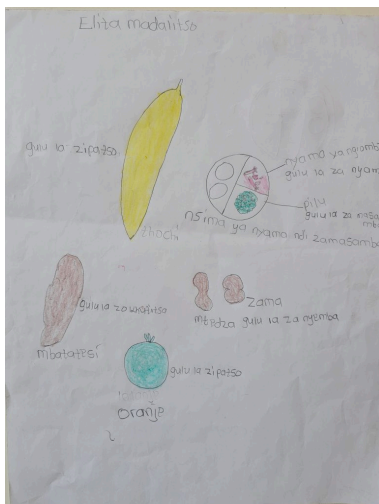


# OFFICIAL FEEDBACK FORM

<b>WORKSHOP TITLE</b>	Children in Khukhi village speak out on the issues affecting their nutrition
<b>WORKSHOP DATE</b>	Wednesday, 4 December 2024 14:45 GMT +02:00
<b>CONVENED BY</b>	Evidence Shaba- Nutrition Officer, Brian Sangala- Environmental Health Officer Event announced on behalf of the Convenor by: LIZZIE LOMBE. Coordinating and providing some technical support Feedback published on behalf of Convenor by: Lizzie Lombe. Coordinating and providing technical support
<b>EVENT LANGUAGE</b>	chichewa
<b>HOST CITY</b>	Salima, Malawi
<b>GEOGRAPHIC SCOPE</b>	KANYANTATA PRIMARY SCHOOL, KHUKHI GROUP VILLAGE HEADMAN, T.A KALONGA, SALIMA IN MALAWI
<b>AFFILIATIONS</b>	world vision and the Government (District Nutrition Coordinating Team)
<b>WORKSHOP EVENT PAGE</b>	<a href="https://nutritiondialogues.org/dialogue/55894/">https://nutritiondialogues.org/dialogue/55894/</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

24

## PARTICIPATION BY AGE RANGE

24 12-15

0 16-18

## PARTICIPATION BY GENDER

12 Female

12 Male

0 Other/Prefer not to say

## ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The children were from different backgrounds and religion (Some are from Christian families while others are Muslims). They were all school going and from same community. Some children were Members of Bible Clubs, others child parliamentarians with one child representative of the CVA Committee

# SECTION TWO: FRAMING

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The session began with introductions, where all participants formed a circle. Each individual shared their first and last name, place of origin, and role in the gathering. This activity aimed to establish a welcoming atmosphere and help the children feel comfortable and secure. After the introductions, the children were told to sit down in a circle, after which a picture containing assorted food items was shown to them. The facilitator asked the children what they knew about the six food groups and to illustrate the different foods by picking out pictures of foods belonging in the different food groups. Next, the children were asked about their knowledge on malnutrition. Then children were invited to share their personal experiences with hunger and discuss how it affected them, their families and their communities. Some children drew the food groups that are found in their area. Final discussions were on the topic of making a balanced diet. The children were invited to illustrate their knowledge on making a balanced diet and also to arrange their favourite balanced meal.

# SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

## CHALLENGES

- Most school-going children go to school without taking any food and they sleep in class.
- Insufficient access to nutritious food especially those rich in protein
- Many households did not harvest enough food due to the devastating impact of Cyclone Freddy, which affected the entire country. This natural disaster significantly disrupted food production, leaving families with inadequate food supplies.
- Families face challenges in accessing sufficient farmland relative to the size of their households. The limited land available for cultivation restricts food production, contributing to hunger in many communities.
- Most households primarily cultivate maize, often in large quantities, with minimal or no production of other essential crops like legumes or vegetables. This lack of crop diversity reduces access to nutritious food, affecting the overall dietary quality of households.
- Only a small number of households are engaged in rearing small livestock, such as chickens or goats, which provide a vital source of protein. The limited availability of animal-source foods further exacerbates nutritional deficiencies in vulnerable households.
- The rising cost of living has reduced the purchasing power of families, affecting their ability to access sufficient and nutritious food. With limited income, many households struggle to meet their daily food needs.
- The escalating prices of farm inputs, particularly fertilizers and seeds, have hindered farmers from using improved inputs that boost crop yields. As a result, most households continue to produce lower-quality harvests, further aggravating food insecurity.

## URGENT RECOMMENDATIONS FOR ACTION

- Introduction of School Feeding Programs  
The government should establish school feeding programs in areas affected by hunger. This initiative would encourage consistent school attendance as learners are assured of receiving meals, thereby supporting both education and nutrition.
- Establishment of School Gardens  
Schools should be encouraged to set up school gardens to grow fruits and vegetables. The produce can be consumed by learners or sold to generate funds for purchasing additional food items. This approach promotes sustainability and practical learning on agriculture and nutrition.
- Provision of Irrigation Materials  
The government should procure and distribute irrigation equipment to communities experiencing hunger. This intervention would boost local food production, ensuring the availability of food throughout the year, even during dry seasons.
- Promotion of Appropriate Production Choices  
Families should be educated on making informed agricultural production choices that enhance household nutrition. This could involve training on the cultivation of nutrient-dense crops and the adoption of farming techniques that support better yields and food diversity.

## AREAS OF DIVERGENCE

The discussion revealed that the children had a solid understanding of nutrition and were able to clearly distinguish between nutrition security and food security. They demonstrated insight into how hunger impacts overall performance and highlighted the ripple effect that prolonged underperformance in class can have on the broader development of the community. This reflection showcased their awareness of the link between nutrition and educational outcomes. However, it became apparent that they had limited knowledge about the impact of disease on an individual's nutritional status. This was later explained to them by the nutrition officer.

## OVERALL SUMMARY

The session revealed that children have first-hand experience with the effects of hunger and have witnessed cases of malnutrition within their households. It was also noted that they possess knowledge on how to address hunger in their homes, demonstrating their awareness of possible solutions. This observation highlighted the importance of children's perspectives, emphasizing that their voices can play a significant role in addressing the challenges of hunger and malnutrition. Engaging children in such discussions can foster innovative ideas and promote inclusive solutions within communities.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

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## PRINCIPLES OF ENGAGEMENT

Prior to the sessions, children were informed about the purpose and nature of the activities, with an emphasis on the voluntary nature of their participation. Parental consent was obtained through signed consent forms, allowing their children to take part in the sessions. To ensure a safe and supportive environment, school health and nutrition teachers were present to observe and encourage children's free participation. Facilitators played a key role in guiding the sessions, creating a comfortable atmosphere where children could express their views without fear or coercion. To further enhance engagement, the sessions incorporated familiar phrases and songs related to food, drawing, helping the children feel relaxed, engaged, and free to contribute their thoughts.

## METHOD AND SETTING

Venue: classroom at the school (chosen to help children feel comfortable with the familiar setting and educational visuals in the room). The sessions began with introductions, followed by an explanation of the workshop's goals and a brief energizer activity to engage participants before starting the discussion. Consent forms were completed prior to the event.

## ADVICE FOR OTHER CONVENORS

Involve school health and nutrition teachers to provide support and ensure familiarity for the children. Use facilitators who are engaging, approachable, and skilled at simplifying concepts for children. Ensure facilitators communicate clearly and use language that is easy for children to understand. Learn and remember children's names to create a sense of belonging and encourage active participation. Acknowledge children by name when they speak to boost their confidence and promote open sharing.

# FEEDBACK FORM: ADDITIONAL INFORMATION

## ACKNOWLEDGEMENTS

Acknowledgements go to Salima District Nutrition Office, Salima District Information Office, World Vision Malawi staff, 1School health and nutrition teachers and Village development committees members for working together in ensuring the dialogue with the children was successful.

## ATTACHMENTS

- **Collage**  
[https://nutritiondialogues.org/wp-content/uploads/2024/12/20241210\\_102456-1-scaled.jpg](https://nutritiondialogues.org/wp-content/uploads/2024/12/20241210_102456-1-scaled.jpg)
- **collage**  
[https://nutritiondialogues.org/wp-content/uploads/2024/12/20241210\\_102322-1-scaled.jpg](https://nutritiondialogues.org/wp-content/uploads/2024/12/20241210_102322-1-scaled.jpg)
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