


## "English Food" Project - Innovative lessons from the pandemic and sustainability

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### ABSTRACT

The "English Food" project started as an online activity in the first year of the Covid 19 Pandemic. In the first and second year, we focus on the discussion of several articles on food science, these discussions take place in the English language. At the end of each month we invite a speaker to talk about the topic studied. We also began to explore how the pandemic was affecting the food industry and the lives of project participants in general. We discussed about new trends, such as the rise of food delivery services and the popularity of meal kits. Now, our focus has shifted to sustainability. We investigate how the food industry is responding to the climate crisis, exploring topics such as sustainable agriculture, waste reduction, and plant-based diets. We have also started to discuss the SDGs. SDGs is the acronym for Sustainable Development Goals, a global agenda adopted during the United Nations Summit on Sustainable Development in September 2015. The SDGs address global actions in the areas of poverty eradication, food security, agriculture, health, education, gender equality, reduced inequalities, energy, water and sanitation, sustainable production and consumption patterns, climate change, sustainable cities, protection and sustainable use of oceans and terrestrial ecosystems, inclusive economic growth, infrastructure, industrialization, among others. In short, the "English Food" project has been a journey of learning and adaptation. Through this project, we not only explore food science and emerging trends in the food industry, but also address critical sustainability issues and the United Nations Sustainable Development Goals. This project highlighted the importance of adaptability in times of change and the need to consider sustainability in all areas of our lives. By doing so, we hope to inspire others to do the same and contribute to a more sustainable future. After all, every little action counts, and together, we can make a difference, all while practicing English.

**Keywords:** Food science, Sustainable Development Goals (SDGs), English practice, Learning and adaptation.

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## INTRODUCTION

The "English Food" project of the Federal University of Minas Gerais (UFMG) aims to integrate the teaching of English with the promotion of food education and awareness about sustainability in food. Through this innovative initiative, we seek to not only enhance the language skills of the participants but also promote healthy and sustainable eating habits in our community.

The "English Food" project, which began during the pandemic, has evolved in an inspiring way. Initially, our focus was on promoting English learning through exploration of the universe of food science. However, as the project matured, we incorporated a crucial new element: sustainability.

In this chapter, we will explore how the "English Food" project addresses the intersection between education, food culture, and sustainability, highlighting its practices and impacts. We will begin by contextualizing the project and outlining its importance in the educational and social context. We will then discuss the key elements that make up the project's approach, from integrating aspects of food culture to implementing sustainable practices in food selection and preparation.

In addition, we will examine the role of the "English Food" project in promoting awareness of sustainability in food, highlighting its environmental and social impact. Finally, we will address the challenges faced and opportunities encountered in integrating food sustainability into the project context, as well as future considerations and recommendations to enhance and expand these initiatives.

By the end of this chapter, we hope to provide a comprehensive and inspiring overview of the work done by the "English Food" project and its role in building a healthier and more sustainable future for all.

## ENGLISH FOOD PROJECT

The Origin of the Project took place at the beginning of the Pandemic (2020), during the challenging months of isolation, we realized the need to offer participants a meaningful way to practice English. The "English Food" project was born as a creative response to this demand. After all, food is a universal language, and exploring it in English made for an engaging and hands-on experience.

University extension, based on the constitutional principle of the inseparability between teaching, research and extension, is an interdisciplinary, educational, cultural, scientific and political process that promotes transformative interaction between the university and other sectors of society. In this context, the "English Food" project presents itself as a practical example of an extension project. It seeks to strengthen ties with society by bringing academic knowledge about food science to meet society's interests. At the same time, it learns from society to produce new knowledge and qualify student education.



The "English Food" project also aligns with the mission of university extension to support economic, social, cultural and political development. It does this by exploring English cuisine in a way that respects sustainability and equity, thereby contributing to tackling the different facets of social inequality and environmental degradation. Therefore, university extension, through projects such as "English Food", plays a crucial role in the democratization of scientific, artistic and technological knowledge, and in the promotion of sustainable development and social justice (PDI, 2018).

In order to fully fulfill its goals and commitment to society, the Federal University of Minas Gerais (UFMG) has as its mission to create and disseminate knowledge in the scientific, technological and cultural areas. UFMG stands out as a reference institution in the formation of critical and ethical individuals, equipped with a solid scientific and humanistic foundation, and committed to promoting significant changes in society. These changes aim to promote economic development, reduce social and regional inequalities, and foster sustainable development.

In the context of our "English Food" project, we can see a direct connection with UFMG's mission. Just as UFMG strives to generate and disseminate knowledge, our project seeks to explore and share scientific knowledge. In addition, just as UFMG is committed to promoting sustainable development, our project also strives to highlight sustainable food practices and knowledge.

## **FOOD EDUCATION AND AWARENESS**

UFMG's "English Food" project is an innovative initiative that promotes food education and awareness of healthy eating habits among participants. The project is a discussion group that addresses issues related to food science, using English as a language. This allows participants to learn about different aspects of food, from their composition to how they affect our health.

According to Bryant et al. (2023), understanding school food systems is critical to supporting the development and implementation of food-based policies and interventions. This study highlights the importance of food and nutrition education in schools, which is one of the focuses of UFMG's English Food Project. As Bryant et al. (2023) suggest, the English Food Project also believes in the importance of providing participants with the knowledge and skills they need to make healthy food choices.

Nutrition education is key to promoting health and overall well-being. According to Cervato-Mancuso, Vincha and Santiago (2016), food and nutrition education is an important intervention practice. It contributes to the realization of the human right to adequate food and ensures food and nutrition security (FNS), values food culture, promotes sustainability, and generates autonomy so that people, groups, and communities are empowered to adopt healthy eating habits and improve quality of life (Food Education, 2021).



As highlighted by Cervato-Mancuso, Vincha and Santiago (2016), food and nutrition education can be strengthened through an understanding of the basic principles of nutrition and is essential to empower people to make more informed and healthy food choices. The human body requires a lot of nutrients. Not all nutrients provide energy, but they are still important, such as water, vitamins, and minerals. Micronutrients are important, but needed in smaller amounts. Vitamins are essential organic compounds that the human body cannot synthesize (Ministry of Health, 2024).

Food and nutrition education aims to contribute to the promotion and protection of health, through adequate and healthy eating, performing its growth and human development in accordance with public policies in food and nutrition, contributing significantly to controlling the advance in the prevalence of chronic-degenerative diseases (Food Education, 2021).

França and Carvalho (2017) conducted a systematic review on food and nutrition education interventions in Primary Health Care in Brazil. They found that, although the educational practices developed have little focus on health promotion, there is a need for qualitative studies that perceive autonomy and expand the use of active methodologies in intervention processes.

Chronic non-communicable diseases (NCDs) are one of the greatest public health challenges today. According to the World Health Organization (WHO), NCDs accounted for 71% of the 57 million deaths recorded globally in 2016 (WHO, 2010, 2011, 2018a, 2018b). In Brazil, the situation is similar, with NCDs accounting for 74% of all deaths in 2016, including cardiovascular diseases (28%), neoplasms (18%), respiratory diseases (6%), and diabetes (5%) (WHO, 2018c).

At the same time, Brazil, like other developing countries, is going through a nutritional transition, often marked by inadequate nutrition. While cases of malnutrition continue to decline, the prevalence of overweight is increasing.

The Surveillance Survey of Risk and Protective Factors for Chronic Diseases by Telephone Survey (Vigitel), conducted by the Ministry of Health in 2018, revealed that the obesity rate in the country increased from 11.8% to 19.8% between 2006 and 2018. The survey also showed that Brazilians are adopting healthier habits. Regular consumption of fruits and vegetables increased from 20% to 23.1% between 2008 and 2018, an increase of 15.5% (BRASIL, 2019).

In this scenario, a balanced diet is essential to improve quality of life. Increasingly, we are expected to act in a reflective and multidisciplinary manner. Inserting the "English Food" project in this context, it presents itself as an extension initiative that seeks to promote a reflexive and multidisciplinary approach to deal with the challenges presented by NCDs and the nutritional transition. The project is not directly related to cooking, but rather to the promotion of an integrated approach and to improve health and well-being and a greater knowledge about food science through scientific articles.



The "English Food" project has tackled the topic of the pandemic in a variety of ways. First, we recognize that the COVID-19 pandemic has had a significant impact on the food industry around the world. This has led to an increased emphasis on food security, sustainability, and supply chain resilience.

In addition, the project highlighted how eating habits have changed during the pandemic. For example, many people have started cooking more at home and exploring new recipes. We also discussed how the pandemic has led to an increase in interest in healthy and nutritious foods, as people are more aware of the importance of diet for health and the immune system.

The article by Gallo et al. (2020) was studied. The article reviews the main food-related causes and the diseases that can occur from its inappropriate consumption. It addresses the relevant microorganisms involved in food contamination (bacteria, viruses, parasites, fungi and mycotoxins), as well as foods that are potentially allergenic or more commonly associated with food intolerance. It also highlights the importance of strict compliance with hygienic rules by personnel working in contact with food during the production, processing, transport and storage phases to ensure food safety and prevent foodborne illness.

Finally, the "English Food" project also explored how restaurants and food businesses have adapted to the pandemic, such as increasing takeaway and food delivery, and implementing safety measures to protect both employees and customers.

## **FOOD CULTURE AND ENGLISH LEARNING**

UFMG's English Food Project is a unique initiative that combines the practice of English with the exploration of food culture. One of the ways the project does this is by incorporating aspects of food culture into its discussions and activities. For example, participants can learn about the importance of tea in British culture, a custom that is both a tradition and a reflection of colonial history. They can also discuss the influence of cuisine on other cultures and how it has been influenced by other cuisines over the centuries.

Silva (2019) argues that the teaching of a foreign language from an intercultural perspective transcends the teaching of linguistic structures and enters the universe of social structures on which the language itself is founded. It is based on an analysis of the responses of students in the second year of Regular High School at Colégio Estadual Pandiá Calógeras, located in the municipality of São Gonçalo – RJ. During an activity, most of the students surveyed showed a preference for the North American accent and the Indian accent, highlighting the importance of implementing activities that promote a critical look at the English language in the school context.



This study is particularly relevant to the "English Food" Project, as it underscores the importance of approaching the English language from an intercultural perspective, promoting understanding and appreciation of linguistic and cultural diversity.

Mastering English is an increasingly valued skill in today's globalized world. Daily language practice not only enhances language skills but also opens doors to academic, professional, and cultural opportunities. An exemplary project that promotes the practice of English is English Food, an initiative that combines language learning with an experience associated with knowledge of food science.

Practicing English is essential for achieving fluency and confidence in the language. Just like any skill, regular practice is key to progress. By taking the time to study, listen, speak and write in English, participants develop their skills consistently and sustainably.

In addition to enhancing language skills, practicing English offers a number of tangible benefits. For example, it improves communication in professional contexts, increases employment and study opportunities in international institutions, and facilitates interaction with people from different cultures around the world.

The English Food project is an innovative initiative that uses a passion for food science as a means to promote the practice of English. The idea behind the project is simple but effective: participants meet regularly to practice English conversation on food topics and cultures.

In addition to offering a hands-on and immersive language experience, English Food creates a relaxed and welcoming environment for participants to practice English. Conversation promotes active learning and fosters participants' confidence in using the language in everyday situations.

In short, English practice is key to achieving fluency and confidence in the language, and the English Food project exemplifies a creative and effective approach to promoting this practice. By combining language learning with an experience in food science, English Food not only makes practicing English more enjoyable and engaging, but also demonstrates how creativity can be a powerful catalyst for language learning.

At the same time, the project encourages intercultural learning and the exchange of experiences. Participants have the opportunity to share their own experiences and perspectives, enriching the discussion and providing a broader view of food science. In addition, the project also promotes social inclusion, as all activities are voluntary and those involved receive a certificate of participation. This demonstrates how the English Food Project not only educates participants about food science and English, but also fosters important values such as inclusion, collaboration, and continuous learning.



## INTERCULTURAL LEARNING IN THE "ENGLISH FOOD" PROJECT

The "English Food" Project also promotes intercultural learning, encouraging the exchange of experiences and mutual understanding among participants. The project incorporates aspects of food culture into its discussions and activities, providing participants with a broader view of food science and food culture.

The Project also has a YouTube channel (EnglishFood, 2024). The "English Food" project channel plays a crucial role in Intercultural Learning. Here are some ways this happens:

- **Topic Diversity:** The videos cover a wide range of topics related to food science, providing viewers with a comprehensive overview of the many facets of food and nutrition. This allows viewers to learn about different aspects of food science, regardless of their cultural background.
- **Global access:** Since YouTube is a global platform, the "English Food" project channel is accessible to people from all over the world. This facilitates the sharing and exchange of knowledge between different cultures, thereby promoting intercultural learning.
- **Interactivity:** The YouTube channel allows for interactions between the project and the viewers. Viewers can leave comments, ask questions, and participate in discussions, creating a space for cross-cultural dialogue.
- **Common Language:** The videos are presented in Portuguese/English, which are languages that are widely spoken and understood in many countries. This facilitates communication and understanding between people from different cultural backgrounds.

Therefore, the YouTube channel of the "English Food" project is not only a source of information about food science, but also a platform for intercultural learning. It allows people from different cultures to learn from each other, share experiences and perspectives, and develop a deeper understanding and appreciation for cultural diversity.

The YouTube channel of the "English Food" project has a variety of videos that cover various topics related to food science. Here are some of the videos available on the channel:

- **Project Presentation:** An overview of the "English Food" project and its objectives.
- **Lecture: Food Choices that Transform the Human System and Health:** A discussion of how our food choices can impact both the food system and our health.
- **Lecture: Processed Tomatoes and Fresh Tomatoes:** An analysis of the nutritional and flavor differences between processed tomatoes and fresh tomatoes.
- **Lecture: Metal Contaminants in Chocolate:** An exploration of the possible metal contaminants present in chocolate and their health implications.
- **Lecture: The Codex Alimentarius of Infant Formula: A Review of the Codex Alimentarius Guidelines for Infant Formula.**





- Lecture: Malnutrition: A discussion of malnutrition, its causes, consequences and possible solutions.
- Lecture: Pesticides: An analysis of pesticides, their use in agriculture, and their possible effects on human health.

These videos are just a few examples of the content available on the YouTube channel of the "English Food" project. For a full list of the videos, you can visit the project's YouTube channel (EnglishFood, 2024).

## **THE TRANSITION TO SUSTAINABILITY**

With the world constantly changing, we recognize the urgency of addressing global issues such as food sustainability. The project now focuses on topics such as local production, waste reduction, conscious choices, and environmental impact.

Food sustainability is a concept that encompasses the production, consumption, and disposal of food in a way that respects the environment, economy, and societies over time. Sustainable food production involves farming practices that minimize environmental impact, promote biodiversity, and improve soil health. This can include crop rotation, organic farming, permaculture, and agroforestry. Sustainable food production also considers animal welfare and social justice for agricultural workers.

Sustainable food consumption involves choosing food that is produced in a sustainable manner, as well as reducing food waste. This can include choosing local and seasonal foods, reducing meat consumption, and preferring organic and fair trade foods. Sustainable food disposal involves minimizing food waste and composting food waste. This can include meal planning, using leftovers, and home composting.

In short, sustainability in food is a crucial aspect for the promotion of human and planetary health. By considering food production, consumption, and disposal from a sustainable perspective, we can contribute to a greener and fairer future.

## **WORKING TOWARDS THE SUSTAINABLE DEVELOPMENT GOALS (SDGS) IN 2024**

In the year 2024, our focus will be on working on the 17 Sustainable Development Goals (SDGs) established by the UN. These goals cover a variety of global issues, including poverty, hunger, health, education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reducing inequalities, sustainable cities and communities, responsible consumption and production, action against global climate change, life below water, life on land, peace, justice and strong institutions, and partnerships for the goals (UN, 2015).





The main global reference when it comes to the 17 Sustainable Development Goals (SDGs) is the United Nations (UN). The SDGs were adopted by the UN's 193 member states in 2015 as a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity. There are 17 ambitious and interconnected goals that address the major development challenges faced by people around the world. The UN and its partners are working to achieve these goals (UN, 2015).

We've already worked on the first four SDGs, and here's a brief summary of each:

**SDG 1 - No Poverty:** We work to understand the importance of eradicating poverty in all its forms and dimensions, including extreme poverty, which is the greatest global challenge.

**SDG 2 - Zero Hunger and Sustainable Agriculture:** We discussed the need to end hunger, achieve food security, improve nutrition and promote sustainable agriculture.

**SDG 3 - Health and Well-Being:** We explore the importance of ensuring healthy lives and promoting well-being for all, at all ages.

**SDG 4 - Quality Education:** We emphasize the need to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

For each SDG, we formulate questions for participants to answer and practice their English. These questions are designed to stimulate critical thinking and discussion, allowing participants to apply what they have learned in a practical and meaningful way.

We will continue to work on the remaining SDGs throughout the year, with the aim of deepening our understanding of these important global goals and exploring how we can contribute to their realisation.

We plan to work on the remaining Sustainable Development Goals (SDGs) in 2024, in a similar way to what has already been done:

**SDG 5 - Gender Equality:** Promote gender equality and empower all women and girls.

**SDG 6 - Drinking Water and Sanitation:** Ensure the availability and sustainable management of water and sanitation for all.

**SDG 7 - Affordable and Clean Energy:** Ensure access to affordable, reliable, sustainable and modern energy for all.

**SDG 8 - Decent Work and Economic Growth:** Promote inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG 9 - Industry, Innovation and Infrastructure:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

**SDG 10 - Reduce Inequalities:** Reduce inequality within and between countries.



**SDG 11 - Sustainable Cities and Communities:** Make cities and human settlements inclusive, safe, resilient and sustainable.

**SDG 12 - Responsible Consumption and Production:** Ensure sustainable consumption and production patterns.

**SDG 13 - Climate Action:** Take urgent action to combat climate change and its impacts.

**SDG 14 - Life Below Water:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

**SDG 15 - Life on Land:** Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss.

**SDG 16 - Peace, Justice and Strong Institutions:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels.

**SDG 17 - Partnerships and Means of Implementation:** Strengthen the means of implementation and revitalize the global partnership for sustainable development.

For each SDG, we plan to formulate questions for participants to answer and practice English, just as we did with the first four SDGs. These questions will be bold to excite critical thinking and contention, allowing participants to cultivate what they have studied in a practical and expressive way.

## **FUTURE HORIZONS OF THE "ENGLISH FOOD" PROJECT: SUSTAINABLE PRACTICES AND INTERCULTURAL LEARNING**

Sustainability in food and intercultural learning are increasingly relevant topics in the current context. The "English Food" Project stands out for incorporating these two aspects into its activities, promoting an integrated and innovative approach to English teaching and food education.

### **SUSTAINABLE PRACTICES IN THE "ENGLISH FOOD" PROJECT**

The "English Food" Project will also implement several sustainable practices, such as suggesting the use of local and seasonal ingredients, the reduction of food waste, and the promotion of eco-friendly preparation methods.

### **USE OF LOCAL AND SEASONAL INGREDIENTS**

The project can promote the use of local and seasonal ingredients in its discussions and activities. This not only reduces the carbon footprint associated with transporting food, but also supports the local economy and promotes biodiversity.



## REDUCING FOOD WASTE

The English Food Project can emphasize the importance of reducing food waste. This can be done through discussing proper food storage techniques, meal planning, and creative use of leftovers.

## PROMOTION OF ECO-FRIENDLY BREWING METHODS

The project can promote food preparation methods that are eco-friendly. This can include energy-saving cooking techniques, such as efficient use of heat and a preference for energy-efficient cooking methods.

These practices contribute to raising awareness about the importance of sustainability in food and encourage participants to adopt more sustainable eating habits.

The 'English Food' project also aligns with the vision of Martinelli and Cavalli (2019), who highlight the importance of healthy and sustainable eating. As the authors point out, addressing the challenges of sustainability in food is crucial for our future. So, in exploring food science, we also seek to highlight food practices that are both important and sustainable.

The 'English Food' project is an interdisciplinary effort that involves reading and studying various academic articles in English. One such article is the work of Medeiros et al. (2022), entitled 'Effect of school-based food and nutrition education interventions on the food consumption of adolescents: A systematic review and meta-analysis'. This article provides valuable insights into the effectiveness of school-based food and nutrition education interventions on adolescent food consumption.

Through the reading and analysis of this article, the 'English Food' project will seek to better understand how food and nutrition education interventions can influence the eating behavior of adolescents. This is particularly relevant to the project as it strives to promote a reflective and multidisciplinary approach to dealing with the challenges presented by chronic non-communicable diseases and nutritional transition.

Furthermore, the paper by Medeiros et al. (2022) serves as an example of the type of academic literature in English that the 'English Food' project strives to study. By engaging with this type of literature, the project seeks not only to expand its own knowledge and understanding, but also to contribute to the wider field of food science studies.

The work of Pepino et al., 2020 can be related to the project in several ways, and will be used depending on the theme, objective and methodology of the project. Here are some possible ways:

- **Right to adequate food:** The article addresses the concept of nutrition as an integral part of the right to food, and how education and awareness are essential vehicles to facilitate its fulfillment. The project can use the article to substantiate the importance of ensuring



access to nutritious diets and information on healthy eating for vulnerable or food-insecure populations.

- **Human rights-based approach:** The article discusses the benefits of using a human rights-based approach and the PANTHER principles (participation, accountability, non-discrimination, transparency, human empowerment, and rule of law) in nutrition, education, and awareness-raising interventions. The project can use the article to guide the design and implementation of actions that respect and promote the human rights of people affected by hunger and malnutrition.
- **Examples of good practice:** The article presents concrete examples of how some countries have translated into practice, in whole or in part, some of the relevant guidelines for nutrition, education and awareness-raising issues. The project can use the article to draw inspiration from successful initiatives and adapt them to its specific context, taking into account the variables involved in the project (physical environment, functional accommodation, social context, and cultural symbolization).
- **Gaps and challenges:** The article identifies some of the gaps and challenges related primarily to the implementation of Guidelines 10 and 11, as well as Guidelines 13 and 17, which are intrinsically connected to the themes of nutrition, education, and awareness. The project can use the article to recognize the difficulties and opportunities that exist to advance the realization of the right to food, and to propose innovative and sustainable solutions that meet the needs and expectations of beneficiaries.

## EVALUATION OF PROJECT RESULTS AND IMPACTS

Evaluating the results and impacts of a project is a crucial part of project management.

Here are some steps we followed:

1. **We Define Objectives and Key Results:** We start by setting goals that are ambitious, measurable, and aligned with the project strategy.
2. **We select Performance Indicators:** These are tools that allow you to quantify the performance of people and processes and help in decision-making. Participants, before starting the project, take a free standardized English proficiency test (EF SEP 50, 2024) on a website and send it to us. When the participant leaves the project for some reason, we ask them to repeat the test, so we can assess how much their proficiency has progressed.

The EF SET 50 is a free, standardised English language test that is calibrated according to the Common European Framework of Reference for Languages (CEFR). The test measures candidates' listening and reading skills on a scale of 0 to 100, and provides a personalized digital certificate that



can be added to their LinkedIn profile or resume. The test is adaptive, meaning that the questions adjust to the candidate's proficiency level. The test lasts 50 minutes and consists of two parts: 25 minutes of listening comprehension and 25 minutes of reading comprehension (EF SEP 50, 2024).

EF SET 50 is used in the English Food project, which is an initiative that aims to promote the culture and practice of English through scientific material, as well as encourage language learning (EF SEP 50, 2024). Project participants must take the online English test before and after they leave the project, where they have already participated in the proposed activities, which include watching videos, reading texts, and practicing the language with the participants. The aim is to assess the progress of the participants in relation to their level of English and also to stimulate cultural exchange and fun.

3. **Data Collection:** Collecting relevant data is essential for evaluating the performance of the project. This includes collecting both quantitative and qualitative data through various methods such as surveys, interviews, observations, and document analysis. Data collection, for example, may include:

**Identify Success Stories:** Find a client or project that has had a positive outcome and is willing to share their story.

**Gather Information:** Gather information about the success story. This can include a description of the problem that was resolved, the solution that was applied, and the results obtained.

**Create the Success Story:** Organize the information gathered and write the success story. Make sure the story is inspiring and shows a real application that resulted in real success.

**Publicize the Success Story:** Success stories can be publicized on various platforms, such as the company's website, social networks, newsletters, campaigns, business meetings, events, and even in press releases.

4. **Data Analysis and Adjustments:** Use of performance reviews to learn and adapt strategy. If necessary, make adjustments involving the team.

## FUTURE CONSIDERATIONS AND RECOMMENDATIONS

The "English Food" project has demonstrated a commitment to sustainability in food, through actions such as suggesting the use of organic ingredients, the full use of food, the reduction of waste and the environmental education of the participants. However, there is always room for improvement and new initiatives that can amplify the positive impact of the project on the community. Some recommendations for the future are:

- Expand the partnership with English teachers, encouraging diverse participation.



- Promote workshops and lectures on topics related to sustainability in food, such as nutrition, food safety, conscious consumption, social gastronomy, among others.
- Establish a network for the exchange of experiences and knowledge between project participants and other organizations working with sustainable food, creating a community of learning and collaboration.
- Evaluate the results and impacts of the project, through quantitative and qualitative indicators, and disseminate success stories and good practices to inspire other similar initiatives.



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