

# OFFICIAL FEEDBACK FORM

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| <b>DIALOGUE TITLE</b>      | Enhancing learner nutrition by promoting awareness of school nutrition guidelines and Statutory Instrument 13 of 2025 through structured dialogues with school authorities, food preparers and community members. |
| <b>DIALOGUE DATE</b>       | Wednesday, 13 May 2026 10:00 GMT +02:00   |
| <b>CONVENED BY</b>         | Kudakwashe Zombe<br>Event announced on behalf of the Convenor by: World Vision Zimbabwe . Technical Support<br>Feedback published on behalf of Convenor by: Mandy Buka, World Vision. Technical support           |
| <b>EVENT LANGUAGE</b>      | English and Shona   |
| <b>HOST LOCATION</b>       | Wedza, Zimbabwe   |
| <b>GEOGRAPHIC SCOPE</b>    | Hwedza  |
| <b>AFFILIATIONS</b>        | World Vision  |
| <b>DIALOGUE EVENT PAGE</b> | <a href="https://nutritiondialogues.org/dialogue/60227/">https://nutritiondialogues.org/dialogue/60227/</a>   |



The outcomes from Nutrition Dialogues will contribute to developing and identifying the most urgent and powerful ways to improve nutrition for all, with a focus on women and children and young people. Each Dialogue 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

48

## PARTICIPATION BY AGE RANGE

|    |       |    |       |   |       |
|----|-------|----|-------|---|-------|
| 0  | 0-11  | 0  | 12-18 | 0 | 19-29 |
| 38 | 30-49 | 10 | 50-74 | 0 | 75+   |

## PARTICIPATION BY GENDER

|    |        |   |      |   |                         |
|----|--------|---|------|---|-------------------------|
| 40 | 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 Organisations (including consumer groups and environmental organisations) |
| 0  | Educators and Teachers                                      | 0  | Faith Leaders/Faith Communities   |
| 0  | Financial Institutions and Technical Partners               | 0  | Food Producers (including farmers)  |
| 0  | Healthcare Professionals                                    | 0  | Indigenous Peoples  |
| 0  | Information and Technology Providers                        | 0  | Large Business and Food Retailers   |
| 0  | Marketing and Advertising Experts                           | 0  | National/Federal Government Officials and Representatives                               |
| 0  | News and Media (e.g. Journalists)                           | 22 | Parents and Caregivers  |
| 0  | Science and Academia  | 0  | Small/Medium Enterprises  |
| 26 | Sub-National/Local Government Officials and Representatives | 0  | United Nations  |
| 0  | Women's Groups  | 0  | Other (please state)  |

## OTHER STAKEHOLDER GROUPS

The District Nutritionist and Assistant Nutritionist from the Ministry of Health and Child Care and District Schools Inspector from the Ministry of Primary Secondary Education attended the session as observers and not participants.

## ADDITIONAL DETAIL ON PARTICIPANT DIVERSITY

The dialogue involved key male and female stakeholders implementing the Home-Grown School Feeding Programme (HGSP) in primary, secondary, day, boarding, government, and mission schools in Wedza district under World Vision Area Programme. Participants included health coordinators, food preparers, school feeding teachers, coordinators, officers, and community representatives actively involved in programme delivery. Officials from MoHCC and MoPSE attended as observers.

# SECTION TWO: FRAMING AND DISCUSSION

## FRAMING

The session started with introductions from participants, observers, and conveners, including staff from World Vision and the Scaling Up Nutrition (SUN) Civil Society Network Secretariat. Facilitators then outlined the main objectives of the dialogue, which focused on increasing awareness and practical understanding of the School Nutrition Guidelines and the Home-Grown School Feeding Programme (HGSFP). The session also aimed to identify gaps and opportunities to improve the quality, safety, and nutritional value of school meals. An icebreaker activity was conducted before discussions began to create a relaxed and engaging atmosphere for participants.

## DISCUSSION

What is your understanding of the School Nutrition Guidelines and the School Feeding Programme? How are meals Planned and Prepared at your school? How do you ensure food is safe and hygienic? How does your school source for food? Who is responsible for what in the school feeding programme? What main challenges do you face in providing quality meals? What can be done to improve school meals?

# SECTION THREE: DIALOGUE OUTCOMES

## CHALLENGES

The dialogue revealed several challenges affecting the implementation of the Home-Grown School Feeding Programme (HGSFP) and Statutory Instrument 13 of 2025, which requires schools to provide at least one hot meal daily. Most participants indicated they had limited knowledge of the SI 13 of 2025, School Nutrition Guidelines, and key nutrition messages, despite already implementing school feeding programmes. While some understood that meals should include staples, legumes, animal-source foods, fruits, and vegetables, there was no standard approach to meal portions or preparation. Boarding schools generally provided multiple meals daily, while day schools only served lunch. Participants also noted that teachers and food preparers had not received training in food safety, hygiene, or meal preparation. The discussions highlighted poor meal planning and weak institutional structures in many schools. Only one school reported having a school feeding committee responsible for overseeing meal planning and implementation. Boarding schools were more likely to follow structured menus, sometimes developed with support from the Ministry of Health and Child Care, while day schools relied heavily on food contributions from communities. This often resulted in repetitive diets with limited diversity. Some schools demonstrated innovation by incorporating locally available foods and animal-source foods into meals. However, food shortages forced schools to adopt coping mechanisms such as reducing portion sizes, feeding only early childhood learners, or stopping feeding once supplies were exhausted. Learner participation in meal planning was also very limited, and schools lacked awareness of biofortified and industrially fortified foods. Significant concerns were also raised regarding food safety and hygiene standards. Many day schools lacked proper cooking, serving, and storage facilities.

## URGENT ACTIONS

Participants suggested reviving school business units with the aim of improving the HGSF programme, they intent to widen the scope to include projects such as rearing of small livestock such as chickens for meat and eggs which can complement the programme. Some schools proposed to engage with alumni students in search for support for the programme and in the expansion of their agriculture projects. Other schools committed to exploring viable anergy sources for the programme other than firewood. The district team committed to sourcing avenues to ensure they periodically monitor implementation of the programme in schools having noted many inconsistencies in the programme. There was also a proposal to ensure day schools budget for the programme before approvals are made as a means to ensure programme runs smoothly in schools. Other participants proposed drilling of boreholes, fencing of gardens, rehabilitation and solarization of water sources and training of school authorities and food preparers as possible solutions to improving the programme.

## AREAS OF DIVERGENCE

While all participants agreed on the urgent need to improve the HGSF programme and ensure its sustainability, their views differed in some instances depending on whether they were from boarding or day schools. Some were of the view that the government should continue providing staples through the Grain Marketing Board and relish as was done in previous years. However, others felt this drive failed to adequately support the programme as it was inconsistent. It was indicated that that some schools would be provided with staples only without relish whilst other schools would have relish and not staples. Others felt schools need to be empowered to start producing produce for the programme and at the same time models have to be in place to ensure there is community ownership of the programme. The proposed interventions also varied depending on challenges faced by schools in the implementation of the programme. Some interventions were aimed at improving the programme yet others proposed interventions aimed at ensuring sustainability in the long run. The reflections highlighted deep insights on how schools can independently sustain the programme without support from the government.

## OVERALL SUMMARY

Participant's viewpoints highlighted an urgent need to raise awareness on the School Nutrition Guidelines and SI 13 of 2025 on the provision of at least one hot meal to learners during the time they will be at school. Furthermore, there is a need to ensure schools provide a standardised and adaptable implementation framework for the school nutrition programme and to provide clarity on the specific roles and responsibilities of key stakeholders in implementing the School Feeding Programme. Another area that needs urgent attention as schools implement the programme is to strengthen supervision and monitoring to ensure adherence to set standards. There is also need to strengthen linkages among schools, health services and communities to ensure ownership and sustainability of the programme. The participants underscored the need to also promote innovative risk mitigation activities that bring together local leadership, responsible authorities and other stakeholders in promoting school nutrition programmes in schools.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

## PRINCIPLES OF ENGAGEMENT

The dialogues adhered to the principles of engagement with a focus on ensuring participants expressed their viewpoints freely, honestly and in confidence. Confidentiality was assured and district officials were only observing the discussions and not participants. Participants urged to respect each other's views as answers vary depending on context taking into consideration some were coming from boarding and others day schools.

## METHOD AND SETTING

The dialogue was convened in Wedza, at a conference facility. The activities were mainly round table discussions using a pretested interview guide that entirely addressed issues in the school nutrition guidelines and the SI 13 of 2025.

## ADVICE FOR OTHER CONVENORS

1. Be well conversant of the government legal and policy frameworks, as outcomes of the discussion will be used in building evidence-based policy advocacy actions 2. Know your target group prior to the development of interview guide and ensure the guide is pretested to ensure consistency of the dialogue. Also ensure the facilitator is able to probe further ideas from participants as other questions emerge from the discussions 3. Ensure district officials are observers to the dialogues, this will

# FEEDBACK FORM: ADDITIONAL INFORMATION

## ACKNOWLEDGEMENTS

Special mention goes to MoHCC, MoPSE, World Vision team and ZCSOSUNA for the support in ensuring the dialogues were a success

## ATTACHMENTS

- **Draft Report**  
<https://nutritiondialogues.org/wp-content/uploads/2026/05/Wedza-Dialogue-Feedback-Report-Draft.docx>