

OFFICIAL FORM OF FEEDBACK

TITLE OF THE DIALOGUE	Knowledge in Nutrition
DATE OF THE DIALOGUE	Wednesday, 4 December 2024 09:30 GMT -05:00
CALLED BY	World Vision Col - South West
EVENT LANGUAGE	Spanish
LOCATION OF THE HOST	Santander de Quilichao, Colombia
GEOGRAPHIC SCOPE	Colombia, Cauca, Indigenous Population
AFFILIATIONS	World Vision
EVENT PAGE OF DIALOGUE	https://nutritiondialogues.org/es/dialogue/55931/



SECTION ONE: PARTICIPATION

TOTAL NUMBER OF PARTICIPANTS

23

PARTICIPATION BY AGE RANGE

0 0-11

0 12-18

6 19-29

14 30-49

3 50-74

0 75+

PARTICIPATION BY GENDER

15 Female

8 Male

0 Other/Prefer not to say

NUMBER OF PARTICIPANTS FROM EACH STAKEHOLDER GROUP

0 Children, youth groups and students

1 Civil society organizations (including groups of consumers and environmental organizations)

23 Educators and Teachers

0 Religious Leaders/Religious Communities

0 Financial institutions and technical partners

0 Food producers (including farmers)

0 Health professionals

0 Indigenous peoples

0 Information and technology providers

0 Large food companies and retailers

0 Marketing and advertising experts

0 Government officials and representatives national/federal

0 News and Media (e.g. journalists)

0 Parents and Caregivers

0 Science and Academia

0 Small/Medium Enterprises

0 Government officials and representatives local/subnational

0 United Nations

0 Women's groups

0 Other (please specify)

OTHER STAKEHOLDER GROUPS

ADDITIONAL DETAILS ON THE DIVERSITY OF PARTICIPANTS

Population that identifies itself as an indigenous population, which promotes the culture of its territory in the Educational Institution.

SECTION TWO: FRAMING AND DISCUSSION

MARKED

What is nutrition? • “Eat well” • “Eat well – balanced diet” • “Get good nutrition” • “Perform an analysis of “ What is doesn’t benefit malnutrition? • “Not getting enough nutrition – eating processed foods” • “They eat but what we eat the body” • “They only eat flour” • “Eat only “fried” fruits • “I used to buy sausage for breakfast, but then I became aware through training and I changed my mind” • “You share what you have learned” • “A typical dish is le meto, but it is no longer prepared by almost families because they use a lot of firewood and it takes a lot of work to make it.” • “Banana and tomato are grown here, but the resource is needed to produce food here” • “Water is vital for us “Now when we enter a drought there is a shortage of water, there is no drinking water for our children” • “Sometimes when we see a chubby child we are happy because we think he is well nourished, but that is not the case; we give him a lot of junk food” • “Sometimes instead of drinking natural juice, we drink soda that costs 3 thousand pesos” • “As adults we should encourage physical activity” • “Each family we should consume the basic, the necessary” • “Government policies are not effective, there is no equality” • “Perhaps the girl smiles when she receives the food she has not received for a while” • “There are many children who have nothing per day but what is offered in the community kitchens” • “When you grow crops in gardens you can consume only what you really need.”

DISCUSSION

What is meant by nutrition in your communities? What is meant by malnutrition in your communities? What foods did you eat before that are different from what you eat now? Why is there a difference? What challenges do you identify in your territories in relation to nutrition? Who are the most affected by these situations? How can we guarantee nutrition in our territories? Who do we need to achieve this? What feelings have these conversations, debates and ideas that we have had today generated in us?

SECTION THREE: RESULTS OF THE DIALOGUE

CHALLENGES

Participants reflected on traditional eating habits, highlighting dishes such as chicken mote, rice with egg and canned foods. The importance of these foods in the diet of those who grew up in the countryside was recognized. However, a significant change in eating habits was identified when moving to the city, where the supply of processed foods and the influence of other culinary cultures pose new challenges to maintaining a healthy diet.

The first group identified three main challenges: food education, healthy food production, and food sovereignty. "The diet is not balanced, a sancocho has 6 flours and people consume it, we must include balanced nutrition in our practices and reduce diseases. The emotions that these proposals aroused were happiness, hope, motivation, and empathy towards the community.

The second group identified the main challenges as resource management to ensure adequate food, water treatment for human consumption and the promotion of healthy eating habits. "Many people live from daily work and therefore have difficulty accessing resources" "Another challenge is drinking water, the population has no way of accessing it and being able to supplement their daily diet" "Parents go out to work and leave their children at the mercy of whatever they want to cook". The participants expressed feelings of concern, helplessness and frustration at the current situation, but also hope in recognizing the importance of food education for future generations.

URGENT ACTIONS

Group 1: As solutions, they proposed recovering native seeds, promoting local crops and developing productive projects. These efforts would benefit the community in general, including parents, local authorities, governors, nutritionists, agricultural engineers and farmers.

Group 2: As a solution, they proposed training in resource management, the implementation of awareness campaigns and the strengthening of nutritional education programs.

AREAS OF DIVERGENCE

"Girls and boys must accept that sometimes they come to school just for food"

"Although when there is soup or beans they don't come, the dining room is empty, but when there is meat the line is very long"

"Communities receive projects, but they do not know how to manage them, which is why community training is needed on related topics and the sustainability of the projects in the community."

"Private companies are also an active entity in communities and could be good allies."

GENERAL SUMMARY

In conclusion, the teachers participating in the focus group agree on the importance of addressing food and health from a comprehensive perspective, involving both families and the community. There is concern about the high consumption of canned and ultra-processed foods, which affects both the physical and mental health of students and their families, who face economic limitations in accessing adequate food. At the same time, the importance of transmitting and strengthening ancestral practices related to agriculture and food preparation, both at home and at school, is recognized. The active participation of the community, especially in relation to the management of natural resources such as water, is seen as essential to improve living conditions. In addition, the responsibility of adults is underlined, especially in the education of healthy habits, since the family example is fundamental for the nutritional well-being of children. Finally, teachers emphasize the need to take care of health from a young age, promoting awareness of the connection between food, traditional practices and health throughout life.

SECTION FOUR: PRINCIPLES OF COMMITMENT AND METHOD

PRINCIPLES OF COMMITMENT

At the beginning we introduced ourselves again, as well as the objective of the meeting for the day. The different means of attention were socialized, such as the PQRS lines and the suggestion box in case they wish to use them. We have the principles of commitment, recognition of their origin and ethnic and sociocultural identification, respecting their opinions and perspectives at all times, promoting spaces for sharing and mutual learning, and maintaining transparent communication regarding the objective of the space.

METHOD AND SCENARIO

The focus group methodology with a participatory and collaborative approach between participants and the facilitator aims to generate a space for reflection, exchange of ideas and collective problem solving, promoting active participation and mutual respect.

ADVICE FOR OTHER CONVENTORS

FEEDBACK FORM: ADDITIONAL INFORMATION

ACKNOWLEDGEMENTS

We would like to express our sincere gratitude to the participants for having accompanied us in this important space for stakeholders, where they generously shared their experiences and knowledge about nutrition and food security, in the complex context of territorial insecurity they face. Their participation was fundamental in enriching the collective reflection and providing an authentic and valuable vision of the challenges they face in their communities.

ATTACHMENTS

- Group 1 results
<https://nutritiondialogues.org/wp-content/uploads/2024/12/resultados-1.jpg>
- Group 2 results
<https://nutritiondialogues.org/wp-content/uploads/2024/12/Resultados-3.jpg>