

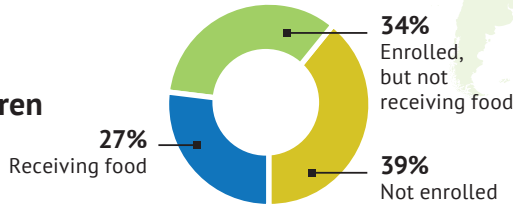


REPUBLIC OF Zimbabwe

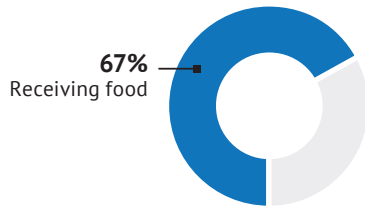


School Meal Coverage (2022)

All Primary and Secondary School-age Children

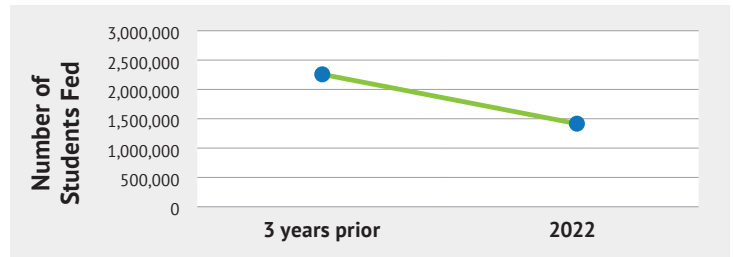


Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	897,006	1,527,270	Unknown
Primary School	3,072,735	2,098,089	1,400,000*
Secondary School	2,200,218	1,116,838	13,095
TOTAL	6,169,959	4,742,197	1,413,095

*The number of primary school children receiving food is inclusive of an unknown number of pre-school age children.



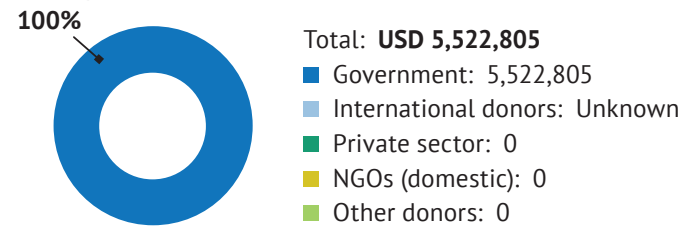
National Laws, Policies, and Standards

- National school feeding policy
- Nutrition
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement

The country had ...

- Inter-sectoral coordination committee for school feeding
- National system for monitoring school feeding

Budget



- Line item in the national budget for school feeding

School Foods and Beverages

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Whole grains | <input checked="" type="checkbox"/> Fish and shellfish | <input checked="" type="checkbox"/> Liquid oils |
| <input checked="" type="checkbox"/> Refined/milled grains | <input type="checkbox"/> Deep orange vegetables and tubers | <input type="checkbox"/> Semi-solid and solid fats |
| <input checked="" type="checkbox"/> Blended grain-based products | <input type="checkbox"/> White roots and tubers | <input checked="" type="checkbox"/> Salt |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Fruits | <input checked="" type="checkbox"/> Dairy milk |
| <input type="checkbox"/> Nuts and seeds | <input type="checkbox"/> Dark green leafy vegetables | <input type="checkbox"/> Yogurt drink |
| <input checked="" type="checkbox"/> Eggs | <input type="checkbox"/> Cruciferous vegetables | <input type="checkbox"/> 100% fruit juice |
| <input type="checkbox"/> Dairy | <input checked="" type="checkbox"/> Other vegetables | <input type="checkbox"/> Other fruit drink |
| <input checked="" type="checkbox"/> Poultry and game meat | <input type="checkbox"/> Deep-fried foods | <input type="checkbox"/> Tea |
| <input type="checkbox"/> Red meat | <input type="checkbox"/> Sweets | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat | | |

Prohibited food items

Non-nutritious foods

Food Sources

- Purchased (domestic)
- Purchased (foreign)
- In-kind (domestic)
- In-kind (foreign)

Special Notes: Population numbers from the UNESCO Institute of Statistics (UIS) were used to complete this report.

Nutrition

School feeding program(s) include/involve the following

- Fortified foods**
- Bio-fortified foods
- Micronutrient supplements
- Nutritionists involved**
- Special training for cooks/caterers in nutrition
- Objective to meet nutritional goals**
- Objective to reduce obesity

Limitations on food and beverage marketing...

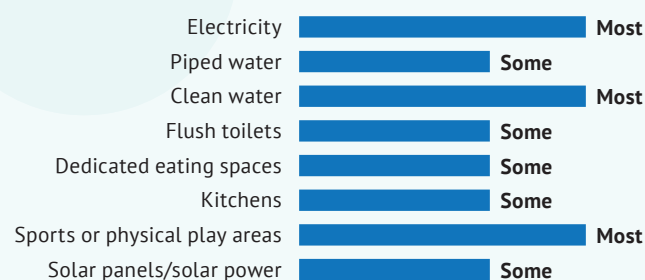
- On school grounds
- To school age children

Additional Information

Nutritionists funded by the national government and the implementing partner were involved in this program. Several approaches were used to prevent or mitigate overweight/obesity, including food and nutrition education, health education, and physical education. Maize meal and salt were fortified with iron, vitamin A, and iodine. Prepackaged foods were strongly discouraged in favor of natural, freshly prepared ingredients that promote healthy eating habits.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **Unknown**

- Percent paid: Unknown
- Percent women: Unknown

There was a focus on creating job opportunities for...

- Women**
- Youth**
- Other Groups

Complementary Activities

- Handwashing with soap**
- Height measurement**
- Weight measurement**
- Testing for anemia**
- Deworming treatment**
- Eye testing/eyeglasses**
- Hearing testing/treatment**
- Dental cleaning/testing**
- Menstrual hygiene**
- Drinking water**
- Water purification**
- School gardens**

Complementary Education Programs

- Food and nutrition**
- Agriculture**
- Environment/climate/sustainability**
- Hygiene**
- Health**
- Reproductive health**
- HIV prevention**
- Physical education**
- Mental health**

Additional Information

Farmers were not directly engaged with the program, while the private sector was involved in food trading. There was a focus on creating jobs and income opportunities for women and youth by securing the involvement of the Ministry of Women Affairs/Community/Small and Medium Enterprises Development, as well as the Ministry of Youth. Communities participated by adding the school feeding program to school development plans and forming School Feeding Committees at the cluster level, in addition to the annual commemoration of the Africa Day of School Feeding in all 72 districts. Civil society was primarily engaged with corn-soya blend distribution to infant pupils.

Environmental Sustainability

Targeted climate-friendly foods

Yes No

Steps taken to limit food waste

- Sealed food storage
- Fumigation/pest control in storage area
- Use of hermetic bags or larger hermetic storage system
- Routine testing/monitoring of dry food storage
- Use of nearly-expired food
- Use of usable but “imperfect” commodities or produce
- Campaign to reduce how much food students throw away

Steps taken to limit package waste

- Re-use of bags/containers
- Recycling
- Use of compostable materials
- Use of “bulk serve” containers
- Prohibiting specific types of packaging

Additional Information

Efforts to reduce firewood/charcoal use included use of energy-efficient stoves and alternative fuels. To minimize food waste, the program implemented careful rationing in meal preparation and offered trainings on commodity management. The Pfumvudza/Inwasa program focused on conservation farming and promoting drought-resilient crop varieties to support climate-friendly foods. Produce from school gardens was either consumed by students, sold, showcased at the Africa Day of School Feeding commemorations, or used in curriculum implementation.

Emergencies

Experienced disruptions to school feeding due to emergencies

Yes No

Strategies to address the impact of emergencies

- Seek alternative food sources or suppliers
- Changes in numbers of students fed
- Negotiate better prices with existing suppliers
- Establish alternative supply routes or transportation methods
- Source different or alternative food
- Release of food reserves
- Increase funding or budget allocation for school feeding
- Collaborate with local producers or suppliers to reduce dependence on global supply chains
- Changes in delivery method
- Changes in feeding modality
- Changes in feeding frequency
- No particular strategy was used

Additional Information

In the 2022 school year, the program was affected by supply chain issues and extreme food price inflation. Despite these emergencies, no schools were closed nor were school feeding operations interrupted. Nevertheless, costs rose significantly while the budget remained unchanged, and significant adjustments were made in the menu to account for the seasonal availability of foods, which resulted in a school menu of decreased nutritional quality. As an additional strategy to mitigate the impact of the emergencies, the program sourced directly from government-subsidized suppliers and successfully negotiated direct purchasing from the Grain Marketing Board and Silo Industries. Initiatives from civil society involved the donation of corn-soya blend porridge to the youngest grades in selected districts/wards. Additional funding efforts included income from school business units and decentralized resource mobilization, with local councils including school meals in their budgets. A positive development that emerged from the emergencies was the inclusion of school borehole drilling in the Presidential Borehole Drilling Scheme.

Successes and Challenges

Successes

1. Updated SABER profile completed.
2. Significant progress made in the procurement model by a multisectoral Technical Working Group, with support from the World Food Program (WFP).

Challenges

1. Slow procurement processes eroded the value of already limited funding.

Home-Grown School Feeding Programme

Management

- Lead implementer(s): Ministry of Primary and Secondary Education
- The national government managed the program (Centralized decision-making).
- National government procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	Unknown	–	–
Primary School	1,400,000*	–	–
Secondary School	13,095	–	–
TOTAL	1,413,095	–	–

*The number of primary school children receiving food is inclusive of an unknown number of pre-school age children.

Foods and Beverages

- Whole grains
- Refined/milled grains
- Blended grain-based products
- Legumes
- Eggs
- Poultry and game meat
- Fish and shellfish
- Fruits
- Other vegetables
- Liquid oils
- Salt
- Dairy milk

Elements of Home-Grown School Feeding

- Objective for small-scale farmers to benefit from access to a stable market**
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles**

Objectives

- To meet educational goals
- To provide a social safety net
- To address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

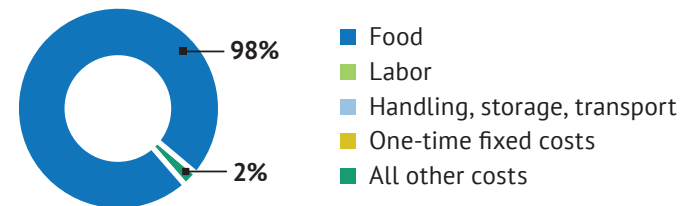
Frequency and Duration

- Schools provided meals at varying frequencies based on available resources.
- During the school year

Targeting

- Targeting by grade levels and school type

Expenses



Food Sources

98% Purchased (domestic)
0% Purchased (foreign)

2% In-kind (domestic)
0% In-kind (foreign)

Additional Information

This school feeding program started in 2016 and has grown over time: Phase 1 targeted the youngest pupils, phase II expanded to all primary grades, phase 3 expanded to some secondary grades, and the program continues to scale up. The program is overseen by two inter-sectoral coordination bodies, namely the National School Feeding Taskforce and the Technical Working Group on the Home-Grown School Feeding Procurement Model. Students' families contributed to the program by paying a partial price for school meals.

The Global Survey of School Meal Programs® collects data from government sources and is funded, in part, by the United States Department of Agriculture. Contact info@gcnf.org for more information.

Citation: Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, Zimbabwe. <https://gcnf.org/country-reports/>