

OFFICIAL FEEDBACK FORM

WORKSHOP TITLE	Understanding Good Nutrition: Children's perspectives and Practical Actions
WORKSHOP DATE	Saturday, 18 July 2026 10:00 GMT +02:00
CONVENED BY	Constancia Nawa, Community Development Worker, World Vision Zambia Event announced on behalf of the Convenor by: Mundia Mwangala. Technical support. As a nutritionist, i will support the convenor in ensuring that all engaging documents and notes are nutrition sensitive Feedback published on behalf of Convenor by: MUNDIA MWANGALA. Provided dialogue skills to the convenor and ensured that she was set. And also helped in system entries
EVENT LANGUAGE	Lozi, English
HOST CITY	Senanga, Zambia
GEOGRAPHIC SCOPE	Senanga district at Situnga primary school in imatongo ward
AFFILIATIONS	The event was supported by World Vision Zambia, Senanga Area Development Programme, as part of the ENOUGH Campaign.
WORKSHOP EVENT PAGE	https://nutritiondialogues.org/dialogue/60751/



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	23
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PARTICIPATION BY AGE RANGE

18	12-15	5	16-18
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PARTICIPATION BY GENDER

14	Female	9	Male	0	Other/Prefer not to say
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ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The workshop engaged a diverse group of 23 school-going adolescents from a rural school in Senanga District. Participants represented various socio-economic backgrounds typical of a farming community, with differences in household food security and access to diverse foods. The group included both male and female pupils, ensuring gender balance. The setting ensured accessibility for children from different villages within the ward, providing a platform for varied perspectives.

SECTION TWO: FRAMING

The workshop was framed within the local context of Senanga District, a rural area where livelihoods are predominantly based on subsistence farming and fishing. The introduction highlighted the critical role of good nutrition in the growth and development of adolescents, a demographic often overlooked in nutrition interventions. The discussion was set against a backdrop of common local challenges, including seasonal food insecurity, limited dietary diversity, and a reliance on staple foods with low nutritional value. The community faces cyclical hunger periods that exacerbate malnutrition risks. Furthermore, the facilitators addressed prevalent micronutrient deficiencies, particularly among children, and the impact of poverty on the ability to access a variety of nutritious foods. The session was positioned as a crucial opportunity to empower young people with knowledge and practical skills to make healthier food choices within their means, aiming to break the cycle of malnutrition and poor health that affects their community.

SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

CHALLENGES

Participants identified several key nutrition challenges. Primarily, they noted a lack of dietary diversity in their homes, with meals often centered around a single staple food like maize, lacking in essential proteins, vitamins, and minerals. Limited financial resources within families were highlighted as a major barrier to purchasing nutritious foods like meat, fish, fruits, and vegetables. The seasonality of food availability was also a significant concern, with a scarcity of fresh produce during certain times of the year. Furthermore, participants pointed to inadequate knowledge among some parents and caregivers about the components of a balanced diet and the specific nutritional needs of growing children. Hygiene and sanitation issues, such as improper food handling and storage, were also mentioned as contributing to health problems that affect nutritional status.

URGENT RECOMMENDATIONS FOR ACTION

The participants proposed several urgent actions. They recommended the continuation and expansion of nutrition dialogues in schools to reach more children and reinforce healthy eating messages. A key proposal was to promote and support school gardens, which would provide a sustainable source of fresh vegetables and fruits, while also serving as a practical learning tool for pupils. Participants strongly encouraged parents and caregivers to make a concerted effort to provide more diversified meals.

AREAS OF DIVERGENCE

The discussion was characterized by a high degree of consensus among participants. Children largely agreed on the definition of a balanced diet and the importance of incorporating foods from different groups. There was no significant divergence in their views regarding the nutritional challenges they face, as these are common experiences within the community. Similarly, the proposed solutions were uniformly supported, with participants sharing a collective desire for better nutrition and practical, community-driven actions. The dialogue fostered a unified perspective on the importance of good nutrition for their health and academic performance.

OVERALL SUMMARY

The Nutrition Dialogue was a vibrant and engaging event that successfully met its objectives. The workshop brought together 23 adolescents in an interactive setting, fostering an environment where they felt empowered to share their knowledge and experiences. The atmosphere was one of enthusiasm and active participation, with children eagerly working in groups to discuss and present their understanding of good nutrition.

The children demonstrated a remarkable grasp of the core concepts, correctly identifying and classifying foods into bodybuilding, energy-giving, and protective groups. Their ability to describe a balanced healthy plate and articulate the importance of hygiene practices like handwashing was particularly encouraging. The dialogue felt less like a formal lesson and more like a community conversation, where the children's voices were central. They were not passive recipients of information but active contributors, proposing practical solutions that are deeply rooted in their daily realities.

The success of the event was evident in the children's final presentations, which showcased their improved knowledge and their commitment to applying what they learned. The overall sentiment was one of hope and determination, with the children expressing a desire to become agents of change in their own homes and communities. This workshop was a powerful reminder of the potential of engaging young people in nutrition dialogues, not just as beneficiaries but as advocates for healthier futures

SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

PRINCIPLES OF ENGAGEMENT

The workshop was designed to be inclusive and participatory, ensuring that all 23 children had an equal opportunity to voice their opinions and contribute to the discussions. The group work format encouraged collaborative learning and respected the diverse perspectives of the participants. The dialogue was child-centered, adapting the complexity of the nutrition concepts to be age-appropriate and relevant to their lives. The facilitators acted as guides, creating a safe and respectful space where children felt comfortable sharing their experiences and ideas. The focus on practical, actionable recommendations ensures that the outcomes are grounded in the community's reality and can be taken forward by the participants themselves.

METHOD AND SETTING

The workshop utilized a participatory methodology, employing small group discussions followed by plenary presentations. This approach was recommended to encourage active engagement and peer-to-peer learning. The setting was formal yet interactive, held within a classroom. Child safeguarding was a priority; all facilitators were briefed on safeguarding protocols, and activities were conducted in a safe, supervised environment. No identity shared by children.

ADVICE FOR OTHER CONVENORS

My advice for other convenors is to prioritize interactive and participatory methods like group work and presentations. This not only sustains children's attention but also empowers them to take ownership of the learning process. It is also crucial to frame the dialogue within the local context to make it relatable. Finally, always have clear child safeguarding measures in place to ensure a safe and positive experience for all participants.

FEEDBACK FORM: ADDITIONAL INFORMATION

ACKNOWLEDGEMENTS

We would like to extend our sincere gratitude to the IWASH Development Facilitator - Ethel Daka, Community Development Workers - Constancia Nawa and Costain Simusamu, and the District Nutritionist - Mwaka Mongwa, for their invaluable facilitation. Our thanks also go to the headteacher and staff at the Primary School for hosting the event. Most importantly, we thank the 23 adolescent participants for their enthusiastic engagement and insightful contributions.

ATTACHMENTS

- Children having small group discussions
- Children having small group discussions
- Children making group presentations
- A group presenter making a submission