

# RETURN FORM OFFICIAL

WORKSHOP TITLE	Nutrition Forum: Children's Voice
WORKSHOP DATE	Wednesday, December 4, 2024 10:00 GMT +02:00
SUMMONED BY	Florence Ngoy
LANGUAGE OF THE EVENT	Swahili and French
HOST CITY	Kolwezi, Democratic Republic of Congo
GEOGRAPHICAL SCOPE	Tshiyanda Village
AFFILIATIONS	World Vision
EVENT PAGE FROM THE WORKSHOP	<a href="https://nutritiondialogues.org/fr/dialogue/55979/">https://nutritiondialogues.org/fr/dialogue/55979/</a>



The outcomes of the children's workshops will help develop and identify the most urgent and powerful ways to improve nutrition for all, with a particular focus on children and youth. Each workshop contributes in four distinct ways:

- Published as publicly available PDFs on the Nutrition Dialogues portal Available as public data on the "Explore
- Feedback" page of the Nutrition Dialogues portal Publicly available in an .xls file with all data from the feedback form for advanced analysis Synthesized into reports
- that cover the nutrition challenges faced, the urgent actions that need to be taken, and how to move them forward – in particular, ahead of the Nutrition for Growth
- Summit in Paris in March 2025.

# SECTION ONE: PARTICIPATION

## TOTAL NUMBER OF PARTICIPANTS

17

## PARTICIPATION BY AGE GROUP

14 12-15

3 16-18

## PARTICIPATION BY GENDER

2 Female

15 Male

0 Other/Prefer not to say

## ADDITIONAL DETAIL ON DIVERSITY OF PARTICIPATION

The nutritional dialogue was attended by children and adolescent girls and boys aged 12 to 18; schooled and non-schooled children from the village of Tshiyanda. Girls were less represented at the session and 14 out of 17 were students. 3 out of 17 children are children enrolled in the World Vision Maisha program

## SECTION TWO: FRAMEWORK

---

The discussions were held in the temple of the 30th Community Church, a Pentecostal church in the village. After an icebreaker game, the children brainstormed and shared their perceptions of their understanding and signs of hunger according to their context; what foods are available in their communities, where do they find these foods? and the facilitator gave a brief overview of the hunger and nutrition situation in the province of Lualaba and the territory of Mutshatsha. Divided into two groups, the children answered the following questions: -a good diet, a child who eats well, according to them and in the context of their village what does it mean? -what actions do the children propose to reduce or end malnutrition? The children expressed their ideas through messages adapted to their ages. The 2 groups of children defined a good diet by the following elements: fruits that are in their environment (banana, mango, orange, pineapple, avocado, lemon), bukari / fufu, vegetables, fish and drinking clean water.

# SECTION THREE: WORKSHOP RESULTS FOR CHILDREN

## CHALLENGES

The organization of these dialogues has been one of the voices to amplify the voices of children and thus strengthen their participation in decision-making on issues that impact their lives.

As the dialogue was conducted in a village, the challenge related to the school level was real and this required more time, agility and flexibility in order to involve the children.

However, children identified nutritional problems that children in their communities face, including limited access to food, lack of dietary diversity, low production, lack of drinking water and latrines, low household income. Children and mothers are the most affected by this situation.

The children added that poor nutrition in quantity and quality causes children to have difficulties in school/poor academic performance, absenteeism, school dropout, repeated illnesses, poor growth.

## URGENT RECOMMENDATIONS FOR ACTION

Children and young adolescents from Tshiyanda made recommendations to improve nutrition in their community. It should be noted that all the children agreed that the main cause of hunger in their village is that parents do not cultivate and the few who do the fields are discouraged by the rotting of cassava tubers, staple food of the environment.

These include: 1. That

World Vision and the government support households with inputs (tools and quality seeds) for growing maize and cassava,

2. Diversify crops since cassava is

attacked by a disease that causes the tubers to rot. 3. That parents send their children to school so that

they can find jobs and buy food for themselves and their parents. 4. Always wash your hands well before eating. Participants took the

opportunity to raise awareness among others on

personal hygiene, the involvement of children and young people, the supervision of children and young people through formal groups such as community associations, schools, churches and WV.

## AREAS OF DIVERGENCE

During the plenary, the two groups did not present significant differences in their understanding of good nutrition or the actions to be taken to improve the situation.

The teams complemented each other more in this sense that one group proposed growing vegetables, sweet potatoes, beans, peanuts as well as fruit trees.

Another talked about personal hygiene by washing his body 7 days a week.

## GENERAL SUMMARY

The activity on nutrition dialogue was organized this Wednesday, December 4, 2024 at 10:00 a.m. in the village of Tshiyanda, one of the intervention sites of the World Vision Maisha program in Mutshatsha. 17 children and young people aged 12 to 18 took part to discuss nutrition-related problems in their community; this space allowed them to express themselves and show the potential of each child in relation to the subject. They unanimously recognized that hunger existed in their community, therefore a real situation and they are aware of it. Thanks to the discussions, they were able to unanimously identify the root causes of this situation, namely the unavailability of nutritious food, insufficient number of parents who are involved in agriculture, low practice of livestock breeding, monoculture (cassava) and the disease that affected cassava. They also proposed solutions to eradicate malnutrition: supporting subsistence agriculture, diversifying cultures.

This dialogue was a precious moment for the children to make their voices heard, to paint the landscape of nutrition in their own community as they experience and feel it as children, also giving the consequences of this nutritional insufficiency on their childhood lives.

Children and young people testified that it was WV who brought the culture of inviting them and involving them in such important discussions despite their age, they feel very honored and considered. The facilitator urged the children to increase the participation of girls in such activities for the promotion of female leadership among the youth.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT AND METHOD

---

## PRINCIPLES OF COMMITMENT

This workshop was a time of reflection and questioning on aspects such as the participation of children and young people in decision-making, social inclusion, equality and fairness. Each child, regardless of their social status, schooled or not, was encouraged to express their opinion through the FGDs and in plenary. Rules of the game were voted on so as not to frustrate anyone and that all answers were correct, which motivated everyone to express themselves. Also, the exercise allowed the children to discover their level of leadership by choosing themselves a moderator and a rapporteur - note-taker who captures the big ideas during the group discussions. These ideas were written down on paper and presented in plenary in the large group.

## METHOD AND FRAMEWORK

After an icebreaker game, the children brainstormed and shared their perceptions of their understanding and signs of hunger according to their context; what foods are available in their communities, where do they find these foods? and the facilitator gave a brief overview of the hunger and nutrition situation in the province of Lualaba and the territory of Mutshatsha. Divided into two groups, the children answered the following questions: -a good diet, a

## TIPS FOR OTHER CONVENERS

For other sessions to be organized with children, it is important to strengthen inclusion in the selection of children, especially girls and people with disabilities. The facilitator must have knowledge and skills in animation and facilitation, make the activity fun and attractive, and encourage children to participate. Hence, explain well what is expected of them and the objective of the activity during the introduction. Consider the age of the children and adapt the method

# RETURN FORM: INFORMATION ADDITIONAL

---

## THANKS

The children thanked WV for organizing this activity and thinking of the children; they said that activities of this kind are rare in their community. I would like to thank the national nutrition team, advocacy for their support in training the facilitators of these dialogue sessions; to the parents and schools for allowing the children to take part; to the various stakeholders for their commitment and contribution.