

# OFFICIAL FEEDBACK FORM

<b>WORKSHOP TITLE</b>	Understanding good nutrition and its Importance for school going Children
<b>WORKSHOP DATE</b>	Wednesday, 17 June 2026 07:30 GMT +02:00
<b>CONVENED BY</b>	Milika Masenga, Kasama District Nutritionist, Ministry of Health Event announced on behalf of the Convenor by: Samuel Chanda. Administrative Support Feedback published on behalf of Convenor by: Ms. Milika Masenga – Kasama District Health Nutritionist. Administrative support
<b>EVENT LANGUAGE</b>	English/Bemba
<b>HOST CITY</b>	Kasama, Zambia
<b>GEOGRAPHIC SCOPE</b>	Misamfu Village
<b>AFFILIATIONS</b>	World Vision Zambia
<b>WORKSHOP EVENT PAGE</b>	<a href="https://nutritiondialogues.org/dialogue/60502/">https://nutritiondialogues.org/dialogue/60502/</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

18

## PARTICIPATION BY AGE RANGE

18 12-15

0 16-18

## PARTICIPATION BY GENDER

12 Female

6 Male

0 Other/Prefer not to say

## ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The engagement took place at Misamfu Primary School of Kasama District. A mix of 12 girls and 6 boys from varying social economic and religious backgrounds and tribes was involved. Discussions were facilitated in Bemba and English for comprehensive linguistic inclusion. The children participated actively and freely.

# SECTION TWO: FRAMING

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An opening prayer was given by one of the participants. This was followed by self-introduction and the meeting objectives and an ice breaker (song). The meeting rules were set by the participants. There after key concepts on malnutrition were explained after which the national, provincial and district nutrition statistics were given. The participants comprised of school going children aged between 12-15 years old. They came from low-income, rural households with their parents/caregiver's employment ranging from formal to informal. The community relies on hand to mouth small businesses and subsistence farming which is rain fed and consists mainly of staples such as maize and cassava. This situation leads to seasonal food availability and narrows dietary diversity. The dietary habits of the participants were such that they only ate dinner. This was influenced by food unavailability and the economic situation at home. This background shows that the nutrition status of children aged 12-15 years is also highly affected by a complex of situations and should be of concern

# SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

## CHALLENGES

Not being taught early on how to prepare simple, local meals such as Nshima, Chibwabwa (pumpkin leaves) and Inswa (termites). Lack of knowledge on balanced diet/eating a variety of foods in communities and schools was also highlighted as a major factor influencing monotonous diets. Many households do not have backyard gardens due to inadequate motivation to make them which is also compounded by erratic water supply. Most pupils indicated that they left home without eating breakfast due to various reasons which included unavailability of food and lack of time to prepare and eat breakfast which leads to insufficient energy to concentrate during lessons further leading to dozing in class, dodging from school and stealing. Some schools provide porridge to their pupils, but some parents prohibit their children from eating food prepared at school on the assumption that it is poisonous and that the children who eat from school are from underprivileged homes. There are some parents who can afford to pack food for their children, but this is mostly done for younger school going children because there isn't enough food to cater for all children.

Further, inadequate knowledge of the nutritional value of local foods was indicated as a challenge as it influences how meals are put together. Those with knowledge do not have adequate finances to purchase a variety of foods leading to the consumption of the same type of food because it is cheap (small, bitter dry sardines and soya chunks). The community also faces hunger due to lack of food influenced by natural disasters.

## URGENT RECOMMENDATIONS FOR ACTION

The children highlighted several areas of improvement, and these are explained below; Caregivers should be taught the importance of good nutrition for school going children. Breakfast should be provided for all of them and those who manage to pack lunch boxes for their children should pack healthy local foods. Junk food such as sweets and cakes should be avoided. The children also suggested that one of the ways in which their knowledge in good nutrition can be included in improving nutrition is through their participation in making the budget for food in the home. Parents should be sensitized on the importance of school feeding programs and the government, and partners should upscale it even to secondary schools.

Some of the suggested solutions to the problem of food shortage/insecurity were; inculcating practical knowledge in food processing (dried vegetables and caterpillars and other local protein rich foods), storage and the development of backyard gardens and orchards. It was also suggested that farmers can be encouraged to engage in nutrition sensitive agriculture and be empowered by providing farming inputs on time for maximum utilization.

It was suggested that homes should develop backyard gardens and take up poultry farming. In addition, the government should fund communities and schools to grow food and provide them with fruit trees for orchards. It should further sensitize them on its efficient use of food for optimum nutrition.

## AREAS OF DIVERGENCE

The participants agreed that there were several issues affecting their nutrition status directly and indirectly. This included home dynamics as well as issues outside the home. Some of these were inadequate knowledge of nutritious local foods, unavailability of food in the home, lack of backyard gardens and orchards both at home and at school, inadequate dietary intake influenced by various factors and monotony in the daily food supply. The solutions to these problems were the impartation of nutrition knowledge and practical skills in both the participants and their parents/caregivers and the provision of inputs to farmers, schools and communities for the development of orchards, backyard gardens and timely inception of farming activities. While there was common understanding that the government should provide some resources, some participants suggested that the community should also show commitment by stepping up and purchasing their own inputs as a sign of commitment to the common cause of improving the nutrition status of children. This would be very important as individuals usually value what they personally contribute to.

## OVERALL SUMMARY

The Nutrition Dialogue with children in the selected community was held on 17th June, 2026 at a school in the presence of a trusted adult for protection. The engagement was captivating and perceptive. It highlighted challenges, recommendations and ideas related to the nourishment of children in the 12 to 15 years age bracket. A classroom was used to convene with a group of children. This represented an environment which the children were already used to so that they could express themselves freely. The discussion evolved around the children's experiences regarding nutrition at home, at school and in the community at large. The discussion was highly engaging and highlighted both the challenges and what the children would want to see soon for their homes, school and communities.

The challenges highlighted were hunger due to food scarcity/shortages/insecurity influenced by natural disasters and lack of employment for parents/caregivers, usually eating only once a day, lack of backyard gardens and orchards, inadequate knowledge of the nutritional value of local foods, consumption of monotonous diets as a result of lack of money/poverty to buy a variety of foods, lack of knowledge regarding balanced diets,

The recommendations/solutions to these challenges were that; Caregivers should be taught the importance of good nutrition for school going children. Breakfast should be provided every day, and a healthy lunchbox should be provided for those who can manage. The children also suggested their participation in making the budget for food in the home. Parents should be sensitized on the importance of school feeding programs and the government, and partners should upscale it even to secondary schools.

Some of the suggested solutions to the problem of food shortage/insecurity were; inculcating practical knowledge in food processing (dried vegetables and caterpillars and other local protein rich foods), storage and the development of backyard gardens and orchards. Farmers should be encouraged to engage in nutrition sensitive agriculture and be given inputs on time.

The government should fund communities and schools to grow food and provide them with fruit trees for orchards. It should further sensitize them on its efficient use of food for optimum nutrition.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

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## PRINCIPLES OF ENGAGEMENT

The principles of engagement were incorporated. The children participated fully and expressed their individual views. Contributions were respected and documented as valuable. The engagement was highly inclusive, and diversity was also prioritized through representation of both genders and children from all walks of life. A trusted adult was chosen and was present throughout the engagement to ensure the children were safeguarded and to create a safe environment for dialogue.

## METHOD AND SETTING

The child centred approach was used to engage the children. The selection of participants was based on social economic status and gender equality to ensure diversity. A formal classroom setting was used to carry out the session. The sessions were done in a child friendly environment making it very effective.

## ADVICE FOR OTHER CONVENORS

Conveners should pay attention to side discussion which participants may discuss but may not want to write as they may end up being very valid contributions to the engagement.

# FEEDBACK FORM: ADDITIONAL INFORMATION

## ACKNOWLEDGEMENTS

We would like to acknowledge the invaluable support that made the Nutrition dialogue with children possible. Special appreciation goes to District Nutritionist for Kasama DAHS and the Matron for Menstrual Hygiene Club facilitator whose commitment insured the successful running of the workshop and upheld Child safeguarding standards. We are grateful to the parents for providing consent and encouraged their children participation.