

UNIVERSITY OF KWAZULU-NATAL

**THE IMPLEMENTATION OF THE NATIONAL SCHOOL NUTRITION
PROGRAMME IN ADDRESSING CHILD POVERTY IN SELECTED
SCHOOLS WITHIN THE ETHEKWINI REGION**

Predeshni Govender

Student No.: 9805807

A dissertation submitted in fulfilment of the requirements for the
Degree of Master of Administration

College of Law and Management Studies,

School of Management, Information Technology and Governance

Supervisor: Dr M. Subban

2016

DECLARATION

I, Predeshni Govender, hereby declare that: -

The research report in this dissertation, except where otherwise indicated, is my original research;

This dissertation has not been submitted for any degree or examination at any other university;

This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other persons;

This dissertation does not contain texts, graphs or tables copied and pasted from the internet, unless specifically acknowledged and the sources being detailed in the thesis and in the reference section.



Predeshni Govender
(Student no.:9805807)

ACKNOWLEDGMENTS

The researcher most graciously acknowledges the following persons for their support, inspiration and contributions, which ultimately resulted in the completion of this dissertation.

My God and Guru, for giving me the strength and character to pursue this dissertation.

Dr M. Subban, my supervisor, for her academic excellence, perpetual mentoring and scholarly guidance, and impeccable focus to detail throughout the entire research study.

All the respondents to the questionnaires, without whose valuable inputs and involvements to this study would not have been possible.

Mr Vishnu Govender, my darling husband, for your compassion, forbearance and encouragement during the demanding process of writing up this dissertation.

Prevhan Govender, my Sai Krishna, for your tender words of inspiration and your mischievous smile, all of your which made things possible.

Mr Levin Chetty and Mrs Pam Singh, my dearest friends, for their constant care, positive influences and enduring support.

My Parents, Mr Sundras and Kalayani Reddy, for instilling in me the Sai values and principals I am blessed to be born with.

Mr Sanjeev Basdeo, my “go to librarian” for prompt assistance.

Ms A. Pearce, for her assistance with administrative efficiency from the Postgraduate Office in the School of Management, IT and Governance.

Mr. T. Reddy, for his proficiency and competence in ensuring that the dissertation meets the required language and literary style.

ABSTRACT

Nearly 130 million children between birth and age 6 live in Sub-Saharan Africa. Each year 27 million children are born, and annually 4.7 million young people below 5 years die. The United Nations Millennium Development Goals, 2015 (MDGs) was to eradicate severe deprivation and hunger and make clear that all children accomplish primary schooling. The Reconstruction and Development Plan focused on alleviating impoverishment and destitution and addressing the gaps of socio economic services in the nation. The most fundamental and central settings in the lifecycle of youngsters is the family and school. Together these surroundings have a domineering influence on their academic and emotional performance. The National School Nutrition Programme (NSNP) which was formerly presented as the Primary School Feeding Scheme (PSFS) was a strategic project acknowledged by the Reconstruction and Development Programme. The main objectives of the study were to establish the efficiency of the NSNP in lessening child poverty in selected schools in KwaZulu-Natal. A mixed methods approach was undertaken involving members of the school governing body, selected teachers, school principals and district managers of the NSNP. The study focused on the qualitative (phenomenological) and quantitative (positivist) research style. Four selected schools in the Umlazi and Pinetown Districts were consulted. From the data analysed, it was determined that 73.2% of teachers are agreeable that sufficient food is provided to learners, compared to 95.8% of the SGB who were agreeable that learners received enough food. Focusing on social factors, 93% of teachers agree that the NSNP is improving learner attendance in schools. However only 47.9% agree that the NSNP has assisted in reducing poverty. This is an interesting point as it could indicate poverty rates in the area. It also indicates that although the programme influences learner attendance, the objective of reducing poverty is very daunting. Key recommendations that arose from the empirical analysis included: food handlers must deal with various challenges of the programme. The overall efficacy of the NSNP is dependent on proper planning and implementation to ensure that the medium to long-term goals of government regarding the fight against poverty amongst the most vulnerable sector of society is addressed.

LIST OF ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
AHRQ	Agency for Healthcare Research and Quality
AHRQ	Agency for Healthcare Research and Quality
CBNP	Community-based nutrition project
CRC	The Convention on the Rights of the Child
DBE	Department of Basic Education
ECA	Economic Commission for Africa
EFA	Education for all
EQUINET	Network for Equity in Health in east and southern Africa
FFE	Food for Education
FFE	Food for education
GEAR	Growth, Employment and Redistribution
IDT	Industrial Development trust
INP	Integrated Nutrition Programme
JUNAEB	The National Board of School Assistance and Scholarships
JUNJI	National Board of Day Care and Kindergartens
KZN	KwaZulu-Natal
KZN PED	KwaZulu-Natal, Provincial Education Department
LWC	Local Women Cooperatives
MDGs	United Nations Millennium Development Goals
MRC	Medical Research Council
NDP	National Development Plan

NGO	Non-government organizations
NPM	New Public Management
NSNP	National School Nutrition Programme
OECD	Economic Cooperation and Development
PNAE	Programa Nacional de Alimentação Escolar - (The National School Feeding Programme)
PRSPs	Poverty reduction strategies
PSFS	Primary School Feeding Scheme
RDP	Reconstruction and Development Programme
SASA	South African Sugar Association
SFP	School Feeding Programmes
SGB	School Governing Body
SMMEs	Small, Medium and Micro Enterprises
SNFS	School Nutrition and Food Security Programme
TBF	Tiger Brands Foundation
THR	Take Home Ration
UNICEF	United Nations Children's Fund
VFHs	Volunteer food handlers
WFP	World Food Programmes
WHO	World Health Organisation
WIC	Supplemental Nutrition Programme for Women, Infants and Children
WPTPS	White Paper on the Transformation of the Public Service

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGMENTS	ii
ABSTRACT	iv
LIST OF ACRONYMS	v
TABLE OF CONTENTS	vii
LIST OF FIGURES	xvii
LIST OF TABLES	xix
1. SYNOPSIS AND RATIONALE TO SCHOOL FEEDING AND POVERTY	1
1.1 INTRODUCTION	1
1.2 OUTLINE OF THE RESEARCH TOPIC	3
1.3 CONSTITUTIONAL FRAMEWORK GOVERNING NUTRITION FEED AND CHILD POVERTY	5
1.4 PROBLEM STATEMENT AND HYPOTHESIS	8
1.5 BROAD PROBLEMS AND ISSUES TO BE INVESTIGATED	8
1.6 OBJECTIVES OF THE STUDY	13
1.7 KEY QUESTIONS TO BE ADDRESSED IN THE STUDY	13
1.8 RESEARCH METHODOLOGY	14
1.9 DATA COLLECTION METHODS	14
1.9.1 Qualitative method	14

1.9.2	Quantitative method	15
1.9.3	Research instruments and sampling method	15
1.9.4	Questionnaires	16
1.9.5	Observation technique	17
1.9.6	Sampling method	17
1.9.7	Data analysis	18
1.10	STRUCTURE OF THE DISSERTATION	18
1.11	DEFINITION OF TERMS	20
1.12	CONCLUSION	20
2.	POLICY PERSPECTIVES IN ADDRESSING POVERTY REDUCTION THROUGH PUBLIC ADMINISTRATION AND GOVERNANCE	22
2.1	INTRODUCTION	22
2.2	DOMINION OF PUBLIC ADMINISTRATION	24
2.2.1	Rationale and function of public institutions	24
2.2.2	Contextualising school feeding within public administration	26
2.3	THE BROAD ELEMENT OF SCHOOL FEEDING	29
2.4	CHALLENGES AND CONTEMPLATIONS REGARDING THE NUTRITION FEEDING PROGRAMME	30
2.5	GOVERNMENTS OBLIGATION AND AGREEMENT TO SERVICE DELIVERY IN CONTEXT	36
2.5.1	Service delivery	36
2.5.2	Community participation in relation to food security	39

2.5.3	Local Government: Municipal Systems Act 32 of 2000	40
2.5.4	The White Paper on Local Government, 1998	41
2.5.5	The white paper on transforming public service delivery, 1997	41
2.6	<i>FROM MANAGEMENT TO GOVERNANCE IN FOOD INSECURITY AND POVERTY ALLEVIATION</i>	45
2.6.1	The New Public Management Theory	45
2.6.2	<i>From New Public Management to New Public Governance in Poverty reduction</i>	48
2.7	POLICY IMPLEMENTATION FOR ENHANCED SERVICE DELIVERY IN FOOD SECURITY	50
2.7.1	Empowered policy implementation to tackle poverty aggravation	50
2.7.2	Policy process	54
2.7.3	Affiliations and partnerships	55
2.8	CONCLUSION	57
3.	CONTEXTUALISING THE NATIONAL SCHOOL NUTRITION PROGRAMME AS A DEVELOPMENTAL STATE INITIATIVE	58
3.1	INTRODUCTION	58
3.2	POVERTY AND DEVELOPMENT	59
3.3	ADDRESSING POVERTY REDUCTION AND FOOD SECURITY THROUGH THE DEVELOPMENTAL STATE	61
3.4	THE <i>LOCUS</i> OF PUBLIC PARTICIPATION IN POVERTY REDUCTION	63
3.4.1	Sustainable development through partnerships towards poverty relief	64

3.4.2	Appropriating the Millennium Development Goals and poverty reduction	64
3.5	RELIEVING HUNGER THROUGH SCHOOL FEEDING PROGRAMMES	66
3.5.1	The provision of in-school meals	69
3.6	PRIMARY SCHOOL NUTRITION PROGRAMME	72
3.7	NATIONAL SCHOOL NUTRITION PROGRAMME	73
3.8	WORLD HEALTH ORGANISATION AND WORLD FOOD PROGRAMME	75
3.9	SAFETY NETS	78
3.10	SCHOOL FEEDING – A CAMBODIAN PERSPECTIVE	80
3.11	SCHOOL FEEDING FROM NSNP PERSPECTIVE	81
3.12	CONCLUSION	83
4	RESEARCH DESIGN AND METHODOLOGY	84
4.1	INTRODUCTION	84
4.2	THE RESEARCH PROCESS	85
4.2.1	Phase one: Statement of the problem	86
4.2.2	Phase two: Literature review	86
4.2.3	Phase three: Hypothesis formulation and formulation of objectives	86
4.2.4	Phase four: The research method	87
4.2.5	Phase five: Drawing conclusions	87
4.2.6	Phase six: Writing up of the research report	88

4.3	RESEARCH DESIGNS	88
4.3.1	Qualitative method	89
4.3.2	Quantitative method	90
4.4	RESEARCH PARADIGMS IN PUBLIC ADMINISTRATION	
	RESEARCH	90
4.5	LITERATURE REVIEW	91
4.6	RESEARCH DESIGN AND METHODS	92
4.7	RATIONALE OF THE STUDY	93
4.8	OBJECTIVES OF THE STUDY	93
4.9	CONSULTATION WITH AUTHORITATIVE SOURCES	
	OF INFORMATION	94
4.10	RESEARCH TECHNIQUES	94
4.11	SAMPLING METHOD AND DATA COLLECTION INSTRUMENTS	94
4.11.1	Data collection instruments	95
4.11.1.1	Questionnaires	96
4.11.1.2	Interviews	97
4.11.1.3	Observation technique	97
4.11.1.4	Validity and reliability	98
4.12	DATA ANALYSIS AND INTERPRETATION	100
4.13	RESEARCH THEMES	103
4.13.1	Research questions interlinked to research themes	104
4.14	CONCLUSION	104

5	DATA PRESENTATION, ANALYSIS AND INTERPRETATION	
	OF RESULTS	106
5.1	Introduction	106
5.2	Factor analysis	106
5.2.1	Why is factor analysis important?	106
5.3	STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION	
	OF THE PRIMARY DATA: TEACHERS	107
5.3.1	Reliability statistics	108
5.3.2	Section C: NSNP in addressing poverty	108
5.3.3	Section D: Management of NSNP	111
5.3.4	Section E: Policy implementation	113
5.4	SECTION A: PORTFOLIO DATA	114
5.4.1	Teachers involved in NSNP	114
5.4.2	Responsibility/task of the respondents towards NSNP	115
5.5	SECTION ANALYSIS	116
5.5.1	Section B: National School Nutrition Programme	116
5.5.1.1	Objectives of NSNP	117
5.5.1.2	Provision of meals	118
5.5.1.3	Preparation of meals	119
5.5.1.4	Learners accessibility to NSNP	120
5.6	SECTION C: NSNP VS ADDRESSING POVERTY	122
5.7	SECTION D: MANAGEMENT OF THE NSNP	126
5.8	SECTION E: POLICY IMPLEMENTATION	128

5.8.1	Objectives of NSNP and budget allocations	129
5.8.2	Recommendations to ensure successful implementation	130
5.9	STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA: SCHOOL GOVERNING BODY (SGB)	132
5.9.1	Section C: NSNP in addressing poverty	133
5.9.2	Section E: policy implementation	135
5.10	Section A: portfolio data	136
5.10.1	Duration of involvement in the NSNP	136
5.10.2	Responsibility/task towards NSNP	137
5.11	SECTION ANALYSIS	138
5.11.1	Provision of nutritious meals	140
5.11.2	Preparation of meals	141
5.11.3	Rationale for learner access to NSNP	143
5.12	SECTION C: NSNP IN ADDRESSING POVERTY	144
5.12.1	NSNP in addressing poverty	145
5.13	SECTION D: MANAGEMENT OF NATIONAL SCHOOL NUTRITION PROGRAMME	146
5.13.1	Involvement in NSNP	147
5.13.2	Management of NSNP	149
5.14	SECTION E: POLICY IMPLEMENTATION	151
5.14.1	Recommendations on the achievements of the feeding policy	152

5.15	STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA: SCHOOL PRINCIPALS	154
5.15.1	Children's access to NSNP	155
5.15.2	Reasons learners access the programme	155
5.15.3	Lack of participation in NSNP	157
5.16	Poverty reduction strategy	158
5.16.1	Reduction in child poverty through the NSNP	158
5.16.2	Learner attendance and achievement	159
5.17	Management of the NSNP	160
5.17.1	Challenges that influence implementation of the programme	161
5.17.2	Parents and community participation in the programme	161
5.18	SUSTAINABILITY	163
5.18.1	Respondents perception on the NSNP	163
5.18.1.1	Budget allocation	163
5.18.1.2	Role of cooperatives	164
5.18.1.3	Role of the food handlers	164
5.18.1.4	Challenges encountered by food handlers	165
5.18.1.5	Recommendations regarding the programme	165
5.19	STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA: DISTRICT OFFICIALS	167
5.19.1	Policies and procedures	167
5.19.2	Frequency of monitoring and evaluation	167
5.19.3	Maintenance of records and claims at school level	167

5.20	Challenges and achievements	168
5.20.1	Challenges on the implementation of the programme	168
5.20.2	Key achievements of the NSNP	168
5.21	Effectiveness of the programme	169
5.22	Administrative structure	170
5.23	Strategies of DOE to ensure successful implementation of the programme?	171
5.24	CONCLUSION	172
6	CONCLUSION AND RECOMMENDATIONS	173
6.1	INTRODUCTION	173
6.2	OBJECTIVES OF THE STUDY	173
6.2.1	Determine the effectiveness of the school nutrition programme in alleviating child poverty in selected schools in KwaZulu-Natal	173
6.2.2	Assess the success of the programme and highlight the challenges that influences the implementation of the programme	174
6.2.3	Develop knowledge and expertise to monitor and evaluate the feasibility of the programme	174
6.2.4	Compare and contrast the sustainability of these programmes in developed and developing countries.	174
6.3	DISCUSSIONS RESULTING FROM THE RESEARCH ANALYSIS	174
6.4	OVERVIEW OF THE DIFFERENT RESPONSES	175

6.4.1	Portfolio data	175
6.4.2	National School Nutrition Programme	175
6.4.3	NSNP in addressing poverty	176
6.4.4	Management of the NSNP	176
6.4.5	Policy implementation	177
6.4.6	Challenges and achievements	177
6.5	CONCLUSION	177
6.6	RECOMMENDATIONS	178
6.6.1	Increase the scope of the NSNP	178
6.6.2	Safety and security regarding feeding scheme	179
6.6.3	Meal options	179
6.6.4	Increase the overall budget for the NSNP	179
7.	LIST OF REFERENCES	181
8.	LIST OF APPENDICES	197

LIST OF FIGURES

2.1	NSNP - Provincial spending	32
2.2	5C Protocol contextualised for Poverty Relief	50
3.1	Flow path to address poverty reduction	62
3.2	Relationship between breakfast and possible outcomes and effects on learners	68
3.3	Results of School Feeding	77
4.1	Research Process	85
4.2	Map of eThekweni – Durban (2010) illustrating the Pinetown and Umlazi Districts	102
5.1	Teachers Involved in NSNP	114
5.2	Responsibility/Task of the Respondents towards NSNP	115
5.3	Objectives of NSNP	117
5.4	Provision of meals	118
5.5	Meals are prepared by	119
5.6	Learners accessibility to NSNP	120
5.7	The NSNP in addressing poverty	123
5.8	Factors that have an influence on NSNP	127
5.9	Objectives of NSNP and Budget allocations	129
5.10	How long have you been involved in NSNP?	136
5.11	What is your responsibility/task towards NSNP?	137
5.12	Objectives of the NSNP	139

5.13	Meals are provided nutritionally	140
5.14	Meals are prepared by	141
5.15	Reasons for learners accessing the NSNP	143
5.16	NSNP as a means to address poverty	145
5.17	Process of communicating NSNP	147
5.18	Factors influencing the NSNP	149
5.19	Objectives of NSNP and budget allocations	151
5.20	Reasons Learners Access the Programme	156
5.21	Reasons learners do not participate in NSNP	157
5.22	Learner attendance and achievement	159
5.23	Challenges that influence implementation of the Programme	161

LIST OF TABLES

4.1	Target population and sampling	95
5.1	Cronbach's Alpha score	108
5.2	National School Nutrition Programme	121
5.3	NSNP in addressing poverty	122
5.4	Test Statistics	125
5.5	Management of the NSNP	126
5.6	Content and Commitment Factors	128
5.7	Recommendations to ensure successful implementation	130
5.8	Cronbach's Alpha score	132
5.9	National School Nutrition Programme	144
5.10	NSNP in addressing poverty	144
5.11	Test Statistics	145
5.12	Parent/s and/or Communities Involvement in the NSNP	147
5.13	Management of the NSNP	148
5.14	Management of the NSNP	149
5.15	Policy implementation	151
5.16	Recommendations for successful implementation	152
5.17	Number of children who access NSNP	155
5.18	NSNP in reducing child poverty	158
5.19	Process parents and/or communities are informed of the programme	161
5.20	Knowledge of parents and communities	162

5.21	Budget allocation	163
5.22	Cooperatives	164
5.23	Food handlers	164
5.24	Challenges encountered by food handlers	165
5.25	Recommendations for successful implementation of the programme	165

CHAPTER ONE

SYNOPSIS AND RATIONALE TO SCHOOL FEEDING AND POVERTY

1.1 INTRODUCTION

There is a significant amount that is documented and authored about Africa, however, to a large extent, most of it is not assuring as there is a considerable proportion of individuals that continue to live in abject poverty. Recurrently, the world over is faced with harsh reports of illness, hopelessness and demise. Nearly 130 million children between birth and age 6 live in Sub-Saharan Africa. Each year, 27 million children are born, and annually 4.7 million young people below 5 years die. Of the children born, 65 percent will experience poverty, 14 million will be parentless and ill with HIV/AIDS and one-third would encounter discrimination due to their sexual category or ethnicity submits Garcia, Pence and Evans (2008: 1).

Critical undernourishment and deprivation compromises the basic standard of respectable justice and basic civil rights. Whilst established and advanced countries appear to approve and promote basic constitutional rights, globally the impoverished and poverty-stricken live without sufficient food and nutrition, accommodation and security. As a result, poor nations are left without much needed privileges, asserts Werhane, Kelley, Hartman and Moberg (2010: 20).

The United Nations Millennium Development Goals, 2015 (MDGs) was to eradicate severe deprivation and hunger and make clear that all children accomplish primary schooling. Improving early child development is a progressive means to achieving these goals (McGregor, Cheung, Cueto, Glewwe, Richter, Strupp, 2007: 60-70). It was the essential and strategic first target of the MDGs drive to decrease from 1990 to 2015, the proportion of persons within progressing nations where a salary is less than \$1/day. According to The World Bank, in 1981 the impoverishment ratio for the populace in emerging nations plunged from 52 percent to 25 percent in 2005. A substantial weakening remained seen in East Asia (from 78 percent to 17 percent) and basically nil diminution was observed in Sub-Saharan Africa (Haughton and Khandker 2009: 181).

Through the MDGs of 2015, the school feeding programmes were used as a tool and safety measure to address poverty alleviation. However, the rollout of the feeding scheme has been a challenging one. Authors Bundy, Burbano, Grosh, Gelli, Jukes and Drake (2009: 2) exclaimed that in 2008, twenty governments explored the intent of SFPs as a safety net measure to secure the underprivileged and destitute. SFPs bring about innovative prospects in aiding destitute families and providing meals to hungry children.

Streak, Yu and Van der Berg (2008: 183-201) bring into clarity the degree and features of child malnutrition in South Africa, and how over the years this has fluctuated, making it critically important to tackle this rising calamity. To comprehend and to gain cognisant knowledge on the details of child deprivation it is important to understand the socio-economic legacy left by the apartheid administration. Fiscal and social policies differentiated against Coloured, Indians and Africans. By 1994, the deteriorating per capita revenue and joblessness left exceedingly elevated revenue discrimination, poverty and destitution. In the past, deprivation and destitution had been defined as a type of resource scarcity and calculated by means of money metrics. Nevertheless, in recent times, there has been a re-focus in the direction of a comprehensive multi-dimensional technique where the principal argument is on resource insufficiency and more than a few types of non-economic deficiency within the current dispensation in the country.

The most fundamental and central settings in the lifecycle of youngsters is the family and school. Together these surroundings have a domineering influence on their academic and emotional performance, submits Flores (2004:118). Parents, teachers and medical specialists have at length questioned the relationship concerning what children consumed and their degree of concentration, performance and achievement of grades at school. Accepting current evidence linking learner's nutritional consumption and their ability to absorb and acquire knowledge is a practical basic way forward in fostering school nourishment programmes, strategies, and curricula on sustenance and nutrition, submits Taras (2005:199-213).

The National School Nutrition Programme (NSNP) earlier identified as the Primary School Feeding Scheme (PSFS), came into effect in September 1994. Upon initial commencement of the programme, it was overseen by both the National Departments of Education and Health. Department of Education (DOE) remained tasked with academic aspects, whereas Department of Health (DOH) was responsible for dietary and well-being sections. The Primary School Nutrition Programme developed into a division of the Integrated Nutrition Programme (INP). In April 1995, it was re-titled “National School Nutrition Programme” (Evaluation of the School Nutrition Programme 2008:2).

1.2 OUTLINE OF THE RESEARCH TOPIC

Through the decades, a considerable number of young people have been admitted into school and their achievement levels have been unfavourable. Lowered physical conditions and nutrition may possibly postpone a child’s capability to gain knowledge and progress. Lack of food in the course of school may perhaps prevent young people in emerging nations from progressing in the teaching and learning environment. Various nations developed and developing, have subsidized a substantial sum of capital in school breakfast and luncheon agendas to improve and enhance school turnout, success levels and dietary status, is the view held by Powell, Walker, Chang and McGregor (1998:873-879).

The NSNP was introduced as an essential project of the Reconstruction and Development Programme (RDP). The objectives stipulated transpired to enrich the scholastic ability of underprivileged primary school learners in the plan of encouraging prompt school turnout, reduce short-term deprivation, expanding attentiveness and focusing on over-all health progress. In September 2002, the PSNP moved from DOH to DOE), starting April 2004. This move centred on perceptions that schools are the operational obligation of the teaching and learning setting, as advanced by the National School Nutrition Programme (2008: 1).

The NSNP is an indispensable division of government’s proposal towards challenging the irregularities and disparities of the previous government. The all-inclusive rationale

of the NSNP aims toward enhancing the complete wellbeing; increasing nutritive level; improving the turnout of attendance, as well as heighten educational abilities of learners (Report on the Evaluation of the NSNP 2008: viii).

The NSNP is furthermore funded by means of a conditional budget that is allocated to provinces on a three-monthly period and is dictated by the relevant guidelines and procedures. Subsequent to its induction, the programme was aimed principally to learners in primary school. Nevertheless, in 2006 the Fiscal and Finance Committee sanctioned the obligation to develop the NSNP to high schools. In 2008, the then Minister of Finance confirmed a financial plan which allowed for the inclusion of secondary schools (National School Nutrition Programme 2009:3).

As revealed in Mhone and Edigheji's (2003:202) writings, the National Norms and Standards for School Funding (No. 19347 of 1998) approves that the user-fee strategy had privileged middle-class learners in already advantageously operational schools. As specified in the new national norms, it would be compulsory for provinces to establish five school quintiles from neediest to the least needy. The impoverished 40% of schools would be granted 60% of the provincial school financial allocation. The least needy would be granted 5% of the overall funds.

In accordance with programme expansion (National School Nutrition Programme 2008:12), a fund of R16 million for the year 2009/2010 was allocated for improved management and increased human resource capacity. For the year 2014, a total budget of R5 173 081 billion was allocated at national level, for implementation, management and monitoring of the programme. The total expenditure as at 31 March 2014 was slightly above at 101%, R5 207 350 (<http://www.education.gov>). Although the conditional allocations for all 9 provinces have been drastically reduced, grants that focus on social service distribution have been secured, with the baselines of the NSNP being left unaltered as equated to 2015/2016 medium term expenditure framework baseline (<http://www.kzntreasury.gov>).

Extensive destitution and joblessness resulted in family units being unable to make available provisions for children. Prior prejudice in teaching and learning, medical support and essential services added to reduced service transfer, as well heightened defencelessness of young people in destitute homes. Therefore, within these contexts,

prerequisites towards a resourceful and capable system for the well-being and security of young people becomes clear, submits Mirugi-Mukundi (2010:7-9). The nutrition feed programme is a means to lessen child poverty and contributes to the nourishment of one of the most vulnerable sectors of society whilst making an invaluable contribution to teaching and learning in the country. In this regard, the Constitutional imperatives are contextualised for addressing the conceptual issues of child poverty and the nutrition feed programme.

1.3 CONSTITUTIONAL FRAMEWORK GOVERNING NUTRITION FEED AND CHILD POVERTY

The value of food is unquestionable as the absence or deprivation thereof can result in destruction of human life. For an individual to have progressive development mentally and physiologically, there must be sufficient food of appropriate nutritional value, argues Chirwa (2009:1-46).

The South African government pledged its declaration to decrease the extent of anguish and suffering amongst youngsters. These assurances are intended to lessen the burden of child deprivation brought about by inadequate wages and income-earning prospects and a dearth of accessibility to medical facilities, teaching and learning and other social well-being development, as well as physical and financial insecurity, submits Cassiem, Perry, Sadan and Streak (2000:171). A number of guidelines embrace the Constitutional privileges significant for security, well-being and realization of the need for nutrition.

Section 28 of the Bill of Rights undoubtedly advises that all young people should have some form of identity, citizenship, food and nourishment, somewhere to live and to be secure from negligence, mistreatment and humiliation. The second sub-section affirms that a young person's concerns are crucial when dealing with issues in relation to the child, and the provision of food and education are considered some of the fundamental aspects to children's rights.

As explained by Chirwa (2009:2-30), the Constitution of the Republic of South Africa, 1996 includes sufficient privileges that are relevant to the security, advancement and

realisation of the need for nutrition and nourishment. It details provisions for the right to nourishment in three fundamental means as follows:

- At the start, it secures the privilege of all people 'to have the right to food and nourishment' in terms of section 27 (1) (b);
- Defends the right of each child to 'essential nourishment' in section 28 (1) (c); and
- Recognises privileges of every person that's apprehended to 'conditions of confinement which are in harmony with human self-respect', according to section 35 (2) (e).

In collaboration with the Department of Welfare, the Lund Committee was founded in 1996 to examine procedural operations relating to the overall wellbeing of youngsters. Reason for prompting care allowance was to offer aid for young people in destitution. The White Paper for Social Welfare (Republic of South Africa, 1997) addressed discrimination in earlier social aided grants. A Child Support Grant was introduced in April 1998. The central aims of the grant were to certify that underprivileged children have access to a unified and supportable security system, make accessible care allowance which is impartial, prevent young people from unjustly living in foster homes and bring to an end youngsters living homelessly, submits Triegaardt (2005: 249-255).

The United Nations Convention on the Rights of the Child is the global instrument overseeing constitutional privileges. South Africa also acknowledges the constitutional privileges of each and every child to safety and guardianship, social care with support to youngsters in challenging environments.

Furthermore, South Africa consented to the African Charter on the Rights and Welfare of the Child (Berry 2007:168-171). The previous President, Thabo Mbeki endorsed the Children's Amendment Bill into statute, which is currently recognised as the Children's Act, 2005 (Act 38 of 2005). At this point, as mentioned by Brynard (2009:312-326), the government approved the Children's Amendment Bill of (2006) and the Children's Act (2005). The Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC) pledge the lawful agenda in relation to

children and youth in Africa (Ngokwey 2004:183-216). While South Africa's guarantee to these national and global programmes is sanctioned, obligations and accountabilities have not at all times been adhered to. Inescapably, child impoverishment in South Africa remains a failure in accomplishing these human rights, argues Noble, Wright and Cluver (2007:53).

Deprivation and destitution is intensifying throughout the nation. As reported in the South African early childhood review (2016: 6), four million youngsters under 6 years live amongst the poorest 40% of households. The poverty levels were set in 2012, and with inflation have increased each year. For the year 2014, the value of food poverty level was R397 per individual for each month, while the lower level was R594, and the upper poverty index was R923. Throughout all poverty lines, child poverty rates are significantly greater than adult poverty rates and the overall poverty rate. The reason for this is children are disproportionately positioned in large, poor and unemployed households. The review further details, approximately 63% of young children live in households that fall lower than the upper poverty threshold. Child poverty is at its highest level in the Eastern Cape Province (78%). This is closely followed by KwaZulu-Natal and Limpopo Provinces with 75% and 74% respectively. It is every child's right to grow up in an environment that protects and cares for their rights and safety. Creating a surrounding that is safe and secure fosters positive physical and mental stability in children as a significant segment of society at large.

South Africa in 1994. had a population of nearly 40.6million, 76% of which were Africans, 37% were people 5 years and younger and just about 2/3 were living in rural regions. Destitution and deprivation was depicted to be extremely severe in rural areas (Labadarios, Steyn, Maunder, MacIntyre, Gericke, Swart, Huskisson, Dannhauser, Vorster and Nesmvuni 2005:533-543). In 1995, the World Bank together with the government suggested that an inclusive distress and deprivation assessment be conducted.

During that time, the United Nations Programme liaised with the South African Government calling for the submission of a Human Development Report. Towards the later part of 1995, South Africa acknowledged that an impoverishment and inequity assessment is undertaken. The document specified investigations and enquiries that

were conducted, and in addition, the document evaluated and examined existing guidelines for the decline of impoverishment and discrimination (May 1998:1).

Globally South Africa is still considered a prejudicial and discriminatory society as a large number of young people are challenged with the consequence of this negativity. Statistics today disclose that 1.4 million youngsters live in homes which are not equipped with hygienic water; 1.5 million do not have clean ablutions whilst 1.7 million reside in informal settlements. Fundamental and essential changes need to be implemented with immediate effect, given that South Africa neglected to accomplish the 2015 Millennium Development Goals of wiping out child poverty and reducing parental death, including undernourishment,

(<http://www.telegraph.co.uk/health/healthnews/9280481/More-than-half-of-South-African-children-live-in-poverty.html>).

1.4 PROBLEM STATEMENT AND HYPOTHESIS

The hypothesis is a distinct statement of what is intended to be probed and explored. It should be presented before research is performed and clearly stated in reporting results, according to Prasad, Rao, Rehani (2001: 1-30). The main theme of the study centres on the attention of the NSNP as a service delivery tool to reduce and eliminate poverty in selected schools. The aim of the study was to assess if the NSNP is effective in reducing poverty in selected schools within the eThekweni District. The problem statement and hypothesis in this research study focuses on: The NSNP is an effective service delivery tool in the elimination of poverty in selected schools within the eThekweni District.

1.5 BROAD PROBLEMS AND ISSUES TO BE INVESTIGATED

For the duration of the United Nations Millennium Summit in 2000, various nations acknowledged the (MDGs) to deal with critical impoverishment and deprivation. From the time objectives were implemented as a strategic intent, the accomplishment throughout nations has fluctuated. There have been improvements all through the East and South Asia. Yet, sizeable incongruities in Sub-Saharan Africa continues; consequently there is a visible escalation in acute impoverishment, increased child and maternal death, including a path which identifies more than a few countries failing to

realize the MDGs. The UN Millennium Project recognized gaps identifying areas which failed to accomplish the defined MDGs (Sachs and McArthur 2005: 347-353).

Firstly, the challenge regarding incompetent organization was recognised. The MDGs could possibly be considered undeliverable should authorities in developing nations be inefficient towards managing by means of commitment, are not attentive to society, declining in equivalent safety and security, oppressing people with deceptiveness, carelessness and fiscal irregularity. Weak management becomes apparent at the time when leaders are aware of the concerns within societies, yet lack in social and moral administration that are indispensable towards upholding proficient community management practices around citizen-oriented service delivery.

Secondly, there were on-going difficulties with poverty impediment. Impoverished individuals cannot defeat starvation as well as diseases therefore, the poor remain helpless in accomplishing extended financial development. This is a continuing setback for the poorest-of-the-poor.

Thirdly, there are inexorable pockets of critical deprivation and destitution. Governments need to ensure that reserves and funding in social investment and improved community governance must be absorbed within regions which demand the need.

Fourthly, owing to strategy inattentiveness, certain MDGs remain unattainable. Policy-writers remain uninformed regarding difficulties, and are neglectful regarding principal community and society interests.

Schönfeldt and Gibson (2009: S68-S73), as a result state that the World Health Organisation records stipulate that annually within the African region, an alarming number of 3.5 million infants and toddlers die of undernourishment. Approximately, 28% of children below 5 years are undernourished and 38% are underdeveloped, whereas in Eastern Europe only 5% of children are undernourished and 14% stunted. Approximately 21 years ago, the Directorate of Nutrition was instructed by the South African Department of Health to put an end to the dilemmas of the preceding nourishment and medical support approaches in South Africa.

The objectives and plans are periodically the same in the best poverty improvement agendas. Overall well-being, teaching and learning, eco-friendly relevance, public engagement and right to financial prospects remain as a worthy opportunity, in addition to conditions for evading poverty. Operational and plausible agendas provide more than facilities and amenities; they develop proficient maintainable resources for the future (Smith 2005:199-213).

In an attempt to address this preceding problem, numerous school feeding agendas have been put into operation in emerging nations towards advancing the biological and psychological well-being of learners. However, in the direction of aptly assigning restricted funds and supplies, dependable evidence on the outcomes and costs of the feeding agendas is necessary for evaluation. School nourishment programmes in low plus middle income countries is an acknowledged development support programme, as affirmed by Galloway, Kristjansson, Gelli, Meir, Espejo and Bundy (2009:171-182).

For instance, school nourishment in Mali, as a case in point, is in a course of transformation. The feeding agenda has been coerced as collaboration amid the Government of Mali and global organisations which subsidize and co-administer programmes. The Government of Mali pursued to make efforts to assist public-centred school nourishment plans via a National Policy on School Feeding to assist public-centred endeavours in initiating feeding plans (Winch 2009:5).

As outlined by Rodgers and Milewska (2007: 75-95), in industrialized and establishment countries, such as the United States, which is globally ranked as one of the wealthiest countries, malnourishment and starvation persist to present itself as key concerns. The Food for Kids programme seeks to decrease starvation concerning school-aged learners by supplying ready-to-eat nutritional packages for young people who require them. The United States government has established a comprehensive strategy envisioned for young people residing in households where malnourishment and deprivation is extensive. The leading part of these programmes, the National School Lunch Programme and the School Breakfast Programme deliver food at a minimal charge if not a low-price for destitute learners for duration of the school day. Additionally, the Special Supplemental Nutrition Programme for Women, Infants and Children (WIC) also supplies relief for learners from low-income families.

Former President Mbeki in the 2004 State of the Nation Address, focused on food deficiency and deterioration as governments primary plan, including the advancement of a social security agenda by means of support in an impoverishment and destitution strategy (Mbeki, 2004). Innumerable agendas pointed out that the government was committed to creating a healthier and improved lifecycle by way of endeavouring to fight the war on deprivation and starvation. This corroboration was clearly visible in the 2005, 2006 and 2007 State of the Nation addresses and it was firmly on the strategic plan of government for the Sustainable Development Goals, 2015 and the current National Development Plan (NDP), Vision for 2030. The President specified the considerable measure of sources and means that have been assigned to meet the terms of this obligation; however, anticipated consequences in poverty weakening cease to be achieved, maintains Mubangizi (2008:174-181), and is ongoing in the current era.

The State of Nation Address, 2013 commenced by focusing on the proposals of the NDP. Its plan of action moves along the lines to tackle the problems of poverty, inequality and unemployment. In 2016, State of the Nation Address, the plan continues to call for citizens to have the right to gain access to water, energy, sanitation, employment, accommodation, municipal transportation, sufficient nourishment, teaching and learning, social security, improved medical aid, recreation and an unblemished ecosystem. In spite of positive plans, the realisation of these goals has proven to be complex due to the current global economic recession. The NDP has a framework of interventions that can place the economy on a more stable position. By 2030, the benchmark for job creation is set at 11 million however; the economy has to increase threefold to create the required jobs

<http://www.info.gov.za/speech/DynamicAction?pageid=461&sid=34250&tid=98676>.

In the beginning of 2009, former Finance Minister, Trevor Manuel identified that the state's biggest financing allocations is towards teaching. One of the state's urgent plan to increase the fee exclusion rule to 60 percent of its schools. The school feeding programme saw an allocation of four billion an approximately 13 billion was reserved for social care allowance, as mentioned by Tlelima (2009:1-15). The Budget Speech of 2016 has supported pre-primary and primary teaching and learning for young persons. Finances for essential education has improved starting with 204 billion for 2016 and increasing to 254 billion for 2018 and 2019. From now until 2018, approximately 510

unsuitable and insecure schools are targeted for refurbishment, 1120 schools will gain access to water and 916 would be operational with electricity.

There is growing confirmation that malnourishment in the early development years is linked with both immediate and lasting unfavourable aftereffects such as reduced immune levels and lessened intellectual and academic proficiency (Nelson 2000:307-315). It has been suggested that starvation dangerously impacts on the mental improvement, educational capability and overall welfare of children. It is submitted that developing countries that pledge a feeding agenda enhance learner achievement and boost accomplishment ratio (Winicki and Jemison 2003:145).

Similarly, Powell *et al.* (1998:873-879) claimed that starvation throughout the teaching and learning period may well impede young people in growing nations from progressing in teaching and learning. While several nations have applied school nourishing agendas, not many of them have been thoroughly appraised.

Wilderman and Mbebetho (2005:1) indicated that a few South African academics and scientists have distinct ideas and beliefs regarding the policy importance of the National School Nutrition Programme (NSNP). While a few would like to decrease the range and magnitude of the programme others urge a comprehensive feeding agenda. The former believes the feeding plan is completely a feeding scheme with insufficient economic room for other indispensable characteristics of an incorporated nourishment proposal. In addition, it is debated that the feeding agenda unsatisfactorily and incompetently illustrates children's constitutional rights and the right to basic nutrition.

The NSNP has ensured learners receive a meal at school, thereby contributing significantly to learners attending school regularly and ensuring child poverty within the school environment is lessened. The NSNP 2013/2014 annual report evidently states that the Department of Basic Education (DBE) concurs, if learners are hungry during classes, teaching and learning becomes unproductive. Nutrition Education, which is a strategic pillar of the NSNP, focuses on promoting a nutritious lifestyle and developing a comprehensive eating plan amongst learners and school communists. In addition, the South African Food Based Dietary Guidelines encourages schools to develop food gardens. Teachers, learners and parents are trained with the necessary skills to develop and maintain their own gardens, which aids and supports long-term household food security.

1.6 OBJECTIVES OF THE STUDY

Educationalists are mindful that learners, who have a deficiency of vital nutrients and are hungry, are frequently irritable, indifferent and constantly tired. They are regularly not psychologically attentive and find it difficult to pay attention; as a result they are dysfunctional in the teaching and learning environment, argues Shahid (2003:552-563). Although there are various national nourishment and primary medical care plans that are put in effect, child health care in South Africa has weakened, argues Bourne, Hendricks, Marais and Eley (2007:230-238). This research study has delved into the obstacles confronted by government and policy-writers in trying to accomplish respectable governance and effective benchmarks in the provision of resources to children who encounter destitution and malnourishment.

The key objectives of the research were:

- Establishing efficiency of the NSNP in lessening child poverty in selected schools in KwaZulu-Natal;
- Assessing the accomplishment of the programme and emphasise the challenges that influences the implementation of the programme;
- Developing knowledge and expertise to examine and evaluate the feasibility of the programme; and
- Comparing and contrasting the sustainability of these programmes in developed and developing countries.

1.7 KEY QUESTIONS TO BE ADDRESSED IN THE STUDY

The following questions have been identified:

- How effective has the NSNP been in reducing child poverty in schools within KwaZulu-Natal?
- What are some of the key achievements and challenges that impact on the implementation of the programme?
- Are there policies and procedures in place to ensure the feasibility of the programme?
- What lessons can be learnt from developed and developing countries in sustaining the NSNP?

1.8 RESEARCH METHODOLOGY

A research plan is a methodology that serves as a result of a link among research probes in addition to application regarding the study. Strategic study of methodical observation is guided by means of detailed questions including research strategy (Blanche and Durrheim 1999:29-30). The intention of the study was to obtain coherent reasoning during the observational process. In this way, observations were structured making certain the intentions of the study were accomplished.

The study applying qualitative techniques is according to scientists and academics constantly deliberated is as it is of inconsequential significance apart from the investigative stage. In comparison, qualitative investigators argue the presentation of entirely quantitative assessment practices falsifies realism into over simplistic data evaluation (Neale 2009:10).

The application of both qualitative and quantitative methods are commonly used in chronological order. When planning an extensive epidemiological research semi-structured interviews and observational data can perhaps be carried out to investigate hypothesis. To gain a detailed interpretation of the significance and implications of outcomes, qualitative and quantitative experiments can be combined. Advanced combinations are observed in the process of triangulation (Malterud 2001:483-488), which is what was followed in the research.

1.9 DATA COLLECTION METHODS

The following discussion has relevance for the study:

1.9.1 Qualitative Method

In qualitative research, the main intention is to analyse and interpret actions in their natural surroundings (Sathiparsad 2003:99-111). It calculates responses of individuals that participate in the structured series of questions (Sathiparsad 2003:99-111). The purpose of qualitative approach is to explain and comprehend the movement and practices of people as they function amid actual conditions, Elliott, Fischer and Rennie (1999: 215-229).

As mentioned by Sofaer (2002:329-336), rigorous qualitative research practices may possibly improve development of quality measures, allow for the enrichment of comparative quality reports and quality enhancement efforts. A meeting funded by the federal Agency for Healthcare Research and Quality (AHRQ) jointly with the Robert Wood Johnson Foundation, presented studies by renowned researchers that used qualitative methods. The meeting gave emphasis to the influences that qualitative research can render and strategies that can certify they are applied analytically and rigorously.

Shortell in Sofaer (2002:329-336), indicates that the application of qualitative exploration is dependable in development within social and policy sciences. It emulates the importance of sufficient and expanded understanding of realistic locations and the significance of understanding the situation.

1.9.2 Quantitative method

Wolhuter (2015: 157) maintains that statistical techniques, both descriptive and inferential are essential to the quantitative research methodology process. They are applied to summaries information, establish differences between data and determine if relationships exists between variables.

Information is attained by means of measurement. In most scientific arenas, quantitative research is the established experimental method. A benefit of quantitative strategy remains that it is a successful method to concluding outcomes and substantiating or negating a hypothesis, as confirmed by Blanche and Durrheim (1999:96).

1.9.3 Research instruments and sampling method

The research tools utilised were questionnaires and interviews. According to May (1997:84), an assessment process measures realities, viewpoints or actions through a questionnaire. The purpose of assessments is to exemplify underlying associations amongst variables. Relationships were thereafter quantified and categorised to determine outcomes.

1.9.4 Questionnaires

Questionnaires are administered to gather evidence from respondents. It comprises various measurement scales, open- ended items for qualitative answers, including questions which prompt demographic data from participants (Blanche and Durrheim 1999:293).

Questionnaires have specific constructive characteristics in contrast to other techniques of data accumulation. Questionnaires are considered to takes up less time, as opposed to an interview; as a result, it can possibly be counted as being additionally resourceful, add Gay and Diehl (1992:243).

Prior approval to conduct the study was sought from the DBE. The letter requesting consent detailed the aims of the research; it specified that participation in voluntary, and stated that no schools and district officials were identified from the results of the investigation. In addition, no person/s, title (except principal) were identified in the research.

The research study directed questionnaires to the following sample:

- Members of the school governing body (SGB) can provide information from a management and governing perspective;
- Selected teachers who are appointed to co-ordinate the school nutrition programme; and
- District Managers of the NSNP.

A sample of 4 selected schools within the Umlazi and Pinetown Districts complemented the study which comprised of questionnaires administered to 2 DOE officials of the programme, 4 school principals, 74 selected teachers and 33 members from the school governing body providing a total of 113 respondents altogether.

1.9.5 Observation Technique

Babbie and Mouton (1998:294) come to an agreement that the leading advantage of observation, is that it is known to be achieved within any place. With observation, it is necessary to take into account that the investigator gathers maximum appropriate information on the actual events that transpired. The authors further claim that prime significance of this technique allows for the presence of a philosophical and scientific approach to data collection.

A further benefit is that it occurs within the real world and delivers a broad depiction of occurrence. Observation of measureable data must be monitored in an orderly structure (Bless, Smith and Kagee 2006:114).

The observation technique was applied during the methodology process of this research. The researcher observed food handlers who prepared and distributed the meals as well as the learners who accessed the meals. Video recordings, photographs and notes were utilized to document the process.

1.9.6 Sampling method

A purposive sampling method was used. This method permits concentration on the population who are experienced, knowledgeable and understand the research phenomena under investigation in the research study that was undertaken (<http://www.fhi.org/nr/rdonlyres/etl7vogszehu5s4stpzb3tyqlpp7rojv4waq37elpbyei3tgmc4ty6dunbccfzxtaj2rvbaubzmz4f/overview1.pdf>).

The advantage in using this technique is that it allows flexibility when identifying suitable persons. This allows for a swifter, less expensive and more competent application of resources (Burnham, Gilland, Grant, Layton-Henry 2004:90-91).

For the purpose of this study, a list of districts and schools that participate in the feeding programme was sourced from the DOE. A quintile system is used by the Department of Education to identify schools that require access to the programme. According to the NSNP database 2010-2011, the Province of KwaZulu-Natal (KZN) consists of 12 education regions and 4819 schools accommodating 1915068 learners.

A record of all schools within the Province of KZN that access the NSNP was obtained from the KZN, Department of Education's District Officer. The study focused on a sample of 4 selected schools within the Umlazi and Pinetown Districts. The schools are chosen based on their geographical locations which are based not more than 2-15km away from each other. The elected schools were Palmiet, Clareville, Dr Macken Mistry and Parkvale Primary Schools, given their geographic location, and as they are also deemed as those schools where a large complement of impoverished learners are in attendance.

1.9.7 Data Analysis

Qualitative and quantitative techniques were utilized to analyse the data. A detailed analysis of primary and secondary documents was performed followed by grouping of responses according to themes derived from the questionnaires. Headings and sub-headings were developed using thematic analysis.

1.10 STRUCTURE OF THE DISSERTATION

The research allowed for the flow and interlink of chapters which ultimately concluded in the complete dissertation. The conclusion of each chapter describes a brief summation on the essence of each chapter.

Chapter 1: Synopsis and Rationale to School Feeding and Poverty

Chapter One reviewed the Constitutional framework by outlining the introduction and background to the study. In addition, the broad problems and issues that were investigated were highlighted. It further explained the objectives and key research questions, and summarized the research design and methodology.

Chapter 2: Policy perspectives in addressing Poverty Reduction through Public Administration and Governance

Chapter Two focused on the NSNP stemming from a Public Administration perspective and the challenges imposed on the implementation of the programme. This chapter briefly delineated the school feeding programmes put into practice in other selected international countries. Food security through the programme is contextualised within a public policy perspective, with emphasis of the impact of poverty reduction on service delivery.

Chapter 3: Contextualising the National School Nutrition Programme as a Developmental State initiative

In Chapter Three, the structure presents a literature review on the NSNP and explains the impact of school feeding programmes (SFPs) from a developmental strategy to reduce poverty and address the developmental agenda of the state.

Chapter 4: Research Design and Methodology

Chapter Four outlines the data that has been collected through the use of questionnaires and interviews. The interpretation and analysis of the data strives to answer critical questions. It identifies the research instruments and the processes of collecting and analyzing data.

Chapter 5: Data Presentation, Analysis and Interpretation

Chapter Five defined the discussions and results and the findings reached by the application of research instruments which consisted of the questionnaires and observation methods.

Chapter 6: Conclusion and Recommendations

In Chapter Six, the primary reason and intent of this chapter was to bring into detail the conclusion and recommendations arising from the research project. From the data collated and analysed, the research project enabled the researcher to constitute clear, well-defined recommendations.

1.11 DEFINITION OF TERMS

Poverty: Conditions in which essential requirements for nourishment, health, security and livings conditions are inadequate.

Nutrition: A source of nourishment, food.

National School Nutrition Programme (NSNP): School feeding programme directed at improving well-being, nutritional status and learning capacity of school going children.

Volunteer Food handler: A parent or community member who offer their services to prepare, cook and serve meals to learners, in return for monthly remuneration.

Quintiles: A system whereby schools are ranked and funded accordingly and the socio-economic circumstances of learners are taken into consideration. For example, the poorest quintiles (1 and 2) receive a larger budget for funding in terms of the Norms and Standards for Funding Schools.

Food: Material, either vegetable, fruit or animal product that consists of vital macro nutrients and micro nutrients which are required to produce energy, encourage growth and maintain life.

School Governing Body (SGB): The committee responsible for the governance of the school and feeding programme.

1.12 CONCLUSION

Regardless of the expanding global capital, a number of people are fated to existing in persistent poverty. Impoverishment and destitution is the result of nearly 1/3 of human demise annually, which adds to almost 270 million demise since the Cold War came to an end. Almost 2,735 million individuals survive below the poverty threshold of less than \$2 per day with the international poverty index utilizing 1.3 percent of the international threshold. An additional 1 percent is required to escape destitution and deficiency (Pogge 2005:1-7), and in the current context, the challenge is still ongoing.

Child impoverishment and destitution is commonly described as poverty lived through by children and young people. It is distinctive from adult impoverishment as it has several diverse influences. It can also have numerous consequences and these may have a lasting negative impact on a young person. Momentary periods of deprivation can be seen to affect children's long-term progression and development, is the view put forward by authors Minujin, Delamonica, Davidziuk and Gonzalez (2006:481-500).

In November 2007, a report in the Witness detailed that contractors who provide food to schools in KwaZulu-Natal under the school nutrition programme contend with a huge number of ordeals in receiving timeous and prompt imbursement for the food provided (Oellermann 2007:2). This is substantiated by Wilderman and Mbebetho (2005:3) who assert that indication for the insufficient funding prioritisation of the SNP is distinct in the total number of schools and learners that access the programme. In view of the persistent frequency of poverty and the reality that the SNP did not consent for other constituents of an amalgamated and all-inclusive nutrition strategy, a decline in school and learner numbers reflected the tight financial level of the programme. From 1995-2003, the total number of participating schools was lessened by 15.4 per cent, and as a consequence the learner numbers declined by 29.0 per cent.

The re-route of the SNP from its former grade level focus (the previous Primary School Nutrition Programme) to a clear and well-defined statement as an anti-poverty plan is questionably the ultimate test and trial. To achieve this, entails evident policy and comprehensive driving principles on the recognition of the key beneficiaries, argues Wilderman and Mbebetho (2005:4).

In addition, it is necessary that the intention for school feeding agendas be supportable and justifiable. This indicates the programme must regularly be governed by a state and/or a public organisation. Maintainable learner nourishment agendas have become government's plan, as well as assistance. However, reaching sustainability requires all shareholders and investors to work cooperatively as no single administration would be able to handle all the multi-faceted constituents that are part of school feeding (Global Child Nutrition Forum 2007:7).

CHAPTER TWO

POLICY PERSPECTIVES IN ADDRESSING POVERTY REDUCTION THROUGH PUBLIC ADMINISTRATION AND GOVERNANCE

2.1 INTRODUCTION

Destitution and impoverishment is an international dilemma however, South Africa is somewhat different in that colonization and apartheid significantly contributed to the current impoverishment and inequality structures. A lesser quantity of essential supplies, teaching and learning and land allocation have been distributed to underprivileged individuals living in rural areas in South Africa (Shinns and Lyne 2004: 74-88).

Indeed, while apartheid has been abolished, children being brought up in a democratic South Africa are challenged with several hardships and discomforts. There are several explanations for providing awareness to child poverty. Young people are vulnerable and they cannot be considered to be answerable for the condition in which they live; neither can they do a good deal to alter their situation, is the view held by Dieden and Gustafson (2003: 326). The South African Government has a sturdy legal structure and various pro-poor guidelines and procedures; nevertheless, children are still being allowed to fall back in the system. Approximately two thirds of child demises were preventable if there were minimal developments in primary care for children, as reported by Aida Girma, Unicef's South African delegate (Laing 2012: 1-2).

This chapter focused on the contextual NSNP stemming from a Public Administration perspective, and the challenges imposed on the implementation of the programme. This chapter delineated the school feeding programmes put into practice in other international countries.

The Constitution of South Africa, places paramount focus on the provision of basic essential to all citizens which is clearly defined in Sections 26 and 27. It further advocates that these services must be provided, "impartially, fairly, equitably and without bias". Community participation is essential in this policy making process, (Constitution of the Republic of South Africa, 1996).

The RDP was to address previous inequalities in socio-economic developments. The values of the people-centred development have become an essential and fundamental part of policymaking in post - apartheid South Africa. Segregation of population groups which was brought about by the National Party during the apartheid era reflected hardship and suffering for most South Africans classified as “non-white”. As stated by Davids *et al.*, (2005:18) South Africans had to pay the costs of separate development in the form of *inter alia*, racism, inadequate essential amenities and the disconnection of family units.

The primary focus of the RDP was to restore the socio-economic imbalances and extreme poverty that threatened many communities. The drive was to accomplish social, political and economy justice through a course of action characterized by “empowerment through participation”. However, not all the objectives established by the RDP materialized. A short while after its inception, the RDP offices were closed owing to political and partial difficulties. Not long thereafter, the government implemented a new policy called the Growth, Employment and Redistribution (GEAR) policy. The intention was to stimulate growth through exports and investments, to foster community activity and community development and to promote decentralization and partnerships between government and private organizations (Lyons, Smuts and Stephens 2001: 273-288). However, in the current dispensation, it can be said that the GEAR policy had failed to successfully fulfil its mandate for growth, employment and redistribution owing to the shrinking employment sector and increasing poverty traps.

On the basis of these principles, Government employed itself in reforms of transformation to eradicate the inequalities that transpired and were imposed by the previous government in the delivery of equitable services. The transformation process as described by Government’s vision points toward creating a public benefit that is “representative, comprehensible, clear, competent, operative, responsible and alert to the needs of all” (White Paper on the Transformation of Public Service 1995).

2.2 DOMINION OF PUBLIC ADMINISTRATION

The term public administration can be considered as both an academic discipline and an activity. Public administration as a discipline was founded almost 120 years by Woodrow Wilson, “Science of Administration”. As an activity, it can be tracked to the earliest age of human history, when humanity progressed to living in organized societies (<http://teachingamericanhistory.org/library/document/the-study-of-administration/>).

Concurring with this, is Van der Waldt and Du Toit's (1997: 7-12) submission, that public administration originated so as to address the needs and demands of society and in exercising this process, accelerated the distribution of services rendered to society consequently improving and developing the overall quality of life of all citizens.

In principle, public administration speaks of policies, regulations, processes, systems, organisational structures and personnel which are funded by government monetary funding. It encompasses the collaboration with relevant stakeholders within government, the public and the external environment at large (http://www.undp.org/content/dam/aplaws/publication/en/publications/democratic-governance/dg-publications-for-website/public-administration-reform-practice-note-/PARPN_English.pdf).

2.2.1 Rationale and function of public institutions

Cloete (1991:300) indicates that human beings are obliged to live in a state directed by public institutions. These organisations must establish an environment which is conducive for them to sustain a respectable livelihood. Public institutions are present primarily to conserve law and order, and make available to the population necessary supplies and services which private enterprises cannot deliver for a number of reasons.

Council and public services delivered by government should not be perceived as a benefit or favour, but more as a rightful and justifiable expectation. Addressing the concerns and engaging in focusing on the fundamental requirements of society, is a key component of government's drive towards sustainable development in the context of poverty reduction strategies.

The Budget Speech, 2016 presented by Minister of Finance, Pravin Gordhan focused on a few pertinent issues for instance, the need to plan in order to continually expand teaching and learning, medical care structures and to strengthen social harmony as well as broaden the social wellbeing agenda. Minister Gordhan reflected on the National Development Plan (NDP) and the central focus and commitment on reducing poverty and inequality. The Minister gave emphasis to South Africa being resilient and innovative to manage the economic challenges, and the several broad principles that flow through the NDP which reflects the basis for indispensable and crucial transformation (Budget Speech 2016).

Over and beyond the plans and policies set out by government, it appears and suggests that reducing poverty is a challenge facing most administrations. This is maintained by Hall and Wright (2010: 45-68), given the fact there are Constitutional pledges that grant children the rights to adequate food and nutrition. South Africa has 2/3 of young people who still survive under the poverty threshold. According to Statistics South Africa (2016), almost 2/3 of young people under age 6 live in the poorest of 40% of South African households, where there are elevated rates of unemployment and impoverished living circumstances. Furthermore, three national poverty lines have been suggested by Statistics South Africa, which is the high poverty threshold, low poverty threshold and nutrition poverty threshold, the most acute being the food poverty line. Persons living under this level of earnings are unable to afford enough food to provide sufficient nourishment. The lower poverty line is focused on there being an acceptable income for people to be adequately nourished, except if they do without necessary items. The upper poverty line is the minimum required for people to afford both the minimum sufficient food and basic non-food items.

As acknowledged by Khattab (2009: 12-19), the reality that child poverty is evident in the Twenty-First Century, is an arraignment against governments and the international community. Poverty is the rejection of human rights and both are indivisibly connected as the concern is living with dignity. Focusing on child poverty, is a requirement to addressing the global objective of eliminating poverty. Poverty prevents children from the right to nutrition, shelter, reliable and hygienic water and sanitation, primary medical attention, basic education and safety from physical abuse, the repercussions of which can affect their development, physically, psychologically and academically.

A point of fact is that a competent, receptive, clear and concise, and responsible public administration is not only of principal significance for the moral and suitable management of a nation but also what is more important, is the rudimentary processes through which government plans and directs to attain the Sustainable Development Goals (SDG). The association between government, public and the private sector is realized via public administration as it can be viewed as a leading medium. Public administration reform must embrace a technique in the direction of attaining advanced development targets with specific reference to impartial growth, poverty diminution, peace and consistency and a contemporary focus on addressing the ongoing challenges in the country as a developmental state imperative in the current dispensation

(http://www.undp.org/content/dam/aplaws/publication/en/publications/democratic-governance/dg-publications-for-website/public-administration-reform-practice-note-/PARPN_English.pdf).

2.2.2 Contextualising School Feeding within Public Administration

During the late 19th Century, charitable or religious organisations generally provided food to poor or destitute children. By the 20th Century, the matter of food security was progressively drawn into the sphere of public policy. During the First World War, the United Kingdom began to adopt the responsibility of school feeding by way of subsidies to local organisations. In Britain, the United States of America and Japan parents donated toward food costs; however, the government made necessary the facilities and equipment for school feeding programmes, suggested Kallaway (1996: 1-24).

In South Africa, the Transvaal Provincial Council's Executive Committee in 1916 made a decision for the provision of food for all needy children. However, findings indicate that this was initially for whites only. By the 1939s and 1940s, the provinces estimated spending totalled approximately R18 000; this escalated to R31 000 in 1940/1941. Other food aiding programmes were the state-aided Milk and Cheese Scheme, the Dried Fruit Scheme and the Citrus Scheme (Kallaway 1996: 1-24).

It can be said that the aims and intentions of various school feeding programmes may vary; however, the distinct similarity is the purpose of relieving short-term hunger, enriching micronutrient status, development, and cognitive and academic performance. In developing countries, the objectives are further intended to enhance school attendance and to urge learners to remain in school longer (The Cochrane Collaboration 2009: 3-29).

The school nourishment plan was introduced in 1994 as a poverty alleviation strategy to address the disproportions and inequalities of the previous government. The National School Nutrition Programme (NSNP) which was formerly presented as the Primary School Feeding Scheme (PSFS) was a strategic project acknowledged by the Reconstruction and Development Programme. The NSNP is comparable to other (SFPs) in that the purposes of enhancing school attendance, improved physical and academic participation, enhancing nutrient intake and increasing central human functional capabilities are all similar.

The National School Nutrition Programme is supported and guided by the subsequent legislative policies (Circular 29: 2009: 2) as follows:

- The Constitution of the Republic of South Africa, 1996 Section 28 (c) of the Bill of Rights;
- The United Nations Convention of the Rights of Children as ratified by the Republic of South Africa on 1st May 1996;
- The National Programme of Action for Children launched by the government in May 1996;
- The South African Schools Act 84 of 1996, Section 34 (1); and
- Targeting of schools for school feeding as informed by the Norms and Standards for Funding of Public Schools, General Notice 2362 of 12 October 1998.

Arising from and further to these policy frameworks, it is of the essence to note that Section 27 (1) (b), Section 28 (1) (c) and Section 29 (1) (d) in the Bill of Rights pertain to responses to the level of nutrition and the essential physical and mental development of the child. It is against this background that government prioritised poverty reduction in various policies together with the establishment of the PSNP. This was later retitled

the NSNP. This programme was to map the path to reduce poverty escalation, as it is the contemporary focus of government's strategic agenda, amongst others. Poverty reduction and the focus on effective efficient and economic service delivery is the focal point of concern which government labours to address in its various policies, processes and procedures.

Substantiating this, Section 18 of the 1996 Constitution outlines the principles of the school feeding programme (SFP). Sub-section 28 articulates the provision of basic education as a right that should be accessible to all. To give evidence to this context, the NSNP proposes to promote improved standards of education by improving capacity for learning, increasing learner turnout and retention thereby lessening short-term hunger. (Meeting Nutritional Needs through School Feeding: A Snapshot of Four African Nations).

It is agreed that school feeding is a priority as long as poverty prevails and the unemployment rates remain low. Although the cost effectiveness and cost-efficiency of school feeding programmes cannot be established, it should be noted that if programmes have sustainable and preventive significance as they should be assisted and promoted regardless of the cost implications, argues Wilderman and Mbebetho (2005: 2).

To substantiate, since the beginning of the new Millennium, public administration reform developed into a fundamental and essential part of the "Good Governance Programmes". As in many countries, it was devised with the intention to complement the implementation of the National Development Plan (NDP of 2030) and associated poverty reduction strategies (PRSPs). Using this tactic, the focus was directed towards service delivery and receptiveness instead of merely the cost factor (Building Bridges between the State and the People: 2010).

In the same way, Powell *et al.* (1998:873-879) maintain that the World Food Programme and national governments in both the developed and developing world have substantially exhausted exorbitant amounts of finances on nourishment and dietary programmes. In spite of this program, evaluations and measurements have remained remarkably low and have lacked scientific rigor possibly due to the immense complexity involved. In most instances, school feeding schemes have political consequences. In

developing countries, parents are acceptable of the feeding programmes. However, politicians use this as an avenue to gain recognition.

For poor families, school meals are considered as a form of additional income and as a means to employment for the local community.

2.3 THE BROAD ELEMENTS OF SCHOOL FEEDING

In poor and under developed countries provisions and resources are scarce; as a consequence, the provision of food can be rather exorbitant. An indispensable component in enhancing the impact and extension of school feeding programmes is to direct it towards families and communities that require resources to support and feed school children. The Vulnerability Analysis and Mapping is a tool introduced by the World Food programme. It investigates reasons for the lack of food and the educational requirements of peoples within a nation. From here, targeted regions are detected and schools within these regions are screened to identify those who acquire food. When referring to targeting, one good example is the national school feeding programme in Chile, (Meeting Nutritional Needs through School Feeding: A Snapshot of Four African Nations).

Jomaa, McDonnell, Probart (2011: 83-98) agree that to lessen temporary hunger, developing nourishment and intellectual ability of children and providing a wage or salary to families, are some of the intentions of School Feeding programmes (SFPs). More than 1.2 billion people globally are affected by deprivation and starvation and it is a continuing dilemma. Many people suffer from limited or no access to sufficient food due to the global economic crunch, wavering food prices, wars and political struggles and the devastating environmental catastrophes. The United Nations Millennium Declaration (2000) was fostered by head of nations, global organisations and local organizations to tackle starvation and impoverishment concerns.

As pointed out Jomaa *et al.*, (2011: 83-98) SFPs have been comprehensively accepted in developing countries. The programme contributes in advancing the duration of concentration in addition to educational ability of learners. The idea behind this thought

is to provide children with meals which may reduce temporary starvation which could possibly make worse their learning experience.

Thirty-two nations within the sub-Sahara region of Africa presented similar conclusions. School feeding programmes can be recognized for increasing school registration, learner turnout and reductions in learner dropout levels. Studies further concluded that registration levels for young girls, as well as progression through primary school, likewise developed. The National Development Plan, 2030 recognizes the need aimed at security in food and nourishment for young people as an imperative strategic developmental goal, as emphasized by (Hochfeld, Graham, Peters, Patel, Nyathela, and Moodley 2013: 1-40)

Intentions and objectives outlined in the Education for all (EFA) and MDGs guide and steer developing countries in the accomplishment of the marked out objectives. While the EFA is education distinct, the MDGs are geared towards lessening poverty, immobilizing the spread of HIV/AIDS, reducing child mortality and advancing maternal health, promoting environmental sustainability and striving towards attaining universal primary education for all children.

2.4 CHALLENGES AND CONTEMPLATIONS REGARDING THE NUTRITION FEEDING PROGRAMME

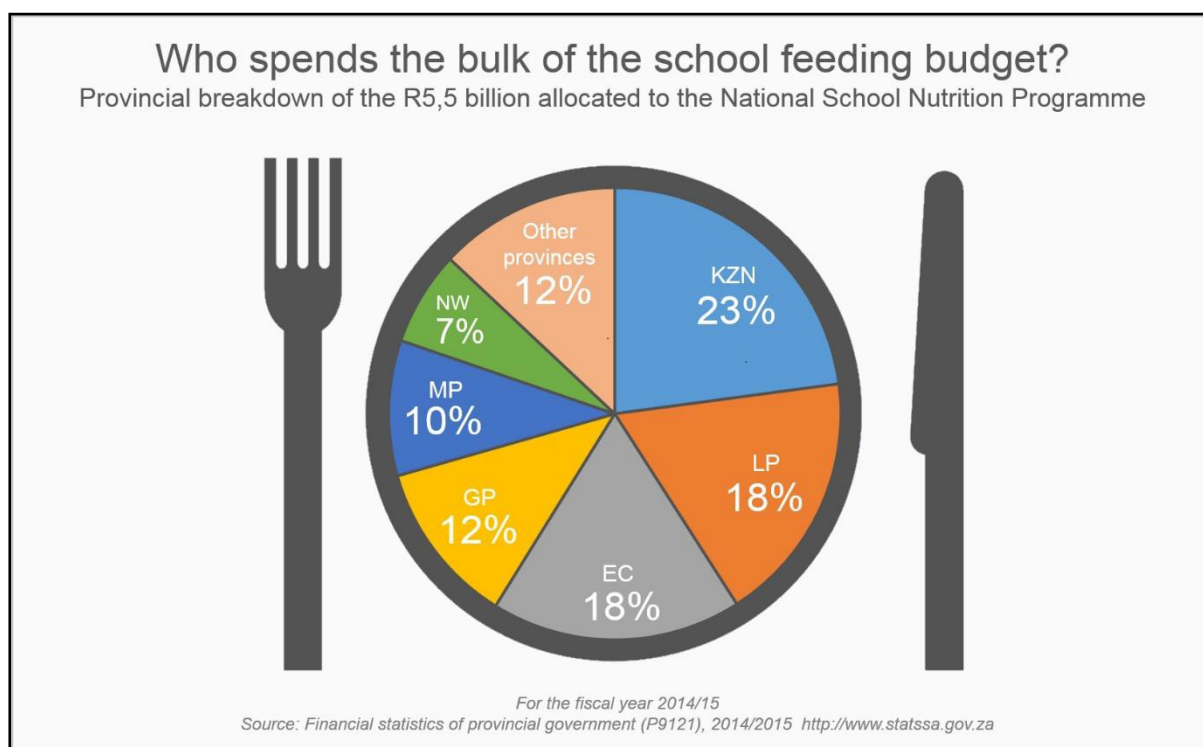
The NSNP is guided by procedures and principles which stipulate that it includes community basic school learners beginning with grade R right into grade 7, consisting of the population's most deprived and destitute people. Monetary assistance is by way of state grants, on which steady prerequisites and instructions are enforced. The National Treasury is responsible for funding the programme, with the most impoverished populations receiving bulk of the budget. A feasibility analysis was conducted with the intention of escalating the programme into secondary schools by April 2009 (Global Child Nutrition Foundation 2008:26).

Indeed, health and learning sectors are two essential and fundamental keystones of human capital. It is the formulae for an individual's economic productivity. The United

Nations met in Dakar in 2000, to foster a pledge for the elimination of malnutrition and deprivation the realization of global primary education. School feeding programmes (SFPs) were identified as a significant and vital mediation strategy to tackle these challenges. The two most important purposes of SFPs are education and learning, and food safety and security. The educational purposes take into account improved attendance and enrolment targets and enhanced attentiveness and focus during teaching and learning, which is heightened by the provisions delivered. Food assurance measures focuses on the lessening of immediate starvation and the development of the dietary levels of learners, inevitably bringing down the degree of undernourishment in school learners (Tomlinson: 2007).

The trials and tribulations faced in South Africa is that a considerable amount of children are faced with accelerated levels of poverty. According to Flores (2004: 99), the key surroundings in the life-cycle of young people are the home front and educational settings. Together, these two systems have an incredibly vital impact on their academic and emotional functioning. Accordingly, the government has engaged in the responsibility by providing food for learners whose parents are unable to provide meals for them. This is eminent in the current NSNP. As mentioned in Statistics South Africa, (<http://www.statssa.gov.za/?p=8392>), the NSNP in 2014/2015 fed an approximated 9.2 million learners in 19 800 school throughout the country. The NSNP cost to the country depicts that R5.5 billion of government expenditure was absorbed towards school nutrition during the period April 2014 to March 2105. The 3 Provinces that received the majority of the R5.5 billion, were KwaZulu-Natal, Limpopo and Eastern Cape. The table details by what means funding was assigned to the different provinces and was based on the socio-economic needs of the learners.

Figure 2.1: NSNP - Provincial spending



<http://www.statssa.gov.za>

Over a five-year period, spending on the NSNP has risen for the provinces with a total of R3.5 billion spent in 2010/2011, R4.5 billion in 2011/2012, R4.9 billion in 2012/2013, R5.2 billion in 2013/2014 and R5.5 billion in 2014/2015 (<http://www.statssa.gov.za/?p=8392>). *Firstly*, for the NSNP to be successful it requires total commitment from all relevant stakeholder and it commands accurate and precise management. *Secondly*, for the programme to give shape to its intended goals the process of policy, procedure and process must be clear, concise and acceptable. The NSNP report 2008 affirms that several evaluations of the programme have followed from 1996-2003. The report details that intentions of the evaluations existed to monitor benefits and limitations of the programme. In addition, the outcome of the evaluation process would provide recommendations on techniques and methods of enhancing the productivity and efficacy of the feeding programme. Arising from the evaluations, several pertinent concerns were presented, for instance:

- Various administrative challenges encountered by different levels of management saw the school feeding scheme as costly and logistically complex;

- Lack of capacity and management structures were insufficient and under-resourced predominantly in rural areas; and
- School meals were not provided according to the guidelines stipulated by provincial government (Report NSNP 2008: 4-5).

The Directorate of nutrition authorized a survey of 149 randomly chosen schools in each province in 2001. The objective was to analyse the nourishment and dietary agenda with specific focus on coverage, menu selection, and budget efficiency, quality of food and safety concerns. Regrettably, some of the findings from the survey detailed the same concerns and complications that were underlined in the 1996 survey of schools.

The findings detailed the following:

- Eligibility and exposure plans, which persists as a setback at the school and geographical levels;
- Setbacks in feeding times, as a consequence learners are served meals much later in the day, water scarcity and low food hygiene practices; and
- Dietary requirements which are lower than the approved nutritive value (Labadarios, Steyn, Mgijima, Daldla 2005: 100-108).

In 2012, a case study was conducted by the Partnership for Child Development and New Partnership for Africa's Development embarked. The outcomes from the study specified that learners are provided with balanced prepared meals that considers learners from diverse backgrounds. Indication of continuous value advancement and exposure is seen in the feeding component. A strong theoretical component in the curriculum is viewed in the nutrition education section. Nevertheless, the impact of practical implementation is still challenged with insecurities, submits Mkhosi, Wenhold, Sibanda (2013: 63).

Accordingly, the World Food Programme claims that irregular funding of food and nutrition results in various negative outcomes. Some of the issues alluded to include, unsatisfactorily calculated rations which result in costly processes. Dissatisfied learners and unsuitable target areas also leads to learners moving amid various teaching and learning environments in the same region.

Undoubtedly, a school feeding programme should be guided by comprehensive policies which will inevitably help strengthen its capacity for sustainability and quality of performance and operation. School feeding is defined within national policies as governments are implementing their own national agendas. In India for example, the programme is supported by a Supreme Court Ruling, whilst in Brazil, it is included in their National Constitution and in Honduras, it is included in the National Congressional (World Food Programme).

More than a few countries throughout the globe have adopted school feeding schemes in response to the different and various needs of feeding learners at school. To illustrate, Brazil introduced its programme in 1945 and it is funded through the United States Agency for International Development and United Nations respectively. As a process to manage the programme Brazil adopted a decentralisation policy. The Local Schools Meals Councils coordinated the implementation of the programme, as evidenced in the Report on the Evaluation of the NSNP (2008: 6).

Programa Nacional de Alimentação Escolar, (PNAE) the National School Feeding Programme was decentralised during the 1990s. The National Fund for Educational Development administers the programme. The programme includes approximately 37 million learners in government schools which are listed in the Ministry of Education's school register; in addition monetary funds are assigned to all cities throughout Brazil (Otsuki and Arce: 2007: 1-20).

The School Feeding Programme was introduced in Brazil during the 1950s. The feeding programme commenced as a state school nourishing operation starting with few schools in Bahia. The operation was combined into the First National Food and Nutritional Programme in 1955. In 1976 The National Institute of Food and Nutrition brought into effect the Second National Food and Nutritional Programme. However, it was a substantially centralized programme which presented severe challenges. Perishables and food were stocked up in warehouses and thereafter distributed to schools. The perilous and unsafe delivering and supplying method especially within the interior areas most often resulted in food being damaged and rotten before it got to the schools. A further challenge encountered was that many schools in the interior did not on a regular basis receive food which resulted in poor school attendance.

The programme was re-entitled the National School Feeding Programme in 1979 (Otsuki and Arce 2007: 1-20). The decentralisation of the feeding programme has been proven to display some advantages. It allows for key stakeholders: schools, learners, local municipalities, services providers and enterprises to play a part a significant role in determining what meals learners consume. In addition to this, food for schools are rapidly being acquired through domestic traders, organisations, teaching and learning and local vegetable gardens (Otsuki and Arce 2007: 1-20).

Back home, the National School Nutrition Programme (NSNP) faces similar constraints. Making available of on-site meals are prevalent with school feeding programmes on a global scale. On-site school feeding schemes are put into operation primarily on educational focus, which in essence indicates increasing accessibility into the teaching environment and enhancing knowledge by lessening short-term hunger. On the contrary, the preparation of meals in school can be time-consuming due to the lack of physical and human capacity which is necessary to prepare meals on scheduled eating times (Hochfeld *et al.* 2013: 1-40).

In 2008, one of the key challenges encountered by the programme was the increase in food prices which ultimately affected the implementation of the programme. With the escalated allocation in the adjustment budget from National Treasury, important changes were possible in the feeding cost, feeding days and the number of learners who had access to the programme. In spite of this, delays in supply chain processes resulted in five out of the nine provincial departments under-spending (National School Nutrition Programme 2008: iii).

Further challenges of school feeding in South Africa have been detailed in Meeting Nutritional Needs through School Feeding: A Snapshot of Four African Nations, despite the fact there being a variety of appropriate menu options, some schools opt for the “cold” meal. This usually included a light starch and protein snack. The “cold” menu option does not require access to a built in kitchen. Hence, there is a variation in cooking facilities between schools. An additional concern is insufficient basic cooking apparatus and utensils necessary for cooking and distributing meals.

To counteract some of these challenges, the South African Medical Research Council examined the viability and significance of including nutritionally fortified foods into the SFP. A study conducted in KwaZulu-Natal indicated that fortified biscuits improved vitamin A, iron, and iodine levels in learners. Also, respiratory and gastrointestinal related morbidity was positively affected. The study further suggested that between 30 and 35 percent fewer school days were lost to respiratory and gastrointestinal related diseases respectively. The study reported a positive effect on the cognitive ability of learners. The outcomes from the afore-mentioned study validate school feeding to an appropriate channel for targeted fortification in school learners (Meeting Nutritional Needs through School Feeding: A Snapshot of Four African Nations).

As noted, several developing countries and international associations applying the Food for education (FFE) programme have found that by fortifying food with protein and essential micronutrients, they may also be able to enhance child nourishment and nutrition status and reduce morbidity. This allows for an added progressive and conclusive effect on consistent school attendance and education. However, while there are advantages, FFE programmes are often criticised as a costly process for turning out the specified education and nutrition objectives. Further critiques and concerns are school meal options may deter lessons and teacher time away from the learning environment (Adelman, Gilligan and Lehrer 2008: 18).

2.5 GOVERNMENT'S OBLIGATION AND AGREEMENT TO SERVICE DELIVERY IN CONTEXT

Since 1994, government in its various policies and legislations have to an extent played an assertive role in economic and social development to ensure people-centred service delivery strategies.

2.5.1 Service Delivery

Harper and Marcus (2000: 65-72) allude to the fact that poor family units give rise to immense efforts to retain children within the school environment as they understand it to be the fundamental way of breaking out of the cycle of poverty. Conversely, the low educational standards and escalation of unemployment rates, suggest that schooling is seen as an expense in terms of school fees and reading and learning material

access and charges. The absence of investment by governments and relevant stakeholders raises concerns about policy priorities which relate to children basics needs and rights and the security of human capital and the overall development of people.

All through the period from 1995 to 1996, South Africa progressed across major policy review, described as the “White Paper Era”. Through 1997 to 2003, the importance of service delivery with a concerted effort on implementation was accentuated by former President Thabo Mbeki. Service delivery is decisively associated with policy and policy implementation. Equally important, is the improvement of policy implementation plans to guarantee positive and effective service delivery (Brynard 2005: 2-25).

Former President Mbeki in the State Address of 2002, appealed to the nation towards “Arise and Act – Vuk’ uzenzele!”, and assured that the state would focus on the importance of the strategic challenge that meets the Public Service through fulfilling the mandate of Batho Pele. It was further emphasized that the country has achieved justifiably in medical care, welfare, housing, security, education and in the delivery of sterile running water and electrical energy. “Arise and Act”, are words in line with the current approach of public management. The step forward is towards a dynamic, self-assured public service that is responsible and accountable for the achievements and prosperity of the people it serves. A competent and cooperative public service allows for the burdens of impoverishment and destitution to be lessened, as highlighted on the Department of Education’s website (<http://www.kzneducation.gov.za>).

Wolf (2007: 650-672) concedes that the efficiency of service delivery is to a great extent influenced by the allocation of capital for the various categories of expenditure namely, wages and physical inputs. The availability of funds can emanate from the entirety of people involved in decision-making and service delivery and the trust and loyalty of individuals. The responsibility and quality of services provided can be minimal due to unsatisfactory work environments and poor salaries. The increase in public funds would expand outcomes if organizations are in place to guarantee the efficient dispersion of resources. Discrepancy in government reports in providing public services and addressing poverty can be due to differences in the incentives for politicians to distribute public resources.

Ultimately, poor people can hold governments liable for negligence in providing data on the quality of services provided, the absence of reliability of political commitments and the division of voters on social grounds. The South African Public Service could strengthen and grow and a decline in corruption could be noted, if there is a pronounced sense of political accountability. A notable example in Uganda's transparency regarding government transmission to local expenditure divisions has resulted in the escape of funds by as much as ninety percent. Further, advancing service delivery compels and necessitates the increase of accountability among policy-makers, service providers and users (Wolf 2007: 650-672).

This denotes that service providers are driven by an officially recognized and ethically embedded responsibility of affording the choicest possible services to the public, within a practical and viable context. The Principles of Batho Pele are founded upon the Constitution of 1996, which presents a significant aspect relating to Section 195. It states that the public sector should be managed and directed by elected morals and values which is preserved as Constitutional imperatives for enhanced and accountable service delivery. These Principles are affiliated with the Constitutional ideals and contextualised for the study as follows:

- Promoting a commendable benchmark of professional ethics which must be endorsed and sustained (sanctioning and supporting principles of NSNP);
- Ensuring that the proficient and financial viable utilization of resources is maintained (comply with best operational practice for NSNP);
- To provide services without prejudice, to be fair and equitably (provision of meals must be diverse to its learners and to its school's establishment);
- Communities are urged to actively join in the policy-drafting process and the requirements of citizens must be responded to (to accelerate local economic development in so doing reducing poverty); and
- Public administration should be transparent, responsible and development oriented (strengths and weakness of the NSNP should be communicated to all relevant stakeholders) (Batho Pele Handbook: A Service Delivery Improvement Guide: 2003).

Grindle (2004: 525-548), in recent times, formed a selection of advanced and resourceful ideas about how to increase service delivery through community participation, contracting out, several forms of delegation, and privatization; how to involve communities and municipalities in development planning and fiscal management and how to support non-governmental organisations take on activities that governments are incapable or reluctant to deliver.

The White Paper on Transforming Public Service Delivery (1997) centres on the responsibility of national and provincial government to target service delivery to communities. Although the paper was directed at national and provincial government, the defining principles apply pertinently to local government as basic services are not advantages and concessions, but a Constitutional and human right. This implies that all consumers of public services must be consulted with reference to their requirements, main concerns and the quality of services rendered, maintains Fox and van Rooyen (2004: 115).

2.5.2 Community participation in relation to food security

People consider the progression of community participation programmes to be ineffectual, protracted and expensive. Communities are of the perception that they do not have the necessary competences to participate in the process. Most often, there is not enough agreement on how this process should proceed. The question often asked is, what is the point of asking communities to participate if policies and proposal have already been determined on how things would follow through? However, communities should bear in mind that although community participation may pose particular difficulties, they must strive to achieving positive outcomes and focus on proactive participation.

As detailed in Fox and van Rooyen (2004: 51), local communities are stagnant as it is perceptible to view the scarcity of nutrition and food, proper housing, clean running water and sanitation, decrease in educational outcomes and scarcity of electricity. Society is nonetheless left in circumstances of helplessness and destitution. The process of participation would permit people to make accurate and cognizant resolutions to the various concerns that need to be addressed. The goal of public participation is to allow for innovative ways to tackle these challenges. Local government faces various challenges, from the implementation of effective policies

and procedures to the efficient and sound financial management of resources. However, the informed and transparent process of public participation will sanction clearer implementation of efficient, effective and economical service delivery to its citizens.

This is made clearer by Fox and van Rooyen (2004: 51) in that, for communities to improve their lifestyles, they need to adapt to change and accept a new way of doing things. Through public participation, communities would be able to draw on the diverse knowledge and experience of a group of people, thus allowing them to confront their challenges creatively. Projects are more likely to be effectual and beneficial to the community when the community themselves participate in the operations of such initiatives.

It is evident that when communities actively participate in the decision-making process, the decisions taken can become effectively operational. Active community participation with the joint inclusion of various legislative frameworks allows for a combined and collaborative approach to food security. For example, local municipalities are by law urged to involve communities to be included in the consultations and meetings of planning and development. Local government is tasked to be responsible and dependable in the transfer of services and to allow for communities to become involved in the affairs of local government.

2.5.3 Local Government: Municipal Systems Act 32 of 2000

The Local Government Municipal Systems Act, 2000 draws on effective procedures for methods, processes and procedures for community participation and involvement. According to Fox and van Rooyen (2004:121), in order for the local community to participate, municipalities must provide for the notice and public comment procedures, when appropriate. Municipalities must provide for public assemblies and hearings by the municipal council and other political structures of the municipality when applicable. Likewise, there should be consultative sessions with community organizations and traditional authorities and feedback must be relayed to the local communities.

Chapter 4 of the Municipal Systems Act, 2000 focuses on community participation. Section 16 of the act, cited by Fox and van Rooyen (2004:118) states that a culture of community participation should be development as it connects communities to various stakeholders. Fox and van Rooyen (2004:119) identifies nine principles for sustainable living. The values encompassed are concerns and respect for the community and expanding and progressing on the quality of life. It centres on preserving the world's resources and minimizing the depletion on non-renewable resources. In addition, is the focus on transforming personal attitudes and practices and educating communities to be thoughtful towards their environment. Lastly, importance is stressed in ensuring accessibility with a national framework for incorporating growth and conservation towards creating international alliance.

2.5.4 The White Paper on Local Government, 1998

Fox and van Rooyen (2004:122) states that The White paper on Local Government (1998) advises that the process involving participation should not be a hindrance to growth and progression. Additional factors that may influence the rate at which communities play a role depends on type, size and time of day at which the meetings take place. The way in which information is distributed and the recruiting of beneficiaries must also be taken into consideration.

2.5.5 The White Paper on Transforming Public Service Delivery, 1997

The White Paper on Transforming Public Service (WPTPS) stipulates for enhanced service delivery; it will be mandatory for the different government sectors to outline their short, medium and long-term goals respectively. Advancing and developing public service delivery involves readdressing disparities and concentrating on addressing needs and demands of the 40% of South Africans who live below the poverty line. In essence, the tangible requirement of service delivery must incorporate welfare, equity and efficiency.

As outlined in the Constitution of 1996, all people regardless of race, sexual category, colour, greed, faith and sex orientation have the right to food and nutrition. The Principles of Batho Pele are centred upon Section 195 of the Constitution which reiterates that service to the public “must be governed by the democratic values and principles enshrined in the Constitution”.

As defined in (kzneducation.gov.za), simply termed Batho Pele means “Putting People First”. Batho Pele is an initiative to drive public servants to be service-acquainted. It aims to strive for excellence in service delivery and to pledge to continuous service excellence and development. In 2002, the previous President Thabo Mbeki urged all South Africans to participate in order to give real meaning to the strategic challenge facing the Public Service – Batho Pele!” Emphasis was placed on the fact that “the struggle to eradicate poverty and underdevelopment in our own country is fundamental to the achievement of our own national goal to build a caring and people-centred society.”

It stands to reason that the concept of building a public service to meet the challenges of providing an improved effectual and successful service transfer which addresses the requirements relating to all citizens, was the vision set out in the Batho Pele Principles. As established in the White Paper on Transforming Public Service Delivery (1997), “a transformed South African Public Service will be judged by one criterion above all: its effectiveness in delivering services which meet the basic needs of all South African citizens”.

The Bill of Rights resolves that all citizens have the right to acquire and secure adequate food and water; at the same time section 2 requires that the state take practical and rational steps within its legislative framework to ensure that the total potential of these rights are achieved within its measure. The vision of the Batho Pele Principles speaks directly to this, “a better life for all South Africans by putting people first.” This means that the people come first and in order to advance an agreeable and responsive relationship between government, schools and relevant stakeholders, good quality services delivery is required to guarantee the suitability of food security in this context.

Fox and van Rooyen (2004:115) point out that there are eight service delivery principles which are outlined in the policy framework of Batho Pele. A few of the selected principles below were detailed for discussion in the study, for example, consultation; openness and transparency; quality of service; availability; honesty and clearness and value for money, which ultimately contribute to the efficacy of food nutrition and poverty descaling.

With reference to consultation, this demands awareness to the certainty that citizens should be consulted with regard to the standard and quality of service they are given. Where viable they should be allowed an option concerning the services that are required. They should be advised on the quality and level of public services which are available to them; in addition, there should be equivalent access to the services rendered, asserts Fox and van Rooyen (2004:115). Burkey (1993:131) specifies that it is challenging and demanding for the destitute and poor to separate and detach from the inhuman bond of dependency and poverty. It is only as a result of cooperative efforts and organisation that they can limit reliance and need and start progress towards participatory and self-reliant development. Participation entails mobilization, conscientisation and organisation.

Citizens should then be forwarded with detailed and specific information about the accessibility of public services, and should be treated with civility and consideration at all times. There should be transparency with regard to how national and provincial departments are run. They should be given an explanation if the standards of services are not rendered. This should follow with an effective and efficient solution that renders societies with best possible financial solutions. Fox and van Rooyen (2004:115). For the NSNP to be sustainable and ensure that the management thereof is efficient, there needs to be effective and transparent communication amongst all stakeholders and the various levels of implementation of the programme.

The association among the different levels of government becomes a vital element to effective and efficient government programmes that make every effort to reach the underprivileged, to create employment and to fulfill the values and standards of 'Batho Pele'. In this regard, Brand (2006:299-300) maintains that a scarcity of adequate and satisfactory administrative capacity or limited financial resources to apply and accomplish constitutional obligations is a point of concern. However, these challenges

do not imply that the constitutional system is fickle or unreliable. It more precisely suggests that there are concerns and challenges that require essential input and attention. Proficient and competent governance which includes financial management and accountability is not negotiable, and must therefore form the foundation for effective, efficient and economical governance and improved service delivery.

This calls attention to the certainty that people must be advised on the standard and level of public services available to them. Where viable, they should be allowed an option concerning the services that are required. There should be equivalent access to the services rendered. The association between the different levels of government becomes a vital element to effective and efficient government programmes that make every effort to reach the poorest-of-the-poor, to create employment and to fulfill the values and standards of Batho Pele.

In various school feeding programmes, food and nutrition has been incorporated into the school learning forum and through customary styles in the form of dance, song and theatre. Learners are involved in a vast selection of health and nutrition learning with the intention of enhancing their own knowledge on how to improve health, and *via* them, the knowledge of their sibling, parents and communities (World Food Programme, Food and Nutrition Handbook). As mentioned by Albertse and Mancusi (2000: 105-108), communities' efforts in human capital generation are also leading to the start of entrepreneurial activities. This entails use of the newly attained knowledge in food production, storage and proceeding.

Participatory growth and progress is a decisive component of effective governance. Reliable and accountable governance is a requirement for a productive participatory procedure. Indisputable participation represents some form of empowerment of the population and involvement in the development course. Communities must be included all through the project phase, in the design, implementation, monitoring and evaluation stages. Participation may include the private sector, non-government organizations (NGO) and the beneficiaries of plans and developments (The role of Public Administration in alleviating poverty and improving governance 2004: 35).

2.6 FROM MANAGEMENT TO GOVERNANCE IN FOOD INSECURITY AND POVERTY ALLEVIATION

McCoy (1997) in Kallman (2005: 12) indicates that as a result of inadequate management, several problems surrounded the operation of the school feeding programme. Evaluation conducted by the DOH in 2003 indicated various difficulties in applying a successful and proficient feeding agenda. As revealed by Kallman (2005: 12), some of the challenges included, proposed national targets and objectives not abided by provincial level, approved instructions failing to be implemented within the teaching environment, limited operational accessibility, unsatisfactory or limited participation between intra and inter-sectoral collaborators to provide efficient feeding services. Further challenges included irregularity with the days allocated for school feeding, menu preferences and meal allocations are either inadequate or not observed at school levels.

The discussion and context of this research study was premised on the contemporary perspective of the discourse and paradigm of public administration, following on from what is termed the New Public Management (NPM) approach.

2.6.1 The New Public Management Theory

From the late 1980s, the argument on capable, adept governance has shown a drive for innovative transformation methods. Cognizant public management and administration with attention on reliability and ease of access has been regarded as a trait of respectable governance by supporter agencies. In addition, admirable governance should be proficient, reliable and accountable. In proficient governance sanctions, public management improvements are a critical factor. Accordingly, some of the strengths of the NSNP has been effective communication between the Department of Basic Education, Provincial departments and District Offices. Increased and transparent partnerships between all levels of government will allow for learners to gain maximum benefit of the programme. For example, the establishment of school food gardens should be given full priority as this is viewed as an effective

strategy to target poverty alleviation and advance local economic development (Economic Commission for Africa: 2003:5).

As detailed by Hood (1991:3-19), NPM is a phrase employed to illustrate a management principle that focuses citizenry and accountability for results that are outputs and outcomes-driven. NPM allows for the possibility of smaller, faster moving service transfer organizations. According to the Economic Commission for Africa (2003:8), in most African countries developed productivity is the fundamental aim of public sector reforms. Improved responsibility in the management of public activities is an additional reform intention. The predicament of responsibility becomes visible when governments are not responsive to public beliefs; tasks are complex and implementation is difficult; activities are not clear; prevalence of fraud; political leaders prioritize their own needs as a result services at grass root levels are compromised.

It follows then, as stated in Hayden (2007:16751-16756), most organizations in the worldwide development society agree that poverty decline is as much a political issue as it is an economic problem. This is evidently defined in the United Nation's Millennium Development Goals and poverty reducing agendas agreed upon by multi-lateral groups, bilateral organizations and the United States Government's Millennium Challenge Account. Accountable, clear and distinct government together with free and unbiased elections are some critical features necessary for the effective operation of poverty mitigation plans. The idea that developed governance will contribute in decreasing poverty brings together two concerns. *First*, is the laidback relationship concerning politics and money matters or government and poverty and the *second*, is the classification of governance, and how it is operationalized.

The (NPM) has been sanctioned by global foundations, namely the Organization for Economic Cooperation and Development (OECD), the International Monetary Fund (IMF), the World Bank and some Anglo-American countries (Christensen and Laegreid 1999: 169-193). The expansion and progress of the (NPM) has been effected in global countries in particular, New Zealand, Australia and the United Kingdom. Sahlin-Andersson (2000:43-72) ratifies that the NPM is a joint pattern in the course of renewing the style of governance and management surrounding the public sector. Most often New Zealand is referred to as a country that displays continuous and

comprehensive reforms and exhibits maximum transformation in its public management.

Tolofari (2005:75-89) notifies that the plans for the development of the NPM improvements can be formulated into five categories namely the fiscal, the political, the social, the academic and the technical. The categories are interconnected which indicates the prerequisite to amend one condition demands the advancement of another. For example, the NSNP lends itself to social and fiscal enhancement by the establishment of school food gardens, local food production which could possibly encourage financial and social benefits. The programme is closely monitored and evaluated to ensure intended purposes are achieved. However, in an effort to realize these objectives best practice principles must be observed. For example, stakeholders at all levels of implementation must be well-informed concerning the commitment and goals of the NSNP and the necessary technological resources must be available to ensure communication is positive and productive.

The NPM policies application moves towards a state approach, lessened areas of public expenditure, improved proficiency in the delivery of public services *via* the processes of contracting out and an expansion of the private sector's role. However, this may pose as a challenge in the sustainability of local community empowerment and food security. For example, instead of the PSNP securing the assistance of local communities to prepare meals with locally produced foods, the programme has sourced external food suppliers who regularly provide non-nutritive and costly provisions (Sanders and Chopra 2006: 73-78).

The NPM considers the possibility for supporters of public administration and public management to link to each other. The organizational developments of the NPM are significantly manipulated by theory of public choice, principal-agent theory and finances. Political circumstances for instance supporter, administrator, nominated delegate, as well as interested parties are developed exercising market relations (Kaboolian 1998:189-193).

In this context, many countries have school feeding and nutrition programmes. It is agreed upon that school feeding programmes is a costly and logistically complex factor of an all-inclusive nutrition programme. The World Food Program in 2004 provided nourishment programmes to 16.6 million learners in 72 countries. Exorbitant amounts of funding are invested in the programmes. Nonetheless, there has been no prescribed precise analysis on the successes of such programmes (The Cochrane Collaboration 2009: 3-29).

Focus on public administration and management in the contemporary era is on improving the *modus operandi* for enhanced service delivery – hence a shift from the NPM to New Public Governance (NPG) with an increased focus on outputs and outcomes and a ‘whole of government approach’ in relation to service delivery. Many view the establishment of the NPM as the discipline’s ability to gain effect as a result there is significant political pressure on public administrators to accept this approach. For instance, NPM aims to make certain government is more customer-centred and therefore, more responsive in its service delivery, maintains Box, Marshall, Reed and Reed (2001: 608-619).

2.6.2 From New Public Management to New Public Governance in Poverty Reduction.

For there to be transformation in governance structures and commitment to service delivery, it is essential for South Africa as a developmental state, to increase its level of capacitation. Additionally, for the developmental state to move forward, administrative capacity and competencies are deemed essential, together with commitment to outputs.

The developmental perspective warrants the government to increase employment growth and strengthen its fiscal capacity, consequently cultivating an ethos of enhanced living standards, explains (Subban & Doorgaspersad 2014: 499-514).

The National Development Plan 2030 is geared towards taking the country forward to eradicate impoverishment, lessen discrimination, maximizing the nation's potential, developing a broad fiscal agenda, developing the capability of the state and its leaders in collaborating and addressing concerns. Remarkable development has been displayed in that pre-school learning has been extensively expanded and almost 8 million learners have access to school feeding. Although reforms have been introduced, there are some identified gaps that require urgent attention, as evidenced in the research study. For example, the need for adequate nourishment and sustenance, particularly targeting infants and toddlers is important for intellectual and physical development. Proposals on child nutrition, supporting parentages and household units to end the impoverishment route, and advocating every young person to gain exposure to minimum 2 years of basic pre-education are some of the recommendations made by The Commission (National Development Plan 2030: 49). Within a long-term strategic framework, Africa's agenda for 2063, draws attention to its natural sources, its location and relocation worldwide to influence reasonable and people-centred public, financial and technical improvement and the extinction of destitution and deprivation. Furthermore, it aims to improve infrastructure and public goods, construct successful developmental nations and participating and responsible organizations and governance (Africa 2063:13).

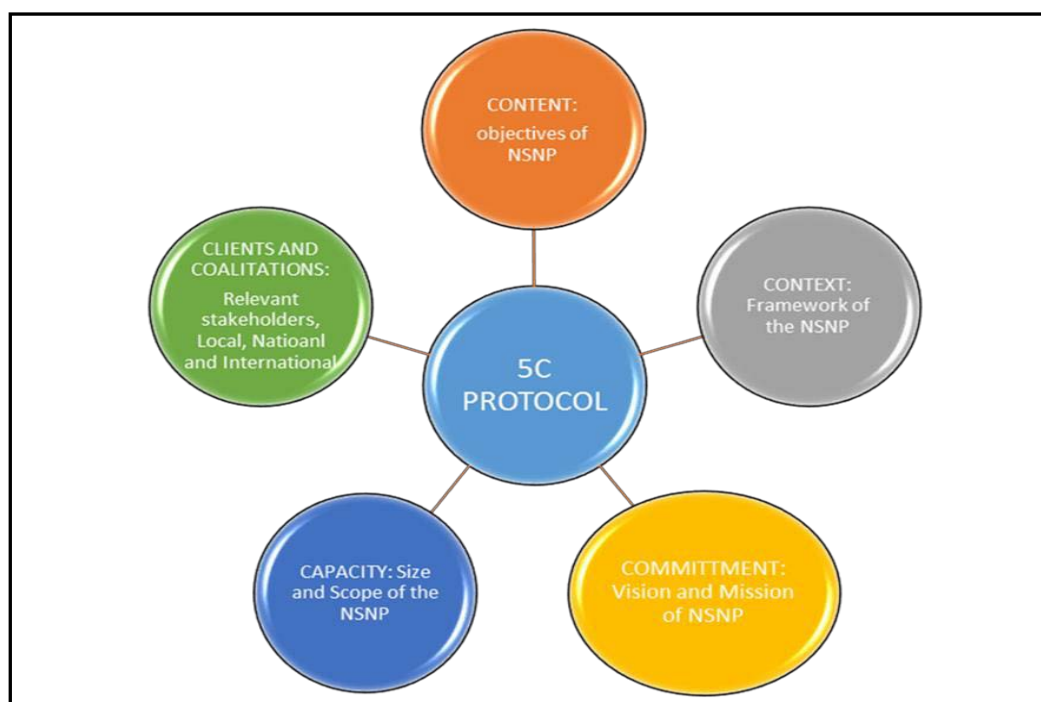
Public management reform and current practices are no longer fixed in NPM but they move towards a New Public Governance (NPG) approach to addressing poverty reduction within a holistic perspective beyond the 21st Century in a post-modernist society where children ought to advance their learning in more socially constructed approaches with government's commitment towards addressing the plight of the poor as a developmental state. As mentioned by Dassah (2011: 593), developmental states are termed "growth with equity" which means these states provide economic development to the elite ruling and citizens alike. It focuses not only on revenue development, but on human development issues like reducing infant mortality, expanding life expectancy and broadening opportunities for educational development. In a development state, ruling elites are strongly committed to reducing poverty and unemployment.

2.7 POLICY IMPLEMENTATION FOR ENHANCED SERVICE DELIVERY IN FOOD SECURITY

2.7.1 Empowered policy implementation to tackle poverty aggravation

Policy application takes into account measures by municipal and business establishments that are aimed at the achievement of goals outlined in earlier policy evaluations. The route wherein policy moves during the phase of its execution is distinct through every circumstance. Five variables are recognized which are important elements for many specialists who adhere to varied viewpoints and functioning on different matters in distinctive government arenas and in countries at several stages of financial expansion. Each variable is interrelated and manipulated by the other, submits Brynard (2005: 2-25). According to Brynard in Cloete and Wissink (2000:180), the 5 C protocol within a policy context is as follows:

Figure 2.2: 5C Protocol contextualized for Poverty Relief



Brynard (2005: 16)

These 5 interconnected variables and their appropriateness to the NSNP are therefore presented in a discussion as follows:

- **Content**

The content of policy is imperative in the methods utilized to accomplish the final results and furthermore, the purpose of the goals and how it decides the exact process and measures to arrive at the target is the focal point here. In light of this statement, the policy governing the NSNP clearly sets the framework aimed at purposes of the NSNP. The Draft Policy on the Implementation of the NSNP (2011) states that the intentional drive of the NSNP is to regulate, control and administer the programme putting into practice the NSNP at provincial, district and school levels within the Province of KZN as one of the key priorities.

- **Context**

The emphasis here is on the established environment which is founded by the bigger framework of social, financial, political, official and lawful authenticities of the system, advances Brynard (2005: 2-25). More than a few divisions of government actions are pertinent to the links amongst socio-economic development and the decline of poverty and disparity, which in essence means the distribution of government funding on social services and infrastructure, the inclusion of safety nets and the advancement of successful and transparent local governance and administrative competence (Asmah-Andoh 2009: 100). To add-on, for public organizations to flourish, develop prolifically and deliver valued services to the public, the powers to effectively tabulate and create policies for transformation and in the process measure policy proposals, is of influential and dominant significance. From a fiscal and monetary perspective, the South African Government cannot meet unexpected inaccuracies when all-inclusive policy-making agendas are entered into considering sizeable populations who live in underprivileged and destitute circumstances (Roux: 2002: 418-437).

- **Commitment**

States and administrations may well possess the best rational and reasonable policy, which possibly will succeed expense/benefit analysis but if those accountable for implementing it are reluctant or unable to do so, not much will be achieved. To illustrate this statement, the KZN Provincial Education Department (PED) conducted 111 capacity building workshops which involved NSNP fieldworkers, volunteers, school governing bodies and educators. The workshop focused on areas critical to

the NSNP, for example NSNP guidelines, administering of claims and record maintaining, food preparation and safety options were some of the areas focused on (NSNP 2010/2011: 27).

- **Capacity**

A paper delivered by Brynard (2005: 2-25), positions capacity as the ability of the public sector to implement and deliver public services which enhances and benefits the lives of citizens. Furthermore, capacity includes the immeasurable requirements of management and guidance, responsibility, motivation, willpower, including non-physical assets required to transform political rhetoric into action. The political, administrative, economic, technological, cultural and social environments within which action is taken must also be favourable for successful implementation. A study conducted by Jomaa, McDonnell, Probart (2011: 83-98) concluded that some of the trials and tests of SFPs is to ensure the sustainability of the programme, and to make certain the programme progresses and is an advantage to school learners, pre-schoolers and their family units.

The study further states that joint attempts are required to ensure that SFPs not only increase, but they are economically profitable and efficient and are able to succeed in the proposed short and long-term results. It is necessary for Health care specialists, educationalists, researchers and community workers to work collaboratively when developing national and regional SFPs and planning tests and assessments to calculate their impact on different outcomes.

- **Clients and coalitions**

Clients and coalitions play a vital role in the implementation process. It is important for coalition groups to join with government to implement process. With reference to this study, it is vital that coalitions groups and relevant stakeholders work together with government to ensure the objective of NSNP which targets learners (clients) is met. The World Food Programme, Feed mind Change Lives, conveys that partnership is a strategic element to the achievement of any SFP. School feeding must go together with education interventions. With national governments as the frontrunner, local organisations, international agencies and donors must increase commitment to

education. Partnership in school feeding programmes are increasing and the World Bank Group and World Food Programme have been working in collaboration to support and aid countries in acquiring maintainable school feeding programmes that deliver social safety nets, advance education and commit to enhancing service delivery.

- **Communication**

Owing to the high indigence of poverty and malnutrition, most countries globally seek to develop and implement a school nutrition programme. As mentioned by (Higgins, Hall, Wall, Woolner, McCaughey 2005: 33) in developing countries, an essential component to develop school feeding is effective communication. Therefore, communication is advocated as a 6th C to the infamous 5C Protocol in theorizing poverty relief. Organizational and physical structures can have an impact on communication. It is therefore critical that clear communication amongst relevant stakeholders is an important aspect of the achievements of a school. In relation to the NSNP, monitoring and communication with suppliers in many provinces is not yet adequately advanced to recognize and resolve the discrepancy in performance. However, in KZN, Limpopo and Eastern Cape, communication between provinces, districts, schools and suppliers have been noted. In addition, in provinces where stakeholders took ownership of the programme, it can be said that there is visibility and that there is inclusivity and transparency in the process of planning, communication and decision-making, as highlighted in the Evaluation of the School Nutrition Programme (2008: 1-27).

It follows then from the preceding discussion that the 5C Protocol (with the additional 6th C) plays a significant role in locating and contextualizing the research within a theoretical slant on addressing poverty alleviation through food security.

2.7.2 Policy Process

According to Brynard in (Cloete and Wissink 2000:180), the content of policy is imperative in the methods utilized to accomplish the final results. Furthermore, the purpose of the goals and in how it decides the exact process and measures to arrive at the target is also a significant aspect in the policy process. Administrations may well possess the best rational and reasonable policy, which possibly will succeed expense/benefit analysis, but if those accountable for implementing it are reluctant or unable to do so, not much would be achieved.

National and provincial monitoring and evaluation processes are present and provinces are obliged to abide by these procedures to ensure they are entitled to receive grant money for school feeding. South Africa utilizes the bottom-up method to school feeding, which means it relies on local structures as a decentralized approach. Decentralization may however, allow for uneven implementation, between schools and communities around the country. For example, the results from research conducted in a school within KwaZulu-Natal, indicated not every child who was permitted access into the programme received a daily meal. In addition, there may be poor communication approaches between schools and relevant stakeholders regarding children's regular access to food (Meeting Nutritional Needs through School Feeding: A Snapshot of Four African Nations). Hence, the preceding discussion placed emphasis on a 6th C in the protocol as communication.

2.7.3 Affiliations and Partnerships

The Department of Health's White Paper devised and approved a combined nourishment plan which was successively fostered into the Integrated Nutrition Programme (INP) for South Africa. The INP accepted the United Nations Children's Fund (UNICEF) nutritive and dietary conceptual charter advances Labadarios, Steyn, Maunder, MacIntyre, Gericke, Swart, Huskisson, Dannhauser, Vorster and Nesmvuni (2005:101-108).

Community-based nutrition project (CBNPs) was cogitated to be of substantial importance in addressing undernourishment in the country. A plan was put in place to make available government assistance in order for communities to "solve" their own nutritional problems. However, various administrative traits were recognized in the implementation of CBNPs. *Firstly*, complicated fiscal practices and regressive funding, staff shortages and scarce skill in staff training and unsatisfactory technical support, for example, not imparting essential skills to project managers obstructed the implementation process. *Secondly*, professional and health workers in different provinces and at diverse levels did not show similarity in the understanding of the outlined targets and objectives of the CBNPs.

Achievements of the INP are outstanding in respect to particular features of nutritional policy and development of guidelines to allow for improvement of the nutritional status of communities that are at risks. The directorate has successfully created the necessary assessment framework for future evaluation of its programme by setting targets, objectives, and strategies for implementation (Labadarios *et al.* 2005:101-108).

With reference to the NSNP, school feeding is coordinated under the directorship of the school principal. Support to the school principal is provided by educators, members of the community and the school governing body. The NSNP is guided by the National School Nutrition Programme Implementation, Monitoring and Reporting Manual of the Department of Education. The financial management system of the NSNP is reviewed annually and the policy and procurement document is revised to review honoraria and fuel per month. Annually, each school receives an approval letter from the province

detailing the yearly budget allocation and an appraisal of monthly expected expenditure. A recommendation from this report suggests that better-quality services and progressive communication would ensure policy adjustments are well documented and formulated after adequate negotiations with relevant stakeholders (Evaluation of the School Nutrition Programme: 2008).

The World Food Programme's (WFP) vision is to diminish hunger amongst school children and to make certain the lack of food is not an impediment in their progress. In 2009, WFP calculated that approximately 66 million children faced some category of deprivation and malnutrition at school. This food feeding policy is a target to address the challenges of helping those in destitution, reinforcing school feeding as a hunger tool to reach the most at risk and poverty-prone children, as WFP transitions from a *food aid* to a *food assistance* agency.

It can therefore be said that school feeding schemes ought to strive toward certain principles to ensure policies for suitability, comprehensive alignment with national policy frameworks, secure financial resources, clear-cut institutional and implementation procedures and sturdy and supportive community participation and ownership (School Feeding Policy: 2009).

Effective and Proficient governance is exemplified by open and informed policy making. It includes proficient economic management centred on the ideals of responsibility, participation, predictableness and clarity. For example, in Malaysia an effectual successful delivery system is ensured through comprehensive and precise planning. It includes the Economic Planning Unit and Implementation Coordination Unit as primary participants and coordinators of poverty alleviation plans and programmes. The distinctiveness of Malaysia's Growth and Distribution Policy is in the affirmative action policies. It provides significance and importance to the indigenous communities in terms of benefits of poverty mitigation and reorganizing agendas (the emphasis here is on the role of Public Administration in alleviating poverty and improving the governance thereof).

2.8 CONCLUSION

In theorizing poverty reduction through nutrition feed to learners, the emphasis of the research was premised on contemporary perspectives of the paradigm of public administration, NPM and NPG (output and outcomes-based service delivery and a 'whole of government' approach). The 5C Protocol (including emphasis on a 6th C on Communication), informed the theoretical construct, amongst other discussions in the chapter. The *locus* and *focus* of this chapter was directed towards school feeding programmes which are developed with the primary aim of reducing poverty and enhancing school attendance. They are developed as an investment to decrease the levels of poverty and advance learners into the schools teaching and learning environment. Although there may be key factors that limit the sustainability of a programme, it is essential for government, private and public sectors and relevant stakeholders to build strong partnerships which would ensure the successful stability and sustainability of school feeding programmes.

Trials and tribulations for learner nourishment schemes can vary from exorbitant financial expenditures, including necessity and essentiality to producing food locally. It is imperative that countries that are focused on ensuring a successful school feeding program that directs their resources to the most destitute and disadvantaged children, must establish if providing food and nutrition is a suitable social safety net; align programmes goals and objectives to determine outcomes and administrative expenses; institute a system of proficient targeting; identify the menu selection to be offered in schools; examine prospects for local development and production; investigate the feasibility in offering take home rations; and consider if complementary health and food fortification can be integrated into the programme to attain supplementary advantages (Scaling up School Feeding: Keeping Children in School while improving their Learning and Health: 2012). Key developmental outcomes include poverty reduction, nutrition feed and increasing throughput rates amongst learners.

The next chapter focuses on contemporary perspectives of the literature reviews within the context of the study.

CHAPTER THREE

CONTEXTUALISING THE NATIONAL SCHOOL NUTRITION PROGRAMME AS A DEVELOPMENTAL STATE INITIATIVE

3.1 INTRODUCTION

The Reconstruction and Development Plan (RDP) was a socio economic policy initiative implemented by the elected Democratic Government in 1994. The RDP primarily focused on alleviating impoverishment and destitution and addressing the gaps of socio economic services in the nation. The programme declares, “No political democracy can survive and flourish if the masses of people remain in poverty, without land, without tangible prospects for a better life”. Impoverishment and destitution is a growing socio-economic concern in the country at large. South Africa has taken a strategic initiative and stance towards addressing the socio-economic conditions in the country and has placed the focus on its medium to long-term strategic plan. The chapter focuses on delineating the influence of school feeding programmes (SFPs) with reference to how SFPs reduce poverty. It also traces some of the contemporary perspectives in the literature on strategic aspects relating to poverty reduction, nutrition feed, and a concomitant attempt to address what is placing a huge ‘burden’ on the fiscus given the socio-economic realities in the South African context in the present era.

In April 1994, South Africa moved into a new phase of being a democratically elected government. The results of the democratic elections were observable in the configuration of the state, and in the expansion of the service delivery agenda towards development and enhancing the lives of all citizens. It had become necessary for the public service to prompt adjustment to enhance the needs and necessities of a community demanding noticeable change towards quality of life. The South African Constitution is viewed as one of the most advanced globally. The nation fought through with great effort to remove the scourge of the apartheid past through the new Constitution and the newly elected government, advances Thornhill (2005: 575).

The White Paper on the Transformation of the Public Service (WPTPS) is aimed at directing policy agenda on practical implementation for the adjustment of public service transfer. Primarily, the aim of the WPTPS is centred on the manner in which

public services are delivered, and in particular, improving the ways in which services are made available (White Paper on Transforming Public Service Delivery, 1997).

White Paper on Transforming Public Service Delivery, (1997), aligns eight main concerns of which service delivery is an essential component. Expanding and advancing the transfer of public amenities essentially is a process of levelling out previous discrepancies and at the same time concentrating on 40% of South Africans who live under the impoverishment threshold. Developing service delivery is an invitation to move away from limitations and move towards a way of creating innovative ideas that addresses the community's necessities, as well being more receptive and alert to the real needs of societies.

Tshishonga and Mafema (2010: 563) maintain that South Africa, in comparison to other developing countries, has satisfactory and acceptable infrastructures. However, although there are relevant and suitable infrastructures, the country is faced with an immense job in addressing issues surrounding service delivery. In saying this, (Khosa 2000: 2-3) points out that there are several bottlenecks in fundamental public services in most sectors and amenities, predominantly in rural areas which are unevenly distributed. The present-day strategic intent is the urgent demand of reorganizing and restructuring drawing on a human development framework approach which places importance on people's choice allowing them to adopt a well-rounded and beneficial lifestyle.

3.2 POVERTY AND DEVELOPMENT

As pointed out by Brynard (2006: 839), most children are subjected to poverty due to the insecure economic situations that their parents or guardians are challenged with. Consecutively, this is related to insufficient job opportunities and the increased levels of unemployment and the rising cost of living on basic commodities. The inability to address one basic socio-economic right is linked to the failure to realize another.

There is no end to the countless number of children that are growing up in poverty and destitution both in the South African context, and elsewhere in developing countries. As state in Global Monitoring report 2015/2016, poverty continues to remain inadmissibly high with approximately 900 million people in 2012 living on less than

\$1.90 a day. Poverty is also becoming increasingly concentrated in Sub-Saharan Africa. School feeding programmes are the pertinent and valuable component of this report, primarily because it relates to development. The right to education is a Constitutional 'privilege' which should be permissible to all. The recent #Fees Must Fall debacle has been an evidential example of the right to education by demonstrating and protesting students in higher education as a case in point. The process of teaching and learning in poverty-stricken communities is a concern as it is negatively impacted by issues such as under-nourishment and starvation. In view of the significance and consequence of learner sustenance in the promotion of effective teaching and learning, it is of key importance to determine if school feeding programmes, with specific reference to the NSNP is effective in reducing child poverty, with a point of reference that teaching and learning are reliant on proper nutrition and health as one of the key determinants amongst others.

Several countries around the world, irrespective of high or low income, aim to provide a meal to learners by way of development programmes that focus on children and poverty are instruments for eliminating prolonged hunger and malnutrition and hauling developing countries out of abject poverty and destitution. Cited in (www.cnbc.com/id/100893540#) with an estimated 7 billion people globally, approximately 870 million go through each day without food. Despite this, 1.7 billion people are diagnosed with obesity and a severe calorie intake of approximately six to seven times the daily requirement.

This clearly indicates that although globally we live in a world where there is sufficient food for many of us, limited or no access to it can bring about the challenge of a life consumed by poverty and malnourishment and, in doing so, impacting unsatisfactorily on the social and development aspects of life itself. As Burkey (1993:48) contends, development is much more than providing social facilities and the establishment of modern technologies. Development implies shifts in the awareness, motion and behaviour of persons. This also includes the relations between individuals as well as amongst groupings within a society. These transformations and adjustments must emanate from within the persons and parties concerned. It cannot be enforced from an external source.

To illustrate, the RDP aimed to embrace people centred development through its 1994 socio-economic policy framework. The principles of the RDP have become an essential and fundamental part of policy-making in post-apartheid South Africa. Segregation of population groups which was brought about by the National Party during the apartheid era reflected hardship and suffering for most South Africans classified as “non-white”. As stated by Davids *et al.* (2005:18), South Africans had to pay the costs of separate development brought about by the enforcement of discriminatory laws such as the Group Areas Act (1950 and 1966), the Native Land Act (1913), the Rural Coloured Areas Act (1963) and the Asiatic Land Tenure Act (1946). The greater part of the nation considered the preceding dispensation as a government that predominantly functioned within an apartheid system.

Government’s policy currently reflects the “integrated, people-centred development approach” in its intent to promote a “democratic, non-racial and non-sexist society” (White Paper on Reconstruction and Development 1994:7). The integrated development approach acknowledges the advancement of all people albeit age, culture and sexual category. The principles of the people-centred development programme focuses on public participation, social learning, empowerment and sustainability. Participation is an essential component of human growth.

3.3 ADDRESSING POVERTY REDUCTION AND FOOD SECURITY THROUGH THE DEVELOPMENTAL STATE

As mentioned by Maserumule (2007: 214), the social requirements of a developmental state focus on the elimination of impoverishment as well as expanding essential basic services to the underprivileged. It is necessary to have a clear transparent public service system to develop government capacity, as well successfully implement the development programmes and schedules of government.

Figure 3.1: Flow path to address poverty reduction



Author's perspective

The above flow path unpacks government's strategic approach to addressing the issues of poverty and equality. South Africa as a developmental state, faces the mammoth challenge of rising from the intense levels of poverty to become a successful socio-economic country. As stated by Tshishonga and Maphunye (2011: 1231-1246), in human development is a holistic integrated process in which economic and political forces interact with one another to in diverse ways to improve the lives of and opportunities available to the poor. The article further elaborates the main purposes of development is to increase the selection of the communities' options to ensure it is participatory and democratic.

3.4 THE LOCUS OF PUBLIC PARTICIPATION IN POVERTY REDUCTION

According to Burkey (1988:56), it is the growth of self-assurance, self-respect, resourcefulness, accountability and collaboration. The author believes a lack growth and improvement, would be more difficult for society to alleviate poverty.

People taking control of their situations while solving their own difficulties gives them the ability to ensure growth within themselves and their communities. The 'new' South Africa has increased the search for suitable strategies to increase the participation of the public and all levels of government.

Davids *et al.* (2005:112) indicate current approaches to public participation tend to be *ad hoc*, incremental, unstructured, unbalanced and uncoordinated. From the RDP (1994) to the Local Government Municipal Systems Act (2000), fulfilling the will of the people, responsiveness to local needs and working towards a common goal have been the ideals to be reached through effective and efficient governance.

Many of the hardships and adversities encountered in South African communities include the lack of suitable housing, lack of clean running water, poor nutrition, low educational opportunities and inadequate electricity. This results in communities with a state of powerlessness, helplessness and deprivation. The goal of public participation is then to find ways to address all these problems so as to raise living standards in the context of the agenda of the developmental state. The public participation process would allow people to make informed decisions regarding their concerns, however not everyone may agree on how these problems are to be tackled. For communities to improve their lifestyles, they need to adapt to change and accept a new way of accomplishing their issues. Through public participation, communities would be able to draw on the diverse knowledge and experience of a group of people, thus allowing them to confront their challenges creatively. When the community becomes involved in the planning and implementation, the developments are more likely to succeed and benefit the community at large, submits authors Fox and van Rooyen (2004: 51).

3.4.1 Sustainable development through partnership towards poverty relief

According to the World Commission on Environment and Development (1987) cited by Davids *et al.* (2005:23), sustainable development can be defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. Therefore, sustainable development allows for continuity and does not unfavorably damage the natural environment. Fox and van Rooyen (2004:103) state, in South Africa sustainable development can be defined as having continuous access to essential amenities, nourishment, health and safety, job creation, financial growth and environmentally safe surroundings. Sustainable development strives to continuously improve the value and meaning of life without compromising our limited environmental resources. A well-managed environment is essential to sustainable food productions (<http://www.abet.co.za>).

Burkey (1993:130) affirms it is challenging for underprivileged and destitute individuals to move away from the circle of poverty and dependence. It is necessary for government and relevant stakeholders to implement policies and agendas that assist to reduce poverty and dependency and create sustainability.

3.4.2 Appropriating the Millennium Development Goals and Poverty Reduction

Approximately thirteen years ago, global leaders convened to approve of and agree to the United Nations Millennium Declaration. Their goals were pledged towards a new global partnership to diminish and lessen acute poverty and hunger. A line of targets was established to have been met by 2015 which were identified as the Millennium Development Goals (MDGs). The goals defined the global obligation and pledge to deal with development challenges and improve the livelihood of people worldwide. The first MDG aligned itself to eradicate impoverishment and destitution. The intention was to address this challenge between 1990 and 2015 of the percentage of people who are exposed to hunger. Thirty-eight countries had attained this bench mark whilst eighteen have been successful in realizing the most rigorous goals, as outlined by The State of Food Insecurity in the World (2013). In this regard, South Africa was unable to address the tenets of the MDGs in the fight against poverty reduction. Although the MDGs may not have been a total success, South Africa has adopted an action plan. As mentioned in SA.info, South Africa’s National Development

Plan strives to eradicate poverty and lessen discrimination by 2030. In addition, it places emphases on the abolition of impoverishment by decreasing the percentage of family units with monthly earnings under R419 per individual from 39% to 0%. In addition, the goal focuses on expanding job creation to 24million by 2030.

Unlike preceding global agreements, to illustrate, the Alma Ata “Health for All by the Year 2000” declaration, the MDGs were distinctively attached to various targets comprising 21 quantifiable goals measured on the basis of 60 indicators. The MDGs are extensively supported and is all-inclusive and the most specified development goals the world has agreed upon. According to the UN Development Programme, development and headway has been perceived globally on achieving the MDG timeline, although sub-Saharan Africa is off trajectory to make some of the MDGs timeframes (Ncayiyana 2010: 689). The author continues to explain that South Africa has to some extent made considerable advancement achieving a number of the MDGs. For instance, since 1994, abject poverty has been reduced, mainly owing to exponential progress in cash transfers by way of social assistance grants. This is not an idyllic resolution to address poverty concerns. In due course, an expansion in social upliftment, including better employment prospects and additional unbiased and fair wealth allocation continues to be the only secure solution.

As compared to Southern and East Africa, South Africa is a single country to be deemed as having enough food production. Statistics have indicated that many South Africans are confronted with the issue of food insecurity. Research from 2006 illustrates that 43% of homes grapple with some form of food poverty. In addition, 25% of children under five endure medium to acute stunting. Moderate to severe underweight is experienced by 12% of infants and toddlers. Approximately 3% of children under age of five undergo mild to severe malnutrition from a nutritional and health perspective. An estimated 33% of children below 6 years of age encounter sub-clinical vitamin A deficiency and 21% are faced with nutritional anaemia (Meeting Nutritional Needs Through School Feeding: A Snapshot of Four African Nations).

All things considered significantly, the South African government had pledged to extensively decrease poverty between 2004 and 2014. The Human Sciences Research Council launched a plan to assess policy decisions and investigate food security within the family unit. Globally, South Africa is positioned as having an

increased rate of revenue disparity. Though South Africa as a country, may be food secure, there are many families who are challenged with the ongoing fight against food insecurity, maintains Altman, Hart and Jacobs (2009: 345). The objective and strategy of the Human Sciences research plan is to facilitate Africa to harness and apply science, technology and related developments to eliminate poverty and accomplish sustainable development. In addition, its proposed goal is make certain that Africa is participatory to the global arena of scientific knowledge and technological innovations, Human Sciences Research Council (2014-2015: 9).

3.5 RELIEVING HUNGER TROUGH SCHOOL FEEDING PROGRAMMES

The Regional Network for Equity in Health in east and southern Africa (EQUINET) and the Health Systems Research Unit of Medical Research Council (MRC) in 2006, arranged for country case studies on current food security and nutrition agendas. Medical care and teaching and learning are the key principal components in affirming a dynamic economy and in engendering an educated and knowledgeable society. The document details the school emerging as a significant and appropriate setting where health and education commitments can be put into practice. School feeding programmes (SFPs) advance and promote educational results, consequently encouraging learners to spend more time in school. In many developing countries, many young children do consume a night meal or snack, and as a result, they are attending school with significantly low blood sugar levels, therefore affecting their concentration levels.

Initial efforts to address the nutritive and dietary needs of underprivileged children can be traced to charitable organizations during the 19th Century. The Transvaal Provincial Council's Executive Committee in 1916 agreed to provide food for needy underprivileged children (Kallaway: 1996: 3). Tomlinson (2007: 4) confirmed in the early 1940, that South Africa decided to supply free milk to White and Coloured schools, and that subsequently school feeding had expanded to incorporate the requirement of fortified biscuits, nutrient supplementation or complete meals.

School feeding programmes (SFPs) used diverse approaches in providing food and nutrition to learners. *Firstly*, there are complementary measures that are put into practice as part of the programme which can add to the overall effectiveness of SFPs.

Additionally, there are significantly greater frameworks that influence the proficiency and effects of nourishment and dietary programmes (Bundy, Burbano, Grosh, Gelli, Jukes and Drake 2009: 7).

It is clear that SPFs be required to follow guidelines and procedures. It is well-defined in WFP, Informal Consultation (2009: 2), that SFPs ought to work towards the subsequent ideals: policies and plans for sustainability; comprehensive and secure alliance with national policy frameworks; secure financial and planning initiatives, and economical and value effective programmes, the effective and robust promotion and collaboration of all activities of different levels, community involvement and local manufacturing.

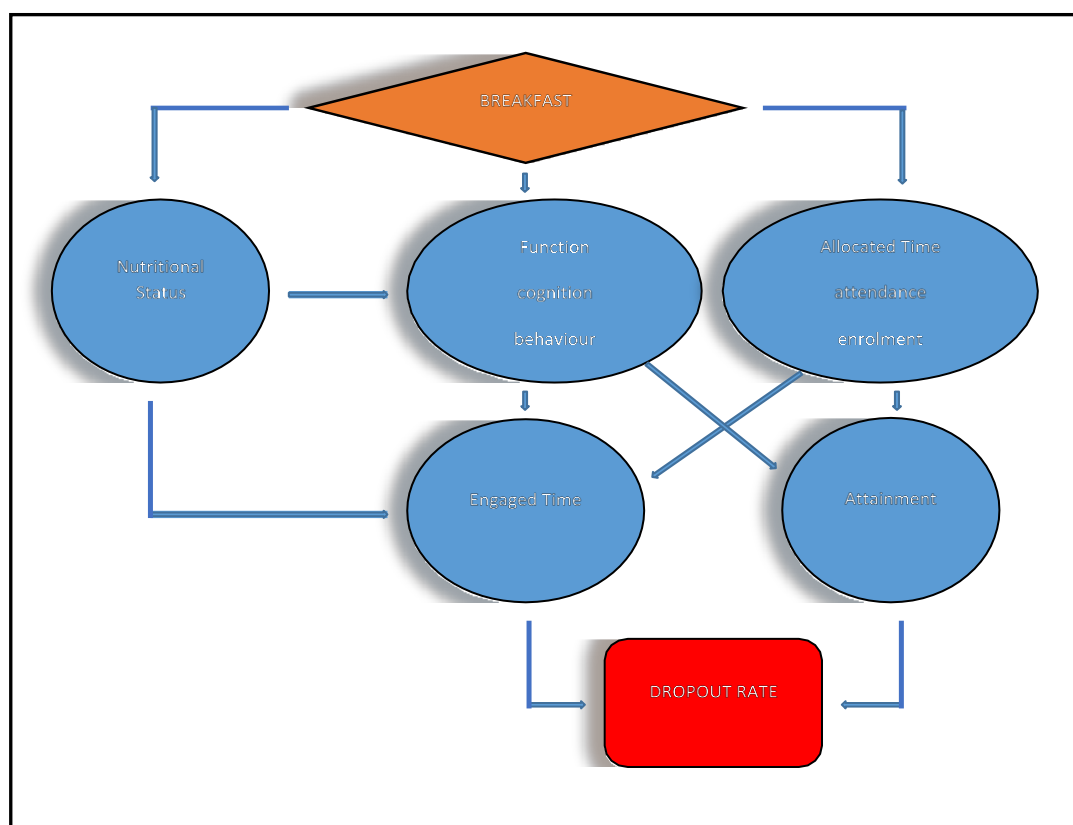
In addition, the WFP would provide national governments with the necessary support to expand and enhance school feeding procedures and processes, offer capacity growth to secure sustainability and promote the implementation of school feeding programmes, ensure collaboration in global knowledge and to foster the imparting of skill and information, to make sure the programme is economical and of high quality and multi-sector technical support will be made available.

School feeding, is described by Bundy *et al.* (2009: 7) as distribution of meals to school children. Various kinds of programmes exists in different countries; nonetheless SFP is categorized twofold: in-school feeding where learners participate in feeding programmes within the school environment; and pre-packed food, where learners who attend school are provided with additional meals to take home.

It follows then that school feeding programmes can to some extent, reduce the negative results of malnourishment and hunger. Research indicates that school feeding programmes increases school attendance and enhances the academic performance of destitute poor learners. It has been established that school feeding agendas to some degree demonstrates a positive effect on the nutritional level and intellectual ability of learners. It is certain that education and food security are significant strategies demonstrated to enhance learners' scholarly achievement thereby improving learners' attendance and enrolment and to enhance some cognitive ability. Grantham-McGregor (2005: S145) ratify and agree that SPF can indeed impact constructively on academic achievement, behaviour and intellectual capacity and better dietary levels. What is significant, is the relationship between the nutrition

and meals that learners consume relative to the outcome of energy and concentration levels to the learning environment, as highlighted in a figure that follows.

Figure 3.2: Relationship between breakfast and possible outcomes and effects on learners



Grantham-McGregor (2005: S146)

Following from the illustration, authors Powell *et al.* (1998:873-879) further detail that to some extent, providing meals to learners may reduce the parents' expenses of sending them to school. This may allow for learners to attend school earlier, be present more regularly and possibly complete their education knowing that meals are available. Evidently, there is an indication that school feeding programmes influences the nutritional status of learners, as well as, addressing the concerns of hunger and poverty relief.

Grantham-McGregor *et al.* (1998: 786) proceeds to explain that the ability to correctly identify the duration or period a feeding scheme is implemented before analysis is determined by outcome measures used. Short-term evaluations may be able to identify the adjustments in cognitive performance and behaviour as they may take place at a fast pace. Furthermore, changes in attainment levels would take longer to achieve, in schools where there is limited or not much learning that occurs. The author further explains, two Jamaican studies which presented that making available a morning meal to learners, mostly to those that are malnourished and underweight, enhances some cognition. On the other hand, depending on the quality of the school evidently, there were variations in classroom behaviour. Meaning, learners who enrolled in a more controlled academic environment focused on work and responsibility for a lengthier duration, as opposed to learners that attended inefficiently structured schools which displayed that their behaviour had deteriorated.

3.5.1 The provision of in-school meals

As explained in (www.wfp.org/school-meals), in-school meals can be explained as learners being provided with breakfast, lunch or both meals at school. Meals are cooked within the school, in the community or delivered prepared to the schools. Some feeding programmes incorporate take-home rations, where food is made available to families as long as their children attend school on a regular basis. For female learners in school, meals are blended with take-home rations. To illustrate, two types of feeding schemes firstly, girls in impoverished households are allowed take home rations; secondly, making use of local produce a hot meal is provided to primary school learners, is a nourishment agenda implemented in Ghana. The take home ration programme is an incentive aimed at motivating schoolgirls to enrol and complete their school education (concurs with meeting nutritional needs through School Feeding: A Snapshot of Four African Nations).

Take Home Rations (THRs) and School Feeding Programmes (SFPs) together can be termed Food for Education (FFE). Studies conducted reveal that THRs or SFPs can enhance school attendance, may deal with chronic starvation and can increase the attention span of a child in the classroom whilst in the process developing and improving the learning process. In addition, the document states that recent studies

conducted reveal that the clearest outcome of school feeding is seen as an income transfer to aid below average income homes. In essence, a central point of focus is to decline the present state of poverty with the aim of furthering and advancing the accrual of human wealth by means of mutually having an effect on education and health. To be precise, FFE could possibly attend to economic proficiency and equity, submits Alderman and Bundy (2012: 205).

Providing a snack or meal at school is an effective and all-pervading instrument for providing scholastic and medical care assistance towards needy learners. Research shows that approximately 368 million learners are provided with food on a daily basis, with approximately US\$75 billion invested each year. This is experienced in both developing and affluent countries. The State of School Feeding Worldwide, 2013 established that the awareness and quality of school feeding programmes differ with national income. Furthermore, in certain countries school feeding for each child costs more than education itself. It can therefore be said that providing a meal at school is viewed as food and nutrition safety which aids destitute household units. School feeding stimulates the educational environment in that it contributes towards having nourished and educated learners. Policy developers should advance and expand coordination to make sure children in low income countries have access to programmes that are similar elsewhere (The State of School Feeding, World Food Programme 2013: 1-68).

As informed in Jukes, Drake and Bundy's writings (2008: 81), studies in schools have shown that learners have the tendency to focus better when they have had breakfast as a meal. Learners who have not consumed breakfast, were more likely to concentrate less on their school studies. Quintessentially, meals provided to learners at schools positively impacted on learners by uplifting and motivating behaviour. This positive energy and nourishment was directed at increasing the academic quality of learners.

This view is further exemplified in the writings of Bundy, Burbano, Grosh, Gelli, Jukes and Drake (2009: xvi) who state that school feeding programmes (SFP) encourage and foster learners being present at school, cognitive development and academic accomplishment, especially if supported by constant and dependable deworming and micro-nutrient fortification. In addition, the document points that policy analysis also

shows that the effectiveness and sustainability of SFP is dependent upon embedding the programmes within education sector policy. Therefore, the importance and significance of school meals as a safety and nutrition target and the incentive of the education sphere to apply and sustain the feeding initiatives are equally developed by the range and level to which there are education advantages and benefits.

The above discussion clearly points out that the educational and health spheres must support each other and are fundamental structures in the lives of children. Both these environments have an imperative effect on the learners' academic and emotional development. Impoverishment and poverty decline is not only governments' and societies' main area of concern, but it is also aligned as one of the Millennium Development's precedent goals.

To explain, over the past twenty years, the reasoning behind educational-based nourishment and dietary programmes and the methods and ideas towards the implementation of these programmes have gone through an intensive paradigm adjustment. The most evident advantage of school health and nutrition programmes can be determined in terms of education outcomes and their economic returns. Currently, school health and dietary platforms is perceived being a primary concern, as they play a pivotal role and function in the fight against HIV/AIDS (Disease Control Priorities Project 2006: 1106).

School feeding agendas can assist to protect the family unit savings in education by means of motivating parents to register their children within the school environment and to make certain their children attend school consistently (School feeding Policy, School feeding and Gender 2009: 10). For instance, in developing countries, the support of school feeding programmes is viewed as a credible cause as it affords under-privileged family units extra money by reducing the amount of money spent on food. Furthermore, it can be a form of income generation for the local community as food handlers in the SFPs and produce from local farmers can be used in the preparation of school feeding meals (Grantham-McGregor 2005: S144-S158).

In South Africa, where most of the children live in poverty, and attendance at school can pose as a challenge owing to the lack of funding. Public education or schooling is subsidized from public proceeds. It is complemented by school fund raising and/or

school fees. School fees are waived for learners from disadvantaged poor families; this is reinforced in the South African School Act of 1996 (Hall and Monson 2006: 45-49).

The School Fee Exemption Policy discloses that school governing bodies (SGB), must be certain to make parents and caregivers aware of the exemption policy. The No-Fee Schools policy obliterates school fees in 40% of poverty-stricken schools nationally for learners commencing from Grade R to Grade 9. For different social and economic reasons, education in South Africa is mandatory only up to Grades 9 or 15 years. Some learners are too young to attend school, leave high school due to financial obligations or reside in regions where schools are dysfunctional. This bears reference as learners who lack the opportunity to attend school also suffer the loss of getting into government driven plans, for example the National School Nutrition Programme (Hall and Monson 2006: 45-49).

3.6 PRIMARY SCHOOL NUTRITION PROGRAMME

The Primary School Nutrition Programme (PSNP) was presented in 1994 as a poverty alleviation strategy to attend to the disproportions and inconsistencies of the former government. Following a comprehensive assessment, the programme was later retitled the National School Nutrition Programme.

The PSNP was a Presidential Lead Project of the RDP in 1994. In the beginning, National Treasury set the budget for R472.8 million. Ten years later in 2004, it was set an amount of R832.2 million. On average, approximately 5 million school children per year were nourished through this programme. Children will be incapable of achieving maximum academic performance if they are undernourished or even remotely exposed to periods of short-term hunger (Food for thought – School feeding programmes and positive external effects).

The World Bank (2012: 1-4) accentuates that impoverishment and malnutrition can result in reduced attention span, sensory deficiencies and poor school turnout. School feeding programmes are viewed as an approach that allows for the reduction of short term hunger and as a tool to improve the nutrition of children which aids in the enhancement of academic performance. The access to school meals is often

perceived as handouts or donations. However, if the broader picture is addressed, school feeding places an advantage on more than just the children who access the programme.

To begin with, the programme was introduced as a combined section between education and health care development. However, in 2002, a decision was reached by national Cabinet to transfer the programme to the Department of Education effective 01 April 2004. The programme is governed by several legal charters; *namely*, The Constitution of the Republic of South Africa, 1996 (Section 28 c) of the Bill of Rights, United Nations Convention on the Rights of Children as ratified by the Republic of South Africa on 1st May 1996, The National Programme of Action for Children launched by the government in May 1996, South African Schools Act 84 of 1996, Section 34 (1) and Norms and Standards for Funding of Public Schools, General Notice 2362 of 12 October 1998 (Department of Education 2004: 1-4).

As outlined in the Education Policy: School feeding scheme, school feeding is a minute part of the Integrated Food Security Strategy for South Africa, which was initiated in 2002. It includes the Departments of Health, Social Development, Land Affairs and Agriculture. As indicated in (NSNP annual report 2009-2010: 1), the programme was developed as an educational mediation step which was directed at improving the educational experience of the most destitute and deprived primary school learner by way of fostering punctual school presence, lessening short-term hunger, developing levels of concentration and influencing and advancing general health promotion. Funding for the programme is *via* a conditional grant that is filtered down to provinces according to the Division of Revenue Act (DORA).

3.7 NATIONAL SCHOOL NUTRITION PROGRAMME

The NSNP was initially driven to be implemented in Quintile 1 to 3 schools which accommodate the most destitute and poverty stricken area of the community. In 2006, the Finance and Fiscal Commission embarked on a decision to extend the feeding programme to secondary schools. In April 2009, the programme addressed the needs of quintile 1 secondary schools. In April 2010 and 2011 respectively, the programme filtered into quintile 2 and 3 public secondary schools (National Evaluation Plan 2012-2013: 5).

Through this feeding, almost a quarter of all learners are given a meal directly distributed to the schools by the Provincial Education Department (PED), whilst a further quarter have school lunches paid for by funds that is assigned from the national Department to the school. There are more or less 11.8 million learners in public ordinary schools of which an estimated 8.8 million learners are beneficiaries of the NSNP. Government's intentions is that by 2014, seventy-five percent of learners in quintiles 1-3 public primary and secondary schools should have access to free school meals (National Evaluation Plan 2012-2013: 5).

At the time of review, the PED, KwaZulu-Natal progressed to approximately 2 035 034 learners, which included learners in quintile 4 and 5 schools. PED standardized menus for schools which meant that meals served to learners complied with the menu options provided by the provincial office. To allow for more choice to the menu, the PED altered the menu into a two-week cycle to allow for a bigger selection of meals to be prepared and served. To allow for more inclusive protein value, eggs and chicken stew were included into the menu (National School Nutrition Programme 2012/2013).

As a poverty alleviation strategy, schools within the KZN Province are encouraged to grow their own food gardens. Approximately 489 schools have developed food gardens. The Department of Water Affairs through its implementing Agent, Industrial Development trust (IDT) donated 250-5000l water harvesting tanks to 125 schools that faced the challenges of water scarcity with the Zululand, Othukela, Uthungulu and Umzinyathi districts. In addition, Game Chain Sores supplied 20 schools with mobile kitchens, which made progress to the catering facilities and hygiene and cleanliness levels. By way of educating, promoting and developing healthy lifestyles to learners and school communities, the PED has collaborated with the South African Sugar Association (SASA) to design and produce manuals on nutrition to complement the teaching syllabus (National School Nutrition Programme 2012/2013).

The feeding programme has engaged the assistance of 1 782 small, medium and micro enterprises (SMME's) and 261 Local Women Cooperatives (LWC) to make available provisions to schools. Ten thousand four hundred and seventy-six volunteer food handlers (VFHs) who are paid an allowance of R720.00 a month were appointed by SGBs to arrange and organize, cook and serve up meals to learners. The NSNPs

human resource capacity comprises 115 officials who direct and administer the programme, 20 at provincial level and 95 within the districts. In the KZN Province, 51 capacity development seminars were carried out, and the initiative was aimed at coaching members of SGBs, volunteer food handlers and educators. The training sessions focused on programme implementation, meal planning and the growth and achievement of school vegetable gardens (National School Nutrition Programme 2012/2013).

3.8 WORLD HEALTH ORGANISATION AND WORLD FOOD PROGRAMME

To begin with, according to the World Health Organisation (WHO) regulations, South Africa being a middle income country has increased rates of under-nutrition levels which is clearly an evident motive for implementing the feeding programme. In the second place, the South African Constitution dictates that all children have the right to basic nutrition and adequate food; no child shall go hungry or continue to be chronically malnourished and all children have right of entry to education.

To understand that the world has a large complement of destitute and poverty-stricken children with little or no access to such provisions, can be devastating and distressing in the context of striving for enhanced service delivery. For the children affected, the provision of a school meal is their only means of breakfast, lunch or a snack for the day. According to Statistics South Africa, in 2000 about 35% of the total population were at risk of facing food insecurity. In 2009, the number of individuals living below the food-line escalated to approximately 15,8million however, in 2011 there was a decline to 10, 2 million people (<http://beta2.statssa.gov.za/publications/Report-03-10-06/Report-03-10-06March2014.pdf>). In more recent studies, The South African early childhood review (2016: 9), claims that approximately 3 969 000 children live in poverty which can affect their emotional, physical and cognitive development. As mentioned by Kallman (2005: 7), there is a common understanding that South Africa has national food security, but not household food security, which is a significant factor to note in the context of the educational sector for learners. This means that South Africa acquires enough food to provide for the entire country. However, owing to inequities in food allocations through the market, many households were challenged with limited access to food for their families in general, and to the much-needed schools in particular.

The World Food Programme's (WFP) two primary areas in relation to school health are: i) school feeding programmes, and ii) a micro-nutrient and health agenda. These formulate the WFP's "Food-for-Growth" objectives and projects, which focuses on destitute and disadvantage individuals at the most crucial phases of their lives, which includes infants, school children, pregnant and breast feeding women and the aged. The WFP has an extensive and long established function in the promotion of SFPs.

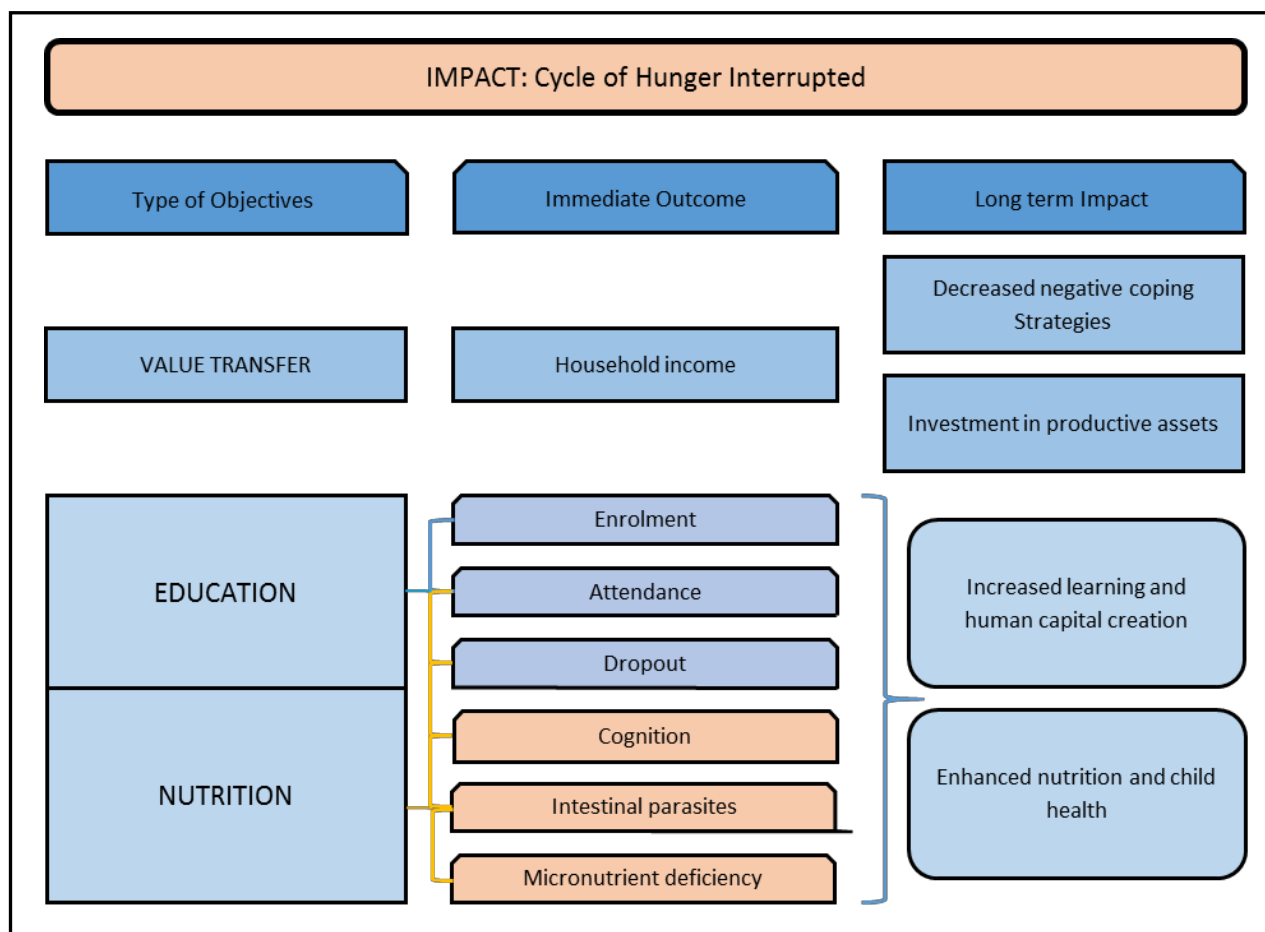
The WFP is in agreement that SFPs are mandatory, as they evidently impact on increasing school attendance rates, expanding school admission and decreasing short-term hunger which may result in increasing cognitive ability, and achieving academic excellence, and in essence, learners are able to focus and concentrate academically (School Based Health and Nutrition Programmes 2000: 12).

For instance, the WFP, Feed Minds, Change lives, gives cognizance to this. The document mentions that the result of a starving child would be the inability to grow; would develop various health related issues and would be unable to gain knowledge and learn. School feeding acts in response to the MDG's which are linked to hunger and poverty, teaching and learning and gender impartiality and indirectly to child mortality and maternal well-being. The document further elaborates that SFPs have positive effects in the home front as it aids in raising families out of poverty to close the gaps of inter-generational poverty and hunger, as a significant developmental initiative.

The World Food Programme, Feed Minds, Change lives further explains that school feeding makes receiving an education possible especially for young girls as it closes the gender gap by way of encouraging and empowering women enhancing the possibility of employment. Educating women gives them the security to control a home with food stability, they are more inclined to have smaller well-nourished households. A meal at school has a positive effective on learning in that it can ease instant hunger. This initiative directly improves school academic performance.

The diagram below draws attention to the direct correlation school feeding programmes have on the home, education and nutrition dynamics.

Figure 3.3 Results of School Feeding



World Food Programme, Feed Minds, Change lives: School Feeding, the Millennium Development Goals and Girls' Empowerment (2009/2010: 1-20).

It can be said that food insecurity and abject poverty contribute to learners not attending school. School meals enhance the learner attendance and allow for mental and physical development and cognitive functioning. Furthermore, the endorsement of school feeding programmes assists households that are food insecure by providing in-school-meals and take-home-rations.

3.9 SAFETY NETS

To sustain and aid the destitute households and children school feeding programmes, is mostly regarded as a social protection structure. In essence, it makes available funds and aid to households that are in need. For example, successful and progressive social security agendas in Brazil and Mexico have incorporated school nourishing as a fundamental component into the programmes. However, with reduced or partial resources, the impediments faced in low income countries is the sustainability and effectiveness of the feeding programmes. Research conducted shows that out of 77 countries, 38 have increased or escalated their programmes due to natural catastrophes, food and economic predicaments and armed warfare (State of School Feeding Worldwide 2013: X11).

School feeding programmes are a contributing factor in ensuring well-nourished and educated children. However, the effects and influence of feeding programmes is governed by whether value for education is accessible. School feeding aids and assists households by providing education for their children. In addition, school feeding plays a role in a learner's willingness to study and the competence to play a part in their individual intellectual development. Principle components for example, educators and favourable learning conditions which are requirements for teaching and learning, must be in place in order for school feeding programmes to be successful. However, caution ought to be implemented so that education staff do not arrange and cook food as this challenges the system that school feeding programmes aim to transform and develop, is suggested by the State of School Feeding Worldwide (2013: X11).

As articulated by Alderman and Bundy (2012: 204), SFPs are considered to be politically driven intercessions. The authors are of the opinion that SPFs are somewhat challenging to evaluate as their influence is twofold, partly on education and to some extent on school health. Furthermore, these authors debate that although SPFs are capable of having an effect on the education of school children, they are perceived more as transfer programmes that serve as a social safety net and aid to boost human capital investments.

There are different motives as to why countries choose to carry out school feeding initiatives: to deal with social needs and to provide a social safety net through periods of emergencies; to enhance the effects of learning; and to develop as well as improve nutrition. School feeding programmes (SFPs) utilize various different approaches in making available food and nutrition to school children. SFPs are regularly applied as a tool more for social protection principles rather than for educational objectives. To be successful in its implementation, safety net programmes must be accessible to the poor. Wherever school enrolment rates are low, school feeding schemes encounter various challenges in being extended to the poor as enrolment rates are usually the lowest amongst the poor, submits Bundy *et al.* (2009: 7).

In young children, an acute and/or persistent deficiency of essential nutrition can result in weight decline and stunting. The result of this can present irreparable changes in growth and development regarding low cognitive development, poor academic performance, high probability of disease and illness and reduced and limited immunity (Altman, Hart and Jacobs 2009: 350).

It can be viewed that a snack provided within the learning environment presents as a benefit to attract learners into the learning and teaching environment. A sustainable feeding programme ensures children are retained in schools and is an effective tool in making certain educational goals are attained.

The School Feeding Policy, World Food Programme's (WFP) intention is to decline food shortage amongst school children, so that malnutrition and the lack of food is not an impediment in the growth and development of young children. The WFP has over an extended period of time, aided many young children through school feeding to achieve academically and develop into dynamic positive grown persons.

3.10 SCHOOL FEEDING - A CAMBODIAN PERSPECTIVE

World-wide, there are approximately 368 million children who receive a meal on a day-to-day basis. The NSNP is very similar in theory and practice to the feeding programme in Cambodia. The NSNP is a government driven initiative, which falls under the auspices of the DBE. The goal is to provide a nutritionally balanced meal to learners with the intention of enhancing their learning capability. A key component in the NSNP is nutrition education, which encourages overall healthy lifestyles amongst learners.

Likewise, in Cambodia, the WFP works in conjunction with the education ministry to build up primary school attendance by making available food scholarships. These take-homerations are distributed to approximately 20,000 students. Preference is given to the most affected by poverty and food insecurity (<http://www.theguardian.com/global-development/gallery/2013/jun/06/global-school-feeding-programmes-in-pictures>).

To point out, although Cambodia turns out food surpluses, food insecurities have an effect in the region of almost 1.7 million people. Some of the main areas of food and nourishment insecurities are:

- Reduced employment prospects;
- Increased food costs which have had an undesirable outcome on families being able to buy adequate nourishment provisions; and
- Decreased level of productivity between small scale farmers and limited availability of land to the most impoverished and destitute households (<http://www.wfp.org/content/cambodia-school-feeding-impact-evaluation>).

The school feeding programme was aligned with Government's objective and policy. It has achieved its aim by encouraging primary education in that it contributed to enhanced enrolment, attendance and promotion and lessened drop-out-rates. (<http://www.wfp.org/content/cambodia-school-feeding-impact-evaluation>).

The Evaluation Brief, WFP 2011 further illustrates that in Cambodia the number of recipients in the school feeding programme increased from 291,593 in 2002 to 482,961 in 2009. In 2006, it escalated to 610,000. In 2006, owing to a reduction in finance for the purchasing of foodstuff and the increase in food prices there was a decrease in the number of beneficiaries to the programme. Results stemming from an evaluation of the programme found a substantial effect on enrolment of learners. This signified

that parents understood the feeding programme to be an incentive to send their children to school.

The positive impact was only maintained as long as schools profited from the programme. Take home rations proved to have a supportive and beneficial influence on the home front. Effective and productive school feeding programmes are founded on community participation and government assurance and involvement. The evaluation proclaims the Cambodian programme is effectively implemented and proficiently planned. However, there are some valuable points that can be strengthened to ensure that interventions are more successful and sustainable, namely; programme outline and layout with reference to objectives and food fortification, community participation and planned capacity expansion (Evaluation Brief, WFP 2011).

3.11 School feeding from the NSNP perspective

The Department of Basic Education directs and manages the National School Nutrition Programme, the feeding scheme implemented in South African schools. The best of the National School Nutrition Programme confirms that substantial development and improvement have been made to add to the various lessons that have learnt since the inception of the programme. The substitution of a daily hot cooked meal as opposed to a cold meal is a significant and effective adjustment to the menu option. Furthermore, the programme is outreached to all learners, rather than just the poorest children. The programme is expanded to include secondary schools instead of its original target being primary school learners. The programme has broadened to include all school days rather than the initial 156-day feeding schedule.

Results from several researches indicate that school feeding programmes enrich the educational experience of learners and improve school enrolment and attendance. Research conducted by Beesley (2009) states that while there is limited agreement on the point of SFP addressing the nutritional agenda, there is unanimity that SFP can improve the educational outcome of learners. The advantages of SFPs are well researched and investigated; and in spite of this controversy, the effectiveness of SFPs is a point to ponder. As cited in Galloway, Kristjansson, Gelli, *et al* (2009: 171-181) specialists at a School Feeding/Food for Education Stakeholders meeting in 2000 concluded that there is limited verification accrediting nutritive values of school

feeding, and that school feeding merely improves learning when other improvements in school quality are made.

The State of Food Insecurity in the World (2013) makes mention that policies directed towards developing agricultural production and intensifying food accessibility, particularly when aimed at small holders, can succeed in lessening hunger. When they are merged with social protection and additional processes that strengthen the earnings of underprivileged households to purchase provisions, they can have a profound effect and prompt rural development, by generating employment prospects consequently influencing equitable economic growth. As agreed by (Grantham-McGregor, Chang, Walker, 1998: 786), families in developing countries usually find it acceptable and appreciate the meals provided by schools whilst political figures view this as an advantage for their own political gain.

An article by Jomaa, McDonnell, Probart (2011: 83-98), provides information on the research and evaluation gaps of SPFs. Although there is a wealth of literature with validly devised tests and reports, it is suggested that there is a need to acquire and apply rigorous theory based impact evaluations in this field of study. Studies on the dietary and nutritious gains of school feeding may be directed at calculating the effects of children's nourishment and health levels; on the other hand, these studies lack in recognizing the theory or model behind the programmes put into practice. What is more, the probability of duplicating the programme in similar circumstances may to some degree be restricted as many of these studies lack a comprehensive report of the political, social and economic framework of a SFP.

As detailed in the Education Policy: School feeding scheme, the National School Nutrition programme's intentions is to foster an enhanced quality education by encouraging active learning capability, relieving short-term hunger, encouraging school attendance and focusing on specific micro-nutrient deficiencies. From the schools selected to participate in the NSNP, learners are chosen by either age or grade or any other specific feeding criteria. The minimum policy is to ensure that all learners from Grade R to Grade 7 have access to the SFP. The policy makes reference to research conducted, which states that not all children registered into the school feeding programme actually received food. Almost 90% of targeted children in rural sites were reported to have received free school meals and only 56% of eligible

children in urban sites received food. On the contrary, urban children who received food at school acquired their meals more often. In 2010, the NSNP's critical challenge was the public servants' strike. This leads to learners being hungry, regardless of KwaZulu-Natal having adopted "take home rations".

3.12 CONCLUSION

The preceding discussion and focus in this chapter was on the implementation of SFP having a dramatic impact on reducing hunger in schools, consequently increasing learner attendance and significantly reducing malnutrition and poverty. From the discussion in this chapter, it is clear that the NSNP has been effective in addressing poverty issues within the teaching and learning environment. It is evidently documented in (KZN-DOE NSNP Policy (2011)), learners perform weakly at school due to travelling long distances to and from school, having to carry out additional tasks at home and having insufficient food at home. This ultimately impacts negatively on learners as they arrive at school hungry, are not focused on the teaching delivered and have low attention application. There are various challenges that limit the effective implementation and sustainability of the SFP; however, a concerted effort by the programme is made to ensure it reaches its goals and objectives of reducing child poverty and developing and promoting education through school feeding. The strategic focus is in accordance with the sustainable development strategy of the developmental state in the country to contribute to poverty eradication whilst at the same time, contributing to increased levels education and learning.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter emphasised and focused on the research approach implemented, design and methodology through which the data was collected and probed, and the outcomes of the statistical analysis together with its effects on the findings.

Research strategy is defined as a strategic outline aimed at implementation. The research questions and the procedure of the research serves as connection in the strategy. The observation is guided by detailed research questions and a research design, which involves calculated methodical procedures. The investigation aspires to describe comprehensible decisions arising from the process, and as a result arranges observations to ensure outlined goals of the study are achieved, according to Blanche and Durrheim (1999:29-30).

Neale (2009:19) states, research methodology focuses on the investigative methods including category of instruments and procedures to be applied. Methodology examines: "How should the inquirer go about finding out knowledge?" Qualitative and quantitative methods have been included in the study, which lends itself to a mixed methods approach. White (2002:511-522) confirms the distinction concerning both methods are clearly established. The "softer" social sciences, lends itself to qualitative method, while quantitative methods are accepted in economics.

Aside from the investigative stage of a study, quantitative researchers frequently discuss that qualitative research is of negligible value. In comparison, qualitative researchers have maintained that the practice of purely quantitative evaluation methods falsifies reality into exceptionally simplistic data analysis (Neale 2009:10).

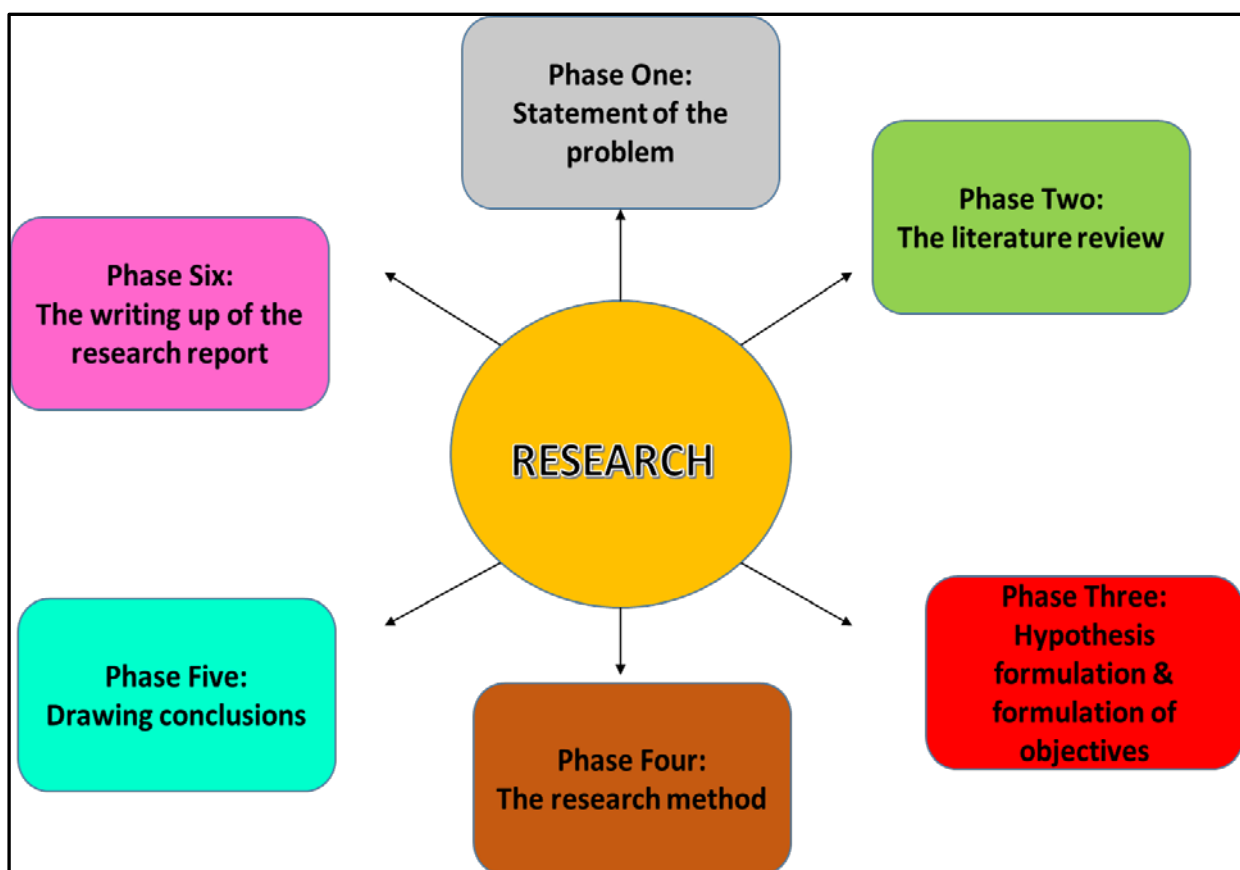
The methods are most often employed in sequential order, once qualitative and quantitative methods are combined. When designing an extensive epidemiological study, semi-structured interviews or observational data may well be applied to explore hypotheses. To achieve a more comprehensive knowledge of the significance and

implications of the outcomes, qualitative analyses can be joined to quantitative analysis. Additional progressive combinations are seen in triangulation. When trying to understand complex phenomena, the process of triangulation serves to obtain awareness, maintains Malterud (2001:483-488).

The research process undertaken for the study is outlined as follows:

4.2 THE RESEARCH PROCESS

Figure 4.1 Research Process



Wolhunter (2015:149)

The illustration above details the research process which outlined and mapped the method and process in which data was collated and processed to add value to the research study. Wolhunter (2015:149) emphasizes that the research method involves many key phases, and is a process in which scientific data and information is designed. What we understand by this is that the researcher has to provide details of

the method used when managing out the research. What follows is an explanation of the various steps that were used in the research process for this study.

4.2.1 Phase One: Statement of the problem

Wolhunter (2015:150) is of the opinion that a research project is set in motion by a research problem. The lack or dearth of a problem could pose negative consequences in that the vast accumulation of information could be invaluable or could be the duplication of research which has already been completed. Consequently, valuable time and resources are lost leaving the researcher unmotivated to proceed with the research. The focus of the research was to access if the NSNP progressing towards alleviating child poverty within certain schools in KwaZulu-Natal. Information and research material has been sourced from various journals, websites, policy documents and books.

4.2.2 Phase Two: Literature review

In the course of a literature review, the researcher becomes familiarized with the current and previous knowledge on the proposed research topic. This would enable the researcher to gain a clearer vision of his/her own research problem, consequently, allowing for the refinement of the problem statement, as highlighted by Wolhunter (2015:151). A significant procedure in the research process is to evaluate and access relevant knowledge on the research study. For the purposes of this research, the researcher sourced contemporary and relevant literature, which included journals, web access, books, reports and other relevant policy documents that relate to the notion of addressing poverty reduction and malnutrition amongst learners in basic education, with particular reference to selected schools.

4.2.3 Phase Three: Hypothesis formulation and formulation of objectives

A hypothesis may be defined as an interim solution to the research problem, which is reinforced by research already completed. The hypothesis should be a plan that can be explored and probed, and one that the researcher has knowledge and understanding of, availability and financial and infrastructural means to take forward the research. In essence, the hypothesis is intended to specify an answer to the

research problem. With reference to the study, the null hypotheses states that the National School Nutrition Programme is effective in reducing child poverty in schools within the eThekweni District. In line with the null hypothesis, the objectives of the study include;

- Establishing efficiency of the NSNP in lessening child poverty in selected schools in KwaZulu-Natal;
- Assessing the accomplishment of the programme and emphasise the challenges that influences the implementation of the programme;
- Developing knowledge and expertise to examine and evaluate the feasibility of the programme; and
- Comparing and contrasting the sustainability of these programmes in developed and developing countries.

4.2.4 Phase Four: The research method

Method stems from the Greek word *methodologos*, which means “the way”, or “the road”. As outlined by Robson (2011) in *Educational Research* (2015:155), there are four stages of methods, *namely*; research design, methods of data collection, methods of data analysis and methods of data interpretation. Qualitative and quantitative evaluation of the surveys have embarked on to present and exemplify the responses of the respondents on the NSNP as a poverty alleviation strategy. Styles and patterns also developed from the empirical surveys which have been described graphically to provide insight into the area of study. The graphic illustrations were the outcome of comprehensive and detailed analysis presented initially in the form of tables and with the use of research method tools including Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett’s Test of Sphericity to assess the statistical data and emphasise the significance in the discussions that followed.

4.2.5 Phase Five: Drawing conclusions

The research process concludes with the analyses and interpretations presented by the researcher. *Firstly*, the researcher must present an answer to the research problem based on the results arrived at from the data analysis and interpretation. *Secondly*, contemporary and factual information drawn on from the research should be collated into

the present structure of scientific knowledge. *Thirdly*, the research outcomes should be applied to put together proposals for the expansion and enhancement of practice, and lastly suggestions for further research is advocated. The discussion of results was detailed after each table or figure. The most important part of qualitative data was achieved *via* questionnaires to District officials, School Principals, Teachers and the School governing body. The objectives outlined in the study have been successfully explored and probed, taking cognizance of the key questions detailed in Chapter One of the study.

4.2.6 Phase Six: Writing up of the research report

The writing up of a research report is fundamentally important in that the research findings need to be presented to the broader academic platform. Sharing this information will allow for other researchers to study and peruse the outcomes of the research as part of further studies in the field. Neglecting to share information or write the research report denies the academic society the benefit of new and interesting knowledge. The qualitative and quantitative data collection methods adopted for this study, assisted in writing up the report of the dissertation taking cognizance of the empirical data and analysis.

4.3 RESEARCH DESIGN

Yoshikawa, Weisner, Kalil, and Way (2008: 345) proclaim that everything in totality is not qualitative or quantitative. Behaviours or contexts in relation to human development are not essentially quantitative or qualitative. However, the methods of representation across which the behaviours or contexts are documented in research are. Hackley (2003: 9) shared that while some research and tests are a mixture of both quantitative and qualitative research, there is inherently always preference or importance on one or other of these research practices.

4.3.1 Qualitative Method

Fundamental principles to gain, “in-depth explanations and knowledge of actions and events” is applied in qualitative research (Sathiparsad 2003: 99-111). It calculates responses to number of participants who are exposed to a structured list of questions that help with the statistical collation and comparison of data (Sathiparsad 2003: 99- 111). The function of qualitative research is to understand and illustrate the events and activities of respondents as they move about and participate in activities in their own environments. Elliott, Fischer and Rennie (1999: 215-229) suggested that qualitative research allows for the researcher to acquire information and gain insight regarding actions probed.

A workshop sponsored by the federal Agency for Healthcare Research and Quality (AHRQ) together with the Robert Wood Johnson Foundation displayed studies by prominent researchers that used qualitative methods. The workshop emphasized the influences that qualitative research can produce and approaches which make certain they are applied systematically and thoroughly.

Shortell in Sofaer (2002:329-336) notes that development in the social and policy sciences is more reliable with qualitative research. It represents the necessity for more substantial knowledge of naturalistic setting and the importance of comprehending context. Webb and Auriacombe (2006: 593) reiterate, research designs centering on quantitative approach involves the social analysis, experimental model and assessment of earlier collected information. Words and expressions such as measurement, control, variables and experiment are frequently used in the quantitative methods.

Webb and Auriacombe (2006: 593) further explain that positivism agrees to the idea that the methods and procedures of the natural sciences are apt or applicable to the social sciences. The research paradigms are explored in a subsequent discussion in the chapter. Although humans connect with notions such as feel and hate and act differently in contrast to the objects of the natural sciences, the positivists are of the belief that it is apt to apply this approach to the study of human action and performance and occurrences. The study of Positivism, as is elaborated under the research paradigms, is based on experiences and events that cannot be observed directly or quantified indirectly, such as emotions or personal encounters and cannot be accommodated in scientific knowledge. Okeke (2015: 216) quotes, “within the positivist terminology, validity resides amongst, and is the result and culmination of other empirical conceptions which include: universal

laws, evidence, objectivity, truth, actuality, deduction, reason, fact, and mathematical data”.

4.3.2. Quantitative method

As affirmed in (<http://www.experiment-resources.com/quantitative-research-design.html>) numerical procedures are applied to explore quantitative data. It is an excellent method in concluding results including validating or negating of a hypothesis. Most scientific fields employ quantitative research designs as the agreed experimental method.

Economists agree that quantitative research provides more “rigor” than qualitative research. With regard to the idea there are three understandings which may be concluded upon. *Firstly*, presentation of quantitative research is world-wide common in various other disciplines. As compared to Europe, United States social science practice applies these methods on a bigger scale. *Secondly*, the precise operation of techniques is the actual foundation for “rigor”. *Thirdly*, varied techniques are appropriate to varied situations. Political scientists as well as economics in the social sciences rely on modelling, numerical calculation and math (White 2002:511-522).

4.4 RESEARCH PARADIGMS IN PUBLIC ADMINISTRATION RESEARCH

As affirmed by Bakkabulindi (2015: 21), a research paradigm may possibly be viewed as a “camp” to which a researcher is attached to in terms of assumptions, propositions, thinking and approach to research. Research paradigms are significant as they influence the researcher’s options as to which research questions to focus on and what methodology to apply. Fard (2012:57) mentions there are seven paradigms that recommend and direct inquiry in public administration areas. These are positivism, interpretive, critical theory, feminist, postmodern, chaos theory and complexity theory, some of which were alluded to briefly in the preceding discussion. Each paradigm has its own effects and functions for the conduct of research in the discipline of public administration. The author further indicates that it is essential for researchers to familiarise themselves with the basic foundations of their paradigms as the familiarity and understanding significantly ensures consistency in research orientations, research philosophies, research approaches, research designs, research objectives and research methods.

There are various research paradigms that can be employed in the field of Public Administration research; in this context, for instance the positivism approach and phenomenological approach are relevant. As explained by Kaboub (2008:343), during the 19th Century, positivism developed as a philosophical paradigm. It was in the early 20th Century, that it was formally accepted as the dominant scientific method. The positivism theory can be perceived empirically and rationalised with logical analysis.

As mentioned by Tani (2012: 26-39), when defining phenomenology in the context of Public Administration it “establishes meaning that social actors apply to events, work and symbols”. For example, this study focused on the application of phenomenological theory as the researcher conducted research on poverty in selected schools. Parents of learners who access the programme were able to define their experience of poverty, and it relates to the phenomena they experienced and continue to experience in the context of the research.

4.5 LITERATURE REVIEW

The literature review or study is a fundamental component in the research process. Gasa, Mafora and Maphalala (2015: 132) explain that the literature review is a significant aspect of every academic research study. The literature review is considered to be the groundwork on which a research project is built, and it is for this reason that most research projects begin with a review of the literature.

For this study, the research literature sourced was drawn from studies already conducted in this field and additionally from government policies and legislation. Furthermore, analysis of the relevant existing literature in the form of books, journals, periodicals and newspaper articles was done. In addition, other significant and pertinent literature applicable to the study was utilized.

4.6 RESEARCH DESIGN AND METHODS

This study focused on the qualitative (phenomenological) and quantitative (positivist) research style. Okeke (2015: 209) explains that qualitative research relates to the knowledge of being aware of how a specific person or groups of individuals think, and the meanings they attach to their actions. The author further explains that the qualitative research techniques represent all kinds of research that is associated with the interpretive and, or the naturalistic approach. When conducting research, qualitative researches take into account various data collection methods namely, participant observation, interviewing methods and focus groups. Arowolo and Bantwini (2015: 481) report that methodology is the one aspect that tells apart quantitative research from other approaches. The quantitative approach renders attention to objective measurements and the numerical analysis of data accrued through approaches by means of polls and questionnaires.

The research design acts as a plan of action that directs the researcher in achieving the intention of the research problem or statement identified by the researcher. As stipulated by Webb and Auriacombe (2006: 588), a research design is a set of guidelines on how to reach the aim and objectives that the researcher has drawn up, and it is a way forward that the researcher proposes to test the hypotheses or answer the research problem identified.

The empirical research study centres on probing into the barriers encountered by government and policy-makers in aiming to attain good governance and quality standards in the transfer of services to youngsters who experience poverty. The intention existed to determine effectiveness of the school feeding plan in alleviating child poverty. This research study was aimed at all stakeholders involved in the implementation process in the particular field of study. The research explored quantitative and qualitative variables against the theories of NPM Approach and New Public Governance, and the contextualisation and relevance to the 5C Protocol (with emphasis on an additional 6thC) theoretical construct contextualising the policy approach to food security and poverty alleviation.

4.7 RATIONALE OF THE STUDY

Cloete (1991:300) substantiates that human beings are obliged to live in a state directed by public institutions. These organisations must establish an environment which is conducive for them to sustain a respectable livelihood. The purpose of the study was to assess the viability and implementation of the School Nutrition Programme in addressing child poverty in selected schools within the eThekweni Region in KwaZulu-Natal.

4.8 OBJECTIVES OF THE STUDY

Mouton (2002: 101) considers the research objective to be identified as the “*what*” of the research; in essence what is it that the researcher would want to accomplish by pursuing the suggested research study. This research study delved into the barriers encountered by government and policy-makers in aiming to attain good governance and quality standards in the delivery of services to children who experience poverty.

The main objectives of the study were to:

- Determine the effectiveness of the school nutrition programme in alleviating child poverty in selected schools in KwaZulu-Natal;
- Assess the success of the programme and highlight the challenges that influences the implementation of the programme;
- Develop knowledge and expertise to monitor and evaluate feasibility of the programme;
- Compare and contrast the sustainability of these programmes in developed and developing countries; and
- Propose recommendations on the successful implementation of the programme by addressing a people-centred approach to reducing child poverty.

4.9 CONSULTATION WITH AUTHORITATIVE SOURCES OF INFORMATION

The researcher drew upon three 4 essential and significant groups of individuals whose understandings and knowledge is imperative in the research study. The groupings were as follows:

- District Managers;
- School principals;
- Members of the school governing body (SGB) who can provide information from a management and governing perspective; and
- Selected teachers who are appointed to co-ordinate the school nutrition programme.

These groupings have been cited as they play a vital role in the implementation of the NSNP. The different levels of engagement allow for a clearer picture on the proficiency, and understanding of the NSNP at the various stages of implementation.

4.10 RESEARCH TECHNIQUES

As alluded to by Mouton (2002: 36), research techniques are the tools used by the researcher. They describe or demarcate the way in which the researcher conducts the study. Below is a discussion and review of the research approach engaged in the study.

4.11 SAMPLING METHOD AND DATA COLLECTION INSTRUMENTS

A respectable cohort is selected without bias and is characteristic of the people in the interest group, submits Neale, (2009:130). In this research, a non-probability sampling procedure was applied and utilized the quota sampling method. The criteria applied in quota sampling, allows the investigator to focus on respondents who are in all probability competent, familiar or are aware of the study being investigated (<http://www.fhi.org/nr/rdonlyres/etl7vogszehu5s4stpz3tyqlpp7rojv4waq37elpbyei3tgmc4ty6dunbccfzxtaj2rvbaubzmz4f/overview1.pdf>).

The advantage to the research when applying quota sampling, is that it allows the researcher flexibility of identifying suitable persons. The researcher has a choice to think over replacements should a person reject to participate in the research study and provided they meet the conditions of the study. The advantage of applying this method is that it is swifter, less expensive and more competent, identifies Burnham, Gilland, Grant, Layton-Henry (2004:90-91).

A record of all schools within the Province of KwaZulu-Natal that accesses the National School Nutrition Programme was obtained from the KwaZulu-Natal, Department of Education (DoE) District Officer. The study focused on a sample of 4 selected schools within the Umlazi and Pinetown Districts. The schools are chosen based on their geographical locations which are based not more than 2-15Km away from each other. Questionnaires were administered to 2 DOE officials of the programme, 4 school principals, 74 selected teachers and 33 members from the school governing body, as the illustrated values listed below:

Table 4.1: Target population and sampling

Questionnaires	Sample size
District Officials/Managers	2
School Principals	4
Teachers	74
Members of the School Governing Body	33
Total	113

4.11.1 Data Collection Instruments

The research or data collection instruments applied for this research was questionnaires and observation. As stated by Duarte and Miller (2015:244), the research survey is frequently used to measure thoughts, opinions and attitudes of a selected group. The purpose of a survey is to produce statistical estimates about some aspect of a small or large population.

The questionnaire consisted of 55 items with a measurement at both nominal and ordinal levels. It was divided into 5 sections which measured the following themes:

- Part 1:** Portfolio Data;
- Part 11:** National School Nutrition Programme (NSNP);
- Part 111:** NSNP in addressing poverty;
- Part 1V:** Management of the NSNP; and
- Part V:** Policy implementation,

4.11.1.1 Questionnaires

Mouton in (Henning, van Rensburg and Smith, 2004:37) maintains that research designs are drawn up so as to act in response to various styles of questions. In comparison to other data collection methods it is thought that questionnaires have some particular positive characteristics. A questionnaire necessitates a lesser amount of time in comparison to an interview and may be reflected as a more resourceful tool, suggests, Gay and Diehl (1992:243).

Data on the questionnaire for this research was acquired *via* the route of triangulation of qualitative and quantitative methods. The justification of occurrences can be supported by the diversity of observations, refers Malterud (2001:483-488).

The research was granted prior approval from the Department of Education to conduct the study. An informed consent letter ensured that participation by respondents is voluntary, stating that no schools and district officials would be identified from the results of the investigation. In addition, no person/s, title (except principal) will be identified in the research. The research questionnaires were directed to the following sample:

- District Managers;
- School principals;
- Members of the school governing body (SGB) who can provide information from a management and governing perspective; and
- Selected teachers who are appointed to co-ordinate the school nutrition programme.

4.11.1.2 Interviews

Babbie and Mouton (1998:250) support that there are several advantages to having a questionnaire administered by an interviewer rather than the respondent. Interview surveys attain a generally respectable response rate than mail surveys. A reasonably calculated and implemented interview assessment ideally ought to attain a completion rate of more or less 80 to 85 percent. Sofaer (2002:329-336) upholds that a strategic informant interview will achieve inadequate practical and constructive material if the interviewer has unsatisfactory contextual information to understand at which point a response necessitates extended querying, or acceptable experience to establish either the genuineness of the respondent or the degree to which there is understanding relevant to the question. For this study, all interviews were conducted in strict confidentiality in accordance with the research protocol of the University's Ethics Research Policy.

This research study directed officials within the Department of Basic Education who are responsible for the implementation and co-ordination of the school nutrition programme and food handlers within the eThekweni District. It was imperative to interview officials within the Department of Basic Education as they are in a position to provide in-depth information on the management and co-ordination of the school nutrition programme. Furthermore, they provided insights into the management of the programme from a departmental perspective.

The intention of the interview procedure was to analyse and assemble relevant data on how poverty escalation is managed by introducing a school feeding programme to learners and to explain the challenges that impacts on the governance of effective and efficient service delivery of the programme.

4.11.1.3 Observation Technique

Observational research is an illustrative technique in which activities are viewed in the participants' usual and regular environment, highlights Thomas, Nelson and Silverman (2005:19). Furthermore, Bailey (1994:243-244) is of the opinion that opposed to

survey studies the method of observation is more progressive. The author explains that the observational method allows for detailed study of the entire individual. The observational method is an adjustable technique that accedes to the observer concentrating on any variables that confirm to be of significance.

Babbie and Mouton (1998:294) agree the benefit of observation is it can take place in any surrounding. It is important to take into account the investigator captures a maximum and precise record of actions that have occurred. Furthermore, the critical need in observation is for the investigator to be on location, reflecting and witnessing the events.

An added benefit when applying observation remains that it delivers complete depictions of events in action and takes place in the real world, data is dependable and has greater validity. In the event respondents are not in a position to show expression or liaise verbally, this will not pose to be a concern as the technique does not rely on the application of words, contends Matthews and Ross (2010:262). It is necessary for the application of observation to be monitored using a methodical structure, and abiding by controlled procedures, to ensure feasible and measurable data, even though it may appear to be a straight forward, is the views of Bless, Smith and Kagee (2006:114).

This research study focused on the observation technique. The researcher observed food handlers who are responsible for the preparation and distribution of the food and, learners that access the meals provided. Video recordings, photographs and notes were utilized to document the process during the research process.

4.11.1.4 Validity and Reliability

The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as “acceptable”.

Babbie and Mouton (2005: 125) concur that reliability “refers to the likelihood that a given measurement procedure will yield the same description of a given phenomenon if that measurement is repeated. In essence, reliability relates to questions with strength and dependability”. The authors explain that validity refers “to the extent to which a specific measurement provides data that relates to commonly accepted meanings of a particular concept”. This means that validity is attained when the measurement performs what it is meant to do.

Auriacombe (2006: 643) submits, measurement is indeed a significant feature of scientific research methodology. In quantitative and qualitative research design, precise measurement is imperative as it presents an influential and key connection between theory and practice. It is a concept and concrete indication of that concept and between pure intellectual theorising about thoughts and to validate that those ideas and thoughts are pertinent in the contemporary world.

4.12 DATA ANALYSIS AND INTERPRETATION

As established by Wolhunter (2015: 157), to examine or evaluate the data signifies to explore patterns in the dataset. To gain a better idea or a clearer understanding, once the data has been collated, the next step would be to examine and evaluate the bulk of knowledge accumulated. The author further explained when referring to data analysis in quantitative research, there is significant and distinctive difference from that in qualitative research. In quantitative research, the focus is statistical techniques. In qualitative research, the primary point of emphasis is on interpretation.

In order to examine and appraise the statistics collected the study incorporated the use of qualitative and quantitative techniques. The qualitative approach performs a detailed analysis of both primary and secondary documents. Data was probed by means of grouping individually responses according to themes. Completed questionnaires were perused and transcribed; from then on groups and categories were developed. All responses were analyzed and recorded. Wolhuter (2015: 158)

expresses that the three categories of interpretation of analyzed data is *namely*: description, interpretation and critical analysis.

- a) Description; this is the most basic and straight forward way of explaining and decoding data. It involves a methodical process of the description of data. An example, would be if the researcher is studying the legal frameworks governing health in South Africa. The research would write a systematic review of these Acts and what is the significance and importance of them.
- b) Interpretation at a higher phase involves the researcher not merely reporting the data, but the researcher actively interprets the information. For instance, in research based on the health system of South Africa, the South African system may be interpreted based on the history, economy and political system over a specified time.
- c) Critical analysis engages the researcher critically probing and questioning the evaluated data, together with the existing bulk of information and knowledge.

The above approach was followed in the study whereby the findings were extrapolated and linked to the context of the study, whilst making credible sense of the statistical analysis regarding significant relationships amongst key variables. These findings were thereafter corroborated by key literature in the field whilst linking them to pertinent objectives and research questions emanating from the study, for due consideration by the Department of Education in this regard.

The information accumulated from the responses was calculated using SPSS version 22.0. The outcomes revealed descriptive measurements which are presented in the form of graphs, cross tabulations and other figures for the qualitative data that was collected. Inferential techniques take into account the application of correlations and Chi- Square Test values, which are interpreted using the p-values. The results exhibited descriptive statistics which have been presented using graphs, cross tabulations and other figures for the qualitative data that was collected.

The data collected was from four primary schools within the eThekweni district. The map below illustrates the Pinetown and Umlazi Districts within the jurisdiction and management of all four schools.

Figure 4.2: Map of eThekweni – Durban (2010) illustrating the Pinetown and Umlazi Districts



<http://www.roomsforafrica.com/dest/south-africa/kwazulu-natal/regions/ethekweni-durban.jsp>

Palmiet Primary School is located in Clare Estate and falls under the Pinetown District. The Palmiet Road and Quarry Road informal settlements are approximately 1.5km away from the school. The school has a total enrolment of 480 learners. Clareville Primary School is located in Clare Estate and falls under the Umlazi District. The Kennedy Road informal settlement is approximately 1km away from the school. The school accommodates 352 learners. Dr Macken Mistry Primary School is located in Newlands East and falls under the Umlazi District. The school accommodates approximately 445 learners. Parkvale Primary School is located in Newlands West and falls under the Umlazi District. The school has a total enrolment of 450 learners.

Participants were randomly selected. Two external key stakeholders from within the Department of education were contacted to participate in the survey by means of responding to the questionnaires. Contact was made with a total of 111 staff, which

included 4 school principals, 74 selected teachers and 33 members from the school governing body who completed the questionnaires.

4.13 RESEARCH THEMES

The data sourced from the interviews and observations were transcribed, and thereafter analysed according to the themes accentuated in the study.

The study centred itself to the following strategic research themes:

- Application of two models of public management, specifically the NPM Theory, including New Public Governance;
- Policy implementation protocol which includes measures by public or business organizations which target objectives outlined in preceding policy evaluations. Five key typologies with emphasis on a 6th one included: content, commitment, capacity, clients, coalitions and communication is an additional theoretical framework for this study;
- The Constitutional Framework governing food insecurity was an important imperative. Several legal elements encompass the rights that are pertinent to the protection, promotion and realization of the right to food; and
- The theme of good governance is to make sure investments in human resources and enhanced public administration is dispersed into communities that are in dire need. As a result, this addresses gaps in governance to attain and strive for value-added service delivery in the context of poverty reduction and nutrition feed to learners in schools.

4.13.1 Research Questions interlinked to research themes

The questionnaire consisted of 55 items with a measurement at both nominal and ordinal levels. It was divided into 5 sections which measured the following themes:

- Part 1: Portfolio Data;
- Part 11: National School Nutrition Programme (NSNP);
- Part 111: NSNP in addressing poverty;
- Part 1V: Management of the NSNP; and
- Part V: Policy implementation.

The study was examined in accordance with these salient themes and looked into contemporary perspectives on nutrition feed and poverty reduction amidst provincial and national priorities from a Constitutional imperative to other policy dictates.

4.14 CONCLUSION

The synopsis of this chapter was centred on an overview of social research and the research theories within the context of public administration and management relative to poverty reduction in service delivery. The role of theories and perceptions in research, including the role of research data and research questions was emphasised and concentrated upon. The connection between the research questions and the themes of the study were reflected on amidst the research methodological approach. In addition, the design was directed towards analysing theories, probing and examining statistics and determining factors. The collection of data was controlled by means of a self-administered questionnaire. The researcher met with the school's principal, whilst questionnaires were briefed with the principals and collected after completion. Discussion centred on the analyses of data and the interpretation of results.

In accordance with the University's ethical research criteria, consent and approval was secured from the Department of Education. All survey questionnaires included an explanatory letter from the university, and this was accompanied by a consent form for voluntary participation in the research study in keeping with the University's policy and protocol for postgraduate research.

The following chapter depicts data that was collected and collated during the data collection process, analysis of the data obtained, and the interpretation and discussion of significant outcomes amongst key variables.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

5.1 INTRODUCTION

This chapter defined the discussions and results and the findings reached by the application of research instruments which consisted of the questionnaires and observation methods. The data collated was analysed to remove unrelated or inapt material until only data pertinent to the research was identified and quantified. Bakkabulindi (2015: 32) details that the data analysis step allows for researchers to statistically analyse the data collected to establish if the hypotheses primarily established are in fact supported or refuted.

5.2 FACTOR ANALYSIS

Factor analysis was used in the study and is described in context in the discussion that follows.

5.2.1 Why Is Factor Analysis Important?

Factor analysis is a statistical technique that assists to reduce data. It is most often applied when an investigator chooses to describe a series of questions with smaller hypothetical factors.

As an example, a national survey on political opinions allowed respondents to answer independent questions concerning environmental policy, reflecting issues at a local, state and national level. Collectively, the questions may well offer a better measure of the attitude as opposed to each question on its own, as it may result in an incompetent measure of attitude towards policy.

Factor analysis may be applied to decide if the 3 measures actually, measures the same point. Should this be the case they can then be merged to produce alternate factor scores. This would cover a score for each respondent on the factor (http://www-1.ibm.com/support/knowledgecenter/SSLVMB_20.0.0/com.ibm.spss.statistics.help/idh_fact_rot.htm?lang=en).

With reference to the current study, the researcher focused on measuring aspects concerning the implementation of the NSNP, and how the programme impacted on reducing child poverty. The questionnaire was disseminated to various persons involved at different levels of the NSNP, for example the district officials, school principals, teachers and the SGB.

In practice, the factors are usually translated and are given names, and spoken of as real aspects. However, one does not have to be certain that these factors exist in order to perform a factor analysis. All matrix tables are preceded by a table that revealed the results of KMO and Bartlett's Test. The requirement is that Bartlett's Test of Sphericity should be less than 0.05 and Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be more than 0.50. In all illustrations (except the first), the conditions are fulfilled which allows for the factor analysis procedure (http://www-01.ibm.com/support/knowledgecenter/SSLVMB_20.0.0/com.ibm.spss.statistics.cs/factor_telco_howto_01.htm).

5.3 STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA: TEACHERS

A questionnaire was developed to collect data. This was disseminated to teachers at 4 primary schools. Data was analysed using SPSS version 22.0. Descriptive statistics are presented in the form of graphs and cross tabulations. Inferential techniques include the use of correlations and Chi-Square Test. A p-value of 0.05 was considered statistically significant.

In total, 74 questionnaires were despatched and 71 were returned, which presented a 95.94% response rate. The research instrument consisted of 37 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 5 sections which measured various themes as illustrated below:

Part:1	Portfolio Data'
Part:11	National School Nutrition Programme (NSNP)'
Part:111	NSNP in addressing poverty;
Part:1V	Management of the NSNP; and
Part:1V	Policy implementation.

5.3.1 Reliability Statistics

The table below reflects the Cronbach's Alpha score for all the items that constituted the questionnaire.

Table 5.1 Cronbach's Alpha score

Section	Number of Items	Cronbach's Alpha
B	8 of 12	0.508
C	2 of 4	0.779
D	11 of 11	0.867
E	4 of 4	0.940

The overall reliability score of each section exceeds the recommended value of 0.70. This indicates a high (overall) degree of acceptable, consistent scoring for these sections of the research. All of the themes (sub-sections) have values that exceed or are very close to the acceptable standard, except for section B. Components are divided into finer components as per the rotated component matrix below.

5.3.2 Section C: NSNP in addressing poverty

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.545
Bartlett's Test of Approx. Chi-Square	62.052
Sphericity Df	6
Sig.	.000

The average level of importance for this section was 87.3%.

The overall mean value is lowered by the effects of the second statement. More than a quarter of the respondents did not agree that there was always sufficient food for

learners who access the programme. This poses a concern; although 85.7% of teachers agree that the NSNP is effective in reducing child poverty, there is a discrepancy or gap as to why there is always insufficient food for learners who access the programme. This could mean that there are learners who are not part of the programme are accessing meals. Owing to victimisation, learners may avoid coming forward to be placed into the programme. However, when meals are served they may join their friends in the meals. In addition, the data revealed that 95.8% are of the opinion that food is provided on a daily basis and 94.3% agreed that service providers delivered food timeously.

Rotated Component Matrix^a

	Component	
	1	2
NSNP is effective in reducing child poverty in schools	-.031	.914
There is always sufficient food for learners who access the programme	.783	-.274
Children are provided with a meal on a daily basis	.893	.145
The service providers deliver food timeously	.697	.524

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Awareness of reducing poverty in schools has become essential and vital in the school environment. The scores revealed that the NSNP is set out to achieve its intention of reducing poverty thereby enhancing the teaching and learning environment. From the data analysed, a considerable score of 73.2% of teachers are agreeable that sufficient food is provided to learners. For the purpose of addressing the objectives of the NSNP, cognisance needs to be given to the shortcoming of 15.5% of teachers who disagree there is sufficient food for learners. This is imperative, as previously discussed that teachers are present when learners partake in their meals. A similar study conducted specified that a large number of learners, teachers and parents indicated that learners did not receive food. The researcher indicated that the possible reason for this was that many learners arrived at the service providers late or after lunch was served and they did not receive meals. Learners inevitably complained to parents that they were unable to receive meals. Ultimately, parents are of the impression that their children are not gaining access to meals contends Lebogang (2007:105).

In comparison, in the current study, the majority of respondents from the SGB (95.8%) are parents who are agreeable that learners received enough food. In addressing the hypothesis, the current study indicates that SGBs have the power to ensure that processes and procedures are adhered to which will categorically enable all learners access to the programme and provide all learners with adequate food, consequently addressing the positive impact the NSNP has as a service delivery tool in the elimination of child poverty. In addition, a point to note, for the current study three schools prepared meals on school premises. No service provider agreements were entered into. This could indicate that it is more effective to have meals prepared at school rather than outsourced to service providers. Furthermore, the discrepancy in 15.5% of teachers regarding learners having enough food is significantly a concerning factor, as teachers play a pivotal role in the NSNP, from preparation to serving of meals and are visible and active participants in the implementation of the NSNP. However, parents who are part of the SGB are of the opinion that enough food is provided. This could indicate that parents are appreciative of the fact that meals are provided irrespective if it is enough or not. This also indicated that the NSNP to some extent, as a poverty alleviation tool, is effective in achieving its objectives.

5.3.3 Section D: Management of NSNP

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.781
Bartlett's Test of Approx. Chi-Square	479.907
Sphericity Df	55
Sig.	.000

Rotated Component Matrix^a

	Component	
	1	2
Administration of NSNP is efficiently and effectively coordinated	.845	.071
Budgets allocated are clearly and transparently administered	.862	-.003
NSNP is sustainable in the school environment	.694	.290
School management is responsible and accountable for implementation of NSNP	.795	.121
Stakeholders collaborate to ensure objectives are achieved	.518	.633
Need to increase public awareness	-.083	.828
NSNP improving learner attendance in schools	.427	.690
NSNP has assisted in reducing poverty	.006	.787
Administration and management is clearly outlined	.834	.089
Implementation is distinct and clear	.854	.188
NSNP is widely networked amongst learners and communities	.498	.441

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 3 iterations

The data clearly indicates that there is a strong linkage in the management and governance of the NSNP. In line with the economic factors almost 88% of teachers and 91.67% of the SGB agree that the NSNP is effectively and efficiently coordinated. Under technology factors, 82.66% of teachers and 83.33% of the SGB agreed that administration and management is clearly defined. This follows through with 89.9% of teachers and 87.50% of SGB who agreed that implementation is clear and distinct. However, while the management of the NSNP may be successful, an interesting point to note was 28.2% of teachers and 16.67% of the SGB disagreed that the NSNP assisted in reducing child poverty. This indicated that a fairly small amount of 47.9%

of teachers and 62.50% of SGB agreed that the NSNP is assisting in reducing poverty. This indicated that teachers who spend a considerable amount of time with learners are of the opinion that the NSNP is to some extent, not addressing the objective of poverty reduction. Deriving from the observations, it was noted that the meals provided at approximately 10h00-10h30 in the morning was a cooked meal of samp and beans, tin fish and a starch or cooked vegetables. These meals are full fed to learners at early parts of the morning. This could result in learners feeling full and lethargic in the classrooms, and as a result at the end of the school day they are hungry again. The meals do not allow for a slow release of starch which results in the learners feeling over full at one time and unable to concentrate in class.

It is essential that there is a flow or link between the various factors. This would allow for the systematic and effective implementation of the NSNP. When the various factors positively work together, it would ensure that the benefits of the NSNP are maximised. Winch (2009: 13) elaborates, that the Government of Chile manages two food and nutrition programmes. The National Board of School Assistance and Scholarships (JUNAEB) administers nourishment programmes and the National Board of Day Care and Kindergartens (JUNJI), offers free day care facilities for youngsters. JUNAEB is a three-tiered approach focusing on school meals, health and scholarship. The JUNJI, objective is to ensure children under 4 years, in vulnerable situations have access to basic education. Robust and reliable support from relevant stakeholders is the motivation for the achievement of the programme. The practice of Chile's school feeding programme is innovative in the structure of the private public partnership and in its advanced and progressive technology to manufacture large quantities of food in a centralised kitchen, which is supplied to schools in ready-to-heat bags. The programme in Chile is often viewed as one of the effective examples in the world of government's responsibility and accountability commitment to school nourishment programmes.

When the various factors are competently interlinked, it lays the platform for an effective, efficient and innovation school feeding programme.

5.3.4 Section E: Policy Implementation

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.763
Bartlett's Test of Approx. Chi-Square	281.294
Sphericity Df	6
Sig.	.000

Component Matrix^a

	Component
	1
Objectives of the NSNP are clearly defined.	.870
Budgets allocations are clearly earmarked	.950
Commitment of stakeholders for effective policy implementation	.937
Implementation is clear and transparent	.926

Extraction Method: Principal Component Analysis

a. 1 components extracted.

As mentioned earlier, the main goal of factor analysis is data reduction. With reference to the table above:

- A principal component analysis was utilized as the extraction method, and the rotation method was Varimax with Kaiser Normalization. It simplifies the interpretation of the factors.

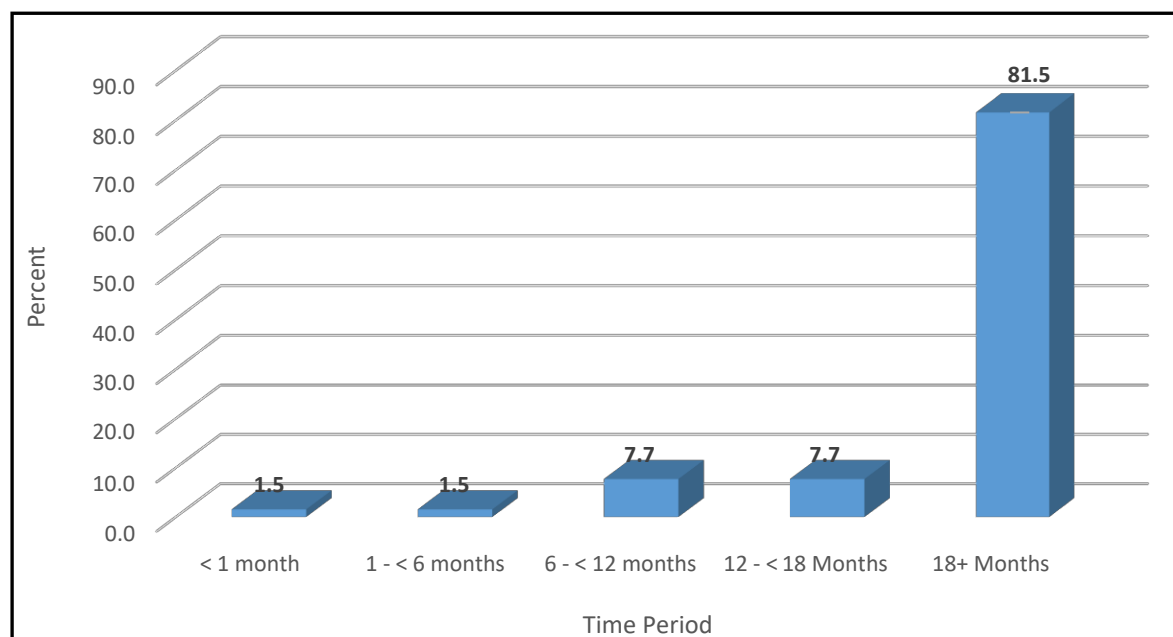
Factor analysis show inter-correlations between variables. Items of questions that loaded similarly imply measurement along a similar factor. It is noted that the variables that constituted Section E loaded perfectly along one factor. This means that the statements that constituted this component perfectly measured the component, i.e. the component measured what it was that was meant to be measured. D1, D2 and D4 in Section D also measured the sub-section perfectly. However, D1 and D4 were identified as being a common sub-theme and loaded under the same component. The remaining sub-themes split along two components. This implies that respondents identified certain aspects of the sub-themes as belonging to other sub-sections.

5.4 SECTION A: Portfolio data

This section summarised the portfolio characteristics of the teachers who responded to the questionnaires.

5.4.1 Teachers Involved in NSNP

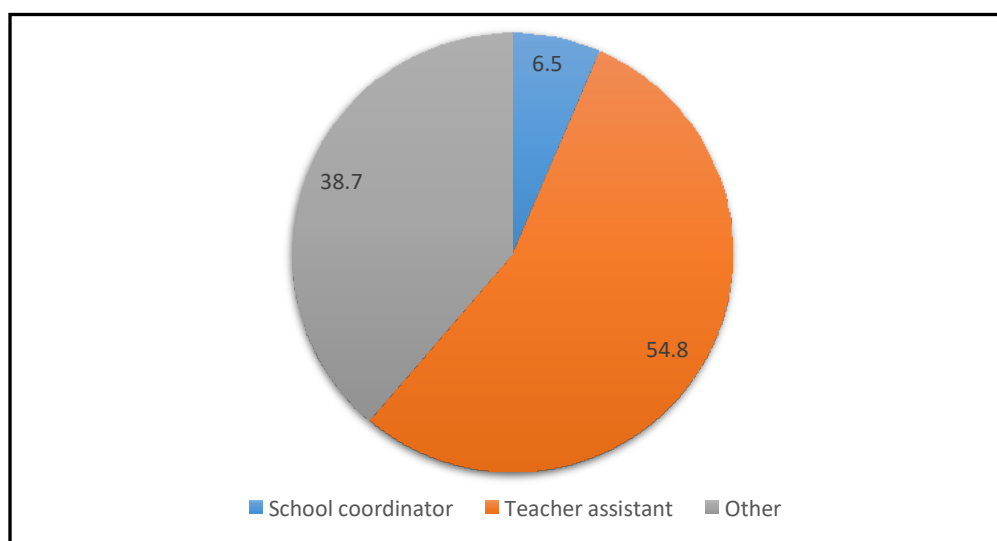
Figure 5.1: Teachers Involved in NSNP



In relation to this table, more than 80% of the teachers had been involved for at least 18 months in the NSNP. This information is favourable as it indicated that responses are from a position of knowledge and experiences. These responses would be a fair indication of the true experience of the respondents. This is also reflective in terms of the acceptable reliability scores.

5.4.2 Responsibility/Task of the Respondents towards NSNP

Figure 5.2: Responsibility/Task of the Respondents towards NSNP



The majority of respondents were Teacher Assistants (54.8%). A small portion of the respondents were School Co-ordinators (6.5%). Teachers at school are able to assist learners to be properly nourished and are able to observe the positive influence proper nutrition has on the learners' school attendance and academic performance. Although a teacher's aim is to impart values, skill and knowledge to learners, their active participation in the NSNP provides an overview of how the feeding programme impacts on enhancing learner attendance and enrolment and developing their cognitive abilities. On the other hand, a point of observation is that this takes away time from their teaching commitments and schedules.

A study conducted by Asiago and Akello (2014) noted that in terms of time constraints, SFPs can be difficult and challenging. Teachers were unable to achieve stability between teaching commitments and SFP management. This was due to the fact that although parents assisted with the programme, in smaller schools this was not taking place. Consequently, teachers took on the responsibility of preparing and serving the meals. The study further ascertained that due to extreme poverty levels, parents enrolled their children into schools with the purpose of gaining access into the SFP and free primary education. To accommodate the increase in learner attendance, untrained teachers were employed. This had critical effects as learners are taught by teachers who have limited teaching methodology, and consequently learners develop

limited or poor writing and reading skills, thus impacting on the quality of learning overall.

It is observed that teachers involved in the SPF directly encroaches on valuable teaching time. In order to effectively implement the SFP, teachers are forced to neglect their classroom obligations. This ultimately, has a negative effect as teaching time is lost and the teachers' key responsibility of teaching and learning is compromised. This is seen as a major aspect for due consideration by the school system.

5.5 Section Analysis

This section examines scoring patterns among respondents per variable. Where applicable disagreement and agreement statements were changed to a single category of "Disagree" and "Agree" respectively. Results were tabulated by summarising percentages and value of statements for each variable.

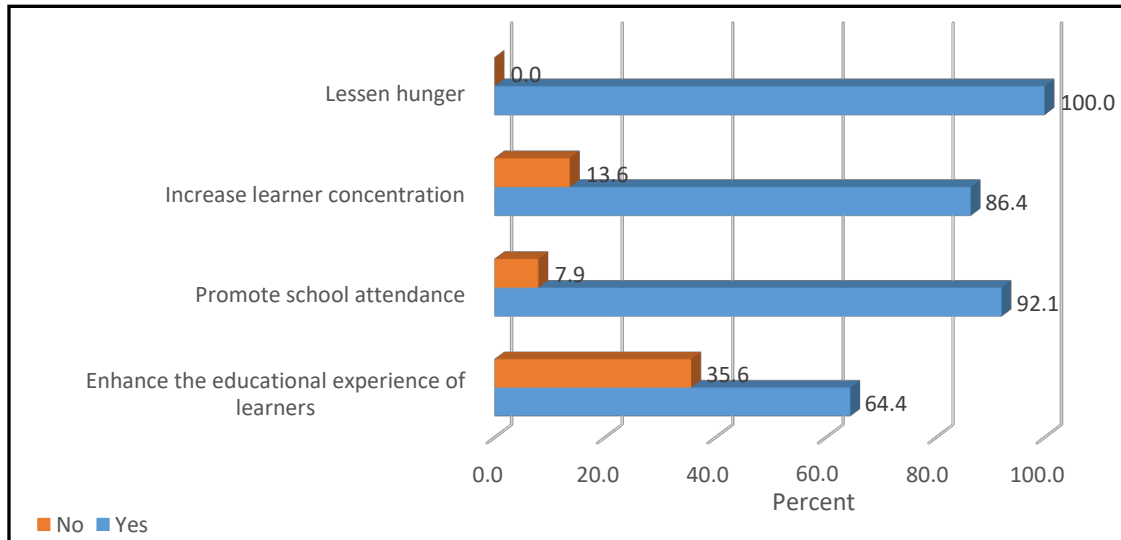
5.5.1 Section B: National School Nutrition Programme

This section centres on key intents and goals of the NSNP. For example, are the objectives of the NSNP in reducing hunger by way of school feeding being addressed, is school attendance being promoted by this means and is the idea of enhancing educational and academic experience by way of school feeding being accomplished effectively? In addition, the section addresses questions as to some of the reasons learners access the programme. For example, do learners access the programme as there is insufficient food at home or are they unable to have breakfast because they leave home too early in the mornings?

5.5.1.1 Objectives of NSNP

The objectives of the programme have been addressed in the study, and highlighted in the figure that follows.

Figure 5.3: Objectives of NSNP

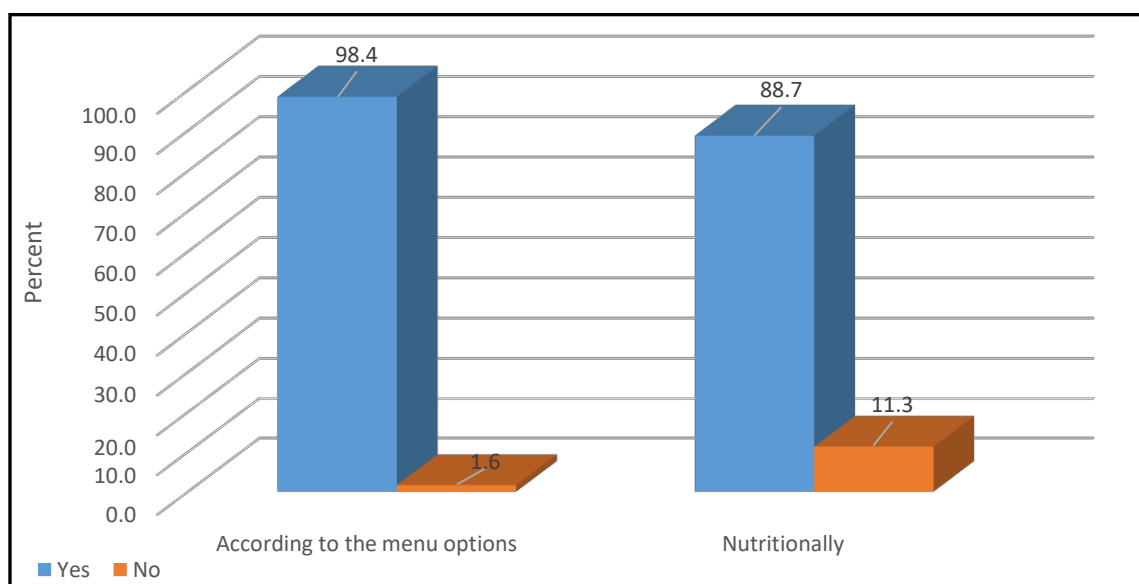


Increased learner concentration is 85.7 (Figure 5.3). This indicates that the average levels of agreement of respondents agree that hunger in schools is considerably reduced. The average value is greatly reduced by the contribution of an agreement level of 64.4% for the belief that the educational experience of the learners is enhanced.

There are high levels of agreement with the statements in this section. This signified that the programme is addressing its outlined objectives and that is to lessen the hunger challenge and promote school attendance. Equally, teachers and the SGB agreed that the programme is effective in reducing hunger. The response relating to the programme enhancing the educational experience of learners is as follows: the level of agreement for teachers (64.4%) who are in the forefront of the class room in comparison to members of the SGB (84.6%), and this to some extent, indicated that teachers who have direct contact with learners academically and socially are more aware that the programme does not significantly produce a result on the educational experience of learners. From this perspective, it might be reasonable to state that teachers can significantly observe how learners perform academically in class.

5.5.1.2 Provision of meals

Figure 5.4: Provision of meals

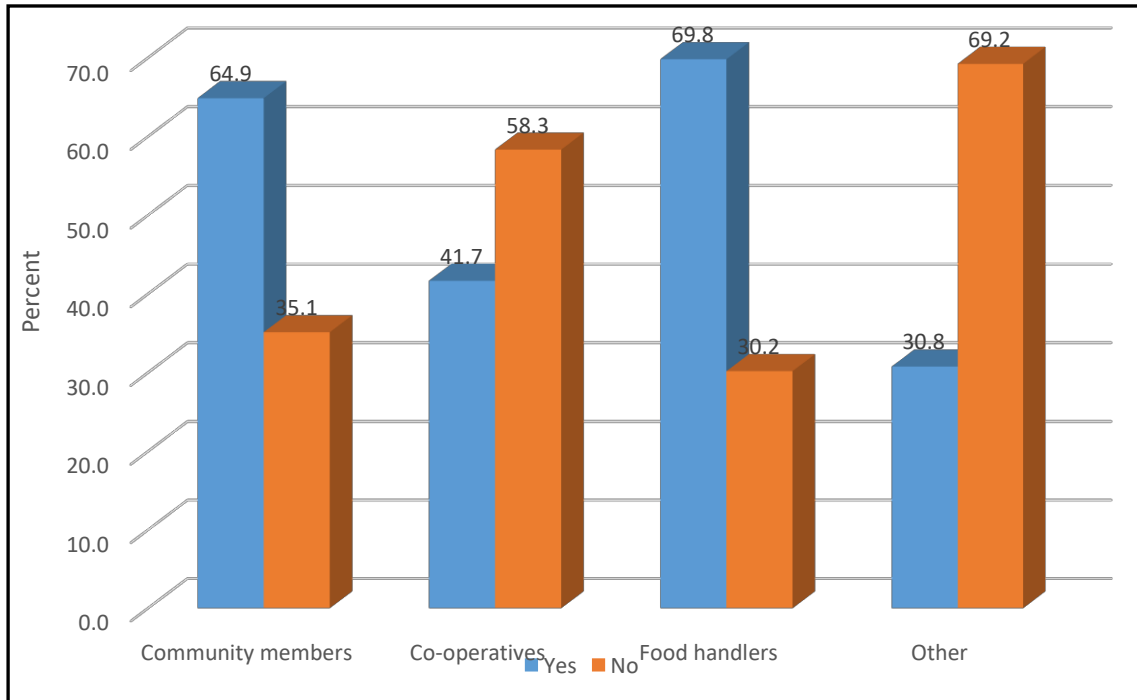


The figure above presents a picture that there is almost complete agreement regarding the menu options (98.4%), with 88.7% of respondents believing that nutrition standards are also being met. This is a clear indication that the NSNP is not focused primarily on providing meals to learners. It is observed that there is scope and practice to include the nutritional component into the menu option and this is being implemented.

The enhanced nutritional benefit of SFPs improves the overall health and development of learners. The net effect is that learners will be healthier, which will ultimately reduce the cost of hospital and doctor consultation due to undernourishment or malnutrition. The end result, learners attend school on a regular basis thus increasing the percentage of learner attendance and literacy. The NSNP (2012/2013 Annual Report) substantiates; to avoid the SFP menu from being monotonous, the PED changed the menu into a fortnightly cycle which allowed for a variation of meals to be served. To increase the options animal protein, eggs and chicken stew were included. The NSNP (2010), enlightened that the SPF adopted the theme “colour is cool”. The idea behind this was to support and promote a healthy way of life. This was accomplished by putting into effect the choice of selecting healthy foods for the learners.

5.5.1.3 Preparation of meals

Figure 5.5: Meals are prepared by:



The diagram above displays that for the most part, respondents believe that the food is prepared by community members and food handlers in almost equal measures (64.9% and 69.2%).

Altogether, 3 of the 4 schools had kitchens on the school premises. Food handlers are employed by the schools to assist in preparation, cooking and serving of meals to learners. The NSNP strives to ensure that there is constant progress and expansion in the quality and value of meals delivered to learners. Taking this into account, the Department of Education carried out 351 capacity building workshops for Volunteer Food Handlers (VFH), School Governing Bodies (SGBs), NSNP Officials and Learners and Gardeners. The Department of Environmental Health facilitated the training of VFHs on personal hygiene, the storage of food supplies, food handling and the maintenance of cooking equipment and utensils.

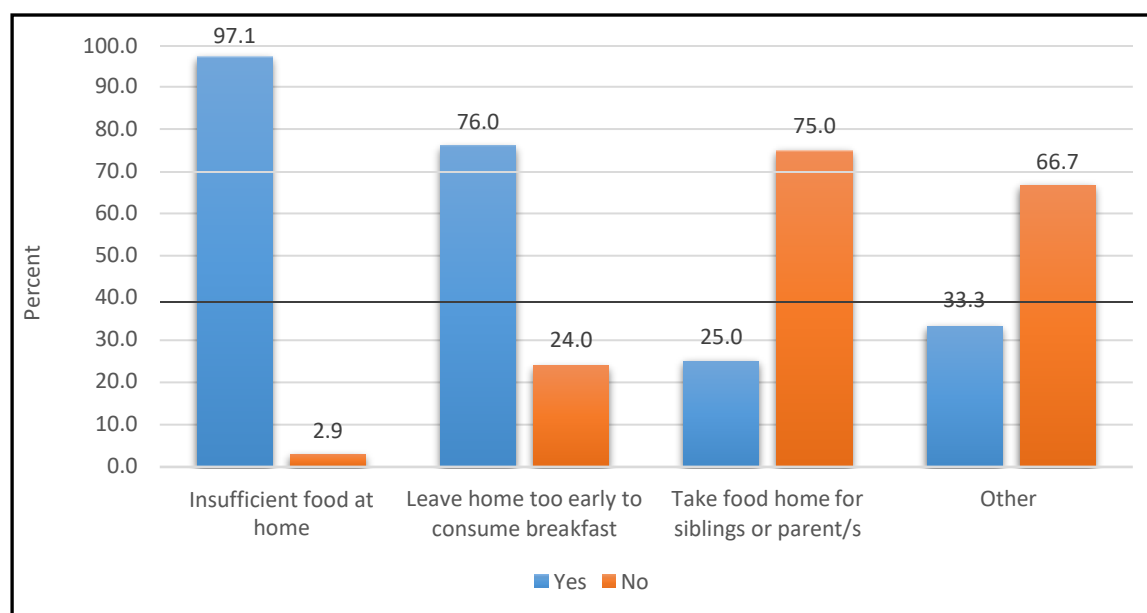
Food handlers from within the school communities are employed to assist schools with the preparation and serving of meals. For the year 2012/2013, VFH's were paid a monthly stipend of R720/00. In the course of the 2012/2013 Budget Vote speech by

the MEC for Education, Mr. E.S. Mchunu in the KwaZulu-Natal Provincial Legislature 22, points out that the aim of the NSNP is to attend to the concerns of poverty reduction within local communities. The drive forward would be to introduce community-based gardening projects in all districts within the province. In addition, the department in collaboration with the ILembe District Municipality has embarked to pilot a model that would empower co-operatives to provide schools with locally grown fresh produce. Should this model be effective, it will be emulated throughout the province. From this initiative, it can be perceived that as a result of focusing on the objectives of community involvement, to the food handler's participation in the SFP and the procurement of local economic development, the NSNP as a poverty alleviation strategy gives encouragement for local food production to improve the overall food security within the teaching and learning environment.

5.5.1.4 Learners accessibility to NSNP

The reasons for the learners accessing the programme are highlighted in the illustration that follows.

Figure 5.6: Learners accessibility to NSNP



It is clearly evident from the responses above, that the two reasons learners access the programme is primarily due to there being insufficient food within the home and learners leave home early to go through eating a meal before school. Approximately

89.5% of the SGB agreed to the point of insufficient food in the homes of learners and 97.1% of teachers agreed with this finding.

Within a classroom environment, teachers are in the forefront of identifying and understanding learners who are facing critical poverty issues. They are able to observe learners who have a deficiency in growth and development as this will influence their academic and social ways. Behavioural and social issues, absenteeism, drug and alcohol abuse are just some indicators that learners are faced with poverty conditions in the home. From the observations at all 4 schools, teachers play an active role in the NSNP. From inception (cooking and preparing of meals) to the actual serving of meals which takes place within the class rooms, teachers play a critical part of an extensive process. It was observed that the schools put in an ample amount of time and effort into preparing and cooking the meals. It is a concerted effort embraced by all teaching and non-teaching persons in the school's system.

Chi-Square Tests was used to determine the significance of differences. The results are shown below.

Table 5.2: National School Nutrition Programme

	Chi-Square	Df	Asymp. Sig.
Enhance the educational experience of learners	4.898	1	.027
Promote school attendance	44.587	1	.000
Increase learner concentration	34.909	1	.000
According to the menu options	57.066	1	.000
Nutritionally	37.161	1	.000
Food handlers	8.321	1	.004
Co-operatives	1	1	.317
Community members	3.27	1	.071
Insufficient food at home	61.232	1	.000
Leave home too early to consume breakfast	13.52	1	.000
Take food home for siblings or parent/s	10	1	.002

All of the highlighted significant values (p-values) are less than 0.05 (the level of significance), it implies that the distributions were not even, that is, the differences

between the levels of agreement were significant. The values that are not highlighted imply that differences in scoring patterns per statement per option were not significantly different

5.6 SECTION C: NSNP VS ADDRESSING POVERTY

This section looks at the NSNP addressing child poverty in schools. The summarised scoring patterns are shown below.

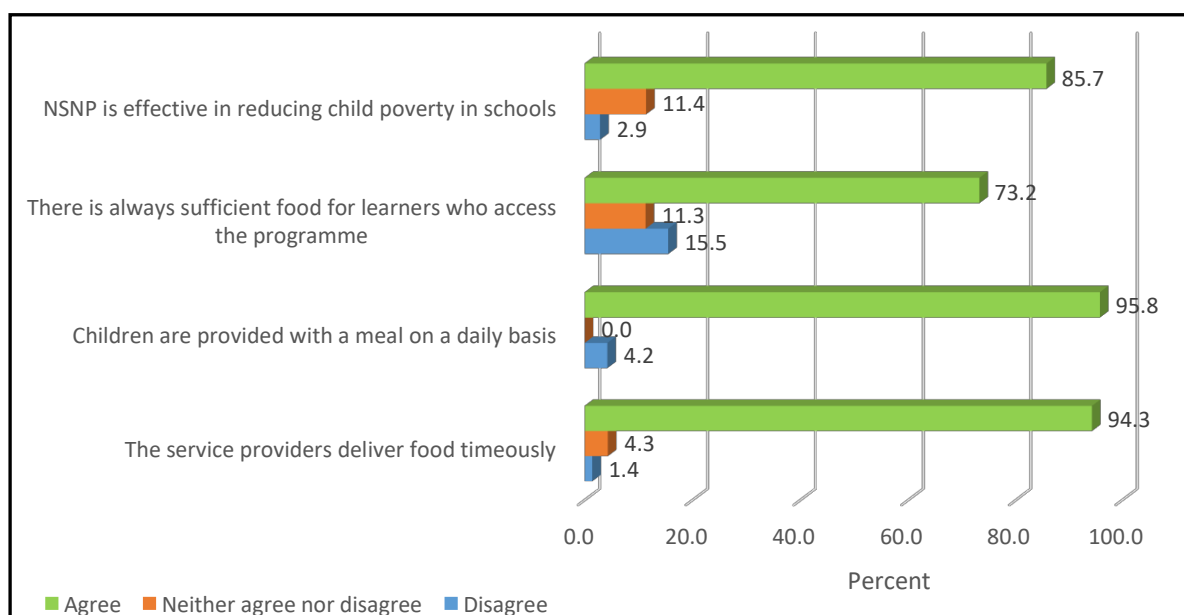
5.6.1 NSNP in addressing poverty

Scores are revealed in the table that follows regarding the programme as a means to addressing poverty.

Table 5.3: NSNP in addressing poverty

	Disagree	Neither agree nor disagree	Agree
NSNP is effective in reducing child poverty in schools	2.9	11.4	85.7
There is always sufficient food for learners who access the programme	15.5	11.3	73.2
Children are provided with a meal on a daily basis	4.2	0.0	95.8
The service providers deliver food timeously	1.4	4.3	94.3

Figure 5.7: The NSNP in addressing poverty



The table above indicated the responses to the question on whether the NSNP is adequately and effectively addressing school feeding and the concerns relating to the reduction of poverty in schools. The average level of importance for this section was 87.3%.

The overall mean value is lowered by the effects of the second statement. More than a quarter of the respondents did not agree that there was always sufficient food for learners who access the programme. The data revealed that 73.2% of teachers agree that there is sufficient food for learners. The reason behind this is firstly, teachers spend a considerable amount of time in the presence of learners. In addition, learners partake of their meals in the classroom. Teachers are aware of the portion and nutritional value of meals provided to learners. Furthermore, teachers are more vigilant as to which learners access the programme as some learners are shy or simply fear victimisation, and for these reasons do not participate in the school feeding programme.

However, feedback from the SGB indicates 95.8% agreed there is sufficient food for learners. The majority of respondents were parents (36.4%). An equal number did not specify their tasks. This indicates that the NSNP supports families and homes in securing an education for children especially for those who do not have access to meals. The SGB (70.8%) agreed that poverty is being reduced.

For the programme to be effective in reducing poverty, it is imperative that all learners must have sufficient food. From the data analysed, a substantial 95.8% of the SGBs and 73.2% of teachers are agreeable that sufficient food is provided to learners. For the purpose of addressing the objectives of the NSNP, cognisance needs to be given to the shortcomings of 15.5% of teachers who disagree there is sufficient food for learners. This is imperative as previously discussed, in that teachers are present when learners partake in their meals.

A similar study conducted specified that a large number of learners, teachers and parents indicated that learners did not receive food. The researcher indicated that the possible reason for this was that many learners arrived at the service providers late or after lunch was served and they did not receive enough food when meals were served. Learners inevitably complained to parents that they were unable to receive meals. Ultimately, parents are of the impression that their children are not gaining access to meals, submits Lebogang (2007:105). In the current study, the majority of respondents from the SGB were parents who are agreeable that learners received enough food. SGBs have the power to ensure that processes and procedures are adhered to which will categorically enable all learners access to the programme and provide all learners with adequate food.

Providing a meal to learners acts as an immediate and short-term solution to reducing hunger. Collaboration and profitable partnership between government and non-governmental organisations will ensure school feeding programmes become more sustainable. This will in turn contribute towards a more operative and successful community participation, as communities will be determined to secure ownership of projects. For instance, locally produced vegetables and crop creates employment and increases the economy of the community. The locally produced food can be sourced to supplement school feeding programmes.

Chi-Square Tests was used to determine the significance of differences. The results are shown below.

Table 5.4: Test Statistics

	NSNP is effective in reducing child poverty in schools	There is always sufficient food for learners who access the programme	Children are provided with a meal on a daily basis	The service providers deliver food timeously
Chi-Square	22.286 ^a	35.972 ^b	31.211 ^c	55.143 ^d
df	4	4	2	3
Asymp. Sig.	.000	.000	.000	.000

- a) 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.
- b) 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.2.
- c) 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.7.
- d) 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.5.

Highlighted p-values show that there is a level of statistical significance. Others reflect that differences in scoring patterns per statement per option were not significant.

5.7 SECTION D: MANAGEMENT OF THE NSNP

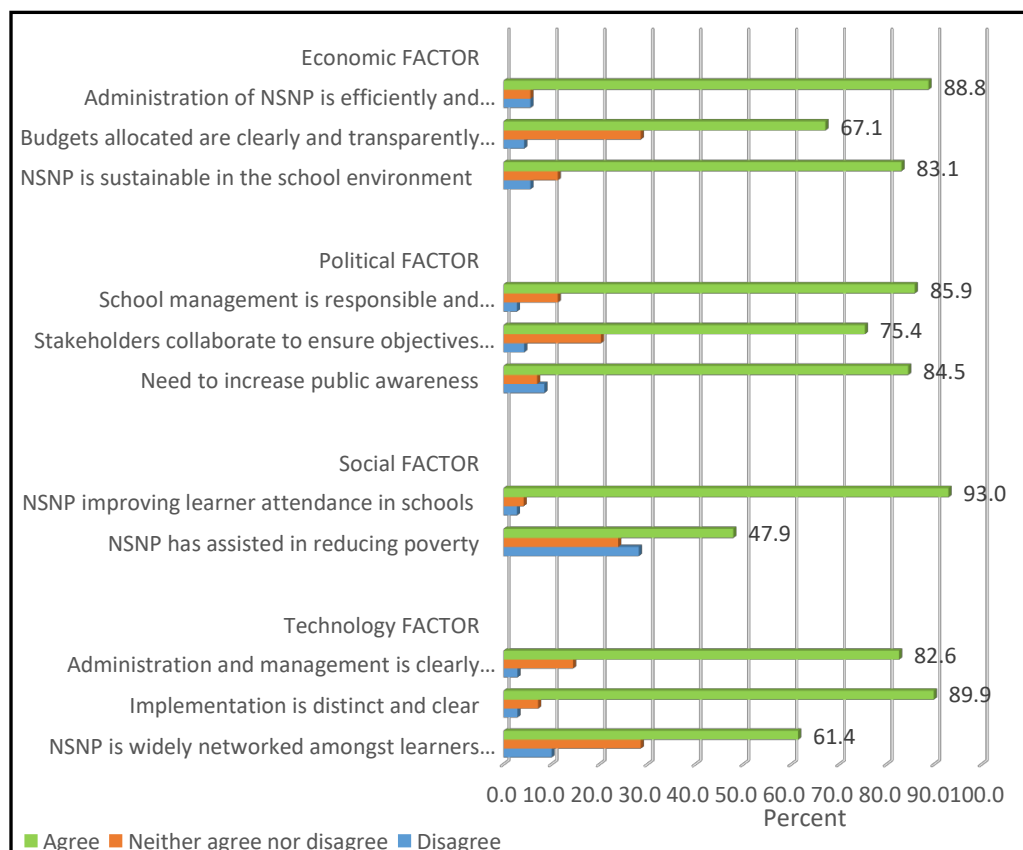
This section looks at management of the feeding programme paying attention to economic, political, social and technological factors. The table below summarises scoring patterns regarding the effects of various factors affecting the NSNP.

Table 5.5: Management of the NSNP

	Disagree	Neither agree nor disagree	Agree
Economic FACTOR			
Administration of NSNP is efficiently and effectively coordinated	5.6	5.6	88.8
Budgets allocated are clearly and transparently administered	4.3	28.6	67.1
NSNP is sustainable in the school environment	5.6	11.3	83.1
Political FACTOR			
School management is responsible and accountable for implementation of NSNP	2.8	11.3	85.9
Stakeholders collaborate to ensure objectives are achieved	4.3	20.3	75.4
Need to increase public awareness	8.5	7.0	84.5
Social FACTOR			
NSNP improving learner attendance in schools	2.8	4.2	93.0
NSNP has assisted in reducing poverty	28.2	23.9	47.9
Technology FACTOR			
Administration and management is clearly outlined	2.9	14.5	82.6
Implementation is distinct and clear	2.9	7.2	89.9
NSNP is widely networked amongst learners and communities	10.0	28.6	61.4

These significant factors are plotted in the graph that follows which reveals the net effect of the management of the NSNP.

Figure 5.8: Factors that have an influence on NSNP



The table above is a detailed representation of the factors that have an influence on the NSNP. The mean levels of agreement are depicted in the table below.

5.7.1 Section D: Management of the NSNP

	Mean Percent of Agreement
Economic factor	79.7
Political factor	81.9
Social factor	70.5
Technology factor	78.0

The dimension with the highest mean score is the Political Factor, 81.9% whilst that for the Social scored the lowest, 70.5%. The variation patterns are largest for Economic, 79.7% and Technology factors 78.0, whilst Political and Social factor elements score more closely. However, since the levels of agreement are much

higher than the other options, per statement per option, the differences are therefore significant ($\chi^2 < 0.05$). Focusing on the social factors, 93% of teachers agreed that the NSNP is improving learner attendance in schools. However, only 47.9% agreed that the NSNP has assisted in reducing poverty. This is an interesting point as it could indicate poverty rate in the area. It also indicates that although the programme influences learner attendance the objective of reducing poverty is very slim. An estimated 28.6% of teachers either agree or disagree that the programme is widely networked amongst learners and the community, and 61.4% agree that the programme is widely networked. Under the political factor, 84.5% of teachers believe that there is a need to increase public awareness. This data could well be interpreted as there is an absolute need to increase the awareness of the NSNP between learners, the immediate community and the general public.

5.8 SECTION E: POLICY IMPLEMENTATION

This section determines whether measures that are outlined to ensure goals and objectives are accomplished.

The summarised results are shown below.

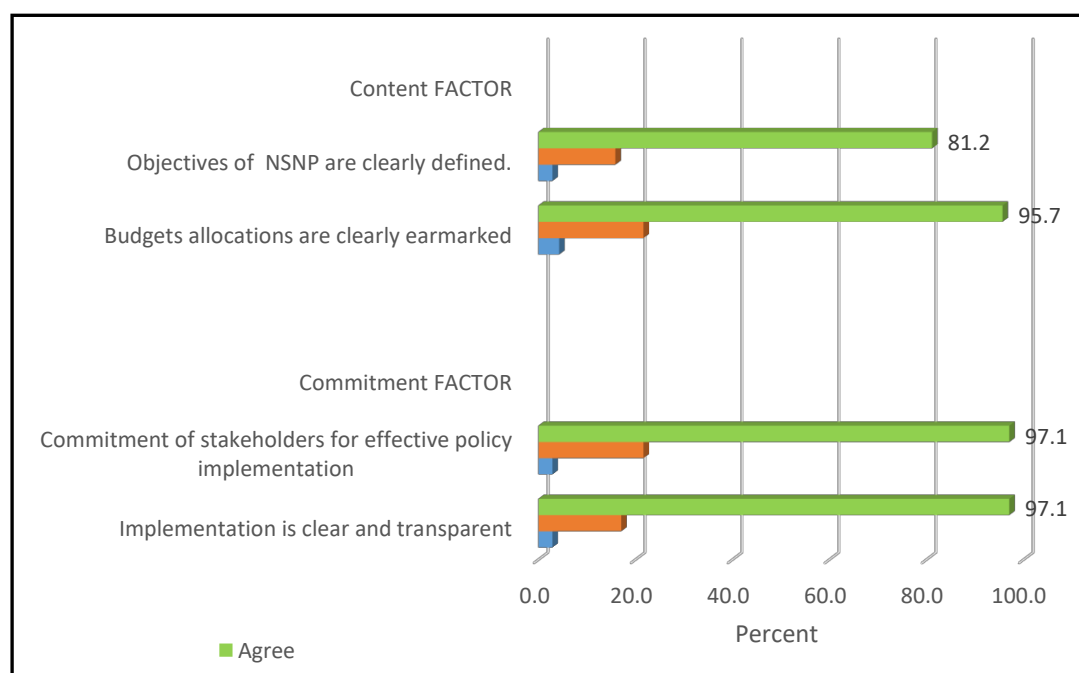
Table 5.6: Content and Commitment Factors

	Disagree	Neither agree nor disagree	Agree
Content FACTOR			
Objectives of the NSNP are clearly defined.	2.9	15.9	81.2
Budgets allocations are clearly earmarked	4.3	21.7	95.7
Commitment FACTOR			
Commitment of stakeholders for effective policy implementation	2.9	21.7	97.1
Implementation is clear and transparent	2.9	17.1	97.1

5.8.1 Objectives of NSNP and Budget allocations

The objectives of the programme and the budget allocations reveal significant aspects for discussion in the research study.

Figure 5.9: Objectives of NSNP and Budget allocations



The levels of agreement are high with Commitment factors being at a higher level than Content factor levels. Both factors are high.

Both the SGB (83.4%) and teachers (81.2%) note that the objectives of the NSNP are clearly defined. However, as compared to teachers (95.7%) only 70.8% of the SGBs indicated that budget allocations are clearly earmarked. The fact that both teachers and the SGB are in agreement that the NSNP's objectives are met, is an indication that poverty alleviation is being addressed. Nonetheless, it is evidently visible by the SGB that budget allocations pose some challenges. In order to ensure quality food and an effective and efficient management of the programme, transparent and accessible budget allocations, and policies impacting on the implementation of budgets needs to be addressed.

A more incisive analysis indicates these variables are almost a contradiction to the responses on the commitment factor. Both teachers 91.7% and SGB's 91.7% agreed that there is commitment on the side of stakeholders for effective policy implementation and that implementation is clear and transparent. In essence,

although it is agreed that content factors are not clearly outlined, the commitment to implement policy is effective and apparent.

The table below ranks the recommendations of the respondents to ensure successful implementation of the programme.

5.8.2 Recommendations to ensure successful implementation

Recommendations regarding the successful implementation of the feeding scheme is presented with the frequencies in the table that follows.

Table 5.7: Recommendations to ensure successful implementation

	Frequency
Schools need more updated information on the budget, planning and organisation of the programme	1
Require an awareness programme for the public	1
Distribute or publicise information for greater involvement of stakeholders	1
The cook should be paid by the state as the salary is very low and unacceptable	1
More cooks should be employed to clean vegetables and assist	1
There should be more variety to the meals	1
More fruit and vegetables as well juice should be included in the meals	1
More proteins should be added to the meals	1
Networking	1
Implementation is currently quite successful	2
NSNP stakeholders should visit schools to determine if the quantity of food should be increased or decreased	1
The amount of food provided should be sufficient for the high numbers of learners that attend school	1
Provide healthier meals	2

From the observations and data collated, some of the findings relating to SFPs is that it improves and advances school attendance and significantly reduces hunger; however, they are costly programmes to implement. With reference to table 5.7, it is clear that funding is a matter of concern for this programme. Schools linked to the NSNP are funded by means of budgets transferred to provincial departments on a quarterly basis. As confirmed by District Y, each school enrolled with the programme

is assigned a budget. A budget approval letter is forwarded to principals and a copy to the service provider. To effectively and efficiently manage a programme of such large dimension requires commitment and dedication at all levels of intervention by the key stakeholders.

For the programme to be sustainable within the teaching and learning environment, adequate funding is essential to address demands of the school implementing the feeding programme. For instance, if food is contaminated due to electricity disruptions or inadequate refrigeration, funds are required to be accessible to ensure schools are able to purchase provisions for cooking.

As mentioned by Hochfeld *et al.* (2013: 4-36), the NSNP faces increased pressure from communities and organisations to accelerate the access of nutritious meals to learners. However, funding remains a serious concern. In order to aid school nutrition provision in the country, Tiger Brands Foundation (TBF) introduced and implemented a school breakfast programme to fill the current gaps in the government feeding programme. The TBF in-school breakfast programme complements the NSNP. In July 2011, TBF launched its preliminary feeding breakfast programme around Alexandra Township in Johannesburg. Although the NSNP aims to be operational in lessening the negative impacts of poverty, it is important that the meals prepared meet the nutritional standards and guidelines as stipulated in the NSNP guidelines. Additionally, it is necessary that meals look presentable, colourful and palatable.

From the observations, all learners enjoyed the meals and returned for second helpings. All 4 school principals did agree that it would be advisable to add more variety to the meals. The principal from School B and C recommended that learners have a light meal of sandwich or porridge during their first break. This could, thereafter (during lunch), be supplemented with a complete meal. Both principals observed that learners become lethargic and lose concentration after consuming a full cooked meal.

5.9 STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA: SCHOOL GOVERNING BODY (SGB)

The Sample

Thirty-three questionnaires were administered of which 24 were returned. This yielded a response rate of 73%.

The Research Instrument

The questionnaire consisted of 55 items with a measurement at both nominal and ordinal levels. It was divided into 5 sections which measured the following themes:

- Part 1:** Portfolio Data
- Part 11:** National School Nutrition Programme (NSNP)
- Part 111:** NSNP in addressing poverty
- Part 1V:** Management of the NSNP
- Part V:** Policy implementation

Reliability Statistics

The table below reflects the Cronbach's Alpha score for all the items that constituted the questionnaire.

Table 5.8: Cronbach's Alpha score

Section	Number of Items	Cronbach's Alpha
B	12 of 12	0.541
C	2 of 4	0.733
D	11 of 11	0.899
E	4 of 4	0.923

The overall reliability score of each section exceeds the recommended value of 0.70. This indicates a high (overall) degree of acceptable, consistent scoring for these sections of the research. All of the themes (sub-sections) have values that exceed or are very close to the acceptable standard, except for section B. Amongst the reasons for this is that the construct is newly developed and the sample size was relatively

small. Certain components divided into finer components. This is explained below in the rotated component matrix.

5.9.1 Section C: NSNP in addressing poverty

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.177
Bartlett's Test of Approx. Chi-Square	31.920
Sphericity Df	6
Sig.	.000

Rotated Component Matrix^a

	Component	
	1	2
NSNP is effective in reducing child poverty in schools	.903	.043
There is always sufficient food for learners who access the programme	.021	.864
Children are provided with a meal on a daily basis	-.048	.804
The service providers deliver food timeously	.877	-.073

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Section D: Management of the NSNP

The average level of importance for this section was 85.4%. Emphasis is placed on the adequacy of the quantity of food available and that children receive a meal on a daily basis (95.8%). The overall mean value is lowered by the effects of the two remaining statements. Approximately 20% of the respondents indicated that meals were not provided on time. This is an important finding because from the 4 schools that participated in the research only 1 had an external service provider. The other 3 schools cooked meals on their premises. Approximately 16.67% of the SGB agreed on the question that the NSNP is effective in reducing child poverty and a further 20.83% neither agreed nor disagreed with their responses. These finding could indicate that owing to service providers not delivering food on time, this ultimately impacted on children not receiving a meal, hence increasing the incidence of poverty

in school. In addition, learners leave home too early to have a meal. When they do part-take in the meal provided during the tea break, 10h00-10h30 it is a full course meal. They either do not eat for the rest of day until home, or have a small lunch which they bring from home. Consequently, by the time the learner reaches home in the evening he is hungry as his/her full meal was early in the morning.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.633			
Bartlett's Test of Approx. Chi-Square		261.736			
Sphericity		55			
Sig.		.000			
		Component			
		1	2	3	4
Administration of NSNP is efficiently and effectively coordinated		.131	.731	.395	.370
Budgets allocated are clearly and transparently administered		.169	.023	.014	.958
NSNP is sustainable in the school environment		.758	.398	.357	-.010
School management is responsible and accountable for implementation of NSNP		.909	.258	.189	.117
Stakeholders collaborate to ensure objectives are achieved		.901	.069	-.099	.119
Need to increase public awareness		.309	.861	-.105	-.108
NSNP improving learner attendance in schools		.522	.698	.337	-.061
NSNP has assisted in reducing poverty		.064	.263	.845	-.075
Administration and management is clearly outlined		.909	.269	.225	.142
Implementation is distinct and clear		.916	.271	.173	.137
NSNP is widely networked amongst learners and communities		.444	-.216	.639	.331

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

The study indicates that 88.8% agree that the NSNP is efficiently and effectively coordinated; however, a discrepancy is indicated as to why only 67.1% agree that budgets allocated are clearly and transparently administered. The reason for this could be although the NSNP is sustainable in the school environment and is efficiently and efficiently coordinated, teachers who are not part of the SGB meetings or a newly

appointed teachers are unaware of how the budgets are allocated. The study also indicated that while the various factors are interlinked to ensure continuity and stability, data indicates that only 47.9% agree the NSNP has assisted in reducing poverty. The reason for this could stem from the fact that only 61.4% agree the NSNP is widely networked amongst learners and communities. This further indicates that there is a need to increase public awareness to ensure that learners from the surrounding community access the programme. The study also indicates that 93.0% agree the NSNP has improved learner attendance. This could mean that while learners may be aware of the programme, however, the rate of poverty within the community is relatively high and there is a need to increase the scope and size of the NSNP within the school environment as the objective of reducing poverty is not targeted. This significant finding warrants urgent attention to address the ongoing challenge of poverty reduction in the educational context and the socio-economic realities associated with the problem.

5.9.2 Section E: Policy Implementation

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.842
Bartlett's Test of Approx. Chi-Square	82.045
Sphericity Df	6
Sig.	.000

Component Matrix^a

	Component
	1
Objectives of NSNP are clearly defined.	.924
Budgets allocations are clearly earmarked	.838
Commitment of stakeholders for effective policy implementation	.949
Implementation is clear and transparent	.952

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

The remaining sub-themes split along two or three components. This implies that respondents identified certain aspects of the sub-themes as belonging to other sub-sections.

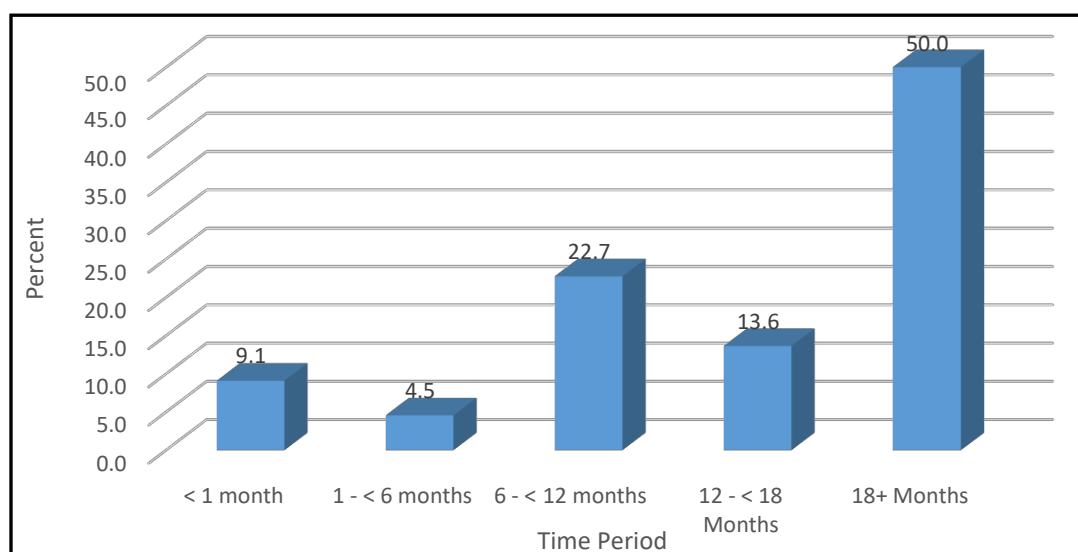
5.10 SECTION A: Portfolio data

This section summarises the portfolio characteristics of the respondents on the SGB. The figure below indicates the length of involvement of the respondents in the NSNP.

5.10.1 Duration of involvement in the NSNP

The discussion below reflects the tenure of involvement in the programme and the effects thereof.

Figure 5.10: How long have you been involved in NSNP?



It is noted that half of the respondents (50.0%) had been involved with the NSNP for at least 18 months. This is useful as it indicates that responses are from a position of knowledge and experience, and that responses would be a fair indication of the true experience of the respondents. This is also borne out in terms of the acceptable reliability scores which show consistency of scoring.

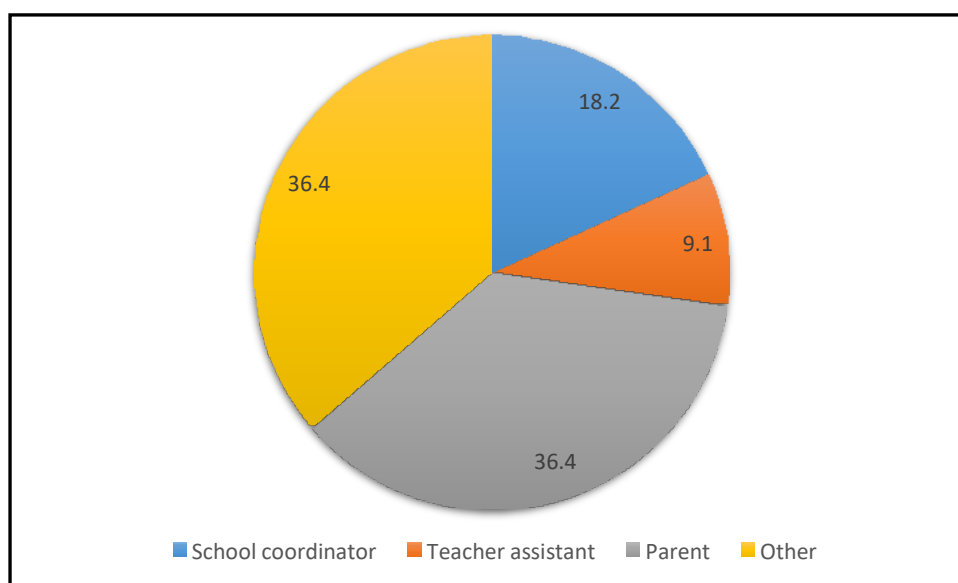
The table above is evidence that the schools participating in the NSNP are mindful of the aims and objectives of the programme. This is suggested as the respondents involved in the programme have been participating in the feeding scheme for at least 18 months. More especially, the above findings indicate that those involved in the programme are aware of the challenges and advantages of the programme. This finding is an important one in that individuals who serve on the SGB have a relatively good understanding and interpretation of what the requirements, vision and mission of

the NSNP is. It also illustrates that there is better opportunity for development, implementation and sustainability of the programme within the school environment. This is yet again another integral aspect for due consideration of the schools and the Department of Education in its quest to address poverty alleviation and nutrition feed to enhance the learning potential amongst the learners.

5.10.2 Responsibility/task towards NSNP

Support and responsibilities to the NSNP are a significant contributory factor to the success of the initiative.

Figure 5.11: What is your responsibility/task towards NSNP?



The majority of respondents were Parents (36.4%). An equal number did not specify their tasks. From the observations of 3 out of the 4 schools where the study was conducted, it can be assumed that parents are actively involved in the preparation of meals. In most instances, the food handlers were parents who had children within the school. This motivated them to assist with the preparation of meals as they generated an income by assisting with the programme. Parents may be eager to support and help with the programme as they perceive this as a way of providing meals to their children.

As soon as parents are encouraged to get involved in this process, they see the value and potential of having a feeding scheme. The process of allowing parents to participate in the feeding programme indirectly allows parents to gain a vested interest in ensuring the programme is sustained within the school. For example, parents from Zubane and Vumokuhle Junior Primary School in KwaZulu-Natal take on the difficult task of having to fetch water on a daily basis to cook and prepare meals (The Best of the National School Nutrition Programme 2010: 11).

This finding is significant as it points out that parents are an important component of the SGB. The culmination of efforts from all relevant stakeholders ensures the programme is a comprehensive successful poverty alleviation tool.

5.11 Section Analysis

Section B: National School Nutrition Programme

A brief overview of the objectives and aims of the NSNP is presented in this section.

Objectives of the NSNP

Significant objectives associated with the NSNP serve as important indicators to address poverty reduction, stimulate teaching and learning and contribute to the throughput rate of the learners

Figure 5.12: Objectives of the NSNP

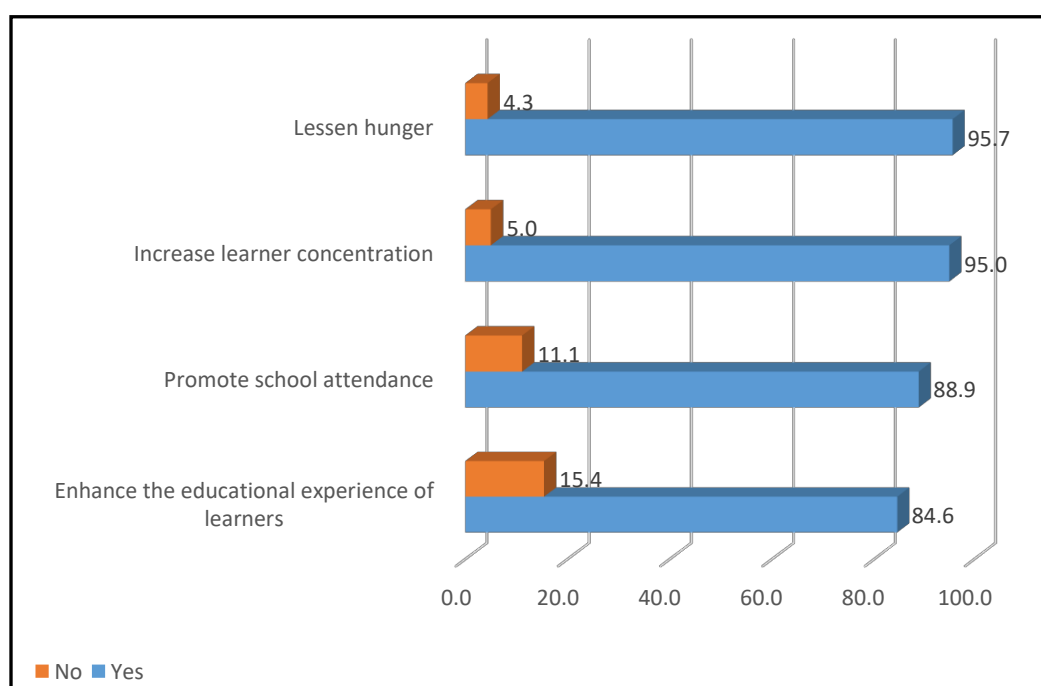


Figure 5.12 indicates greater levels of agreement with the statements in this section. Emerging from the statistical data, it is apparent that the objectives of the NSNP are being accomplished. In addition, the findings from the qualitative data (observational study) and the response from both district managers of the NSNP it is attained that the meals provided lessen hunger and encourage a healthy learning environment.

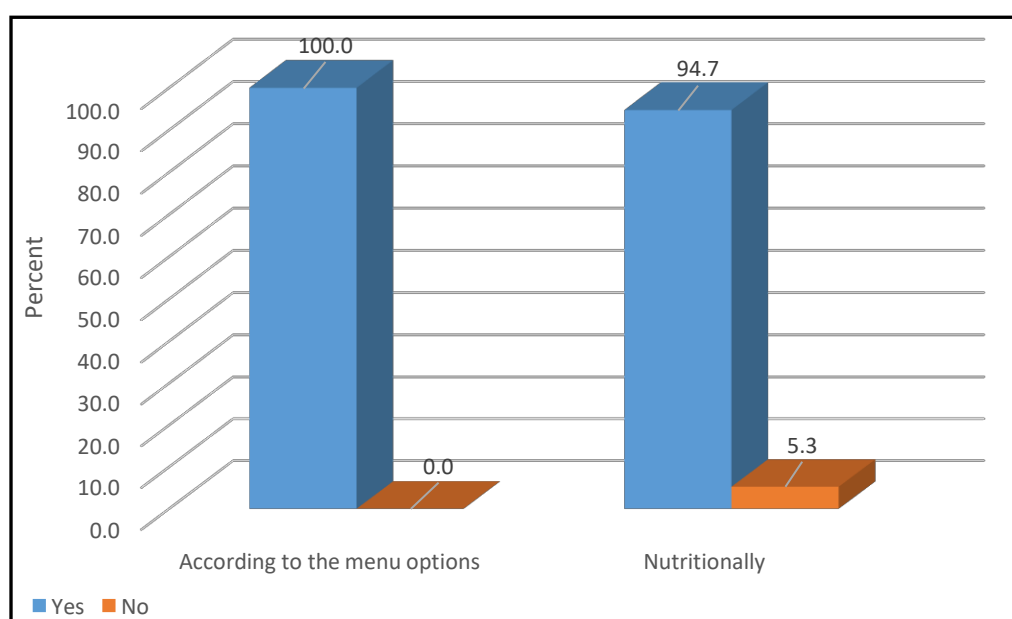
The probability of this finding can be attributed to the point that the Provincial Education Department (PED) provided meals to 2 140 959 learners in 5 248 Quintile 1-3 primary, secondary and specified special schools. This is a quarter of a million more learners than in the previous year. By far and large, it can be said that the provinces adhere to a standard menu which schools abide by. Results from several researches indicate that school feeding programmes enriches the educational experience of learners and improves school enrolment and attendance.

Research conducted by (Beesley 2009) states that while there is limited agreement on the point of SFPs addressing the nutritional agenda, there is unanimity that SFPs can improve the educational outcome of learners. The advantages of SFPs are well researched and investigated; which is in spite of this controversy and the effectiveness of SFPs is a point of note.

To substantiate, as cited in (Kristjanssoon, Petticrew, MacDonald *et al.*(2009:171-182) specialists at a School Feeding/Food for Education Stakeholders meeting in 2000 concluded that there is limited evidence to accredit nutritional benefits of school feeding programmes. It insists that feeding programmes will only improve learning when other areas of development are enhanced. The current research that was conducted revealed that the objectives of the NSNP are evidently achieved. The report highlighted the need for successful implementation of the programme and to devise a people-centred model to reduce child poverty in the medium to long-term thus contributing to the significant emphasis of the developmental state and that of the National Development Plan, 2030 in relation to addressing poverty alleviation as a strategic focus.

5.11.1 Provision of nutritious meals

Figure 5.13: Meals are provided nutritionally

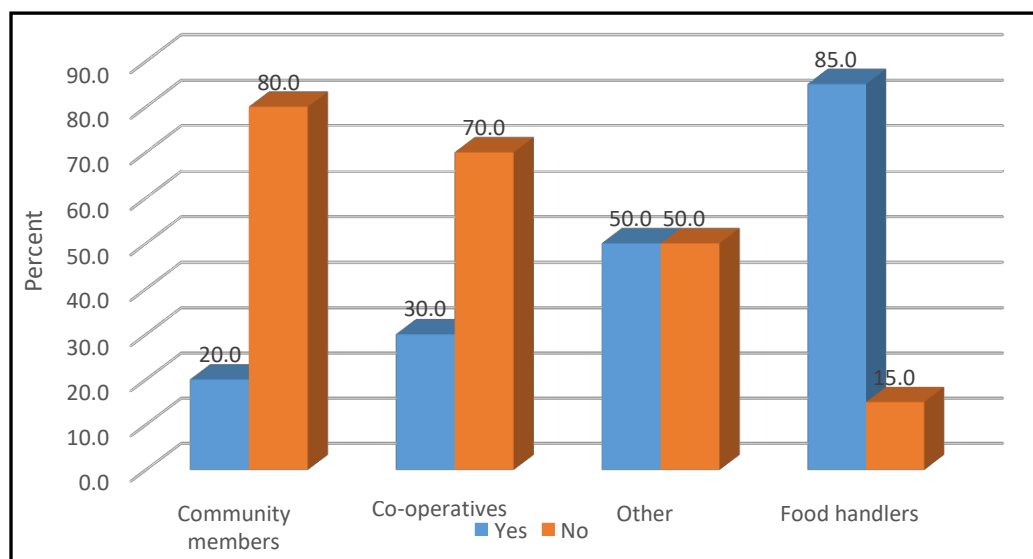


The graph above clearly denotes that there is nearly complete agreement regarding the variety and nutrition value of the meals provided. The NSNP is implemented in schools according to the menu standards stipulated in the feeding guidelines. In addition, the meals prepared and provided are nutritional and healthy. The above table (B2) gives significance to table (B1). The objectives of the NSNP are met; moreover, it is prepared nutritionally which boosts the objectives of the feeding programme. The school feeding scheme encourages attendance and enrolments and increases learner concentration by way of providing healthy balanced meals to learners.

Providing healthy meals to learners also indicates that school feeding programmes assist in reducing the effects of micronutrient deficiencies and malnutrition in young children. This indicated that the NSNP is not merely attentive to addressing the issues of poverty and the impact it has on teaching and learning, but also in focusing around the concerns impacting on nutrition for the learners as a more strategic developmental concern.

5.11.2 Preparation of meals

Figure 5.14: Meals are prepared by:



The table above indicated that for the most part, the food is prepared by food handlers (85.0%). Food prepared by food handlers are in most instances parents of learners from within the school they are assisting. This revealed that there is some communication between parents and the school. Parents are aware of the feeding programme and are willing to participate in the activities. A key question posed in the research is to draw attention to the NSNP addressing the issues of poverty.

Arising from the data obtained, it can be perceived that community members and food handlers have a positive and active interest in the feeding programme. Schools B, C and D all employed food handlers who receive a small monthly stipend from DBE.

Conversely, while school principals and school coordinators are aware the SFP provides income generation and entrepreneurial opportunities for community members and food handlers, adversely, it demands valuable teaching times from teachers who are involved in the feeding programme. Additionally, 3 of the 4 schools did not have the proper infrastructure to implement or facilitate the programme within the school. It had become necessary for schools to engage in converting certain sections of the school premises into storage and feeding areas. School B and C preferred meals be cooked outside the school, by a service provider as much time and effort placed in preparing meals.

The disadvantages of having co-operatives involved in the feeding scheme is the delayed payment to service providers and the delivery of meals to schools are unpunctual. A further difficulty is the contamination of food during transportation, especially during the hot summer months. Similarly, left-over food cannot be stored in the schools as some schools did not have adequate refrigeration facilities. However, on a positive note, all 4 schools received supplementary meals from either community members or religious organisations on a daily or weekly basis. As asserted to previously, this draws attention to the fact that community members are aware of the poverty and neediness of learners.

5.11.3 Rationale for learner access to NSNP

Figure 5.15: Reasons for learners accessing the NSNP:

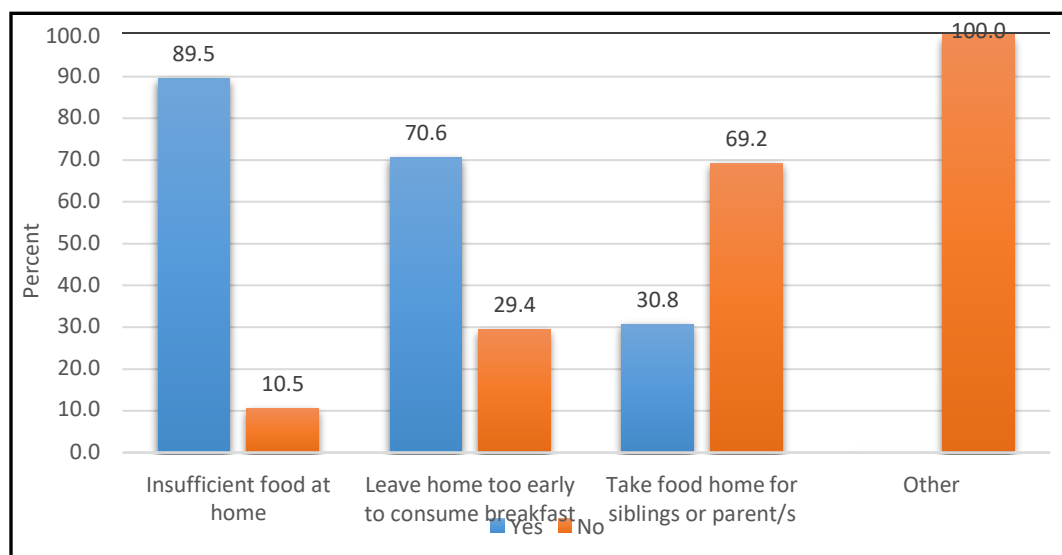


Figure 5.15 signifies that the NSNP is sourced primarily because of insufficient food at home. In addition, learners leave home too early to consume a meal. The NSNP may be perceived as a programme that is positively influencing the declining of hunger and deprivation amongst learners. In relation to both the developmental impetus and sustainability of the programme, it is imperative as it is a target towards the goals of alleviating poverty and reducing hunger amongst children. It is agreed upon by both teachers and the school governing body that learners access the NSNP primarily because there is insufficient food at home, and secondly because the learners leave home early to school which thus warrants having a meal.

Approximately 89.5% of the SGB agreed to insufficient food at home and 97.1% of teachers agreed. Within a classroom environment, teachers are the forefront of identifying and understanding learners who are facing critical poverty issues. They are able to observe learners who have a deficiency in growth and development as this will influence their academic and social ways. Behavioural and social issues, absenteeism, narcotics and liquor abuse are challenges that learners are faced with under poverty conditions in their homes.

From the observations at all 4 schools, it can be said that teachers play an active role in the NSNP. From inception (cooking and preparing of meals) to the actual serving of meals which takes place within the class rooms or in suitable eating areas, teachers played a critical part of an extensive process.

Chi-Square Tests established substantial differences between variables. The null hypothesis tested the claim that there were no differences in the scoring options per statement (table 5.9).

Table 5.9: National School Nutrition Programme

	Chi-Square	Df	Asymp. Sig.
Enhance the educational experience of learners	6.231	1	.013
Promote school attendance	10.889	1	.001
Increase learner concentration	16.2	1	.000
Lessen hunger	19.174	1	.000
Nutritionally	15.211	1	.000
Food handlers	9.8	1	.002
Co-operatives	1.6	1	.206
Community members	3.6	1	.058
Other	0	1	1.000
Insufficient food at home	11.842	1	.001
Leave home too early to consume breakfast	2.882	1	.090
Take food home for siblings or parent/s	1.923	1	.166

Highlighted p-values show that there is a level of statistical significance. Others reflect that differences in scoring patterns per statement per option were not significant.

5.12 Section C: NSNP IN ADDRESSING POVERTY

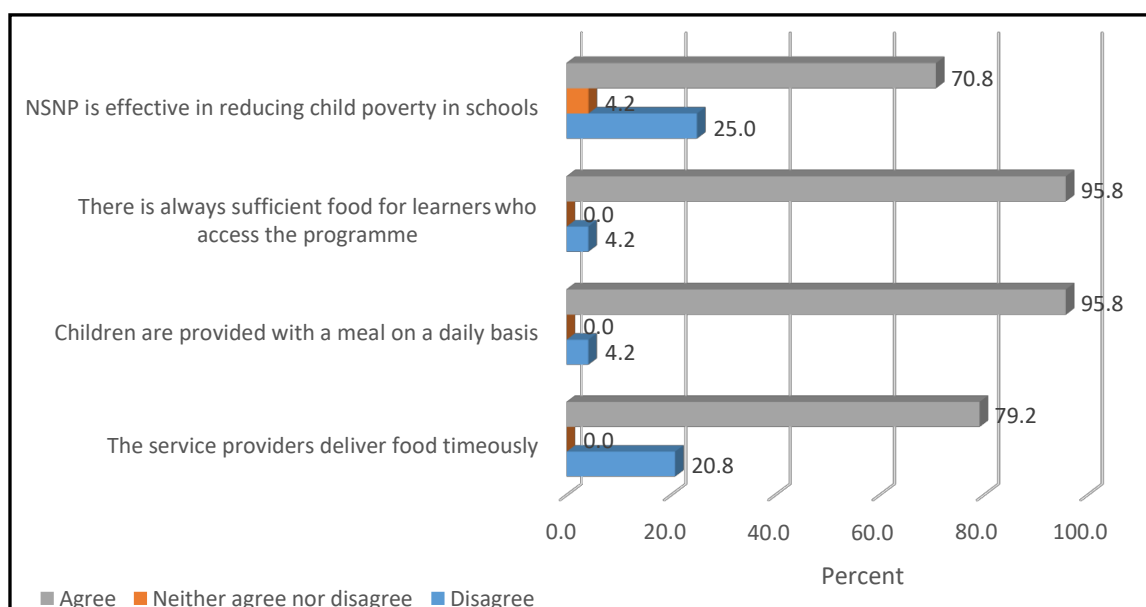
The summarised scoring patterns are shown below.

Table 5.10: NSNP in addressing poverty

	Disagree	Neither agree nor disagree	Agree
NSNP is effective in reducing child poverty in schools	25.0	4.2	70.8
There is always sufficient food for learners who access the programme	4.2	0.0	95.8
Children are provided with a meal on a daily basis	4.2	0.0	95.8
The service providers deliver food timeously	20.8	0.0	79.2

5.12.1 NSNP in addressing poverty

Figure 5.16: NSNP as a means to address poverty



The table above indicates the responses to the question on whether the NSNP is adequately and effectively addressing school feeding. The average level of importance for this section was 85.4%. Emphasis was placed on the quantity of food available as children received a meal on a daily basis (95.8%). The overall mean value is lowered by the effects of the two remaining statements. Approximately 20% of the respondents indicated that the meals were not provided on time.

To determine whether the differences were significant, Chi-Square Tests were done by variable (statement). The null hypothesis tested the claim that there were no differences in the scoring options per statement. The results are shown below.

Table 5.11: Test Statistics

	NSNP is effective in reducing child poverty in schools	There is always sufficient food for learners who access the programme	Children are provided with a meal on a daily basis	The service providers deliver food timeously
Chi-Square	14.333	10.750	9.250	11.000
df	4	2	2	3
Asymp. Sig.	.006	.005	.010	.012

All significant values imply that the distributions were not even, i.e. the difference between the levels of agreement were significant.

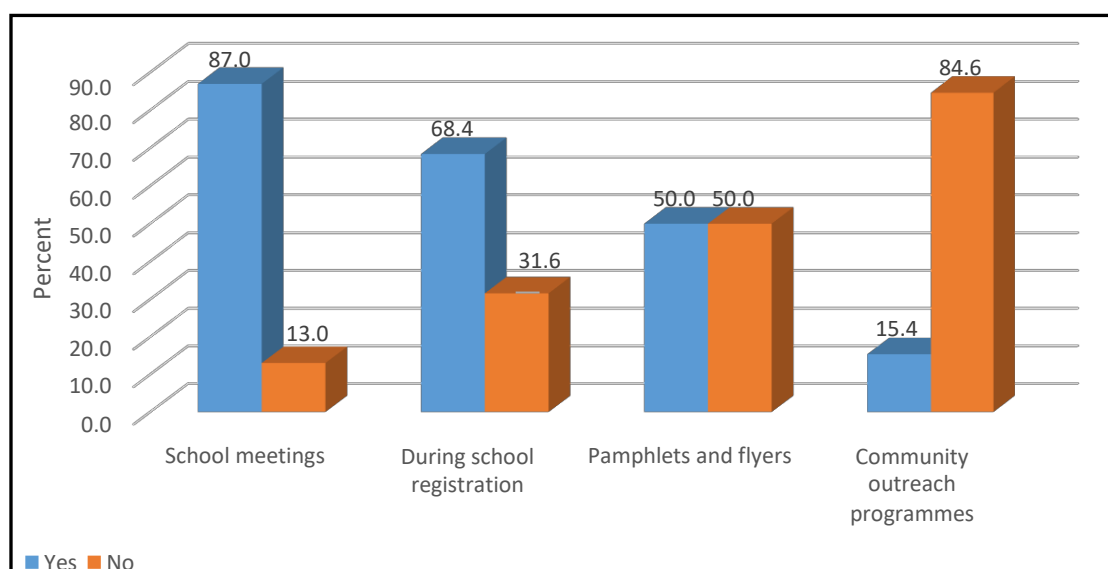
Schools B, C and D prepared meals on site. School A is contracted to a service provider. The meals are cooked and delivered to schools in large plastic containers. From the observations meals were delivered on time. Learners are fed at 09h50 which is usually before the school break time. The school had enforced a rule that learners must wash their hands before they eat and were prompted by teachers to wash before meals. Learners were encouraged to observe hygiene at all times. The younger learners took part in the meals first. All learners were eager to participate and enjoyed the food provided. Learners were encouraged to bring their own drink of choice. Some learners carried their own snack of bread, biscuit or sweet treat. Plates are provided by the school, however, at times there was insufficient plates to feed all learners. Consequently, learners are encouraged to bring their own lunch boxes or containers and in the event they did not finish their meals, they were advised to take them home to avoid wastage.

5.13 SECTION D: MANAGEMENT OF NATIONAL SCHOOL NUTRITION PROGRAMME

PARENT/S and/or COMMUNITY PARTICIPATION

The figure below indicates the processes *via* which parents and/or communities are informed of the programme.

Figure 5.17: Process of communicating NSNP



The most common process parents and communities are informed of the NSNP is by means of school meetings (87.0%) whilst the least common is any type of community outreach programme (15.4%).

The table below indicates the processes and methods parent/s and/or communities participate or assist in the programme.

5.13.1 Involvement in NSNP

The involvement of parents and/or communities is documented in the following analysis.

Table 5.12: Parent/s and/or Communities Involvement in the NSNP

	Yes	No
Assist with food preparation	36.8	63.2
Maintain food garden	12.5	87.5
Maintain kitchen, cleaning utensils	13.3	86.7
Other (please specify)	0.0	100.0

A little more than a third (36.8%) indicated that parents assisted with food preparation. School B, C and D had parents that assisted with the preparation and cooking of meals. The parent who assisted with the food preparation at School D was pregnant, and therefore needed to inform the school to appoint an alternate parent or member of the community to assist with the preparation of the meals.

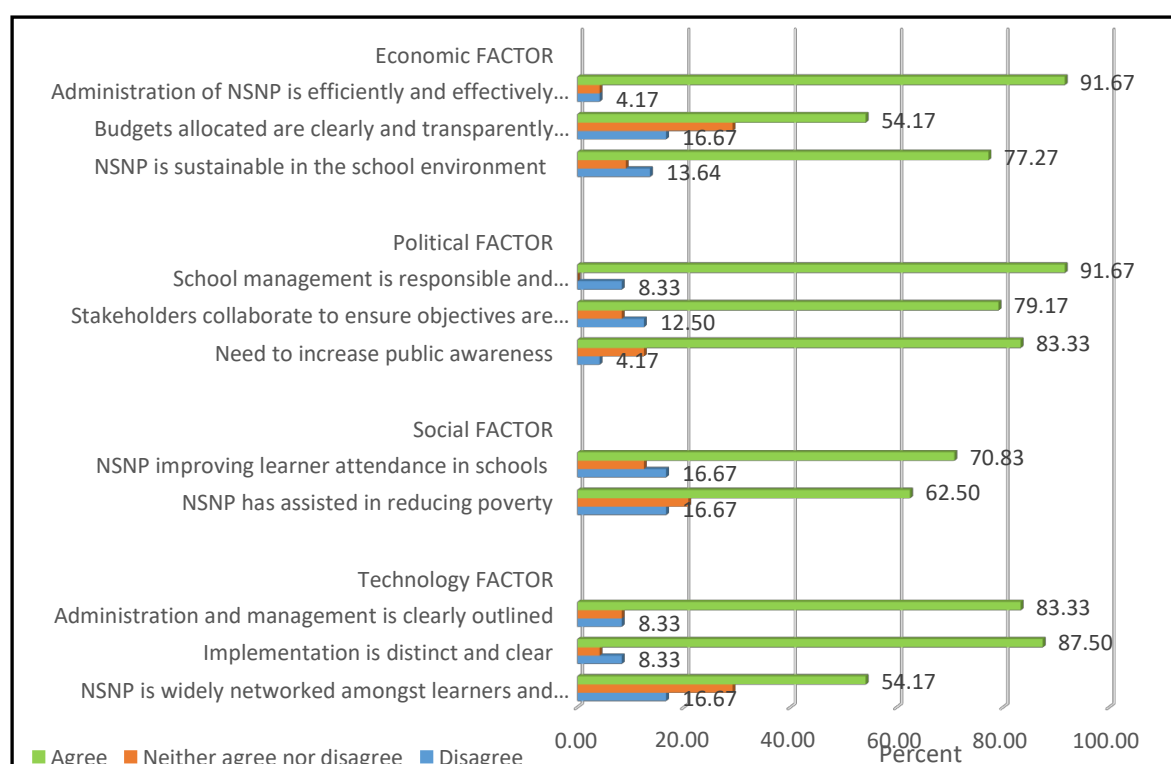
While the NSNP aims to address local economic development, in this specific case where the parent has to take leave due to pregnancy the programme does not cater for an income in her absence. It was noted by the NSNP school coordinator that additional funding would allow for the school to maintain a food garden and allow for improvements to maintain a suitably equipped kitchen.

The figure below summarises scoring patterns regarding the effects of various factors affecting the NSNP.

Table 5.13: Management of the NSNP

	Disagree	Neither agree nor disagree	Agree
ECONOMIC FACTOR			
Administration of NSNP is efficiently and effectively coordinated	4.17	4.17	91.67
Budgets allocated are clearly and transparently administered	16.67	29.17	54.17
NSNP is sustainable in the school environment	13.64	9.09	77.27
POLITICAL FACTOR			
School management is responsible and accountable for implementation of NSNP	8.33	0.00	91.67
Stakeholders collaborate to ensure objectives are achieved	12.50	8.33	79.17
Need to increase public awareness	4.17	12.50	83.33
SOCIAL FACTOR			
NSNP improving learner attendance in schools	16.67	12.50	70.83
NSNP has assisted in reducing poverty	16.67	20.83	62.50
TECHNOLOGY FACTOR			
Administration and management is clearly outlined	8.33	8.33	83.33
Implementation is distinct and clear	8.33	4.17	87.50
NSNP is widely networked amongst learners and communities	16.67	29.17	54.17

Figure 5.18: Factors influencing the NSNP



There are various key factors that limited the sustainability of SFPs. However, applying innovative processes to improve governance and alleviating poverty through effective service delivery mechanisms would ease the incline of poverty. The table above is a detailed illustration of the factors that have an influence on the NSNP. The mean levels of agreement are shown below.

5.13.2 Management of NSNP

The efficacy of the NSNP is dependent, *amongst others*, on the management thereof. Factors impacting on the management of the programme is documented in the analysis that follows:

Table 5.14: Management of the NSNP

	Mean Percent of Agreement
Economic factor	75.0
Political factor	66.7
Social factor	84.7
Technology factor	74.4

The dimension with the highest mean score is the Social Factor whilst that for Political scored the lowest. The variation patterns are largest for Economic and Technology factors, whilst Political and Social factor elements score more closely. However, since the levels of agreement are much bigger than the other options, per statement per option, the differences are therefore significant ($\chi^2 < 0.05$).

Emanating from the above statistics, it is evident that the economic factors and technological factors influence the NSNP to a great extent. In School C and D learners were encouraged to participate in the activity of generating a school garden. The evidence that the programme is sustainable within the learning environment ensures that learners are fed regularly and timeously. This further indicated that the achievements of the programme impacts directly on learner enrolment and retention. This finding concurs that economic and technological factors are in line with global standards.

The State of Food Insecurity in the World (2013) makes mention that policies directed towards developing agricultural production and intensifying food accessibility, particularly when aimed at small holders, can succeed in lessening hunger. When they are merged with social protection and additional processes that strengthen the earnings of underprivileged households to purchase provisions, they can have a profound effect and prompt rural development, by generating employment prospects consequently influencing equitable economic growth. As agreed by Grantham-McGregor, Chang, Walker (1998: 786), families in developing countries usually find it acceptable and appreciate the meals provided by schools; political figures view this as an advantage for their own political gain. An article by Jomaa, McDonnell, Probart (2011: 83-98), provides information on the research and evaluation gaps of SPFs. Although there is a wealth of literature with validly devised tests and reports, it is suggested that there is a need to acquire and apply rigorous theory-based impact evaluations in this field of study.

Jomaa *et al.* (2011: 83-98), further explained that studies on the dietary and nutritious gains of school feeding may be directed at calculating the effects of children's nourishment and health levels. However, these studies lack in recognizing the theory or model behind the programmes put into practice. Additionally, the probability of duplicating the programme in similar circumstances may to some degree be restricted. Many of these studies lack a comprehensive political and socio- economic framework.

The statistical data pertaining to social factors reveals that the NSNP is constructively addressing the social aspects of increasing public awareness, improving learner attendance and reducing poverty.

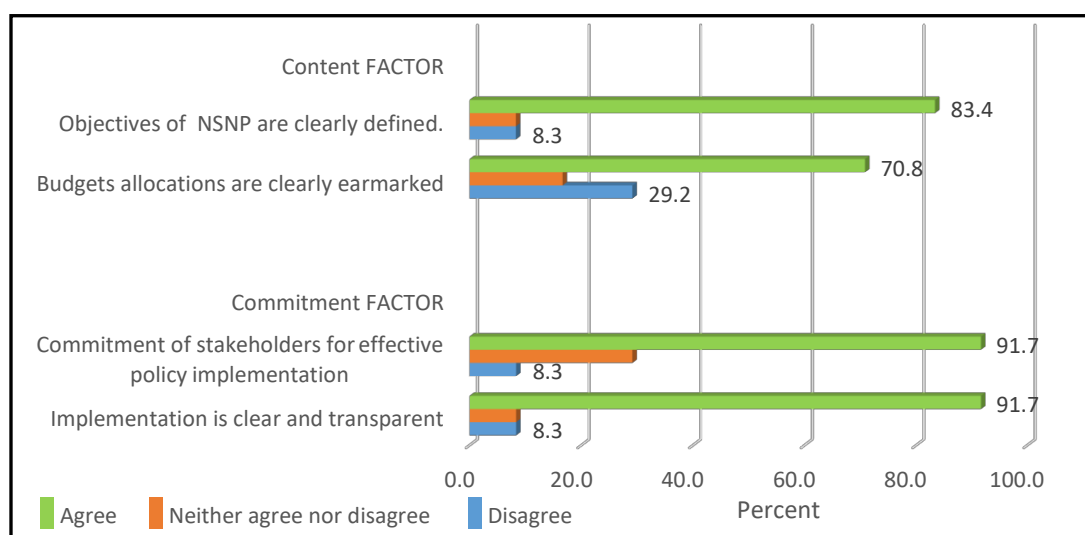
5.14 SECTION E: POLICY IMPLEMENTATION

This section determines whether measures that are outlined to ensure goals and objectives are accomplished. The summarised results are shown below.

Table 5.15: Policy implementation

	Disagree	Neither agree nor disagree	Agree
CONTENT FACTOR			
Objectives of NSNP are clearly defined	8.3	8.3	83.4
Budgets allocations are clearly earmarked	29.2	16.7	70.8
COMMITMENT FACTOR			
Commitment of stakeholders for effective policy implementation	8.3	29.2	91.7
Implementation is clear and transparent	8.3	8.3	91.7

Figure 5.19: Objectives of NSNP and budget allocations



The table above is a representation of the Content and Commitment factors that have an influence on the NSNP. The mean levels of agreement are shown below. The levels of agreement are high with Commitment factors being at a higher level than Content factor levels.

The table below ranks the recommendations of the respondents on the achievements of the feeding policy.

5.14.1 Recommendations on the achievements of the feeding policy

Some key recommendations emerged in this study on a contemporary concern of both DoE and as a national imperative of government, and are highlighted for due consideration and further investigation, as follows:

Table 5.16: Recommendations for successful implementation

	Count
More financial assistance is needed by the school	4
Meat dish should be given once a week,	3
To create a fully equipped kitchen with all the appliances, cutlery and crockery	3
Parents and community needs to get more involved and assist with expenses	2
Detergents, soaps, steel wool	2
Fine, however there should be a general improvement in production to satisfy the beneficiaries of the programme	1
Menu too restrictive to suit the community implemented	1
Learners' input would be best for a way forward	1
Don't agree with the NSNP - not appreciated by the learners	1
The cook's salary should be increased	1
Sausages are also important with pap	1

From the observations and data collated, some of the shared thoughts relating to SFPs is that they improve school attendance and reduce hunger, but are costly programmes to implement.

On analysis of the table above, it is certain that funding is a concern. Schools linked to the NSNP are funded by means of budgets transferred to provincial departments on a quarterly basis. As confirmed by District Y, each school enrolled with the

programme is assigned a budget. A budget approval letter is forwarded to principals and a copy to the service provider. To effectively and efficiently manage a programme of such large dimension, requires commitment and dedication at all levels of intervention. In addition, for the programme to be sustainable within the teaching and learning environment adequate funding is essential in order to meet the demands of the school implementing the feeding programme. For instance, if food is contaminated due to electricity disruptions or inadequate refrigeration, funds need to be accessible to ensure schools are able to purchase provisions for cooking.

It is imperative the stipend for food handlers be increased as they are an indispensable part of the SPF. In Ashton in the Western Cape, food handlers are mothers or grandmothers of learners. They are paid a stipend by the Department of Basic Education and the Tiger Brands Foundation pays a matching stipend. This serves as a valuable source of regular income. Moreover, it acts as an incentive and inspiration for the food handlers, whose fundamental and primary responsibility is to prepare, cook and serve meals to learners. School meals prepared must meet the nutritional standards and guidelines as stipulated in the NSNP food programme. It is also submitted that meals must also appear presentable, colourful and interesting for learners to enjoy and participate in the programme. Despite the fact that cooking meals at school may provide an income for the person assisting, the principal from School B was of the opinion that preparing and cooking meals on school site posed a challenge as it was seen as an overbearing responsibility for the school. Some of challenges school B faced was hygiene, storage facilities and security. The school purchased their own detergents, however when funds were low. This became a concern, as it is essential for the cooking areas, cooking utensils, and other essential catering equipment to be washed and cleansed with suitable detergents to avoid food contamination. In addition, a change room was re-equipped to serve as a storeroom. Security and burglar guards had to be installed as an added security measure.

From the observations and facial expressions of all learners, they were noticeably happy, excited and patiently anticipated their meals. It was evident that they enjoyed the meals provided and a small number of learners returned for second helpings. All 4 school principals did agree that it would be advisable to add more variety to the meals. The principals from both School B and C recommended that learners have a light meal of sandwiches, fruit and porridge during their first break and served a full meal later in the day. The rationale behind this, is that it was observed

by both principals that learners become lethargic and sleepy after a full cooked meal, and this could impact on the concentration levels.

Correlations

Bivariate correlation was also performed on the data. Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a * or **. For example, the correlation value between “Enhance the educational experience of learners.” and “Lessen hunger” is 0.677. This is a directly related proportionality. Respondents agree that the better fed learners are, the greater the educational experiences would be and *vice versa*. Negative values imply an inverse relationship, that is, the variables have an opposite effect on each other.

For example, the correlation value between “What is your responsibility/task towards the NSNP?” and “School management is responsible and accountable for implementation of NSNP” is -0.484. The emphasis means that, the more effective the school management’s involvement in the NSNP, the smaller the involvement would be of the SGB.

5.15 STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA: SCHOOL PRINCIPALS

The quality and sustainability of the NSNP is dependent on proficient operational management at different levels of implementation. The following discussion presents the findings from 4 school principals who manage the programme at a school management level. In addition, this section deals with the critical role the NSNP plays in alleviating child poverty within the school context. It focuses on how the programme is managed with and amongst the different stakeholders at grass roots levels and within the ambit of poverty reduction in service delivery. This ensures that there is clear agreement between government and different stakeholders participating in the NSNP, thus sustaining viable accessibility and sustainability.

5.15.1 Children's access to NSNP

Table 5.17: Number of children who access NSNP

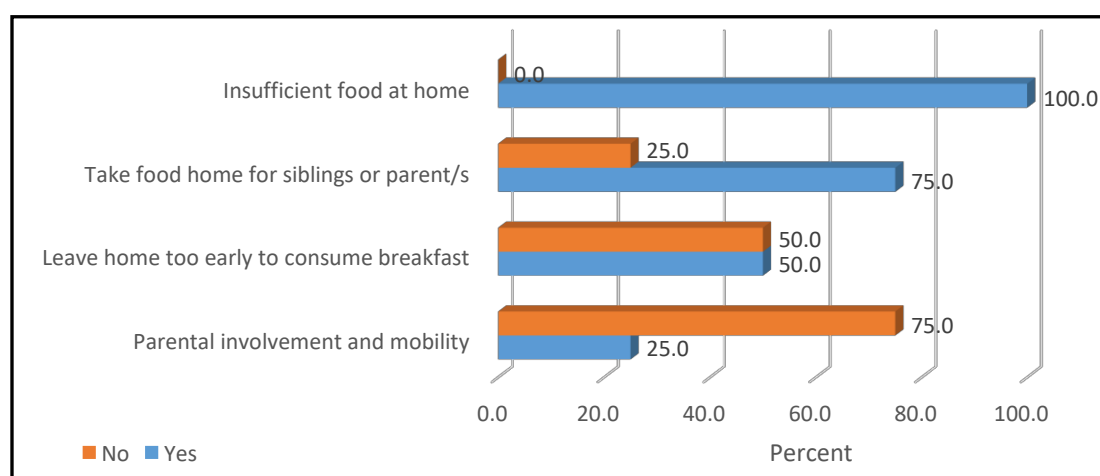
	Frequency	Percent
40 - < 50%	2	50.0
70 - 100%	1	25.0
Missing System	1	25.0
Total	4	100.0

With reference to the above table, half of the respondents indicated that between 40 – 50 percent of the learners accessed the NSNP. As detailed in Education Policy: School feeding scheme, the NSNP intends to significantly foster quality education by encouraging active learning capability, relieving short-term hunger, encouraging school attendance and focusing on specific micro-nutrient deficiencies. The policy pointed to some incidences where not all children registered into the school feeding programme received a meal. Almost 90% of authorized children in rural sites were reported to have received free school meals and only 56% of eligible children in urban sites received food. On the contrary, urban children who received food at school acquired their meals more often. In 2010, the NSNP's critical challenge was the public servants' strike. This led to learners being hungry, and for this reason KwaZulu-Natal adopted "take home rations".

5.15.2 Reasons Learners Access the Programme

The reasons why learners access the feeding programme is documented in the discussion from the analysis as follows:

Figure 5.20: Reasons Learners Access the Programme



As elucidated in the table above, it is noted that all of the respondents agreed that learners accessed the NSNP as there was insufficient food at home. The school feeding programme provides for imperative economic assistance to destitute families. Most parents are unable to provide their children with money to buy food from tuck shops. The NSNP offers some sort of relief financially and psychologically (South African School Nutrition Programme, Formative Evaluation Report 2006).

As explained in (www.wfp.org/school-meals), million children of primary school age were not in school. Often, destitute households must choose to either send their children to school or to work in the fields. Some feeding programmes incorporate take-home rations, where food is made available to families as long as their children attend school on a regular basis. For a more intense effect, female learners are provided with meals to take home.

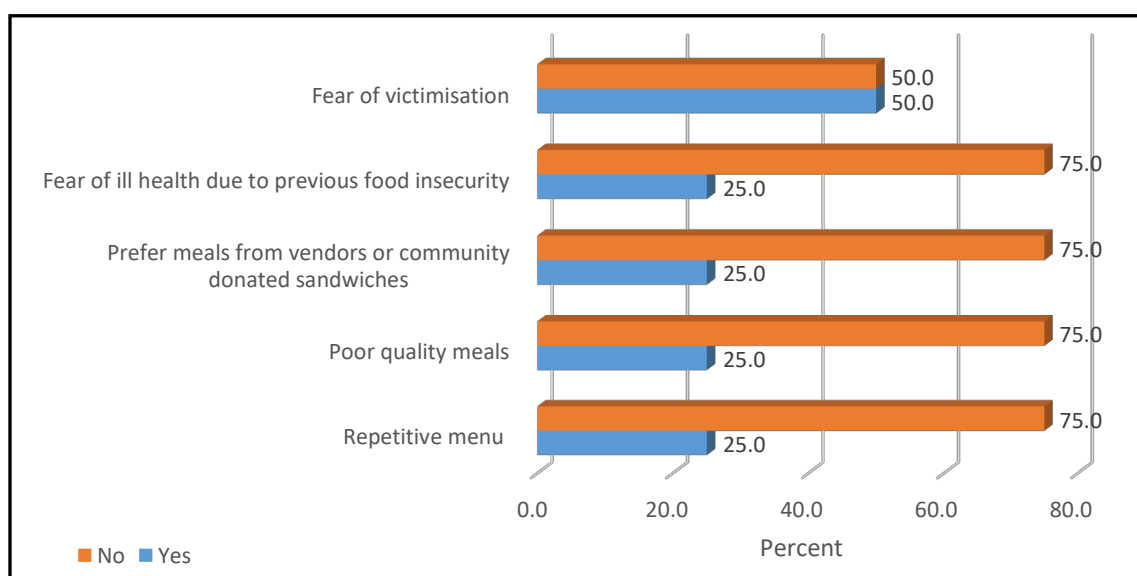
From the observations, it was evident that learners brought lunch boxes to school and once they have consumed their own lunch, they would take food provided by the NSNP home, either for younger or older siblings. A further observation indicated learners were prepared to share their lunch and juice with other children who did not have lunch. As noted by principal A, “at the end of a school day extra food is given to Grade R learners or to learners who would prefer to take their meals for siblings at home”. The take-home food may possibly play a vital role in increasing school attendance.

The question based on why learners do not participate in the NSNP was directed to identify children who do not participate in the NSNP due to fear of victimisation,

repetitive menu, poor quality meals, preferring meals from vendors or community donated sandwiches and fear of ill-health due to previous food contamination.

5.15.3 Lack of participation in NSNP

Figure 5.21: Reasons learners do not participate in NSNP



The table above points out that half of the respondents identified non-participation due to victimisation, with a quarter of the respondents (25.0%) as agreed with each of the other statements.

From the observations, it was noted that older learners accessing the NSNP partake of the lunch once their friends or other learners consume their meals. Learners would feel shy or 'out of place' to eat alone. The younger children from grade R and grade 1 enthusiastically participated in the meals provided. In the study conducted by the South African School Nutrition Programme's Formative Evaluation Report 2006, in KwaZulu-Natal the only evidence of stigma was related to the embarrassment of being identified as poor, or not part of the "in" crowd. With reference to the question on repetitive menu, it was observed that the learners enjoyed the pilchard stew much more than the boiled vegetables and the traditional pap meals.

Evaluation of the School Nutrition Programme: 2008, reported that educators interviewed were of the opinion that individual targeting in schools would not be

feasible as this could prompt stigmatisation and victimisation. The consensus was around the thought that if one child is fed, then all children are effectively fed.

5.16 POVERTY REDUCTION STRATEGY

There are many children who attend school hungry and without having access to a proper meal. Undernourishment and hunger pains indicates that they will be unable to adequately participate in the teaching and learning activities.

5.16.1 Reduction in child poverty through the NSNP

The NSNP highlights many reasons that present it as a poverty reduction strategy in the context of fighting child poverty, and a contribution to the welfare of children. The discussion below is documentary evidence in this regard:

Table 5.18: NSNP in reducing child poverty

	Yes	No
Prevents malnutrition	100.0	0.0
Promotes health and wellbeing	100.0	0.0
Improves concentration and stamina	100.0	0.0
Children are given “take home” hampers	25.0	75.0

These questions are aimed at addressing one of the key questions raised in Chapter One of the study. To what extent has the National School Nutrition Programme (NSNP) been effective in reducing child poverty in schools within KwaZulu-Natal? All respondents agreed with the first 3 statements with a quarter (25.0%) indicating that children were allowed to take hampers home. The National School Nutrition Programme is targeted to promote better quality education by enhancing and developing the learners’ academic potential in line with motivating and encouraging consistent and prompt school attendance.

Many educators are aware that children, who lack essential nutrients and are hungry, short-tempered, unresponsive and lethargic. They are often not mentally alert and struggle to concentrate and focus, consequently resulting in a lack of learning (Shahid 2003:552-563). The NSNP endured to provide a healthy nourishing meal to learners. The annual report (2011/2012) clarifies the programme reached a further 568 281 learners during this period. This was due to expansion of the programme to include

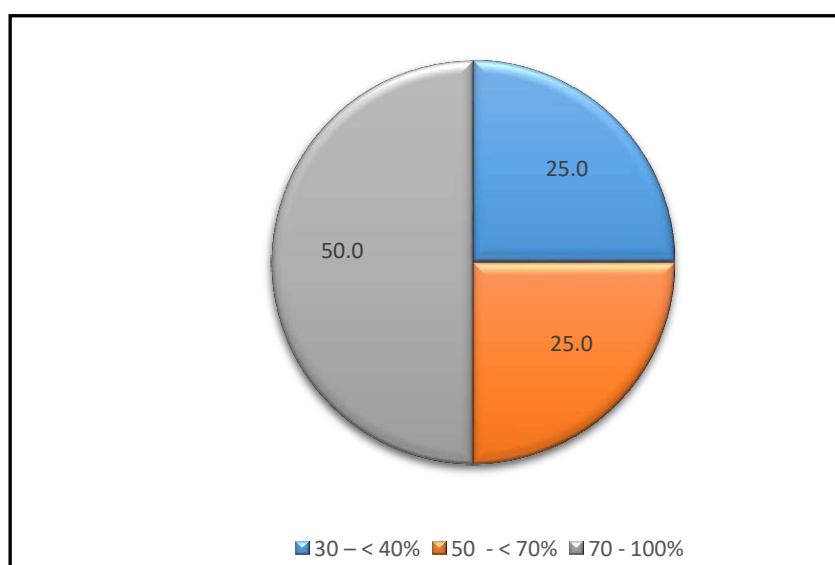
quintile 3 secondary schools. As a result, the number of learners who were fed increased to 8 850 208. On average, learners were fed for 191 school days. The report further details, the Provincial Department of Education (PED) provided meals to 2 140 959 learners in 5 248 quintiles 1-3 primary, secondary and selected special school. This figure reflects a quarter of a million more children than in the previous year (245 439).

This question was probed to investigate if the programme positively influences learner attendance and learner achievement.

5.16.2 Learner attendance and achievement

In examining the attendance of learners and their level of achievement, the analysis revealed the following important aspects:

Figure 5.22: learner attendance and achievement



From the table above, half of the respondents indicated that attendance achievement increased by between 70 to 100%. The remaining respondents (25.0%) were equally split on improvement percentages.

The (NSNP, 2008) documents that one of the primary aims of the NSNP is to ensure primary school learners are exposed to an enriched educational practice by promoting prompt school attendance consistently and regularly. The best of the National School Nutrition programme (2010) highlighted these views. The programme has benefitted learners from the neediest schools within the country. It is evident in this study that hunger has been significantly reduced and an expansion in learner registration and retention has been noted.

It is documented in the KZN-DOE NSNP Policy (2011) that learners perform weakly at school due to travelling long distances to and from school, having to carry out additional tasks at home and or having insufficient food at home. This ultimately impacts negatively on learners, as they arrive at school hungry, are not focused on the teaching delivered and have low attention application. Given this, it is evident that the NSNP is effectual in ensuring positive learner attendance and enhanced educational achievement.

5.17 MANAGEMENT OF THE NSNP

This section probes the method in which the application of the programme is managed by the school, community and relevant stakeholders. Is the NSNP effectively and efficiently managed within your school environment?

The summarised scores are shown below.

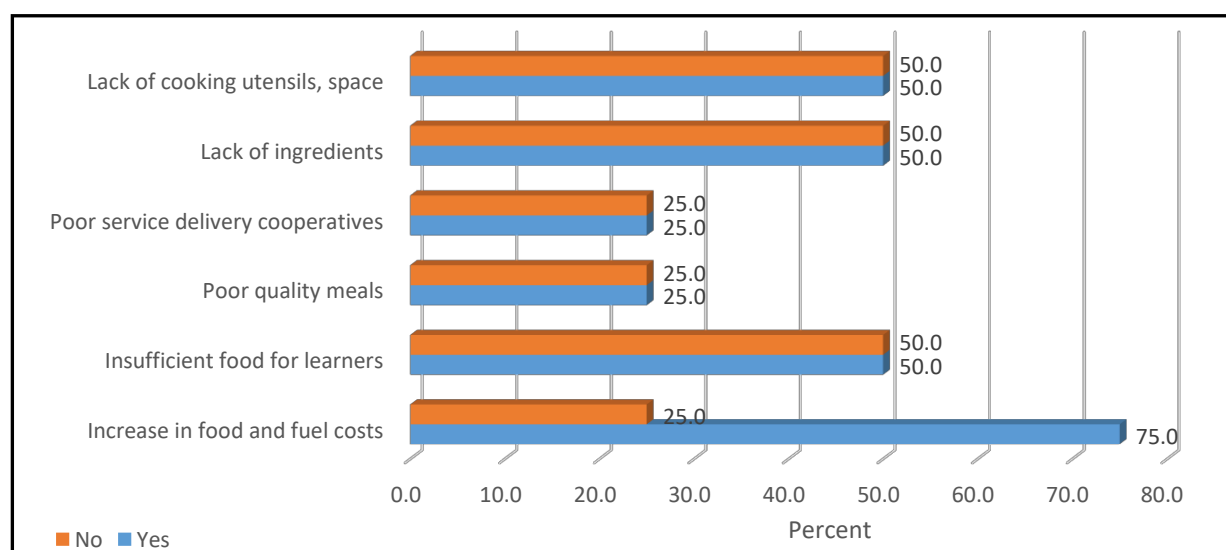
	Frequency	Percent
Yes	3	75.0
Missing System	1	25.0
Total	4	100.0

Three-quarters of the respondents agreed with the statement.
Amongst the reasons for this were the following:

	Frequency	Percent
Controlled, well managed and stock controlled	1	25.0
Food is prepared by service provider and delivered timeously to school	1	25.0
Dedication to the concept / community/ staff involvement	1	25.0
Food is prepared on the premises to the liking of learners, suggestions, quality and quantity is monitored	1	25.0

5.17.1 Challenges that influence implementation of the Programme Figure

5.23: Challenges that influence implementation of the Programme



There were similar levels of agreement and disagreement for all statements except the last question. Respondents (75.0%) to this question agreed that increases in food and fuel costs have inhibited the programme. To substantiate, in 2008, one of the key challenges encountered by the programme was the increase in food prices which ultimately affected the implementation of the programme. With the escalated allocation in the adjustment budget from National Treasury, important changes were possible in the feeding cost, feeding days and the number of learners who had access to the programme. In spite of this, delays in supply chain processes resulted in five out of the nine provincial departments under-spending on their budgets in this regard, as emphasised through the National School Nutrition Programme (2008: iii).

5.17.2 Parents and community participation in the programme

This section relates to the interaction between parents, community and the teaching and learning environment. The summarised scores are presented below.

Table 5.19: Process parents and/or communities are informed of the programme

	Yes	No
During school registration	100.0	0.0
Pamphlets and flyers	50.0	50.0
School meetings	100.0	0.0
Community outreach programmes	50.0	50.0

Respondents either completely (100.0%) or partially (50.0%) agreed with each of the statements. The response above suggests that parents and or communities are only informed within the school environment. Further initiatives need to be placed to inform communities of the programme. Focus should be shifted from the school to the community, to inform and bring the community up to date on the implementation and how the programme is put into practice. In doing so, the community is alerted and knowledgeable on the subject of school feeding and are encouraged to participate in the NSNP.

This section investigated the means by which parent/s and/or communities participate or assist in the programme at school level?

Table 5.20 Knowledge of parents and communities

	Yes	No
Assist with food preparation	25.0	75.0
Maintain food garden	25.0	75.0
Maintain kitchen, cleaning utensils	25.0	75.0
Private sponsors and donors	25.0	75.0

The table above indicates that all of the response patterns were identical with more respondents (75.0%) disagreeing with the statements. This indicates that due to communities and or parents having limited knowledge on the programme, their interaction in the feeding process and their knowledge regarding the programme is insufficient and limited. This clarifies the question, by what means do parent/s and/or communities participate or assist in the programme at school level? The study revealed that a limited number of parents participated in the programme, as they are not informed or conversant with regards to the NSNP as the school's current strategic focus. Apprising parents on the school's programme, is an area for due consideration by the various stakeholders in the context of this study.

5.18 SUSTAINABILITY

This section discusses aspects which influence the programme together with drawbacks and challenges. The summarised scores are explained below.

Sustainability of the NSNP within the school environment

	Frequency	Percent
Yes	4	100.0

All 4 of the respondents agreed that the programme was sustainable. The NSNP aims to encourage sustainable food producing programmes within the teaching and learning environment. In addition, it encourages transparent collaboration amongst relevant stakeholders to develop and improve the feeding programme.

School D has various stakeholders within the local community who supplemented the NSNP with daily or weekly meals. The school was in the process of building its own fully operational kitchen which was sponsored by local business.

5.18.1 Respondents perceptions on the NSNP

5.18.1.1 Budget allocation

The budget allocation in relation to the schools are highlighted in the following scores:

Table 5.21: Budget allocation

	Frequency	Percent
Too little monetary allocation for Quintile 5 schools	1	25.0
R2,45 per child per day for 118 days	1	25.0
R2.26 per learners per day - little for price of food materials and quality of goods to be purchased	1	25.0
Being a Quintile 5 school it does not qualify for budget increase and extra water has to be paid by the school	1	25.0

The discussion by Mhone and Edigheji (2003: 202) bears reference to the table above regarding the National Norms and Standards for School Funding (No. 19347 of 1998) and agree that the user-fee policy had advantaged middle-class learners in already favourably equipped schools. As stipulated in the new national norms, it would be mandatory for provinces to set up five school quintiles from poorest to least poor. The

poorest 40% of schools would be given 60% of the provincial school budget allocation. The least poor would be given 5% of the resources.

5.18.1.2 Role of cooperatives

Table 5.22: Cooperatives

	Frequency	Percent
None	1	25.0
Poorly organised, not local community members and no need for middlemen in the new scheme	1	25.0
They were easy to contact and serviced the school to the best of their ability	1	25.0
Missing System	1	25.0
Total	4	100.0

5.18.1.3 Role of the food handlers

Table 5.23: Food handlers

	Frequency	Percent
R840,00 per month	1	25.0
Lack of training, poor remuneration and physical abilities	1	25.0
Is a parent and cooks well as learners enjoy the meal but the salary paid is too little - R840,00	1	25.0
Missing System	1	25.0
Total	4	100.0

The findings in Table 5.22 is a clear indicator that some respondents felt it was not necessary to include and involve cooperatives whilst others were of the opinion that they should be included as they were easily accessible. However, Table 5.23 reflects that even though the wage provided to food handlers is low, learners enjoyed meals more if parents cooked and prepared them. It appears that certain norms and standards should be set to ensure that there is effectiveness in the procurement process, and that clear concise dissemination of information between the service providers and schools concerned must be effected.

A discussion of the next two tables regarding the challenges encountered and the measures for successful implementation of the programme are illustrated and discussed in the next part of the analysis.

5.18.1.4 Challenges encountered by food handlers

Table 5.24: Challenges encountered by food handlers

	Frequency	Percent
Time and fully functional kitchen	1	25.0
The amount paid per child is insufficient	1	25.0
Expensive, prepare and cook large volumes and safety and security on site	1	25.0
Low salary paid for cooking, aprons and gloves must be bought by them if the school cannot provide them	1	25.0
Total	4	100.0

5.18.1.5 Recommendations regarding the programme

Table 5.25: Recommendations for successful implementation of the programme

	Percent
Preparation of food to be outsourced to co-operatives	25.0
Works well due to proper monitoring and well managed	25.0
The DOE should use the schools as his/her base and not service providers/co-operatives for policy decision	25.0
Lack of consultative agendas in planning	25.0
Sustainability in terms of having to deploy manpower at schools, check stock, preparation and dishing	25.0
Apparent partiality of officials towards service providers	25.0
Allow schools to select their own service providers for accountability and responsibility	25.0
A more efficient payment scheme for the providers stop the paper pushing requirements	25.0
An inquiry into Quintile ranking given to schools	25.0
The National Government must place more emphasis on the nutrition of the children in the country	25.0
A meat dish served once a week as they are underprivileged learners	25.0
Quintile 5 schools are underdogs	25.0

Table 5.24 and table 5.25 target some of the advantages and challenges of the programme.

School feeding has become a defined objective by the world community as both a global and a local strategic initiative. It stands to reason then that the NSNP's objective is to ensure school feeding as a safety net that delivers both health and nutrition and educational support to the most destitute and needy learners. Food handlers who are a key factor of the feeding programme have to deal with various challenges or drawbacks of the programme. Time constraints and a partly or totally un-operational kitchen are just some of the limitations that allow for the NSNP to be unsustainable and ineffective. Safety and security is an added concern as large quantities of food are prepared at schools. This is a point to ponder as schools that do not provide the necessary safety clothing, specifically non-slip shoes, aprons and gloves; these are have to be purchased by the food handlers themselves.

Proper planning and implementation does allow for the programme to be managed effectively and monitored efficiently. However, there are various consternations. To enhance accountability and responsibility, schools should be given the opportunity to select their own service providers. There should be collaboration and consensus on feeding times, planning and implementing the feeding programme, quintile ranking and the overall nutritional needs of children. Consideration ought to be given to the safety issues involving the storage of food items and the preparation, cooking and serving of meals and safety clothing.

A key point to note, as mentioned by the official in District Y wealthy educated persons benefit more as they have the necessary business skill and knowledge to complete tender documents together with the financial ability to sustain their business. Therefore, there should be transparency and equity when appointing service providers.

Furthermore, the Quintile ranking must be readdressed as some schools are ranked according to the structure and building of the school, rather than the poverty index of the community and school. School B, C and D were required to utilize school funding to build or remodel existing school structures to accommodate cooking facilities. All three schools encountered various challenges in raising funds to build or renovate existing structures. School D had operational and financial assistance from community

members in constructing a fully equipped kitchen on the school premises. In addition, School D frequently received meal hampers from the community to complement the NSNP.

5.19 STATEMENT OF FINDINGS, INTERPRETATION AND DISCUSSION OF THE PRIMARY DATA: DISTRICT OFFICIALS

5.19.1 POLICIES AND PROCEDURES

Compliance of policies and procedures of NSNP

a) NSNP managers

District officials from both districts indicated that there is clear indication that policies and procedures of the NSNP are observed and adhered to. There are innumerable stakeholders at different levels and any deviation from policy documents could have serious financial repercussions for the Department of Education.

b) School management level

The official from District X agreed that policies and procedures are implemented effectively. The official from District Y maintains that school principals are required to implement and monitor the NSNP by using on site observation methods. By placing into effect this procedure, school principals would be able to identify any uncertainty or deviations to the programme.

5.19.2 Frequency of Monitoring and Evaluation

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

5.19.3 Maintainance of records and claims at school level

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

Official X and Y both agreed that monitoring and evaluation of the feeding programme occurs on a regular basis.

5.20 CHALLENGES AND ACHIEVEMENTS

5.20.1 Challenges on the implementation of the programme

The official from District X stipulates that in some instances late payments to service providers presents a challenge.

The official from District Y discussed that some of the challenges influencing the programme were:

- Union and political interferences, as well as community faction disputes which inevitably results in limited access to certain areas;
- Suppliers provide poor quality food provisions, standards and values are comprised by ineffective and inefficient service delivery;
- Principals and members of the governing body have a personal vested interest in the feeding programme. Consequently, this kind of behaviour gives rise to unnecessary disputes; and
- Ineffective security systems in schools as food provisions are stolen.

5.20.2 Key achievements of the NSNP

The official from District X confirms that the timely provision of a meal to learners is a key achievement.

The official from District Y expanded that the key achievements identified were:

- The NSNP promotes the enhancement of learner concentration as a result of improving learner achievement and outcomes. Learners are provided with a meal before they take their medicine example antiretroviral medications; and
- Gives support to local economic development by rendering jobs to food handlers and service providers.

5.21 EFFECTIVENESS OF THE PROGRAMME

- a) Learner retention and education outcomes; and
- b) Accessibility of the programme to all children/schools, in relation to the above two aspects, the following aspects were noted:
 - The official from District X agrees that the ability for learners to focus and concentrate on their education is most critical for best academic performance and achievement. Owing to financial constraints the programme is only accessible to quintile 1, 2 and 3 schools.
 - Official from District Y affirms that the feeding programme serves as an incentive for learners to attend school knowing that a meal will be prepared for them. More time over longer periods are spent at school. In so doing learners are better retained within the education environment. Consequently, increasing a positive outcome in education as opposed to schools that do not have access to the NSNP. The district official further stated that the programme failed to identify certain needy schools that require access to the feeding programme. Certain schools that implement the programme have been identified by the Department of Health. Impartiality has been identified, in that one school would benefit from the NSNP and a school close by within the same community would not have access to the feeding scheme. Consequently, this affects learners who have siblings at two different schools within the area while one sibling was fed another was hungry. This had a 'ripple' effect, to explain, certain learners in a feeding school upon graduating to the next level may not have a meal as that specific school may not have access to the NSNP. The Quintile ranking focused on the structure and building of the school, rather than the poverty index of the community and school, which are significant aspects to be considered regarding the efficacy of such an initiative.

5.21.1 The NSNP as an aid with poverty alleviation in local communities

District official X agrees that the programme gives assistance in poverty alleviation. It can be more effective if funding is increased.

District official Y as well agrees. However, the district official makes mention that wealthy educated persons benefit more as they have the necessary business skill and knowledge to complete tender documents and the ability to sustain their business. In most instances, food handlers are parents and are paid a minimal stipend of R840/00 per month.

5.22 ADMINISTRATIVE STRUCTURE

The following administrative aspects were a focal point of enquiry with officials:

- a) Human Resources
- b) Financial Resources
- c) Physical Resources
- Official from district X detailed that there are vacant key positions, however, they are making use of current resources available to them. Financial resources are always a challenge, physical resources are presently being utilized and are in line with departmental structures.
- Official from district Y affirmed that the district office is well staffed with a Deputy Manager who is specially employed to manage the programme. She has an assistant director and an administrative officer. Three field workers ensure the physical monitoring in schools and clerks process claims for suppliers. Each school enrolled with the programme is assigned a budget. A budget approval letter is forwarded to principals and a copy to the service provider. All claims submitted for approval are strictly monitored to ensure there is value for money and no overpayments are effected. Payments are approved for supplies that are strictly on the menu.

- The district office has three vehicles which are available to monitor the NSNP. There is a shortage of computers and field workers are expected to capture data and compile reports every month. Procuring these items has been a challenge as the Provincial Office has been made aware of this necessity; however, no positive results have emanated.

5.23 Strategies of DOE to ensure successful implementation of the programme

- Official from District X asserted that managing the available resources optimally for the benefit of the learners ensures successful implementation.
- Official from District Y mentioned that continuous capacity building workshops for all stakeholders at different levels does take place. There are generally standardised and detailed monitoring tools which are employed by field officers. Strict monitoring by field officers and the advantages and draw backs of the programme are reported. Service level agreements are entered into between the department of education and the service providers. This is further extended to schools and food handlers. An approved list of schools which have access to the feeding programme is reviewed annually with the intention of including quintile 1, 2 and 3 schools that are not part of the feeding scheme.

5.24 CONCLUSION

The results of the qualitative and quantitative data which were detailed in this chapter was collated and analysed to explain the results from the respondents on the National School Nutrition Programme (NSNP) having been effective in reducing child poverty in schools within KwaZulu-Natal.

Analyses and interpretation of results presented were provided after each table or figure. The graphic illustrations were the results of detailed testing presented initially in the form of matrix tables and with the use of research method tools including Kaiser-Meyer-Olkin Measure of Sampling Adequacy Bartlett's Test of Sphericity to analyse the statistical breakdown and to draw attention to significant discussions amongst key variables. The objectives of the study, to determine the effectiveness of the school nutrition programme in alleviating child poverty and the key questions in Chapter One have been effectively delved into and detailed in analysis. The findings in this empirical chapter revealed key and significant recommendations, which are highlighted and presented in the last chapter of the research study both for the selected schools in particular, and for DoE in general regarding their strategic nutrition programme towards poverty alleviation and in improving the throughput rate of learners.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The primary reason and intent of this chapter was to bring into detail the conclusion and recommendations of the research project undertaken. The research project established a number of findings which enabled the researcher to constitute clear, well-defined recommendations.

6.2 OBJECTIVES OF THE STUDY

Chapter One presented the objectives of the research, and the subsequent chapters discussed the objectives which are tied in with the research data reviewed under the relevant research themes. The aim of the research report was to delve into the barriers encountered by government and policy-makers in aiming to attain good governance and quality standards in the delivery of services to children who experience malnutrition and poverty. The objectives of the study have been attained and are contextually discussed below following completion of the empirical research:

6.2.1 Determine the effectiveness of the school nutrition programme in alleviating child poverty in selected schools in KwaZulu-Natal

The intention of the research was to probe into the effectiveness of the NSNP in addressing and alleviating child poverty in schools. The data collated was probed to illustrate and determine the efficiency and efficacy of the NSNP. The objective outlined has been appropriately and reasonably attained. It can be agreed on that the NSNP is a positive strategic framework in reducing poverty in schools. However, certain gaps have been identified where the NSNP can be expanded on to ease poverty acceleration and develop service delivery mechanisms for improvement of this significant focal point.

6.2.2 Assess the success of the programme and highlight the challenges that influences the implementation of the programme

The strategy of the research study was to evaluate the positive outcomes of the programme and lay emphasis on the shortfalls that influence the successful application of innovative processes in alleviating child poverty in schools. Certain areas have been categorised where effective techniques and strategies can be adopted to guarantee positive effects of the feeding programme overall.

6.2.3 Develop knowledge and expertise to monitor and evaluate the feasibility of the programme

Considering high poverty levels within teaching and learning, it was necessary through this study, to establish mechanisms to ensure the feasibility of the programme. The objective was achieved by applying both qualitative and quantitative data mobilising strategies. The research project recognised the need for the NSNP to be sustainable and to address the strategic intent of both the Department of Education in particular, and the medium to long-term focus of government in advancing the developmental agenda in the country.

6.2.4 Compare and contrast the sustainability of these programmes in developed and developing countries

The objective of comparing the sustainability of school feeding schemes in developed and developing countries have been achieved through the various literature sources.

6.3 DISCUSSIONS RESULTING FROM THE RESEARCH ANALYSIS

The incidence of child related poverty is on the increase in many parts of the country. It is envisaged that the results from this research project, will improve governance, enhance public administration practice and provide answers to addressing impoverishment and destitution within the learning system in basic education.

The NSNP can be viewed as an effective strategy to tackle poverty; however, government institutions, private and public stakeholders and communities must work collaboratively to fight against the increase of poverty amongst children and to contribute to improving the quality of lives of one of the most vulnerable sectors of society at large.

The closing statements from the research undertaken is stated under the respective themes in the discussions that follow.

6.4 OVERVIEW OF THE DIFFERENT RESPONSES

6.4.1 Portfolio data

The response from teachers indicate that 80% of teachers had been involved for at least 18 months. This information is useful as it indicates that responses are from a position of knowledge. Almost 50% of respondents from the SGB indicate that they have been involved with the NSNP for a period of at least 18 months. Likewise, while these statistics revealed that responses are from a position of experience the research findings indicated a need to expand the objectives of the programme to learners, parents and communities. By alerting the community to the NSNP, it would allow for more parent and community involvement, thereby increasing implementation and sustainability of the NSNP within the school environment.

6.4.2 National School Nutrition Programme

Both teachers and parents are in agreement that the NSNP is committed to observing the goals and objectives outlined in the programme. However, it must be pointed out that only 64.4% of teaches agree that the programme enhances the educational experience of learners. Furthermore, of the 4 school principals half indicated that attendance increased by between 70 to 100%. The remaining respondents (25.0%) were equally split on improvement percentages. This is a key point as one of the goals of the NSNP is to contribute to an enrichment learning system by providing essential nourishment. Almost 89.5 of the SGB, 97.1% of teachers and 100% of school principals agree that learners access the programme due to insufficient food at home.

These statistics are significant as it details the poverty rate in the school and community, which is currently a prioritised area of attention for government in its quest to contribute to addressing socio-economic realities in the country at large.

6.4.3 NSNP in addressing poverty

Approximately 70.8% of the SGB and 85.7% of teachers agreed that the NSNP is effective in reducing child poverty in schools. A point of importance here is that 15.5% of teachers disagree that there is sufficient food and 11.3% neither agree or disagree that there is sufficient food. This data is relevant as teachers contribute significantly towards the preparation and serving of meals. The statistics indicated that a significant number of teachers are of the opinion that there is a need to increase the size and access of the programme to learners in order to contribute to its success and sustainability in the short to medium-term.

6.4.4 Management of the NSNP

This section focused on the management of the NSNP and the various factors that impacted on the implementation and success of programme. Under social factors, 47.9% of teachers agree that the programme has assisted in reducing poverty and 62.50% of the SGB agree that the programme has assisted in reducing poverty in schools. The data indicated that although the programme to some extent is effective in reducing poverty by providing meals to learners, it still is in its early stages of reducing the incidence of poverty. In addition, parents of the SGB may be of the opinion that the programme has not assisted in reducing poverty primarily as due to financial constraints the programme only extends to quintile 1, 2 and 3 schools. In addition, due to certain unforeseen reasons the NSNP is not implemented in all needed schools. For example, a learner may access the programme in primary school however, when he/she leaves for high school the programme may not be effected in that particular school. Hence, the learner does not receive a meal. This impartiality does not address the issue of poverty reduction. The official from District Y states that quintile ranking focuses on structure and building of the school, rather than the poverty index of the community. This is a significant aspect worth noting in the context of the

nutrition feed programme both as localised to this study and a national imperative in the country.

6.4.5 Policy Implementation

To a significant extent, both SGB and parents agree that the policy is to a certain extent effective. The implementation of the NSNP is clear and transparent and objectives are clearly defined. The district official from both Pinetown and Umlazi agree that policy implementation is imperative and any deviation from policy documents could have serious financial repercussions for the Department of Education.

6.4.6 Challenges and Achievements

Some of the challenges that impeded the programme was an increase in food prices, ineffective security systems in schools, poor service delivery, union and political interferences and community disputes which inevitably results in limited access to certain areas with the community, time management and operational logistics. The achievements of the programme is that it helps learners concentrate, as most learners leave home early in the morning and their first meals is from the NSNP. In addition, learners are provided with a meal before they take necessary medication. This encourages attendance and retention of the learner within the school environment. All 4 school principals agree that the NSNP is sustainable within the school environment. Both district officials state that making use of available limited resources to achieve maximum outcome is an efficacious approach to ensure the purposes of the NSNP in addressing impoverishment becomes visible. To ensure continuous capacity building, workshops are held for stakeholders at different levels.

6.5 CONCLUSION

School feeding globally is an investment in the lives of impoverished and undernourished young people. They are implemented to address underlying issues of undernourishment, destitution and disease. South Africa has many children that still live in homes plagued with malnutrition and poverty. The best lessons on the extent

of poverty and its destructives can be learnt from those actually experiencing it. Therefore, it has become necessary and critical for government to come down to grass root levels to acknowledge and address the extent and rate of poverty. Government and public-private partnerships need to link together to foster innovative and effective policies and practices and to develop skill and training to make certain that the rate of poverty is on the decline. The transparent distribution of government funding towards the NSNP would ensure the effective and efficient application of the NSNP and will allow for the drop in poverty rate amongst learners in schools. In addition, a lesson from international countries can be adopted for example, The National Board of School Assistance and Scholarships (JUNAEB) which administers school feeding programmes in Chile and the National Board of Day Care and Kindergartens (JUNJI), which offer free child care centres for suitable infants and toddlers whose parents choose to join into the programme. These are two separate programmes that focuses on the administration of school feeding programmes and the second that focuses on school meals, health and scholarship. Initially, the DOH and DOE, managed the NSNP. Consequently, and after much discussion it fell within the management of the DOE. The interlinking of various factors competently lays the platform for an effective, efficient and innovative school feeding programme that not only meets immediate needs, but one that contributes to a more sustainable strategy in the medium to long-term through a people-centred approach to addressing poverty.

6.6 RECOMMENDATIONS

After a detailed analysis, the study concluded on the effectiveness of the NSNP in reducing child poverty in selected schools within the eThekweni Region. The recommendations detailed information from respondents who formed the sample. The findings allowed for the study to make the following recommendations:

6.6.1 Increase the scope of the NSNP

The NSNP must be accessible to all learners across all grades and schools. Schools that have access to the NSNP must be reviewed annually with the intention of including schools that are not part of the NSNP. Consideration needs to be given to improve and increase communication between the community, parents and learners on the

programme. A more innovative and empowered approach to ensure strategic communication between relevant stakeholders will allow for the community and learners to access the programme. Ensuring a strong partnership between communities and government would ensure the programme becomes accessible to all learners.

6.6.2 Safety and security regarding feeding scheme

Safety and security is a key concern as school's employ food handlers to prepare meals on site. Food handlers should be encouraged to practise proper health and safety measures. It is recommended that annual training on the use of gas appliances, food storage and preparation be targeted towards food handlers in the interest of safety and quality assurance. In addition, all schools that prepare meals should have a backup generator for fridges to ensure the quality of food is not compromised. Schools that prepare meals on site should have a separate budget and allowance that allows for building alterations and renovations to the area where food is stored and prepared. This is necessary as school feeding is not only about providing a meal for learners, but it is to also ensure that children receive a well-balanced and healthy meal.

6.6.3 Meal options

It is recommended that learners be provided with a lighter meal for early morning tea. A snack of a sandwich with a fruit or fruit juice or cereal and/or fruit juice be consumed between 10h00-10h30. During lunch or at midday a full meal should be served. This would allow for learners to have a balanced breakfast and lunch and allow for better concentration as they will not feel overtly full and lethargic. Learners would be able to take home their food should they not be hungry at lunch. In addition, they would not be starving should they reach home late towards the evening. As part of a development issue, schools should be encouraged to grow their own vegetable gardens. Additional vegetables could be included in the meals to extend the meals, thus providing additional food to more learners.

6.6.4 Increase the overall budget for the NSNP

It is recommended that the overall budget for the NSNP be extended. An increase in the budget should be extended to incorporate human, financial and physical resources. For example, an increase should occur in the stipend received by food

handlers. Extra funding would allow for more learners to be fed, thus decreasing the poverty rate. In addition, extra funding will allow for schools to develop their infrastructure which is necessary for the NSNP to be sustainable in the school environment. It is essential for all multi-sectoral stakeholders from government through to the community to work together to ensure the successful application of all areas of the NSNP with a people-centred approach in the spirit of *uBuntu* and Batho Pele whilst fulfilling government's mandate in this regard.

7. LIST OF REFERENCES

- Adelman, S.W., Gilligan, D.O., Lehrer, K. (2008). How Effective are Food for Education Programme? A Critical Assessment of the Evidence from Developing Countries. International Food Policy Research Institute. Food Policy Review 9.
- Africa 2063. The Africa we want. Second edition, August 2014. <http://www.statssa.gov.za>.
- Albertse, G., Mancusi, E.M. (2000). Children Ensuring their own Food Security in South Africa. *The Society for International Development*. Vol 43. No 1.
- Alderman, A., Bundy, D. (2012). School Feeding Programs and Development: Are We Framing the Question Correctly? *The World Bank Research Observer*. Vol 27. No. 2.
- Altman, M., Hart, T.G.B., Jacobs, P.T. (2009). Household food security status in South Africa. *Agrekon*. Vol 48. No. 4.
- Arowolo, O., Bantwini, B. (2015). *Educational Research*. An African approach. Oxford University Press, Southern Africa. Edited by Okeke, C., van Wyk, M.
- Asiago, D., Akello, C.A. (2014). The Challenges Facing Head Teacher's Role in the Implementation of the School Feeding Programme in Public Primary Schools, In Nairobi Province, Kenya. *International Journal for Innovation Education and Research*. Vol. 2. No. 6.
- Asmah-Andoh, K. (2009). Implementation of Development Local Government for Alleviating Poverty and Inequality. *Journal of Public Administration*. Vol 44. No.1.1.
- Atkinson, A.B. (1991). Comparing Poverty Rates Internationally: Lessons from Recent Studies in Developed Countries. *The World Bank Economic Review*. Vol. 5, No. 1.
- Babbie, E., Mouton, J. (1998). *The Practice of Social Research*. Goodwood, Cape Town, Oxford University Press Southern Africa (Pty) Ltd.
- Babbie, E., Mouton, J. (2005). *The Price of Social Research*. Oxford: Oxford University.

Bailey, K.D. (1994). *Methods of Social Research*. 4th ed. New York, The Free Press.

Bakkabulindi, F. (2015: 32), *Educational Research. An African approach*. Oxford University Press, Southern Africa. Edited by Okeke, C., van Wyk, M.

Batho Pele – “People First”. (1997). White Paper on Transforming Public Service Delivery. Department of Public Service Delivery. Department of Public Service and Administration. 18 September 1997.

Batho Pele Handbook: A Service Delivery Improvement Guide. (2003). www.kzneducation.gov.za (Accessed 08 June 2013).

Berry, L. (2007). Protecting South Africa’s children: what difference will the new Children’s Bill make? *The S.A Journal of continuing medical education*. Vol. 25, No. 4.

Blanche, M.J., Durrheim, K. (1999). *Research in Practice: Applied Methods for the Social Sciences*. University of Cape Town Press.

Bless, C., Smith, C.H., and Kagee, A. (2006). *Fundamentals of Social Research Methods. An African Perspective*, 4th ed. Cape Town, Juta & Co.

Bourne, L.T., Hendricks, M.K., Marais, D., and Eley, B. (2007). Addressing malnutrition in young children in South Africa, Setting the national context for paediatric food-based dietary guidelines. *Maternal and Child Nutrition*, Vol.3, Issue, 4.

Box, R.C., Marshall, G.S., Reed, B.J., Reed, C.M. (2001: 608-619). New Public Management and Substantive Democracy. *Public Administration Review*. Vol.61. No.5.

Brand, D. (2006). *A comparison between Germany and South Africa*, Financial Constitutional Law, Johannesburg: Konrad-Adenauer-Stiftung.

Brynard, P.A. (2005). Policy Implementation: Lessons for Service Delivery. African Association for Public Administration and Management. 27th AAPAM Annual Roundtable Conference, Zambezi Sun Hotel, Livingstone, Zambia 5th-9th December 2005.

Brynard, P.A. (2006). The Implementation of the Child Support Grant Policy. *Journal of Public Administration*. Vol. 41, No. 4.1.

Brynard, P.A. (2009). Civic Engagement and Public Policy Implementation: The Child Support Grant. *Journal of Public Administration*. Vol. 44, No. 2.

Budget Speech 2014. National Treasury. <http://www.treasury.gov.za> (Accessed: 17 March 2014).

Budget Speech 2016. Minister Pravin Gordhan, <http://www.gov.za/speeches/minister-pravin-gordhan-2016-budget-speech-24-feb-2016-0000>. Accessed, 21 Sep. 16

Buhl, A, Meeting Nutritional Needs through School Feeding: A Snapshot of Four African Nations. Global Child Nutrition Foundation, University of Washington, School of Public Health.

Building Bridges between the State and the People (2010). An Overview of UNDP's Recent and Current Interventions in Public Administration and Local Governance in AFRICA. United Nations Development Programme.

Bundy, D., Burbano, C., Grosh, M., Gelli, A., Jukes, M., Drake, L. (2009). Rethinking School Feeding. *Social Safety Nets, Child Development, and the Education Sector*. The Food Programme. The World Bank, Washington, D.C.

Burkey, S. (1993). *Putting People First: A Guide to Self-Reliant, Participatory Rural Development*. London: Zed Books.

Burnham, P., Gilland, K., Grant, W., Layton-Henry, Z. (2004). *Research Methods in Politics*. New York, Palgrave Macmillan.

Cassiem, S., Perry, H., Sadan, M., Streak, J. (2000). *Are poor children being put first? child poverty and the budget 2000*. Idasa.

Chirwa, D.M. (2009). Child poverty and children's rights of access to food and to basic nutrition in South Africa. *Economic and Social Rights in South Africa*. Vol.10, No.3.

Chirwa, D.M. (2009). Child poverty and children's rights of access to food and to basic nutrition in South Africa. A contextual, jurisprudential and policy analysis. Socio-Economic Rights Project. Community Law Centre. University of the Western Cape.

Christensen, T., Laegreid, P. (1999). New Public Management-Design, Resistance, or Transformation? A Study of How Modern Reforms Are Received in a Civil Service System. *Public Productivity and Management Review*. Vol. 23, No. 2.

Cloete, F., Wissink, H., de Coning, C. (2000). Improving Public Policy. Pretoria: Van Schaik Publishers.

Cloete, J.J.N. (1991). *South African Public Administration and Management*. (6th ed.) Pretoria: JL van Schaik.

Dassah, M.O. (2011). Developmental State as a Model for Africa's Development: Is Its Emergence Imminent? Faculty of Informatics and Design. Cape Peninsula University of Technology. Vol 46. No. 1.

Dauids, I., Theron, F., Maphunye, K.J. (2005). *Participatory Development in South Africa: A Development Management Perspective*. Pretoria: Van Schaik Publishers

Department of Education. Circular 29, (2009). Transfer of the National School Nutrition Programme from Department of Health to Department of Education.

Dieden, S., Gustafsson, B. (2003). Child poverty in South Africa: an assessment based on microdata for 1995. *International Journal of Social Welfare*. Vol. 12, No. 4.

Duarte, G., Miller, E. (2015). *Educational Research*. An African approach. Oxford University Press, Southern Africa. Okeke, C., van Wyk, M. (Eds.).

Economic Commission for Africa. Public Sector Management Reforms in Africa: Lessons Learned. (December 2003). www.uneca.org. (Accessed: 22 May 2011).

Elliott, R., Fischer, C.T., Rennie, D.L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*. Vol. 38.

Evaluation of the School Nutrition Programme. Department of Education. Provincial Report: KwaZulu-Natal (May 2008).

http://www.unicef.org/southafrica/SAF_resources_nutritionkzn.pdf (Accessed: 01 February 2013).

Fard, H.D. (2012). Research Paradigms in Public Administration. *International Journal Humanities*. Vol.19, No.4.

Fields, G.S. (1989). Changes in Poverty and Inequality in Developing Countries. *The World Bank Research Observer*. Vol. 4, No. 2.

Flores, R. (2004). The effect of poverty on young children's ability to organize everyday events. *Journal of Children & Poverty*. Vol. 10, No.3.

Fox, W. & Van Rooyen, E. (2004). *The Quest for Sustainable Development*. Cape Town: Juta & Co.

Galloway, R., Kristjansson, E., Gelli, A., Meir, U., Espejo, F., Bundy, D. (2009). School feeding: Outcomes and costs. *Food and Nutrition Bulletin*. Vol 30. No. 2.

Garcia, M., Pence, A.R., Evans, J.L. (2008). *Africa's future, Africa's challenge: early childhood care and development in Sub-Saharan Africa*. World Bank Publications.

Gasa, V., Mafora, P., Maphalala, M. (2015). *Educational Research*. An African approach. Oxford University Press, Southern Africa. Edited by Okeke, C., van Wyk, M.

Gay, L.R., Diehl, P.L. (1992). *Research Methods for Business and Management*. USA, Macmillan Publishing Company.

Global Child Nutrition Foundation. Executive Summary. Global Child Nutrition Forum. (July 17-22, 2008). Building the Link: Sustainable School Feeding and Local Farm Production. www.gcnf.org. (Accessed: 10 June 2010).

Global Child Nutrition Forum, Executive Summary, Global Child Nutrition Forum: School Feeding Development Conference. (July 12-17, 2007). Partnering Globally for Nutrition and Learning. www.gcnf.org (Accessed: 10 June 2010.)

Grantham-McGregor, S. (2005). Can the Provision of Breakfast benefit school performance? *Food and Nutrition Bulletin*. 26 (2, supplement): S144-S158.

Grantham-McGregor, S.M., Chang, S., Walker, S.P., (1998). Evaluation of school feeding programs: some Jamaican examples. *American Society for Clinical Nutrition*. Vol 67, No. 4.

Grindle, M.S. (2004). Good Enough Governance: Poverty Reduction and Reform in Developing Countries. *Governance: An International Journal of Policy, Administration, and Institutions*. Vol.17. No. 4.

Hall, K., Monson, J. (2006). South African Child Gauge, Free to Learn: The School Fee Exemption policy and the National School Nutrition Programme.

Hall, K., Wright, G. (2010). A profile of children living in South Africa in 2008. *Studies in Economics and Econometrics*. Vol. 34. No. 3.

Harper, C., Marcus, R. (2000). Mortgaging Africa's Future: The long-term cost of child poverty. *The Society for International Development*. Vol. 43. No 1.

Haughton, J., Khandker, S.R. (2009). *Handbook on Poverty and Inequality*. The World Bank.

Henning, E. Van Rensburg, W. & Smith, B. (2004). *Finding your way in qualitative research*. Pretoria, Van Schaik Publisher.

Higgins, S., Hall, E., Wall, K., Woolner, P., McCaughey, C. (2005). The Impact of School Environments: A literature review. Centre for Learning and Teaching, School of Education, Communication and Language Science. University of Newcastle.

Hochfeld, T., Graham, L., Peters, K., Patel, L., Nyathela, T., Moodley, J. Evaluations of the Tiger Brands Foundation's Pilot In-School Breakfast Feeding Programme, Research Report (2013). Centre for social Development in South Africa.

Hood, C. (1991). A Public Management For All Seasons?. *Public Administration*. Vol 69.

Human Sciences Research Council. (2014-2015). Strategic Plan for the fiscal years 2014/2015 – 2018/019. Annual performance plan (2014-2015).

Inside NSNP, (December, 2010). issue 1. Department Basic Education.
www.education.gov.za

Jomaa, L.H, McDonnell, E., Probart, C. (2011). International Life Sciences Institute. School Feeding Programmes in Developing Countries: impacts on children's health and educational outcomes. *Nutrition Reviews*. Vol. 69, No. 2. Pg 83-98.

Jukes, M.C.H., Drake, L.J., Bundy. D.A.P. (2008). *School Health, Nutrition and Education for All. Levelling the Playing Field*. CABI Publishing, CAB International.

Kaboolian, L. (1998). The New Public Management: Challenging the Boundaries of the Management vs Administration Debate. *Public Administration Review*. Vol. 58, No. 3.

Kaboub, F. (2008). Positivist Paradigm.

<http://personal.denison.edu/~kaboubf/Pub/2008-Positivist-Paradigm.pdf> (Accessed 06 October 2016).

Kallman, K. Food for Thought. (2005). A review of the National School Nutrition.

Kallaway, P. (1996). Policy Challenges for Education in the New South Africa: The Case for School Feeding in the Context of Social and Economic Reconstruction. TRANSFORMATION-DURBAN.

Khattab, M. (2009). Rethinking Poverty: Making Policies that Work for Children. *Children, Youth and Environments*. Vol 19, No 2.

Khosa, M.M. (2001). Empowerment and transformation in South Africa. Empowerment through economic transformation. www.hsrbpress.ac.za (Accessed: 28 November 2016).

Labadarios, D., Steynn, N.P., Mgijima, C. and Daldla, N. (2005). Review of the South African nutrition policy 1994-2002 and targets for 2007: achievements and challenges. *Nutrition*. Vol. 21, No. 5.

Labadarios, D., Steynn N.P., Maunder, E., MacIntyre, U., Gericke, G., Swart, R., Huskisson, J., Dannhauser, A., Vorster, and Nesmvuni, A.E. (2005), The National Food Consumption Survey (NFCS): South Africa, 1999. *Journal Health Nutrition*. Vol.8, No. 5.

Laing, A. (2012). The Telegraph. More than half of South Africa's children live in poverty. <http://www.telegraph.co.uk/health/healthnews/9280481/More-than-half-of-South-Africas-children-live-in-poverty.html> (Accessed: 19 February 2012.)

Lebogang, MS. (2007). Management of school feeding scheme at Manamelong Primary School in North West Province.

Lyons, M., Smuts, C., Stephens, A. (2001). The changing role of the state in participatory development: from the reconstruction and development programme to growth, employment and redistribution. *Oxford University Press and Community Development Journal*. Vol. 36 No.4.

Malterud, K. (2001). Qualitative research: standards, challenges and guidelines. *The Lancet*. Vol.358, No. 9280. <http://www.sciencedirect.com/science/article/B6T1B-43RK7SK-18/2/e198fbc7d8082aa42b315594f3d1004>. (Accessed: 05 February 2011).

Map of eThekweni – Durban (2010). <http://www.roomsforafrica.com/dest/south-africa/kwazulu-natal/regions/ethekweni-durban.jsp>. (Accessed: 05 April 2011).

Martyn, S. (2008). Quantitative Research Design. Experiment resources.com. <http://www.experiment-resources.com/quantitative-research-design.html> (Accessed: 09 February 2011).

Maserumule, M.H. (2007). Reflections on South Africa as a Developmental State. *Journal of Public Administration*. Vol.42. No. 3.

Matthews, B., Ross, L. (2010). *Research Methods: A practical guide for social sciences*. England, Pearson Education Limited.

May, J. (1998). Poverty and Inequality in South Africa. <http://www.info.gov.za/otherdocs/1998/poverty/presentation.pdf>. (Accessed: 10 November 2010).

May, T. (1997). *Social Research. Issues, methods and process. 2nd Edition*. Open University Press. Philadelphia. USA.

Mbeki, T. (2004). State of the Nation address by the President of South Africa, Thabo Mbeki, to the joint sitting of the Houses of Parliament, Cape Town, 21 May 2004. <http://www.info.gov.za/speeches/2004/04052111151001.htm> (Accessed: 25 January 2011).

McGregor, S.G., Cheung, Y.B., Cueto, S., Glewwe, P., Richter, L., Strupp, B. (2007). Child Development in developing countries 1. Developmental potential in the first 5 years for children in developing countries. www.thelancet.com. (Accessed: 10 November 2010).

Mhone, G.C.Z., Edigheji, O. (2003). *Governance in the new South Africa: the challenges of globalisation*.

Minujin, A., Delamonica, E., Davidziuk, A., Gonzalez, E.D. (2006). The definition of child poverty: a discussion of concepts and measurement. *Environment and Urbanization*. Vol.18, No. 2.

Mirugi-Mukundi, G. (2010). Reaffirming the social security rights of children in South Africa with particular reference to the child support grant. *Economic and Social Rights in South Africa*. Vol.11, No. 1.

Mkhosi, K.R., Wenhold, F. Sibanda, S.B. (2013). Case Study of the National School Nutrition Programme, University of Pretoria, School of Health Systems and Public Health.

Mouton, J. (2002). *Understanding Social Research*. Cape Town: Van Schaik Publishers.

Mubangizi, B.C. (2008). Responses to Poverty in Post-Apartheid South Africa: some reflections. *International Journal of Social Welfare*. Vol. 17, No. 2.

National Development Plan. (2011). National Development Plan, Vision for 2030. http://www.gov.za/sites/www.gov.za/files/devplan_2.pdf (Accessed: 17 March 2014).

National Development Plan 2030. Our future-make it work. National Planning Commission. Department: The Presidency Republic of South Africa.

National School Nutrition Programme. Annual Report 2012/2013. <http://www.education.gov.za/Programmes/NationalSchoolNutritionProgramme/tabid/440/Default.aspx> (Accessed: 18 September 2014).

National School Nutrition Programme. Annual Report 2013/2014. <http://www.education.gov.za/Programmes/NationalSchoolNutritionProgramme/tabid/440/Default.aspx> (Accessed: 15 February 2017).

National School Nutrition Programme. (2008). Annual Report.. <http://www.info.gov.za/view/DownloadFileAction?id=116318> (Accessed: 17 April 2010).

National School Nutrition Programme. (2009). A Guide for Secondary Schools. Department of Education. <http://www.education.gov.za> (Accessed 17 April 2010).

Ncayiyana, D.J. (2010). Millennium Development Goals: How are we doing?. South African Medical Journal. Vol. 100, No 11.

Neale, J. (2009). *Research Methods for Health and Social Care*. England, Palgrave Macmillan.

Nelson, M. (2000). Childhood nutrition and Poverty. *Proceedings of the nutrition society*. Vol. 59, No. 02.

Ngokwey, N. (2004). Children's Rights in the Central Africa Sub-Region: Poverty, Conflicts and HIV/AIDS as context. *International Journal of Children's Rights*. Vol. 12, No. 3.

Noble, M., Wright, M., Cluver, L. (2007). *Conceptualising, Defining and Measuring Child Poverty in South Africa: An Argument for Multidimensional Approach*, in A. Dawes, R. Bray and A. Van der Merwe (Eds) *Monitoring Child Well-Being: A South African Rights-Based Approach*. Cape Town: HSRC Press.

Oellermann, I. (2007). Governance: Food suppliers turn to court in bid to get paid: school nutrition in trouble. *Witness*, pg. 2.

Okeke, C., van Wyk, M. (2015). *Educational Research. An African approach*. Oxford University Press, Southern Africa. Edited by Okeke, C., van Wyk, M.

Otsuki, K., Arce.A. (2007). Brazil. A desk review of the National School Feeding Programme. World Food Programme.

Pogge, T. (2005). World Poverty and Human Rights. *Ethics & International Affairs*. Vol. 19, No. 1.

Poverty Trends in South Africa. An examination of absolute poverty between 2006 to 2011. <http://beta2.statssa.gov.za/publications/Report-03-10-06/Report-03-10-06March2014.pdf>. (Accessed 21 February 2017).

Powell, C.A., Walker, S.P., Chang, S.M., Grantham-McGregor, S.M. (1998). Nutrition and education: a randomised trial of the effect of breakfast in rural primary school children. *American Journal of Clinical Nutrition*. Vol 68, No. 4.

Prasad, S., Rao,A., Rehani, E. (2001). Developing Hypothesis and Research Methods. 500 Research Methods. <http://www.public.asu.edu/~kroel/www500/hypothesis.pdf>. (Accessed, 27 November 2016).

Public Administration Reform, Practice Note. United Nations Development Programme. http://www.undp.org/content/dam/aplaws/publication/en/publications/democratic-governance/dg-publications-for-website/public-administration-reform-practice-note/PARPN_English.pdf. (Accessed: 28 March 2013).

Qualitative Research Method: A Data Collector's Field Guide. Module 1, Qualitative Research Methods Overview. Family Health International. <http://www.fhi.org/nr/rdonlyres/etl7vogszehu5s4stpzb3tyqlpp7rojv4waq37elpbyei3tqmc4ty6dunbccfzxtaj2rvbaubzmz4f/overview1.pdf> (Accessed 12 June 2010).

Report on the Evaluation of the National School Nutrition Programme. (2008). Public Service Commission. www.psc.gov.za (Accessed 10 March 2010).

Rodgers, Y.V., Milewska, M., (2007). Food Assistance Through The School System. Evaluation of the Food For Kids program. *Journal of Children and Poverty*. Vol. 13, No. 1.

Roux, N.L. (2002). Public policy-making and policy analysis in South Africa amidst transformation, change and globalization: Views on participants and role players in the policy analytic procedure. *Journal of Public Administration*. Vol. 37. No. 4.

RSA. (1994). White Paper on Reconstruction and Development. Pretoria. South Africa. <http://www.info.gov.za/view/DownloadFileAction?id=70427> (Accessed: 25 January 2011).

RSA. (1996). The Constitution of the Republic of South Africa. Act 108 of 1996, Bill of Rights. Pretoria. South Africa.

Sachs, J.D., McArthur, W. (2005). The Millennium Project: a plan for meeting the Millennium Development Goals. www.thelancet.com (Accessed 22 May 2011).

Sahlin-Andersson, K. (2000), National, International and Transnational Constructions of New Public Management. Stockholm Centre for Organizational Research, Stockholm University. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.473.9025&rep=rep1&type=pdf> (02 February 2011)

Sanders, David., Chopra, M. (2006). Key Challenges to Achieving Health for all in an Inequitable Society: the Case of South Africa. *American Journal of Public Health*, Vol. 96. No.3.

Sathiparsad, R. (2003). Addressing barriers to learning and participation: Violence prevention in schools, *Perspectives in Education*, Vol. 21, No. 3.

Schönfeldt, H.C., Gibson, N. (2009). Health eating guidelines in the South African Context. *Journal of Food Consumption and Analysis*. Vol. 22, Supp.1.

School Based Health and Nutrition Programmes: Findings from a survey of donor and agency support (2000). Partnerships for Child Development.

School Feeding Policy. (2009). World Food Programme. Informal Consultation, July 2009. Rome, Italy.

Shahid, B. (2003). A Study of School Principals and the Promotion of Nutritional Health in Middle Grade Schools. *Education*. Vol. 123, No. 3.

Shinns, L.H., Lyne, M.C. (2004). Symptoms of poverty within a group of land reform beneficiaries in the Midlands of KwaZulu-Natal: analysis and policy recommendations. *Agrekon*. Vol 43, No.1.

Smith, S.C. (2005), *Ending Global Poverty: A Guide to What Works*. USA, Palgrave Macmillan.

Sofaer, S. (2002). Qualitative research method. *International Journal for Quality in Health Care*. Vol.14, No. 5.

South African Early Childhood Review, (2016), Children's Institute, Department of Planning, Monitoring and Evaluation, Republic of South Africa and Ilifa LABANTWANA South African info.

<http://www.southafrica.info/business/economy/policies/ndp2030.htm#.WDuiteQ0M2w>

Statistics South Africa. <http://www.statssa.gov.za/?p=8392> (Accessed, 21 September 2016).

Streak, J.C., Yu, D., Van der Berg, S. (2009). Measuring Child Poverty in South Africa: Sensitivity to the Choice of Equivalence Scale and an Update Profile. *Social Indicators Research*. Vol 94. No. 2.

Subban, M., Doorgaspersad, S.V. (2014). Public Administration Training and Development in Africa: The Case of the Republic of South Africa. *Journal of Public Affairs Education*. Vol.20. No.4.

Thani, X. (2012). Phenomenology as a Research Design in Public Administration, Fitness for Purpose. *Administratio Publica*. Vol 20. No.3.

Taras, H. (2005). Nutrition and Student Performance at School. *Journal of School Health*. Vol. 75, No. 6.

The Best of the National School Nutrition programme (2010). <http://www.gov.za>. (Accessed 06 June 2014).

The Role of Public Administration in Alleviating Poverty and Improving Governance, (2004). Selected Papers from the Launching Conference of the Network of Asia- Pacific Schools and Institutes of Public Administration and Governance. Edited by: Jak Jabes.

The State of Food Insecurity in the World (2013). The multiple dimensions of food security. Food and Agriculture Organisation of the United Nations.

The World Bank (2012). Scaling up School Feeding: Keeping Children in School While Improving Their Learning and Health.

Thomas, J.R., Nelson, J.K., Silverman, S.J. (2005). Research Methods in Physical Activity. USA, Human Kinetics.

Thornhill, C. (2005). A Decade of Transformation: An Overview. *Journal of Public Administration*. Vol 40. No. 4.1.

Tlelima, T. (2009). Breakdown of Trevor Manuel's 2009 Budget Speech. <http://www.suite101.com/content/a-breakdown-of-trevor-manuels-2009-budget-speech>. (Accessed: 04 February 2011).

Tolofari, S. (2005). New Public Management and Education. *Policy Futures in Education*. Vol. 3, No. 1.

Tomlinson, M. (2007). School feeding in east and southern Africa: Improving food sovereignty or photo opportunity? Regional Network for Equity in Health in Southern Africa (EQUINET). EQUINET Discussion Paper Number 46.

Triegaardt, J.D. (2005). The Child Support Grant in South Africa: a social policy for poverty alleviation?. *International Journal of Social Welfare*. Vol 14.

Tshishonga, N., Mafema, E.D., (2010). Policy Development for Service Delivery through Community Development Workers Programme in South Africa: Exploring the implications of Placing a Cart Before the Horse. *Journal of Public Administration*. Vol 45. No. 4.

Tshishonga, N., Maphunye, K.J., (2011). South Africa's Trajectory Towards a Democratic Development state: A Human Development Perspective. School of Built Environment and Developmental Studies, University of KwaZulu-Natal and Department of Public Management, Tshwane University of Technology, Vol 46, No. 4.

Van Der Walldt, G., Du Toit, D.F.P. (1997). *Managing for Excellence in the Public Sector*. Kenwyn: Juta & Co

Webb, W.,Auriacombe, C.J., (2006). Research Design in Public Administration: Critical Considerations. *Journal of Public Administration*. Vol 41. No 3.1.

Werhane, P.H., Kelley, S.P., Hartman, L.P., Moberg, D.J. (2010). *Alleviating Poverty through Profitable Partnerships*. Globalisation, Markets and Economic Well-Being. New York. Routledge.

White, H. (2002). Combining Qualitative and Quantitative Approaches in Poverty Analysis. *World Development*. Vol. 30. No.3.

<http://www.sciencedirect.com/science/article/B6VC6-44PDCK1-1/2/cc5fb996e8948895d966e822ddc13c33>. (Accessed: 05 February 2011).

Wilderman, R., Mbebetho, N. (2005). Reviewing ten years of the school nutrition programme. Occasional Paper, Cape Town: IDASA.

Winch, R. (2009). International Approaches to School Feeding: Country experiences from Mali, Chili and Indian. Global Child Nutrition Foundation.

Winicki, J., Jemison, K. (2003). Food Insecurity and Hunger in the Kindergarten Classroom: Its Effects on Learning and Growth. *Contemporary Economic Policy*. Vol. 21, No. 2.

Wolf, S. (2007). Does Aid Improve Public Service Delivery. *Review of World Economics*. Vol. 143, No. 4.

Wolhuter, C., (2015). *Educational Research*. An African approach. Oxford University Press, Southern Africa. Edited: Okeke, C., van Wyk, M.

Woodrow, W., (1886). The Study of Administration.

<http://teachingamericanhistory.org/library/document/the-study-of-administration/>

(Accessed, 12 December 2016).

World Food Programme, Evaluation Brief (2011). Cambodia School Feeding Impact Evaluation.

World Food Programme, Feed Minds, Change lives: School Feeding, the Millennium Development Goals and Girls' Empowerment.

World Food Programme, www.wfp.org, (Accessed 13 April 2016).

World Food Programme. Food and Nutrition Handbook. www.wfp.org (Accessed 07 April 2013).

World Food Programme. Two minutes to learn about: School Meals. www.wfp.org/school-meals. July 2014. (Accessed: 06 August 2014).

World Food Programme. Learning from Experience. Good Practices from 45 Years of School Feeding. www.wfp.org/content/learning-from-experience (Accessed 07 April 2013).

Yoshikawa, H., Weisner, T.S., Kalil, A., Way, N. (2008). Mixing qualitative and quantitative research in developmental sciences: Uses and methodological choices. *Developmental Psychology*. Vol. 44, No. 2.

8. LIST OF APPENDICES

APPENDIX 1: ETHICAL CLEARANCE



11 January 2017

Mrs Predesh Govender (9805807)
School of Management, IT and Governance
Westville Campus

Dear Mrs Govender,

Protocol reference number: HSS/0704/013M

New project title: The implementation of the National School Nutrition Programme in addressing child poverty in selected schools within the eThekweni Region

Full approval notification – Amendment Application

This letter serves to notify you that your notification dated 19 December 2016 regarding has been APPROVED as follows:

- Change in Title

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully

Dr Shenuka Singh

cc Supervisor: Dr M Subban
cc Academic leader Research: Professor Brian McArthur
cc School administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: simbap@ukzn.ac.za / snymam@ukzn.ac.za / mohusp@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX 2: GATEKEEPER'S LETTER



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: N J Dlamini

Ref: 4/1/S/1

Date: 21/01/2013

TO: MS P GOVENDER
SCHOOL OF MANAGEMENT INFORMATION TECHNOLOGY AND GOVERNANCE
UNIVERSITY OF KWAZULU -NATAL
PRIVATE BAG X54001
DURBAN
4000

APPROVAL TO CONDUCT RESEARCH IN THE PINETOWN AND UMLAZI DISTRICTS

Student Name: Predeshni Govender

Student number: 9805807

Dissertation Topic: The Implementation of the National School Nutrition Programme in addressing child poverty in selected schools within the eThekweni Region.

Approval is hereby granted for you to conduct your M.Admin research study at Palmiet Primary School in the Pinetown District and at Clareville, Dr Macken Mistry Primary School and Parkvale Primary Schools in the Umlazi District.


The research topic is interesting and most relevant given the fact that the School Nutrition Programme was introduced in 1994 in selected primary schools. It will therefore be interesting to find out whether the programme has indeed assisted to improve concentration and performance levels and whether it has contributed to the Millennium Development goal of halving poverty and making Education accessible to the poorest of the poor learners and the poorest of the poor communities.

You are kindly advised to heed all relevant ethical considerations. We hope that the findings and recommendations of this study will be shared with the participants and the District Directors of the two districts selected for the study.

Please give copies of this letter to the two District Directors before distributing questionnaires to schools or before conducting interviews.

It is envisaged that the results would assist in devising a people-centred model to reduce child poverty.

We wish you all the best.

 23/01/2014

MS NJ DLAMINI

SGM: INSTITUTIONAL DEVELOPMENT AND SUPPORT BRANCH

...dedicated to service and performance
beyond the call of duty

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1012 • Call Centre: +27 0860 596 363 • Fax.: +27 033 392 1223 • Email: Thobile.Ngcobo@kzndoe.gov.za • Web:

www.kzndoe.gov.za

APPENDIX 3: LETTER FROM LANGUAGE PRACTITIONER

Language Practitioner/Specialist: Language in Education

T. Reddy

B.A. ; U.E.D. (Natal); B.A. Hons. (UNISA); M.A. (Linguistics); Cert. in TESOL (Pittsburgh, USA);

Fellow English Speaking Board (Int.) UK

Tel (h) : 031 564 6975

Cell : 083 784 6975

e-mail : tcdreddy@gmail.com

To whom it may concern

Date 14 December 2016

Re: Language Practitioner Report

Student Predeshni Govender Registration Number 9805807

**Dissertation : The Implementation of the National School Nutrition Programme in
Addressing Child Poverty in Selected Schools within the eThekweni
Region**

I have had the pleasure of reading the above dissertation submitted for the degree of Master of Public Administration, School of Management, Information Technology and Governance at the College of Law and Management Studies, UKZN, and found the language usage fluent and free of any grammatical inaccuracies.

The work has been read for punctuation, fluency and congruency, and meets the language and stylistic writing at this postgraduate level.

I deem the dissertation acceptable for final admission.

Regards

T. Reddy



APPENDIX 4: LETTER OF INFORMED CONSENT

UNIVERSITY OF KWAZULU-NATAL School of Management, IT and Governance

Degree: M. Admin Research Project
Researcher: Predeshni Govender (031 2608966)
Supervisor: Dr. M. Subban (031 2607763)

Dear Respondent,

I, Predeshni Govender am currently registered as an M. Admin student, in the School of Management, IT and Governance at the University of KwaZulu-Natal.

You are invited to participate in a research project entitled, **Implementation of the National School Nutrition Programme in Addressing Child Poverty in Selected Schools Within the eThekweni Region**. The aim of this study is to determine the effectiveness of the school nutrition programme in alleviating child poverty.

Through your participation, I hope to understand to what extent the programme has been effective in reducing child poverty. The results of the survey are intended to contribute towards a people-centered approach to reduce child poverty.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the **School of Management, IT and Governance**, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about 20 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigators signature_____ **Date**_____

CONSENT

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

APPENDIX 5: QUESTIONNAIRES

APPENDIX 5.1: QUESTIONNAIRE FOR SCHOOL TEACHERS



THE IMPLEMENTATION OF THE NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) IN ADDRESSING CHILD POVERTY IN SELECTED SCHOOLS WITHIN THE ETHEKWINI REGION

QUESTIONNAIRE TO SCHOOL TEACHERS

The main objective of the study is to determine the effectiveness of the school nutrition programme in alleviating child poverty in selected schools in KwaZulu-Natal. This research study will analyse the barriers encountered by government and policy-makers in aiming to attain good governance and quality standards in the delivery of services to children who experience poverty.

Please complete the questionnaire below. Your objective responses to the questionnaires are significant in establishing the effectiveness of the School Nutrition Programme. The information you provide will be treated with strict confidentiality. It is therefore not necessary to give your details if you wish to remain anonymous.

Please indicate your response by means of an (X)

SECTION A: PORTFOLIO DATA

1. How long have you been involved in the NSNP?

0 months	1 - < 6 months	6 - < 12 months	12 - < 18 months	18+ Months
01	02	03	04	05

2. What is your responsibility/task towards the NSNP?

School coordinator	Teacher assistant	Other
01	02	03

SECTION B: NATIONAL SCHOOL NUTRITION PROGRAMME

Please indicate your response by means of an (X)

1. In your opinion, are the **objectives** of the programme being achieved?

Objectives of the NSNP	Yes	No
Enhance the educational experience of learners		
Promote school attendance		
Increase learner concentration		
Lessen hunger		

2. Meals are provided...

	Yes	No
According to the menu options		
Nutritionally		

3. Meals are prepared by

	Yes	No
Food handlers		
Co-operatives		
Community members		
Other		

4. Learners access NSNP because

	Yes	No
Insufficient food at home		
Leave home too early to consume breakfast		
Take food home for siblings or parent/s		
Other (specify)		

SECTION C: NSNP IN ADDRESSING POVERTY

Please indicate your response by means of an (X)

1. NSNP is effective **in reducing child poverty** in schools

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

2. There is always **sufficient food** for learners who access the programme

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

3. Children are provided with a **meal on a daily** basis

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

4. The service providers deliver food **timeously**

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

SECTION D: MANAGEMENT OF THE NSNP
--

Please indicate your response by means of an (X) in the applicable column

ECONOMIC FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
1. Administration of NSNP is efficiently and effectively coordinated					
2. Budgets allocated are clearly and transparently administered					
3. NSNP is sustainable in the school environment					

POLITICAL FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
1. School management is responsible and accountable for implementation of NSNP					
2. Stakeholders collaborate to ensure objectives are achieved					

SOCIAL FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
1. Need to increase public awareness					
2. NSNP improving learner attendance in schools					
3. NSNP has assisted in reducing poverty					

TECHNOLOGY FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
1. Administration and management is clearly outlined					
2. Implementation is distinct and clear					
3. NSNP is widely networked amongst learners and communities					

SECTION E: POLICY IMPLEMENTATION

Policy implementation encompasses measures that are outlined to ensure goals and objectives are accomplished

CONTENT FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
1. Objectives of NSNP are clearly defined .					
2. Budgets allocations are clearly earmarked					

COMMITMENT FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
1. Commitment of stakeholders for effective policy implementation					
2. Implementation is clear and transparent					

1. What recommendations can you propose to ensure **successful implementation** of the programme?

Thank you for your time and effort.

APPENDIX 5.2: QUESTIONNAIRE FOR SCHOOL GOVERNING BODY



THE IMPLEMENTATION OF THE NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) IN ADDRESSING CHILD POVERTY IN SELECTED SCHOOLS WITHIN THE ETHEKWINI REGION

QUESTIONNAIRE TO MEMBERS OF THE SCHOOL GOVERNING BODY

The main objective of the study is to determine the effectiveness of the school nutrition programme in alleviating child poverty in selected schools in KwaZulu-Natal. This research study will analyse the barriers encountered by government and policy-makers in aiming to attain good governance and quality standards in the delivery of services to children who experience poverty.

Please complete the questionnaire below. Your objective responses to the questionnaires are significant in establishing the effectiveness of the School Nutrition Programme. The information you provide will be treated with strict confidentiality. It is therefore not necessary to give your details if you wish to remain anonymous.

Please indicate your response by means of an (X)

SECTION A: PORTFOLIO DATA

3. How long have you been involved in the NSNP?

< 1 month	1 - < 6 months	6 - < 12 months	12 - < 18 Months	18+ Months
01	02	03	04	05

4. What is your responsibility/task towards the NSNP?

School Principal	Teacher	Parent	Other
01	02	03	04

SECTION B: NATIONAL SCHOOL NUTRITION PROGRAMME

Please indicate your response by means of an (X)

5. In your opinion are the **objectives** of the programme being achieved?

Objectives of the NSNP	Yes	No
Enhance the educational experience of learners		
Promote school attendance		
Increase learner concentration		
Lessen hunger		

6. Meals are provided ...

	Yes	No
According to the menu options		
Nutritionally		

7. Meals are prepared by

	Yes	No
Food handlers		
Co-operatives		
Community members		
Other		

8. Learners access NSNP because

	Yes	No
Insufficient food at home		
Leave home too early to consume breakfast		
Take food home for siblings or parent/s		
Other (specify)		

SECTION C: NSNP IN ADDRESSING POVERTY

Please indicate your response by means of an (X)

1. NSNP is effective in **reducing child poverty** in schools

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

2. There is always **sufficient food** for learners who access the programme

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

3. Children are provided with a **meal on a daily** basis

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

4. The service providers deliver food **timeously**

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

SECTION D: MANAGEMENT OF THE NSNP
--

PARENT/S and/or COMMUNITY PARTICIPATION

1. **Process** parents and/or communities are informed of the programme

	Yes	No
During school registration		
Pamphlets and flyers		
School meetings		
Community outreach programmes		
Other (specify)		

2. By what means do **parent/s and/or communities participate** or assist in the programme

	Yes	No
Assist with food preparation		
Maintain food garden		
Maintain kitchen, cleaning utensils		
Other (please specify)		

Please indicate your response by means of an (X)

ECONOMIC FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
4. Administration of NSNP is efficiently and effectively coordinated					
5. Budgets allocated are clearly and transparently administered					
6. NSNP is sustainable in the school environment					

POLITICAL FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
3. School management is responsible and accountable for implementation of NSNP					
4. Stakeholders collaborate to ensure objectives are achieved					

SOCIAL FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
4. Need to increase public awareness					
5. NSNP improving learner attendance in schools					
6. NSNP has assisted in reducing poverty					

TECHNOLOGY FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
4. Administration and management is clearly outlined					
5. Implementation is distinct and clear					
6. NSNP is widely networked amongst learners and communities					

SECTION E: POLICY IMPLEMENTATION

Policy implementation encompasses measures that are outlined to ensure goals and objectives are accomplished.

CONTENT FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
3. Objectives of NSNP are clearly defined .					
4. Budgets allocations are clearly earmarked					

COMMITMENT FACTOR

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	01	02	03	04	05
3. Commitment of stakeholders for effective policy implementation					
4. Implementation is clear and transparent					

2. What recommendations can you propose to ensure **successful implementation** of the programme?

Thank you for your time and effort.

APPENDIX 5.3: QUESTIONNAIRE FOR SCHOOL COORDINATOR



THE IMPLEMENTATION OF THE NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) IN ADDRESSING CHILD POVERTY IN SELECTED SCHOOLS WITHIN THE ETHEKWINI REGION

INTERVIEW QUESTIONNAIRE - SCHOOL COORDINATOR - NSNP

The main objective of the study is to determine the effectiveness of the school nutrition programme in alleviating child poverty in selected schools in KwaZulu-Natal. This research study will analyse the barriers encountered by government and policy-makers in aiming to attain good governance and quality standards in the delivery of services to children who experience poverty. Please complete the questionnaire below. Your objective responses to the questionnaires are significant in establishing the effectiveness of the School Nutrition Programme. The information you provide will be treated with strict confidentiality. It is therefore not necessary to give your details if you wish to remain anonymous.

NATIONAL SCHOOL NUTRITION PROGRAMME

Please tick the applicable column

9. Approximately how many children access the NSNP?

0 -30%	30 – 40%	40 -50%	50 - 70%	70 - 100%
01	02	03	04	05

10. Learners access NSNP because

	Yes	No
Insufficient food at home		
Leave home too early to consume breakfast		
Take food home for siblings or parent/s		
Other (specify)		

11. Children do not participate in NSNP due to:

	Yes	No
Fear of victimisation		
Repetitive menu		
Poor quality meals		
Prefer meals from vendors or community donated sandwiches		
Fear of ill health due to previous food insecurity		
Other (specify)		

POVERTY REDUCTION STRATEGY

12. NSNP is instrumental in **reducing child poverty**

	Yes	No
Prevents malnutrition		
Promotes health and wellbeing		
Improves concentration and stamina		
Children are given “take home” hampers		
Other (specify)		

13. The programme positively influences **learner attendance and learner achievement**? Please tick the applicable column

0 -30%	30 – 40%	40 -50%	50 - 70%	70 - 100%
01	02	03	04	05

MANAGEMENT OF NSNP

14. Is NSNP **effectively and efficiently** managed within your school environment? **Please provide reasons for your answer**

15. **Challenges** that influence **implementation** of the programme

	Yes	No
Increase in food and fuel costs		
Insufficient food for learners		
Poor quality meals		
Poor service delivery cooperatives		
Lack of ingredients		
Lack of cooking utensils, space		
Other (specify)		

PARENT/S and/or COMMUNITY PARTICIPATION

16. **Process parents and/or communities are informed** of the programme

	Yes	No
During school registration		
Pamphlets and flyers		
School meetings		
Community outreach programmes		
Other (specify)		

17. By what means do **parent/s and/or communities participate** or assist in the programme at school level

	Yes	No
Assist with food preparation		
Maintain food garden		
Maintain kitchen, cleaning utensils		
Other (please specify)		

SUSTAINABILITY

18. Is NSNP **sustainable** within the school environment

Please elaborate on the following

a) Budget allocation

b) Cooperatives

c) Food handlers

19. What are some of the **challenges food handlers** encounter?

20. What **recommendations** can you propose to ensure the **successful implementation** of the programme?

Thank you for your time and effort.

APPENDIX 5.4: QUESTIONNAIRE FOR DISTRICT OFFICIALS



THE IMPLEMENTATION OF THE NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) IN ADDRESSING CHILD POVERTY IN SELECTED SCHOOLS WITHIN THE ETHEKWINI REGION

INTERVIEW QUESTIONNAIRE - DISTRICT OFFICIALS

The main objective of the study is to determine the effectiveness of the school nutrition programme in alleviating child poverty in selected schools in KwaZulu-Natal. This research study will analyse the barriers encountered by government and policy-makers in aiming to attain good governance and quality standards in the delivery of services to children who experience poverty.

Please complete the questionnaire below. Your objective responses to the questionnaires are significant in establishing the effectiveness of the School Nutrition Programme. The information you provide will be treated with strict confidentiality. It is therefore not necessary to give your details if you wish to remain anonymous.

POLICIES AND PROCEDURES

1. Are the **policies and procedures** of NSNP complied with at different levels of implementation? Please substantiate your answer

a) NSNP managers

District officials from both districts point out that there is a clear indication that policies and procedures of the NSNP are observed. There are innumerable stakeholders at different levels and any deviation from policy documents could have serious financial repercussions for the Department of Education.

b) School management level

Official from district X agreed that policies and procedures are implemented effectively. Official from district Y claims that school principals are required to implement and monitor the NSNP by using on site observation methods. School principals would be able to identify if there are deviations to the programme.

Please indicate your response by means of an (X)

2. Monitoring and Evaluation takes place regularly

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

3. Records and claims at school level are maintained

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
01	02	03	04	05

Official X and Y agree that monitoring and evaluation of the feeding programme takes place regularly.

CHALLENGES AND ACHIEVEMENTS

4. Detail some of the **challenges that influence the implementation of the programme.**

Official X stipulates that in some instances late payments to service providers presents as a challenge.

Official Y brought about that some of the challenges influencing the programme are

- Union and political interferences, as well as community faction fights which resulted limited access to certain areas.
- Suppliers not effective in their service delivery to schools.
- Principals and members of the governing body have a personal vetted interest in the feeding programme. Consequently this kind of behaviour gives rise to unnecessary disputes.

5. What are some of the **key achievements of the NSNP?**

6. EFFECTIVENESS OF THE PROGRAMME

Please elaborate on the following

a) Learner retention and education outcomes.

b) Accessibility of the programme to all children/schools.

7. One of the intentions of the NSNP is to aid **with poverty alleviation in local communities**. Has this been effectively applied?

8. **ADMINISTRATIVE STRUCTURE**

Please elaborate on the following

a) **Human Resources**

b) **Financial Resources**

c) **Physical Resources**

9. What are some of the strategies used by DOE to ensure **successful implementation** of the programme?

Thank you for your time and effort.

APPENDIX 6: OSERVATIONAL LISTS

School A

Mealtime 09h50

Grade R

Meals are provided before break time.

School rule – hands must be washed before eating.

Food is delivered to schools in big plastic containers.

Observation children are eager to receive meals.

Learners bring their own lunch, however more participate in the NSNP

Children must bring their own drink of juice.

Most children bring a snack of bread/sweet/biscuit.

Plastic plates are provided by school and learners bring their own containers.

Grade one – observed learners where eager to eat. Obeyed instructions given by teacher, e.g. to come to the front of the class to collect their lunch plates.

Learners that brought their own lunch were encouraged to eat with the others.

Grade seven – seem to be more aware of the participation process and the food provided. Learners seemed reluctant to eat while being observed. Most learners ate while they worked. Learners took turns to wash the plates.

An annual meal during the month of November is sponsored to all learners.

School B

All equipment sponsored.

Food cooked on premises.

Previously cooked by service provider.

Focus – on hygiene in cooking.

Hygiene with learners, washed their hands.

Focus on discipline, strict rules.

School supplied own detergents.

All learners are fed.

Learners seemed to be happy and patiently waited for their meals.

Teachers assisted.

Sufficient feed equipment.

Lots of time and effort placed on preparation and cooking.

School effort.

School C

Food cooked on premises.

Equipment purchased with schools own funding.

One (1) cook is funded through the DBE.

One (1) cook funded *via* SGB.

A room was re-furbished and re-equipped to store food.

Cleaning done by cooks.

Use school or own detergents.

Concern meal menu- food makes kids feel over full and lethargic during school time.

Sleepy in class.

Prefer sandwiches and fruit.

Coordinator and school believe better meals prepared outside school.

Overbearing and too much responsibility for schools.

Concerns regarding, security, storage and hygiene.

School D

Meal prepared on school premises. Prepared by appointed food handler.

Employed for 6 months.

Different meal allows for variety. Enjoyed samp and beans.

Food handler seemed aware of gas safety.

Food stored in a clean, cool room.

Perishables not stored.

School had other food donations as well. Bread delivered/sponsored.

Food served to learners in class.

All learners ate together.

Learners appeared happy and enjoyed meals.

Environment was happy, laughter and fun.

Grade 1

Learners ate samp with bread.

Learners ate own lunch as well.

Food and dishes washed in a designated washing area.

School supplied detergents.

School was in the process of building their own kitchen, which is sponsored by local businesses.