

OFFICIAL FEEDBACK FORM

WORKSHOP TITLE	The importance of school garden in improving school meals
WORKSHOP DATE	Tuesday, 23 June 2026 15:39 GMT +02:00
CONVENED BY	Ron Wallis, Development Facilitator-Enhanced Livelihood & Resilience, Bornface Mufuka, Development Facilitator-ZREAD, World Vision Zambia Event announced on behalf of the Convenor by: Ron Wallis & Bornface Mufuka. ADP Manager Feedback published on behalf of Convenor by: Ron Wallis. Development Facilitator
EVENT LANGUAGE	English
HOST CITY	Mwinilunga, Zambia
GEOGRAPHIC SCOPE	Community Level
AFFILIATIONS	World Vision
WORKSHOP EVENT PAGE	https://nutritiondialogues.org/dialogue/60467/



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	60
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PARTICIPATION BY AGE RANGE

38	12-15	22	16-18
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PARTICIPATION BY GENDER

31	Female	29	Male	0	Other/Prefer not to say
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ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The workshop engaged 60 children from farming and civil servant families, creating an inclusive environment for learning and sharing experiences. Through school gardening activities, participants gained practical knowledge of food production, nutrition, and environmental sustainability. The activities encouraged teamwork, responsibility, and hands-on learning while helping children appreciate diverse perspectives. The workshop promoted collaboration, inclusion, and the value of school gardening.

SECTION TWO: FRAMING

The session was held at a rural school in Muwozi Zone, Mwinilunga District, and began with an opening prayer by pupil Success Malika. The head teacher created a welcoming environment that encouraged learners to introduce themselves and share their backgrounds and gardening experiences. During discussions, pupils identified limited vegetable availability, especially in the dry season, as a major challenge affecting household nutrition and dietary diversity. They attributed this problem to factors such as free-ranging livestock damaging crops, inadequate water for irrigation, and limited access to certified seeds. Participants also noted that although government policy promotes school gardens, implementation varies among schools. Where school gardens exist, they contribute significantly to school feeding programmes and provide learners with practical knowledge and skills in gardening. The discussion highlighted the importance of school gardens in improving food security, nutrition, and sustainable household food production.

SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

CHALLENGES

1. Increased Awareness of Nutritional Challenges

Pupils demonstrated a clear understanding of the impact of limited vegetable availability on balanced diets. This awareness helps highlight the importance of promoting vegetable production both at school and household level to improve nutrition.
2. Identification of Key Barriers to School Gardening

Learners were able to identify major challenges affecting the establishment of school gardens, including uncontrolled livestock, inadequate water supply, and lack of certified seeds. This provides a strong basis for planning targeted interventions.
3. Recognition of the Value of School Gardens

Despite the challenges, pupils acknowledged that school gardens contribute positively to feeding programmes and equip them with practical gardening skills. This reinforces the importance of scaling up school garden initiatives for both nutrition and skills development.

URGENT RECOMMENDATIONS FOR ACTION

The discussions highlighted several key challenges affecting nutrition and school gardening, including limited vegetable availability, crop damage by uncontrolled livestock, inadequate irrigation water, restricted access to certified seeds, and inconsistent implementation of school gardens. To address these issues, participants recommended strengthening school and household gardens to increase vegetable production and dietary diversity. Protective fencing and community awareness on livestock management were identified as essential measures for safeguarding gardens. Improving access to water through harvesting systems and efficient irrigation methods was also emphasized. In addition, schools should be linked to agricultural extension services and quality seed suppliers while promoting community seed-sharing initiatives. Finally, stronger support, monitoring, and integration of gardening into school activities are needed to enhance the implementation and sustainability of school garden programmes, thereby improving nutrition, practical learning, and food security.

AREAS OF DIVERGENCE

The discussions revealed only limited divergence in views among participants. Most pupils agreed that inadequate access to vegetables negatively affects nutrition and that school gardens are important for improving food security, learning, and school feeding programmes. There was also broad consensus on the main challenges affecting vegetable production, including uncontrolled livestock, inadequate water supply, and limited access to quality seeds.

However, some differences emerged based on learners' backgrounds and experiences. Pupils from farming households generally demonstrated greater familiarity with gardening practices and were more confident in discussing crop production and livestock-related challenges. In contrast, learners from non-farming households placed greater emphasis on the educational and nutritional benefits of school gardens rather than the technical aspects of cultivation.

There were also varying opinions regarding the primary cause of vegetable scarcity. While some participants considered livestock damage to be the most significant challenge, others viewed water shortages during the dry season as the main constraint. A few learners highlighted the lack of certified seeds as the key factor limiting productivity and diversity of vegetables.

Despite these differences, all participants shared a common view that strengthening school gardens would contribute positively to nutrition, practical learning, and community development. The areas of divergence reflected differences in personal experiences rather than disagreements on the overall importance of school gardening and improved vegetable production.

OVERALL SUMMARY

The workshop was held at a rural school in Muwozi Zone, Mwinilunga District, and brought together 60 learners from diverse social and economic backgrounds, including children from peasant farming households and civil servant families. The session provided a safe, inclusive, and participatory environment where pupils openly shared their experiences, ideas, and concerns related to nutrition, food production, and school gardening. From the outset, learners demonstrated enthusiasm and confidence, actively engaging in discussions and contributing valuable insights drawn from their daily lives and community experiences.

A major theme emerging from the workshop was the challenge of limited availability and diversity of vegetables within the community, particularly during the dry season. Learners explained that this affects household nutrition and reduces dietary diversity, with beans often serving as the most common relish. Participants identified several factors contributing to this challenge, including crop destruction by free-ranging livestock, inadequate water sources for irrigation, and limited access to certified vegetable seeds. These discussions highlighted the interconnected challenges faced by rural communities in ensuring consistent access to nutritious foods.

School gardening emerged as a practical and widely supported solution to these challenges. Learners recognized the important role that school gardens can play in increasing access to fresh vegetables, supporting school feeding programmes, and improving nutrition among pupils. They also acknowledged that school gardens provide valuable hands-on learning opportunities, allowing children to acquire practical agricultural skills that can be applied at household level. Participants noted that while government policy promotes the establishment of school gardens, implementation remains inconsistent, indicating the need for greater support and investment.

The workshop also revealed a strong level of awareness among learners regarding the relationship between agriculture, nutrition, and environmental sustainability. Pupils demonstrated an understanding that vegetable production contributes to healthier diets and that sustainable gardening practices can help communities become more resilient. The discussion further highlighted the importance of addressing barriers such as water shortages, livestock management, and access to quality inputs to ensure successful and sustainable school gardens.

Beyond the technical discussions, the workshop fostered teamwork, mutual respect, and collaboration among participants. Children from different backgrounds learned from one another and appreciated the diverse experiences each participant brought to the conversation. Those with farming experience shared practical knowledge, while others contributed perspectives on education, nutrition, and community development. This exchange helped build confidence, strengthen social connections, and promote inclusion.

From a facilitator's perspective, the workshop was highly engaging, interactive, and inspiring. Learners showed genuine interest in finding solutions to the nutrition challenges affecting their communities and demonstrated a willingness to participate in positive change. Their contributions reflected both an understanding of local realities and a desire to improve food security and nutrition outcomes. The atmosphere was energetic and constructive, with participants actively listening to one another, asking questions, and working together to identify practical solutions.

Overall, the workshop highlighted the critical role of school gardens in improving nutrition, enhancing practical learning, and supporting community development. It reinforced the need for increased support for school gardening initiatives, improved access to resources, and stronger collaboration among schools, families, communities, and relevant stakeholders. Most importantly, it demonstrated that children are not only aware of the nutrition challenges facing their communities but are also capable of contributing meaningful ideas and solutions to address them.

SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

PRINCIPLES OF ENGAGEMENT

The workshop reflected several key Principles of Engagement by ensuring the active and meaningful participation of children throughout the session. Learners were provided with a safe, inclusive, and respectful environment where they could freely express their views, share experiences, and contribute ideas on nutrition and school gardening. Participants from diverse backgrounds, including farming and non-farming households, were treated equally and encouraged to take part in discussions. The workshop promoted inclusion and diversity by bringing together children with different experiences and perspectives, enriching learning and dialogue. It also supported participation and empowerment, as learners identified nutrition challenges affecting their communities and proposed practical solutions. Their contributions were valued and considered important in shaping recommendations. The session demonstrated respect and mutual learning, with participants listening to one another and appreciating.

METHOD AND SETTING

The workshop was conducted in a classroom at a rural school in Muwozi Zone, Mwinilunga District, using a participatory and child-centred approach. Learners engaged in discussions, and question-and-answer sessions to share experiences and identify nutrition and gardening challenges. Child safeguarding principles were maintained by providing a safe, inclusive, and respectful environment that encouraged equal participation regardless of gender or background, with appropriate adult supervision.

ADVICE FOR OTHER CONVENORS

Encourage active participation by creating a safe, friendly, and inclusive environment where children feel comfortable sharing their views. Use simple, interactive methods such as discussions, brainstorming, and practical examples that relate to children's daily experiences. Ensure equal participation for girls and boys and respect all opinions. Focus on local nutrition challenges that children can easily identify and discuss. Finally, maintain strong child safeguarding standards.

FEEDBACK FORM: ADDITIONAL INFORMATION

ACKNOWLEDGEMENTS

I would like to express our sincere gratitude to the school administration, head teacher, teachers, and learners of Muwozi Zone for their active participation and support in making the workshop a success. Special appreciation goes to the children whose valuable contributions enriched the discussions and recommendations. We also acknowledge the support of community members and all individuals involved in organizing and facilitating the session. Their commitment and cooperation contributed Greatly

ATTACHMENTS

- **Activity photo**
https://nutritiondialogues.org/wp-content/uploads/2026/07/20260623_150558-scaled.jpg