

OFFICIAL FEEDBACK FORM

DIALOGUE DATE	Monday, 21 June 2021 09:00 GMT +07:00
DIALOGUE TITLE	Food systems dialogues with school-age children and adolescents
CONVENED BY	His Excellency Sok Silo, Secretary General, Council for Agricultural and Rural Development
DIALOGUE EVENT PAGE	https://summitdialogues.org/dialogue/12701/
DIALOGUE TYPE	Member State
GEOGRAPHICAL FOCUS	Cambodia

The outcomes from a Food Systems Summit Dialogue will be of use in developing the pathway to sustainable food systems within the locality in which they take place. They will be a valuable contribution to the national pathways and also of interest to the different workstreams preparing for the Summit: the Action Tracks, Scientific Groups and Champions as well as for other Dialogues.

1. PARTICIPATION

TOTAL NUMBER OF PARTICIPANTS

30

PARTICIPATION BY AGE RANGE

27 0-18 3 19-30 31-50 51-65 66-80 80+

PARTICIPATION BY GENDER

10 Male 20 Female Prefer not to say or Other

NUMBER OF PARTICIPANTS IN EACH SECTOR

Agriculture/crops	Education	Health care
Fish and aquaculture	Communication	Nutrition
Livestock	Food processing	National or local government
Agro-forestry	Food retail, markets	Utilities
Environment and ecology	Food industry	Industrial
Trade and commerce	Financial Services	30 Other

NUMBER OF PARTICIPANTS FROM EACH STAKEHOLDER GROUP

Small/medium enterprise/artisan	Workers and trade union
Large national business	Member of Parliament
Multi-national corporation	Local authority
Small-scale farmer	Government and national institution
Medium-scale farmer	Regional economic community
Large-scale farmer	United Nations
Local Non-Governmental Organization	International financial institution
International Non-Governmental Organization	Private Foundation / Partnership / Alliance
Indigenous People	Consumer group
Science and academia	30 Other

2. PRINCIPLES OF ENGAGEMENT

HOW DID YOU ORGANIZE THE DIALOGUE SO THAT THE PRINCIPLES WERE INCORPORATED, REINFORCED AND ENHANCED?

The dialogue was organized in consultation and collaboration with the Stung Treng provincial administration as well as district and commune chiefs. Participants were selected on volunteer basis in collaboration with Plan International. Equal chance was given to boys and girls who are within the age range of 10 to 19 years old. Explanation was given to the participating children and their parents/guardians ahead of the meeting. The objective, methodology and expected outcomes of the meeting was explained and they have been informed that they do not have to take part if they do not want to. After the explanation, they have signed on the consent form which was jointly prepared by UNICEF and the Wester Sydney University. The pre-meeting explanation helped to build trust and among the young participants and their parents. It also helped them to recognize how important the dialogue is and its contributions to the Global Summit. Inclusive and participatory methodology was designed to properly handle the complexity of the topic. For most of them, the new insights from this dialogue complements with the prior engagement they had through youth clubs. Special consideration was given to implement the Do's and Dont's for prevention of COVID-19 transmission by using face masks, sanitizing the venue, materials used. The dialogue was conducted in four sessions to minimize the number of participants less than 10 at a time.

HOW DID YOUR DIALOGUE REFLECT SPECIFIC ASPECTS OF THE PRINCIPLES?

Activities have been designed to allow participants to freely express ideas and conversations. Therefore, questions are sometimes deliberately broad and open to interpretation and precise definitions are not necessarily provided. Facilitators have been trained on how to handle participants in respectful manner, recognized the complexity of the topics and specific interests of these age groups. When participants struggle with an activity, facilitators helped them to rephrase questions or use additional prompts to get them started or encouraged them to take their thinking further. They have been mindful to limit their influence and avoided judging participants' responses. Because the key aspect of the dialogue was to gather children's insights with minimal adult intervention so that we can better understand what matters to them. The conversations were able to build the confidence of the participants and they managed to freely express their ideas during the oral discussion as well as in completing the exercise worksheets. The exercise was with fully inline to the commitment of the summit which was linked with action tracks 1 and 2. The Dialogue used the basic principles and methods recommended by the convenors. However, more specific manual was prepared for school age children and adolescents dialogue due to the fact that it involved full engagement of children from 10-19 years (Annex 1. Manual attached). The dialogue was focused on two major topics – (1) Food Environment and (2) Climate Changes for the Food Systems. As background, the discussion covered what is food systems mean and why it is important for school-age children and adolescents. Children and youth need good nutrition to support their physical and mental development. Unfortunately, many are vulnerable to malnutrition due to factors including limited access to safe and healthy food, low income, poverty, neglect, and prevailing cultural norms, including suboptimal feeding and care practices during early childhood which lead to lifelong stunting. The period of adolescence is a second window of

DO YOU HAVE ADVICE FOR OTHER DIALOGUE CONVENORS ABOUT APPRECIATING THE PRINCIPLES OF ENGAGEMENT?

Specially for the dialogues with such young participants, it is important to have a flexible methodology to give them more open spaces to reflect their ideas and views.

3. METHOD

The outcomes of a Dialogue are influenced by the method that is used.

DID YOU USE THE SAME METHOD AS RECOMMENDED BY THE CONVENORS REFERENCE MANUAL?

Yes

No

4. DIALOGUE FOCUS & OUTCOMES

MAJOR FOCUS

The Council of Agriculture and Rural Development (CARD) and UNICEF held four national dialogues sessions with a total of 30 children between the ages of 10-19 years with the main objective to seek their insights on food systems, and brainstorm on future of nutrition in Cambodia.

This subnational dialogue was held from 24-25 June 2021 in Stung Treng Province. Cambodia is one of 20 countries participating in the dialogues with school age children, which will help guide the United Nations' upcoming Food Systems Summit, a high-level coalition launched by Heads of States and the UN General Assembly in New York in September 2021. All the dialogues being held with UNICEF support worldwide will culminate in a high-level advocacy event on behalf of the youth participants during the Food Systems Summit. The dialogue sessions are guided by child-friendly methods and materials which have been developed in collaboration with UNICEF and The Western Sydney University.

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As background, the discussion covered what is food systems mean and why it is important for school-age children and adolescents.

Children and youth need good nutrition to support their physical and mental development. Unfortunately, many are vulnerable to malnutrition due to factors including limited access to safe and healthy food, low income, poverty, neglect, and prevailing cultural norms, including suboptimal feeding and care practices during early childhood which lead to lifelong stunting. The period of adolescence is a second window of opportunity to avoid further malnutrition through targeted nutrition services.

As the food systems are currently affected by secondary impacts from COVID-19 and climate changes and children are likely to be amongst the most impacted, so seeking their engagement at this stage is essential.

For young people the stakes are high when it comes to food systems. Not only do they need healthy, sustainable nutrition to grow and learn, but they will have to live on a planet that can be severely impacted by how food systems operate. We know that food systems contribute to a third of global greenhouse gas emissions, and use of fertilizers and pesticides can also have a devastating ecological impact. We need young people to be part of the decisions that will directly impact their futures and we need their innovative thinking to reimagine a new way of building food systems, one that serves healthy people and a healthy planet.

ACTION TRACKS

- Action Track 1: Ensure access to safe and nutritious food for all
- Action Track 2: Shift to sustainable consumption patterns
- Action Track 3: Boost nature-positive production
- Action Track 4: Advance equitable livelihoods
- Action Track 5: Build resilience to vulnerabilities, shocks and stress

KEYWORDS

- Finance
- Innovation
- Human rights
- Women & Youth Empowerment
- Policy
- Data & Evidence
- Governance
- Trade-offs
- Environment and Climate

MAIN FINDINGS

The voice of children and adolescents often left out of discussions, despite the fact they experience the failings of current food systems as part of everyday life, have their own views and perspectives and letting to contribute for future decision-making.

Engaging children and adolescents meaningfully in this process acknowledged that young people can be both recipients and active participants of food system transformation.

The below are just some examples quotes from the participants

"In my commune, our struggle is drought and a lack of water sources, some years our crops yielded less harvest and in some seasons everything died during dry season because there was no water to grow rice and crops," said Hean Sopheap, a 14-year-old schoolboy who participated in the dialogues. "I want our community to develop better animal and plant breeding skills, so we can have more crops yields and meats without using chemical substances to accelerate production."

Lao Oudomsokun: (Female 15 years old, in grade 9)

"If we have to go too far places, we would like to bring only water with us."

"Because with water we can drink, growing crops like rice and vegetable."

Hean Sopheap: (Male 14 years old, in grade 9)

"I want our animals to get vaccines so they won't die because of diseases."

Say Lakcy: (Female 18 years old, in grade 12)

"If the water and food are clean we don't need have diarrhea and dizzy while eating those foods"

Climate Change:

Ken Koun: (Male 21 years old,)

"We need to reduce chemical substance and plastic daily, after this we must raise awareness in our community about impact on environment and climate changes that can create drought. Have a chemical neutralizer machines in order to reduce pollution to water, air and land especially keep clean water for villager's utility without illness and harmful to their health. Raising awareness and knowledge on climate changes, pollution and impacts on environment to create a better earth for everyone."

Request on food system to Government and UN:

Sem Sokin and Thy Vika:

"we want to have accessible water sources and irrigation system, better road for crops transportation, demanding market, and government to heard our voices from children about food system, so we can work together to sustain food system for longer times."

UNICEF will compile and publish a final report on the specific findings from these dialogues. The final report will provide a tangible pathway for school-age children and adolescents to meaningfully contribute to strengthening the global and national narratives around the food system transformation. The syntheses will also contribute to the development of guidance tools not only at national level but also global and regional levels. In addition, these dialogues will culminate with a final high-level advocacy event at the Summit in September 2021 focused on food systems for children and adolescents.

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KEYWORDS

	Finance	✓	Policy
✓	Innovation		Data & Evidence
✓	Human rights	✓	Governance
✓	Women & Youth Empowerment		Trade-offs
		✓	Environment and Climate

OUTCOMES FOR EACH DISCUSSION TOPIC - 1/2

FOOD POVERTY

The participants reported their understanding about food and food systems. They have discussed about food journey mapping telling about initial source of foods and its journey until those foods are prepared for meal.

They discussed about what foods they want to eat but ever eaten or eaten not regularly, and the reasons why they can't eat food they want.

Besides, they involved and discussion to identify place whereby foods are vulnerable, why those foods expose to vulnerability, who will affect referring to gender, and how to reduce or mitigate the food vulnerability.

They have raised their voice for top leader related to food poverty. Lastly, they have presented collective qualitative information on food system, accessibility and availability, and vulnerability using worksheet exercise and group discussion.

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KEYWORDS

- | | | | |
|-------------------------------------|---------------------------|-------------------------------------|-------------------------|
| <input type="checkbox"/> | Finance | <input checked="" type="checkbox"/> | Policy |
| <input checked="" type="checkbox"/> | Innovation | <input type="checkbox"/> | Data & Evidence |
| <input checked="" type="checkbox"/> | Human rights | <input checked="" type="checkbox"/> | Governance |
| <input checked="" type="checkbox"/> | Women & Youth Empowerment | <input type="checkbox"/> | Trade-offs |
| <input type="checkbox"/> | | <input checked="" type="checkbox"/> | Environment and Climate |

OUTCOMES FOR EACH DISCUSSION TOPIC - 2/2

CLIMATE CHANGE

The children and adolescent participants reported their understanding about meaning of food and food systems. They learned also about food journey mapping telling about initial source of foods and its journey until those foods are prepared for the meal. For food journey, they also discussed about what foods they want to eat, where they eat foods, and how they got those foods. Besides, in relation to food journey, they have discussed about how foods are made, transportation need, food processing, foods being sold in the market, income generation for food accessibility, how their diet look like, and where food wastes will go.

They were involved in discussion about identification of places where there are harms to damage and negatively impact on climate and environment, and they have identified harmful factors and practices.

They have done worksheet exercise about concentric circles including individual and family, community, large scale farms and companies, and government and international organizations to identify and suggest what actions should be taken to minimize harms such as carbon dioxide, chemical wastes and mitigate the negative impacts due to climate change. Lastly, they have developed collective qualitative information on food system, harms, and impacts on climate change through group discussion.

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AREAS OF DIVERGENCE

ACTION TRACKS

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KEYWORDS

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ATTACHMENTS AND RELEVANT LINKS

ATTACHMENTS

- **Event photographs UNICEF**
https://summitdialogues.org/wp-content/uploads/2021/04/Photos_Food-Systems-Dialogue-with-School-Age-Children-and-Adolescents.pdf
- **Workshop Manual UWS**
https://summitdialogues.org/wp-content/uploads/2021/04/UNFS-Combined-Workshop-Manual-Face-to-face-version_LR.pdf