



RESEARCH ARTICLE

THE EXECUTION OF THE NATIONAL SCHOOL FOOD PROGRAM IN THE MUNICIPALITY OF MARIZÓPOLIS-PB-BRAZIL

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ABSTRACT

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The National School Feeding Program (PNAE) aims to guarantee, through the transfer of financial resources, the school meals of students from all Basic Education (Early Childhood Education, Elementary School, High School and Youth and Adult Education (EJA)) enrolled in public and philanthropic schools). The study aims to present the execution of the PNAE in the municipality of Marizópolis-PB, where an experience report will be made from the experience during the training program by the school. . In the municipality of Marizópolis-PB, the program is executed based on the contract for the purchase of foodstuffs from family farming for school meals / PNAE. It was observed that the individual sale limit for these foodstuffs was R \$ 20,000.00 (twenty thousand reais), as provided for in the PNAE legislation. In view of these findings, it is observed that the PNAE is carried out satisfactorily in the municipality of Marizópolis, meeting the recommended requirements and offering students of the municipal education system a healthy and good quality food. However, there is no disclosure to the community about the care that the municipality has with the feeding of students within the school environment. After this experience, it can be suggested that managers start to disseminate more actively to the population how the resources coming from the PNAE are well used in the students' school meals. In this sense, the community could participate much more in the school life of their children, so as to inform themselves about the benefits of healthy eating, for example. It is concluded that the PNAE is of paramount importance in the attention of schools, especially municipal schools, since it seeks universal service to schoolchildren and guarantees the human right to adequate and healthy food.

INTRODUCTION

The National School Feeding Program (PNAE) aims to guarantee, through the transfer of financial resources, the school meals for students from all Basic Education (Early Childhood Education, Elementary School, High School and Youth and Adult Education (EJA) (enrolled in public and philanthropic schools), with each student enrolled in public education units being given a certain amount per day (SOARES, 2018).

In recent years, the scope of PNAE assistance has increased substantially, from just over 33 million in 1995 to more than 43 million schoolchildren in 2013. As a result, the volume of resources transferred by the National Education Development Fund (FNDE) has increased. to states, municipalities and the Federal District, reaching R \$ 3.5 billion in 2013 (MEDEIROS, 2013; BRASIL, 2014).

The PNAE is a government action program, implemented in 1955, which proposes to offer a complement to school meals in the States, Districts and Municipalities, with financial assistance according to the school's teaching modality (FNDE, 2015; SILVA, 2018a). According to the National Education Development Fund (2015), the program cooperates "for growth, development, learning, students' school performance and the formation of healthy eating habits", this contribution being developed from school meals and for actions of food and nutrition education for schoolchildren, who are the target audience of the program (BEZERRA, 2015)..

Peixinho (2013) mentions Law no. 11,947 / 2009 as a major advance in the National School Feeding Program, as, among other aspects, it defines food and nutrition education as a priority axis for the achievement of Pnae's objectives, in addition to strengthening the community's participation in the social control of the actions developed. In the wake of this discussion, we can say that PNAE, aims to offer quality food, through strategies that aims to promote the acquisition of healthy food (FABRIS, 2016; SILVA, 2017; ASSIS, et al 2019)..

With this, the study aims to present the execution of the PNAE in the municipality of Marizópolis-PB, where an experience report will be made from the experience during the training program by the school, for the realization of it a literature review will be developed seeking to substantiate the topic under discussion (BEZERRA JÚNIOR, 2014)..

Federal Law 11,947 of June 2009 deals with school meals, so that 30% of the transfer from the National Education Development Fund (FNDE) to school meals must be spent on purchases of food produced by family farmers. In this sense, FNDE transfers funds, in ten monthly installments, to municipal governments, state and federal education departments, daycare centers, preschools and federal schools (SILVA et al., 2013; BRASIL, 2006).

PNAE is one of the oldest social programs in Brazil, focused on school meals and inserted, since 2003, in the Zero Hunger strategy. According to some authors, actions linked to this program started in 1954, undergoing changes in the

discourse of the structural organization of centralized and decentralized processes over time (FROEHLICH, 2010, SILVA, 2018; SILVA, 2019).

Silva et al. (2013), say that family farming has several stigmas, since producers are traditionally decapitalized, do not have access to sufficient ATER (Technical Assistance and Rural Extension), do not have a large installed infrastructure and tend to prefer to work individually. Thus, even with the opening of institutional markets, they encounter barriers so that they can effectively access them. As a result, institutional purchases have become an important public policy for family farming in recent years. However, it is worth noting that in order to provide food for the PNAE, family farmers tend to run into issues such as logistics, regular production, quality and quantity of production, planning, bureaucracy and health issues (SANTOS, 2019).

The PNAE was created in 1979, however, only with the promulgation of the Citizen Constitution in 1988, the right to school meals was guaranteed to all elementary school students, as a supplementary program to educational policy. In 1993, the process of decentralizing the financial resources destined to the PNAE to the states and municipalities was initiated in order to improve performance; introduce changes in the purchasing system; implement alternative food production; and use basic fresh and semi-prepared products from the locality. The enactment of Law No. 8,913, of July 12, 1994, decentralized PNAE to PEAES and PMAES, without the need for covenants, contracts, agreements, or similar documents, made it possible to transfer federal funds directly to states and municipalities to execute their programs with a focus on the formation of healthier eating habits, with respect for food traditions and boosting the economy and agricultural vocation of the region (RIBEIRO; CERATTI; BROCH, 2013).

It appears that the program, over time, has undergone new directions to face problems in the area of food (GRISA, KATO and ZIMMERMANN, 2014, pg. 03). In this sense, it is clear that the PNAE added themes and dimensions, implying new objectives and new actions:

In this sense, it is clear that the PNAE added themes and dimensions, implying new objectives and new actions:

"Currently, the main objectives of the PNAE are to meet the daily nutritional needs of students, to contribute to the reduction of school dropout, to promote the formation of good eating habits in children and adolescents in the country, within the food security policy (BRASIL, 2009 apud . FROEHLICH, 2010; SILVA, 2018b) ".

Simultaneously with this aggregation of objectives to the PNAE, there was the construction and conceptualization of the theme of food and nutrition security (SAN):

"SAN means the realization of everyone's right to regular and permanent access to quality

food, in sufficient quantity, without compromising access to other essential needs, based on health-promoting food practices that respect cultural diversity and are environmental, cultural, economic and socially sustainable ”(MDS, 2015; SILVA,2018b).

The national bibliography on the PNAE is very focused on the evaluation of its implementation. Studies in the area of Nutrition and Public Health predominate, whose focus is on the menus, highlighting how to represent the key concepts proposed by the program, such as “adequate food”, in the dish served to students (POPITONE et al. 2003; TEO ; MONTEIRO, 2012; PEIXINHO, 2013; MASELLI, 2016).).

From the area of resource management, especially from agronomy and rural development, the debates focus on the implementation of the Food Acquisition Programs (PAA) and their integration with the PNAE (SZINWELSKI et al., 2015; MARQUES et al., 2014; DIAMICO, 2019).

It is worth mentioning that the PNAE encourages the development of small rural properties, providing the strengthening of family farmers, the formation of healthy eating habits and local development in Brazilian municipalities (Vieira, et al 2020).

PNAE has a significant influence on the development of family farming, since, through this good part of what is produced, it has a certain destination, so that the family farmer can better plan his activities. Through PANAE,

it becomes possible to provide healthier and more reliable food, significantly improving school meals and promoting more adequate conditions for better performance and learning by students (ALMEIDA, 2018).

One of the main objectives of the National School Meals Program is to offer public education institutions quality food.

According to Peixinho (2011), 5,510 School Meals Councils were created, of which 5,483 were constituted by the municipal governments, 27 constituted by the education departments of the states and the Federal District. Provisional Measure no. 1.979-19 gives autonomy to Executing Entities (EEx) to manage financial resources and competencies for financial supplementation, improving the school menu, as established by the Federal Constitution. The transfer is made in ten monthly installments, starting in February, to cover 200 school days, and the balance can be reprogrammed. Each installment corresponds to twenty school days.

Speaking in particular of the contract for the acquisition of foodstuffs from family farming for school meals/PNAE in the municipality of Marizópolis-PB in 2018, it was observed that the individual sales limit for these foodstuffs was R \$ 20,000.00 (twenty thousand reais), as provided for in the PNAE legislation.

To have a better idea about the foods considered basic by the FNDE for PNAE purposes, Peixinho (2011) presents a table describing them as can be seen below:

Tabela 01: Alimentos básicos (FNDE)

Açaí	Tapioca flour	Chilled kids
Sugar	Wheat flour	Soy oil
Maize starch	Potato starch	Eggs
Rice	Bean	Bread
Lard	Frozen slaughtered chicken	Frozen fish
Sweet potato	Fresh slaughtered chicken	Fresh fish
English potato	Chilled fish	Chilled fish
starch biscuit	fruit	Fruit pulp
Sweet wafer (cornstarch type)	Corn meal	Tomato paste
Cracker crackers	chickpeas	Poder
Coffee	Yam	Minas cheese
Canjiquinha / xerem	Vegetables	Rapadura
Guy	Powdered milk	Sago
Frozen beef	Fluid milk	Salt
Fresh beef	Lentil	Canned sardines (oil)
Chilled beef	spaghetti	Corn semolina
Salty meat	Manioc	Soybeans
Fresh pork	butter	Concentrated orange juice
Chilled pork	margarine	Natural Juice
Beef jerky or dried meat	Bee's honey	Spices
Corn cream	cane molasses	Bacon
Cassava flour	Corn for hominy (mungunzá)	wheat for kibbeh
Comflour	Corn for popcorn	Vegetables
Breadcrumbs	Frozen kids	Vinegar

Fonte: Peixinho (2011, p. 53).

For the proper supply of these foods, it was recommended that the goods should be recognized through the Receipt of Receipt and Sales Invoices by the person responsible for food at the place of delivery; the purchase price was the price paid to the supplier of family farming and in the calculation of the price already included expenses with freight, human and material resources, as well as tax, social, commercial, labor and social security charges and any other necessary expenses (SECRETARIA MUNICIPAL DE EDUCAÇÃO, 2018; ELIAS, et al 2019).

In view of these findings, it is observed that the PNAE is carried out satisfactorily in the municipality of Marizópolis, meeting the recommended requirements and offering students of the municipal education system a healthy and good quality diet. However, there is no disclosure to the community about the care that the municipality has with feeding students within the school environment.

PROPOSED SOLUTION

After this experience, it can be suggested that managers start to disseminate more actively to the population how the resources coming from PNAE are well used in the students' school meals. In this sense, the community could participate much more in the school life of their children, so as to inform themselves about the benefits of healthy eating, for example (MAIA, 2020).

However, it is necessary to carry out a reflection on the PNAE, as it provides improvements in the life of family farmers, providing a better flow of what is produced on the property, the PNAE has as its main focus the provision of healthy and good quality food for students belonging to non-private education networks (CARMO, 2020)..

It is observed that the PNAE is a program that encourages the practice and consumption of healthy food seeking to improve the performance of students in public schools, involving the entire school management team. The program seeks to encourage the consumption of organic and healthy food, supporting family farming and sustainability, valuing regional agricultural producers, using their products in the preparation of school lunches (LOPES, 2018; BASTOS, 2020).

The National Booklet for School Feeding emphasizes the importance of social control of public policies as a channel of communication between society and government, at the same time that it is configured as a space for inspection and monitoring of existing government actions, as well as proposing new policies with based on the population's demand for quality public services (BRASIL, 2014; PEREIRA, 2020).

FINAL CONSIDERATIONS

In this work, it was possible to make an experience report presented a brief execution of the PNAE in the municipality of Marizópolis-PB, being noticed how this program is of paramount importance in the attention of schools, in particular, municipal schools, since it seeks care

universal access to schoolchildren and guarantees the human right to adequate and healthy food.

In this sense, it is correct to affirm that PNAE favors the growth and maintenance of family farming, an important segment in Brazilian agribusiness and maintenance of the economy, in addition, it provides healthy food of excellent quality for educational institutions in Brazil, thus providing, conditions that will favor student learning, and boosting the development of education.

With this work, we can observe the evolution of actions aimed at quality school meals, in order to encourage changes in children's eating behaviors.

The inclusion of institutional purchase from family farming makes it possible to include a new form of production, distribution and consumption, which can encourage organic production and reduce the distances between producer and consumer.

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