

OFFICIAL FEEDBACK FORM

WORKSHOP TITLE	Children Workshop on Nutrition - Tikapur Municipality, Sudurpaschim Province, Nepal
WORKSHOP DATE	Saturday, 31 August 2024 09:00 GMT +05:45
CONVENED BY	Shyam Adhikari, Advocacy and Campaign Manager, World Vision International Nepal Event announced on behalf of the Convenor by: Bhaskar Sapkota. Facilitation support along with technical support Feedback published on behalf of Convenor by: Priscilla Dhakal Facilitator
EVENT LANGUAGE	Nepali
HOST CITY	Tikapur, Nepal
GEOGRAPHIC SCOPE	Community Level
WORKSHOP EVENT PAGE	https://nutritiondialogues.org/dialogue/53889/



The outcomes from Children's workshops will contribute to developing and identifying the most urgent and powerful ways to improve nutrition for all, with a focus on children and young people. Each Workshop contributes in four distinct ways:

- Published as publicly available PDFs on the Nutrition Dialogues Portal
- Available as public data on the Nutrition Dialogues Portal "Explore Feedback" page
- Available publicly within a .xls file alongside all Feedback Form data for advanced analysis
- Synthesised into reports that cover which nutrition challenges are faced, what actions are urgently needed and how should these be taken forward - particular, in advance of the Nutrition for Growth Summit in Paris, March 2025.

SECTION ONE: PARTICIPATION

TOTAL NUMBER OF PARTICIPANTS

25

PARTICIPATION BY AGE RANGE

12 12-15

13 16-18

PARTICIPATION BY GENDER

17 Female

8 Male

0 Other/Prefer not to say

ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The participants were diverse in terms of age group, as the group comprised of children aged from 8 to 18. There was a good mix of boys and girls who belonged to the same community. We conducted the workshop in a rural area among the most vulnerable children. Almost all of the children belong to Chaudhary communities, one of the ethnic groups of Nepal.

SECTION TWO: FRAMING

During the introduction segment, we asked children to mention the food they love the most to set the tone for the workshop. We then played a game where the children had to imitate eating watermelon, which is a locally available fruit, which was immediately followed by a question asking them to recall a moment they had been hungry and didn't have access to food for a prolonged period. This activity helped set the tone for the workshop, as almost all children had experienced hunger and could relate to it. The children shared how they felt emotionally and physically when they were hungry and couldn't have food. Further, we asked children to share their experience if they had ever been to school hungry and the difference they could feel in their body. One of the children recalled a time he felt hungry and shared his experience : "There was a time when my mother was away and I had nothing to eat at home. I felt like I would eat anything I could get my hands on."

SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

CHALLENGES

1. Lack of awareness on sources of nutrition and consumption of locally available nutritious food
2. Low economic status of parents, which limits their regular access to nutritious food
3. Lack of education in growing mix of crops, plants each season hinders balanced food consumption
4. The prevalence of child marriage in the community and early pregnancy
5. Young mothers lack knowledge and access to funds to feed themselves and their children.

Hearing what a child shared, "We had a friend who ran away from home and got married when she was 14. Her husband left the village in search of employment opportunities in the city and she was left alone with her newborn. She didn't have enough food and didn't know how to take care of her baby so she came back to live with her mother. They are economically vulnerable and still don't have enough to feed both the young mother and child. What good did marrying early bring her?"

URGENT RECOMMENDATIONS FOR ACTION

1. Training for farmers from ward to grow a mix of crops and plants every season.
2. Create public awareness regarding need of nutrition for every individual.
3. Encourage making one kitchen garden per home.
4. Provide quality fertilizer and seeds to farmers.
5. Provide skill development trainings to unemployed people for income generation for them to be able to feed their family
6. Focused nutrition education to children at school and community level.

A child recommended, "If we could get to raise a chicken, we could eat eggs daily and also meat at times."

AREAS OF DIVERGENCE

It was interesting to hear how children related nutrition with early and child marriage through what they had witnessed in their community. However, we felt that the children lacked knowledge on what is to be considered nutritious food and this tried to limit the discussion at times. We worked our way through this challenge through further discussions on nutrition.

OVERALL SUMMARY

The workshop was an interesting opportunity to understand what children think of when we talk about nutrition, especially in a rural setting. From the discussion we had with the children, we were able to infer that there is much work to be done on educating and creating awareness in communities on nutritious food. However, the children could relate very well to hunger, food insecurity, and insufficiency of food. The responses of the children were more focused on the availability of food rather than on the nutritional value they held. It was intriguing to realize that nutritional concerns tend to be buried when there isn't enough food on the plate. When we asked them for ways to improve their nutrition, their answers revolved around employment opportunities for their parents, agricultural training, quality seeds and fertilizers, and the availability of land for those who do not own one.

To quote one of the older children, "We know eating one type of food isn't enough but there is no nutrition available when the economic condition of our homes is poor."

Additionally, the kids were well informed that their Palika had added Nepali rupees 10 to the government's school meal program, making it altogether Nepali rupees 25 per child per day. They mentioned that the additional amount has made it possible to have a daily alternating menu, but they were disappointed that it was limited to students in grade 5 and not higher.

SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

PRINCIPLES OF ENGAGEMENT

We ensured that every child was willing to participate voluntarily before the workshop started and gave them the assurance that we were there to hear their ideas and perspectives and that no one would evaluate them or offer feedback on anything they said either during or after the workshop. We attempted to engage our 8-year-old youngest female child in conversation by simplifying some of the questions and allowing her to express herself through drawings. By posing pertinent open-ended questions, we deepened the discussion and broadened the exchanges. A few children struggled with writing, so the facilitators sat down one-on-one with them to help them express their ideas and help them feel involved. The conveners and facilitators carefully established a secure space for the kids to express themselves, mindful not to influence them. The team did not use any specific product brand names in order to adhere to the principle of keeping the event free from marketing and promotion.

METHOD AND SETTING

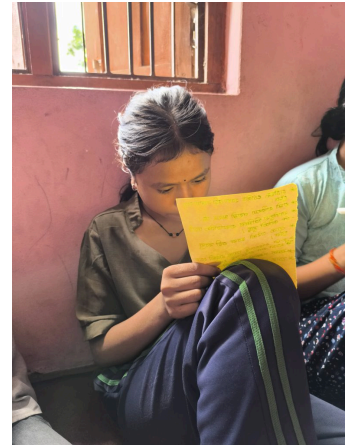
Venue: neighborhood community hall. For the children to feel at ease in the location, we started with some physical stretching. After giving a brief explanation of the workshop's goal, the convener filled out the consent forms. We understood that not everyone could complete the consent form in English because this was our first dialogue, so the facilitator translated it and asked everybody to fill it out. We have planned to translate the consent form in local language for upcoming dialogues.

ADVICE FOR OTHER CONVENORS

1. Translation of consent forms and any other resources in local language.
2. We should be mindful of the time allocation for the workshop, the location that's convenient for them to travel and a venue whose environment is comfortable for children to be engaged and move around.
3. It would be best if the facilitator is trained in child-friendly approaches for interacting and engaging with children.
4. Having children from diverse contexts could build conversations and bring different opinions.

FEEDBACK FORM: ADDITIONAL INFORMATION

COLLAGE PHOTOS



ACKNOWLEDGEMENTS

We would like to acknowledge our partner NGO (World Vision International Nepal is working with local partners in Nepal) for assisting with gathering children and providing space for discussion. Similarly, we would also like to thank the nutrition dialogue committee for providing clear guidance and a manual with executing the dialogue.