



**AN EVALUATION OF THE SCHOOL FEEDING PROGRAMME AS A SERVICE
DELIVERY MECHANISM TO IMPROVE ACADEMIC PERFORMANCE OF
NEEDY LEARNERS IN BONTEHEUWEL**

By

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DECLARATION

I, the undersigned, hereby declare that the work contained in this research is my own original work and that it has not previously, in its entirety or in part, been submitted at any university for a degree.

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ABSTRACT

The study centres on the school feeding programme in the Bonteheuwel area, which is a predominantly Coloured residential area in close proximity to Cape Town International Airport.

The school feeding programme is a national initiative that is driven by the Western Cape Education Department on a provincial level. The research investigated whether the school feeding scheme is being implemented effectively and efficiently. This implies that it was necessary to determine:

- The current status of school feeding in Bonteheuwel;
- Whether it adequately meets the needs of needy learners; and
- If the current scheme is found to be inadequate, what can be done to improve the situation?

As the study uses both descriptive and empirical approaches, a questionnaire was constructed to obtain views of selected members of Bonteheuwel's community.

Responses to the questions/statements in the questionnaire were analysed by a Cape Peninsula University of Technology registered statistician and the statistical analysis provided positive answers to the above determinations, which revealed that the school feeding programme was not effective and that more should be done to improve its delivery.

The final chapter proposes a number of recommendations to improve implementation of the school feeding programme.

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ACRONYMS

AFRICAN NATIONAL CONGRESS	ANC
CIVIL SOCIETY ORGANISATIONS	CSO
FOOD FOR EDUCATION	FFE
GROWTH EMPLOYMENT AND REDISTRIBUTION	GEAR
LOCAL ECONOMIC DEVELOPMENT	LED
INTEGRATED NUTRITION PROGRAMME	INP
MEMBER OF EXECUTIVE COUNCIL	MEC
NATIONAL SCHOOL NUTRITION PROGRAMME	NSNP
NATIONAL EDUCATION POLICY INVESTIGATION	NEPI
NON-GOVERNMENTAL ORGANISATION	NGO
POLICY FRAMEWORK FOR EDUCATION AND TRAINING	PFET
PRIMARY SCHOOL NUTRITION PROGRAMME	PSNP
REDEVELOPMENT AND CONSTRUCTION PROGRAMME	RDP
RECOMMENDED DIETARY ALLOWANCE	RDA
SCHOOL NUTRITION AND FOOD SECURITY PROGRAMME	SNFS
SMALL, MEDIUM AND MICRO ENTERPRISES	SMME
SOUTHERN AFRICAN DEVELOPMENT COMMUNITY	SADC
UNITED PARTY	UP
UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY FUND	UNICEF
UNITED NATIONS DEVELOPMENT PROGRAMME	UNDP
UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION	UNESCO
WESTERN CAPE EDUCATION DEPARTMENT	WCED
WHITE PAPER ON RECONSTRUCTION AND DEVELOPMENT	RDP/WP
WHITE PAPER ON EDUCATION AND TRAINING	WPET
WHITE PAPER ON TRANSFORMATION OF PUBLIC SCHOOLS	WPTPS
WORLD FOOD PROGRAMME	WFP
WORLD HEALTH ORGANISATION	WHO

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Effects of poor service delivery by certain government departments, including the Department of Education, are felt by a significant segment of the South African population, and contrast the commitment of a better life for all which was promised by the current government during its 1994 election campaign. The need for service delivery is a global phenomenon, which, by its nature and anticipated outcomes, can best be researched and discussed in the context of the public sector. Service delivery is synonymous with the provision of basic services, including water, electricity, education and social welfare. The Department of Education contributes to the South African government's objective to provide a better life for all. In her budget speech on 15 May 2008, then Minister of Education, Nalendi Pandor, stated that 2008 was the year in which education would change lives and communities. When properly delivered and effectively implemented, education does change lives and communities for the better. Hence, the road to that better life begins with education.

The challenge, though, is that provision of education is hampered by the fact that a significant majority of the South African population is plagued by high levels of poverty resulting in learners attending school without having had a decent meal. Research has shown that learners' attention span is enhanced if they are provided with nutrition prior to and during the school day (Del Rosso and Miller, 1999:5). Poor nutrition and health among school children contribute to the inefficiency of the educational system. Children whose cognitive abilities are impaired naturally under-perform and are more likely to repeat grades and abandon school than those who are not impaired. One of the key factors of poor performance amongst learners is irregular school attendance owing to malnourishment and constant ill-health. Even temporary hunger, which is common in learners who are not fed before going to school, can have an adverse effect on their learning. It is more difficult for learners who are hungry to concentrate and perform complex tasks. Research has shown

that an improvement in nutrition and health can lead to better performance, fewer repeated grades and a reduced drop-out rate (Del Rosso and Miller, 1999:5).

Therefore, a national school feeding scheme was initiated within 100 days of President Nelson Mandela's inauguration as South Africa's first democratically elected head of state in 1994. Known initially as the Primary School Nutrition Programme, and classified as a Presidential Lead Project under the Reconstruction and Development Programme (RDP), it was initiated and managed for the first 10 years by the National Department of Health in conjunction with Provincial Health Departments. Schools in areas which have a concentration of poor households were targeted for intervention and all children at these schools benefited from the programme. The aims of the programme were both health- and education-related: to combat malnutrition and to improve the ability of children to concentrate during lessons.

Evidence exists that the programme has resulted in improved school attendance in several areas. By the time the nutrition programme was transferred from the Department of Health to the Department of Education, it was feeding approximately 4.5 million primary school learners on every school day. Since its transfer to the Department of Education, the feeding scheme has been augmented by a school food gardens project, implemented with the support of the Department of Agriculture, local authorities and non-governmental organisations. These gardens are not only used to produce meals for learners, but also to teach them about food production and management. In 2005/6, the Department reported that the National School Nutrition Programme was feeding 4.9 million learners from Grade R to Grade 7. Approximately 90% of the R1.1 billion, which was allocated to the programme was utilised. According to the report, part-time employment was generated for 29 222 women who prepared and served the meals.

A number of provinces such as Gauteng and the Western Cape have extended the feeding scheme to include secondary schools by augmenting the national budget

allocation with funds from the provincial budget (www.child-labour.org.za/south-africa/programmes-and-responses/education/nat...).

According to the Education Budget Vote document (2008) the Department of Education made provision for a budget amounting to R1,756 billion over 3 financial years (R344,563 million in 2008/09), (R493,255 million in 2009/10) and (918,182 million in 2010/11).

Whilst the intention of the programme was to feed all learners, as a result of financial constraints, it was later only possible to feed selected learners. Due to various constraints, the programme encountered a number of challenges and did not achieve its intended objectives.

This research centres on evaluating the school feeding programme in Bonteheuwel, which is a township situated on the Cape Flats in close proximity to Cape Town International Airport and, which is bordered by Vanguard Drive and Langa on the west, the N2 (National Road) on the south, Epping Industrial area on the north and the Railway line and Matroosfontein on the east. Bonteheuwel is about 12 – 15 kilometres, east of Cape Town's CBD. A total of 342 hectares of space is divided into 4 sub-communities, namely Netreg, Golden Gate, Bonteheuwel and North and South Kalksteentfontein. The township of Bonteheuwel is a product of forced removals, which occurred during the apartheid dispensation and, according to the City of Cape Town's 2006 census, has a predominantly Coloured population of approximately 89 000 (City of Cape Town Census Report ,2004).

In terms of the above census, Bonteheuwel, with its winter rainfall and hot dry summers, is historically categorised by environmental degradation. The place where Bonteheuwel is situated presently, like most areas on the Cape Flats, once consisted of barren plains with small hills and scattered greenish bushes. Areas such as Bonteheuwel, Mitchell's Plain, Khayalitsha, Manenberg, Hanover Park, Nyanga, Elsies River, Bishop Lavis, Delft, Kleinvelei, Gugulethu and Phillippi, when overlaid by the poverty index prepared by the Provincial Department of Social Development,

fell within the quintile of most marginalised communities. The poverty index was based on indicators of household income, housing type, employment, literacy rates and school enrolment of children aged 6 and basic household services. Then premier, Ebrahim Rasool (2007/2008), indicated that the Provincial government identify the above- mentioned areas as a priority for intervention during 2007/2008 by the Provincial Government Western Cape (PGWC). In February 2007 Cabinet prioritised geographical areas based on a presentation by the South African Police Services, citing statistics on crime, drugs and gangsterism trends.

1.2 PROBLEM STATEMENT AND SUB-PROBLEMS

The main problem, which the research poses a perceived lack of service delivery as it manifests in the apparently deficient school feeding scheme in Bonteheuwel.

From the above main problem statement, a number of sub-problems can be identified as follows:

- Underperformance by learners;
- Low self-esteem;
- High levels of absenteeism;
- High drop out rate ;
- Stunted personal growth and development; and
- Poor social development (crime and other social ills).

1.3 KEY QUESTIONS

The following key questions are relevant to this study:

1. What is the current status of school feeding in Bonteheuwel?
2. Is it adequate to meet the needs of needy learners?
3. If the current scheme is found to be inadequate, what can be done to improve the situation?

1.4 RESEARCH OBJECTIVES AND RESEARCH GOALS

The purpose of the research is to evaluate whether the school feeding programme as a service delivery mechanism, has assisted the poor community of Bonteheuwel. Another purpose of the research is to evaluate the impact of the School Feeding Scheme on the learner population in Bonteheuwel. The research aims to contribute to the existing body of knowledge, taking into account the internal strengths, weaknesses and external opportunities and threats of the system and processes, which govern implementation of the School Feeding Programme.

The objectives of the research are to:

- Evaluate potential of the School Feeding Programme;
- Review legislative and policy frameworks that govern the programme, and to review the roles and responsibilities of Government in this regard;
- Investigate and evaluate the high levels of absenteeism and drop-out rate of learners; and
- Make recommendations to improve school feeding in the area.

1.5 LIMITATIONS OF THE RESEARCH

The limitations of this study are:

- The research is limited to 15 primary and 3 secondary schools in the community of Bonteheuwel, Cape Town.
- This research focuses on evaluating the school feeding scheme of selected schools as a service delivery mechanism.

1.6 DELIMITATIONS OF THE RESEARCH AREA

This research evaluated the school feeding scheme within a selected community in South Africa. The objective was to create an understanding of different processes, which have occurred under implementation of the school feeding scheme within South African schools. The research first embarked on a literature search in order to gain theoretical knowledge of the topic, and to identify normative criteria for school feeding at selected schools. This was followed by an empirical survey and statistical

analysis, after which a normative model for school feeding was constructed and proposed, with a number of recommendations to improve school feeding at selected schools.

1.7 RESEARCH DESIGN/METHODOLOGY

1.7.1 Literature Search

The researcher consulted relevant published literature, which deal with school feeding programmes, the concept of public service delivery, pre- and post apartheid politics, the role of government in society and governance and service delivery principles such as Batho Pele. Furthermore, government policies were reviewed, including legislation and subordinate legislation, minutes of meetings, official publications, speeches and other policies concerning school feeding programmes. In addition, the research included reviews of newspaper articles regarding school feeding in South African schools.

The collection of secondary data in this research was based on government legislation, for example, the Constitution of the Republic of South Africa (1996) and the National Schools Act. Documents were sought from of the Cape Peninsula University of Technology library and other libraries and outlets that have literature on the topic. Documents were collected from relevant websites and other relevant organisations.

1.7.2 Empirical survey

Primary and secondary data were selected via questionnaires and were used by the researcher to provide a comprehensive understanding of the evaluation of school feeding in South African schools. Primary data allows a researcher to get as close as possible to what actually happened during a historical event or time period. Primary data reflects the view point of a participant or observer. The technique that was used to obtain data was by way of a questionnaire. Secondary data was obtained from newspaper articles, books, computer searches, abstracts, statistical indexes,

periodical indexes, models and other publications, which were studied in order to review existing knowledge on the subject matter.

1.7.3 Statistical analysis

Interpretation and articulation was initiated once the fieldwork in the selected area was complete. The analysis focused on the responses of principals and teachers, learners of different schools and various community leaders.

1.7.4 Interpretation of the findings

The literature search and empirical survey produced an understanding and data that was statistically analysed and interpreted by the researcher.

Recommendations are included at the end of this research for an improved service delivery mechanism.

1.8 SUMMARY

This chapter provides a general layout of the research report and covers areas, which were focused on during the process of producing the report. The research report is presented in six chapters. This first chapter introduced an outline of the problem under study, the aim and scope of the study and a review of some relevant and available literature. The second chapter presents a general theoretical framework of service delivery with special reference to school feeding by comprehensively discussing the need for school feeding in South Africa, using the area of Bonteheuwel as a case study. Chapter Three concentrates on development of the South African National Nutrition Programme. The aim is to give a broad overview of the programme.

A historical overview and theoretical justification for public service delivery follows in the next chapter, Chapter Two.

CHAPTER 2

HISTORICAL OVERVIEW AND THEORETICAL JUSTIFICATION FOR PUBLIC SERVICE DELIVERY

2.1 INTRODUCTION

The previous chapter provided a general framework in support of the objectives of the study. Four areas in the problem statement were highlighted, namely underperformance of learners, high levels of absenteeism, high drop-out rate and poor social development. This section provides a theoretical overview, which forms an integral part of the study.

2.2 SOCIO-POLITICAL CONCEPTUALISATION OF PUBLIC SERVICE DELIVERY

According to Black *et al* (2008:214), *“more or less a quarter of the total population lives below the international poverty line of \$1 (R7.50, November, 2009) a day – an extremely high proportion for an upper middle income developing country such as South Africa”*.

Along with abundant wealth, South African society is characterised by extreme poverty and inequality regarding in the distribution of income and earning opportunities.

Service delivery is defined by Fox and Meyer (1995:118) as the provision of activities, benefits or satisfactions. Services that are delivered relate to both the provision of tangible public goods and intangible services. Cloete (2000:6) states that governments and their agents are normally supposed to promote the public's interest, since they should protect society, regulate conflict and promote the welfare of citizens. Within a global context, governments have a responsibility to deliver services to the inhabitants of a given country.

When the new democratically elected South African Government assumed power in 1994, it had a special mandate to provide appropriate services to all peoples of the

country. This was, still is and will continue to be a huge challenge and responsibility of government and one that requires total commitment by people at all levels of government, if it should be fulfilled (Cloete, 2005:6). According to The Constitution of the Republic of South Africa, Act 108 of 1996, the South African Government should provide adequate legislative and policy frameworks for the provision of effective and efficient service delivery. In the White Paper on Transformation of the Public Service (1995), the Government outlined a broad policy framework to transform the South African public service in line with the following vision:

“The Government of National Unity is committed to continually improve the lives of the people of South Africa by a transformed public service which is representative, coherent, transparent, efficient, effective, accountable and responsive to the needs of all” (Presidential Review Commission, 1998).

According to the Batho Pele Handbook: A Service Delivery Improvement Guide(2003), the new government promised the people of South Africa that they would serve the people without discrimination, respecting the dignity of all and ensuring that the needs of a majority of the population who had been disadvantaged in the past, are met efficiently and effectively.

The Batho Pele principles are based on the South African Constitution, Act 108 of 1996, which stipulates in Section 195 that the public service “must be governed by the democratic values and principles enshrined in the Constitution, including the following:

- (a) A high standard of professional ethics must be promoted and maintained;
- (b) Efficient, economic and effective use of resources must be promoted;
- (c) Public Administration must be development-oriented;
- (d) Services must be provided impartially, fairly, equitably and without bias;
- (e) Peoples’ needs must be responded to, and the public must be encouraged to participate in policy-making;

- (f) Public administration must be accountable;
- (g) Transparency must be fostered by providing the public with timely, accessible and accurate information;
- (h) Good human resource management and career development practices, to maximise human potential, must be cultivated; and
- (i) Public Administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress imbalances of the past to achieve broad representation". (Source: The Batho Pele Handbook: A Service Delivery Improvement Guide, 2003)

The term "service delivery" is synonymous with the delivery of basic services such as water, electricity, health care, education and housing by the public sector.

Mr. Nelson Rolihlahla Mandela, the first president of the new democratic government of South Africa, which came into existence on 27 April 1994, was also head of government services and head of the majority party in government, namely the African National Congress (ANC). The slogan of the ANC during the 1994 elections was "a better life for all". As the representative of a majority of the electorate, it was incumbent on the ANC, as the ruling party in government to provide effective and efficient services to the people of South Africa.

2.3 ROLE OF GOVERNMENT IN SOCIETY

According to The Constitution of the Republic of South Africa, Act 108 of 1996, every citizen, regardless of gender, race, creed, colour, sexual orientation and religion, has a right to adequate food and good nutrition. Most governments have this right enshrined in their respective Constitution and South Africa is no exception. This basically means that every government has a responsibility towards its citizens. In terms of the South African Constitution, every citizen has an inherent dignity and the right to have that dignity respected and protected. The Constitution also clearly stipulates the government's responsibility to provide health care, food, water and

social security. The South African Constitution of the Republic of South Africa, 1996, in Section 27, outlines the following rights:

1. The right to have access to –
 - (a) Health care services, including reproductive health care;
 - (b) Sufficient food and water; and
 - (c) Social security, including, if they are unable to support themselves and their dependants, appropriate social assistance.

2. The state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of each of these rights.

3. No one may be refused emergency medical treatment.

The Constitution of the Republic of South Africa, 1996 in Section 28 (c) also clearly states that every child has a right to basic nutrition, shelter, basic health care services and social services. Research shows that millions of people the world-over, especially in Africa (Sub Saharan Africa), South Asia and Latin America, do not have enough food to provide for their basic needs (www.foa.org 10/08/2008).

As a result of the scarcity and non-affordability of food commodities, most poor people suffer from malnutrition, which makes them prone to various diseases and poor health. Hunger and malnutrition have become a global phenomenon, which should to be eradicated as a matter of urgency. In order to eradicate poverty and malnutrition, the government has a specific role to play. Every government is bound by its Constitution to provide for the basic needs of the poor and vulnerable members of its society. A country's most valuable resource is its human capital. To ensure that its human capital enjoy the best nutritional well-being that they deserve, governments worldwide are incumbent to ensure that they devise policies and strategies to reduce levels of poverty and hunger. These strategies and policies should be implemented at all levels of government, namely national, provincial and local (World Food Summit Declaration: Rome, June 2008).

The suffering of especially the poor in Sub Saharan Africa, India, Latin America, and South Asia has urged leaders of these countries to address the problem. This resulted in an International Conference on Nutrition, which was held in Rome in December 1992. Representatives from at least 159 countries met here to discuss the problem at hand. They all identified similar problems and agreed that there are difficulties and recommended that a plan of action should be designed to address the problem. They also agreed that the plan of action should be translated into priority actions in accordance with realities that are found in each country supported by action taken at an international level. Every government was, therefore, tasked to prepare a national plan of action. Their efforts culminated in a World Declaration on Nutrition. From this gathering a Global Plan of Action was adopted, which outlined the following responsibilities of government (World Food Summit Declaration: Rome, June 2008).

The Global Plan of Action suggested the following steps.

- (a) All governments should establish appropriate national mechanisms to prioritise, develop, implement and monitor policies and plans to improve nutrition within designated time frames, based both on national and local needs, and to provide appropriate funds for their functioning;
- (b) Governments at local and provincial levels, as well as NGOs and the private sector, should be encouraged to participate in the process.
- (c) All sectors of society should be encouraged to play an active role and to assume their responsibilities in implementing related components of the national action plan.
- (d) Programmes that are aimed at improving the nutritional well-being of the people, in particular that of the groups at greatest risk, should be supported by the allocation of adequate resources by the public and private sectors so as to ensure their sustainability.
- (e) National governments, in collaboration with local authorities, NGOs and the private sector, should prepare periodic collaboration reports on the implementation of national plans of actions, with clear indications of how

vulnerable groups are faring (World Declaration and Plan of Action for Nutrition: Rome, December 1992).

Action at international level:

- (a) International agencies, as well as multilateral, bilateral and non-governmental agencies, are urged to define steps through which they can contribute to the achievement of those goals and strategies set out in the World Declaration and Plan of Action for Nutrition, including the promotion of new partnerships of economic and technical co-operation among countries.
- (b) The governing bodies of FAO, WHO, UNICEF, the World Bank, UNDP, UNESCO and other concerned international organisations should decide on ways and means of giving appropriate priority to their nutrition-related programmes and activities that are aimed at ensuring, as soon as possible, the vigorous and coordinated implementation of activities recommended in the World Declaration and Action Plan for Nutrition (World Declaration and Plan of Action for Nutrition: Rome, December 1992).

At the end of the International Conference the following follow-up recommendations were made for the next conference:

- (i) Governments were urged to promote continued work by relevant ministries and strengthening or establishment of ICN focal points where appropriate, and, with other concerned parties, to improve nutritional status, including the following:
 - (a) To prepare or improve national plans of action and policies based on the principles and strategies enunciated in the World Declaration and Plan of Action. These needs must be based on the analysis of each country's situation and developed with active participation of all relevant ministries, local and provincial governments, communities, non-governmental organisations and research organisations and the private sector.

- (b) To allocate and mobilise financial and human resources necessary for implementation.
- (c) To prepare, where appropriate, specific proposals for research priorities and capacity building establishing links between government, non-governmental sectors, appropriate organisations and academic institutions.
- (d) To develop coordinated inter-sectoral mechanisms for implementing, monitoring and evaluating the agreed national plan of action.
- (e) To disseminate to the public, which may include parliamentary bodies, information on the principles and objectives of the World Declaration and Plan of Action for Nutrition, as well as on the progress made and targets reached.
- (f) To strengthen collaboration with NGOs, community agencies, local private sector representatives and citizens on the design and implementation of the country's action plan (World Declaration and Plan of Action for Nutrition: Rome, December 1992).

Two follow-up international conferences were held in Rome in 1996 and 2008, respectively. Heads of States reaffirmed their commitment to rid the world of hunger and poverty at both these conferences. At the World Food Summit, which was held in Rome in 1996, governments took the following pledge:

“We pledge our political will and our common and national commitment to achieving food security for all and to an ongoing effort to eradicate hunger in all countries, with an immediate view to reducing the number of undernourished people to half their present level by no later than 2015” (Rome Declaration on World Food Security, 1996).

At the 2008 International Conference heads of state adopted the 1996 declaration and pledge to embrace food security as a matter of permanent national policy, and to renew their commitment to achieving the World Food Summit's objectives and the Millennium Development Goals. They also committed themselves to firmly resolve to use all means possible to alleviate suffering, which is caused by the current crisis; to

stimulate food production; to increase investment in agriculture; to address obstacles to food access; and to use the planet's resources sustainably, for present and future generations. They further committed themselves to eliminate hunger and to secure food for all, today and tomorrow (World Food Summit Declaration: Rome, June 2008).

South Africa is a developing country, which has inherited most of its problems relating to poverty and hunger from various factors, including the previous dispensation. The economy was built on systematically enforced racial division in every sphere of society. Rural areas were divided into underdeveloped Bantustans and well-developed, predominantly White-owned commercial farming areas. Towns and cities were divided into townships without basic infrastructure for Blacks, and well-stocked resourced suburbs for Whites. Segregation in education, health, welfare, transport and employment, as well as sport, left deep scars of inequality and economic inefficiency.

In the run-up to the country's first democratic election in 1994, the African National Congress (ANC) released its election platform, which was called the Redevelopment and Construction Programme (RDP). The RDP is an ANC Policy Framework, which outlined a programme of action for development. This Policy Framework was widely accepted by all political parties and implemented. Implementation of the RDP was not a resounding success, as the government failed to effectively and efficiently implement these guidelines. The South African Government has a responsibility towards its citizens especially the poor and the vulnerable. The SA government was part of the three international conferences mentioned above and should seriously consider implementing the guidelines outlined in the Action Plan ((The Reconstruction and Development Programme – Part 2).

2.4 GOVERNANCE AND SERVICE DELIVERY PRINCIPLES FOR THE WESTERN CAPE EDUCATION DEPARTMENT

The topic of a school feeding scheme in the Bonteheuwel community of the Western Cape resides under the authority of the Western Cape Education Department

(WCED). Then Member of Executive Council of The Western Cape Government for Education, MEC Cameron Dugmore, in a recent message to all WCED staff, on 7th December 2007, stated:

"Our service delivery standards must focus across all levels of our education system, but must unequivocally emphasise our schools that face daily challenges of poverty (writer's emphasis), crime and underdevelopment".

The minister also referred to the Service Delivery Charter of the department, which is better visible in the Service Delivery Improvement Plan of the WCED, which is discussed later in the research study.

2.4.1 Vision

The vision of the WCED, according to the WCED Directorate for Quality Assurance (website: 2008), is "A Learning Home for All".

2.4.2 Mission

To ensure that all learners acquire the knowledge, skills and values that they need:

- To realise their potential;
- To contribute to social and economic development;
- To participate fully in the life of the country;
- To compete internationally; and
- To build communities that are capable of managing their lives successfully and with dignity.

2.4.3 Values

The common values system of the WCED is based on the following:

- The values of the South African Constitution Act 108 of 1996;
- The Batho Pele Principles;
- Critical outcomes of the National Curriculum;
- Transformation, by ensuring access, equity and redress;
- The prime importance of the learner;
- Pro-poor approach to resource allocation;
- Accountability and transparency; and

- Excellence in all that they do.

(Source: Directorate: Quality Assurance, Western Cape Education Department).

2.4.4 Batho Pele Principles

The main value of the Batho Pele Principles for governance is aimed at “putting people first”.

The Batho Pele Principles are aimed at stressing the importance of:

- Consultation;
- Good service standards;
- Courtesy;
- Access;
- Information;
- Openness;
- Transparency;
- Value for money; and
- Customer impact.

In order to ensure adherence of all staff to the Batho Pele principles, the WCED, developed a Service Delivery Improvement Programme. This is particularly relevant to an evaluation of the school feeding programme.

1. The Batho Pele principles were conceived with the intention of transforming service delivery in the public sector. Good service leads to happy customers and employee satisfaction for a job well done. The Batho Pele principles consist of eight principles, but in 2002 a new one was added, namely customer impact. This principle primarily focuses on changes and consequences that result from implementation of the Batho Pele principles in the workplace. This principle was conceived after it became apparent that some departments had concentrated more on some of the principles and had forgotten others. Customer impact means looking at benefits that are

provided to customers. If an official is in the service of a local government, he or she must be loyal to the government, serve it to the best of their ability and set a proper and worthy example to others. Therefore, government officials should not use their positions for personal gain or to obtain favours from local government for any organisation. Once the above occurs, it means that another party is suffering and/or they are not receiving effective and efficient services (Batho Pele Handbook: A Service Delivery Improvement Guide, 2003).

2.4.5 FEEDING SCHEME AS A SERVICE DELIVERY MECHANISM WITHIN THE WCED

The feeding scheme project was introduced by the government in 1994. The aim of the project was to alleviate poverty, unemployment and improve the learning capacity of children, and was specifically intended to help poor children. Another aim of the feeding scheme project was to empower poverty-stricken communities such as Bonteheuwel. School feeding schemes, which were established at schools are significant as it is mostly needed in poorer areas. For the school feeding scheme to effectively and efficiently realise its intended goals and objectives, it requires proper management. The aim of the school feeding scheme is to increase school attendance; to eradicate the school drop-out rate; to increase the pass rate; to reduce unemployment (especially amongst women); to reduce the incidents of child mortality and morbidity; to reduce the spread of tuberculosis (TB) and HIV/AIDS; and to increase the skills and self-reliance of communities.

Mbusi (April, 2005) states that:

" the government's ambitious poverty alleviation programme introduced in 1995 has gone horribly wrong and the programme was intended to help poor children and to empower women, but today those involved do it for self-enrichment. The fact that food supplied to schools by the school feeding scheme is often of a poor quality and that those involved sought to enrich themselves, are some of the problems that suggests that there are challenges with regard to efficiency and effectiveness in the management of the scheme".

Education:

Education refers to activities, which are directed at providing skills, knowledge, moral values and understanding that are required in the normal course of life (Nel, van Dyk and Haasbroek,) Education can be regarded as a light that helps people make the right choices in life. Therefore, knowledge, skills and moral values, which are provided to learners, will empower them later in life. If learners have good educators, they will prosper and have a bright future and that is why educators should take good care of learners and encourage and guide them.

Effectiveness:

Effectiveness means utilising the right opportunity, in order to achieve the right goals. If the school feeding scheme management is effective, service delivery will be too. In order for the objectives of the school feeding scheme to be achieved, service providers and educators should be effective and work together (Nel, *et al*, 2004:24).

Efficiency:

In respect of service delivery, efficiency means satisfying the most essential needs of the community to the greatest possible extent by maximising limited resources that are available for this purpose. Efficiency also refers to the promotion of communities' welfare by satisfying their needs. Satisfying the needs of the community can occur in different ways. In the case of the school feeding scheme, they should utilise their resources in such a way that there will be no shortage of food for the children. In order for the children's needs to be satisfied, they should be well fed. If distribution of food, which is provided by the school feeding scheme is not efficient, food will not last and children will go hungry. Therefore, service delivery without efficiency will lead to a poor and unsatisfied community. Service providers, together with educators, must therefore be able to manage themselves in order to provide a good service. Better health will contribute to better education and when a child's health is good, it increases better school attendance and also improves the child's ability to learn (Nel, *et al*, 2004:23).

Chapter 10 (1) of the Constitution of the Republic of South Africa Act 108 of 1996 includes the following principle *“efficient economic and effective use of resources must be promoted and a high standard of professional ethics must be promoted, maintained and public servants must be accountable”*.

In a progressive, solution-seeking culture, leaders should encourage proactive approaches, rather than blame the past. People should be able to talk about everything and not dwell on old grievances. For the purpose of this study, people should focus on solving present problems such as feeding hungry children and plan for the future. If leaders achieve tangible results early, this will increase the community’s belief that working together is beneficial to the community.

2.4.6 WCED Service Delivery Standards

In order for the principles which are mentioned above to be implemented at all levels within the education system, the WCED adopted certain service delivery standards to ensure that problems such as the school feeding scheme, is addressed.

The above mentioned standards were designed to ensure constant delivery of quality services, which citizens may expect from within the Western Cape Education Department. These are divided into three main categories.

A. Teaching and learning assessment and support:

- 100% of compulsory school-going aged learners will have access to appropriate learning sites that are available to accommodate diverse learner needs in the Western Cape for every school day of the year.
- 10% increase from base for learners with special needs will have access to appropriate learning sites in the Western Cape for every school day of the year.
- 10% of educators are competent and well prepared at all learning spheres in the Western Cape for every lesson of every school day of the year.
- Every school day of the year all educators at all learning sites within the Western Cape will be able to recognise learners with barriers to learning and

take an appropriate course of action (Source-Directorate Quality Assurance: WCED,2007).

B. Management and governance

- All learning areas management teams in the Western Cape display effective leadership and management for every school day of the year.
- All relevant information is conveyed via reliable and appropriate communication methods to all stakeholders in the Western Cape at least once a quarter.
- All governing bodies at all learning sites in the Western Cape have meetings at least once a quarter and consult with parents and the community at least once a year.

C. Learning site environment

- All learning sites in the Western Cape are secured and all learners and staff are safe for every school day of the year.
- Sufficient and appropriate accommodation is provided to all learners in the Western Cape for every school day of the year.

(Source-Directorate: Quality Assurance, WCED, 2007).

2.5 PRE-AND POST APARTHEID POLITICS-POLITICAL CULTURE, ECONOMIC SYSTEMS, PRESSURE AND INTEREST GROUPS

2.5.1 History of the feeding scheme

During 1916 the Transvaal Provincial Council's Executive Committee decided " ... to make funds available for the feeding of needy children"(Kallaway, 1996:3). This was evident of the first attempts of charitable organisations to meet nutritional needs of poor, urban children in South Africa. The above mentioned province allocated 2.5 pennies per day, per child for food. The provision was meant for needy children, but it seemed as if Whites only benefited from this project. The expenditure on these schemes in Transvaal amounted to R18 000 for the period 1999:40. This amount

escalated to R31 000 by the year 1940:41 (Kallaway,1996:3, as stated in the Cillie Commission, 1951:3; and Moll, 1985:3). Other schemes were introduced during 1937 such as:

- (a) The state-aided Milk and Cheese Scheme, to the value of R37 000:
- (b) The Dried Fruit Scheme; And
- (c) The Citrus Scheme, which delivered oranges to participating schools.

At the beginning of World War II, these schemes were initiated. The United Party of South Africa introduced as a Social Democratic initiative, School Feeding in line with International Trends in 1943 (Cillie Report, 1959, Commission of enquiry by Judge Cillie).

The United Party (UP) embarked on a major investigation into living conditions of the needy, due to the circumstances of wartime concerns with regards to improvement of social issues in association with the uprising of combative African nationalist and labour politics. In 1942, the Report of the Inter-Departmental Committee on Social, Health and Economic Conditions of Urban Natives (the Smit Report), was laid before Parliament in 1942. This report disputes the case for welfare policies that would sidetrack class conflicts in the new social context of urbanisation and industrialisation which demonstrated the political direction that had already started to surface in the industrialised nations of the west (Kallaway,1996:4). The Smith report drew attention to the inquiry of poverty and recognised the extensive degree of malnutrition amongst the non-European and poor-White population, which implied political dangers of allowing such a situation to go unattended.

Amid other measures to attend to the situation, it advised large-scale nutritional education and communal feeding schemes and suggested *‘that the Government refund 50 percent of the net costs of approved schemes for the provision of free or partly free meals, whether such schemes are carried out by Provincial, local or voluntary agencies’* (Kallaway, 1996:4, as stated in the Smit Report, 1942:5-6).

In February 1943 the report provided a policy framework for the United Party's hasty introduction of state feeding schemes for primary school children in South Africa. This was a result of the political climate, which was created by the beginning of World War II, where the liberal lobby in Smuts' united government was reinforced by the withdrawal of Hertzog and the National Party over the war issue. Recognising the need for government to be seen as being active in addressing issues regarding poverty, this proved to be a crossroads in this area. While the government committed itself to markedly increase social welfare spending, there were vast increases in taxation which were due to war efforts. In his budget speech, The Minister of Finance and Education, Jan Hofmeyr, who was known for his public renouncement of the policy of segregation, announced in his budget speech '*that the government intended to supply at least one meal per day (free) to all school children, irrespective of their race or colour*'.

Despite problems in implementing the programme, Hofmeyr once again showed the strongest commitment to the scheme in 1945 when he stated that he considered it to be of the utmost importance that, "*we do everything in our power to have this scheme put on a proper footing*" (Kalloway, 1996:4, as stated in the Cillie Report, 1951:31-38; and Paton, 1964).

Although it was commonly acknowledged that the central government would undertake take on the main financial responsibility of the scheme, and that it would be supervise by the Union Department of Social Welfare, there was also an agreement that the provinces would make a significant contribution to the effort. At a conference in April 1943 it was suggested for each £1 that is paid by the provinces, central government should pay £2. This led to "*a good deal of disagreement between the Provinces and Central Government over who was responsible for school feeding*" (Kalloway, 1996:5, as stated by Moll, 1985:4). The first report of the National Nutritional Council regarding the progress of the School Feeding Scheme was published in 1944. During this time, nearly one million children:

- (a) 322 00 classified as Whites;
- (b) 485 00 classified as Africans; and

(c) The remaining 175 000 Indian and Coloured, were being reached (Kalloway, 1996:5, as stated by Moll, 1985:4).

Due to a lack of forward planning and research, it proved difficult to manage the scheme. The programme had been initiated as an emergency political issue and there was no endeavour to direct or systemise school feeding as part of the complete policy of school reform. The problems provided opposition with convincing arguments against the scheme in years to come (Kalloway, 1996:5).

Trying to regularise and systemise school feeding as part of the complete policy of school reform, the United Party passed two Acts of Parliament before their lost of election in 1948. First of all was the Native Education Finance Act, No 29 of 1945, which related to general financial allocation for “Native Education” to the Central Government, thus breaking with the tradition of provincial control of education since colonial times. Therefore, an understandable sequence was the transfer of Native school feeding to the Department of Education, Arts and Science was, therefore, ‘an understandable sequel’. Secondly, the Financial Relations Consolidation and Amendment Act, No 38 of 1945, *“provided for the subsidisation of school feeding for European, Coloured and Asiatic children on a £ for £ basis to the Provinces, but excluded subsidisation of school feeding for Natives”*, for example, school feeding was removed from the domain of state social welfare and placed under the same administrative authorities as schooling (Kalloway, 1996:5, as stated by the Cillie Report, 1951:36-37).

By 1945, with the strong support of Minister Hofmeyr (Union Government, 1945), a considerable effort was put into the study and research of the current situation. Administrative reorganisation and development of new methods for deliberation about school-feeding was implemented. By 1947 the scheme was placed on an acceptable basis with the installation of local Organisers of Native School Feeding, the institution of local school-feeding committees and proper centralised management of systems was fortified. During this time an annual cost of over £2

million per annum was being made on School Feeding in South Africa (Kalloway, 1996:5, as stated in the Cillie Report, 1952:79 and SAIRR, 1950:43).

Before 1948, in resistance, the National Party championed the school feeding for poor-White children only and had relentlessly opposed a similar allocation for African children. When the National Party came to power in 1948, the affair was promptly taken up, but a clear policy only materialised some time later. The Committee of Enquiry into the Native School Feeding Scheme (Union of South Africa, 1949) was justified in terms of the need to respond to “*representations emphasising steadily rising costs and alleged malpractices*”. In January 1949 the final report was produced and on the basis of these suggestions, Dr A J Stals, the new Minister of Education, laid down a policy which stipulated that government grants for Native school feeding would have to be lessened and ultimately eliminated, all wastage resulting from present schemes should be terminated; that local school committees take over the administration of such schemes and make their own contribution towards them; that where it continued, school feeding should be limited to children under the age of 14 years and that the entire question of school feeding within its socio-economic framework should be re-examined.(Kalloway, 1996:6, as stated in the Cillie Report, 1951:39-41).

Following this report, the temporary discontinuation of the scheme in some sectors, the cut down of grants, and the omission of some schools from the programme was introduced. This met with strong public resistance.

2.5.2 Interest groups and the Cillie Commission of Enquiry

Based on earlier suggestions, the National Party government launched another, more comprehensive investigation into this highly contested area in 1950. This was conducted under the jurisdiction of the Department of Education, Arts and Science. This was a new transformation, as all previous enterprises had been governed under the authority of the Department of Health or the Department of Social Welfare (Cillie Report, 1951:39-41).

In the above situation the issue of food programmes for children was invariably connected to the question of educational policy. The Report of the Commission of Inquiry into school feeding was made public in 1951 (Cillie Report, 1951:50).

The commissioners encompassed of seven White male Afrikaners. Dr GG Cillie, Professor of Education at the University of Stellenbosch, acted as chairman, and Dr Samuel Pauw, the Principal of University of South Africa and future director of the National Bureau of Education and Social Research was also on the panel of commissioners (Kalloway, 1996:6).

This report warrants a complete study in its own right as an exercise in the ideological development for the new National Party government. Its scientific and medical base drew heavily on a 1939 Cape Nutritional Survey, the work of Le Riche around Pretoria (1940) and the Medical Inspector of Schools' Reports. The Commission also conducted extensive original research in its own right, touring the country to interview a range of concerned people and visiting institutions, collecting data and conducting statistical and attitudinal surveys within the field (Kalloway, 1996:6).

Recommendations that were made by the Commission were unclear. Some of the criticisms of the school feeding seems to have been justified, but the more, harsher criticisms were eventually revealed to be unauthentic and misplaced. Nowhere in the report does the Commission recommend that a huge number of head teachers, especially in African and Coloured schools, were in favour of scheme (Cillie Report, 1951:43).

The Cillie Commission, however, found that the administrative preparations for this undertaking had been insubstantial, which led to several shortcomings in terms of implementation. The Provincial School Feeding Scheme of Natal was used as an example of what could be achieved, but it was argued that the consultation was insufficient. (Cillie Report, 1951: Appendix G). Finance Minister, Jan Hofmeyr and the Department of Social Welfare's handling of the school-feeding situation, was highly criticised by the Commission – 'The National School-Feeding Scheme was

introduced into South Africa without adequate systematic preparation' (Kallaway, 1996:7, as stated in the Cillie Report, 'Findings and Recommendations' 1951:78).

The main aim seemed to be to discredit the United Party government through reference to the mishandling of the school feeding issue, but in spite of criticisms, the project emerged from the investigation with every reason to expect that it would be continued on a more business-like basis (Kallaway, 1996:7, as stated in the Cillie Report, 1951:32). The only report that argued for the complete termination of the scheme was the Minority Report, which was written by JH du Plessis (Cillie Report, 1951:32).

In order to get in line with the international welfarist politics of the post war era, the state School-Feeding Scheme was launched by United Party as part of a wider initiative by the South African government. Essential to the ideological climate of Allied victory, was the loyalty and political landscape to social democracy that surfaced. It formed part of the common 'western' response to the 'changes' of international communism and socialism connected to the emergence of African nationalism and labour militancy within South Africa. Although measures that weakened a change in the United Party's policy appear slight in retrospect, they had considerable importance for contemporaries. Along with including African children within the school-feeding scheme, they also added on the old-age pensions and invalidity grants to Africans. This was an indication of a weakening of the strictly segregationist social policy of previous years (Kallaway, 1996:7, as stated by the Cillie Report, 1951:76).

However, the argumentative nature of the issue in the context of White South African politics is clear from the fact that in spite of Hofmeyr's strongly expressed commitment to the cause of school feeding, no legislation was passed through parliament relating to this issue until three years after its introduction (Kallaway, 1996:8). This weak formal policy commitment to school feeding, in part, accounted for its chaotic implementation in its initial stages. The Cillie Commission in 1951 recognised that in spite of the drawbacks, the scheme provided an essential social

service. Despite its critical attitude, the Cillie Commission argued that *“all available data point to the fact that the extent of under nourishment in the Union is of such a nature that comprehensive and active steps should be taken to raise the nutritional standard of the population”* (Kallaway, as stated in the Cillie Report, 1951:3).

In the above situation, the broader dynamics of politics within the conception of apartheid hinted at a radical shift in policy on a range of issues that would influence this area in ways that were unforeseen by several Commissioners at the time. The alterations were set in motion with the termination of food schemes from farm schools, mine schools and mission schools (Moll, 1985:5). Subsidies, for those children for whom the food program continued, were reduced from 2d to 1.5d per day, per child. Churches, charity groups, the South African Institute of Race Relations (SAIRR), a few liberal politicians and some elements of the liberal press, gave powerful resistance to above mentioned shift in policy (SAIRR Memorandums, 1949-50).

2.6.3 Impact of Apartheid on the feeding schemes

Despite the tradition of racism and segregation in South Africa and the National Party's hostility while in opposition, such policies were also successfully launched by the United Party government by 1948. From January 1951 local school feeding committees were discontinued and school feeding, where it still survived in South Africa became the duty (job) of the principal, teachers, parent committee and local charity organisations (Cillie Report, 1951:43). Although school milk for Whites, Coloureds and Indians was still provided, the amount of state funding to African school feeding had dropped greatly by 1953. During 1957-8, when all state-funded schemes were finally terminated, the total expenditure by the government had reached R870 000. (Kallaway, 1996:9). From 1953 to 1956, the number of children that were fed daily by African Children's Feeding Scheme in Johannesburg, had risen from 5 000 to 12 000 (SAIRR Survey, 1955-60:67-70). In the Eastern Cape, the Grahamstown Areas, District Relief Association (GADRA), produced a model for similar action. When state funding discontinued in the Western Cape, the Cape Flats Distress Association (CAFDA), the Students' Health and Welfare Centres

Organisation (SHAWCO) and the Peninsula School-Feeding Scheme took over. Elsewhere in the country, several similar schemes flourished (Kallaway, 1996:10).

In the 1980s and 1990s charity and non-governmental organisations such as Operation Hunger and Ithuba took the lead in this sphere. The outcomes of this desertion of responsibility by the state during the era of apartheid is, as Ina Perlman of Operation Hunger reported in 1993, that :*“South Africa’s track record of child deaths is more than double that of any country of similar income level worldwide”* (Kallaway,1996:10).

School feeding, in the context of apartheid-South Africa, was thus largely left in the hands of charity organisations, NGOs and semi-business organisations such as Ithuba. Driven largely by initiatives of the ANC, the policy of the Government of National Unity identified the area of school feeding as a policy prime concern from March 1994. At the core of national nutrition policy was the Primary School Nutrition Project (PSNP). Immediate action was allowed to establish the Primary School Nutrition Project (PSNP) as the lead project after specific intervention by President Mandela and the RDP. Despite the deliberate attempts of the Primary School Nutrition Project in the early days not to rely on the role of NGOs for delivery, this policy was not wholly carried out in practice to some extent. Areas such as the Western Cape continued to depend heavily on traditional NGO networks. Elsewhere in the country delivery was on tenders to big business, and later numerous efforts were made to decentralise and incorporate small contractors (Kallaway,1996:15).

The above resulted in sharp disapproval from the NGO sector, which had a strong track record in the area. By 1996 signs showed that the policy was under intense pressure. A number of accounts of corruption and the breakdown of the service indicated that all was not well with this needed initiative (Kallaway,1996:15). A question of note is whether any future government, elected by the mass of the people and committed to national reconstruction and development, can leave this area of central national concern to charity organisations (SAIRR Survey, 1955-77).

The liberation movements political and ideology traditions from the 1950s frequently expressed social democratic or even socialist and communist policy thinking, which was inherited from the Post World War II era and demonstrated in the politics of African nationalism since the 1960s. Such a tradition of public policy is fixed in opposition to Bantu Education, which was epitomised in the moral outrage conveyed at the time of the state's discontinuation of the school feeding scheme in the 1950s (Kallaway, 1996:18).

The National Education Policy Investigation (NEPI) report on Support Services (1992) only seems to acknowledge the issue of school feeding by association in the context of the report on 'School Health: Policy Options' (NEPI, 1992:69, Support Services, Appendix 1) where it is noted that in several Third World countries 'provision of healthy food appears to be a priority'. In the context of 'Early Childhood Educare', it is noted that "*up to one-third of urban and half of rural black children are undernourished. Therefore, almost all educare services for disadvantaged children require a health and nutritional component*". The options that were recommended are:

- Feeding schemes at schools with growth monitoring and medical checks for all learners;
- Food aid through food stamps or coupons, or tax relief on basic foods for needy families;
- Food gardens which involve families and communities at edu-care centres; and
- A health education programme for adults and children.

Of notable, vital importance is that there is no global expectation that school feeding should be the responsibility of the state even at pre-primary (EDUCARE) level. No mention is even made at primary and secondary level. At best it would appear as if the issue of school-feeding policy had not been sufficiently theorised as a factor of the broader educational and social policy framework, which is necessary for all in a

democratic society. Worst of all, the issue is being intentionally averted (Kallaway,1996:18, as stated in NEPI, 1992:127, Framework Report).

With regards to the NEPI report of the school feeding, the ANC's (1994) Policy Framework for Education and Training (PFET) states even less. Notwithstanding a vivid realisation of the need "*a special emphasis on the redress of educational inequalities among historically disadvantaged groups such as youth, the disabled, adults, women, the unemployed and rural communities*" (1994a:4). There is no acknowledgement of the issue outside an evasive mention to the need for 'nutritional services' in the context of educare allocation. Even in the context of a chapter on 'The Special Case of Rural and Farm Schools', where the neglect of the apartheid era is remembered as most appalling and the destitution of children most in need of state reform, there is no hint at provision of school feeding or nutritional services (Kallaway,1996:18, as stated in NEPI, 1992:128, Framework Report).

2.6.4 Feeding scheme programme and the RDP

The Reconstruction and Development Programme (RDP) (1994), the major blueprint for post apartheid reform, is more focussed on expounding the nature of the problem under discussion. "*The central objective of our RDP is to improve the quality of life of all South Africans, and in particular the most poor and marginalised sections of our communities*" (1994:15). The idea of a social safety net through which food, clothing and health care could be made accessible to the needy, comes near to addressing the relevance of this research. In the context of a key chapter on fulfilling principal needs, the ANC recognises nutrition as a key factor, among others, in need of crucial attention. The full list of primary needs includes providing jobs, land improvement, homes and maintenance, water and sewerage, energy and supplying of electricity, telecommunications, transport, health care, social security and social welfare. The report prioritises that "*the RDP must ensure that as soon as possible, and certainly within three years, every person in South Africa can get their basic nutritional requirement each day and that they no longer live in fear of going hungry*" (Reconstruction and Development Report, 1994:39).

While admitting that the only long-term solution to the problem is to increase job opportunities through land reform, career programmes and the reorganisation of the financial state, there is a believe that 'short-term intercession should support nutrition education and the steady low-cost supply of staple foods together with carefully targeted income transfers and food subsidies'. The establishment of a National Nutritional Surveillance System would aim to provide data to aid policy-makers to target groups that are in particular need and identify groups that require food relief (Reconstruction and Development Report, 1994:41-2).

The White Paper on Reconstruction and Development (RDP/WP, 1994) stresses the call for the 'co-ordination of a programme reducing the needs of people living in poverty and negligible conditions', and particularly the significance of targeting on the necessity for a welfare system, which entails 'services to children' (RDP/WP, 1994:27). Associated to the lead projects of the Department of Health and the Department of Education, there are obligations to student health promotion and extensive nutrition programme (RDP/WP, 1994:65). Featuring as part of the Human Resource Development Programme of the RDP, President Mandela initiated the primary school nutrition scheme as a lead project on the occasion of the opening of the first democratic parliament, *"It is specifically aimed at contributing 'to the improvement of education quality by enhancing primary school pupils' learning capacity, school attendance and punctuality, and to contribute to general health development by alleviating hunger"* (White Paper on Reconstruction and Development, 1994).

Arrangements were made in 1995 to amalgamate this project into the national nutrition scheme. By September 1994 the scheme was already realised in 50 schools per province and by 1995 this project was already incorporated into the national nutrition scheme. In 1994/95 the cost of the RDP fund comprised of R473 million and rose to R500 million in 1995/6. (RDP/WP,1994:46) The White Paper on Education and Training (WPET) (February, 1995) places special significance on the rights of the child, and the need for an alliance between the Ministries of Health,

Welfare and Labour to safeguard these rights to educational support services (White Paper on Education and Training, 1995).

An understanding that *“the monitoring and safeguarding of the child’s rights to education, health and well-being will require research, advocacy and action on many fronts”* (WPET, 1995:43) which will require ‘an action plan for Human Rights in Education’, was established (White Paper on Education and Training, 1995). In the above context the South African government intervened by establishing school feeding programmes in poor and disadvantaged schools to assist with the health and well-being of learners. A number of schools in the Bonteheuwel area are beneficiaries of the programme.

Bonteheuwel was a farm, which later developed into a township. The township came about as a result of the Group Areas Act 41 of 1950, which prevented Black and Coloured people from living in the City of Cape Town and relocated them to the peripheries of Cape Town (www.ijr.org.za/reconciliation/reconstruction). At the time of the development of Bonteheuwel’s infra structure, transport was virtually non-existent and those who were meaningfully employed had to walk long distances in order to reach their places of work. A significant number of Bonteheuwel’s population is unemployed, which results in high levels of poverty and hardship (www.ijr.org.za/reconciliation- /reconstruction).

According to the Urban Renewal Office, which is currently based at the Multipurpose Centre, the population of Bonteheuwel is estimated at 77000 people. There is a growing sense of poverty in Bonteheuwel, since a number of households depend on either state grants or employed family members for subsistence. The 2001 census statistic shows that 33% of Bonteheuwel’s population has no income, while 25% earn less than R1200 per annum and 41 % earn less than R18000 per annum. This state of relative poverty has been a chief contributing factor to the predominance of social problems in this area. The community has a relatively high unemployment rate, which is estimated at about 70%, coupled with a significantly low ratio of advanced education, matric and above (City of Cape Town Census, 2004).

These demographic figures are also coupled with poor living conditions and inadequate access to social and recreational facilities, which result in high levels of social problems such as alcohol, substance and child abuse, and are hence an ideal breeding ground for crime and gangsters. According to Mitchell (2003:7), "*hungry children are less likely to go to school and less able to learn if they do attend. Poverty correlates with education performance*". The aims of the National School Feeding Programme are to foster better quality education by:

- Enhancing children's' active learning capacity;
- Alleviating short-term hunger;
- Providing an incentive to attend school regularly and punctually; and
- Addressing certain micro-nutrient deficiencies.

In 2002 the Integrated Food Security for South Africa, which involves the Departments of Health, Social Development and Agriculture of which the school feeding scheme is a small part, was introduced. The school feeding programme is only one project that responds to nutritional needs for learners and it does not, however, respond to all problems around poor nutrition, hunger or food insecurities. Entire schools are usually selected for funding for funding of this programme because most learners come from poor families.

If a child is hungry it can lead to irreversible mental stunting. Hunger also impairs learning at each stage of life, yet learning gives the child an effective means to address hunger. If a child experiences hunger living childhood, he/she can become a damaged adult with limited opportunities and capacities who, in turn, will have hungry children of their own. According to Zisize Ingwavuma Education Trust, "*such a cycle undermines human and economic development, but this cycle can also be reversed with good nutrition and enhanced learning reinforcing each other through generations and leading to long-term national development*".

Hunger also limits opportunities in several other ways – it causes death, physical stunting and mental retardation. Hunger keeps school going aged children (5 – 7yrs)

from making the most of opportunities to learn and develop their minds. Some parents keep their children from attending school because they need them to earn money to purchase food or help them produce food. In certain cases even if children attend school, they cannot concentrate on lessons simply because they are hungry (http://www.zisize.org/project/feeding_schemes.html).

According to Christie Quang Trung's mantra, " *make the education of the people the basis of government*", which can be done by nurturing each child's individual genius, especially in adversity. According to the Black Sash, Andy du Plessis, Director of the Peninsula Feeding Scheme association (PFSA), states that the association's fieldworkers have noticed a drastic increase in the cost of living. Currently, the PFSA are feeding 158000 children four days a week. In January 2008 the PFSA was feeding 140000 children and this could be because of rising costs in commodities. According to the Black Sash, Director of Molo Songololo, Patric Solomons, states that the increase in food prices and the high cost of fuel directly affects children's vulnerability to conditions such as malnutrition, underdevelopment and starvation. In an article published in January 2008, the Education Department's Deputy- Director General of the Social and School Enrichment branch, Gugu Ndbele, stated that the price increase was a "concern to all", considering that thousands of school feeding schemes countrywide are likely to be affected by the price crunch. Even though several schemes do not only serve bread, those who only serve bread will suffer and they should be creative in what they offer learners (People's Post, 2008: 1).

In Mexico, stunting continues to be an important public health problem in children under 5 years of age. At a national level almost one of every five children under 5 years of age (17,7%) were stunted. (Rivera, *et al.*, 2005: 2). Stunting mainly occurs during the first two years of a child's life. Stunting increases three times between the first and second years of life and remains at about 20% up to four years old. Stunting is distributed differently among population sub-groups. This is owing to rural poverty and hunger. Cultural practices can also impede education, for example, early marriage and girls having to work at home. By doing this, poor families meet labour or income needs. Poor nutrition and bad health prevent children from attending

school and this, in turn, affects their mental development and their ability to concentrate in school. More than half of the world is iron-deficient with adolescent adults suffering the highest prevalence of iron-deficiency anaemia. Iron-deficiency in children weakens their immune systems, decreases their physical development, cognitive ability and school performance and can also cause fatigue (Mitchell, 2003: 8).

2.7 SUMMARY

This chapter provided a theoretical insight into the concept of service delivery and how it should influence social aspects of communities. It concentrated on the role of government, especially the Department of Education, and how this role is influenced by demands and expectations by the broader community. In addition, an overview of pre–and post apartheid politics–political culture, economic systems, pressure and interest groups was also provided.

The following chapter, Chapter three provides a general overview of South Africa's National School Nutrition Programme.

CHAPTER 3

CONCEPTUALISATION OF THE SOUTH AFRICAN NATIONAL SCHOOL NUTRITION PROGRAMME

3.1 INTRODUCTION

This Chapter first explains how the South African national school nutrition programme has evolved over the years since its inception in 1994, including factors that led to its transfer in 2004 from the Department of Health to the Department of Education. In addition, the chapter provides an international perspective of the school nutrition programme (Report on the Evaluation of the National School Nutrition Programme, 2008).

3.2 HISTORY OF THE PRIMARY SCHOOL NUTRITION PROGRAMME

According to the Report on the Evaluation of the National School Nutrition Programme, nutrition and health have powerful influences on a child's learning performance in school. Children who lack certain nutrients in their diet (particularly iron and iodine) or who suffer from protein-,energy malnutrition, hunger, parasitic infections or other diseases, are likely not to have the same potential for learning as healthy and well-nourished children do (Kallman, Food for Thought. A review of the National School Nutrition Programme,2005). This is because learners who are hungry experience more difficulty when concentrating and performing complex tasks, even if they are otherwise well nourished. This chapter presents a background of the National School Nutrition Programme (NSNP).

The Primary School Nutrition Programme (PSNP) and its aims were:

- To improve education outcomes by enhancing active learning capacity, school attendance and punctuality by providing an early morning snack. Specially to provide primary school children with an early morning snack, meeting not less than 25% of the recommended dietary allowance (RDA) of energy for 7-10 year olds, and not less than;

- To improve health through micronutrient supplementation;
- To improve health through parasite control/eradication;
- To improve health through providing education on health and nutrition; and
- To enhance broader development initiatives especially in the area of combating poverty, and to link the PSNP to other RDP programmes and to integrate the PSNP into a broader Integrated Nutrition Programme (Fourth Draft of the Department of Health's National Policy Framework and Operational Guidelines for the PSNP, 1995).

At the time the programme was coordinated by the Department of Health because the programme was mainly regarded as a health promotion initiative.

In order to ensure the success of the programme, policy and operational guidelines, systems and procedures were established the Republic of South Africa (White Paper on Reconstruction and Development Programme, 2004). Monitoring and evaluation tools were also introduced, and personnel members were recruited and trained to manage the programme. Furthermore, community participation was one of the core facets concerning implementation of the project and, as such, structures such as School Governing Bodies (SGBs) were brought on board to monitor the programme's implementation. Aspects of local economic development (LED) were factored in through introduction of a tendering system that promoted the contracting of small, medium and macro enterprises (SMMEs) as service providers (food suppliers) to schools. Female volunteers were recruited as food handlers during the preparation of food at the respective schools and were paid a monthly stipend (Report on the Evaluation of the National School Nutrition Programme, 2008).

Several evaluations of the programme took place between 1996 and 2003. The overall purpose of these evaluations was to provide a comprehensive but rapid assessment of the main problems, weaknesses and strengths of the programme, as well as its management and implementation. This was in order to make recommendations to the Department of Health on how to improve the effectiveness and efficiency of the programme, and how it can best become part of the Department

of Health's Integrated Nutrition Programme (INP). A host of issues such as management and beneficiaries of the programme were identified during evaluation and they needed to be factored into the programme to improve it. Emanating from the evaluations, the following critical issues were identified in the Republic of South Africa (Report on National Department of Education. National School Nutrition Programme, 2004):

- School feeding programmes are expensive and logistically complicated as has been proven through the administrative challenges experienced at all levels of management;
- Capacity (both personnel and skills) had been lacking and management systems especially in rural areas were inadequate and under-resourced; and
- The quality and quantity of school meals were not being adhered to at provincial level; the evaluations also provided an opportunity to reflect on whether locating the coordination of the programme in the Department of Health, was appropriate. Based on amongst others', the following three key considerations, the coordination of the programme was relocated to the Department of Education.

The relocation was accompanied by a refinement of the aims of the programme as follows:

- The focus of the programme was on educational outcomes of school feeding, and not necessarily on nutrition;
- Since school feeding was being implemented in schools, it was the functional responsibility of the Education Department; and
- Managing the programme would provide an opportunity for the Department to include school feeding into the broader context of educational development.

In addition, the name of the programme was changed from Primary School Nutrition Programme to National School Nutrition Programme (NSNP).

- Contribute to the improvement of education by enhancing primary school pupils' learning capacity, school attendance and punctuality and contribute to general health development by alleviating hunger;

- Educate pupils on nutrition and also improve nutritional status through micro-nutrition supplementation;
- Eradicate parasites wherever indicated; and
- Develop the nutrition component of the general education curriculum (The White Paper on Reconstruction and Development, 1994).

It is necessary to note that the aims of the NSNP were meant to respond to Articles in the Bill of Rights of the Constitution of South Africa, namely sections 27, 28 and 29 (page 13) which stipulate the constitutional rights of citizens to health care, food, water, social security, children and education. The relevant sections of the Constitution related to the programme are:

- Section 27 (1) (b) on the right of access to sufficient food;
- Section 28 (1) © on the right of children to basic nutrition; and
- Section 29 (1) (a) on the right to basic education (The Constitution of the Republic of South Africa, Act 108 of 1996).

According to the above-mentioned constitutional sections, children's rights to basic nutrition entitle them to receive at least a level of nutrition that enables them dignified survival, and basic physical and mental development.

The NSNP was conceptualised primarily as an educational intervention, which was aimed at addressing children's ability to learn, rather than a health measure intervention to improve children's nutrition. (Kallman, K Foot for Thought. A review of the National School Nutrition Programme, 2005). It should be noted that when the PSNP was coordinated by the Department of Health, the Department was responsible for menu planning and the nutrition component, while the Department of Education was responsible for implementing the programme in schools. With the programme under the coordination of the Department of Education, provincial Departments of Education are responsible for both drawing up targeting criteria for schools and the selection of menu. Targeting processing is based on the quintile system, (1–5) which was determined by the Department of Education, which identified schools from the "poorest to least poor", targeting all ordinary public

schools. These schools are ranked based on physical conditions, facilities and crowding, and the relative poverty of the community around these schools. Furthermore, provincial Departments of Education are responsible for the management of the programme including procurement of services and facilitation of the establishment of school gardens, which are meant to be a source of vegetables to be served at the respective schools (Report on the Evaluation of the National School Nutrition Programme, 2008).

3.3 A Legislative Framework for the National School Nutrition Programme

Implementation of the NSNP gives effect to and is based on the following legislative provisions, which are contained in the White Paper on Reconstruction and Development (1994:12). The provisions of the legislative framework within which the NSNP is implemented, are summarised below:

- Access to quality food and basic nutrition, as enshrined in the South African Constitution, and part of the International Children's Charter;
- Access to quality basic education and learner success, as stipulated in the National Educational Policy Act 27 of 1996, South African Schools Act 84 of 1996;
- Targeting schools for school feeding, as informed by the Norms and Standards for funding of Public Schools, according to the Department of Education General Notice 2362 of 12 October 1998;
- Provision of Grade R, as enshrined in the White Paper no 5 and the Cabinet Resolution of January 2002 in which the transfer of the National School Nutrition Programme is addressed; and
- Caring for children, affected by HIV/AIDS, and with regard to Orphans and Vulnerable Children as espoused in the strategic objectives of the Department of Education (Strategic Plan for the Department of Education 2003-2005).

The National Department of Education's Business Plan (2004) states that existing frameworks and provisions are intended as broad principles only and that each province should enhance the scope and depth of the programme in response to the unique challenges and dynamics of their respective environments (Limpopo, Provincial Department. Department of Education. NSNP Business Plans, 2007/08).

3.4 INTERNATIONAL PERSPECTIVE ON NSNP

The following is an extract from The Hunger Project:

“All of us have been “hungry” at some time or other. This usually means simply that we have an appetite, but the hunger experienced by hundreds of millions of people on our planet is not an appetite that comes and goes; it is a consuming, debilitating, minute-by-minute, day-by-day experience. Hunger – the persistent, chronic, relentless condition – keeps people from working productively and thinking clearly. It decreases their resistance to disease. It can be intensely painful. Prolonged hunger can result in permanent damage to body and mind. And, ultimately, if hunger goes on long enough, it kills” (The Hunger project, 1985:6).

National school nutrition programmes have been implemented in several countries across the globe. The programmes were introduced in response to particular needs that certain countries sought to address at the time. For example, Brazil introduced its School Nutrition and Food Security Programme (SNFS) at schools after the Second World War in 1945. Brazil’s programme was supported by both the United Nations and the United States Agency for International Development (USAID). Because of the vast nature of its country, Brazil adopted a decentralization approach as a strategy to manage the programme where implementation of the programme was managed by the Local Schools Meals Councils. The councils were constituted by representatives from the government, teachers, parents and civil society organisations (CSOs). The councils decide on how the funds should be spent and the actual delivery of meals and other related products. India also has a School Nutrition Programme (SNP) and adopted a similar approach to the one applied in Brazil (Report on the Evaluation of the National School Nutrition Programme, 2008).

Both Brazil and India experienced certain challenges during implementation of the programme. Key challenges were a lack of managerial skills among stakeholders involved in the programme such as principals, teachers, food suppliers and members of school governing bodies, a lack of community consultation and participation,

insufficient involvement of intra-and inter-sectoral partners, and inconsistency and low coverage of the number of feeding days (Report on the Evaluation of the National School Nutrition Programme, 2008).

Within the Southern Africa Development Community (SADC), both Malawi and Zambia are among countries that have implemented the School Nutrition Programmes. In both these countries, the programme is supported both financially and technically by the United Nations through the World Food Programme (WFP). In Malawi, the programme is called the Food for Education (FFE), and it serves in-school meals and/or snacks in order to reduce short-term hunger and achieve the commonly intended aspects of improving school enrolment, attendance, learning and community-school links. The Malawian FFE programme also provides 'take-home rations', which are targeted at girl learners, orphans and vulnerable children. These rations are provided to those learners who attend school regularly. In Zambia, the programme targets learners from poor families, and a strict screening system was established to ensure that only learners from such families are given priority in the programme. As a result of the high poverty level in the country, schools appear to struggle to deny any learners access to the food because every learner seems to come from a poor background (Report on the Evaluation of the National School Nutrition Programme, 2008)

According to Del Rosso and Miller (1999), seven steps were identified to develop school feeding programmes that would improve education:

- Agreement must be reached on policy and objectives that focus on how school feeding can improve education. Agreement should be reached on what problems the feeding programme needs to address, who will benefit from the programme and what methods are feasible;
- Develop targeting criteria to reach high-risk children. Targeting is necessary to ensure that children who lack resources benefit from the school feeding programme;

- Analyse and identify alternative financial options for schools such as food aid, the private sector, food selection, community support and sustainability;
- Develop appropriate guidelines for the ration composition and time of school meals. Managers should find out the nutritional and health needs of children and also find out how the community can participate;
- Identify potential bottlenecks in implementation;
- Develop monitoring programmes that look at programme processes; and
- Find opportunities to integrate interventions. If feeding learners at school can be integrated with other school-based health interventions, for example, treating children for parasites, it will improve their appetites and the nutritional benefit of the food.

3.5 SUMMARY

This chapter provided the history of the Primary School Nutrition Programme and indicated how it developed into a national school nutrition strategy. As this strategy is one, which is highly regulated and of international importance, the chapter also provided an in-depth discussion of the legislative framework and an international context.

The following chapter, Chapter Four, describes methods and techniques that were used during the research study and explains the way in which information were gathered and disseminated.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous section provided the history of the Primary School Nutrition Programme and indicated how it developed into a national school nutrition strategy. This strategy is one, which is highly regulated and is of international importance, while the section also provided an in-depth discussion on the legislative framework and international context. This chapter will describes methods and techniques that were employed during the research study and explains the way in which information was gathered and disseminated.

Research is noted as *“an activity involving an investigation into a phenomenon with a view to better understand that phenomenon through the process of collecting and analysing data that has been obtained by following universally accepted procedures”* (Allen, 2008).

4.2 STUDY OBJECTIVES

The objective of the study is to close any gap or gaps between the literature search and the empirical survey should there be any such gap or gaps. The outcome of the study is to determine the status of the school feeding programme in Bonteheuwel. Furthermore, the objectives of the study are to answer key questions through the use of the selected methodology for the research, as described below.

4.3 RESEARCH METHODOLOGY

The scientific method, as described by Allen (2008), comprises the *“logical and systematic process to observation of phenomenon, which is used to solve problems and build a body of knowledge that is free from bias, prejudice and personal convictions”*. The methodological dimension of the scientific method was employed in this study.

Applied research of the scientific method has further been employed in the research study. Applied research, according to Allen (2008), is used to *“understand specific*

knowledge in order to solve problems or answer questions relating to the issue or phenomenon". Furthermore, the basis of selecting applied research is owing to the practical value of the study in assisting to address real time needs (Allen, 2008).

The kind of applied research employed in the study is descriptive research. Descriptive research involves providing an accurate picture or description of a phenomenon. The approaches used to collect data are further described below.

4.3.1 LITERATURE SEARCH

A literature search is undertaken to inform the researcher about existing literature on the research topic. The literature search includes searches of relevant books, journal articles, academic papers, newspaper articles, legislation and subordinate legislation, policy documents, official reports, unpublished research and other applicable published and unpublished material.

4.3.2 EMPIRICAL SURVEY

The empirical survey involves collecting data from a sample of participants in order to investigate the particular phenomenon. A questionnaire was used to collect the survey data. The questionnaire contained 20 research statements, which respondents engaged with by means of a Likert / attitude scale, in terms of their position with regard to the statements. This type of questionnaire is intended to obtain respondents' attitudes or perceptions of the phenomenon. The statements in the questionnaire were all closed-ended and were analysed quantitatively.

4.3.2.1 APPROACH TO THE EMPIRICAL SURVEY

The systematic scientific investigation of the attitudes of the respondents was measured and presented in numerical form for dissemination. The survey questionnaire was collected and the data was analysed from a quantitative perspective as part of an accepted mathematical model to determine the normative criteria. The data was collected from the research population, as explained below, and punched into a computer data base before being statistically analysed by a CPUT institutionally appointed statistician.

4.3.3 RESEARCH POPULATION

The research was primarily about PSNP infrastructure and the planning and implementation thereof. The population was drawn from all relevant stakeholders with respect to PSNP infrastructure and development. The research population was categorised into three components, comprising all individuals who are likely to be affected by the research.

4.3.3.1 TOTAL POPULATION (UNIVERSE)

The total population consisted of all individuals who have responsibilities towards either implementing the school feeding programme or, to some extent, are involved in the implementation of such a programme. The total possible research population for this study exists between all private planning organisations and public implementation organisations. As the extent of the total population is virtually immeasurable, a target population was randomly selected from the total population.

4.3.3.2 TARGET POPULATION

In collaboration with a registered statistician, the target population was determined. The size and extent of the target population was derived from the size and extent of the total population. The target population comprised of a random selection of community leaders, principals and learners, who were either involved in implementing the programme or were affected by it.

4.3.3.3 RESPONSE POPULATION

The response population was the percentage of the target population from which a response was drawn. The response population was, therefore, limited within the selected target population and the data collected from it was subjected to statistical analysis, as explained in 4.4.

4.4 METHOD OF DATA COLLECTION

The focus group that was used included educators, students and parents from 16 primary schools, as well as community leaders from Bonteheuwel. The survey was

conducted by means of a questionnaire. The questionnaire was prepared in such a way that it required minimum time for respondents to complete. The questionnaire was analysed according to respondents' answers.

4.4.1 QUESTIONNAIRE

The questionnaire was given to community members, especially parents whose children attend that participated in the research. The questionnaire aimed to determine the knowledge, attitudes and perceptions of learners, educators, parents and community leaders towards the efficiency of the school feeding scheme of the Department of Education in the community of Bonteheuwel. The questions of the questionnaire were analysed from Tables 1 to 25.

4.5 SUMMARY

The research methodology pertaining to the study, as described above, depicts the parameters of the data collection. The methodology and design of the study was approved, in collaboration with a registered statistician.

The following chapter, Chapter Five, describes the statistical analysis employed in the study and, interprets the research findings.

CHAPTER 5

Statistical Analysis

5.1 INTRODUCTION

This chapter presents the findings of the research, which were obtained from responses in the questionnaires.

5.2 STATISTICAL ANALYSIS OF RESPONSES TO THE EMPIRICAL SURVEY

It is important to first define the term “statistical analysis”, as there is a variety of definitions that explain the term statistical analysis. The following are some of the definitions that describe statistical analysis.

Definitions of Statistical Analysis:

- Statistical analysis is a specialized mathematical science pertaining to the collection, analysis, interpretation or explanation, and presentation of data. It is applicable to a wide variety of academic disciplines, from physical and social sciences to the humanities ([En.wikipedia.org/wiki/Statistical analysis](http://En.wikipedia.org/wiki/Statistical_analysis)).
- Analysing collected data for the purposes of summarising information to make it more usable and/or making generalisations about the population ([www.ojp.usdoj.gov/BJA?evaluation/glossary/glossary s.htm](http://www.ojp.usdoj.gov/BJA?evaluation/glossary/glossary_s.htm)).
- A way of using mathematical formulas to make predictions. For example: sports “stats” use players’ actual performance numbers to predict how they will perform in future situations. A “model” is an equation that explains the type of prediction that is made (Aipl.arsusda.gov/kc/more/glossary.htm).

Research is, therefore, concerned with finding answers to questions of varying degrees of complexity and general importance.

Statistical analysis, according to Welman (2008: 210) should be decided before commencement of data collection. The data that should be analysed was coded along the guidelines of the attitudinal scale and responses were ranked in ascending order from strongly disagree to strongly agree.

The use of the Statistical Package for Social Sciences (SPSS) computer statistics program was included in the research analysis process. Therefore the frequency of the responses were measured and presented in the form of tables and graphs.

5.3 Interpretation of Findings

5.3.1 Independent Variables

5.3.1.1 Perspective

Perspective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CL	9	34.6	34.6	34.6
	O	4	15.4	15.4	50.0
	P	2	7.7	7.7	57.7
	PS	9	34.6	34.6	92.3
	SS	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Table 5.3.1.1:

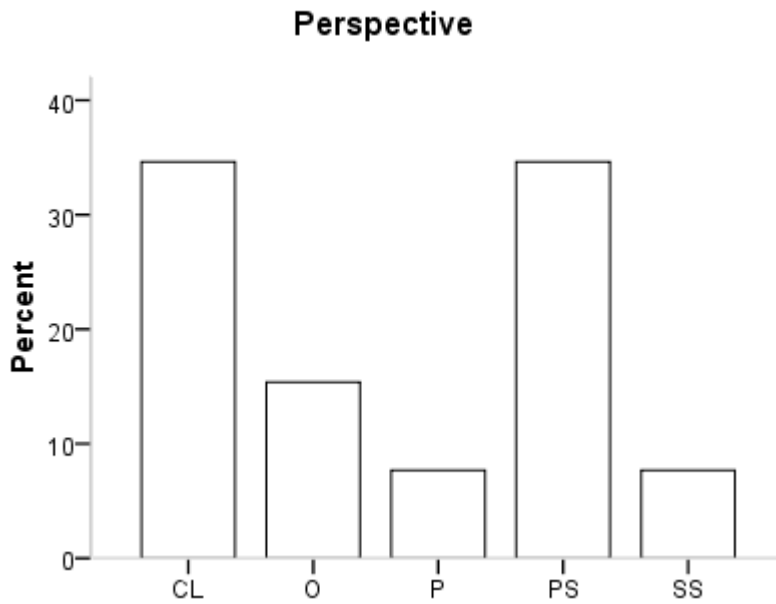


Figure 5.3.1.1:

The above table indicates that 34.6% of respondents who were interviewed are community leaders, whilst a further 34.6% are of primary school learners and educators from primary schools in the Bonteheuwel area.

5.3.1.2 Period of residence

Period of Residence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-2	3	11.5	11.5	11.5
10+	16	61.5	61.5	73.1
3-5	3	11.5	11.5	84.6
6-10	4	15.4	15.4	100.0
Total	26	100.0	100.0	

Table 5.3.1.2:

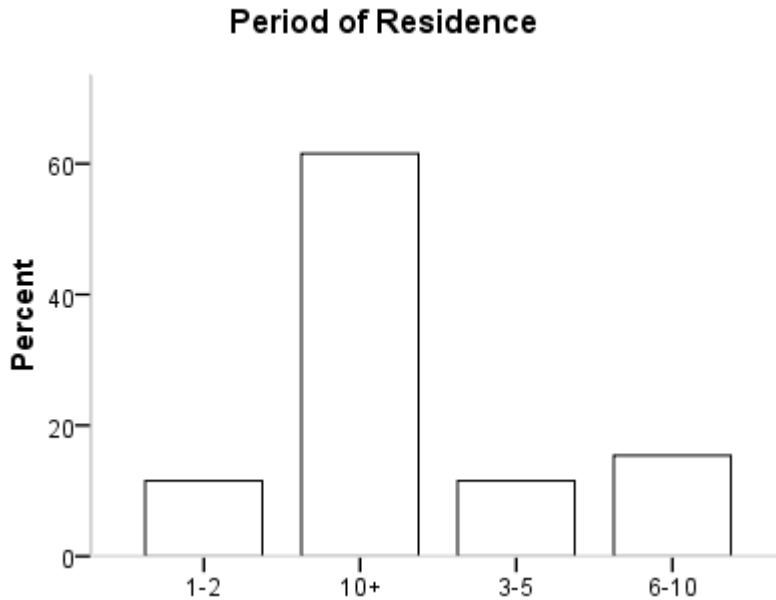


Figure 5.3.1.2:

Over 60% of respondents have residing in Bonteheuwel for more than 10 years and most respondents have children who attend and participate in the feeding scheme at primary school level. This result shows that children of respondents who live in Bonteheuwel benefit from the feeding scheme as a service delivery mechanism.

5.3.1.3 Gender

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid F	19	73.1	73.1	73.1
M	7	26.9	26.9	100.0
Total	26	100.0	100.0	

Table 5.3.1.3:

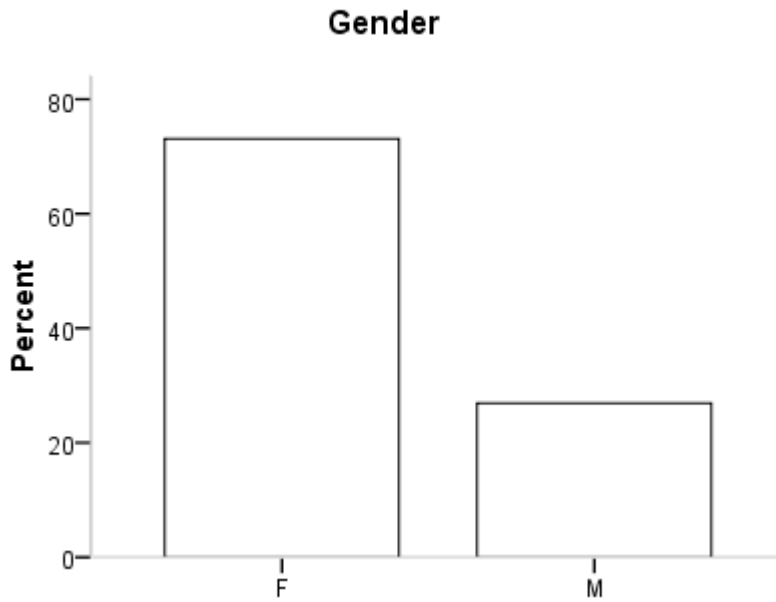


Figure 5.3.1.3:

A total of 73.1% of respondents are female and 26.9% are male, which indicated that females were more willing to participate in the implementation of feeding schemes at schools. This result indicates that females realise that the feeding scheme, as a service delivery mechanism, can improve their childrens' academic performance.

5.3.1.4 Language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	9	34.6	34.6	34.6
E	15	57.7	57.7	92.3
O	2	7.7	7.7	100.0
Total	26	100.0	100.0	

Table 5.3.1.4:

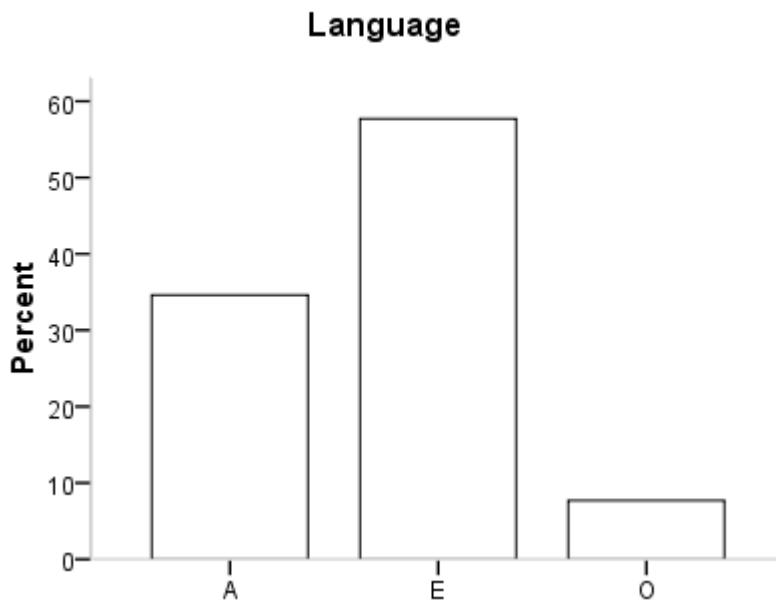


Figure 5.3.1.4:

The above graph reveals that more than 50% of residents in the area regarded English as their mother tongue and medium of communication. A total of 34.6% of the community is Afrikaans speaking, whilst only a small portion (7.7%) prefer to communicate in other languages, for example, IsiXhosa.

5.3.1.5 Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid -20	2	7.7	7.7	7.7
21-30	2	7.7	7.7	15.4
31-40	10	38.5	38.5	53.8
41-50	8	30.8	30.8	84.6
51-60	3	11.5	11.5	96.2
60+	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Figure 5.3.1.5:

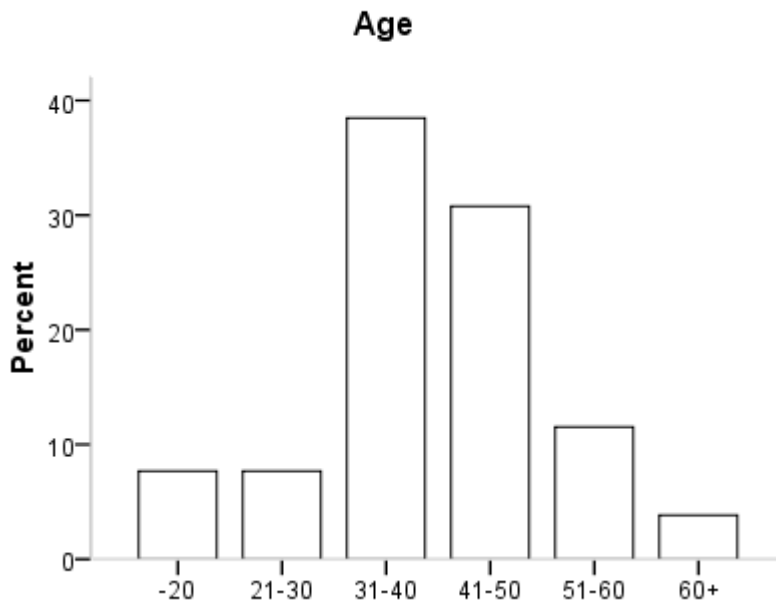


Figure 5.3.1.5:

Majority of respondents are between the ages 31-40 and 41-50 and have children at primary schools who actively participate in the feeding scheme. The result shows that parents between the ages of 31-40 and 41-50 realise the importance of the feeding scheme as a service delivery mechanism.

5.3.2 The school feeding scheme should be implemented in the following manner:

5.3.2.1 Open

Open

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	16	61.5	61.5	61.5
Agree	4	15.4	15.4	76.9
Strongly Agree	6	23.1	23.1	100.0
Total	26	100.0	100.0	

Table 5.3.2.1:

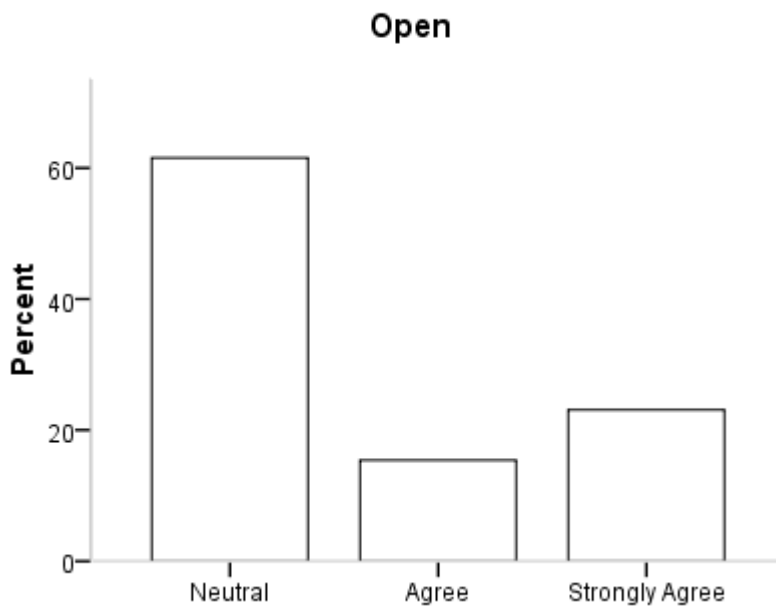


Figure 5.3.2.1:

A clear majority of respondents, namely 61% were undecided whether the implementation process of the school feeding programme should be open.

The results show that respondents are not aware that the feeding scheme can be a service delivery mechanism that could improve their children’s academic performance and that they can have a say in the way that it is managed.

5.3.2.2 Transparent

Transparent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	1	3.8	3.8	3.8
Agree	11	42.3	42.3	46.2
Strongly Agree	14	53.8	53.8	100.0
Total	26	100.0	100.0	

Table 5.3.2.2:

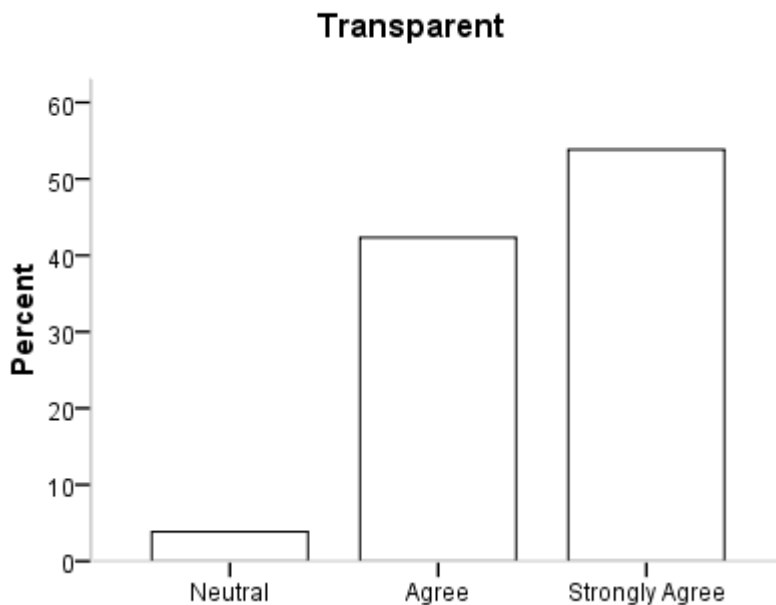


Figure 5.3.2.2:

A vast majority of respondents agree with the statement that the implementation process should be transparent, while one of the 26 respondents remained neutral. More than 53% strongly agree with the above statement that implementation of the feeding scheme should be transparent.

This result supports the view that a school feeding scheme should serve as a service delivery mechanism to improve the academic performance of needy learners in Bonteheuwel.

5.3.2.2 Developmental

Developmental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	7.7	7.7	7.7
	Agree	12	46.2	46.2	53.8
	Strongly Agree	12	46.2	46.2	100.0
	Total	26	100.0	100.0	

Table 5.3.2.3:

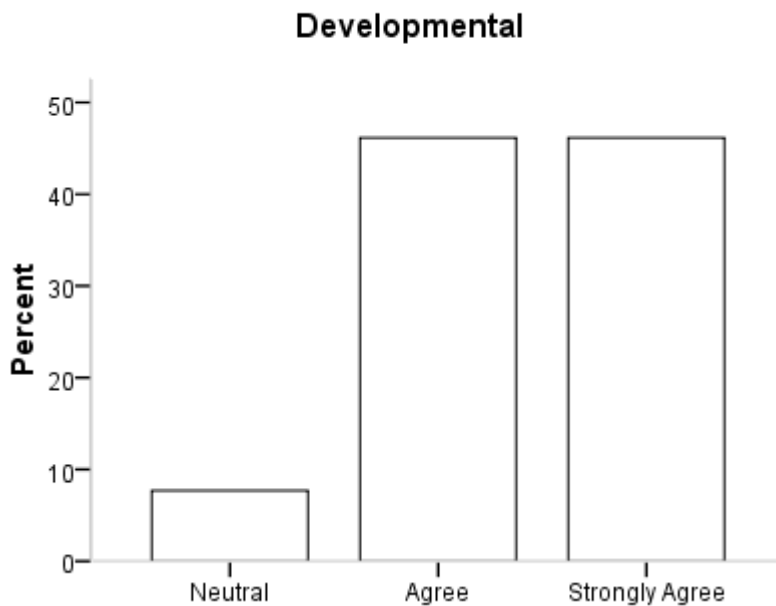


Figure 5.3.2.3:

An overwhelming majority of respondents agree that the implementation process of the feeding scheme should be developmental with 24 of 26 respondents in favour, hence 7.7% of respondents were undecided.

This result supports the view that the implementation process of the feeding scheme, as a service delivery mechanism in Bonteheuwel, is developmental.

5.3.3 A school feeding policy:

5.3.3.1 Is a developmental Process

Is a developmental process.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	4	15.4	15.4	15.4
Agree	15	57.7	57.7	73.1
Strongly Agree	7	26.9	26.9	100.0
Total	26	100.0	100.0	

Table 5.3.3.1:

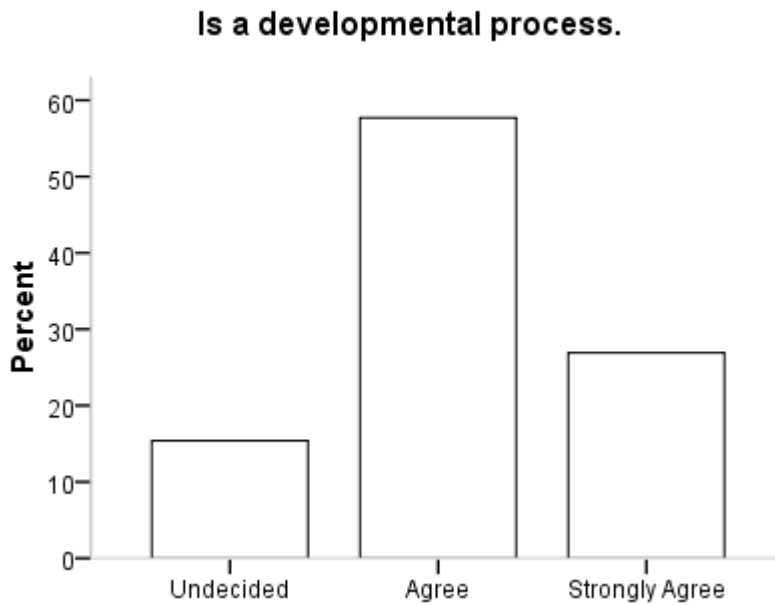


Figure 5.3.3.1:

According to the findings of the study, 85% of respondents agree that the school feeding policy is a developmental process, while four respondents of the 26 were undecided. This result supports the view that the feeding scheme, as a service delivery mechanism, is a developmental process and that respondents who live in Bonteheuwel can be a part of it.

5.3.3.2 Needs continuous revision

Needs continuous revision.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	7.7	7.7	7.7
	Agree	11	42.3	42.3	50.0
	Strongly Agree	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

Table 5.3.3.2:

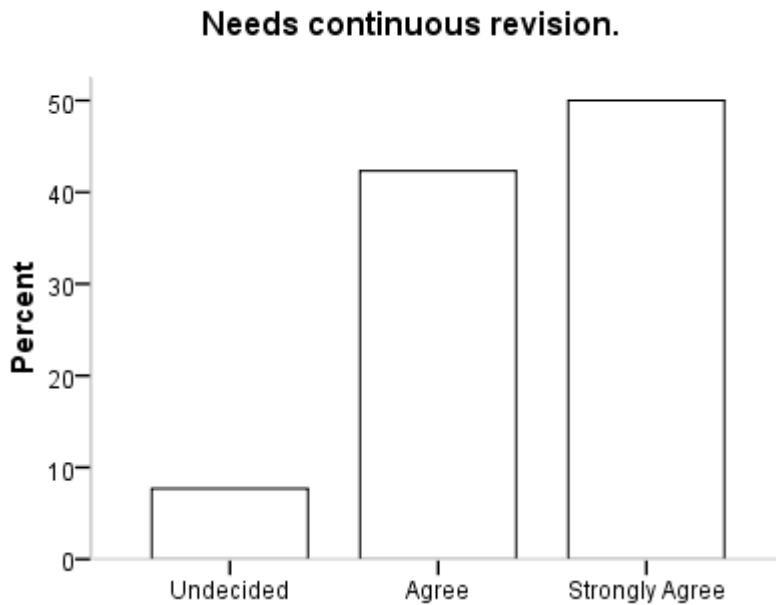


Figure 5.3.3.2:

The findings show that 50% of respondents strongly agree that a school feeding policy requires continuous revision, while 42.3% agreed and 7.7% was undecided.

As the needs of learners and schools continuously change, it would make the feeding scheme more effective and efficient. This result supports the view that the feeding scheme can be a service delivery mechanism and that with continuous revision, it can improve the academic performance of needy learners in Bonteheuwel.

5.3.3.3 Is designed and intended to address basic needs

Is designed and intended to address basic needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	11.5	11.5	11.5
	Agree	13	50.0	50.0	61.5
	Strongly Agree	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Table 5.3.3.3

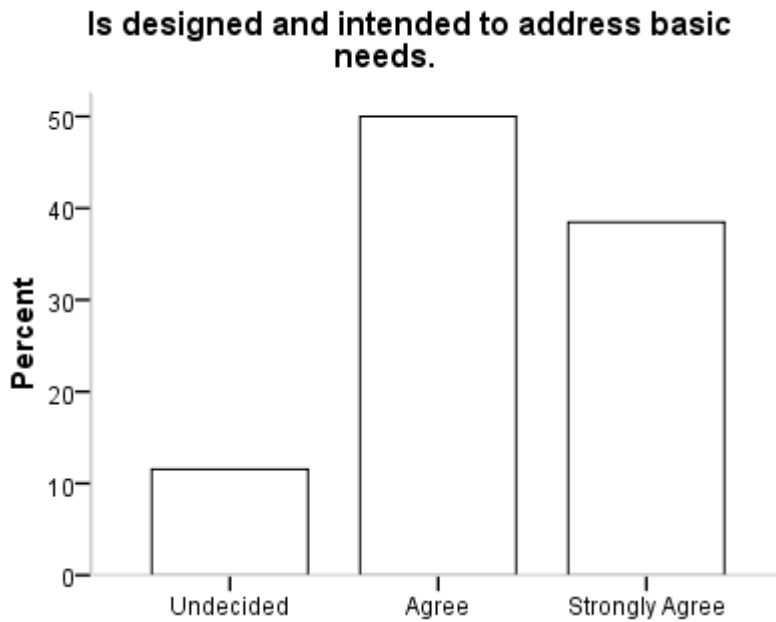


Figure 5.3.3.3:

Responses from 13 respondents indicated that the school feeding policy is designed and intended to address basic needs, while 10 participants strongly agreed and 3 were undecided.

The above findings indicate that more than 50% of respondents are satisfied with the current feeding scheme policy, as it addresses the basic needs of stakeholders. This result supports the fact that the feeding scheme, as a service delivery mechanism in Bonteheuwel, not only addresses the basic needs of learners, but also improves their academic performance.

5.3.3.4 Is designed and intended to assist in developing potential

Is designed and intended to assist in developing potential.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Undecided	2	7.7	7.7	11.5
	Agree	14	53.8	53.8	65.4
	Strongly Agree	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Table 5.3.3.4:

Is designed and intended to assist in developing potential.

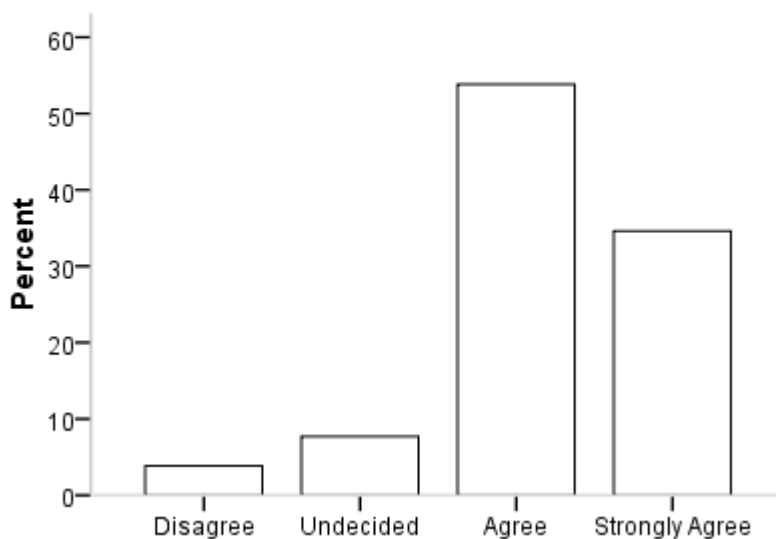


Figure 5.3.3.4:

A total of 88.4% of respondents agreed that the school feeding policy is designed and intended to assist in developing potential by addressing the basic needs of learners, because learners cannot learn effectively if they are hungry.

This result supports the view that the feeding scheme policy, as a service delivery mechanism, is designed and intended to assist to develop the potential of needy learners in Bonteheuwel by addressing their basic needs.

5.3.3.5 Is designed and intended to overcome weaknesses

Is designed and intended to overcome weaknesses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Undecided	6	23.1	23.1	26.9
	Agree	14	53.8	53.8	80.8
	Strongly Agree	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Table 5.3.3.5:

Is designed and intended to overcome weaknesses.

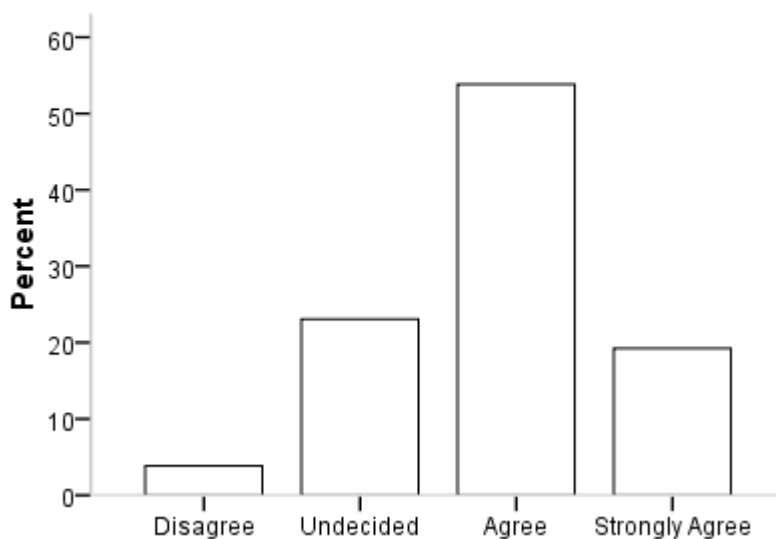


Figure 5.3.3.5:

The finding shows that 19 of the 26 respondents agreed that the school feeding policy is designed and intended to overcome weaknesses, for example, listlessness, short concentration span and so on in learners by providing them with healthy meals. This result supports the view that the feeding scheme, as a service delivery mechanism, not only improves the academic performance of needy learners in Bonteheuwel, but also helps them to overcome certain weaknesses, such as those mentioned above.

5.3.4 Implementation of the school feeding policy should always involve:

5.3.4.1 Relevant Management staff

Relevant management staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	5	19.2	19.2	19.2
	Agree	12	46.2	46.2	65.4
	Strongly Agree	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Table 5.3.4.1:

Relevant management staff.

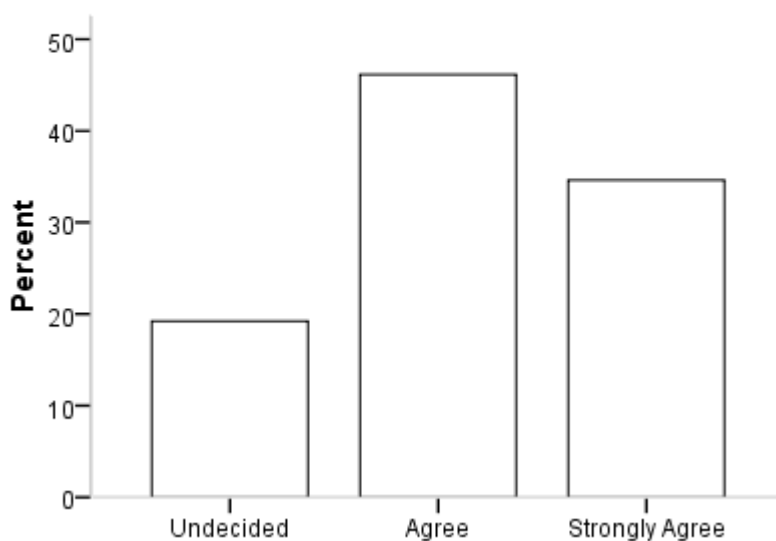


Figure 5.3.4.1:

More than 80% of respondents agreed that the implementation of a school feeding policy should always involve relevant management staff, whilst five respondents remained undecided about this statement.

The above findings show that implementation of the school feeding scheme should always involve all relevant management staff in order for the feeding scheme to be

successful as a service delivery mechanism at schools, and in this way, it can improve the academic performance of needy learners.

5.3.4.2 Relevant teaching staff

Relevant teaching staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Undecided	8	30.8	30.8	34.6
	Agree	11	42.3	42.3	76.9
	Strongly Agree	6	23.1	23.1	100.0
	Total	26	100.0	100.0	

Table 5.3.4.2:

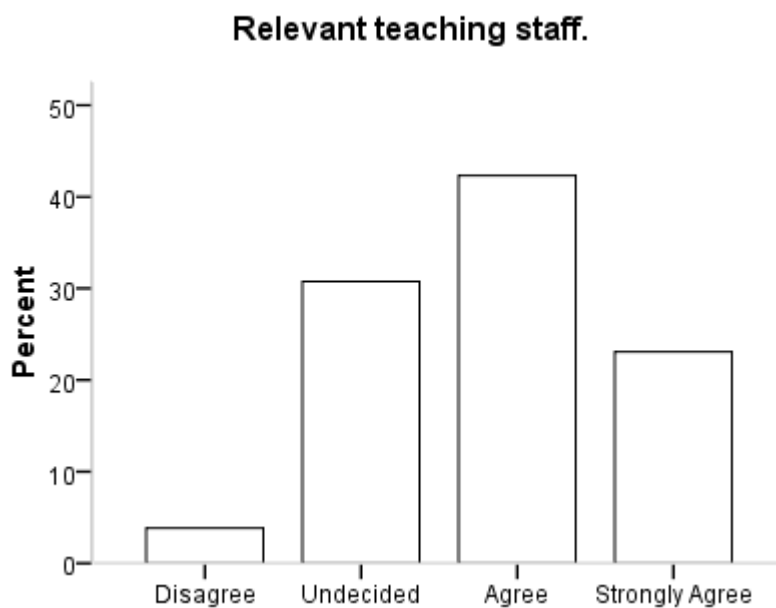


Figure 5.3.4.2:

According to the above table, 65.4% of respondents are in agreement that the implementation of a school feeding policy should be part of the relevant teaching staff. The remainder of respondents (30.8%) were undecided, while 38% disagreed with the above statement.

The finding supports the view that relevant teaching staff should be part of the implementation of the feeding scheme as a service delivery mechanism to improve the academic performance the needy learners.

5.3.4.3 Relevant civil society bodies

Relevant civil society bodies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	6	23.1	23.1	23.1
Agree	11	42.3	42.3	65.4
Strongly Agree	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Table 5.3.4.3:

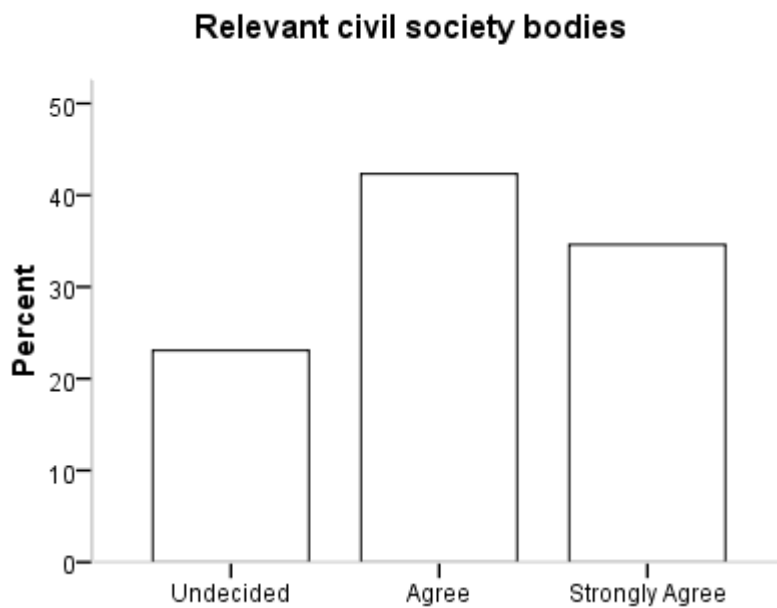


Figure 5.3.4.3:

Relevant civil society bodies, according to more than 75% of respondents, should be involved in the implementation of a school feeding policy.

The above findings indicate that active community involvement is key and central to the success of the implementation of school feeding policies. The results support the

view that if the community is more involved, the feeding scheme, as a service delivery mechanism, can improve learners' academic performance.

5.3.4.4 Relevant parent structures

Relevant parent structures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	4	15.4	15.4	15.4
	Agree	12	46.2	46.2	61.5
	Strongly Agree	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Table 5.3.4.4

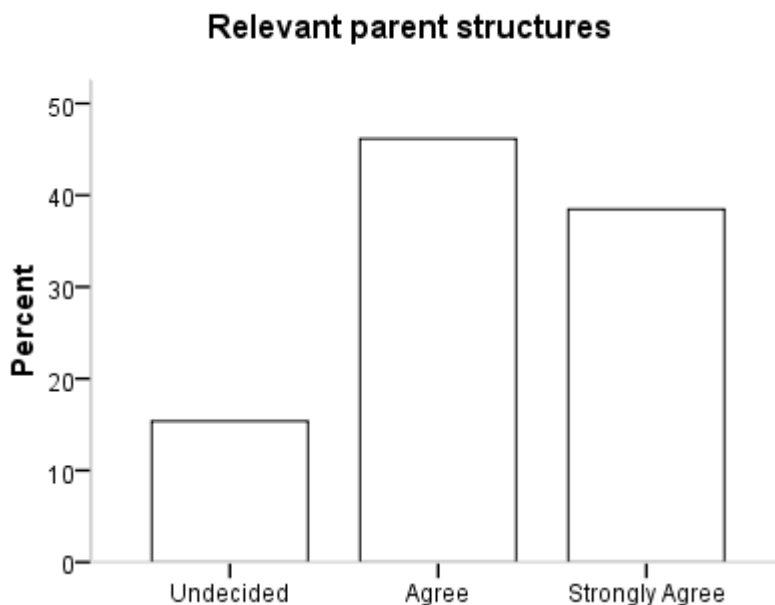


Figure 5.3.4.4:

A total of 84.7% of respondents were of the view that implementation of a school feeding policy should involve relevant parent structures.

The findings support the claim that if relevant parent structures are actively involved in implementation, the feeding scheme, as a service delivery mechanism, can improve the academic performance of needy learners in Bonteheuwel.

5.3.5 School feeding policy implementation should be inclusive of all stakeholders

School feeding policy implementation should be inclusive of all stakeholders.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	5	19.2	19.2	19.2
Agree	12	46.2	46.2	65.4
Strongly Agree	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Table 5.3.5:

School feeding policy implementation should be inclusive of all stakeholders.

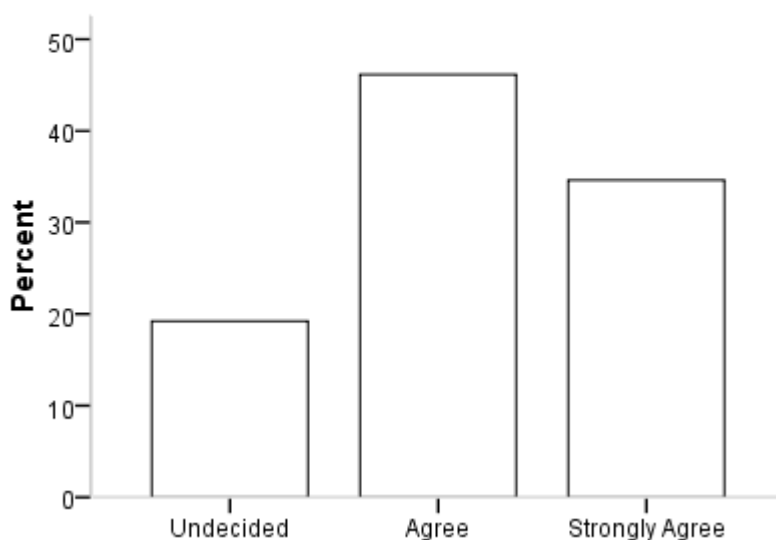


Figure 5.3.5:

Responses indicate that more than 80% of participants agreed with the statement that school feeding policy implementation should be inclusive of all stakeholders. A total of five (19.2%) respondents were undecided. The partnership between communities and the schools should be inclusive of all stakeholders, namely learners, parents, School Governing Bodies and educators. A sense of ownership and buy-in by respective communities should create a successful school feeding scheme.

This result supports the view that if respective communities such as Bonteheuwel has a sense of ownership, and if there is a partnership between the community and school, then the feeding scheme, as a service delivery mechanism in Bonteheuwel, can improve the academic performance of needy learners.

5.3.6 All participants should be aware of the institutional school feeding policy

All participants should be aware of the institutional school feeding policy.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	1	3.8	3.8	3.8
Agree	5	19.2	19.2	23.1
Strongly Agree	20	76.9	76.9	100.0
Total	26	100.0	100.0	

Table 5.3.6:

All participants should be aware of the institutional school feeding policy.

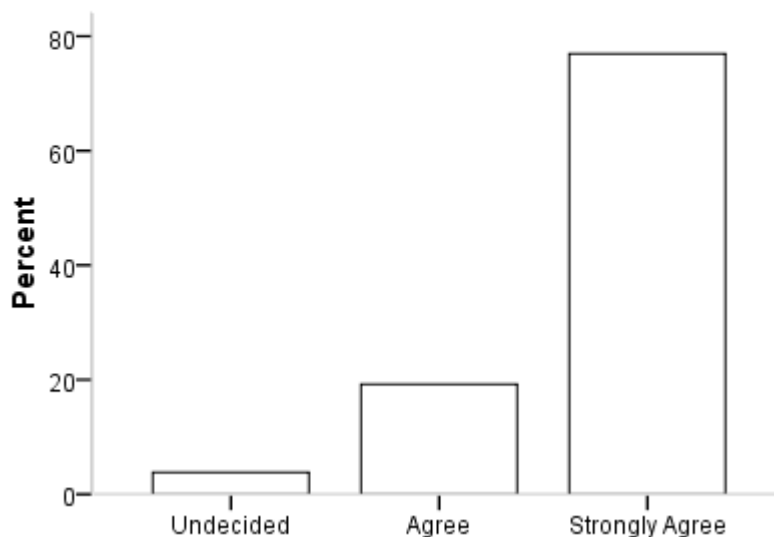


Figure 5.3.6:

Awareness of the institutional school feeding policy is of utmost importance, according to 96.1% of respondents, while one (3.8%) respondent was undecided.

The findings show that it is important that all stakeholders should be aware of the institutional school feeding policy and, as a service delivery mechanism, the feeding scheme policy can improve the academic performances of needy learners in Bonteheuwel

5.3.7 All relevant role-players should be informed of all aspects of the school feeding policy

All relevant role-players should be informed of all aspects of the school feeding policy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	1	3.8	3.8	3.8
Agree	8	30.8	30.8	34.6
Strongly Agree	17	65.4	65.4	100.0
Total	26	100.0	100.0	

Table 5.3.7:

All relevant role-players should be informed of all aspects of the school feeding policy

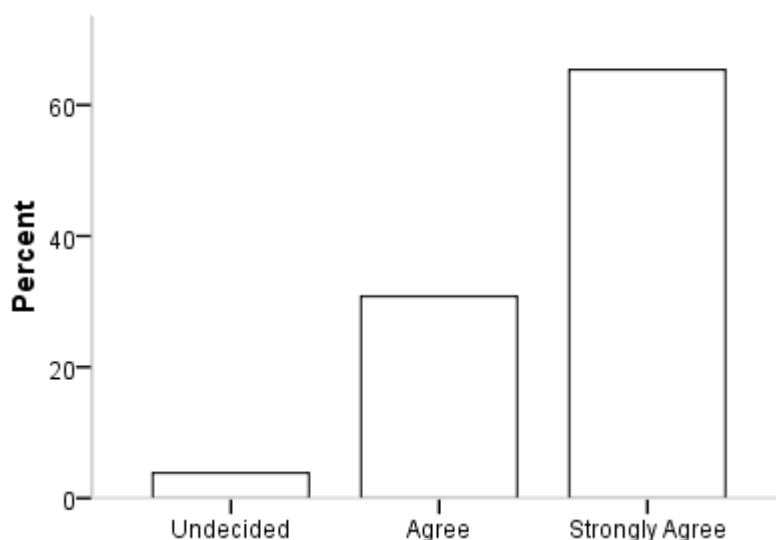


Figure 5.3.7

Responses generally favoured that all relevant role-players should be informed of all aspects of the school feeding policy. A total of 17 (65%) respondents strongly agreed, 8 (30.8%) agreed while 1 (3.8%) respondent was undecided in terms of the above statement.

The findings show that respondents are in favour that all relevant role-players should be informed of all aspects of the school feeding policy so that role-players such as school managers and officials of the feeding schemes can make informed decisions about school feeding policies. In this way the feeding scheme, as a service delivery mechanism, can improve the academic performance of learners.

5.3.8 Regular feedback on the school feeding policy by way of:

5.3.8.1 Discussions

discussions, and

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	3.8	3.8	3.8
	Agree	12	46.2	46.2	50.0
	Strongly Agree	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

Table 5.3.8.1:

discussions, and

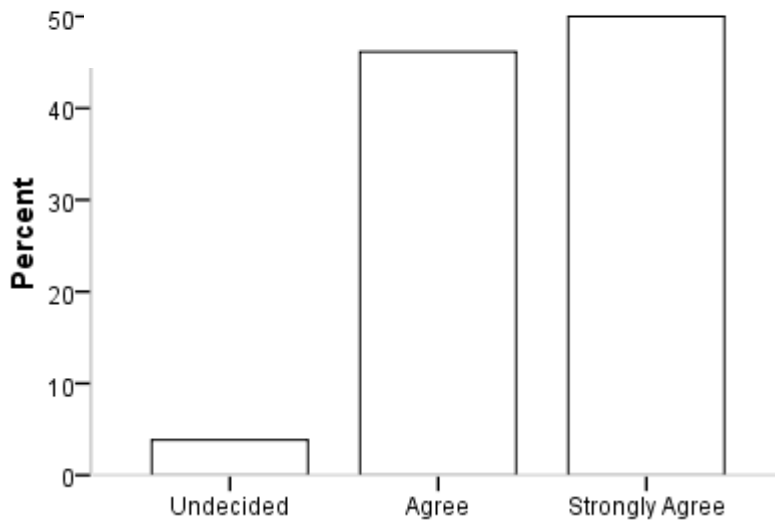


Figure 5.3.8.1:

A vast percentage of respondents, namely 96.2%, agreed that regular feedback on school feeding policies should be done by way of discussions and that these discussions should take place between food handlers, educators in charge, management and representatives of the school feeding scheme.

This result supports the view that discussions between relevant parties concerning the school feeding policy, as a service delivery mechanism, can improve the academic performance of learners.

5.3.8.2 **Written communications should be indispensable elements of the policy process**

Written communications should be indispensable elements of the policy process.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	2	7.7	7.7	7.7
Agree	14	53.8	53.8	61.5
Strongly Agree	10	38.5	38.5	100.0
Total	26	100.0	100.0	

Table 5.3.8.2

written communications should be indispensable elements of the policy process.

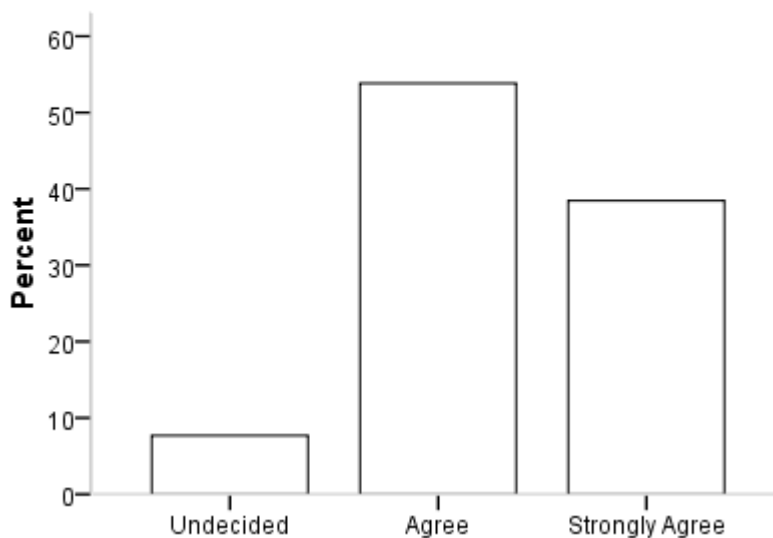


Figure 5.3.8.2

A majority of respondents, namely 92.3% agree that written communications should be indispensable elements of the policy process and should take place between food handlers, educators, management and representatives of the feeding schemes for record keeping and recommendation purposes.

This result supports the view that written communication is indispensable, particularly for record keeping and recommendation purposes, and that this can help the feeding scheme as a service delivery mechanism to improve the academic performance of needy learners.

5.3.9 The community has the right:

5.3.9.1 To have access to the institutional school feeding policy

To have access to the institutional school feeding policy.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3.8	3.8	3.8
Undecided	3	11.5	11.5	15.4
Agree	9	34.6	34.6	50.0
Strongly Agree	13	50.0	50.0	100.0
Total	26	100.0	100.0	

Table 5.3.9.1:

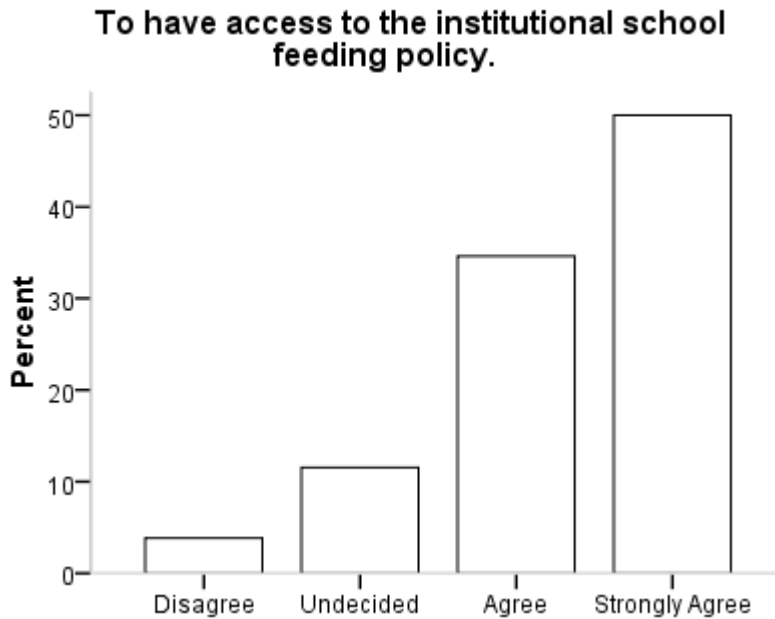


Figure 5.3.9.1:

According to the above results, 84.6% of responses believe that the community has a right to have access to the institutional school feeding policy, while 3.8% of respondents disagreed and 11.5% of respondents remained undecided.

The results clearly indicate that communities should have access to institutional school feeding policies so that the feeding scheme, as a service delivery mechanism, can improve the academic performance of learners.

5.3.9.2 To provide inputs regarding the institutional school feeding policy

To provide inputs regarding the institutional school feeding policy.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	4	15.4	15.4	15.4
Agree	8	30.8	30.8	46.2
Strongly Agree	14	53.8	53.8	100.0
Total	26	100.0	100.0	

Table 5.3.9.2

To provide inputs regarding the institutional school feeding policy.

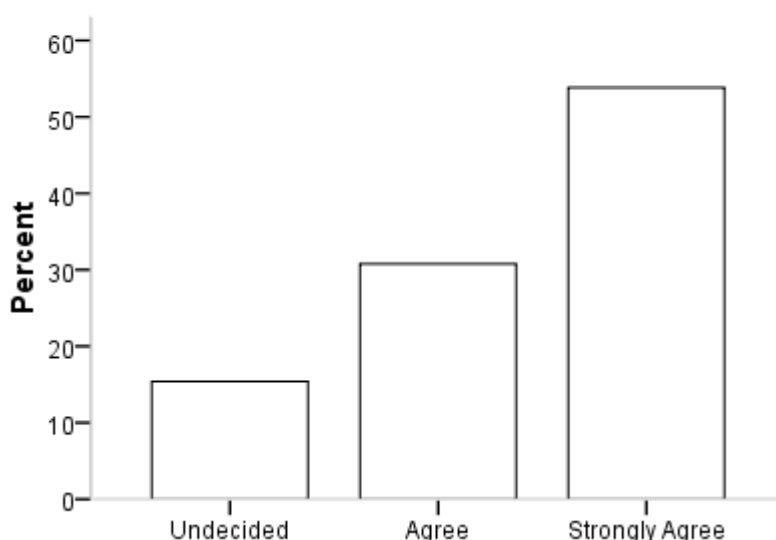


Figure 5.3.9.2:

Of the 26 respondents, 22 (84.6%) agreed that the community has a right to provide input regarding institutional school feeding policies. By doing so, the respective communities will have a sense of ownership towards the feeding scheme and this, in turn, should also contribute to the success of the feeding scheme.

This result supports the view that if communities can provide input regarding school feeding policies, it will give communities a sense of ownership and this will contribute to the feeding scheme as a service delivery mechanism to improve the academic performance of needy learners.

5.3.9.3 The *audi alteram partem* rule (listen to the other side) should apply

The *audi alteram partem* rule (listen to the other side) should apply.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	11.5	11.5	11.5
	Agree	9	34.6	34.6	46.2
	Strongly Agree	14	53.8	53.8	100.0
	Total	26	100.0	100.0	

Table 5.3.9.3:

The *audi alteram partem* rule (listen to the other side) should apply.

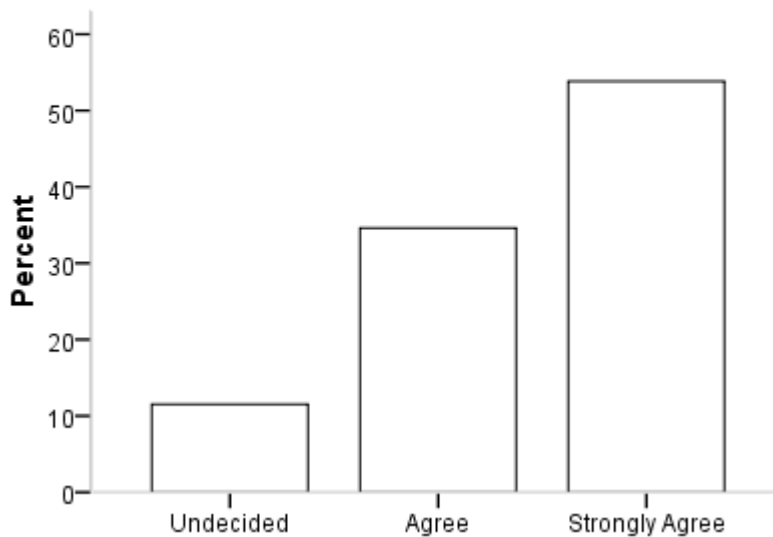


Figure 5.3.9.3:

More than 87% of respondents agreed that the *audi alteram partem* rule should apply.

The above findings clearly state that all stakeholders should take responsibility for their respective/allocated duties and actions. Hence, the feeding scheme, as a service delivery mechanism, can be used to improve the academic performance of needy learners.

5.3.10 Continued revision of the school feeding policy

Continued revision of the school feeding policy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Agree	10	38.5	38.5	42.3
	Strongly Agree	15	57.7	57.7	100.0
	Total	26	100.0	100.0	

Table 5.3.10:

Continued revision of the school feeding policy.

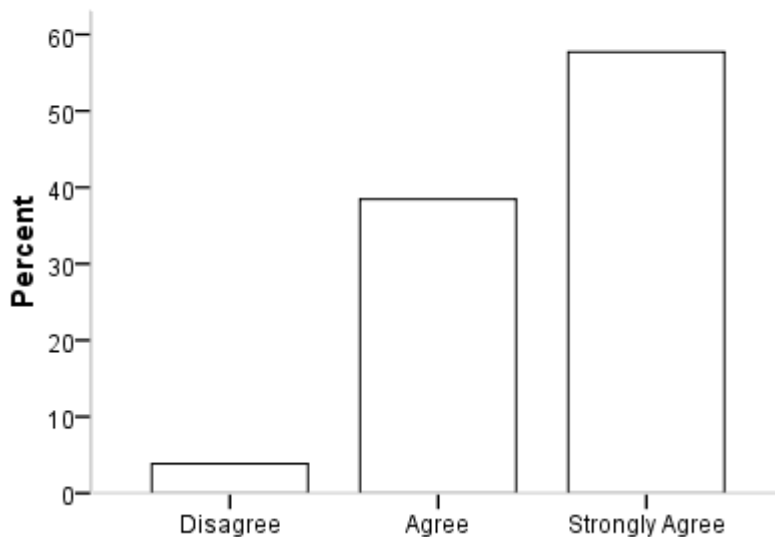


Figure 5.3.10:

The school feeding policy, according to 96.2% of respondents, should be continually revised, whilst 3.8% of respondents disagreed with the statement.

The above findings clearly show that the feeding scheme, as a service delivery mechanism, will be used to improve the academic performance of needy learners. Hence, the policy should continually be revised in order to achieve optimum efficiency.

5.3.11 Continued development of the school feeding policy

Continued development of the school feeding policy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	50.0	50.0	50.0
	Strongly Agree	13	50.0	50.0	100.0
Total		26	100.0	100.0	

Table 5.3.11:

Continued development of the school feeding policy.

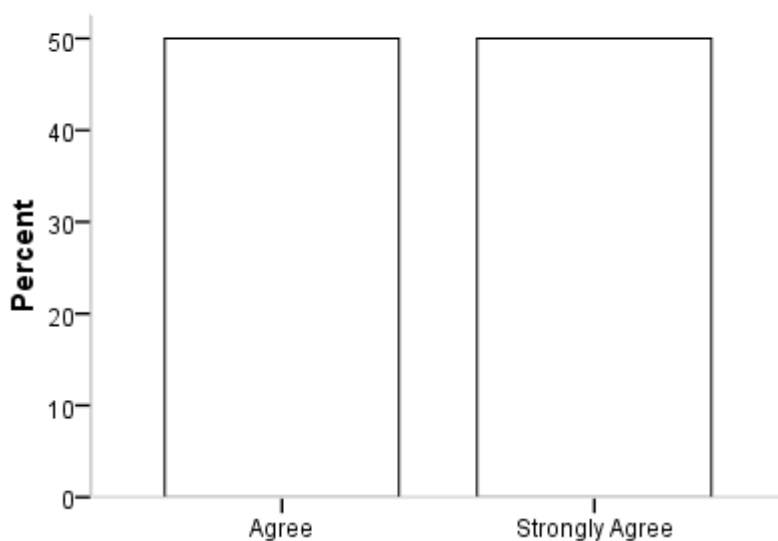


Figure 5.3.11:

Based on the above results, 100% of respondents agreed that continued development of the school feeding policy is required.

The findings clearly indicate that the feeding scheme policy should continually be developed in order to achieve optimum effectiveness.

5.3.12 Creation of an effective academic learning environment

Creation of an effective academic learning environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	10	38.5	38.5	38.5
Strongly Agree	16	61.5	61.5	100.0
Total	26	100.0	100.0	

Table 5.3.12:

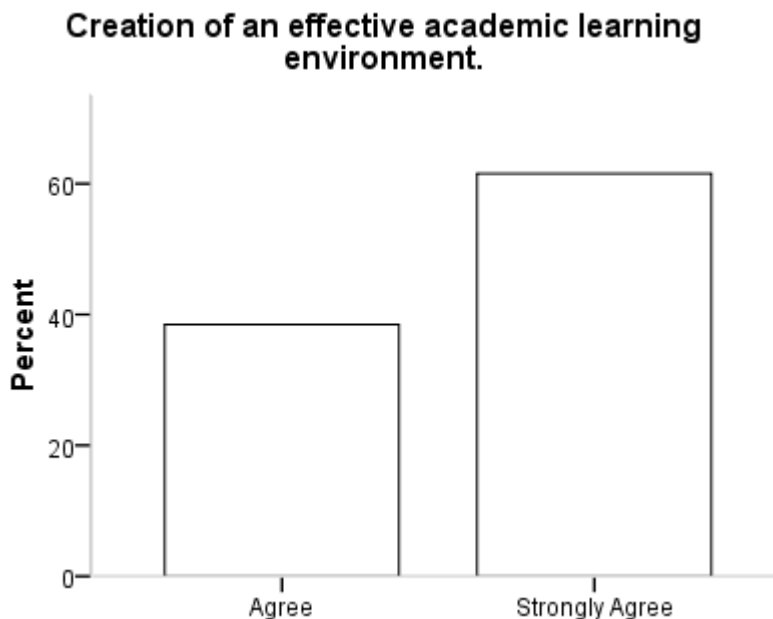


Figure 5.3.12:

Creation of an effective academic learning environment was favoured by 61.5% of responses.

The result supports the view that if an effective academic learning environment is created, the feeding scheme, as a service delivery, can improve the academic performance of needy learners in Bonteheuwel.

5.3.13 Continued information sessions about the institutional school Feeding policy

Continued information sessions about the institutional school feeding policy.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	13	50.0	50.0	50.0
Strongly Agree	13	50.0	50.0	100.0
Total	26	100.0	100.0	

Table 5.3.13

Continued information sessions about the institutional school feeding policy.

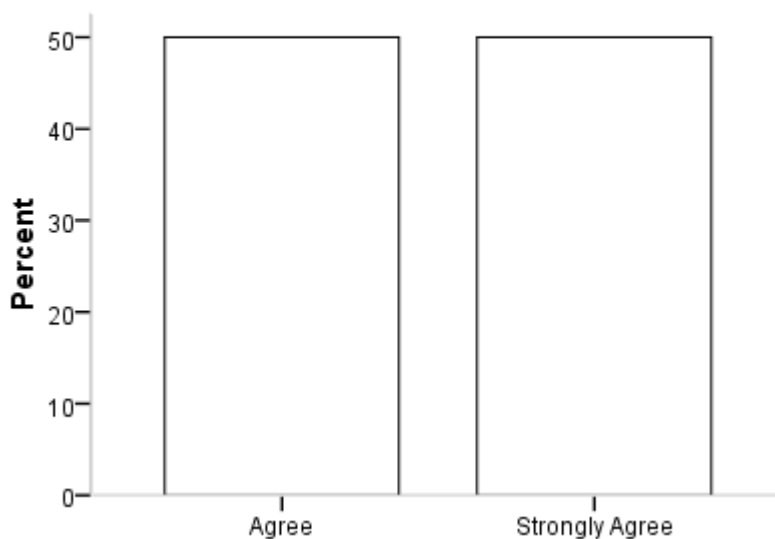


Figure 5.3.13

A total of 100% of respondents agreed that continued information sessions about the institutional school feeding policy should be conducted.

This result supports the view that there should be continual information sessions about institutional school feeding policies. The feeding scheme, as a service delivery

mechanism, can improve the academic performance of needy learners in Bonteheuwel.

5.3.14 Development of school feeding policy specialisation

Development of school feeding policy specialisation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	1	3.8	3.8	3.8
Agree	14	53.8	53.8	57.7
Strongly Agree	11	42.3	42.3	100.0
Total	26	100.0	100.0	

Table 5.3.14:

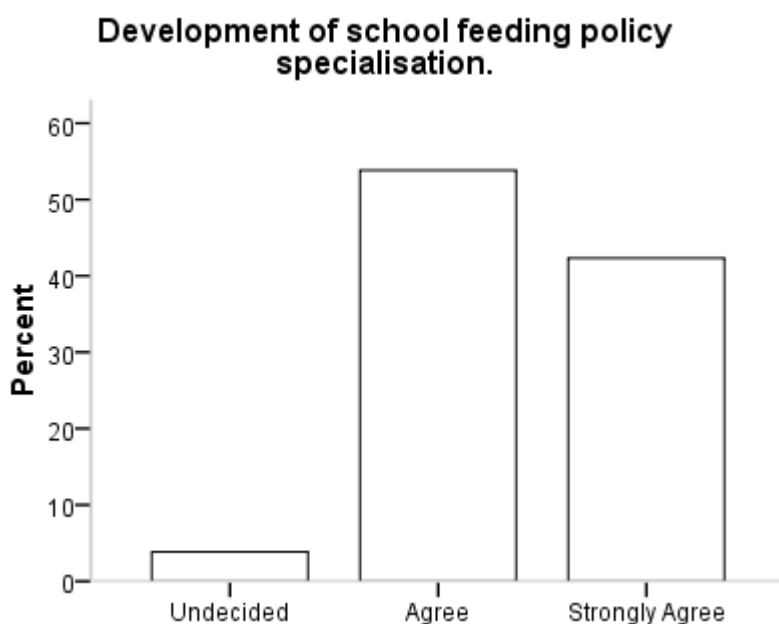


Figure 5.3.14:

Specialization in the development of the school feeding policy was welcomed by more than 95% of respondents, while 3.8% of respondents were undecided.

The above results support the view that specialization by school management is important for the development of school feeding policies and, in turn, the feeding

scheme, as a service delivery mechanism, can improve the academic performance of needy learners.

5.3.15 Knowledge of education legislation

Knowledge of education legislation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	11.5	11.5	11.5
	Agree	13	50.0	50.0	61.5
	Strongly Agree	10	38.5	38.5	100.0
Total		26	100.0	100.0	

Table 5.3.15:

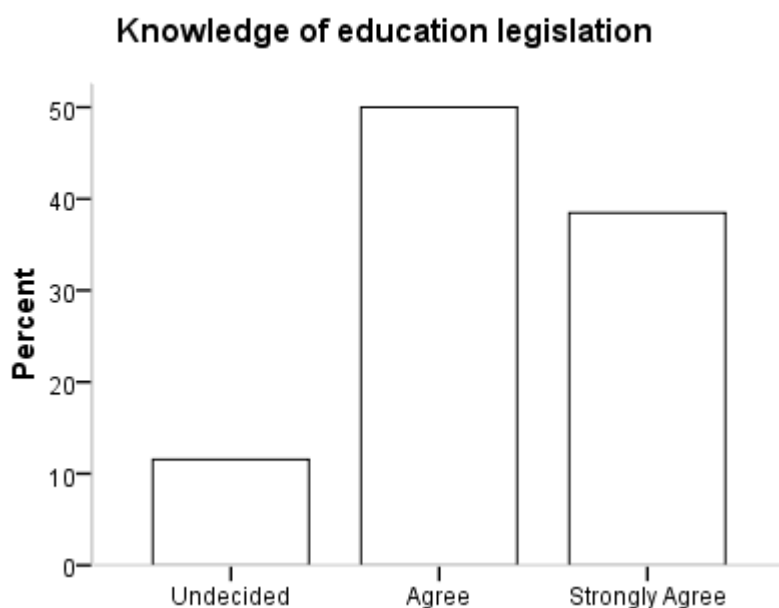


Figure 5.3.15:

Of the 26 respondents, 23 agreed that knowledge of education legislation is crucial. The rest of the respondents were undecided.

This result supports the view that in order for participants to make informed decisions, they should have ample knowledge of education legislation, which will

impact the feeding scheme as a service delivery mechanism, and this should improve the academic performance of needy learners.

5.3.16 A holistic awareness of national trends pertaining to school feeding policy in education

A holistic awareness of national trends pertaining to school feeding policy in education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	1	3.8	3.8	3.8
Agree	14	53.8	53.8	57.7
Strongly Agree	11	42.3	42.3	100.0
Total	26	100.0	100.0	

Table 5.3.16:

A holistic awareness of national trends pertaining to school feeding policy in education.

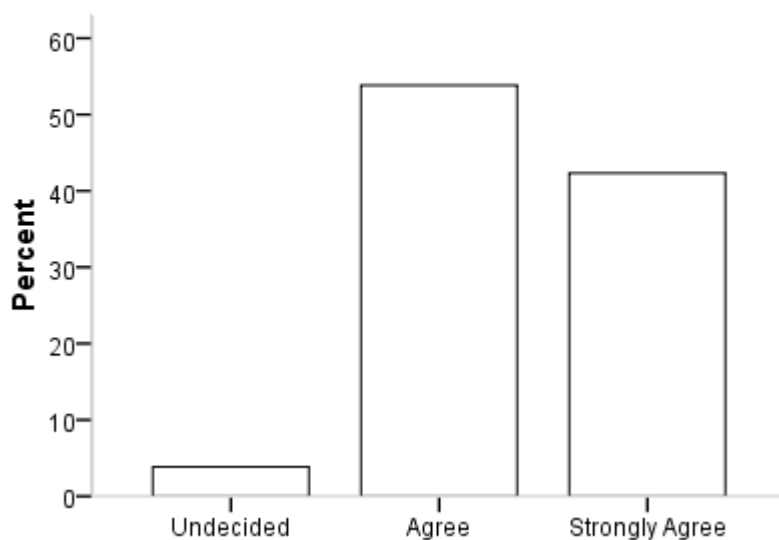


Figure 5.3.16:

According to 25 of the 26 respondents, a holistic awareness of national trends pertaining to school feeding policy in education, is required.

The above finding shows that more than 95% of respondents agree that holistic awareness of national trends pertaining to school feeding policy is necessary in order for it to be effective.

5.3.17 Holistic awareness of international trends pertaining to school feeding policy in education

A holistic awareness of international trends pertaining to school feeding policy in education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Undecided	3	11.5	11.5	15.4
	Agree	14	53.8	53.8	69.2
	Strongly Agree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Table 5.3.17:

A holistic awareness of international trends pertaining to school feeding policy in education.

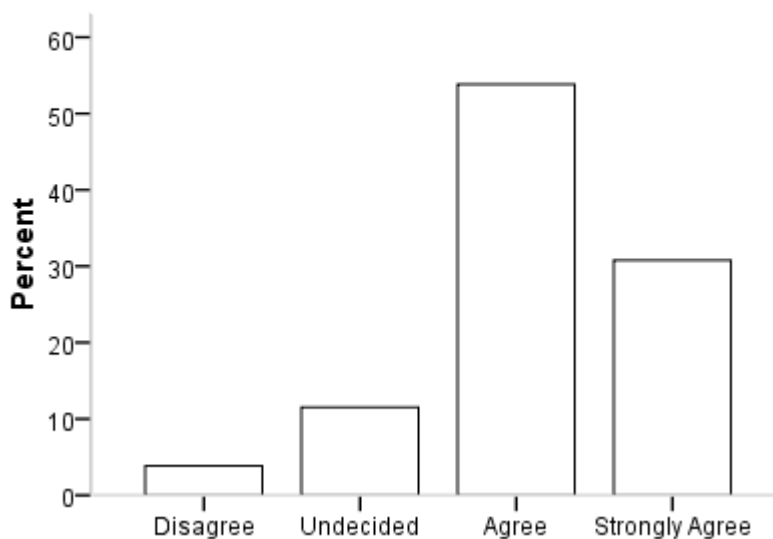


Figure 5.3.17:

According to 84.6% of respondents, a holistic awareness approach to international trends pertaining to school feeding policy in education would generally be welcomed.

These findings show that if the feeding scheme should be used as a service delivery mechanism to improve the academic performance of needy learners, the stakeholders should have a holistic awareness of international trends pertaining to feeding policies.

5.3.18 Contribution to the overall formulation of relevant topical policies

Contribution to the overall formulation of relevant topical policies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	2	7.7	7.7	7.7
	Agree	19	73.1	73.1	80.8
	Strongly Agree	5	19.2	19.2	100.0
Total		26	100.0	100.0	

Table 5.3.18:

Contribution to the overall formulation of relevant topical policies.

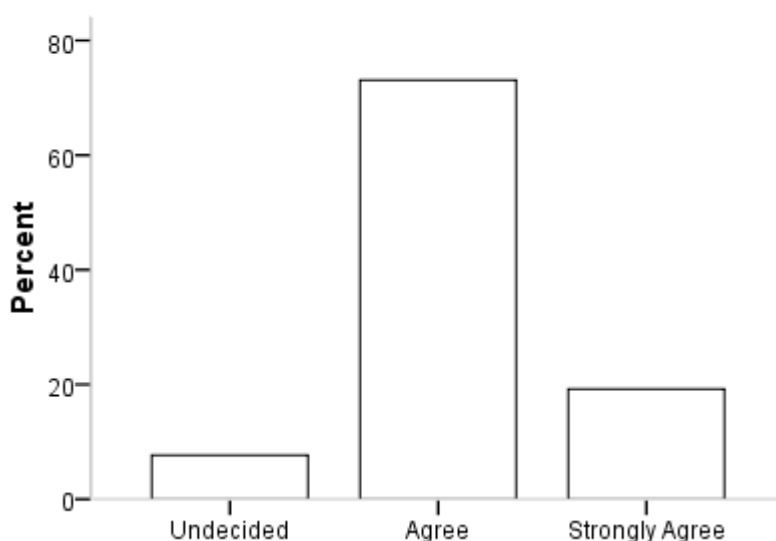


Figure 5.3.18:

Of the 26 participants, 24 agreed that a contribution to the overall formulation of relevant topical policies should be obtained, while two participants were undecided.

The findings show that in order for the feeding scheme to be used as a service delivery mechanism to improve the academic performance of needy learners, a contribution to the overall formulation of relevant up-to-date policies should be obtained.

5.3.19 Methods of school feeding policy implementation

Methods of school feeding policy implementation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.8	3.8	3.8
Agree	16	61.5	61.5	65.4
Strongly Agree	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Table 5.3.19:

Methods of school feeding policy implementation.

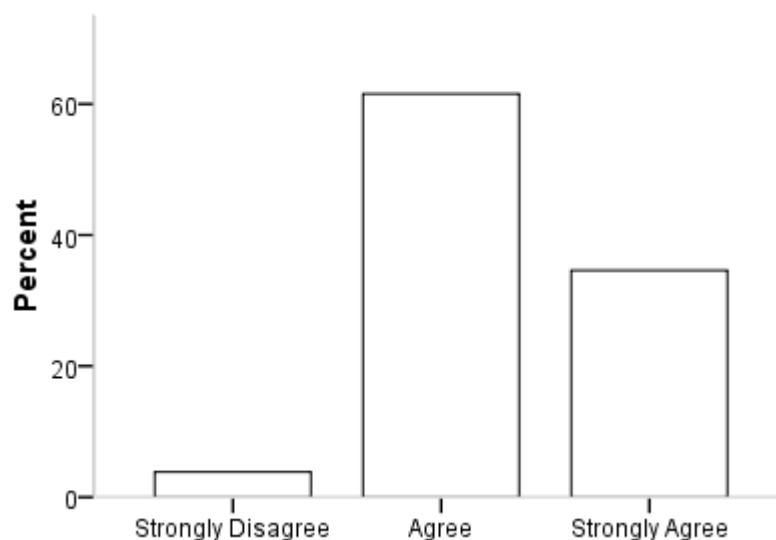


Figure 5.3.19:

A majority of respondents agree with the statement that methods of implementation should form part of the core criteria of a school feeding policy, while one respondent disagreed with the statement.

If implementation forms part of the core criteria of the school feeding scheme, the hunger that learners experience could be better monitored and managed.

This result shows that if the feeding scheme should serve as a service delivery mechanism to improve the academic performance of learners, their hunger should be better managed and monitored.

5.3.20 Acceptability by school management of the need to innovate school feeding policies against the background of changing circumstances

Acceptability by school management of the need to innovate school feeding policies against the background of changing circumstances.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	1	3.8	3.8	3.8
Agree	11	42.3	42.3	46.2
Strongly Agree	14	53.8	53.8	100.0
Total	26	100.0	100.0	

Table 5.3.20:

Acceptability by school management of the need to innovate school feeding policies against the ...

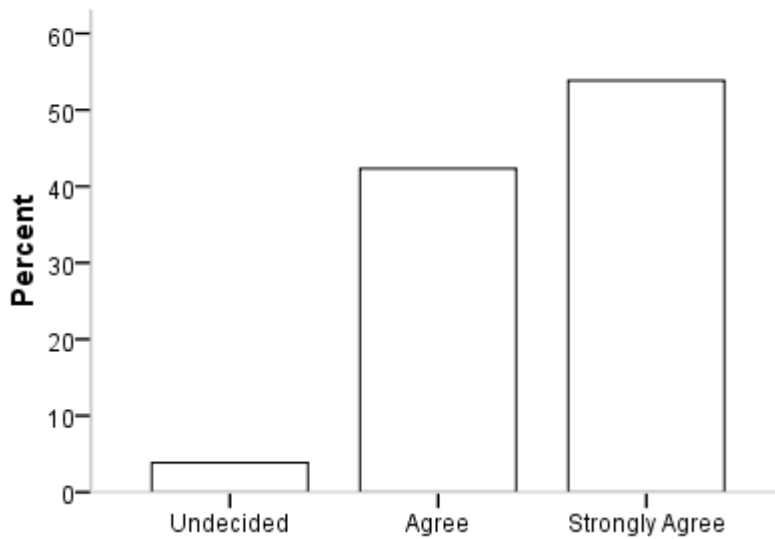


Figure 5.3.20:

Of the 26 respondents, 25 agreed that the school management should accept the responsibility to revise school feeding policies against the background of changing circumstances.

Management should accept responsibility to be more flexible, while they should also be on par with changing trends, both nationally and internationally.

This result supports the view that if the feeding scheme should be used as a service delivery mechanism to improve the academic performance of needy learners in Bonteheuwel, management should be more flexible and be on par with changing trends.

5.3.21 Acceptability by school management of the need to innovate the school feeding policy implementation against the background of changing circumstances

Acceptability by school management of the need to innovate the school feeding policy implementation against the background of changing circumstances.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	3	11.5	11.5	11.5
Agree	10	38.5	38.5	50.0
Strongly Agree	13	50.0	50.0	100.0
Total	26	100.0	100.0	

Table 5.3.21:

Acceptability by school management of the need to innovate the school feeding policy implementation...

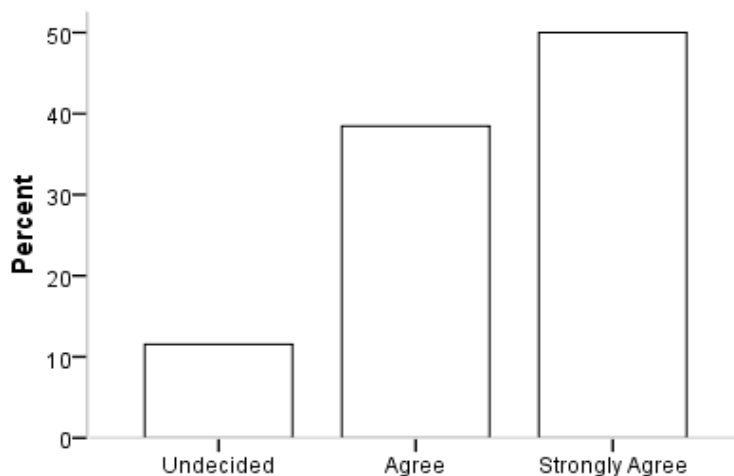


Figure 5.3.21:

According to 88.5% of respondents, the need to adapt implementation of school feeding policies against the background of changing circumstances, should be accepted by the school management. However, a total of 11.5% of respondents were undecided.

According to the above findings, it is clear that school management should accept the need to innovate and implement school feeding policies against the background of changing circumstances.

5.3.22 Cultivation of effective communication skills

Cultivation of effective communication skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3.8	3.8	3.8
Undecided	1	3.8	3.8	7.7
Agree	15	57.7	57.7	65.4
Strongly Agree	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Table 5.3.22:

Cultivation of effective communication skills.

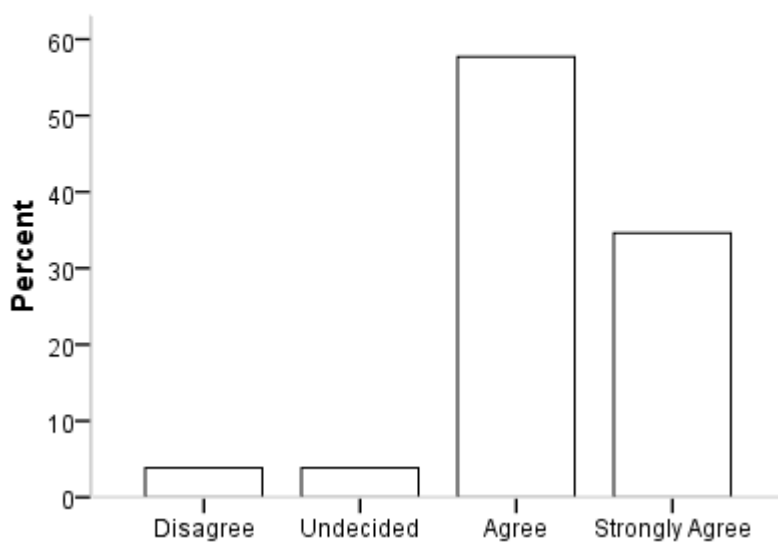


Figure 5.3.22:

A need to cultivate effective communication skills was supported by 92.5% of respondents, while 3.8% of respondents disagreed and the rest was undecided.

This result supports the view that it is important that effective communication skills should be cultivated amongst all stakeholders so that transparency is maintained in order to improve the academic performance of needy learners in Bonteheuwel.

5.3.23 Healthy relationship with other stakeholders

Healthy relationship with other stakeholders.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.8	3.8	3.8
	Agree	11	42.3	42.3	46.2
	Strongly Agree	14	53.8	53.8	100.0
	Total	26	100.0	100.0	

Table 5.3.23:

Healthy relationship with other stakeholders.

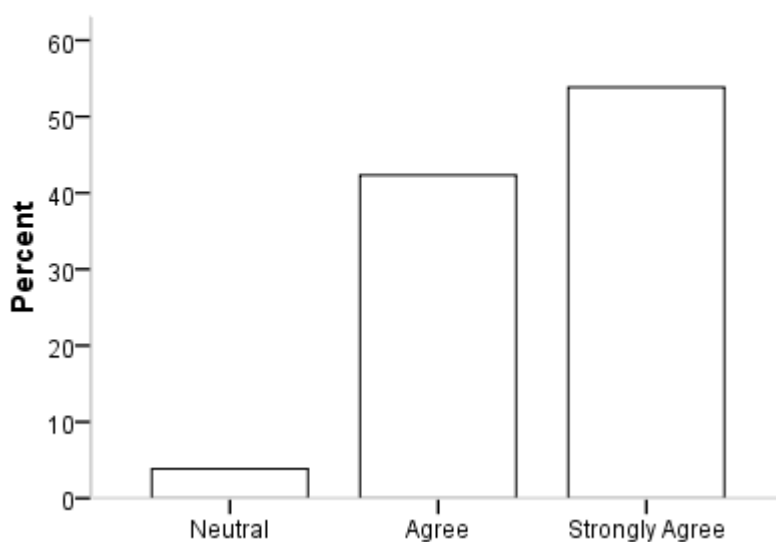


Figure 5.3.23:

Of the 26 respondents, 25 agreed that a healthy relationship with other stakeholders should be maintained, while one respondent remained neutral.

According to the above findings a healthy relationship between the feeding scheme, food handlers, educators and management is of the utmost importance, and should be maintained, because this way the academic performance of needy learners can be improved, especially in Bonteheuwel.

5.3.24 Financial

5.3.24.1 Planning

Planning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	7.7	7.7	7.7
	Agree	6	23.1	23.1	30.8
	Strongly Agree	18	69.2	69.2	100.0
	Total	26	100.0	100.0	

Table 5.3.24.1:

Planning.

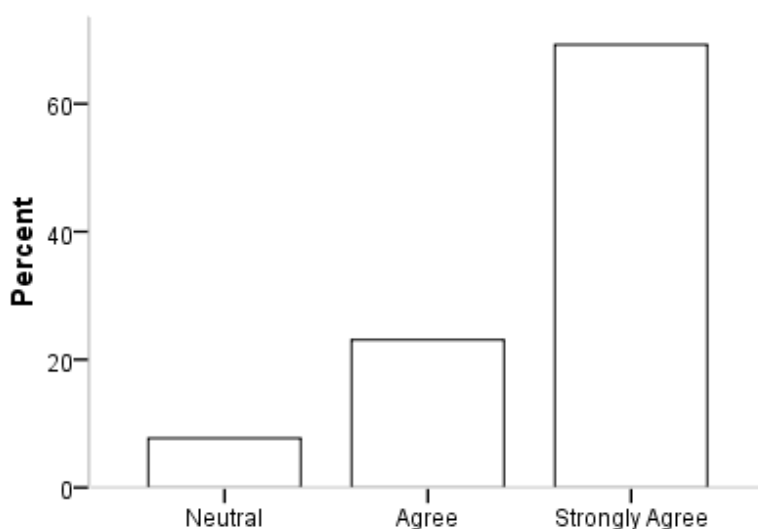


Figure 5.3.24.1:

A total of 92.3% of respondents agreed that financial planning should form part of the criterion of an institutional school feeding policy, while 69.2% strongly agreed.

The above finding clearly demonstrates that sound financial planning is necessary for the implementation and success of a well-constructed feeding scheme.

5.3.24.2

Management.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	11	42.3	42.3	42.3
Strongly Agree	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Table 5.3.24.2:

Management.

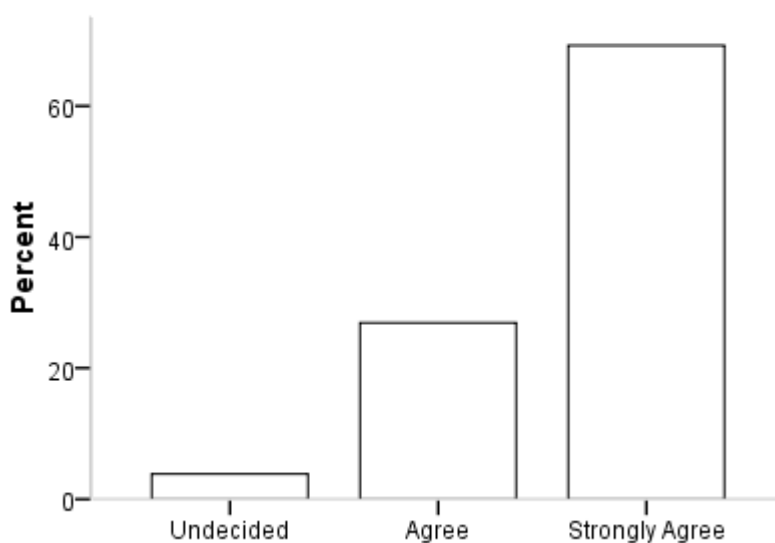


Figure 5.3.24.2:

A total of 100% of participants agreed that management should form part of the criterion of an institutional school feeding policy.

The above finding clearly indicates that management should be part of the school feeding policy so that learners can benefit.

5.3.25 Recognising the need for self-initiated research

Recognising the need for self-initiated research

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	2	7.7	7.7	7.7
Agree	14	53.8	53.8	61.5
Strongly Agree	10	38.5	38.5	100.0
Total	26	100.0	100.0	

Table 5.3.25:

Recognising the need for self-initiated research

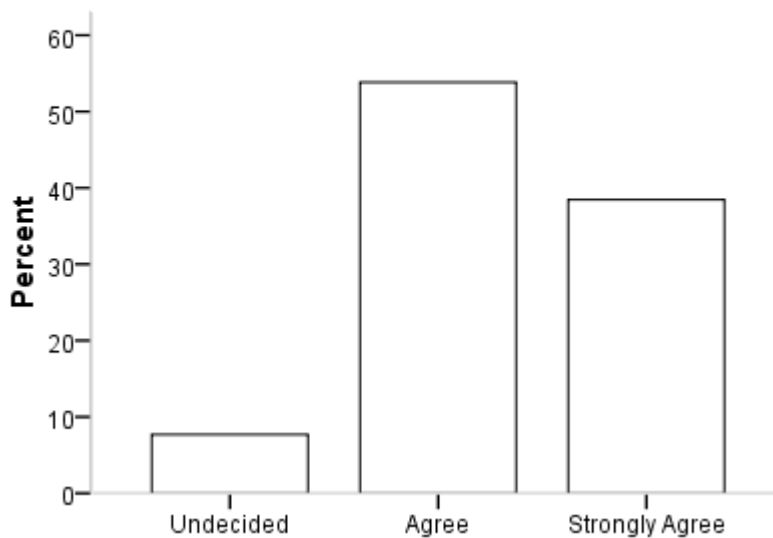


Figure 5.3.25:

Based on the above, 92.3% of the respondents agreed that the need for self-initiated research in school feeding policy should be recognised. A total of 7.7% of respondents were undecided. The above findings show that schools should initiate their own research into school feeding schemes in order to make it more effective.

5.4 SUMMARY

Results of the data shown in this chapter, which was collected and analysed, were summarised from the actual results, which were obtained from the questionnaire.

This chapter also provided analysis of the research findings. The relevant results displayed in this chapter provide sufficient proof of the research findings that were obtained.

The final chapter, chapter six, outlines conclusions and recommendations regarding the effectiveness of the school feeding scheme in primary schools in Bonteheuwel.

CHAPTER 6: RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

All research should contribute to the existing body of knowledge by either supporting the findings of previous research or by producing new thought provoking data that challenges existing paradigms. The research produced a number of findings which has allowed the researcher to make several recommendations, which are outlined below.

6.2 RECOMMENDATIONS

6.2.1 Recommendation 1

Existing policies regarding school feeding programmes should be reviewed and improved. Improvement should occur in terms of a more open and transparent process.

6.2.2 Recommendation 2

Based on the findings, there is a need for broad public participation and stakeholder involvement, and it is, therefore, recommended that a stakeholder strategy should be developed. This is supported by literature, which was obtained on various international models, for example, Brazil and India.

6.2.3 Recommendation 3

It is further recommended that management of the programme should be gradually decentralised to school level from provincial level within two years. During this time school management should undergo required training and development to empower them to take full control of the programme.

6.2.4 Recommendation 4

It is recommended that a sustainable training programme should be devised in order to ensure full public and stakeholder participation with specific relevance to

education legislation, as well as national and international trends.

6.2.5 Recommendation 5

Feeding schemes should also engage with suppliers and those who buy in bulk in order to obtain discounts and in this way the schemes can combat the increase in high food prices. In order to combat these increases in food prices, feeding schemes should send motivated requests to government for an increase in the allocation of funds.

6.2.6 Recommendation 6

Schools should reach out to the private sector so that companies can assist in the school feeding programme, for example, Cape Couriers that have provided food to underprivileged children in Khayelitsha in Cape Town. Companies such as Cape Couriers supply the food and parents prepare the meals at school.

6.2.7 Recommendation 7

As means to combat food price hikes, it is recommended that schools should start their own vegetable gardens to supplement the meals.

6.2.8 Recommendation 8

The WCED and the Department of Agriculture should work closely to ensure that school gardens are established, while appropriate food production methods are taught.

6.2.9 Recommendation 9

School feeding schemes should be integrated with other school-based health interventions such as treating parasites and de worming. The Department of Health can also play a role by ensuring that the meals meet basic nutritional needs of the learners.

6.2.10 Recommendation 10

It is also recommended that school feeding schemes should provide take-home

rations over weekends. It is more and more evident that there is an increase of learners who beg on streets during school holidays because they do not have enough to eat or to supplement any food insecurities that they may experience at home. Therefore, it is recommended that a programme for school holidays should be established to assist to alleviate their hunger. Feeding learners should thus be extended to cover school holidays as well.

6.2.11 Recommendation 11

It is also recommended that if schools find that there is a need to feed more learners, especially those in one and two schools, they should contact and report the matter to the National School Nutrition Programme coordinator at their local Education and Management Development Centres (EMDC). By reporting this matter, more children will be considered for feeding within budgetary constraints and in line with the targeting strategy of the program.

6.2 CONCLUSION

Teachers should become more aware and show more empathy towards poorer and needier learners, and should be prioritised in terms of attention.

During 2000, the World Food Programme (WFP) began a global school feeding campaign to garner support for food aid assisted education. According to Mitchell (2003:11), *" in-school feeding and take-home rations resulted in higher enrolment and attendance rates, a decrease in drop-out and increased student performance . It is believed that an educated healthy society is more able to be productive and that the dependency syndrome among the poverty stricken needs to be eradicated. This is only possible through education and empowerment at a basic level"*.

Another reason why the NSNP should be efficient and effective is to achieve the Millennium Goals, as set out as part of the Millennium Declaration. By feeding primary school children they have an incentive to attend and complete their primary school education, and by feeding poorer learners, one enters a process of eradicating extreme poverty.

According to Bower (2003), as quoted in Bhana (2004), *“we have failed and continue to fail at creating a South Africa fit for children at the level at which they are vulnerable, that of implementation”*. By providing food to children in schools, the World Food Programme (WFP) is contributing to child development through access to education, better learning and better health and nutrition. The WFP not only provided food to children at school, but it also included take-home rations to poor families who sent their children to school. The “Food for Education” programme is used to attract poor and hungry children to school and to ensure that they get the nutrition, education, health and other basic services that they need to thrive. With the help of non-governmental organizations and the private sector, feeding schemes could enhance the quality of their assistance and share the challenge of providing it quickly and more efficiently.

Children that are educated tend to have more choices in life when they grow up, they earn more money, marry at a more mature age and have fewer and healthier babies, whereas a hungry child does not grow and cannot learn as well, and faces several risks in the future. There is no better single investment in future development than education. However, schools, textbooks and teachers are not enough if classrooms are empty and children are too hungry to fill them. School feeding scheme programmes such as the Food for Education programme can bring children back into school and out of hunger. At school going age, the fundamental capacity to learn is still being shaped and hunger can prevent them from making the most of their opportunities.

A commitment from the community, especially parents, is important. It is important that parents contribute from the beginning, whether it is with cash or in-kind support. School feeding schemes has had an incredible impact on enrolment rates in primary schools, especially in Mozambique. Here parents and the community played the most important role in their success and sustainability. The community held meetings and encouraged parents to send their school going aged children to school. Enrolment at schools in Malawi has almost doubled since the inception of the school feeding scheme programmes at schools. The WFP has shown that each person can

make a difference. Indifference, however, is the worst enemy of the fight against hunger. Children should be educated if the African continent should prosper, but children cannot learn if they go to school hungry. Hence, education is a powerful weapon, which can ensure that a hopeful future is laid as a foundation.

“School feeding attracts more children to attend school. School children also have better concentration in class when they get food at school. In schools that give breakfast porridge this also serves as an incentive, making children to be more punctual for school”. (Chaka, 2007: 16).

This study has succeeded only in identifying the problem of school feeding programmes, which have reached extra ordinary proportions. Within this context it is suggested that this study should be used as a point of departure for further studies in the field of school feeding programmes, either at master or doctoral level.

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ANNEXURE A

S U R V E Y

**AMONG SELECTED EDUCATORS, COMMUNITY LEADERS AND
STUDENTS**

ON

**DEVELOPING A SCHOOL FEEDING POLICY FRAMEWORK FOR
EDUCATION**

AS PART OF A FORMAL PROJECT NAMED:

**AN EVALUATION OF THE SCHOOL FEEDING PROGRAMME AS A
SERVICE DELIVERY MECHANISM TO IMPROVE ACADEMIC
PERFORMANCE OF NEEDY LEARNERS IN BONTEHEUWEL**

CAPE TOWN

Dear Sir/Madam

QUESTIONNAIRE ON THE EVALUATION OF THE SCHOOL FEEDING PROGRAMME AS A SERVICE DELIVERY MECHANISM TO IMPROVE THE ACADEMIC PERFORMANCE OF NEEDY LEARNERS IN BONTEHEUWEL

Your kind co-operation is sought for the completion of a questionnaire, which is part of a survey concerning attitudes and perceptions on investigating the efficiency of the school feeding scheme of the Department of Education within the community of Bonteheuwel. Your willingness to complete the questionnaire will be much appreciated, as the information obtained will assist the researcher to evaluate current school feeding schemes within the jurisdiction of the Western Cape Education Department.

The questionnaire has been prepared in such a way that it will require minimum time to complete.

Responses to various questions/statements will be decisive for the eventual outcome of the research.

All information will be treated as strictly confidential and it will not be possible to identify any individual on the strength of the results included in the final report.

The aim of this investigation is to determine the extent of the efficiency of the school feeding scheme in the Bonteheuwel area, and to make recommendations, if any, to facilitate increasing the effectiveness and efficiency of school feeding, in general, and in Bonteheuwel, in particular.

In the interest of confidentiality, no biographical details will be requested, since the only variability will relate to differences between the attitudes of selected school feeding practices and educators in the field of primary and secondary school education.

Thank you for your co-operation.

Researcher

SECTION A - INDEPENDENT VARIABLES

1. PLEASE INDICATE YOUR EMPLOYMENT STATUS IN THE APPROPRIATE BLOCK

COMMUNITY LEADER	EDUCATOR	STUDENT	OTHER	
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1.1 Indicate the perspective you are more familiar with	
1.1.1	Primary School
1.1.2	Secondary School
1.1.3	Community Leader
1.1.4	Parent
1.1.5	Learner
1.1.6	Other

1.2 Period of residence or work in the area (in years)	
1.2.1	1 – 2 years
1.2.2	3 – 5 years
1.2.3	6 – 10 years
1.2.4	More than ten years

1.3 Gender	
1.3.1	Male
1.3.2	Female

1.4 Language group	
1.4.1	English
1.4.2	Afrikaans
1.4.3	Other (please specify) =

1.5 Age group	
1.5.1	Under 20
1.5.2	21 – 30
1.5.3	31 – 40
1.5.4	41 – 50
1.5.5	51 – 60
1.5.6	60 plus

SECTION B - DEPENDENT VARIABLES

QUESTION 1

To what extent would you agree or disagree, that a school feeding scheme should be regulated, implemented and administrated?

LEGEND:

1 = STRONGLY DISAGREE; 2 = DISAGREE; 3 = UNDECIDED; 4 = AGREE; 5 = STRONGLY AGREE

(PLEASE TICK THE APPROPRIATE COLUMNS PER ITEM)

STATEMENTS		DEGREE OF PREFERENCE				
		1	2	3	4	5
1	The school feeding scheme should be implemented in the following manner:					
	Open					
	1.2 Transparent					
	1.3 Developmental					
2	A school feeding policy:					
	2.1 Is a developmental process					
	2.2 Needs continuous revision					
	2.3 Is designed and intended to address basic needs					
	2.4 Is designed and intended to assist in developing potential					
	2.5 Is designed and intended to overcome weaknesses					
3	Implementation of a school feeding policy should always involve:					
	3.1 Relevant management staff					
	3.2 Relevant teaching staff					
	3.3 Relevant civil society bodies					
	3.4 Relevant parent structures					
4	School feeding policy implementation should be inclusive of all stakeholders.					
5	All participants should be aware of the institutional school feeding policy.					
6	All relevant role-players should be informed of all aspects of the school feeding policy.					

7	Regular feedback on the school feeding policy by way of:					
	7.1 discussions and					
	7.2 written communications should be indispensable elements of the policy process					
8	The community has the right:					
	8.1 To have access to the institutional school feeding policy.					
	8.2 To provide inputs regarding the institutional school feeding policy.					
	8.3 The <i>audi alteram partem</i> rule (listen to the other side) should apply.					

QUESTION 2

To what extent are you in agreement with the following core criteria of an institutional school feeding policy?

LEGEND

1 = STRONGLY DISAGREE; 2 = DISAGREE; 3 = UNDECIDED; 4 = AGREE; 5 = STRONGLY AGREE

(PLEASE TICK THE APPROPRIATE COLUMNS PER ITEM)

CORE CRITERIA		DEGREE OF PREFERENCE				
		1	2	3	4	5
1	Continued revision of the school feeding policy					
2	Continued development of the school feeding policy					
3	Creation of an effective academic learning environment					
4	Continued information sessions about the institutional school feeding policy					
5	Development of school feeding policy specialization					
6	Membership of professional tourism bodies					
7	Tourism human relations					
8	Tourism leadership skills					
9	Knowledge of education legislation					
10	Holistic awareness of national trends pertaining to school feeding policy in education					
11	Holistic awareness of international trends pertaining to school feeding policy in education					

12	Contribution to the overall formulation of relevant topical policies					
13	Methods of school feeding policy implementation					
14	Acceptability by school management of the need to innovate school feeding policies against the background of changing circumstances					
15	Acceptability by school management of the need to innovate the school feeding policy implementation against the background of changing circumstances					
16	Cultivation of effective communication skills					
17	Healthy relationship with other stakeholders					
18	Maintaining a learning environment					
19	Financial:					
	19.1 Planning					
	19.2 Management					
20	Recognising the need for self-initiated research					

Thank you for your assistance.

RESEARCHER

ABOUT US

FEEDING CHILDREN

TRACK RECORD

PROJECTS

SPECIAL PEOPLE

DONATE



FEEDING CHILDREN

PSFA targets the poorest schools and provides nutritional meals, which the children enjoy very much.

The Menus

- Mondays: Rice and Soy Relish
- Tuesdays: Bread and Soy Relish
- Wednesdays: Samp and Beans
- Thursdays: Rice and Soy Relish
- Fridays: Bread spread with peanut butter and jam, and served with a micronutrient enriched, soya-based milk drink

Our field workers visit schools frequently to monitor the preparation and serving, ensuring that our children receive their meal daily, early in the morning. The menu aims to provide 20-25% of a child's Recommended Daily Allowance (RDA).

HOW MANY CHILDREN ARE FED?

We currently feed 226,000 children in 630 primary, secondary and special-needs schools across the province. This number is made up as follows:

- We receive a subsidy from the Department of Education's National School Nutrition Programme (NSNP) to feed 200,000 children in 540 schools.
- In the NSNP schools, where the subsidy is insufficient, PSFA provides supplementary feeding to 10,000 children, from our own funds.
- We also provide school feeding to 11,000 children in 81 schools that fall outside of the NSNP, but the children are non the less needy.
- We are also conducting a pilot school feeding programme in the Eastern Cape, where we feed 5,000 learners in 9 schools.

Daily Distribution



640	228 000	228 000	3 420kg	2 280kg	228 000
SCHOOLS	CHILDREN	MEALS	JAM	PEANUT BUTTER	CUPS OF NUTRI-A
