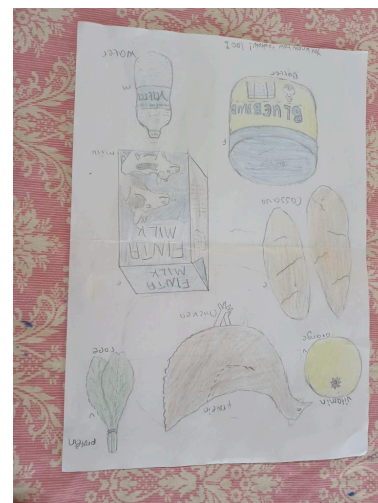


# OFFICIAL FEEDBACK FORM

<b>WORKSHOP TITLE</b>	Benefits of School Meals to Children
<b>WORKSHOP DATE</b>	Wednesday, 3 June 2026 10:30 GMT +02:00
<b>CONVENED BY</b>	James Zimba
<b>EVENT LANGUAGE</b>	English
<b>HOST CITY</b>	Manyinga, Zambia
<b>GEOGRAPHIC SCOPE</b>	Community level
<b>AFFILIATIONS</b>	World Vision and Ministry of Education
<b>WORKSHOP EVENT PAGE</b>	<a href="https://nutritiondialogues.org/dialogue/60442/">https://nutritiondialogues.org/dialogue/60442/</a>



The outcomes from Children's workshops will contribute to developing and identifying the most urgent and powerful ways to improve nutrition for all, with a focus on children and young people. Each Workshop 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

1

## PARTICIPATION BY AGE RANGE

20 12-15

28 16-18

## PARTICIPATION BY GENDER

22 Female

26 Male

0 Other/Prefer not to say

## ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The 48 children present in the workshop were a mixture of those from peasant farmers, while others were children of civil servants such as teachers and other government workers. majority were those from rural and remote areas with limited information and knowledge of nutrition.

# SECTION TWO: FRAMING

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The session was conducted at a rural school in Manyinga District of North-western province. During the introduction, facilitator created an environment where children were free to speak, starting with their names and interest and brief background information of where they come from and what they do. Children confirmed that cases of malnutrition were rampant in the communities and schools in the district. Among causes of malnutrition according to children, are limited knowledge on nutrition, foods to eat, when to eat and how to prepare. They also indicated that vegetables are rare in the community including at school due to high population of domestic animals such as goats and cattle which destroy field. They also indicated that very few schools in the area provide schools meal to learners, The meals are also not provided every day, selected days of the week, mostly 2 days. The available diet if sample with beans or HEPS. As a result of this situation mostly children abstain from school and engaged in piece work to support their parents. It was also established that during the days of feeding at school, attendance is higher as compared to days when meals are not provided.

# SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

## CHALLENGES

The major challenges highlighted by are:

1. inadequate nutritious diet at their homes due to poor and limited knowledge by their parents on which crops to grow and ensure food security at home.
2. The Home-Grown School Meals program is only implemented in selected schools while other school do not receive meals.
3. For schools that provide the meals, the challenge is that it is not provided every day and the diet is poor and limited to maize products and beans.
4. Children's participation in the improving school meals is limited due to non-existence of school garden as domestic animals destroy crops.
5. As a result of the above challenges learners abscond classes due to hunger and their performance is poor.

## URGENT RECOMMENDATIONS FOR ACTION

1. Children want support from school administration, traditional leaders, faith leaders and their parents to conduct sensitization activities in the community to emphasize the need to fight and end malnutrition through increased knowledge.
2. Children want traditional and faith leaders to support the provision of school meals and gather community support to provide the needed food to schools to ensure the home-grown school meals program succeeds
3. There is need to implement the existing by-laws to ensure domestic animals are controlled so that communities can embark on gardens to improve nutrition at home and schools. this will improve children attendance, concentration in class and performance.
4. Government must prioritize the school feeding program in its national budget to cater for all schools and grades. This will not only improve educational outcomes, but also help fight malnutrition.

## AREAS OF DIVERGENCE

There were no areas of divergence from the group as all children were agreement that school meals are important in improving learner attendance, concentration in class, and good performance. Children do agree that malnutrition in the community and at school will reduce if school meals are provided regularly and according to prescribed standards. They also agree that low levels of knowledge among parents is also a key factor and causes of malnutrition.

## OVERALL SUMMARY

The children's workshop was a rare opportunity for children to express their thinking about matters of nutrition both in school and in the community. Children submitted in their drawings and discussion that malnutrition poses a danger to their lives and also the life of the community at large. They stated the causes of malnutrition among them, are limited knowledge on nutrition, foods to eat, when to eat and how to prepare. They also indicated that vegetables are rare in the community including at school due to high population of domestic animals such as goats and cattle which destroy field. They also indicated that very few schools in the area provide schools meal to learners, The meals are also not provided every day, selected days of the week, mostly 2 days. The available diet is sample with beans or HEPS. As a result of this situation mostly children abstain from school and engaged in piece work to support their parents. It was also established that during the days of feeding at school, attendance is higher as compared to days when meals are not provided. In terms of challenges, children forward the following:

1. Inadequate nutritious diet at their homes due to poor and limited knowledge by their parents on which crops to grow and ensure food security at home.
  2. The Home-Grown School Meals program is only implemented in selected schools while other school do not receive meals.
  3. For schools that provide the meals, the challenge is that it is not provided every day and the diet is poor and limited to maize products and beans.
  4. Children's participation in the improving school meals is limited due to non-existence of school garden as domestic animals destroy crops.
  5. As a result of the above challenges learners abscond classes due to hunger and their performance is poor.
- Children also proposed actions to be taken urgently to resolve some of the issues surrounding malnutrition as follow:
1. Children want support from school administration, traditional leaders, faith leaders and their parents to conduct sensitization activities in the community to emphasize the need to fight and end malnutrition through increased knowledge.
  2. Children want traditional and faith leaders to support the provision of school meals and gather community support to provide the needed food to schools to ensure the home-grown school meals program succeeds
  3. There is need to implement the existing by-laws to ensure domestic animals are controlled so that communities can embark on gardens to improve nutrition at home and schools. this will improve children attendance, concentration in class and performance.
  4. Government must prioritize the school feeding program in its national budget to cater for all schools and grades. This will not only improve educational outcomes but also help fight malnutrition.
- This event was an eye opener for the facilitator because issues of domestic animals has never been stated as a major problem making gardening difficult anywhere in Zambia.

# SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

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## PRINCIPLES OF ENGAGEMENT

☒ Recognize that everyone's nutritional status has multiple determinants ☒ Welcome multistakeholder diversity and inclusivity, including young people ☒ Respect different perspectives while nurturing trust among stakeholders ☒ Be open to share and learn from others ☒ Act with integrity and in an ethical manner ☒ Act with a commitment to uphold the equity and rights of all women, men and children ☒ Act with urgency The above principles were adhered to during the session

## METHOD AND SETTING

The setting was informal, at one of the schools. All safeguarding issues were taken in account and one of the DF for child protection was available. The session proceeded with children drawing their understanding of nutrition and then explaining what the pictures they picked entails. The discussions were open and each child was given an opportunity to speak and contribute their reasoning.

## ADVICE FOR OTHER CONVENORS

Always ensure safeguarding issues are taken into account when dealing with children. Giving children an assignment to draw two to three days before the event works well as they have ample time to do their work.

# FEEDBACK FORM: ADDITIONAL INFORMATION

## ACKNOWLEDGEMENTS

AP Manager for Mufumbwe and Manyinga, Dingase Moyo, DF Child protection and CESP, Ben Chawe and the Ministry of Education for Mufumbwe and Manyinga Districts

## ATTACHMENTS

- <https://nutritiondialogues.org/wp-content/uploads/2026/06/ND-2.0.pdf>
- [https://nutritiondialogues.org/wp-content/uploads/2026/06/20260603\\_105335.jpg](https://nutritiondialogues.org/wp-content/uploads/2026/06/20260603_105335.jpg)
- [https://nutritiondialogues.org/wp-content/uploads/2026/06/20260602\\_103852-scaled.jpg](https://nutritiondialogues.org/wp-content/uploads/2026/06/20260602_103852-scaled.jpg)
- [https://nutritiondialogues.org/wp-content/uploads/2026/06/20260603\\_131913-scaled.jpg](https://nutritiondialogues.org/wp-content/uploads/2026/06/20260603_131913-scaled.jpg)
- [https://nutritiondialogues.org/wp-content/uploads/2026/06/20260604\\_090238-1-rotated.jpg](https://nutritiondialogues.org/wp-content/uploads/2026/06/20260604_090238-1-rotated.jpg)