 and 2).
2. Give group 1 the recipes and group 2 the observation script. Therefore, while one group prepares the recipes, the other group should observe them, taking the script into account.
3. Afterwards, the facilitator suggests an inversion of the groups. Group 2 will start a different recipe from the first one and Group 1 will start to observe new aspects of the activity developed by Group 2.
4. At the end there will be a discussion on the points observed and everyone will try the dishes. The facilitator of the activity will mediate the discussion.

### OBSERVATION

- Depending on the number of participants, it is suggested that the participants be divided into two groups, A and B, carrying out the activity in two kitchens; or, while the workshop is being developed by group A, group B carries out another activity, for example, preparing the posters proposed in the "Applying the knowledge to avoid food contamination/quality control" activity.
- It is also suggested that recipes be adapted to local eating habits.



## SUPPORTING MATERIALS

### GROUP 1 RECIPES

#### Banana peel cake

##### Ingredients

- 2 cups of ripe banana peel
- 4 yolks
- 4 whipped egg whites
- 2 1/2 cups of sugar
- 3 cups of wheat flour
- 5 tablespoons of margarine
- 2 tablespoons baking powder
- Cinnamon powder for sprinkling

##### Preparation

Mix the banana peels with 1/2 cup of water in the blender. Put aside. In the mixer, put the margarine, the yolk and the sugar, whipping until uniform. Mix the whipped banana peels, the flour and the yeast. Finally, put in the whipped egg whites, sprinkling them with cinnamon before baking. Bake it for 30 or 35 minutes.

#### Beet juice

##### Ingredients

- 1 raw beet
- 1 pitted lemon
- 1 litre of water
- 6 tablespoons sugar

##### Preparation

- Beat the beets first and strain. Add the rest of the ingredients and mix it.
- Strain and mix it again.

### CHECK-LIST: GROUP 1

1. Did the handlers wash their hands properly before and during preparation?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

2. Were the utensils washed correctly?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

3. Did the group take care to avoid cross-contamination? Did they change the cooking boards or wash them after chopping or cutting different foods?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

4. During the preparation, did the group talk, cough or sneeze on the food?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

5. Did the group remove rings and earrings before cooking?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

6. Were the participants wearing short nails, without nail polish?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

7. Was the recipe followed correctly, as it was on paper?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

### GROUP 2: RECIPES

#### Cabbage juice with lemon

##### Ingredients

- 3 well washed lemons with rind
- 2 well washed cabbage leaves
- 1 litre of water
- Sugar and ice to taste

##### Preparation

- Wash the lemon and cabbage well. Mix all the ingredients in a blender. Sieve. Serve with ice cream.
- Suggestion: the lemons can be replaced with cashew nuts, pineapple or orange.

#### Orange cake with orange zest

##### Ingredients

- 2 medium-sized oranges
- ¾ teacups of canola oil
- 3 eggs
- 2 cups (tea) of sugar
- 2 cups (tea) of wheat flour
- 1 tablespoon baking powder

##### Directions:

Cut the oranges into four pieces, remove the seeds and the white part of the centre (leave the husk and the marc). Blend the oranges, oil, eggs, sugar and vanilla in a blender. Pour this mixture into a bowl, add the wheat flour by stirring well, and lastly, the yeast, mixing lightly. Bake in a greased pan. If you wish, you may pour the hot juice of two oranges, sweetened with 2 spoons (soup) of sugar, over the cake.

### CHECK-LIST: GROUP 2

1. The group took care to avoid cross-contamination: Did they use different utensils, or did they wash them every time they had to cut different ingredients?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

2. Have the vegetables, legumes and fruit been washed correctly?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

3. Were the uniforms clean and was the hairnet worn?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

4. Were gloves or masks used when necessary (if someone had a cut or bruised hand or has the flu)?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

5. Have the foods been tasted correctly (not tasted with the preparation spoon or by hand)?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

6. Did anyone in the group scratch their head or any other body part, put their finger in their mouth, nose or ear and did not wash their hands afterwards?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

7. Were the foods kept at the adequate temperature and respecting the set time?

( ) YES - ( ) NO - Obs.: \_\_\_\_\_

## ACTIVITY 36: The importance of implementing a Best Practices Handbook



### LENGTH

STAGE	LENGTH
Dividing materials into groups and organising the activity	10 minutes
Carrying out the activity	05 minutes
Presentation and reflection	15 minutes
Total	30 minutes

### GOALS

- Promoting reflection on the importance of implementing a Best Practices Handbook at schools in a playful way.

### MATERIALS & RESOURCES

- Copies of the pictures for each group;
- Scissors and glue;
- Crepe tape;
- Instructions (short and full version) on sheets of the same size (suggestion: size A4);
- One sheet for each group: A5 size

### INSTRUCTIONS

- Divide the participants into groups (the number of groups will depend on the number of participants).
- Hand out the materials (A5 sheets, pictures, glue, scissors). At this time, half of the groups should receive the full version of instructions and the other half should receive the short version.
- The activity facilitator should tell participants they will have 5 minutes to draw, following the instructions they received. It should be emphasised that groups should not copy or see each other's work nor listen to other groups' discussions.
- After this activity, the facilitator should ask groups to show their drawings to their colleagues and fix it on the wall. The facilitator then proposes to the whole group a discussion / reflection on the activity.

### REFLECTION

There are laws on best practices which should be followed. The best practices handbook aims at providing information on the structure and operation of school kitchens as well as at standardizing the procedures. This handbook includes some items of this legislation (e.g. hands, equipment and food hygiene) that should be followed to ensure food safety.

Firstly, participants should be asked about what they think of the drawings that were made. Then, the activity coordinator can propose a connection between the drawings and the meal offered by the school: if the groups were schools, all of them would have offered some food to their students. All groups were able to make a drawing, with or without instructions, all drawings were made, the task was carried out, just like at school, food is prepared and served to students. However, the same quality in all these meals is not guaranteed. The groups that received complete instructions and followed them correctly made similar drawings, as they had the procedures needed to draw, putting the pictures in the right place, and did not include three pictures (train, boy with ball and girl skipping rope). Therefore, it is important to link this activity to schools that have and implement a code of best practices, following the instructions in their handbooks. Only then is it possible to guarantee that the best practices have been achieved and, above all, safety (hygiene and sanitization).

### SUPPORTING MATERIAL

Suggestion of a drawing to be made by groups that receive the full version instructions.



### INSTRUCTIONS (full version)

**Task:** Build a picture on a sheet of paper as instructed.

**Tip:** Be careful not to let the other groups see your drawing or listen to your group's conversation. Cut out the pictures / pictures. Build a picture on a sheet of paper. Mark the centre of the sheet to see the centre of the drawing (fold the sheet in half). Use landscape orientation, not portrait.

Then place the pictures on the sheet as follows:

**Sun:** at the top centre

**Clouds:** below the sun, side by side (on the lower right and left diagonal to the sun)

**Clothesline:** in the lower right corner

**Tree:** in the lower left corner

**Boy flying a kite:** at the bottom centre (between the girl riding a bike and the house). The kite should be aligned with the sun.

**House:** at the bottom between the boy and the clothes line

**Girl riding a bike:** at the bottom between the tree and the boy

**Bird:** above the girl riding a bike, to the right of the tree

**Butterflies:** above the clothesline, aligned with the chimney of the house

**Airplane:** in the upper right corner

**Balloon:** at the top left aligned with the clouds

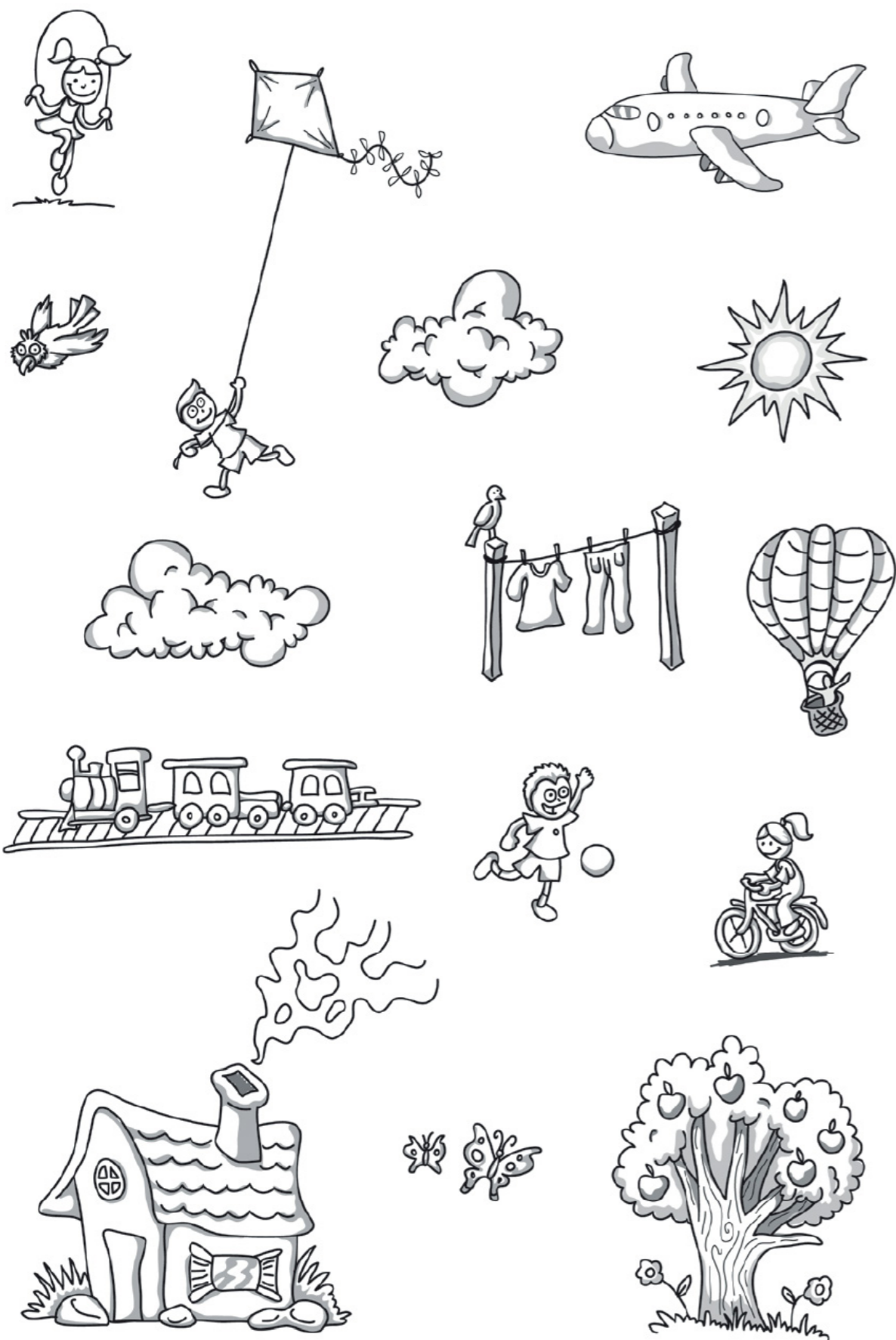
Boy with the ball, girl jumping rope and train should not be included in the drawing

Note: Use glue to stick the pictures

### INSTRUCTIONS (Short version)

**Task:** Build a picture on a sheet of paper as instructed.

**Tip:** Be careful not to let the other groups see your drawing or listen to your group's conversation. Cut out the pictures. Build a picture on a sheet of paper. Use glue to stick the pictures.



### ACTIVITY 37: Reflecting on the best practices in school feeding

#### LENGTH

STAGE	LENGTH
Explaining the activity and dividing participants into groups	05 minutes
Discussion	15 minutes
Group presentation	15 minutes
Conclusion	5 minutes
Total	40 minutes

#### GOAL

- Taking a moment for reflecting on Best Practices and the Best Practices Handbook.

#### MATERIALS & RESOURCES

- No material needed.

#### INSTRUCTIONS

1. The activity coordinator should ask the participants the following questions:

- “What are ‘best practices’?”
- “Why is it important to create a Best Practices handbook?”
- “What does ‘implementing the Best Practices handbook’ mean?”

2. For this discussion, divide the participants into small groups (approximately 6 or 7 people). Ask the groups to choose a participant to summarise what was discussed by the group.

3. After 15 minutes, invite a group representative to present what they discussed and ask the other groups to join in. If appropriate, their topics can be written down on a poster, summarising the whole discussion. It should be emphasised that this activity may have the purpose of verifying participants’ prior knowledge of the subject, and / or of providing a moment of reflection on the best practices in school feeding, in which case the activity facilitator should, during the group presentation, join the discussion, helping trainees to collectively develop their answers.

#### SUPPORTING MATERIALS

BRAZIL. ANVISA RESOLUTION RDC 216, of 15/09/2004, Technical Regulations for the Best Practices in Nutritional Services. Brazilian Federal Register, Distrito Federal, 16th September, 2004. Available on <<http://www.anvisa.gov.br>>.

## ACTIVITY 38: Quality control procedures sheets



### LENGTH

STAGE	LENGTH
Explaining the activity and dividing participants into groups	05 minutes
Discussion	05 minutes
Group presentation	15 minutes
Conclusion	5 minutes
Total	30 minutes

### GOAL

Showing trainees why it is important to fill out control sheets correctly as well as to monitor the conditions when receiving frozen and refrigerated raw materials, paying special attention to their temperature.

### MATERIALS & RESOURCES

- Copies of the Receipt Control Sheet Template;
- Forms with illustrative pictures and product descriptions.

### INSTRUCTIONS

This activity should be used to identify whether food handlers are following the recommendations and whether they can use the thermometer correctly. In this activity, a simulation of how to fill out a receipt form will be carried out.

1. Participants will be divided into small groups (5 to 7 participants). Each group will receive forms, each containing a merely illustrative image of a description of a frozen or refrigerated product.
2. The coordinator should explain the activity. The task is to fill out the product receipt sheet and, based on the information on the sheet, say whether or not the product was received. If it was not, please make sure the reason for the rejection and the corrective action on the form are clear. For example: refrigerated minced meat, received at a temperature of -2°C: the group should indicate the rejection of the product, since refrigerated products cannot be kept frozen. Therefore, this product cannot be received and the contact with the supplier and return of the product should be indicated as a corrective measure.
3. After about 5 minutes, the activity coordinator should ask a spokesperson from the group to present the product descriptions in their forms and to indicate whether the group received them or not. The other groups are asked to comment on the products analysed by the group and to complement their observations and / or refer to important issues to be observed in legislation.

### SUPPORTING MATERIAL

The activity worksheet should be similar to the one used in schools to receive goods. If the school does not have a receipt of goods sheet, the following template is suggested, and must be adapted to the reality of the municipality.

Sheet no.: 0  
Date:

Wild Strawberries Municipality Goods and Foodstuffs Receipt Control Sheet											
Sheet no.: 0	Date	Time	Temperature (Celsius)		Packaging conditions	Transport conditions	Delivery conditions		Accept/ Decline	Signature	Corrective measure/ Observation

Frozen: temperature lower than -12°C (the lower the better) or as recommended by manufacturer.  
 Cold: temperature lower than 7°C (between 0°C and 7°C, the lower the better) or as recommended by manufacturer.  
 Packaging conditions: the packaging must be labeled and intact.  
 Best before: the product must be consumed before its expiry date.  
 Transport conditions: delivery truck must be in good hygiene and sanitary conditions.  
 Delivery conditions: the person in charge of the delivery must be in adequate hygiene and sanitary conditions.  
 A: adequate; I: inadequate.  
 Corrective measure: if the product is considered inadequate, the school must take the necessary measures and warn the supplier.  
 Verification Date: \_\_\_\_\_ Signature: \_\_\_\_\_

## ACTIVITY 39: INVERTING THE CIRCLE



### LENGTH

STAGE	LENGTH
Explaining the activity	02 minutes
Carrying out the activity	08 minutes
Total	10 minutes

### BROADER GOAL

- Encouraging teamwork.

### SPECIFIC GOALS

- Teambuilding.
- Stressing the importance of working collaboratively in seeking solutions.

### MATERIALS & RESOURCES

- A large room or open area.

### INSTRUCTIONS

Organise the activity as follows:

1. The activity facilitator will ask all participants to stand up in a circle, facing outwards, i.e., with their backs to the centre of the circle, and hold hands with their colleagues to their right and left.
  2. Explain that the group should find a way to make the group face the centre of the circle. The facilitator should stress the rules to the participants: no one can let go of each other's hands or cross their arms.
  3. If the group does not find a solution after 10 minutes, the facilitator can suggest a solution.
  4. The facilitator should end the activity with a moment of reflection on the activity. Possible comments: The facilitator should ask participants who already know the game not to answer immediately, giving everyone the opportunity to think about the solution collectively.
- If the room is small, the group can be divided into 2 or 3 subgroups and proceed in the same way.

### REFLECTION

This activity fosters reflection on: the importance of teamwork; the exchange with colleagues to face obstacles and seek solutions to challenges; patience in solving problems; the importance of cooperation and mutual help; talking with those who are not immersed in the problem; and on the fact that where there is a will, there is a way.

## ACTIVITY 40: Natural Disaster: Earthquake or Bombing



### LENGTH

STAGE	LENGTH
Carrying out the activity	20 minutes
Reflection	10 minutes
Total	30 minutes

### GOAL

- Teambuilding.
- Dividing participants into groups.

### MATERIALS & RESOURCES

- Coloured cards containing the names of different "shelters".
- Coloured tags for each participant (the same colours as the cards)
- Speakers and relaxing music
- A whistle or siren.
- A copy of the story.

### INSTRUCTIONS

1. The facilitator of the activity puts on background music for relaxation and turns off some lights in the room. Participants are asked to sit with their eyes closed and try to relax as they enter the room.
  2. Once all participants are in the room, members of the organising team begin to stick a coloured tag to each participant's forehead and set up the shelters in different places in the room (walls).
  3. Then, the activity facilitator begins to read the story.
  4. Afterwards, the siren sounds and the lights are turned on.
  5. Finally, the facilitator suggest that participants reflect on the activity. It is suggested that he or she encourage the participants and finish the activity by commenting on participants' reflections.
- This activity precedes activity 44. At the end of this activity the participants will be divided into groups according to the colour of their shelters (the number of shelters depends on the number of groups desired for the next activity).

Note: Since the number of shelters corresponds to the groups of the next activity, you must first define how many shelters will be needed before starting the story.

### REFLECTION

Encourage participants to reflect on: the importance of teamwork; the need for colleagues to face obstacles and seek solutions to challenges together; patience in solving difficulties; the importance of cooperation and mutual help; and that there is always a way to find shelter.

### SUPPORTING MATERIAL

Story: COUNT ON ME

Once upon a time there was a small town called COUNT ON ME, located in the north a country called UNITED WEWIN. Townspeople are gathered in the central square to celebrate a great event. Today we will discuss important issues that will help in the improvement plan of our town. The mayor and other members of the municipal management verified that they need the help of the population in order for this plan to be improved, due to the need to adapt to the changes that occurred during its existence.

[Pause...]

However, COUNT ON ME had received some threats from its neighbour, because of its wealth, strength and harmony among its dwellers. Suddenly, at that exact moment, when everyone was gathered, COUNT ON ME was attacked. A terrorist fired X bombs, each containing a powerful lethal virus.

Is this the end of the small town of COUNT ON ME? No, it isn't!

The city had already prepared for a possible attack... There are X shelters [defined according to the number of groups of the next activity], each containing the specific antidote for each of the viruses. These viruses are fast-acting and must be tackled immediately.

[Change voice intonation] WARNING! You've already begun to feel the effects of this virus. You can't raise your arms to your face or talk anymore. When the warning siren sounds, each citizen should open their eyes and find THEIR specific shelter to fight the virus that has hit them. If you enter the wrong shelter, you will die. Also, you have only one minute to do it, otherwise you'll die. So run and find shelter!

[Whistle...]

## ACTIVITY 41: Balloons



### LENGTH

STAGE	LENGTH
Explaining the activity	05 minutes
Carrying out the activity	05 minutes
Reflection	05 minutes
Total	15 minutes

### GOALS

- Raising awareness and discussing the importance of teamwork and cooperation.
- Warming up and relaxing.

### MATERIALS & RESOURCES

- Coloured balloons.

### INSTRUCTIONS

The activity should be carried out as follows

1. The activity coordinator will give a balloon to each participant and ask them to fill it up.
2. Ask the group to stand in a circle. Instruct each participant to throw his or her balloon upwards, with the basic rule that no balloon should fall on the ground. Explain that during the activity unforeseen events may occur, but the basic rule must be followed: no balloons may fall on the ground.
3. As soon as the activities begin, little by little, the member(s) of the organising team should introduce balloons, inflated beforehand. In addition, remove the participants from the circle, one by one, and ask those who remained in the game to watch for the balloons of the participants who were asked to leave the circle.
4. The game is over when participants are already tired or when few remain trying to take care of all the balloons. Finally, the facilitator starts a discussion on the activity, requesting that the people who stayed last, holding the balloons, report how they felt.

### REFLECTION

Lead a reflection on: the importance of teamwork; the need for colleagues to face obstacles and seek solutions to challenges together; patience in solving difficulties; the importance of cooperation and mutual help; the fact that sometimes the balloon may fall, but it is important to rescue it; the fact that sometimes their co-workers will need to leave and others have to help them by taking care of his as far as nutrition and sanitation are concerned balloon; the need to make a list of priorities; the assignment of tasks and the fact that different people are better at different tasks.



## ACTIVITY 42: The Surprise Box Challenge

### LENGTH

STAGE	LENGTH
Carrying out the activity	15 minutes
Total	15 minutes

### GOALS

- Reflecting on the challenges and changes in their job.

### MATERIALS & RESOURCES

- A box.
- Shredded or crumpled paper to fill the box.
- A chocolate (candy) or other food.
- Whistle (or clapping).

### INSTRUCTIONS

This activity allows participants to reflect on challenges and changes in their job and, moreover, on how they deal with their feelings in face of the unknown.

The following steps are suggested:

1. Ask the group to stand in a circle.
2. Inform the participants that you have a “gift” (task/activity) for one of them (surprise box), which was chosen by the organising team.
3. There is a rule: whoever wins the gift should “use it” in front of everyone. This should be stressed by the facilitator. The facilitator can make some suspense about the content of the box, suggesting who has to perform will be weirded out.
4. Explain how the activity is to be carried out.
  - a) The box must be passed on by everyone.
  - b) A member of the organising team will position him/herself with their back to the circle and clap (or whistle). One clap (or whistle blow) means the direction of the box should be reversed, and two claps (two whistle blows) means that the box should stay where it is. It is important that all the participants have a chance to handle the box.
  - c) Inform the participants that whoever has the box when two claps sound should go to the centre of the circle, open the box and perform the task.
  - d) It is suggested that, at this time, the facilitator inform the participants the s/he has not defined which task should be performed. In fact, it was the other members of the organising team who chose the task, even though s/he did not agree with it.
5. Finally, the facilitator suggests that the participants reflect on the following:
  - How did each participant feel during the activity?
  - What did you think there was inside the box?
  - How did you react to being challenged?
  - Why am I afraid of the new/unknown?
  - How do we usually face changes?
  - How do we cope with the changes?

Not everything that is unknown is negative, but sometimes we are so used to carrying out a task in a certain way that only someone from outside can see how we may change it for the better. Also, it is important to share our responsibilities with our co-workers.

## ACTIVITY 43: Negotiation



### LENGTH

STAGE	LENGTH
Carrying out the activity	20 minutes
Total	20 minutes

### GOALS

- Reflecting on teamwork and everyday pressure.
- Stressing the importance of planning to achieving expected results.

### MATERIALS & RESOURCES

- 3 bags of candy (wrapped in different colours)
- 1 lollipop for each participant
- A table where to lay the candies and lollipops
- Rules (written on a whiteboard, kraft paper sheet or Power Point slide)

### INSTRUCTIONS

1. Divide participants into groups.
2. Provide each participant in the group with a candy and ask them not to eat it.
3. The activity facilitator will inform the group that:  
“You’re taking a trip aboard a small plane. After a breakdown, the commander warns that the aircraft will crash. You have 3 minutes to get your parachutes by following the rules below”:
4. At this point, the facilitator should talk about the objective and present the rules on a board or kraft paper sheet.  
Goal: Everyone must survive. Therefore, each participant of the group must get 1 parachute, which will be represented by 1 lollipop.

Rules:

- a) 3 candies wrapped in different colours can be traded for: 1 lollipop + 1 candy (any colour)
  - b) 3 lollipops can be traded for 7 candies (any colour)
5. Exchanges can be made at the table for 3 minutes. Ask only one team member to trade candies for the rest of the group. It is suggested that other member(s) of the organising team assist in the activity by positioning themselves at the table to trade candies and lollipops.
  6. The same activity should be carried out twice, so that participants have the opportunity to experience the challenge in another way, having the opportunity to plan differently. During the second time: collect the candies and hand them out again to each participant. Set the planning time for the strategy (2 minutes), which will be used by the groups to trade their candies. Set the time of 3 minutes to make changes.
  7. At the end of the time for trading, check the number of “survivors”, how many managed to save themselves, remembering that the whole group must be saved, so everyone must have a parachute.
  8. Finally, the facilitator suggests the participants reflect on the activity by discussing:
    - Competition with colleagues - positive and negative aspects.
    - The participation of group members.
    - If there was a feeling of exclusion.
    - Knowing how to listen.
    - Winning at all costs.
    - Sensation of insecurity, caused by anxiety and lack of time.
    - The importance of planning and teamwork.
    - Leadership.

In addition, encourage participants to reflect on the importance of teamwork and planning in activity 44.



## ACTIVITY 44: Forest sounds

### LENGTH

STAGE	LENGTH
Carrying out the activity	20 minutes
Total	20 minutes

### GOALS

- Feeling more comfortable and confident to go about their tasks.
- Stressing the importance of teamwork and cooperation.

### MATERIALS & RESOURCES

- No materials or resources are needed.

### INSTRUCTIONS

1. Ask participants to work in pairs, standing opposite each other.
2. Each pair will play odds or evens to decide who will play the role of the guide and who will play the role of the blind person.
3. Each pair will decide what sound “the guide” will make during the game.
4. “The blind person” cannot open their eyes during the game.
5. The guide will make the sound chosen by the pair to lead the blind person across the room, mingling with the other pairs, taking care not to bump into other participants.
6. After two or three minutes, the blind person and the guide should change roles.
7. To wrap up the activity, the facilitator should ask participants what they felt during the game.

This activity encourages people to

- Respect each other;
- Trust their colleagues;
- Learn to listen to each other.

Adapted from: BOAL, Augusto. In: “Group activities for training leaders”, by Ana Maria Gonçalves and Susan Chiode Perpétuo, DP e A, 1998.



## ACTIVITY 45: Warm-up activity: “One, two, three!”

### LENGTH

STAGE	LENGTH
Explaining the activity	2 minutes
Carrying out the activity	3 minutes
Total	5 minutes

### GOAL

- Warming up the group before resuming activities.

### INSTRUCTIONS

1. The facilitator will ask participants to stand up and work in pairs.
2. The facilitator will explain that this activity will be carried out in three 30-second parts.
3. Firstly, participants will repeat the words “one, two, three” for 30 seconds.
4. Then, participants should repeat the first procedure, but now skipping the word “two”. If they do not skip the word and say it, they should clap their hands or raise their arms.
5. In the third part, they should do the same thing they did in the first part, but now they must skip the word “three”. If they accidentally say it, they should perform a dance step.

## ACTIVITY 46: Cash register



### LENGTH

STAGE	LENGTH
Carrying out the activity	30 minutes
Total	30 minutes

### GOALS

- Realising the importance of providing and receiving complete information in avoiding communication problems.
- Reflecting on the importance of clarity in communicating information in documents such as: reports, opinions, edicts, menus, among others.

### MATERIALS & RESOURCES

- Copies of the activity for each participant.
- Text with template for the activity facilitator.

### INSTRUCTIONS

This activity aims at creating the conditions for debate and reflection on the importance of communication between different actors involved in school feeding. It is suggested that the facilitator lead the activity as follows:

1. Give the copies of the Cash Register activity and ask participants to read and answer the questionnaire.
2. Then, correct the questions and discuss the answers with the group.
3. Some topics may guide the activity's final discussion:
  - Only a few questions can be answered with the words "true" or "false".
  - Clarity of information prevents misinterpretation.
  - Importance of communication among PNAE actors.
  - Expressing yourself adequately is an important skill.
  - You may wish to discuss the Best Practices Handbook, stressing the importance of this document.

### SUPPORTING MATERIAL

Story: Cash Register

A salesman has just turned on the lights of a shoe store when a man appears asking for money.

The owner opens a cash register. The contents of the cash register are taken and the man runs. A police officer is immediately warned.

No.	Questions	T	F	?
1	A man appeared as soon as the owner lit up his shoe store			X
2	The thief was a man			X
3	The man did not ask for money		X	
4	The man who opened cash register was the owner			X
5	The owner of the shoe store retrieved the contents of the cash register and ran away.			X
6	Someone opened a cash register.	X		
7	After the man who asked for the money got the content of the cash register, he ran away.			X
8	Although there was money in the cash register, the history does not tell the amount.			X
9	The thief asked the owner for money.			X
10	The story records a series of events involving three people: the owner, a man who asked for money and a member of the police.			X
11	The following events in the story are true: someone asked for money - a cash register was opened - their money was taken and a man ran away from the store.			X



## ACTIVITY 47: E.T. in sneakers

### LENGTH

STAGE	LENGTH
Problematization	05 minutes
E.T. in sneakers activity	10 minutes
Talking about communication	10 minutes
Total	25 minutes

### GOALS

- Understanding the importance of communication.
- Reflecting on the way people communicate.

### MATERIALS & RESOURCES

- Whiteboard or flip chart, or kraft paper with the question: "Who do food handlers communicate with?".
- Coloured pens.
- Facilitator wearing a sneaker (holding the other sneaker, shoelace and socks).
- Sheet with activity instructions

### INSTRUCTIONS

1. Problematization

- a) Ask participants: "Who do food handlers communicate with?".
- b) Write down their answers on the whiteboard or flip chart.

2. E.T. in sneakers activity

In this activity the participants will have to instruct an "alien" (facilitator) on how to wear socks and sneakers. The objective of this activity is stressing the role of clear information in achieving a task.

- a) The "alien" enters the room with a sock and wearing only one sneaker (holding the socks, the sneaker and the shoelace).
- b) The activity facilitator should hand out the activity instructions to the participants.
- c) The "alien" sits on a chair, laying the sock, the sneaker and the shoelace out on the ground. Then, the "alien" waits for participants' instructions.
- d) Important: The "alien" cannot talk with the other participants and should do EXACTLY what they tell him. Examples: if a participant says "put the sock on", take the sock and put it on top of your foot; "put the shoelace in the hole of the sneaker", put the extremity of the shoelace into any hole, not necessarily in the first, or put the shoelace inside the shoe.
- e) If the participants speak at the same time or one of them gets nervous, the "alien" should faint, and wake up again only when they quiet down or only when a participant is giving instructions.
- f) The facilitator of the activity needs to be attentive and use their common sense, to stop the participants' orientations to the "alien", when the possibilities are exhausted.

3. Closing: talk about communication and team work

After all the participants have experienced the communication with the "alien", the facilitator needs to stimulate the discussion about the experience in two levels: the first one refers to the concrete experiences that the participants have gone through - how they felt and how they were able to deal with the challenges of communication. The second level of the discussion is the debate about this topic regarding the job of a food handler.



### SUPPORTING MATERIAL

Activity instructions for the participants:

The E.T. in sneakers

The person who has just entered the room is an alien. Before it arrived, it put on sneakers and socks on both their feet. But, because it is very, very curious, the alien took off a sneaker and a sock and did not know how to put them back on.

You are a very kind Earthling and you want to help the alien to put their socks on and tie up his sneaker.

Your task is to give instruct him on how to perform this activity.

The alien understands your language, but he does not say anything!

The alien is not able to imitate you, so it is no use to demonstrate with your own sneakers and socks what he should do.

In addition, he can only hear one person at a time. Please take turns to give the instructions. He may have some reaction if gets very nervous.

Oh! Just one more warning: do not touch the alien. If you do that ... well, I cannot guarantee anything. The last person who touched him immediately evaporated ...

### ACTIVITY 48: Game: "Birds in the sky"



#### LENGTH

STAGE	LENGTH
Game	15 minutes
Total	15 minutes

#### GOALS

- Understanding the importance of following instructions at work.
- Reflecting on participants' resourcefulness.

#### MATERIALS & RESOURCES

- A short story.

#### INSTRUCTIONS

1. Ask the group to sit in a circle.
2. Explain the rules below, which should be followed while the story is read.
  - a) Every time the story mentions a bird, participants should raise their right hand and pretend it is a flying bird.
  - b) If the story mentions a flock of birds, participants should raise both hands, pretending they are flying birds.
  - c) Whenever the story mentions an animal that does not fly, everyone must sit still, with their hands on their knees.
  - d) Whoever makes a mistake (e.g. forget to raise their hands) is out of the game. These people should now make sure the other players follow the rules.
3. Finally, the facilitator should ask participants what they felt while playing, especially concerning:
  - Attention;
  - Following rules;
  - Making mistakes and pointing out their colleagues' mistakes;
  - Anxiety.

### SUPPORTING MATERIAL

Short Story

"This morning I got up early, the day was magnificent, the spring sun cheered up all nature and the birds (two hands) sang unceasingly. Upon opening the bedroom window, a sparrow (right hand), without ceremony, invaded the house, drawing the cat's attention.

The parrot (right hand) that was in the winter garden was irritated by the rush of the cat (hands on their knees) and started screaming, scaring the canaries (two hands), who were quietly singing in their cages.

The sparrow (right hand) came out through the window from where it had come in, making the cats (hands on their knees) calmer that went to play with the dog (hands in the knees) already resigned with the loss of his sparrow (right hand) which he had planned to have for breakfast.

Then the parrot (right hand) and the canaries (two hands) calmed down. Continuing to contemplate nature, I noticed that a hummingbird approached a beautiful vase of flowers (right hand).

Then I thought... everything will start all over again, but fortunately the cat (hands on their knees) was playing with the dog (hands on their knees) and did not notice the approach of the hummingbird (right hand).

canaries (two hands) were humming more calmly in their cages, welcoming the beautiful day as it began."



### ACTIVITY 49: Individual reflection

#### LENGTH

STAGE	LENGTH
Explaining the activity	05 min.
Carrying out the activity	25 min.
Total	30 min.

#### GOALS

- Raising awareness on participants' importance to the PNAE.
- Encouraging reflection on the activities assigned to food handlers.
- Motivating these professionals to put into practice what they have learnt over the training course.
- Reflecting on how to apply the skills acquired during the training course at school.

#### MATERIALS & RESOURCES

- Paper sheets (with blanks they should fill in with their names and the name of the school where they work) with questions.

#### INSTRUCTIONS

1. The facilitator should encourage the following reflection: : "What is my role in the PNAE"?
2. Give the participants a paper sheet with the following questions:
  - "How important is my work to the PNAE?"
  - "What should I be accomplishing at work, but have been unable to?"
  - "How long will it take for me to accomplish it?" (this question can be useful in planning the next training sessions or it may be used as an assessment question).
  - "What subjects should further training sessions address?"
3. To finish the activity, the facilitator may invite the participants to share their reflections with the whole class.

## ACTIVITY 50: Building the training road



### LENGTH

STAGE	LENGTH
1st part: individual reflection	-----
Handing out the material and instructing participants	05 minutes
Drawing	15 minutes
Collecting the drawing	05 minutes
2nd part: collective reflection	-----
Presenting drawings (participants)	10 minutes
Presenting drawings (organising team)	10 minutes
Total	45 minutes

### INSTRUCTIONS

#### GOALS

- Motivating food handlers to put what they have learnt in the training course into practice.
- Reflecting on how the lessons learnt can help them to do their jobs.
- Encouraging the group to face challenges related to school feeding.

#### MATERIALS & RESOURCES

- A drawing of a road and a mountain in the background – “the training road”.
- Pens.
- Posters prepared by the organising team containing what they think about the training course.
- Coloured pens.

This activity can be divided into two parts:

#### 1st part: individual reflection

In addition to providing the participants with some time for reflection on their role in the PNAE, as well as asking for feedback on the training course, this activity also aims to identify the attitudes and actions that can be developed by the participants from what has been addressed, as well as the obstacles to its achievement in the eyes of these actors.

The following organisation of the activity is suggested:

1. Hand out the sheet of paper with the drawing of a road and mountains in the background. Tell them the sheet will be collected at the end. On the back of the page with the drawing, it is advisable to place the activity guidelines, a blank to be filled in with the names of each food handler, and the following question: “Which contents learnt during the training course can you implement in your school in no longer than six months?”.

2. Guide the participants:

- On the mountains, write: “Where do I want to go?”.
- Draw a stick figure on the road indicating where he was before the training course.
- Draw another stick figure on the road indicating where he is at the moment.
- Draw stones that represent obstacles that prevent him from reaching where wants. Name the stones, that is, write down what they mean.
- Draw flashlights, which represent the instruments that are needed to overcome the stones and reach the mountains. Name the flashlights, that is, write down what they mean.
- After drawing, answer the question on the back of the page.
- The facilitator must collect the sheets.

2nd part: collective reflection

It is recommended that this activity be carried out at the end of the training. The following organization is suggested:

1. The team should first give the opportunity for participants who wish to talk about their “training road” drawing and their perceptions of the course. The organising team then presents the poster they have prepared, containing the representation of the “training road”, symbolizing what is intended as a future result. Explain to participants what the drawings mean:

- The mountain - the objective that we want to achieve: “an education with quality school feeding, from both nutritional and sanitary points of view.
  - The road with people hand in hand, holding flashlights.
  - Road - the road that leads to the mountain. Some people may already be closer to the mountain because of their experience, especially in school feeding.
  - Hand in hand figures - they represent that with the support of the whole school community (teamwork) the obstacles (stones) can be minimized, shared and better faced, but for this to happen they must act as multipliers of the knowledge they have acquired.
  - Flashlights mean that we are in a position to look for solutions within ourselves to meet the challenges and reach the mountain top, and that we can also contribute to the group. And what we also can contribute to the group.
  - The stones consist of the obstacles named by the group in their individual drawings (it is suggested to have paper stripes to name the stones with the most mentioned obstacles, which can be fixed in the drawing).
3. Finally, the organising team should thank everyone for their participation.



## ACTIVITY 51: Feedback on the training course

### LENGTH

STAGE	LENGTH
Explaining the activity	05 minutes
Filling out forms	15 minutes
Total	20 minutes

#### GOAL

- Getting participants’ feedback on the training course.
- Getting to know participants’ opinion on the training course.
- Checking if participants’ expectations have been met.

#### MATERIALS & RESOURCES

- Feedback form (find model below).

### INSTRUCTIONS

The facilitator will stress the importance of filling out the feedback form. Hand out the form and explain how to fill them in. Ask participants to turn the form in after they have filled it out.

#### FEEDBACK QUESTIONNAIRE

Dear Participant,

Thank you for attending this training course. We kindly ask you to answer the questions below, so we can enhance the course and improve our activities.

- How important was the training course to your work?  
 not important     of little importance     quite important     extremely important
- Did the course address issues related to your work routine?  
 not at all     not enough     yes
- How difficult were course contents?  
 very difficult     not too difficult     easy

4. What did you think about the way contents were presented?  
( ) confusing ( ) accessible ( ) clear
5. What did you think of the facilities where the training course took place?  
( ) satisfactory ( ) unsatisfactory
6. What was your overall impression of the training course?
7. Which were the positive points?
8. Which were the negative points?

## ACTIVITY 52: Feedback on the training course: “Well done on” and “What about” forms.



### LENGTH

STAGE	LENGTH
Filling out forms	10 minutes
Total	10 minutes

### GOAL

- Getting participants’ feedback on the methodology of the training course.

### MATERIALS & RESOURCES

- Feedback form copies.
- “Well done on” and “what about” forms copies.

### INSTRUCTIONS

The facilitator will hand out the “Well done on” and “What about” forms to the participants, instructing them on how they should fill in each form, which is a tool for improving course activities. Participants should write the strength points of the training course under the heading “Well done on” and suggest changes under the heading “What about”.

### SUPPORTING MATERIAL

#### FEEDBACK QUESTIONNAIRE MODEL

Dear Participant,

We thank you for attending this training course. We kindly ask you to answer the questions below, so we can enhance the course and improve our activities.

Well done on:

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What about:

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## APPENDIX

### QUESTIONNAIRE FOR ASSESSING THE PROFILE OF FOOD HANDLERS (TEMPLATE)

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

#### PERSONAL INFORMATION

Full name: \_\_\_\_\_

Sex: ( ) male ( ) female

D.O.B: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age: \_\_\_\_\_

Marital status: ( ) Single ( ) In a relationship ( ) Divorced ( ) Widowed

Schooling: \_\_\_\_\_

( ) Unable to answer ( ) High school ( ) Elementary school ( ) Technical course.

Course: \_\_\_\_\_ ( ) University degree: \_\_\_\_\_

#### SCHOOL WHERE YOU WORK

School: \_\_\_\_\_

Number of students: \_\_\_\_\_

Number of students who eat at school: \_\_\_\_\_

Number of food handlers in the school: ( ) 1 ( ) 2 ( ) 3 ( ) Other: \_\_\_\_\_

#### ACTIVITIES CARRIED OUT

Position: \_\_\_\_\_

Do you perform any other activities at school (besides food handling): ( ) no ( ) yes. Which?  
\_\_\_\_\_

Workload/day: ( ) 4 hours ( ) 6 hours ( ) 8 hours ( ) 10 hours ( ) Other: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_

How long have you performed these activities?

( ) less than 1 year ( ) from 1 to 5 years ( ) from 6 to 10 years ( ) from 11 to 15 years ( ) more than 15 years

How long have you worked at this school?

( ) less than 1 year ( ) from 1 to 5 years ( ) from 6 to 10 years ( ) from 11 to 15 years ( ) more than 15 years

Do you have another job outside school? ( ) no ( ) yes What do you do?  
\_\_\_\_\_

Obstacles/features you have in your work routine:  
\_\_\_\_\_

Positive and negative aspects of the profession:  
\_\_\_\_\_

Do you know your duties as a municipality worker? ( ) no ( ) yes. Which are they?  
\_\_\_\_\_

Description of the activities carried out (summary):  
\_\_\_\_\_

#### TRAINING COURSES

Have you taken part in any course to perform your food handling activities? ( ) yes ( ) no

Who promoted the last course?

When did you last attend a training course?: ( ) never ( ) this year ( ) last year ( ) 2+ years ago

OR in \_\_\_\_\_.

Topics addressed in the courses:  
\_\_\_\_\_

Issues I would like the courses to have addressed:  
\_\_\_\_\_

Do you know the PNAE? ( ) no ( ) yes

What do you know about the Programme?  
\_\_\_\_\_

#### NUTRITIONAL STATUS

Date: \_\_\_\_\_ Weight \_\_\_\_\_ Height \_\_\_\_\_ BMI \_\_\_\_\_ Classification \_\_\_\_\_



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