**Table 3.3 Stakeholder guidelines for feeding practices for Question 1**

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| **GROUP 1** | **GROUP 2** | **GROUP 3** | **STAKEHOLDER**  **CONSENSUS ON**  **QUESTION 1** |
| Maheu (bought in a variety of sachets and manufacturers | Homemade Maheu | Homemade Maheu | Maheu |
| Jiggies | Jiggies | Jiggies | Jiggies |
| Sadza/pap | Sadza | Sadza | Sadza |
| Soup | Soup | Mirinda (almost similar to Twizzer and Pepsi) | Soup |
| Rice | Chunks (soya mince) | Rice | Rice |
| Maputi (similar to popcorn) | Maputi | Maputi | Maputi |
| Instant porridge | Instant porridge Mealie meal porridge with peanut butter, Plain Mealie meal porridge | Plain porridge and Instant porridge, such as Ace | Instant porridge, Plain porridge, Mealie meal porridge with peanut butter |
| Pepsi | Pepsi | Pepsi | Pepsi |
| King curls | Sweet potatoes | Go-slow chips (almost similar to jiggies) | Chips |
| Bananas | Bananas | Bananas | Bananas |
| Oranges | Oranges | Oranges | Oranges |
| Freezits | Freezits | Freezits | Freezits |
| Jolly juice (sweetened powdered sugar with colouring, which is then mixed with cold water before drinking) | Jolly juice | Mazowe | Jolly juice |
|  | Potatoes |  |  |
|  | Lacto (sour milk) | Lacto | Lacto |
|  | Eggs | Eggs | Eggs |
|  | Sugar beans | Beans | Beans |
|  | Vegetables | Cabbage, Chomolia | Vegetables |
|  | Fat cakes |  |  |
|  | Bread with peanut butter | Plain bread | Bread |
|  | Beef | Beef | Beef |
|  | Chicken | Chicken | Chicken |
|  | Mincemeat | Soya mince | Soya mince/chunks |
|  | Dried kapenta |  |  |
|  | Dried vegetables |  |  |
|  | Fresh chips |  |  |
|  | Butternut | Butternut | Butter nut |

**Table 3.4 Stakeholder Guidelines for Question 2**

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| **GROUP 1** | **GROUP 2** | **GROUP 3** | **CONSENSUS/MERGING**  **FOR QUESTION 2** |
| Eliminate non-nutritious foods from the diet, e.g. Jiggies,  Maheu, Sweets,  Maputi, Freezits, Fizzy drinks | Porridge with peanut butter or powdered matemba (fish) | Fortified porridge with peanut butter | Porridge with peanut butter  Do not give non-nutritious foods like jiggies |
| Health educates caregivers on certain myths and misconceptions, e.g. children not to be given eggs for fear of getting epilepsy. Adults get more meat portions than children to the extent that, at times, children only get broth. | Macimbi (Mopani worms)  Roasted powdered seeds/oil  Margarine Fruits, e.g. bananas, oranges, mangoes, guavas | Supervise feeds  Allow enough time to eat  Assist in feeding  Teach them to feed themselves | Prioritise children in feeding  Assist in feeding, avoid myths and misconceptions in feeding of children      Supervise feeds      Teach independent feeding |
| Children 2-5 years to be fed a balanced diet of carbohydrates, proteins, minerals and fats | Milk  Marula fruit milkshake Bread with peanut butter  Melon or pumpkin porridge  Eggs  Sweet potatoes  Fat cakes  Include all food groups' variety with each meal | Healthy drinks, e.g. Milk,  Fruit juices | A balanced diet with proteins and carbohydrates, fruits, vegetables |
| 4-6 meals a day | 5-6 meals a day | 5-6 meals a day | 5-6 meals a day |

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| **GROUP 1** | **GROUP 2** | **GROUP 3** | **CONSENSUS/MERGING FOR QUESTION 2** |
| Avoid giving snacks before meal times. | Lunch (Afternoon)  Sadza  Rice  Pasta, Potatoes  Chicken  Beef  Mincemeat  Sour milk  Yoghurt  Fruits | Balanced diet | Healthy drinks such as milk |
|  | Mopane worms  Dried fish/Fresh fish  Pork  Goat meat  Ants  Local insects  Chunks  Vegetables | Prioritise children in  Feeding | Dairy products such as yoghurt  Prioritise children in feeding |
|  | Butternut mixed with milk.  Maheu  Maputi | Healthy snacks e.g.  Peanuts | Role modelling good feeding practices |
|  | Evening  As for lunch but with variations from afternoon plus snack | Proteins in every meal, e.g. Meat  Soya mince  Beans | Healthy snacks |
|  | Role modelling what they observe adults eating | Indigenous fruits in season |  |
|  |  | Dairy foods  Lacto  Yoghurt for micronutrients |  |
|  |  | Fruits and vegetables |  |

**Table 3.5 Stakeholder Guidelines for Question 3**

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| **GROUP 1** | **GROUP 2** | **GROUP 3** | **CONSENSUS/MERGING**  **FOR QUESTION 3** |
| What a balanced diet consists of | Inclusion of Indigenous foods and their nutritional content | Balanced diet | A balanced diet and its components. Local food sources |
| Food sources of the required nutrients to make a balanced diet | Foods to give based on medical condition, e.g. diarrhoea, pneumonia | 5-6 meals a day | Emphasis on Indigenous or locally available foods |
| Consequences of poor feeding | Government policy on fortified foods to be clear to all caregivers | Prioritise children in feeds | Prioritising children in feeds Government policy on fortified foods |
| Types of foods to avoid and why | Emphasis on 5-6 meals a day | Supervision of meals by caregivers | Supervising feeds |
| Safe food preparation practices | Government interventions on food subsidies | Fruits serving daily | Frequency of feeds, e.g. 5-6 times a day |
| Traditional and cultural feeding practices | Meal plans that cater for city, peri-urban and rural areas based on  availability in the region | Indigenous foods | Types of foods to avoid in children |
| Misconceptions to be avoided | Health education to caregivers on naturally available foods | Health education to caregivers, i.e. Dietary counselling at entry points, e.g. Out Patients Department | Independent feeding |
|  | Assistance with independent feeding | Staple foods fortification by manufacturers, e.g. bread, mealie meal, porridge | Safe food preparation practices |
|  | Supervise feeds | Health education on food labelling | Health education at entry points |
|  | When caregivers should worry about feeding habits |  | Traditional and cultural myths and misconceptions are to be avoided. |
|  | Role modelling emphasis |  | Consequences of poor feeding |
|  |  |  | Government policy on fortified foods |

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| **GROUP 1** | **GROUP 2** | **GROUP 3** | **CONSENSUS/MERGING FOR QUESTION 3** |
|  |  |  | Caregivers should be vigilant about food labels and the nutritional content of foods given to children. |
|  |  |  | When to worry about child feeding practices |
|  |  |  | Role modelling by caregivers |
|  |  |  | Foods to give when a child has a medical condition |