

OFFICIAL FEEDBACK FORM

WORKSHOP TITLE	The importance of school gardens in complementing the quality of school meals
WORKSHOP DATE	Thursday, 23 July 2026 12:00 GMT +02:00
CONVENED BY	Ruth Mutelu- Development Facilitator for ZREAD, World Vision Zambia, Brian Chisebe-Development Facilitator for IWASH, World Vision Zambia, Situmbeko Akalambili -Development Facilitator for CESP-World Vision Zambia
EVENT LANGUAGE	English
HOST CITY	Kafue, Zambia
GEOGRAPHIC SCOPE	community level
AFFILIATIONS	World Vision
WORKSHOP EVENT PAGE	https://nutritiondialogues.org/dialogue/60732/



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	20
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PARTICIPATION BY AGE RANGE

13	12-15	7	16-18
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PARTICIPATION BY GENDER

12	Female	8	Male	0	Other/Prefer not to say
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ADDITIONAL DETAIL ON PARTICIPATION DIVERSITY

The children who participated in the workshop were a mixture of those from the peasant farmers, some were children of the retired civil servants, some were children for government workers such as teachers. Being a peri-urban area, children showed little knowledge about nutrition.

SECTION TWO: FRAMING

The session was held at a peri-urban school in Kafue District, Lusaka Province. During the introduction, the facilitator created a safe and open environment for the children. Each child introduced themselves by sharing their name, interests, background, grade level, and what they do after school. The children reported that malnutrition is a common issue in both their communities and schools in the district. According to them, the main causes include:

- Limited nutrition knowledge-lack of information on what foods to eat, when to eat, and how to prepare meals.
- Polygamy-household resources being divided among two or three homes.
- Destruction of crops- vegetables are scarce in some areas due to high numbers of goats and cattle that destroy gardens.

The children also shared that the school provides meals, but not daily. Meals are served 3 days a week. The typical meal consists of beans or HEPS with cabbage. It was also noted that school attendance is significantly higher on feeding days compared to non-feeding days.

SECTION THREE: CHILDREN'S WORKSHOP OUTCOMES

CHALLENGES

- Key Challenges Identified
- 1. Poor nutrition at home: Parents have limited knowledge on which crops to grow, leading to inadequate and unbalanced diets and poor household food security.
 - 3. Inconsistent and limited school meals: In schools where meals are provided, they are not served daily. The diet is also poor and mainly consists of maize products and beans.
 - 4. Limited child participation*: Learners have little involvement in improving school meals because most schools lack gardens. Crops are often destroyed by domestic animals such as goats and cattle.
 - 5. Impact on learning: Due to these challenges, learners skip classes because of hunger and their academic performance suffers.

URGENT RECOMMENDATIONS FOR ACTION

- 1. Community Awareness and Education*
Children are requesting support from school administration, traditional leaders, faith leaders, and parents to carry out community sensitization activities. The aim is to promote knowledge and emphasize the importance of fighting and ending malnutrition.
- 2. Support for Home-Grown School Meals*
Children are calling on traditional and faith leaders to support the provision of school meals and to mobilize community contributions. This support is needed to ensure the Home-Grown School Meals program is successful.
- 3. Enforcement of Livestock By-laws
There is a need to implement existing by-laws to control domestic animals. This will enable communities to establish gardens and improve nutrition both at home and in schools. This in turn will lead to better learner attendance, concentration, and academic performance.
- 4. Government Funding for School Feeding with a balanced diet
Government should prioritize the school feeding program in the national budget to cover all schools and grades. This will improve educational outcomes and contribute to reducing malnutrition.

AREAS OF DIVERGENCE

- The group was in full agreement. Children affirmed that:
- 1. School meals are essential for improving attendance, classroom concentration, and performance.
 - 2. Regular school meals that meet set standards will help reduce malnutrition in communities and schools.
 - 3. Limited nutrition knowledge among parents is a major cause of malnutrition.

OVERALL SUMMARY

Children's Workshop Summary

The children's workshop provided a rare platform for learners to share their views on nutrition issues in both schools and communities.

Through drawings and group discussions, children expressed that malnutrition poses a serious threat to their lives and to the wider community.

Key Causes of Malnutrition Identified by Children

1. Limited nutrition knowledge - lack of information on what foods to eat, when to eat, and how to prepare meals.
2. Scarcity of vegetables- caused by high numbers of goats and cattle that destroy gardens in communities and around schools.
3. Inadequate school feeding- very few schools provide meals, and where provided it is only 2-3 days per week. The diet is limited to maize products with beans or cabbage

As a result, many learners miss school and engage in piece work to support their parents. It was also observed that attendance is significantly higher on school feeding days compared to non-feeding days.

Key Challenges Highlighted

1. Poor home diets - due to limited parental knowledge on crop production and food security.
2. Unequal program coverage - the Home-Grown School Meals program is only implemented in selected schools.
3. Irregular and poor school meals - where provided, meals are not daily and consist mainly of maize and beans.
4. No school gardens - children's participation in improving meals is limited because gardens are not available and livestock destroy crops.
5. Impact on learning* - hunger causes learners to abscond from class, leading to poor academic performance.

Recommendations from Children

1. Community Sensitization- Support from school administration, traditional leaders, faith leaders, and parents to conduct awareness campaigns on ending malnutrition.
2. Support for School Meals - Traditional and faith leaders should mobilize community contributions to sustain the Home-Grown School Meals program.
3. Enforce Livestock By-laws - Control domestic animals so communities can establish gardens. This will improve nutrition and lead to better attendance, concentration, and performance.
4. Government Budget Priority - Government should fund school feeding for all schools and grades. This will improve education outcomes and help fight malnutrition.

Conclusion

This workshop was an eye-opener for the facilitator. The issue of domestic animals destroying crops had not previously been highlighted as a major barrier to gardening in Zambia.

SECTION FOUR: PRINCIPLES OF ENGAGEMENT & METHOD

PRINCIPLES OF ENGAGEMENT

Principles Applied During the Session - Recognized that nutrition is determined by many factors - Promoted multistakeholder diversity and inclusion of young people - Respected different views and built trust among participants - Encouraged open sharing and learning - Acted with integrity and ethical conduct - Upheld equity and the rights of all boys and girls The above principles guided the entire session.

METHOD AND SETTING

The setting was informal was informal with safeguarding issues taken into account. The DF for CESP/CP was available. Children drew their understanding of nutrition and explained what they drew .The discussion was open to every child and an opportunity was given to each one of them to present their understanding.

ADVICE FOR OTHER CONVENORS

ensuring that all safeguarding issues are taken into consideration when dealing with children. Children need to be given an assignment two to three days before the actual day for the event works well. This will help them to prepare.

FEEDBACK FORM: ADDITIONAL INFORMATION

COLLAGE PHOTOS



ACKNOWLEDGEMENTS

AP Manager Chipapa Barbara Sampa Mashinkila, DF Child protection and CESP, Situmbeko Akalalambili and the Ministry of Education for Kafue District