

# OFFICIAL FEEDBACK FORM

<b>WORKSHOP TITLE</b>	A Children's Nutrition Dialogue for Faryab
<b>WORKSHOP DATE</b>	Sunday, 17 November 2024 14:30 GMT +04:30
<b>CONVENED BY</b>	Murtaza Haidary, Senior MEAL Coordinator, World Vision Afghanistan; Parwana Rahmani, Child Health Sector Lead, World Vision Afghanistan Event announced on behalf of the Convenor by: Dr Mark D Calder. Technical support and advocacy
<b>EVENT LANGUAGE</b>	Dari Persian
<b>HOST CITY</b>	Maymana, Afghanistan
<b>GEOGRAPHIC SCOPE</b>	Faryab Province
<b>WORKSHOP EVENT PAGE</b>	<a href="https://nutritiondialogues.org/dialogue/55061/">https://nutritiondialogues.org/dialogue/55061/</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

29

## PARTICIPATION BY AGE RANGE

20 12-15

9 16-18

## PARTICIPATION BY GENDER

15 Female

14 Male

0 Other/Prefer not to say

## ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The participants ages ranged from 12 to 18 years, ensuring a broad perspective from adolescents at different stages of development. The group maintained a mix of boys and girls, fostering inclusivity and almost equal representation. Participants were 50% from rural & 50% from urban areas and identified as having significant needs, with purposive sampling preferring children from the most vulnerable households, rather than those who have already engaged greatly with NGOs and researchers.

# SECTION TWO: FRAMING

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The children's workshop was divided into four key segments: opening, exploring good nutrition, brainstorming ways to improve nourishment, and closing. During the opening session, the children introduced themselves and shared what their favorite foods are to create a warm and engaging atmosphere. Each participant wrote their name and favourite foods on sticky notes. Following this, they were encouraged to share personal stories or experiences of times when food was scarce at home or school. They recounted moments when they felt very hungry but lacked money to buy snacks or meals during breaks. The children openly expressed their emotions during these times of hunger, reflecting on how it impacted them both physically and emotionally. They also discussed their experiences of attending school on an empty stomach and described the toll it took on their bodies and ability to focus. This segment provided valuable insights into their daily struggles and set the stage for deeper discussions on improving nourishment.

# SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

## CHALLENGES

One 13-year-old girl shared: "We didn't have any flour, nor did we have any dry bread. My mother told my father that we had no bread. My father replied that he had no money. So, my father went and borrowed two pieces of bread."

Similarly, when the boys were asked if they had any stories, a 12-year-old boy mentioned: "My father is our only source of income, and even though all of us at home try to help, life is still hard and full of challenges. Because of these difficulties, I often go to school without a uniform. Many times, I skip breakfast and have to fill my stomach with tea or water before heading to school."

The children defined good nourishment as having regular access to a diverse range of healthy foods and being able to eat at least three balanced meals a day. When asked about specific foods, most mentioned staples like rice, meat, beans, potatoes, lentils, and peas. However, dairy products and fruits were rarely brought up, highlighting a potential gap in their understanding or availability of these food groups.

## URGENT RECOMMENDATIONS FOR ACTION

One of the primary demands of children is the creation of job opportunities for household breadwinners. Parental unemployment is one of the main causes of food insecurity in these families and children see the consequences of unemployment or failed harvests upon their caregivers' wellbeing.

Children told us the authorities should establish projects like tailoring training and they could earn money and have enough food. Other quotes include, "My father is addicted and doesn't buy anything for us. If we are given flour and oil, my mother can cook food for us."

"My father was a farmer, but now we have no land. If we can farm again, we will be able to provide for ourselves."

"The government should lower the prices of food. If food is cheap, everyone will be able to buy enough to eat. International organisations should help provide food and winter clothing for poor families."

## AREAS OF DIVERGENCE

Most participants reported physical impacts due to poor nutrition and low-quality food and shared similar reports of impacts upon their families. Divergence emerged as more than half of the participants believed that physical impacts were more crucial, leading to poor growth in children and causing various diseases among household members, while the remainder said the biggest impacts were mental, psychological or social.

## OVERALL SUMMARY

The workshop was designed to be highly interactive and engaging. At the start, the curators and facilitators introduced themselves and led ice-breaking activities to help the children, aged between 12 and 18, feel comfortable and engaged. They provided a clear and simple explanation of the nutrition dialogues and invited the children to review and give feedback on the consent form, ensuring them that their participation was entirely voluntary. The facilitators emphasised that the children's thoughts and opinions were highly valued, creating an open environment where they felt encouraged to share their ideas, whether through speaking or writing.

To facilitate the process and ensure the children could express themselves freely, the facilitators simplified the questions, allowing the children to respond in ways that were most comfortable for them, including through drawings or written responses. Three open-ended questions were presented, giving the children an opportunity to share their thoughts and opinions in a relaxed and supportive setting. The facilitators assured them that their identities would remain confidential, which helped foster an atmosphere of trust and encouraged them to speak openly. This approach not only made the process easier for the children but also enabled them to share their perspectives in a way that felt natural and non-pressured.

All the children in this workshop hailed from Maimana city or its satellite villages and suburban communities, reflecting the diverse socioeconomic and cultural dynamics of the region. The workshop was held in the training hall of World Vision Afghanistan's Faryab zonal office. Given the social and cultural context, the sessions for boys and girls were held separately to respect local norms. The girls' session took place in the morning, while the boys' session was scheduled for the afternoon. Each session was led by a team that reflected the participants' gender, with female conveners, curators, facilitators, and record-keepers overseeing the girls' session, and male facilitators leading the boys' session. This gender-sensitive approach ensured a comfortable and supportive environment for all participants.

At the end of the day, the conveners compiled all the records and results from both sessions. These were thoroughly reviewed, discussed, and summarised, ensuring that all feedback was accurately captured. The compiled data was then used to generate a comprehensive report, which provided a clear overview of the insights and outcomes from the workshop. This structured approach to facilitation and documentation ensured that the information gathered from the sessions was organised, well-documented, and ready for further analysis and reporting.

The nutrition dialogue workshop offered a valuable platform for children to express their feelings about, and perceptions of, nutrition, from both rural and urban areas. It provided an opportunity to understand their unique experiences and concerns regarding food security and nutrition. Participants shared diverse views on what constitutes good nutrition, the impact of food insecurity on their daily lives, and the challenges they face in accessing nutritious food. The discussions also explored potential solutions for improving their nutritional status.

Among the key challenges highlighted were the lack of parental awareness regarding the importance of proper nutrition, the economic struggles many families face, low household incomes, and the inadequacy of humanitarian assistance being provided. The children offered several thoughtful recommendations to tackle these issues. These included organising awareness-raising sessions for parents about nutrition, increasing the amount of humanitarian assistance, creating job opportunities for young people and heads of households, establishing vocational training and educational courses for both youth and parents, distributing winter clothing for children, and implementing long-term development programs. The children strongly believe that these measures will help address their primary nutritional challenges, enabling them to have access to a more diverse range of foods.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

## PRINCIPLES OF ENGAGEMENT

The workshop applied the following principles:

- Ensure all children feel welcome and valued, regardless of their background or abilities.
- Create a safe and comfortable environment where children feel secure to express themselves.
- Encourage children to actively participate through interactive and hands-on activities.
- Foster mutual respect and trust between facilitators and children, ensuring their voices are heard and valued.
- Provide opportunities for children to express themselves creatively through various mediums like art, writing, and play.
- Use simple, clear language and instructions to ensure children understand and can follow along.
- Encourage children to give feedback and reflect on their experiences, helping them feel involved in the process.

Facilitators monitored the discussion, encouraging all participants, especially those who considered themselves illiterate, to express their views and actively take part.

## METHOD AND SETTING

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## ADVICE FOR OTHER CONVENORS

A longer lead-in would allow more coordination with the heads of communities, and local authorities, whose support for activities of this sort makes implementation much easier. It would also have allowed time to explain more slowly to caregivers in securing their consent in advance, during the enlisting process at the community level, to ensure that all attendees are well-prepared and ready to take part without any concerns.

# FEEDBACK FORM: ADDITIONAL INFORMATION

## ACKNOWLEDGEMENTS

These dialogues were organised and implemented by the World Vision Afghanistan MEAL team, and we acknowledge Naser Abed in particular for his leadership in implementing the Faryab dialogue. We also extend our gratitude to colleagues from World Vision Afghanistan operations and security teams, to our conveners, curators, facilitators, and record keepers for their dedication and hard work in leading the sessions, and above all to the children and their caregivers for their active engagement

## ATTACHMENTS

- [https://nutritiondialogues.org/wp-content/uploads/2024/12/20241117\\_155833-scaled.jpg](https://nutritiondialogues.org/wp-content/uploads/2024/12/20241117_155833-scaled.jpg)
- [https://nutritiondialogues.org/wp-content/uploads/2024/12/IMG\\_2582-scaled.jpg](https://nutritiondialogues.org/wp-content/uploads/2024/12/IMG_2582-scaled.jpg)
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