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**CONTRIBUTIONS BY  
UNIVERSIDADE  
FEDERAL DE  
GOIÁS TO THE  
IMPLEMENTATION OF  
THE HUMAN RIGHT TO  
ADEQUATE FOOD IN  
HIGHER EDUCATION**

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**Abstract:** The research aims to analyze social programs and documents from ``Universidade Federal de Goiás`` (UFG) of the last four years in terms of access to adequate food and to delimit their contributions to the realization of the Human Right to Adequate Food (DHAA). The discussion surrounding the DHAA has become recurrent in recent years in view of the insertion of its concept in the Law. 11,346/06, which established the creation of the National Food Security System. The DHAA was made positive in article 2 of the Law, as a fundamental right of every human being and an inherent characteristic of human dignity, that is: an indispensable condition for the realization of other rights enshrined in the Federal Constitution, such as the right to education. In the field of teaching, the discussion hovers over the content of the Law. 11,947 of 2009, which instituted the National School Meals Program (PNAE), according to which adequate food consists of the use of varied and safe foods, with respect to the culture, traditions and healthy eating habits of elementary school students. These laws, however, did not explicitly contemplate higher education, giving rise in 2010 to Decree Number 7,234, which expanded the conditions of the PNAE for young people enrolled in federal public institutions. Given this context, the problem is presented in the form of the question: in addition to the university restaurant and food assistance, are there other contributions from UFG to the implementation of the HRAF? To answer the question, we used the content analysis of the documents and nutritional guidelines of the UFG itself on the theme of adequate food. As a result, the existence of a direct contribution from the UFG to the implementation of the DHAA in the scope of higher education was verified, because there were publications in the form of nutritional guidelines and Food Guides for University Students in accordance

with the legislation that deals with the theme of the DHAA.

**Keywords:** Human right. Food safety. Adequate Food. University education.

## INTRODUCTION

Adequate food is the most basic right of all human beings and its practices involve the guarantee of permanent and regular access, in a socially fair way, to food practices that are adapted to the social and biological aspects of each citizen, that is, in compliance with the special needs of each country's food culture, as well as the dimensions of gender, ethnicity and race. Thus, the Human Right to Adequate Food (DHAA) comprises financial access to food in sufficient quantity and quality, and in compliance with the principles of variety, balance, moderation and the pleasure of eating (GUIA ALIMENTAR, 2014, p. .08).

In this sense, the right to adequate food is, before any explanation, a human right with a basic characteristic, since it is not possible to discuss or implement other rights without talking about food, since its realization is considered an indispensable prerequisite for the realization of the right to life. (VALENTE, 2001, p. 15-18). Thus, the DHAA has been consolidated over the years, having its origin compiled in the Universal Declaration of Human Rights (UDHR), an international document that established in its article 25 the right of everyone to an adequate standard of living.

Continuing, General Comment Number 12 of the Committee on Economic, Social and Cultural Rights, which was prepared in 1999, defined that HRAF materializes when a man, woman and child, alone or in the company of others, achieve economic access and physical, uninterrupted, adequate food or the means to obtain it. In addition, the International Covenant on Economic, Social and Cultural Rights (ICESCR) defined HRAF

as an obligation of the States parties, which must protect their citizens from hunger, based on the improvement of production methods, preservation and distribution of foodstuffs, as well as the equal distribution of world food resources (article 11, PIDESC).

Faced with this international concept for HRAF, the Federal Constitution of Brazil treated the right to food as a social right in its article 6, and in article 208, item VII established that the duty of the State towards the promotion of education will be fulfilled by assisting the student in all stages of basic education through food programs. Therefore, the present study will address the DHAA from articles 6 and 208, combination with VII, analyzing, above all, the public food policy within the scope of higher education, a subject that is disciplined in the Law. 11,947 of 2009 (which instituted the National School Feeding Program (PNAE)).

The choice of this theme is justified by the fact that university food is a social issue in Brazil, since in reality many teenagers and adults attend university full time and expect to have a meal, which in some cases, it's the only complete one they have on the day. Thus, it was based on data collected by the ` `Universidade Federal Fronteira Sul` ` (UFSS) with Federal Universities of Brazil, according to which, in 2013, 88.1% of the researched institutions, including ` `Universidade Federal de Goiás` ` (UFG) contacted with university restaurants, and 76% with food allowance (MUSSIO, 2015, p. 40). Linked to this, the issue of food is intrinsically related to the mental and physical development of students and, consequently, directly influences learning.

Given this context, the problem is presented in the form of the question: in addition to the university restaurant and food assistance, are there other contributions from UFG to the implementation of the HRAF? It is known that the National School Feeding Program

(PNAE) stands out because it is the oldest government program in Brazil, which have as their legal basis article 205, item IV and article 208, item VII, both of Federal Constitution of 1988. However, this Program did not include higher education as the final recipient of the food policy, which is why, in 2010, Decree Number 7,234 appeared, which expanded the conditions of the PNAE for young people enrolled in federal public institutions.

In this study, the right to university food is understood as a development of the DHAA, and this constitutes the delimitation of this research, which aims to: analyze social programs and documents of ``Universidade Federal de Goiás`` (UFG) of the last four years in terms of access to adequate food, with a view to assessing contributions to the effectiveness of the DHAA.

Thus, in order to answer the problem, the present study used the content analysis (BARDIN, 2011) of the documents and nutritional guidelines of the UFG itself (on the theme of adequate food), which were produced in the last four years . Therefore, the present study was guided by the following words: right to food; healthy; proper; quantity and quality, with a view to comparing the content prepared by the UFG with the broader concept of HRAF. Thus, this research is based on the educational reality of higher education at UFG and on the treatment of the right to university food as a result of the DHAA.

## **ADEQUATE FOOD AND HIGHER EDUCATION**

The DHAA and adequate nutrition originates from the ICESCR, and was adopted in December 1966 by the General Assembly of the United Nations (UN). The incorporation of this right into the PIDESC took place after ten years of constant debates, suggesting conflicts regarding its effectiveness. Therefore, the final document took a while to compile

and find consensus among the signatory countries, because different people sought to attribute different meanings to the concept of HRAF. For these reasons, the Pact only came into force in January 1976, being ratified by Brazil through Legislative Decree Number 226 of December 1991, that is, almost three decades after the Pact was made (LEÃO, 2013, p. 17 ).

In 1999, HRAF gained greater notoriety after the advent of ICESCR General Comment Number 12, which explained in detail the meanings for HRAF, ideas such as physical and economic access, uninterruptedly to food and the means to obtain it. they were inserted in the theme. However, the issue addressed in relation to General Comment Number 12 is that, although there are essential elements pre-arranged for the meaning of HRAF, such elements do not follow the dialectical nature of this right, which is the result, above all, of disputes political and economic conflicts, and which, therefore, are constantly updated (CORRÊA; OLIVEIRA, 2019, p. 26).

At the national level, the Federal Constitution did not explicitly deal with HRAF, but enshrined the right to food as a social right in article 6th, which is why it was deemed indispensable to create conditions for societies to structure themselves with the aim of reducing the inequalities fostered by capitalism (CARVALHO, 2005, p. 14-15). Thus, the legislator compiled strategies for the Brazilian State that were linked to the realization of the right to food, for example, in article 208, item VII, which established the right to education linked to providing food for the student.

It is in this sense that the legislator enacted the Law. 11,947 of 2009 (which instituted the National School Feeding Program (PNAE)). This Law explicitly dealt with the DHAA in its article 2, item I, when it established as a guideline for school meals the concept of

healthy and adequate food, according to which, safe food groups must be used in student meals, which respect culture, traditions and healthy eating habits, and that are able to contribute to the growth and development of students, as well as to the improvement of school performance.

In the same sense, article 12 of the Law. 11,947/09 established that school food menus must be prepared by a nutrition professional using basic foods, and in compliance with nutritional references, eating habits, the food tradition of the locality and the culture of each people, based on, above all, on sustainability, on the agricultural diversity of the region, and on adequate and healthy food.

Furthermore, paragraph 2 of article 12, also added to the concept of HRAF, the situation of students who need individualized nutritional care, due to health conditions. This way, it was deemed essential to prepare a special menu based on medical and nutritional recommendations, which guaranteed the possibility of implementing HRAF for people with diseases that can be aggravated when certain food groups are consumed.

However, the Law. 11,947/09 did not contemplate the figure of the university student, dealt exclusively with school meals, that is, meals aimed at children and adolescents of school age. For this reason, Decree Number 7,234 of 2010 was published, which expanded the conditions of the PNAE through the institution of the National Student Assistance Program (PNAES).

This Decree established in article 2nd the objectives of the PNAES, among them, are mentioned: the democratization of the conditions of permanence of the young people in the university; minimizing the effects of social and regional inequalities, which make it impossible to complete higher education; the reduction of evasion and retention rates; and the contribution to the social inclusion of

education. And to implement these, article 3 of the Decree posits “food”, in item I, paragraph 1 as one of the actions that must be promoted by the PNAES.

Thus, the Decree made it possible to implement the DHAA within the scope of higher education, and in dialogue with the eating habits of university students. On this subject, Feitosa and Mattos (2010, p.225) defined that the diet of university students is influenced by numerous factors, starting with entering the university itself, because, for some, the university experience causes changes in life, which it means leaving your parents' home to live the student housing experience. It is, in this sense, that due to the location of the university and the lack of time to have complete meals, students choose to replace healthy and complete meals with quick snacks of a processed and ultra-processed nature.

Drouard (2009, p. 263), explains that changes in the eating habits of university students must be understood as a reflection of globalization, understood as a deepening of economic, social, political and cultural integration. Moreover, Cluskey and Grobe (2009, p. 72) concluded that the food eaten by university students does not meet the basic daily nutritional needs of micronutrients, which constitutes a reason for alerting health professionals, who must monitor changes eating behavior and negative character of these students.

In view of the above, it is inferred that there is a need to develop public food policies, so that the DHAA is also complied with at the university level, since, as verified, university students, due to the rush caused by the academic routine, do not eat appropriately and together with that, they spend a large part of their lives at the University, depending exclusively on complete food, which only the university restaurant can offer.

## PROGRAMS AND GUIDELINES OF UNIVERSIDADE FEDERAL DE GOIÁS REGARDING ADEQUATE FOOD.

According to data collected by Universidade Federal Fronteira Sul (UFSS) based on the analysis of Federal Universities in Brazil, it was found that in 2013, 88.1% of the institutions surveyed, including Universidade Federal de Goiás (UFG) contacted university restaurants, and another 76% with food allowance (MUSSIO, 2015, p. 40).

In this sense, it was found that the UFG has a university restaurant (considered a space to provide access to food with prices below the market), as they are maintained with government subsidies. More than that, these restaurants were considered in the research by Mussio (2015), instruments capable of offering safe, balanced and nutritionally healthy food.

In addition, UFG also has other programs and guidelines, which will be analyzed based on the following explanation:

PROGRAMS / ORIENTATIONS	CONTENT ANALYSIS
Nutritional advice on gastritis	This pamphlet provides guidance for UFG students on the precautions to be taken in order to have a diet consistent with the conditions of gastritis. Thus, the duty to eat every three hours was established, in order to prevent the stomach from being empty for long periods. A total of six meals a day, with a moderate amount of food, is recommended as ideal. In addition, he advised that chewing must be slow and consistent. The consumption of fruits (papaya, banana, watermelon, etc.) was indicated. Finally, the content spoke of the priority in the consumption of vegetables in general, especially leafy vegetables, vegetables and fruits, since most have vitamins and antioxidant characteristics.
Nutritional guidelines for lactose intolerance.	This guideline brought up the issue of lactose intolerance, which affects a large number of adolescents aged 20 to 25 years. Thus, he instructed students to observe food labels and medicine inserts, checking whether they include milk, lactose, whey, curds, milk derivatives, milk solids, etc. Furthermore, to avoid a lack of calcium, vitamin A and D, riboflavin and phosphorus, we recommend: broccoli, carrots, sardines, peanuts and almonds.
Orientations about vitamin D deficiency	The pamphlet discussed that a lack of vitamin D can cause inadequate bone mineralization. Thus, he recommended the consumption of foods such as: salmon (100-250 IU); canned sardines (300 IU); canned tuna (230 IU); egg yolks (20 IU) sun-dried mushrooms (1600 IU); milk and derivatives fortified with vitamin D (40-100 IU).
Orientations about obesity	The pamphlet brought some guidelines to prevent obesity. Thus, he advised: taking short breaks (from 2 to 3 hours) between meals. Also, the establishment of fixed schedules, without skipping any meal, so that the student feels less hungry, eating only what is necessary. Adequate intake of water during the day (at least 10 glasses per day) was also indicated. And finally, to avoid preparations rich in fat and fried foods (fried snacks, breaded, etc.).
Orientations about vitamin (A) deficiency	In the initial plan, the pamphlet brought the diseases caused by the lack of vitamin A, among them, the main one: night blindness. I also brought nutritional guidance: breastfeeding for lactating women, that is, breast milk as the best source of Vitamin A for the baby, in addition to foods such as liver, milk and derivatives, eggs and tuna. - provitamin A (carotenoids in products of plant origin): dark green leaves, mango, carrot etc.



Complementary feeding guidelines	The pamphlet talked about the importance of breastfeeding, guiding mothers on the importance of breastfeeding their children. Thus, he advised that, after six months, the breastfed child must receive three meals a day, two fruit porridges and one salt porridge. And, as the seventh month approaches, the second salty porridge/pot food must be introduced, that is, rice, beans, meat, vegetables and greens.
Feeding guidance to improve learning	The pamphlet shows the reader a group of specific foods that can contribute to cognitive development. Thus, the B complex vitamins are presented, which are associated with the production of neurotransmitters, and which are responsible for attention and decreased excitability. In addition, the pamphlet also explained other food groups such as proteins, which participate in the connections of neuronal networks. And they serve to build new synapses, and processes necessary for communication between neurons.
Nutritional Guidelines: Crohn's Disease	From the beginning, the pamphlet shows that Crohn's disease (CD) is marked by an intestinal inflammatory process that can affect any segment of the gastrointestinal tract, from the mouth to the anus. And that this disease goes through two phases, the first is the silent phase, while the second is the active phase. For the active phase, food consumption was guided. Consume foods that are sources of fiber, among them: potatoes, unpeeled apples, cassava, beets, carrots; In addition, the consumption of foods such as (leaves, bran, beans, whole grains, corn, among others) was indicated in order to prevent diarrhea; Fractionation of meals into (smaller amounts of food, which can be better tolerated); And, finally, the consumption of plenty of fluids was indicated, especially hydroelectrolytic replenishers.
Nutritional guidelines: nutrition and immunity	The pamphlet brought the theme of the correlation between healthy eating and maintaining a quality diet. Thus, the importance of preferring in natura foods was highlighted, as they contain the nutrients that help strengthen immunity, as well as oriented towards avoiding the consumption of ultra-processed foods, such as biscuits and packaged snacks, canned foods, and among others because they have substances that lead to the formation of substances harmful to health, such as the formation of free radicals.
Nutritional guidelines: iron deficiency anemia	The guidelines started from the definition of iron deficiency anemia, which according to the description in the nutritional iron deficiency and which occurs when there is a reduction in the amount of this mineral in the human body. Thus, he was guided by the need to combine foods that are a source of iron with foods that increase its absorption, in order to optimize the supply of this nutrient in the body and prevent Iron Deficiency Anemia.
Nutritional guidelines: Christmas foods	For the Christmas period, UFG, through the nutritional sector, was concerned with explaining to its students the nutritional concentration of the foods consumed at Christmas dinner. Thus, he spoke of turkey meat, oilseeds; of citrus fruits; of wines etc. And this way, it was treated that these foods, especially wine, have numerous benefits, such as phenolic compounds, which were considered antioxidants that help fight free radicals in the body, thus preventing cardiovascular diseases.
Nutritional Guidelines: how to clean fruits and vegetables properly	The pamphlet started with the introductory approach, according to which the food we consume carries numerous types of bacteria, viruses and parasites that can cause Foodborne Diseases (FBDs). Thus, the guidelines started with a step by step, which must be followed to avoid contamination, so the guidance began with the removal of the deteriorated leaves, washing them in running water and adding a chlorinated solution.
Nutritional Guidelines: Magnesium and Its Importance for Health Source: <a href="https://prae.ufg.br/p/42906-arquivos-orientacoes-nutricionais">https://prae.ufg.br/p/42906-arquivos-orientacoes-nutricionais</a> .	This pamphlet dealt with the importance of magnesium, as this component is consumed less and less. Thus, he addressed the problems caused by its absence, as well as talking about its sources that can be found in fruits and vegetables such as (bananas, spinach), also in cereals (oats, wheat) and tubers (nuts and seeds).

Source: elaborated by the author

It must be noted that, in addition to these, UFG has another forty pamphlets that are available on the Institution's website and along with this, the university also monitors university restaurants and canteens. Thus, the institution provides the university community, especially the students participating in the programs and orientations, with possibilities for a balanced diet, in adequate sanitary conditions, capable of minimizing evasion in the training process.

In addition, it was found that the UFG has nutritional work to deal with foodborne illnesses and their forms of prevention. Therefore, when talking about the deficiency of *Vitamin D*, for example, the concern of the guidance is not limited to presenting the disease, but to providing subsidies so that the student who is going through a similar situation can resort to the class of foods that are most suitable for overcoming the disease.

In the same way, UFG's concern with food extended to breastfeeding mothers and their babies. It is for this reason that the guidelines

also dealt with the theme of this special diet, that is, which require consumption of specific dark green foods, rich in folic acid, among others. Therefore, it is inferred that the DHAA in theory is structured at UFG, as the university has adopted a broad panorama of nutrition, which affects since the adolescent's entry into the university, passing through pregnancy, the lactation period and eating illnesses.

Another aspect worth mentioning concerns the breadth of guidelines, unlike programs that are specific in scope, that is, which only take into consideration, the student's connection to an institution, UFG, in addition to the academic community, directs its content to the general public that accesses the university portal, not restricting the right to information on safe and adequate food.

In addition, UFG has two other central programs that favor the nutrition and permanence of students in higher education, namely:

PROGRAM	DESCRIPTION
<p style="text-align: center;">feeding program SEI Ordinance Number 8, of February 26, 2021.</p>	<p>This program consists of meeting the demands of students in terms of their basic food needs. It takes place in two ways: Total exemption from the payment of meals (breakfast, lunch and dinner) in the UFG University Restaurants. And for students enrolled in undergraduate courses at the Aparecida de Goiânia Campus, R\$ 300.00 per month is transferred, and the student selection process takes place through a Unified Notice.</p>
<p style="text-align: center;">Acolhe Program UFG PRAE SEI Number 34 of October 14, 2021 Source: <a href="https://prae.ufg.br/p/36990-portarias-2021">https://prae.ufg.br/p/36990-portarias-2021</a></p>	<p>The Acolhe UFG Program is linked to the Student Social Assistance Policy (PASE), which favors the permanence and academic performance of the student entering higher education, and who is regularly enrolled at the UFG Campuses in the Metropolitan Region of Goiânia (RMG) in first registration and first graduation course at UFG. Among the service modalities in the ``Acolhe UFG`` Program is food, which can be through the total exemption of payment for meals (breakfast, lunch and dinner) in university restaurants.</p>

*Source:* elaborated by the author



The first, entitled “food program” was instituted by ordinance Number 8, of February 26, 2021. This contributed to the implementation of the DHAA, because, as can be seen in the aforementioned ordinance: students regularly enrolled in UFG undergraduate courses are made access to food in adequate quantity and quality possible. Therefore, university restaurants, as food and nutrition units (Unhas), have the objective of regularly providing the entire university community with nutritionally prepared and balanced meals with safe foods, which provides food security and maintenance of the health of users. (ALMEIDA, 2012).

In the same sense, the Acolhe UFG program, which also contributes to the expanded implementation of the DHAA, as stated in Ordinance Number 34 of October 14, 2021, in addition to food (which materializes in the provision of basic meals such as: breakfast, lunch and dinner at the university’s restaurants), the Program also provides an allowance equivalent to BRL 500.00 per month, which means the consolidation of other rights, such as the right to housing, sports, leisure, among others.

## **FINAL CONSIDERATIONS**

In view of the above, it is concluded that, within the scope of “Universidade Federal de Goiás” (UFG), the Human Right to Adequate Food (DHAA) was duly attended to in the theoretical field, since through the nutritional department a large amount of guidance was produced that is available to the student access to the institutional website of the UFG itself.

The content produced at UFG must be considered consistent with article 25 of the Universal Declaration of Human Rights (UDHR), as well as, with article 11 of the International Covenant on Economic, Social and Cultural Rights (ICESCR). This is because the nutritional guidelines favored the broad

debate on the theme of DHAA. That is, students were given access to food in adequate quantity and quality, since UFG not only dealt with food as a guideline, but also favored students with the possibility of enjoying the scholarship “acolhe UFG”, which includes food, as well as the “Feeding program”.

Therefore, it is understood that the content produced by UFG is in line with Decree Number 7,234 of 2010, which expanded the conditions of the PNAE through the institution of the National Student Assistance Program (PNAES). Thus, through the food programs, guidelines and the UFG scholarship, the university allowed for the permanence of students and the mitigation of the effects of social and regional inequalities, which make it impossible to complete higher education.

Finally, it is inferred that the objective of this article was not to exhaust the theme of the implementation of HRAD in higher education, but to compare the content that UFG has produced in terms of HRAD with national and international law. Thus, this research made it possible to open the investigative agenda, whether for an eventual field research, or an interview that can, in fact, empirically verify that the content raised transcends the field of theory for application in practice.

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