

# OFFICIAL FEEDBACK FORM

<b>WORKSHOP TITLE</b>	Children's Voices against Hunger and Malnutrition
<b>WORKSHOP DATE</b>	Friday, 20 September 2024 15:32 GMT +02:00
<b>CONVENED BY</b>	Mandy B Ruka Advocacy and Safeguarding Coordinator World Vision Zimbabwe
<b>EVENT LANGUAGE</b>	English, Ndebele and Shona
<b>HOST CITY</b>	Harare, Zimbabwe
<b>GEOGRAPHIC SCOPE</b>	National Level
<b>AFFILIATIONS</b>	World Vision Sponsored
<b>WORKSHOP EVENT PAGE</b>	<a href="https://nutritiondialogues.org/dialogue/54407/">https://nutritiondialogues.org/dialogue/54407/</a>



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

21

## PARTICIPATION BY AGE RANGE

7 12-15

14 16-18

## PARTICIPATION BY GENDER

14 Female

7 Male

0 Other/Prefer not to say

## ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The workshop embraced diversity, bringing together learners from various socio-economic backgrounds, adolescent mothers, including children from rural, border towns, urban, slums, poor, marginalized, and affluent communities. Participants were drawn from Matebeleland North, Matebeleland South, Manicaland, Mashona land west Mashonaland east, representing diverse traditions, languages, religions, and social constructions. This deliberate mix enabled us to explore how malnutrition affects children

# SECTION TWO: FRAMING

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The workshop began with a comprehensive introduction, setting the context for our discussions. The moderator defined key terms related to child hunger and malnutrition, sharing national statistics and highlighting the exacerbating impact of Elnino-induced drought on both rural and urban communities. Participants learned about the far-reaching consequences of hunger and malnutrition on children's growth and development, health, education, and future income potential. Specifically, we examined the rising cases of stunting and wasting in our region, which have compromised the health and well-being of young children. The moderator ensured a safe and respectful space, encouraging open and honest sharing of views, active listening, and polite expression of differing opinions. This framing empowered participants to engage meaningfully in identifying local nutrition challenges and proposing youth-led solutions

# SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

## CHALLENGES

Participants in our Children's Workshop shared their nutrition challenges, revealing a reliance on mono diets consisting of sadza (thick porridge) and local vegetables due to limited access to diversified food. The Elnino-induced drought has affected crop production, and water scarcity hinders garden productivity. Most students have two proper meals at home but often consume less nutritious snacks like sweets, fizzy drinks, and biscuits at school. While appreciative of the government's school feeding program, they find the food less palatable and noted nutrient loss due to cooking methods. Some schools use soya chunks and cabbage, which are less desired by students. These challenges highlight the need for sustainable solutions to ensure access to nutritious food for children.

## URGENT RECOMMENDATIONS FOR ACTION

Children highlighted essential actions needed to tackle the nutrition issues affecting their schools and communities. They emphasized the importance of not only focusing on school feeding programs but also incorporating community initiatives to support children under five and those not attending school for various reasons. The children pointed out that the food provided should be varied, as many schools currently only offer maize meal, leaving struggling communities without sufficient side dishes. They also recommended that the government explore alternative food options, such as quick-preparation meals. Some participants proposed that schools initiate income-generating projects to ensure the sustainability of these programs, while others stressed the need for the government to invest in boreholes in dry regions, enabling schools to grow their own side dishes. Additionally, they urged community leaders and school authorities to implement a robust accountability system for food distribution to prevent misuse and ensure that the intended recipients benefit. Given the challenges posed by the El Niño-induced drought affecting both rural and urban areas, participants called for the expansion of these initiatives to all districts and requested that the government expedite the release of funds for school fees under the Basic Education Assistance Module, allowing schools to better support their students' needs. Lastly, some participants challenged schools to consider using locally available food sources. This would complement the school feeding program instead of waiting for government food supplies.

## AREAS OF DIVERGENCE

Participants held differing views on who bears the responsibility for ensuring learners have access to diverse and nutritious foods at school. Some believed it was solely the government's responsibility, while others saw it as a shared responsibility among parents/guardians, learners, school authorities, and the government. The latter group emphasized that each stakeholder has a crucial role to play in ensuring learners have decent meals at school.

## OVERALL SUMMARY

The dialogue was both engaging and inclusive, enabling all participants to express their thoughts and experiences openly. Participants discussed the pressing issues of hunger and malnutrition, which have led some children to either drop out of school or engage in misbehavior to obtain money for food. They called on leaders to prioritize their needs and guarantee access to nutrition, which is vital for their growth and development. The importance of school feeding programs was highlighted as essential for maintaining school attendance, with a request for enhanced resources to support these initiatives. Furthermore, they insisted that resources be allocated fairly, ensuring that the most vulnerable schools receive sufficient assistance to achieve a hunger-free environment for all. The participants urged global leaders to bolster their commitments to funding school feeding programs, advocating for the principle that no child should be overlooked.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

## PRINCIPLES OF ENGAGEMENT

The workshop was designed to embody the principles of engagement, diversity, and inclusion. 1. Diversity and Inclusion: We ensured a diverse participant pool, ages 12-18, from various backgrounds. 2. Safe Space: The moderator created a supportive environment, encouraging open sharing and guaranteeing a safe space for discussions on child hunger and malnutrition. 3. Active Listening: Participants were encouraged to share thoughts and opinions freely, fostering an environment of active listening and respect. 4. Empowerment: By sharing their views, participants were empowered to contribute to solutions for child hunger and malnutrition.

## METHOD AND SETTING

The workshop methodology incorporated various interactive techniques such as focus group discussions, role-playing, drawing, games, storytelling, child-led presentations, and artistic activities to collect insights on malnutrition and child hunger from youth. Throughout the process, we upheld child safeguarding standards, ensuring safe travel, accommodation, and participation. Participants attended with chaperones, and the workshop took place in a secure hotel in the capital city, thereby provid

## ADVICE FOR OTHER CONVENORS

# FEEDBACK FORM: ADDITIONAL INFORMATION

## ACKNOWLEDGEMENTS

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