

PROJECT ACTIVITY REPORT

Northern Regions Operations

WA WEST AP

FY26

ACTIVITY IMPLEMENTATION REPORT

1. Name of Activity: Nutrition Dialogue Phase 2 – Children Engagement

2. Logframe Activity Code:120.05.01

3a. Date Activity was undertaken 5th May,2026

3b. Activity Duration/Period/Length: A day's activity

4. Venue/Location: Bulingyin,Wa West AP

5. Description of Activity: On May 5, 2026, World Vision Ghana, through the Wa West Area Programme, organized a Nutrition Dialogue Phase 2 engagement with children in Bulingyin. The activity was designed to build on earlier nutrition dialogues and deepen children's participation in discussions around food security, dietary diversity, and healthy nutrition practices.

The engagement brought together twenty children—ten girls and ten boys between the ages of 10 and 17—in a safe and participatory environment where they shared their understanding of nutrition and their lived experiences at home and in school. The session was conducted as an open dialogue rather than a lecture, allowing children to speak freely about food availability, cultural food practices, school feeding challenges, and seasonal hunger. Emphasis was placed on documenting children's realities and supporting them to propose locally appropriate and sustainable solutions.

6. Objective(s) of Activity: The main objective of the activity was to assess the nutritional literacy of children in Bulingyin and document the real challenges affecting their access to adequate nutrition. The activity also aimed at strengthening children's voices by creating space for them to analyze seasonal food insecurity and propose solutions that could improve nutrition at household, school, and community levels

7a. Method Used: The activity employed participatory dialogue, guided discussions, experience sharing, and plenary reflections. Children were encouraged to use examples from their daily lives to explain concepts and support their arguments.

7b. Target Audience/Participants: The activity targeted 20 children (10 boys and 10 girls) aged 10–17 years from Bulungyin community

7.c Reason for Their Selection: Children were selected because they are directly affected by nutrition-related challenges, including household food shortages, school feeding gaps, and cultural food distribution practices. Engaging them made it possible to capture firsthand experiences while empowering them as active contributors to solutions rather than passive beneficiaries.

8. Contents of Activity

DAY/DATE	TOPIC/MODULES AND/OR ACTIVITIES IMPLEMENTED/COMMUNITIES VISITED/ETC
DAY 1	<p>The session began with an interactive introduction where facilitators explained the purpose of Nutrition Dialogue Phase 2 and reminded participants of earlier engagements. Children were asked to share what they understood by good nutrition and healthy eating. This immediately revealed a high level of awareness, as participants confidently explained how food supports energy, growth, and protection against disease.</p> <p>Building on this, the children jointly identified the six essential nutrients—carbohydrates, proteins, fats, vitamins, minerals, and water—and linked each to foods commonly eaten in their community. They further categorize local foods into energy-giving, body-building, and protective foods, using examples such as maize, millet, cassava, fish, beans, groundnuts, leafy vegetables, and seasonal fruits. The discussion showed that children not only knew food groups but also understood their functions in the body.</p> <p>The dialogue then shifted to children’s real experiences at home. Participants explained how food availability changes across the year, with particular emphasis on the lean season in June and July. One child, Portia (14), openly shared that during this period, some children experience days without food because household stocks are exhausted. Many children supported this statement, explaining that meals are reduced in quantity and frequency during the lean season.</p> <p>Children further discussed economic pressures faced by their families. They explained that parents often sell most or all their harvested crops immediately after harvest to meet financial needs, leaving very little food stored for household consumption. This practice was identified as a major contributor to food shortages later in the year.</p> <p>Cultural food distribution practices were also discussed. Jacob (16) highlighted that although children need protein for growth, adults often receive larger portions of meat and fish, while children receive very small quantities or none. This observation generated strong discussion among participants, who agreed that protein intake for children is generally inadequate.</p> <p>The group also reflected on micronutrient availability in the community. Children noted that fruit consumption is limited, with mangoes and wild shea fruits being available only seasonally. For</p>

	<p>most of the year, children depend primarily on leafy vegetables such as ayoyo, pumpkin leaves, and okro to meet their vitamin needs.</p> <p>The discussion on school nutrition revealed gaps in the School Feeding Programme. Children reported that the programme is restricted to lower primary classes and does not include Junior High School pupils. Even for those benefiting, children describe meals as often monotonous and nutritionally inadequate.</p> <p>Despite these challenges, the dialogue highlighted children’s active role in improving their own nutrition. Participants proudly shared their initiative to establish a school garden, explaining how they cultivate vegetables to supplement their diets, especially during the lean season. They described the garden as both a source of food and a learning space where they gain practical agricultural skills.</p> <p>The session concluded with children collectively developing recommendations targeted at parents, schools, and government. They emphasized the need for school gardening policies, expanded school feeding, nutrition education for parents, alternative livelihoods, crop diversification, and climate-resilient farming practices.</p>

9. Successes (What went on well and why) The activity successfully created a safe space for children to express their realities and perspectives on nutrition. Children demonstrated strong knowledge of nutrition concepts and actively participated throughout the dialogue. The recognition of the school garden initiative reinforced child agency and ownership in addressing food insecurity.

10. Challenges (What did not go on well and why): The dialogue revealed deep-rooted issues such as seasonal hunger, poverty, and cultural food practices that go beyond children’s immediate control. The exclusion of JHS pupils from school feeding and limited access to diverse foods remain major challenges.

11. What will you do differently or maintain (Recommendations): The activity reinforced the need to sustain child-centered nutrition dialogues, strengthen advocacy for inclusive and improved school feeding, expand school agriculture initiatives, and intensify parental nutrition education and livelihood diversification.

12. Partner(s) Undertaking the Activity: World Vision Ghana – Wa West Area Programme

13. No. of Participants and Communities

Direct Beneficiaries				
MEN	WOMEN	BOYS	GIRLS	TOTAL
		10	10	20
Indirect Beneficiaries				

MEN	WOMEN	BOYS	GIRLS	TOTAL
1. Number and Name of Community(ies) Involved in the Activity			Bulingyin,	
2. Number of RCs Present (if applicable)			Boys	Girls
			5	5
3. Number of RCs' Parents/Caregivers Present (if applicable)			Men	Women
4. Number of Disabled Persons (if applicable)				
MEN	WOMEN	BOYS	GIRLS	TOTAL

14. Corresponding Output (and contribution of activity to Output): Improved child participation, strengthened nutrition awareness, and child-led solutions contributing to enhanced household and school nutrition.

15. Impact of Activity (Immediate Impact and contribution to Outcome/CWB): The dialogue strengthened children's confidence, voice, and capacity to engage in nutrition issues affecting their wellbeing. It contributed to positive attitudes toward healthy diets, equitable food sharing, and school-based food production.

17. Name of Facilitator(s) N/A

18a. Name of Partner Reporting: N/A

18b. 13a. Contact of Partner Reporting (if applicable) N/A

19c. Signature of Reporting Partner: N/A

19a. Name of WVG Staff Reporting/Supervising... Alberta Owusua (CESP)

19b. Signature of WVG Staff: Alberta Owusua

20. Date Reporting 6/05/26



Appendices:

- A. Attached well labelled and actionable photos of the activity.



Photos.zip