

**SCHOOL FEEDING: ACCESSION AND ACCEPTABILITY
OF SCHOOL MEALS FOR STUDENTS OF YOUTH AND
ADULT EDUCATION IN CAJAZEIRAS, PARAÍBA ,
BRAZIL**

Maria de Fatima Pereira da Silva*

José Deomar de Souza Barros**

Abstract

The food for the students is guaranteed by the Federal Constitution of 1988 establishes this guarantee by means of supplementary programs to education. In this regard, the National School Feeding Programme (PNAE) is intended to provide food to Brazilian students and in order to incorporate salubrious eating habits and adequate nutritional status. In this respect, it presents itself as an ideal space for these healthy food practices. Thus, the present study aimed to evaluate the acceptability of school meals at the Municipal School of Child Education and Primary Cecilia Estolano Meireles. The research was done through the application of a semi-structured questionnaire and had the participation of 20 students of Youth and Adults of that school. The results show that there is a need to listen to the students at the time of setting the school menu. It is also explicit the need of providing a healthier diet for the students.

Keywords: Federal Constitution; PNAE; Eating habits; Students.

***Department of the City Education in Cajazeiras, Paraíba, Brazil.**

****Doctorate in Recursos Naturais from the Universidade Federal de Campina Grande - UFCG. Department of Ciências Exatas e da Natureza of Universidade Federal de Campina Grande -**

1. Introduction

The Youth and Adult Education -EJA be focused on education of people who did not have access or continuity of studies in primary and secondary education at the normal age, as well as prepare them for the labor market and the full exercise of citizenship [1].

In this way, young people and adult education should provide students instruction in a lined interests, living and working conditions, adopting a variety of teaching modalities, triggering thus an effective teaching and learning process. For this, it should be available to teachers conditions of access and permanence in school [2].

Thus, a way to keep students in school is to offer a school lunch quality. This school feeding is deinida as the food offered at school, during school activities, regardless of their origin. The provision of adequate food is essential to meet the student's needs and the need to adopt educational practices in food and nutrition, thus contributing to the growth of students in social, cognitive, emotional and especially nutrition [3].

Given the importance of school feeding in 1979 the National School Feeding Programme (PNAE) was implemented, continuing the School Lunch Campaign created in 1955. The PNAE ensures supply of all basic education students enrolled in public schools and philanthropic through the transfer of funds transferred by the Union to the states and municipalities. The objective oo development program of students and improvement of their school performance through the provision of healthy school meals, which also is in good hygienic conditions, making it necessary the purchase of foodstuffs at the location of producers in order the need for enhancement of family farming and the necessary interconnection with the culture and tradition of the locality [4].

From 1994, is the decentralization of the program, therefore, transfer to the purchasing power of food to local agencies. This initiative provided a better acceptance of oferatados food at school, considering that it was possible to diversify the menu and also allowed the supply of fresh food and used in the region[4].

Resolution / CD / ENDF No. 38 of July 16, 2009 states that the Executing Agency apply acceptability tests to students, this test should be performed when there is a change on the menu through the introduction of a new food, or other innovations for the preparation of food or to assess the acceptance of the menu in force. This test needs to be planned and coordinated by a nutritionist responsible for implementing the PNAE. The resolution also provides for the possibility of exempting such a test in the case of fruit and vegetable offerings[4].

In this respect, it should implement the common management unit test acceptance and adherence of students in relation to school meals in order to verify their preferences and suggestions. This test is necessary in view of the local eating habits and the possibility of further improving the academic performance of students who have a life experience and often work all day [5].

In view of the considerations presented above, it is clear the importance of evaluation and adaptation of the menu of school meals needs of students of adult education, as well as verify that the management unit is meeting the requirements proposed by the PNAE. Thus, a study was conducted to evaluate adherence and acceptability of school meals at the Municipal School of Infantile education and Primary Cecilia EstolanoMeireles, located in Cajazeiras, Paraíba State, Brazil.

2. Research Method

Features ction the area will study

This study was developed at the Municipal School of Infantile education and Primary Cecilia EstolanoMeireles, located in the city of Cajazeiras - PB.

Sortsction research

As Barros and Silva (2010), from the point of view of their nature, it is applied research. How to approach the problem of the research is classified as quantitative. From the point of vist to your goals is a descriptive and as the technical procedures it is a survey.

Research subjects

The subjects are all students of the Youth and Adult Education enrolled in the above mentioned school.

Data collection instruments

As data collection instrument used a semi-structured questionnaire on the subject of the investigation. 20 students were selected through a random sample held by lottery.

An will lysis of data

The results were analyzed by categorizing the responses and determining the relative frequency.

3. Results and Analysis

It was found that the investigated students, 65% are female and 35% male. The questionnaire on the above school was answered by 20 students, and the results are presented below:

VARIABLES	PERCENTAGE
	(%)
Habit of consuming meals at school	
Yes	85
No	15
Consumption frequency of meals at school	
1 time / week	0
2 times / week	0
3 times / week	15
4 times / week	15
5 times / week	70
I like the meals offered by the school	
Like all	15
I do not like some	70
Not like any	15
Foods that students do not like	

Bread with butter	20
Sweet biscuit / salty	20
Chocolate milk	0
Spaghetti	10
Vegetables soup	0
Banana	10
Tea	20
Bean	10
Chicken Soup	10
Reason leading to make school meals	
I feel hungry	60
Why healthy	0
Why appetizing	10
Do not bring anything home	10
Because they are well made	20
Feed temperature	
Good	55
Warm	45
Cold	0
Food quantity served	
Lots of	0
Enough	85
Few	15
If the place where food is served is comfortable	
Yes	65
No	35
Why is not comfortable	
It has no place to sit all	0
It has table	0
It's dirty	0
It's noisy	100

If students like the cutlery offered in school	
Yes	55
No	45
Reason for which students do not like the cutlery	0
I do not like eating food with spoon	0
Not like that kind of silverware	100
The silverware is dirty	0
If students like the type of cup / pitcher offered at school	
Yes	35
No	65
Reason for which students do not like cups / tankards	0
I do not like to drink in cup	15
The cup has strange smell	70
The cup is dirty	15
The cup is small	0
If students like or the type of dish where the food is served	
Yes	25
No	75
Reason for which students do not like the type of dish	
I do not like eating in plastic dish	100
You do not have enough food for all	0
The dish is dirty	0
Over time available to perform meals	
Not enough	65
Enough	35
Long	0
If students bring food home	
Yes	0
No	100
Food provided by the school students like best	
Cake	0

Sweet / crackers	0
Bread with milk	0
Chicken soup	20
Hot dog	30
Soup	10
Fruits	10
Various salads	0
Various meats	0
Juices	30
Cookies with milk	0
Tip of students to improve school lunches	
Healthier eating	20
Buy new plates and cups	20
No change suggestion	5
Diversify the menu the menu	55

Healthy eating is essential for maintaining the quality of life of students. It was found that most eat their meals at school, like some other meals offered not consume school lunches for hungry between classes, consider the amount of food available with good, local comfortable food. The data also show that students do not like the type of cutlery, plates and glasses used to serve meals. The food served in the school that students like best is the hot dog.

4. Conclusion

The results indicate that there is a need to listen to the students at the time of setting the school menu. It is also explicit the need of providing a healthier diet for students and acquisition of new tools to serve lunch school.

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