

# OFFICIAL FEEDBACK FORM

<b>WORKSHOP TITLE</b>	Children's View of Nutrition in School, Day and Boarding
<b>WORKSHOP DATE</b>	Friday, 11 October 2024 14:30 GMT +02:00
<b>CONVENED BY</b>	James Zimba, National Campaign Coordinator, World Vision Zambia
<b>EVENT LANGUAGE</b>	English
<b>HOST CITY</b>	Namwala, Zambia
<b>GEOGRAPHIC SCOPE</b>	NICO Girls School, Namwala District, Southern Province of Zambia
<b>AFFILIATIONS</b>	The activity was conducted in collaboration with Ministry of Education
<b>WORKSHOP EVENT PAGE</b>	<a href="https://nutritiondialogues.org/dialogue/54838/">https://nutritiondialogues.org/dialogue/54838/</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

31

## PARTICIPATION BY AGE RANGE

18 12-15

13 16-18

## PARTICIPATION BY GENDER

20 Female

11 Male

0 Other/Prefer not to say

## ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The workshop involved children from a day and a girls technical boarding school the diversity was factor in during the preparation in that 16 of the participants, one disabled, from the day school are resident of Namwala District which is rural with high levels of poverty. In addition, the area has been affected by the Elnino and is experiencing hunger, while those from the boarding school come from better families and can afford food. most of them come from well to do homes in urban areas.

# SECTION TWO: FRAMING

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The introduction focused on understanding the local sources of food and how they have been affected by the drought experienced in last season. The session also focused on children's access to food, eating patterns and the favorites local dishes, how they are managing given the situation and what their contribution is in terms of ensuring food security at home.

# SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

## CHALLENGES

1. Children are consuming high sugar content foods packages by food and beverage companies and sold in school tuck shop and other market stores.
2. there is limited home grown food available and there is no emphasis on gardening to grow enough food for all year round.
3. Most of the meals consumed are not balanced and lack the necessary nutrients. mostly it is starch meals from maize. This cause children in boarding especially to Shane the food prepared at their dinning whole and resort to junk one provided by their parents.
4. Fruits and vegetables are rare to find because most households and schools do not have orchards.
5. Children are not consulted; even what parents bring during visiting weekend. As a result, junk foods are a solution and children have accepted it.
6. Packaging companies are not truthful when it comes to the contents of the foods they sell. Most of it is full of calories and too refined, denying.

## URGENT RECOMMENDATIONS FOR ACTION

1. Children want their schools to be productive in terms growing of fruits and vegetables and well as other crops so that school meals are not dependent of handouts from the government and NGOs. They want the ministry of agriculture to prioritize schools for food production and possibly support they with inputs.
2. Children want to participate in decision making process at home on the kind of food to eat.
3. Children prefer home grown foods as compared to junk ones bought from the school tuck shop.
4. Children want to help with information dissemination among their friends on the dangers of junk foods and the resulting consequences.
5. I want the government through the Ministry of health to strongly regulate the consumption of junks food by giving penalties to those that fail to follow regulations on food fortification and poor information of the contents.
6. Children also want equal opportunity and share when it comes to food at home. The one living with disability raised a point that she is many at times discriminated and saved last.

## AREAS OF DIVERGENCE

All the children were in agreement regarding the type of nutritious food to consume.

## OVERALL SUMMARY

The children's dialogue workshop was excellent and very interactive. they discussed matters that require urgent action by parents, care givers and government. The issue of home-grown food stood out in the discussion and concerns were raised as why the school production unit are not doing well even when schools have land and in many cases water for irrigation. Many children felt that school administrations were not prioritizing for food production locally, instead they would rather buy from chain stores.

The role of agriculture extension Officers also came under scrutiny because children are aware about the importance of extension services at community level, but not at school. The reasons for this are not clear to children, however, they attribute the lack of food at school to lack of productivity.

The discussion was also tense when it came to the issue of consumption of junk foods at the school tuck shop. children the government or school administration to begin stocking locally produced and packaged foods. this according to children can be enforced through passing a law that will prohibit any school from selling junk food that are high in calories but poor in other essential nutrients.

According to children, school curriculum should just be about academic excellence, but also teach children ways of survival and in this case, children must participate production of food. they argued that learning how to produce food must be integrated in the lessons and practical lessons must be implemented and be compulsory.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

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## PRINCIPLES OF ENGAGEMENT

During introduction, children were guided accordingly, and the SUN principles of engagement were duly followed and observed.

## METHOD AND SETTING

The 31 children were first oriented together on their expectations, and then put into groups for in-depth discussions. The session was conducted in classroom. consent forms were signed before the session began. Individual presentations were also used during the recommendation.

## ADVICE FOR OTHER CONVENORS

The dialogues are an eye opener and a learning event especially when it comes to engaging children. Do not get into the discussion with a pre-conceived idea, allow children to explore their space and you will get your information.

# FEEDBACK FORM: ADDITIONAL INFORMATION

## ACKNOWLEDGEMENTS

I would like to acknowledge Mr Beenzu, Careers and Guidance Teacher at Nico Girls School and Mr. Mweetwa, Teacher at Simanje school for organizing the children within the short time given them. I want also to acknowledge Njavwa Simukoko for the beautiful pictures taken during the worksop.