

OFFICIAL FEEDBACK FORM

DIALOGUE TITLE	Building Resilient School Feeding Models for Improved Learner Performance
DIALOGUE DATE	Wednesday, 10 June 2026 10:00 GMT +02:00
CONVENED BY	Kudakwashe Zombe, Nutrition Advisor, ZCSOSUNA Event announced on behalf of the Convenor by: Mandy Ruka, Advocacy and Safeguarding Coordinator . Technical support Feedback published on behalf of Convenor by: Mandy Ruka. Technical Support
EVENT LANGUAGE	Ndebele, Shona and English
HOST LOCATION	Mangwe, Zimbabwe
GEOGRAPHIC SCOPE	Sub National Level
AFFILIATIONS	Zimbabwe Civil Society Organisations Scaling Up Nutrition Alliance
DIALOGUE EVENT PAGE	https://nutritiondialogues.org/dialogue/60474/



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	40
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PARTICIPATION BY AGE RANGE

0	0-11	0	12-18	0	19-29
40	30-49	0	50-74	0	75+

PARTICIPATION BY GENDER

29	Female	11	Male	0	Other/Prefer not to say
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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	40	National/Federal Government Officials and Representatives
0	News and Media (e.g. Journalists)	0	Parents and Caregivers
0	Science and Academia	0	Small/Medium Enterprises
0	Sub-National/Local Government Officials and Representatives	0	United Nations
0	Women's Groups	0	Other (please state)

OTHER STAKEHOLDER GROUPS

District Schools Inspector and District Nutrironist attended the meeting as observers

ADDITIONAL DETAIL ON PARTICIPANT DIVERSITY

Participants in the Mangwe dialogue represented a diverse cross section of stakeholders from primary and secondary schools located in vulnerable wards within the World Vision Area Programme. The group included health coordinators, health teachers, school cooks, kitchen supervisors, and members of School Development Committees. Participants were drawn from both day and boarding schools, ensuring representation of different school contexts. The varied backgrounds of participants enriched discussio
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SECTION TWO: FRAMING AND DISCUSSION

FRAMING

The opening session began with the facilitators setting the tone by welcoming participants and sharing dialogue ethics, including encouraging participants to respond honestly to all questions without bias. A safe and respectful environment was established to promote open discussion and active participation. The facilitators then outlined the main objectives of the dialogue, which focused on increasing awareness and practical understanding of the School Nutrition Guidelines and the implementation of the Home-Grown School Feeding Programme (HGSFP). Participants were informed of the importance of their experiences and perspectives in assessing current practices and identifying areas for improvement. The session also highlighted the role of schools and communities in promoting nutritious and sustainable school meals. Expectations for engagement and collaboration throughout the dialogue were clearly communicated. This framing helped create a shared understanding of the dialogue's purpose and desired outcomes.

DISCUSSION

Building Resilient School Feeding Models for Improved Learner Performance What is your understanding of the School Nutrition Guidelines and the School Feeding Programme? What are the key messages? Which food groups should be included in school meals? Are there any standards on portion sizes or meal frequency? Have you received any training? When and by whom? How are meals Planned and Prepared at your school? Who decides what is cooked? Do you follow a menu or plan? Are meals diverse or repetitive? What local foods are used? Are bio fortified/fortified foods used? How do you adjust meals when food is limited? What happens when supplies run out? Are learners' preferences considered? How do you ensure food is safe and hygienic? Where is the food stored and prepared? Do food handlers receive training? Are medical certificates valid and available? How is water safety ensured? How are utensils cleaned and stored? How do you separate raw and cooked food? How does your school source for food? Do you buy from local farmers? Are school gardens used? What challenges do you face with local sourcing? Are there seasonal shortages? What are the seen from local sourcing? Who is responsible for what in the school feeding programme? Role of Teachers/School Health Masters School heads Cooks Parents/School Development Committees Health Workers What main challenges do you face in providing quality meals? Food shortages Lack of diversity Inadequate cooking equipment Fuel Constraints Lack of training Poor infrastructure kitchens and storage What can be done to improve school meals? What practical actions can the school take? What support is needed from the government? What support is needed from its partners? How can cooks be supported? How can nutrition quality be improved at low cost? What can you start doing immediately? What is one key action you will take after this meeting?

SECTION THREE: DIALOGUE OUTCOMES

CHALLENGES

The implementation of Zimbabwe's school feeding policies, including **Statutory Instrument 13 of 2025** and the **School Nutrition Guidelines**, remains constrained by significant operational and institutional challenges despite the Government's commitment to ensuring that every learner receives at least one nutritious hot meal each school day. While most schools have adopted the Home-Grown School Feeding Programme (HGSFP), implementation is inconsistent, with some schools discontinuing the programme due to resource limitations and others providing meals only once, twice or three times a week instead of daily. Secondary day schools, in particular, reported receiving little government support and facing difficulties in sustaining school meals.

A major challenge is the limited awareness and understanding of the policy framework. Most participants had never heard of SI 13 of 2025 or the School Nutrition Guidelines, although they generally understood that school meals should include foods from the four major food groups. Teachers, school administrators and food handlers have largely not received training in nutrition, food preparation, food safety or hygiene, resulting in inconsistent meal planning and implementation practices. Schools also apply different portion sizes without guidance, and there is no standardised approach to menu planning, with most schools serving meals based on available food supplies rather than nutritional requirements.

Resource constraints continue to affect the quality and diversity of school meals. Boarding schools generally provide more varied diets, including fruits and animal-source foods, while many day schools rely on basic meals such as sadza, beans, vegetables, porridge, samp and mutakura, supplemented by development partners where available. Schools rarely incorporate biofortified crops or industrially fortified food products because of limited awareness.

URGENT ACTIONS

Participants committed to reviving and establishing nutrition gardens to support school feeding programmes and teach learners food production skills. They proposed growing vegetables, fruits, legumes, and rearing small livestock to improve dietary diversity. Schools also committed to increasing community engagement through School Development Committees to strengthen ownership and support for the programme. Some schools plan to seek assistance from development partners to improve food safety and hygiene standards. Participants emphasised the need for training, stronger monitoring systems, and improved infrastructure to support programme implementation.

AREAS OF DIVERGENCE

As a result of the different experiences shared, participants agreed that there is an urgent need to ensure compliance to the mandatory provision of at least one hot meal to all learners including secondary schools. However, their views varied in terms of an integrated model the government can adopt to realise its goal. Some felt that schools need to include a school feeding level as part of school fees yet others argued that although the fees range for most primary school is from 25 to 50 dollars yet other families are already struggling to pay the fees as well as the 25 rand that schools are requesting learners to bring to support the school feeding programme. Other suggested that there may be need to integrate the school feeding programme with the school business unit and school nutrition gardens to ensure they complement the efforts in producing produce to support the programme. Other participants were of the view that the social welfare department needs to continue providing schools with grain and the schools would need to put in place mechanisms to ensure the relish is readily available through out the term.

OVERALL SUMMARY

The Mangwe dialogue brought together a diverse group of stakeholders involved in school feeding programmes, including teachers, health coordinators, school cooks, kitchen supervisors, and School Development Committee members from both day and boarding schools. Discussions revealed limited awareness of Statutory Instrument 13 of 2025, the School Nutrition Guidelines, and Home-Grown School Feeding Programme standards, resulting in inconsistent implementation practices across schools. Key challenges identified included inadequate meal planning, poor adherence to food safety and hygiene standards, weak farmer linkages, and limited community participation. Participants highlighted resource constraints such as inadequate infrastructure, water shortages, wildlife damage to school gardens, and insufficient training for food handlers. Despite these challenges, participants proposed practical solutions including strengthening school business units, expanding agricultural projects, improving monitoring and supervision, enhancing community ownership, and investing in water and energy infrastructure. Overall, the dialogue underscored the urgent need for increased awareness, standardised implementation, stronger stakeholder coordination, and sustainable approaches to improve school nutrition outcomes and learner wellbeing.

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 were urged to respect each other's views as answers varied depending on context taking into consideration some were coming from boarding and others day schools.

METHOD AND SETTING

The dialogue was held in Mangwe at a conference facility. Discussions were conducted through round table sessions using a pre-tested interview guide focused on the School Nutrition Guidelines and Statutory Instrument 13 of 2025.

ADVICE FOR OTHER CONVENORS

1. Be familiar with relevant government policies and legal frameworks to support evidence-based advocacy. 2. Understand your target audience before developing the interview guide and ensure the guide is pre-tested for consistency. 3. Allow participants to express themselves in languages they are comfortable with to encourage richer and more detailed discussions.

FEEDBACK FORM: ADDITIONAL INFORMATION

ACKNOWLEDGEMENTS

ATTACHMENTS

- **Detailed Feedback Report**
<https://nutritiondialogues.org/wp-content/uploads/2026/06/Mangwe-Dialogue-Feedback-Report-Draft.docx>
- **Moderator's Guide**
<https://nutritiondialogues.org/wp-content/uploads/2026/06/FGDs-Moderators-Guide.doc>