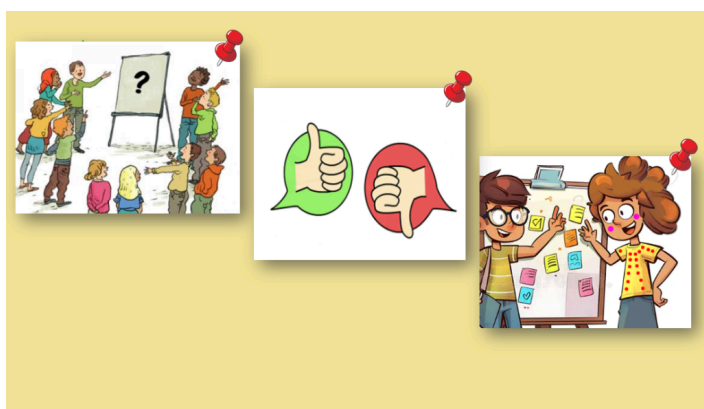


OFFICIAL FEEDBACK FORM

WORKSHOP TITLE	Brazilian perspectives on nutrition
WORKSHOP DATE	Friday, 26 July 2024 13:00 GMT -03:00
CONVENED BY	Patricio Cuevas-Parra, World Vision
EVENT LANGUAGE	Portuguese
HOST CITY	Fortaleza, Brazil
GEOGRAPHIC SCOPE	Community level
AFFILIATIONS	World Vision
WORKSHOP EVENT PAGE	https://nutritiondialogues.org/dialogue/55278/



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

1

PARTICIPATION BY AGE RANGE

12 12-15

6 16-18

PARTICIPATION BY GENDER

10 Female

8 Male

0 Other/Prefer not to say

ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

All participants were children and young people from Northeast Brazil who identified themselves as being of mixed race and Afro descent. They live in marginalised neighbourhoods on the outskirts of the city. They are all considered to be below the poverty line. All of them attend school and participate in a community-based project called 'MJPOP', which is supported by World Brazil.

SECTION TWO: FRAMING

Local community-based facilitators invited the participating children to the children's workshop. They informed them about the activities and provided informed consent to participate. After welcoming the participants, the convener and facilitator explained the structure of the workshop and the topics covered. After a brainstorm session using photographs, participants decided to focus on the nutritious aspect of school meals, as this was an issue of major concern to them. Using sticky notes, participants filled out three columns in a flipchart: column 1: What works well, column 2: What works badly, and column 3: What to improve. The first part of the exercise involved filling out columns 1 and 2. Once finished, the participants debated the issues, focusing on their similarities, differences, and connections. After the coffee break, participants worked on the third column (what to improve). This was done through an open debate and one person taking notes on sticky notes. Once finished, they considered they had covered all the issues thoroughly and felt represented by the summary of the discussion.

SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

CHALLENGES

Regarding 'what works well', participants reported:

- I really believe that the school meals programme in my school has good intentions, and many students appreciate it because meals are really needed.
- The meals served at school include a variety of foods, but it depends on the school and its management. So, one time, there may be a good variety, but the next time, there may be limited variety.
- I would say that some lunch dishes are good, nutritious and yummy. I mean, it's not always bad.
- Having lunch is good for students, and we must appreciate that, as many children do not have food at home.
- I am happy because there is always something to eat at lunch, and we need to have good marks, concentrate, and study.
- For me the best day is when we have the fish plate, it is so good.
- I love the bread with butter and coffee. This is the best part of the day at school.

URGENT RECOMMENDATIONS FOR ACTION

- One of the biggest problems in our municipality is the poor management of school meals. I do not think it is a problem for the government but for the programme administrators.
- Sometimes, it is so bad that we only get biscuits, water, and salt. Can you imagine no proteins and no vegetables?
- I think the worst thing is when they say that students are receiving proper meals, but in reality, we often only have cuscus with milk.
- Something that needs to be urgently improved is that the food often has no taste.
- Bad quality is the major problem; there are no nutrients, no proteins, and never meat.
- For me, the worst is that the system of serving food to the students is too slow. For example, many times, we queue for 40 minutes to get our food and have only 10 minutes left to eat. This needs to change/
- The lunch at our school has few proteins.
- The most embarrassing thing is the fact that lunch for teachers is much better than lunch for students.
- We see too many inequalities in school lunch. The food quality and distribution amongst different types of schools are massively different. In my school, it is very bad, but in my cousin's school, it is much better.

AREAS OF DIVERGENCE

There were not areas of divergence. All participants held similar positions regarding nutrition and school meals.

OVERALL SUMMARY

By the end of the workshop, participants summarised their discussion points as follows:

- It is urgent to add more proteins to school meal dishes.
- Meals need to have more variety of food that provides good nutrition value.
- School meals should include meat on the lunch menu as this is the only opportunity for students to eat meat.
- The lunch needs to include fruits and vegetables.
- They should stop serving powdered juice and offer fruit juice instead.
- The school should promote the use of vegetables from an organic garden in the community or the school.

SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

PRINCIPLES OF ENGAGEMENT

We endorsed and supported the nine principles of engagement. Child safeguarding standards were paramount to the workshop.

METHOD AND SETTING

• We used a conversational style as the primary approach. • We set an informal setting with 18 participants seated in a circle of chairs. • We displayed three flipcharts and used sticky notes to document the salient ideas and perceptions. • We used photographs as a method to elicit dialogue among participants. • We had a healthy, nutritious lunch and tea break in a community-run kitchen.

ADVICE FOR OTHER CONVENORS

FEEDBACK FORM: ADDITIONAL INFORMATION

ACKNOWLEDGEMENTS

World Vision Brazil