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Conceptions and Reflections of Members of the Academic Community of the Universidad Nacional de Córdoba on Sovereignty and Food Security in the Nutrition Curriculum: a Report from an Academic Visit

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ABSTRACT

Food sovereignty and security are cross-cutting themes of multiprofessional interests, of which the nutritionist has a special approach to professional insertion given the curricular characteristics. The degree of proximity of the nutritionist to these themes depends on the training process at the university level and the curriculum of the educational institution, which can address, sufficiently, or not, the themes during graduation. The present report of experiences aims to report the experience of an academic visit guided by interviews held at the School of Nutrition of the Faculty of Medical Sciences of the Universidad Nacional de Córdoba in 2019. Structured interviews were conducted with 7 key characters about understanding and the presence of food sovereignty and security in the current undergraduate curriculum in Nutrition. As main results, it was observed that the key characters had knowledge about these themes, but these contents were not clearly present in the curriculum. Much of the knowledge involving food sovereignty and security was acquired through extension projects and community work.

KEYWORDS

Curriculum. Higher education. Nutrition. Content analysis.

Concepções e Reflexões de Membros da Comunidade Acadêmica da *Universidad Nacional de Córdoba* Sobre a Soberania e Segurança Alimentar no Currículo de Nutrição: Relato de uma Visita Acadêmica.

RESUMO

A soberania e a segurança alimentar são temas transversais de interesses multiprofissionais, dos quais o nutricionista possui especial aproximação na inserção profissional dada as características curriculares. O grau de proximidade do nutricionista com estas temáticas depende do processo de formação no nível universitário e do currículo da instituição de ensino, os quais podem abordar de maneira suficiente, ou não, os temas durante a graduação. O presente relato de experiências tem como objetivo relatar a experiência de uma visita acadêmica guiada por entrevistas realizada na Escola de Nutrição da Faculdade de Ciências Médicas da *Universidad Nacional de Córdoba* no ano 2019. Foram realizadas entrevistas estruturadas com 7 personagens chaves acerca da compreensão e da presença da soberania e segurança alimentar no atual currículo de graduação em Nutrição. Como principais resultados, observou-se que os personagens-chaves possuíam conhecimento sobre estas temáticas, mas que estes conteúdos não eram presentes de maneira clara no currículo. Grande parte do conhecimento envolvendo a soberania e segurança alimentar eram adquiridos através de projetos de extensão e trabalhos na comunidade.

PALAVRAS-CHAVE

Currículo. Ensino superior. Nutrição. Análise de conteúdo.

Concepciones y Reflexiones de Miembros de la Comunidad Académica de la *Universidad Nacional de Córdoba* Sobre la Soberanía y la Seguridad Alimentaria en el Currículo de Nutrición: Relato de una Visita Académica.

RESUMEN

La soberanía y la seguridad alimentaria son temas transversales de intereses multiprofesionales, de los cuales el nutricionista tiene un enfoque especial de inserción profesional dadas las características curriculares. El grado de proximidad del nutricionista a estos temas depende del proceso de formación a nivel universitario y del plan de estudios de la institución educativa, que puede abordar los temas suficientemente, o no, durante la graduación. El presente relato de experiencias tiene como objetivo relatar la experiencia de una visita académica guiada por entrevistas realizadas en la Escuela de Nutrición de la Facultad de Ciencias Médicas de la Universidad Nacional de Córdoba en 2019. Se realizaron entrevistas estructuradas con 7 personajes claves sobre la comprensión y la presencia de la soberanía y la seguridad alimentaria en el actual plan de estudios de pregrado en Nutrición. Como principales resultados, se observó que los personajes claves tenían conocimientos sobre estos temas, pero que estos contenidos no estaban claramente presentes en el currículo. Gran parte del conocimiento sobre soberanía y seguridad alimentaria se adquirió a través de proyectos de extensión y trabajo comunitario.

PALABRAS CLAVE

Currículo. Enseñanza superior. Nutrición. Análisis de contenido.

Introduction

The academic curriculum focuses on the contents as products of cultured knowledge and elaborated under the formalization of different disciplines (BARCO, 2012). It can be understood as a technological guidance plan that is fixed with what should be taught and how it should be, to obtain maximum efficiency (CORREIA; DIAS, 1998). However, the curriculum can also express itself through the students' experiences and interests, being understood to promote their self-realization (SACRISTÁN, 1991).

Because it is a collectively constructed document that seeks to reflect and respond to local and global social demands through, for example, the definition of contents and technical-scientific methodologies, the curriculum recognizes the social and structural changes around it and constantly adapts to these changes (FIORIN, 2015; MESQUITA; FLORES; LIMA, 2018). However, not all educational institutions perform this adaptation frequently, which results in a mismatch between the curriculum and what is intended to "solve" in society with what, in fact, is the reality to be worked (BARCO, 2012; MORAES; COSTA, 2016).

In this sense, curricular innovation has been pointed as one of the ways to address this disparity. According to Masetto (2017, p. 204),

This curricular innovation in higher education is always provoked by a problem or a need, a lack, diagnosed in the training of professionals, for which the existing curriculum no longer presents adequate answers. We are faced with a new perspective that presents itself to us and points us to a new way to overcome the diagnosed need and shortcoming.

In the context of higher education in Nutrition, some proposals for curricular innovations seek to insert integral and holistic content related to current problems that include political, environmental, economic and sociocultural aspects in the academic training of professionals from extension projects and research involving social participation and the notion of territoriality and local social organization (COSTA; RIBEIRO, 2012; CROCKER *et al.*, 2017; FRUTUOSO; JUNQUEIRA; CAPOZZOLO, 2017; LISBÔA; FONSECA, 2020; SAAVEDRA R.; ILLESCA P.; CABEZAS G., 2014). This is because the basic sciences, nutritional and food sciences are commonly worked in the curriculum with enough emphasis in order to train the professional for an action focused on food, on the biological component and on the treatment of diseases, much due to the biologist origin of the nutritionist profession (ACOFANUD, 2013; ALVES; MARTINEZ, 2016; SOARES; AGUIAR, 2010; WANDENBERGHE *et al.*, 2010).

The Lancet Commission report published in 2019 showed that the pandemics of obesity, malnutrition and climate change are the main challenge for individuals, the environment, and the planet. These three pandemics jointly represent the Global Syndemic, with common underlying determinants in food, transportation, urbanism, and land use systems. To face these systemic problems that result in this condition, coordinated joint

actions between various sectors of academia, organized civil society, public authorities, and large corporations are necessary to generate simultaneous effects in two or three of the pandemics mentioned. This cooperation of actions is essential for the health of the planet, defined as the health and well-being of people and the natural environments on which humans depend (SWINBURN *et al.*, 2019).

Added to the challenge of fighting Global Syndemic, the Sustainable Development Goals, prepared by the United Nations in 2015, are a global agenda consisting of 17 goals with 169 targets to be achieved by 2030 that aim to eradicate poverty, food security, agriculture, health, education, gender equality, reduction of inequalities, energy, water and sanitation, sustainable patterns of production and consumption, climate change, sustainable cities, protection and sustainable use of oceans and terrestrial ecosystems, inclusive economic growth, infrastructure, industrialization, among others. Specifically, goal number 2 of this agenda is to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture worldwide (UN, 2015).

Successful actions involving food, nutrition and food production are important to reverse the damage to health and basic human rights caused by both hunger and excessive food consumption worldwide. In this scope, actions in the field of food sovereignty and food security from a human rights perspective stand out (GORDILLO; JERÓNIMO, 2013; GUERRA; CERVATO-MANCUSO; BEZERRA, 2019).

Defined by the Food and Agriculture Organization of the United Nations (FAO) in 1996, food security (FS) occurs when all people, always, have physical and economic access to sufficient resources, safe and nutritious food that meets their dietary needs and preferences for a healthy life. From this definition, four dimensions are perceived: the availability of sufficient quantities of food of appropriate quality, provided through domestic production or import (including food aid); the access of individuals to appropriate resources to acquire adequate food for a nutritious diet; the utilization of food through adequate diet, drinking water, sanitation, and medical care to achieve a state of nutritional well-being, where all physiological needs are met; and the stability of access to safe food at all times, without undermining the guarantee to other basic human rights. (DE SCHUTTER, 2011; FAO, 1996).

In another context, the concept of food sovereignty (FO), stipulated by the Via Campesina movement also in 1996, is about the autonomy of each nation in the production of all the basic foods consumed within its borders, which implies the freedom to produce and to develop its own food production capacities, as well as the conservation of existing capacities, guaranteeing, in turn, the cultural diversity of food habits and agricultural production modes (LA VIA CAMPESINA, 1996).

FS and FO are crosscutting themes of multiprofessional interest, which the nutritionist has a special approach to in their professional insertion, given their curricular characteristics. The degree of proximity of the nutritionist with these themes depends on the training process

at the university level, which may or may not address these themes sufficiently during the training process. The construction of work and strengthening of these areas point to the planning, development, and evaluation of actions of integral, holistic, intersectoral, interrelated and continuous character in specific cultural and territorial contexts, which go beyond the field of access to quality food, even relating to health promotion, national sovereignty, and environmental and economic sustainability, being these fundamental axes for the confrontation of global syndemic. (DART *et al.*, 2019; HOYOS; D'AGOSTINI, 2017; LISBÔA; FONSECA, 2020).

In view of this scenario, the present experience report aims to describe interviews conducted during an academic visit at the Nutrition School of the Universidad Nacional de Córdoba (UNC) about the conceptions and reflections of FS and FO in the undergraduate curriculum in Nutrition.

Experience Description

This is an experience report of an academic visit guided by interviews conducted at the School of Nutrition of the Faculty of Medical Sciences of UNC in the year 2019.

From an agreement signed between the Universidade Estadual Paulista "Júlio de Mesquita Filho" and UNC (n°027/2014), with academic space of the optional discipline of Food Policy, this academic visit lasting one week in May 2019 was organized during conducting research for a doctoral thesis entitled "Food and Nutritional Sovereignty and Security in the Nutrition curricula of higher education institutions in Latin America".

The purpose of the visit was to get to know the curricular structure, the physical facilities, and the proposal for restructuring the curriculum of the undergraduate course in Nutrition at the School of Nutrition. To conduct an in-depth study of the issues related to FS and FO in the current Nutrition curriculum, structured interviews with different keypersons of the institution, described in this experience report, were proposed.

Conducting the Interviews

To understand the reflections and conceptions of key-characters regarding the FS and FO in the undergraduate curriculum in Nutrition, 7 participants were selected, described according to chart 01.

Table 01. Profile of the interviewees.

Interviewee	Abbreviation	Profile
Student 1	E1	Graduating student of Nutrition at UNC. President of the Medical Sciences Student Center of the Faculty of Medical Sciences.
Student 2	E2	Second year undergraduate student in Nutrition at UNC and chair of the Nutrition Department at the School of Nutrition.
Professor 1	P1	Professor of the undergraduate course in Nutrition at UNC. Teaches the disciplines of Socioeconomic Development and Supply and Practices in Institutional Dietetics.
Professor 2	P2	Professor of the undergraduate course in Nutrition at UNC. President of the Curriculum Committee.
Professor 3	P3	Professor at the Department of Rural Development of the Faculty of Agricultural Sciences at UNC. Professor involved with the rural extension course and with the Optional Discipline in Food Policy. Director of the Extension Project "Territorial Agroecological Development and Food Sovereignty. Strengthening of production, marketing, and responsible consumption".
Professor 4	P4	Director of the School of Nutrition, Faculty of Medical Sciences, UNC. Member of the Curriculum Committee.
Professor 5	P5	Director of the School of Educational Sciences at the School of Philosophy and Humanities at UNC. Professor of Educational Policies and School Legislation.

Source: The authors, 2021.

All interviewees consented to participate by signing a written consent form. The interviews were conducted throughout the week of the academic visit without the participants knowing the content beforehand. To try to ensure the comfort and discretion of the interviewees, each interview was conducted with only the researcher and the interviewee, in a closed room of the university environment. Questions were asked, previously elaborated between the researcher and the academic visit coordinator, and their audios were recorded with the aid of notes in a field diary.

The sequence of questions was intentionally conducted and divided into three axes. The first axis, named conceptions of FS and FO, sought to understand what the key-characters' conceptions of FS and FO were, and what global and regional references they based themselves on. The second axis, curriculum, FS and FO, sought to understand if and how these contents were inserted in the undergraduate curriculum in Nutrition and the proximity of the key-characters with the theme in their professional practice. Finally, the third axis, curricular gaps, aimed to assess the opinions regarding the contents that should not be omitted from the Nutrition curriculum, and how the topics of FS and FO could be better addressed in higher education.

Chart 02 shows the sequence of questions asked.

Table 02. Sequence of questions asked to the key-characters.

Question
Could you explain the theoretical-methodological approach of FS and FO?
Could you name the national and international organizations related to FS and FO?
Can you explain an articulating arc between FS, FO and Sustainable Development?
What should be the principles that should govern FS and FO public policies?
Are FS and FO explicit axes in the current Nutrition curriculum?
What are the conceptual and procedural aspects of FS and FO most present in current undergraduate nutrition education?
Since when can you refer the interest of the topic of FS and FO in the curriculum and/or professional practice?
Do you currently participate in any teaching, research, or university extension project about FS and FO?
Do you consider that there are theoretical-practical aspects or dimensions that should not be omitted in a Nutrition curriculum?
What recommendations would you make to improve the penetration of FS and FO into the public agenda in the field of Higher Education?

Source: The authors, 2021.

All interviews were transcribed and checked with a professor familiar with the local context who is a native Spanish speaker. Then they were processed through the content analysis proposed by Bardin (BARDIN, 2011). As a frame of reference for the analysis of the interviews, the 1985 UNC Bachelor of Nutrition career syllabus was used (UNC, 1985).

Results

Axis 1: Conceptions of Food Security and Food Sovereignty

The questions in the first axis sought to identify the interviewees' knowledge about the topic of FS and FO. The professors of the Nutrition course presented similar answers regarding the approaches related to the theme, differentiating between the concepts: FO referred to the people's choice about which foods to produce and consume, ensuring food for the entire population. In relation to FS, the focus was on the food system and the stages of access, availability, production, and distribution of food at fair prices and culturally accepted by the population.

These concepts were described using the FAO definitions as an international reference. Complementarily, P1 referred to the United Nations Development Programs. Regarding national organizations, E1, E2 and P2 cited the UNC's Free Discipline of Agroecology and Food Sovereignty in reference to a national network of similar disciplines. P1 and P2 referred to the national laws and the secretariats of health, food safety, and agriculture. Because of the closeness to the theme, P3 referred to agencies closer to the FO, such as the National Institute of Agricultural Technology, Undersecretaries of Family Agriculture, and more broadly, he spoke of the National Campesino Indigenous Movement linked to Via Campesina.

When questioned about an articulating arc between Health, FO, and Sustainable Development, all the professors affirmed that it is not possible to have sustainable

development without the guarantee of Health and FO, and vice-versa. Agroecology would be the path for this development based on the non-use of agrochemicals and the strengthening of family farming and public policies that respect people's decision about what to produce and eat, according to P3 and E1.

The human right to food was one of the principles reported by E1 and P4 as being those that should govern public policies in FS and FO. For E2 knowledge of origins, culture, and connection to food were described as important for this. P1 highlighted the importance of equity and human development as principles while working in the territories was listed as relevant for P2. P3 made references to more criteria, emphasizing quality and access to food, agro-ecological production, short marketing chains and fair payment for food as principles referring to FO. For P5, access to food was the most important criterion, considering the lack of food in the country and child malnutrition.

Axis 2: Curriculum, Food Security and Food Sovereignty

The questions in axis 2 intended to evaluate the presence of FS and FO in the undergraduate curriculum in Nutrition. Although they did not differentiate between the themes, both students mentioned that these contents were not directly present in the curriculum, but were worked in a transversal way, more specifically in the last two years of the course.

Among the professors of the Nutrition course, P2 agreed with the students, and P1 and P4 stated, although they did not differentiate, that FS and FO were axes present in the curriculum in a non-apparent way. P1 added that some of the concepts related to the themes were addressed outside the "prescribed" curriculum in extension activities and workshops and worked with some importance in the "hidden" curriculum.

In sequence, when answering about the conceptual and procedural aspects of FS and FO with more presence in the Nutrition curriculum, E1 mentioned the right of people to decide about their food based on their cultures, beliefs, and religions. Regarding FS, she emphasized that the theme appeared twice in the curriculum: once in the initial years dealing with access, availability, and biological utilization of food, and a second time in the Public Health discipline with a focus on cultural, personal, and psychological aspects, and not so focused on biological aspects.

P1 described the aspects of territoriality, food and nutritional systems, family economy, and intersectorality. For her, the contents that had FS and FO as axes were the ones that made the student understand that nutrition was the fruit of intersectorality. In a less in-depth manner, P2 reported that the aspects related to FS were worked on in several courses, workshops, and field activities with different methodologies, while FO was discussed more in the optional Food Policy course.

The answers showed that P1 had more intimacy with the theme, mainly because she had been collaborating with it since the beginning of the current curriculum. The professor explained that social, political, and economic changes in the country caused FS and FO to have more emphasis in the curriculum, which she considered to be "very biologicistic". P2 and P4 reported that the economic crisis of 2001 in Argentina was decisive for both themes to be worked with more emphasis, due to the growth of peasant movements and family farming, the result of an adaptation of the university to its role in society.

This same economic crisis was addressed in the answer of P3, who detailed the movement that took place to start working in agroecology. He also reported that at this time they worked more with the concept of FS and that later the concept of FO was developed within the extension projects.

Unlike the others, P5 related his teaching practice with educational policies to social policies and human rights and referenced the right to health, food, and children's rights as the foundations of his professional practice. Her contact with the theme in question happened through her involvement with the Discipline of Food Policy and extension projects with the UNC School of Nutrition.

Regarding the school involvement with activities related to FS and FO, P1 and P2 reported that they had been participating in extension projects directly involving the theme. P1 informed that she participated in an extension project focused on food and nutritional systems in high schools while P2 said she was involved with an extension project funded by the university policy secretariat to work with alternative meats in technical schools and another unfunded project with food safety councils and community purchases. She also mentioned that she worked with the themes in practical terms in the chair of Human Relations and Community Development.

Axis 3: Curriculum Gaps

When questioned about the contents that could not be absent in a Nutrition curriculum, E1 considered that FS and FO could be more worked on during the curriculum and, like E2, recognized that the new curriculum proposal would account for these omitted contents. Among the professors of the course, P2 reported that the ratio between the number of professors and students is a factor that hinders more field work and the creation of stronger links with the territories. Thus, she evaluated that an omitted aspect that should be corrected would be the number of practical hours in activities in the territory.

Finally, answering about how there could be a greater penetration of the themes in higher education, E1 pointed out that the existing agro-ecological gardens project should take place at a macro level in the university, to contribute to the discussion of social rights, right to health, food, and education. For her, this broad contact, especially with other health courses, would contribute to a work beyond welfarism. The student also complained about the

occasional practical work in communities and territories that had no follow-up and suggested that the university should improve social engagements from projects that address FS and FO.

P1 recommended the formation of friendly and informal spaces with several sectors of the university and society to mobilize the theme in broad meetings. In the same sense of articulating other groups, P4 described the need to work on a transversal approach of the theme in higher education so that the subject is not only implicated in issues involving food. For P2, the main problem to be combated would be the lack of education at undergraduate level regarding social responsibilities and the role of citizens. For her it would be necessary that people understand their responsibilities in the elaboration of public policies and get closer to issues such as community work.

For the Director of the School of Educational Sciences, the elaboration of institutional university policies that encompassed the themes of FS and FO would be especially important to ensure their penetration in the scope of higher education. However, she was overly concerned about the issue, for example, of the university restaurant at UNC, which did not have enough structure to serve all students and, consequently, could not guarantee food security in the university itself. P3 recognized that the FS and FO were extraordinarily little worked on in other courses such as the social sciences and the agronomy course in which he participated as a professor. For him, there was a resistance from teaching groups to have a greater discussion about the theme and one of the ways to solve this would be a broad curricular reform.

Discussion and Final Considerations

The academic visit and the interviews with different members of the UNC community allowed us to understand the interviewees' knowledge about FS and FO, the way the subject is inserted in teaching practice, in the Nutrition curriculum, and the different views and suggestions on how to improve the insertion of the theme in this curriculum.

It was evident that the interviewees understood the themes and recognized the absence of these contents in the current curriculum. However, they indicated that, despite its absence in disciplines and curricular contents, FS and FO are being worked on from the perspective of a hidden curriculum, that is, with contents that are learned, but not openly intended in the teaching-learning process. Because it is a curriculum created many years ago and without recurrent restructuring, the contents involving FS and FO have been inserted in parallel in university extension activities and in some specific subjects. This kind of situation, where the hidden curriculum accounts for important contents absent in the prescribed curriculum, is common in curriculum projects that are not revisited and re-evaluated with some frequency. Thus, the academic community ends up working with these contents without a specific methodology and in an unofficial way (PACHECO, 2013; SANTOMÉ, 2005).

However, it is important to highlight the weight given in the answers about the extension activities directly involving the FS and FO. UNC, in particular, the cradle of university extension in Argentina and historical reference in the struggle for higher education in Latin America, has been articulating with society in order to respond to the demands not only educational, but also with the commitment to the formation of critical human beings concerned with human development (AGUIAR; ROJAS, 2019; FREITAS NETO, 2011). Especially in the undergraduate course in Nutrition, despite having been scored as a course with aspects that are still very biological and assistencialist by the interviewees, the FS and FO occupy important spaces of out-of-class training. The articulation with the surrounding community through these extension works in the territory can be understood as one of the strengths of the undergraduate course in Nutrition to be worked on in a curricular innovation.

This curricular innovation could occur from more comprehensive academic practices in teaching, research, and university extension, considering that FS and FO are worked on from a hidden curriculum and that extension activities give greater weight to these contents. Thus, since knowledge about FS and FO is not an integral part of the formalized teaching-learning process, it would allow a greater understanding by students who have no direct contact with the themes, leaving them free to make an individual decision and engage with issues related to the reality and concrete experiences of FS and FO in local territories.

The experiences that take place in specific territories, with organized social actors, from dialogical-critical links and interdisciplinary and intersectoral approaches, are valuable for an academic education that includes not only theoretical knowledge, but also the knowledge that is put into play and built from concrete experiences of FS and FO.

In this sense, they contribute in terms of educational quality, in the formation of future professionals with a professional exercise with a critical spirit and action that results in a true incidence and transformative political action in these territories, as collective subjects with responsibility and social commitment.

Despite the multiprofessional and transversal characteristics that concern FS and FO, discussions regarding their insertions in undergraduate curricula in Nutrition are being held with more force in recent years, especially in Latin America, where food access and production, hunger, and the human right to adequate food hold direct relationships with the role of the professional nutritionist in contemporary society (CALISA, 2018; GLENZA; GIANNUZZI, 2018; GUERRA, 2017; NAVES; RECINE, 2014).

In this same Latin American scenario, there are procedural and theoretical differences regarding FS. Brazil, for example, from a 2006 organic law, and under the influence of FAO guidance documents, added the concept of nutritional security to the concept of FS. According to this law, food and nutritional security refers to the realization of the right of everyone 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 that are environmentally, culturally, economically, and socially sustainable (BRAZIL, 2006). Similarly, Colombia has also incorporated the "nutritional" concept into its definition of FS (MARTÍNEZ, 2014). In other cases, such as in Chile and Argentina, FS still maintains strong links with the aspect of food and its innocuousness, without associating it broadly with a political and socioeconomic context (FAO *et al.*, 2019; PASTORINO, 2020).

Particularly in Argentina, the economic crisis of 2001, pointed out by the interviewees, was the most responsible for the change of educational paradigm in the field of Nutrition. This is because the country's political, social, and economic scenario imposed on the university a change of attitude and way of working. This reveals the way in which the public university must adapt to social structural changes. More than that, what is expected from the university is a solid articulation with public authorities and civil society in solving structural problems, as the case of FS and FO (PIATO *et al.*, 2015; FERNANDES *et al.*, 2019).

The public university must assume its essential role in guaranteeing human rights and attempting articulations of social demands with the training of professionals in the various fields of knowledge, focused on addressing the sustainable development goals elaborated by the United Nations Organization, especially in the scenario of global syndemia. Successful examples of articulations in the field of FS and FO have been described in network works in Latin America, including the UNC (FERNANDES *et al.*, 2019).

The curricular restructuring of the UNC Nutrition course, reported by some participants, seems to be the result of a long discussion of local problems and articulations with society. This made that, for example, there was the proposal to make the optional discipline of Food Policy, incredibly involved with the theme of FS and FO, a mandatory discipline in the new curricular proposal not yet in force. This is a promising step in the recognition of the importance of these themes in the formation of the nutritionist in the contemporary scenario.

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