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Teaching food technology across cultures – Experiences from Australia and Zimbabwe

In any given population, the most important aspect that determines their culture is food. Not only is the type and nature of the food important but also the manner in which it is processed. Food is consumed for nutritional purposes, but it can also be consumed for other non-nutritional functions such as medicinal, cultural and social. It is therefore imperative for any food technologist to be sensitive to these aspects when one is teaching food technology. Examples are given from working amongst students in a developed country (Australia), and working with a totally different group of students from a developing country (Zimbabwe), who's eating and cultural practices

are completely different. In this lecture, the author explores similarities and differences observed and experienced from teaching food technology across cultures. The experiences are from the University of Zimbabwe, Institute of Food Nutrition and Family Sciences, and, Charles Sturt University Department of Biomedical Sciences, Wagga Wagga Australia. The lecture concludes by demonstrating in each case, how students can gain a sound knowledge of both theoretical and practical aspects of the processing of food products consumed in their culture, which would able them to engage in professional undertakings in the food industry, on completion of their studies.

Biography

Ester Mpandi Khosa is a retired Academician and Research Scientist and former Industrialist and School Teacher. She is a Registered Nutritionist with the Allied Health Professionals Council (AHPC) of Zimbabwe and with the Nutrition Society of Australia (NSA). She now directs and runs a private (family owned) consultancy called Breakthrough Consultants (Pvt.) Ltd., and consults in food, nutrition and wellbeing as a nutritionist. She is the current Board Chairperson of the Zimbabwe Energy Regulatory Authority (ZERA). She also serves on two Zimbabwe Universities Councils as an External Member of the Councils.

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