

OFFICIAL FEEDBACK FORM

DIALOGUE TITLE	Amplificando las voces de los niños y niñas digitalmente
DIALOGUE DATE	Saturday, 31 August 2024 13:00 GMT -03:00
CONVENED BY	Pamela Zúñiga Event announced on behalf of the Convenor by: Pamela Zúñiga. Gerente del proyecto Amplificando las voces de niños y niñas digitalmente, quien tiene el rol de convocar a jóvenes de distintos países para dialogar sobre temas que afectan el cumplimiento de sus derechos. Feedback published on behalf of Convenor by: Pamela Zúñiga. Project Manager of the Amplifying Children's voices Digitally project.
EVENT LANGUAGE	Español. Portugues
HOST LOCATION	Fortaleza, Brasil
GEOGRAPHIC SCOPE	Evento online con adolescentes de Brasil, Mexico y Chile
AFFILIATIONS	El diálogo se realizó en el marco del proyecto "Amplificando las voces de los niños y niñas digitalmente que participaron en los talleres preparación en el evento global G20
DIALOGUE EVENT PAGE	https://nutritiondialogues.org/dialogue/54629/



The outcomes from Nutrition Dialogues will contribute to developing and identifying the most urgent and powerful ways to improve nutrition for all, with a focus on women and children and young people. Each Dialogue 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

23

PARTICIPATION BY AGE RANGE

5	0-11	0	12-18	0	19-29
18	30-49	1	50-74	0	75+

PARTICIPATION BY GENDER

12	Female	11	Male	0	Other/Prefer not to say
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NUMBER OF PARTICIPANTS FROM EACH STAKEHOLDER GROUP

0	Children, Youth Groups and Students	1	Civil Society Organisations (including consumer groups and environmental organisations)
0	Educators and Teachers	0	Faith Leaders/Faith Communities
0	Financial Institutions and Technical Partners	0	Food Producers (including farmers)
0	Healthcare Professionals	0	Indigenous Peoples
0	Information and Technology Providers	0	Large Business and Food Retailers
0	Marketing and Advertising Experts	0	National/Federal Government Officials and Representatives
0	News and Media (e.g. Journalists)	0	Parents and Caregivers
0	Science and Academia	0	Small/Medium Enterprises
0	Sub-National/Local Government Officials and Representatives	0	United Nations
0	Women's Groups	3	Other (please state)

OTHER STAKEHOLDER GROUPS

WV staff from Brazil, Chile, Mexico, they have the role of facilitators of their countries.

ADDITIONAL DETAIL ON PARTICIPANT DIVERSITY

The group is formed by children and young people of Latin American region. In this group, we can observe the diversity expressed in Physical, social and personal characteristics, such as countries, cultures, languages, ages, gender, ethnicity educational systems. In the case of Brazil, some young people belong to African decensor. One of the similarities is they belong to vulnerable communities.

SECTION TWO: FRAMING AND DISCUSSION

FRAMING

First of all, this is consolidated group, who participate in the project "Amplifying Children's Voice Digitally supported by World Vision International. The workshop is organized using a participative online session. Interpretation service was provided from Portuguese to Spanish. The participants had the chance to introduce themselves and shared the typical food of their countries. Before starting with the content some online safety tips were given and participation rules as well. To introduce the topic, there was a space to understand some concepts such as nutrition, hunger, malnutrition, good nourishment. Then, a group of pictures was shared asking the children three question to activate their visual thinking: what do you see, what do you think and what feelings are expressed in every picture. Participants were able to identify stages of good nutrition, malnutrition (obesity) and how to maintain healthy doing physical exercise. Some emotions were expressed such as happy, secure, blessed, discourage, sad, depressed.

DISCUSSION

To open the discussion, pictures were shown to activate their visual thinking. Some questions were: - What do you see? - What do you think ? - What feelings are expressed in every picture The group discussed about problems they face in their communities and share experiences. Some questions were asked: - What problems so do you observe, families face to bring food to the families? - Describe a daily food that a childre receive (describe and mention the frequency) - Do you receive school meal? if so, could you describe the food you receive? - In your opinion, what are the problems that cause hunger? - Which countries face hunger and malnutrition? The children and young people listed all problems they observed, using a digital board, they identify main problems families suffers from. Poverty, Governace, food at schools were the main problems, there were some discrepancies between them to classify these problems, however, they agreed that poverty in the main cause of hunger. Some comments children reported were: • It is necessary breaking the cycle of poverty • Our families need more job opportunities and better wages. • Food is wasted at school because the quality is not good. • We have a problem of clean water in the school and the communities and this brings illnesses. • The poorest developing countries are already experiencing the effects of climate change that affects agriculture, soil, animals, and human life.

SECTION THREE: DIALOGUE OUTCOMES

CHALLENGES

The next step was to make proposals of solutions/challenges taking in mind all problems mentioned during the discussion. Some questions were asked to activate the discussion:

- Review listed problems in digital board, what solutions do you propose to improve hunger situation?
 - What actions would you prioritise to solve the problem?
 - How do you support a child who is facing hunger?
 - How would you solve climate change?
- Governments (decision makers) should listen to children and young people to know from first voices their experiences and proposal about to solve hunger problem
 - Governments should help us create programs to fight hunger and poverty by delivering food stores, clothing and needs
 - Strengthening family farming programme
 - Assigning more resources which let to create more job opportunities and better wages
 - The government should create a program where families can buy good quality products
 - Strengthening school meals programs as a complement to provide food to children that are growing
 - Create a nutritional education programme in schools, so that children learn how to eat properly
 - Creating mental health programme for children and young people who have suffer from hunger
 - Countries should join to give a response to climate change

URGENT ACTIONS

Within the proposal exercise children classified the three main scopes and they considered as the most urgent needs, they are:

- Breaking poverty cycle. This means assigning more resources to ministries of government involved.
- Increasing of budget should be reflected in the resources provided to municipalities.
- Improving school meals program. Children and young people consider as they spend most of their daily life in the schools, the quality and quantity of school meals should improve
- The children and young people who are suffering from hunger, should receive special support on mental health, since the consequences they can experience in the future can affect their growth, self-esteem, capacity to learn, concentrate, mood, illnesses, etc.

AREAS OF DIVERGENCE

The divergence raised at the moment to classify the three main areas, a group of participants considered that the main problem was Poverty and there were others who thought that school meals were the most urgent need. In order to come into agreement, the participants were invited to do an exercise which was to describe the life of a family who are suffering hunger, and analyse the problems, through out this exercise, the group agreed that main problem was poverty.

Description of the conditions of the family:

- Father unemployed
 - Number of member of the family: 5 children and two adults
 - Low production of products at domestic level for climate change
 - High cost of food
 - Climate change
- With this list, it was clearer for participants that main problem that cause hunger is poverty.

OVERALL SUMMARY

A group of 23 children and young people from Brazil, Chile and Mexico, gathered to have a nutritional dialogue. The conversation was carried out online as they are part of the group "Amplifying Children Voices Digitally".

The discussion started having a space to understand some concepts such as nutrition, hunger, malnutrition, good nourishment. Some children valued this space, since they did not know the meaning of some terminology like, hunger, nutrition, good nutrition, etc.

Children and young people were aware that in all situation's emotions are involved and through an exercise they could identify emotions such as happy, secure, blessed, discourage, sad, depressed. The debate was addressed to identify the main problems that produce hunger in their communities. Poverty, Governance, Food at Schools were the main problems. Under every area, they shared main problems, and the main comments were around the following points:

- It is necessary breaking the cycle of poverty
- Our families need more job opportunities and better wages.
- Food is wasted at school because the quality is not good.
- We have a problem of clean water in the school and the communities and this brings illnesses.

After the reflection, and considering all problems, they made a brainstorming to make proposals of solutions/challenges taking in mind all problems mentioned during the discussion. The challenges were:

- Governments should help us create programs to fight hunger and poverty by delivering food stores, clothing and necessities
- Strengthening family farming programme
- Assigning more resources which let to create more job opportunities and better wages
- The government should create a program where families can buy good quality products
- Strengthening school meals programs as a complement to provide food to children that are growing
- Create a nutritional education programme in schools, so that children learn how to eat properly

In other to prioritise the actions, the children classified the three main scopes, and they considered that most urgent needs are related to breaking poverty cycle. This means assigning more resources to ministries of government involved. The increase of budget should be reflected in the resources provided to municipalities. The other topic as urgent and prioritised is the School Meals program. Children considered as they spend most of their daily life there, it is the place where they can receive a nourished food.

The divergence raised at the moment to classify the three main areas, a group of participants considered that the main problem was Poverty and there were others who thought that school meals were the most urgent need. However, they expressed that they need to see the problem in broad view considering families and economy.

Before the closure, the facilitator showed how the conversation was reflecting in the digital mural, summarizing what is was discussed and giving the opportunity to children to add comments.

The children were asked how they felt and they expressed their satisfaction with the opportunity to raise their voices and be listened. They would like to know how the process will go and the results of Nutrition for Growth Summit.

SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

PRINCIPLES OF ENGAGEMENT

The children were informed about Participation principles which are related to the following: • Voluntary participation: Children's participation in the Children's Workshops of the Nutrition Dialogues programme must be voluntary, informed and inclusive • Participation is voluntary: In all moments children can withdraw from the activity • Informed Consent for Child Participation: All child participants and their parents/guardians must sign the consent forms. • Children can express opinions freely: children can give opinions freely, however it is requested to manage under respect values.

METHOD AND SETTING

The session is online, digital tools were used. The methodology was participative and promoting a friendly environment. 15 minutes break was given, so participate can have a time to stand and use this time according to their needs. In order to avoid any difficulty or disagreement, children are invited to follow the expected online behaviours that are related to show empathy, respect, do not bully someone, work in collaboration among the main ones. The participants could express opinions and idea

ADVICE FOR OTHER CONVENORS

- Knowing the feedback form before having a dialogue. Use the word template - Assigning a time or activity to include emotions in the discussion. - In case a session is online mode be prepared to support participants using the tool or have other options. - Paying attention to participants who do not express opinions and manage strategies for participation, like work in teams, write opinions. etc

FEEDBACK FORM: ADDITIONAL INFORMATION

ACKNOWLEDGEMENTS

We want to give thanks to all WV staff of the participating countries. A special thanks to Lisa O'Shea, Patricio Cuevas, Loredana Giuglea and Maria Lapa who provided guidance gto carry out this workshop.