

# OFFICIAL FEEDBACK FORM

|                     |                                                                                                             |
|---------------------|-------------------------------------------------------------------------------------------------------------|
| WORKSHOP TITLE      | Health and Nutrition Dialogue Workshop                                                                      |
| WORKSHOP DATE       | Friday, 19 June 2026 09:00 GMT +05:45                                                                       |
| CONVENED BY         | Bidhya Thapa, NCG Officer, NNSWA Kanchanpur                                                                 |
| EVENT LANGUAGE      | Nepali                                                                                                      |
| HOST CITY           | Kanchanpur, Nepal                                                                                           |
| GEOGRAPHIC SCOPE    | Community Level                                                                                             |
| AFFILIATIONS        | World Vision International Nepal                                                                            |
| WORKSHOP EVENT PAGE | <a href="https://nutritiondialogues.org/dialogue/60570/">https://nutritiondialogues.org/dialogue/60570/</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 | 20 |
|------------------------------|----|

## PARTICIPATION BY AGE RANGE

|    |       |   |       |
|----|-------|---|-------|
| 15 | 12-15 | 5 | 16-18 |
|----|-------|---|-------|

## PARTICIPATION BY GENDER

|    |        |   |      |   |                         |
|----|--------|---|------|---|-------------------------|
| 13 | Female | 7 | Male | 0 | Other/Prefer not to say |
|----|--------|---|------|---|-------------------------|

## ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The workshop engaged children from Kanchan Secondary School, Kanchanpur, bringing together the girls and boys aged 12-17 years from varied socio-demographic, socio-economic, ethnic and religious backgrounds. Conducted in the native language (Nepali), the children felt much easier and comfortable expressing their opinions and thoughts throughout the workshop. Safeguarding protocols were strictly followed, promoting equal participation and safe environment for the children.

# SECTION TWO: FRAMING

At the outset, the workshop was introduced by grounding the discussion in the understanding of the children regarding nutrition along with the everyday nutrition challenges and socio economic conditions faced by the community in the Kanchanpur AP. The facilitator underscored how factors such as poverty, inconsistent access to food, and seasonal fluctuations in agricultural yields contribute significantly to hunger and poor nutrition among children. Concerns raised locally were recognized, including limited access to diverse and balanced meals, substandard food provided in schools, and common nutrient gaps, particularly in protein and essential vitamins and minerals. The conversation also expanded to include the ways to reduce and diminish the factors causing malnutrition among the children and women. Including in the conversation, the wider influences affecting nutrition, such as the risks associated with unsafe agricultural chemicals that may affect long-term health. Children were encouraged to actively participate, with reassurance that their perspectives and personal experiences were vital to shaping meaningful solutions. Measures to ensure a safe, respectful, and inclusive space were clearly explained through safeguarding guidelines. Importantly, the introduction linked the nutrition related behavior, knowledge and attitude of people and its importance that is felt by the community people. Through the workshop, possible ways to improve nutritional status and key priority areas for strengthening nutrition among people were sought. Overall, the session empowered children to recognize their role as key contributors to change, while also acknowledging the systemic and structural challenges influencing their daily lives.

# SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

## CHALLENGES

During children's workshops conducted in Kanchanpur District, several key nutrition-related challenges were identified from the children's own perspectives. Many children shared that they often do not get enough nutritious food at home, mainly due to poverty and limited family income. Meals are sometimes repetitive and lack diversity, with low availability of fruits, vegetables, and protein-rich foods. Children also mentioned that they frequently consume unhealthy snacks such as packaged junk foods because they are cheap, easily available near schools, and more appealing than traditional meals. Another concern raised was the lack of awareness about proper nutrition among both children and their parents, which leads to poor food choices and feeding practices.

Children also highlighted issues related to health and sanitation, such as unsafe drinking water and poor hygiene practices, which contribute to frequent illnesses like diarrhea and high risk of disease occurrence. In schools, they reported that nutrition education is limited, and school meals, where available, are sometimes not nutritious or sufficient. Additionally, cultural practices and gender norms sometimes affect food distribution within households, where younger children or girls may receive less or lower-quality food. Seasonal food shortages and the impact of climate conditions on agriculture were also discussed, as they affect the availability of fresh and nutritious foods. Overall, children expressed a strong desire for better awareness, healthier school environments, and improved access to diverse and nutritious foods in their communities.

## URGENT RECOMMENDATIONS FOR ACTION

Based on the challenges identified by children in the workshop, several urgent actions can help improve nutrition. First, there is a strong need to improve and increase the understanding of the community people regarding nutrition related behavior and issues through conduction of different awareness raising programs. Improve access to diverse and nutritious foods at the household level by supporting low-income families through livelihood programs and promotion of use of organic manure for food production. Promoting locally available, affordable nutritious foods can help families improve their daily diets. Second, nutrition education should be strengthened for both children and parents, focusing on balanced diets, healthy feeding practices, and the risks of excessive junk food consumption.

Schools can play a major role by improving the quality of school mid-day meals and integrating practical nutrition education into the curriculum. Limiting the sale of unhealthy snacks around schools and promoting healthy alternatives is also important. Improving water, sanitation, and hygiene (WASH) facilities is another urgent priority to prevent illnesses. Likewise, community awareness programs should address harmful cultural practices.

Additionally, strengthening health services such as regular growth monitoring, deworming, and micronutrient supplementation can directly improve children's nutritional status. Finally, efforts should be made to capacitate the health workers regarding nutrition counselling and service delivery contributes to the overall status improvement. Support climate-resilient agriculture and ensure food availability throughout the year, especially during lean seasons. Overall, a coordinated approach involving families, schools, communities, and local government is essential for sustainable improvement in child nutrition.

## AREAS OF DIVERGENCE

From the children's workshops in Kanchanpur District, several areas of divergence (differences in views, experiences, and practices) in nutrition emerged. Children from relatively better-off families reported having more diverse diets, including fruits, vegetables, and animal-source foods, while children from poorer households described eating mostly staple foods like rice and lentils with very limited variety. This shows inequality in access to nutritious foods. There was also a clear difference between children who had some knowledge about healthy eating often gained from school or awareness programs and those who had little or no understanding of balanced diets, leading to uneven food choices. Another area of divergence was seen between children's preferences and actual practices. Many children expressed that they know junk food is unhealthy, but they still consume it frequently because it is tasty, easily available, and influenced by peers and advertising. In contrast, some children reported being guided by parents or teachers to avoid such foods. Differences were also observed between schools: some schools provided nutrition-related messages or school meals, while others lacked such support, resulting in inconsistent knowledge and habits among students. Additionally, children from communities with better access to water, sanitation, and health services reported fewer illness-related nutrition problems, while those from more disadvantaged areas faced more frequent sickness and poor hygiene conditions. Overall, these divergences reflect inequalities in resources, awareness, environment, and socio-cultural practices that influence children's nutrition in the district.

## OVERALL SUMMARY

The Children's Nutrition Dialogue conducted in Kanchanpur District, under World Vision International Nepal's Nutrition Dialogue Phase 2, was a deeply engaging and meaningful event. It provided valuable insights into how children understand nutrition, the challenges they face, and their ideas for improving the situation in their communities. Overall, the workshop revealed that children have a basic awareness of nutrition but face multiple barriers that prevent them from practicing healthy eating habits. In terms of understanding, many children demonstrated a simple but meaningful knowledge of nutrition. They were able to identify and group the healthy foods such as vegetables, fruits, milk, and pulses, and understood that these foods help them grow strong and stay healthy. Some children also recognized the importance of hygiene, safe drinking water, and handwashing in maintaining good health. However, this understanding was not consistent across all participants. While some children had gained knowledge from school or health programs, others had only limited information and could not clearly explain what a balanced diet means. This indicates that although awareness exists, it is not deep or equally distributed.

The workshop also highlighted several key challenges affecting children's nutrition. One of the most common problems was limited access to diverse and nutritious foods. Many children shared that their families struggle financially, which limits their ability to buy fruits, vegetables, and protein-rich foods. As a result, meals are often repetitive and mainly consist of staple foods like rice and lentils. Another major issue raised by children was the frequent consumption of unhealthy, packaged snacks. These foods are cheap, easily available near schools, and highly attractive, leading children to prefer them over healthier options.

Health and environmental factors were also significant challenges. Children reported issues such as unsafe drinking water, poor sanitation, and weak hygiene practices, which contribute to frequent illnesses like diarrhea. In addition, children mentioned that school support is often limited; nutrition education is not always included in lessons, and school meals, if provided, may not be sufficient or nutritious. Cultural practices and gender norms were also noted as challenges, with some children observing that food is not always distributed equally within households, also the women, especially pregnant and menstruating women are instructed to avoid certain food products. Despite these difficulties, children offered several practical ideas for improvement. They emphasized the need for better awareness among both children and parents about healthy eating and nutrition. Many suggested that schools should provide more education on nutrition and promote healthy food choices. Improving the quality of school meals and restricting the sale of junk food around schools were also identified as important actions. Additionally, they stressed the need for improved water, sanitation, and hygiene facilities, as well as regular health services such as deworming and check-ups.

The workshop also revealed important areas of divergence among children's experiences. There were clear differences based on economic status, with children from better-off families having access to more diverse and nutritious foods compared to those from poorer households. Knowledge levels also varied, with some children being better informed than others depending on their exposure to education and awareness programs. Another divergence was observed between children's knowledge and behavior, many children knew that junk food is unhealthy but continued to eat it due to preference, peer influence, and availability. Differences were also seen across schools, where some provided nutrition-related support while others did not. Furthermore, children from areas with better sanitation and health services reported fewer health-related nutrition problems compared to those from less developed areas.

In conclusion, the workshop highlighted that while children in Kanchanpur have a basic understanding of nutrition, they face multiple interconnected challenges that limit their ability to maintain a healthy diet. Their perspectives clearly show the need for improved access to nutritious food, stronger education and awareness, better school and community support systems and efforts to reduce inequalities. The insights from children provide a strong foundation for designing inclusive and effective nutrition interventions.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

## PRINCIPLES OF ENGAGEMENT

The principles of engagement applied during the workshop focused on creating a respectful, inclusive, and participatory learning environment. Participants were encouraged to actively engage in discussions, share their experiences, and listen attentively to others, ensuring that every voice was valued. Mutual respect and non-judgment were emphasized to promote open dialogue and the free exchange of ideas, especially when diverse perspectives were presented. Time discipline was maintained to ensure that all planned sessions and activities were completed effectively. Additionally, collaboration and teamwork were encouraged throughout group activities, enabling participants to learn from one another and build collective understanding. These principles helped ensure that the workshop remained productive, interactive, and beneficial for all involved.

## METHOD AND SETTING

The workshop was conducted using interactive and participatory methods that encouraged active involvement from all participants. A combination of presentations, group discussions, question and answer sessions was used to facilitate learning and knowledge sharing. The setting of the workshop was organized to be comfortable and conducive to learning. This approach ensured that a supportive and inclusive atmosphere was maintained, enabling participants to communicate openly and effectively.

## ADVICE FOR OTHER CONVENORS

Facilitators conducting similar workshops should focus on creating a participatory, inclusive, and well-structured learning environment. Additionally, facilitators should foster a safe and respectful space where all participants feel comfortable sharing their experiences and perspectives. Finally, reflecting on the workshop afterward and incorporating lessons learned into future sessions is essential for continuous improvement.

# FEEDBACK FORM: ADDITIONAL INFORMATION

## ACKNOWLEDGEMENTS

We would like to sincerely acknowledge the support that made this Children's Nutrition Dialogue possible. Special appreciation goes to World Vision International Nepal, Krishnapur Municipality and Kanchan Secondary School for their valuable support and coordination for contributing to smooth conduction of the workshop. Also, our heartfelt appreciation goes to the dedicated staffs of NNSWA Kanchanpur for their continuous effort, collaboration, and commitment to making this event successful.