

**Child Participation in the Evaluation of the School Nutrition
Programme: A Case Study of Eight Grade 4 Learners in
Mqanduli Village in the Eastern Cape**

By

Nomfundiso Maxengana

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Supervisor: Ms Kimberley Porteus

Supervisor: Dr Ntombozuko Duku

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DECLARATION

I, Nomfundiso Maxengana declare that this dissertation which I hereby submit for the degree of Master of Education in Faculty of Education at the University of Fort Hare, is my own work and has not previously been submitted by me for a degree at this or any other tertiary education institution.

I also declare that as far as I am aware, all references used in this dissertation have been cited and acknowledged.

.....
Ms N. Maxengana

.....
Date

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ABSTRACT

This study focuses on child participation in the evaluation of the school nutrition programme. It investigates the SNP exclusively from Grade 4 learners' perspectives. The main significance of it is that many evaluations of the SNP focus on other stakeholders' perspectives. The study intends to explore effective methodologies and tools for conducting research with children. Furthermore, this study seeks to contribute to the existing literature on the importance of children's participation in matters concerning their lives.

The study seeks to explore three research questions. Firstly, it seeks to explore how Grade 4 learners describe the purpose of the SNP. Secondly, how do the Grade 4 learners describe their day to day experiences of the SNP. Lastly, how do the Grade 4 learners describe the impact of the SNP. Through this research experience, the study hopes to illuminate recommendations to better align policy and programme design with stated intentions.

The study is qualitative, and based on a case study design. The central analysis focuses on eight case studies, each representing the experience of one Grade 4 learner, within the context of two selected schools in the rural areas of Mqanduli. This study underscores the literature on school nutrition programming. Despite severe implementation shortfalls, learners still consider the nutrition programme to be an important aspect of their school day. The experience and analysis of learners in regard to the SNP was relatively consistent. Learners consistently experience the SNP as contributing to temporary hunger alleviation thus enhancing learning capacity. Furthermore, they regarded the SNP to have had positive impact towards

enhancing their school attendance and punctuality, and mediation between their home and the school life.

The study supports the literature that suggests that, while school nutrition programming represents one of the most promising policy tools for serving the rural poor, unless it is carefully designed to reflect the known requirements of school feeding, the results can be limited. This study further suggests that if a programme is poorly implemented, it runs the risk of undermining the intended policy aims rather than contributing towards their attainment. The study further acknowledges child participation in policy and programme decisions concerning them. The study concludes by making a number of policy and implementation suggestions that may better align policy and practice to the specific context of the rural poor in Mqanduli. While these case studies are too few to suggest generalisability of results, it is hoped that these recommendations will be studied for wider application.

TABLE OF CONTENTS

DECLARATION.....	I
ACKNOWLEDGEMENTS.....	II
ABSTRACT.....	III
LIST OF TABLES.....	VIII
LIST OF APPENDICES.....	IX
LIST OF ABBREVIATIONS.....	X

CHAPTER ONE: BACKGROUND OF THE STUDY

1.1 INTRODUCTION	1
1.1.1 Children’s Rights	2
1.1.2 The Purpose of the School Feeding Programme	5
1.1.3 Global Experience of the SFP design and Evaluation	7
1.1.4 South African Experience of the SFP	8
1.1.5 Child participation.....	9
1.2 THE RESEARCH PROBLEM	10
1.3 THE RESEARCH QUESTIONS.....	12
1.4 PURPOSE OF THE STUDY	13
1.5 JUSTIFICATION AND SIGNIFICANCE OF THE STUDY.....	13
1.6 DEFINITION OF CENTRAL CONCEPTS	14
1.7 SCOPE OF THE STUDY	15
1.8 LIMITATIONS OF THE STUDY	15
1.9 THE OUTLINE OF CHAPTERS.....	16

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION.....	18
2.2 THE HUMAN AND CHILD RIGHTS ERA	19
2.3 THE RIGHT TO BASIC EDUCATION.....	21
2.3.1 Challenges for Basic Education.....	23
2.4 THE SCHOOL FEEDING PROGRAMMES AND BASIC EDUCATION	27

2.4.1 The Significance of the School Feeding Programmes.....	29
2.4.2 Designing and Implementing a Successful School Feeding Programme	30
2.4.3 The impact of the School Feeding Programmes	32
2.5 THE CHILD PARTICIPATION	40
2.5.1 Child Participation in Research and Policy Evaluation	42
2.6 CONCLUSION.....	44

CHAPTER THREE: RESEARCH METHODS AND METHODOLOGY

3.1 INTRODUCTION.....	46
3.2 RESEARCH DESIGN	46
3.2.1 Research Approach: Qualitative Research	47
3.2.2 Interpretivist Paradigm	49
3.2.3 Research with Children.....	49
3.2.4 Case Study.....	50
3.3 RESEARCH INSTRUMENTS	51
3.4 SAMPLING METHODS	59
3.4.1 Sampling the Research Site	60
3.4.2 Sampling the Respondents	60
3.5 NEGOTIATION OF ENTRY TO THE FIELD.....	63
3.5.1 DATA COLLECTION PHASES.....	64
3.6 MEASURES OF TRUSTWORTHINESS.....	70
3.6.1 Validity	70
3.6.2 Reliability	71
3.6.3 Data Analysis	71
3.7 LIMITATIONS OF THE STUDY	73
3.8 ETHICAL CONSIDERATIONS	74
3.9 CONCLUSION	76

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION.....	77
4.2 SCHOOL AND LEARNER PROFILES	79
4.2.1 School Profiles	79
4.2.2 Respondent Profiles	81
4.3 LEARNER DESCRIPTIONS OF THE PURPOSE OF THE SNP	82
4.4 LEARNERS' DAY TO DAY EXPERIENCES OF THE SNP.....	89
4.4.1 The Menu and the Quality of Food	89
4.4.2 Appreciation of Food and Alleviation of Hunger	93
4.4.3 Poor Coordination and Supervision	94
4.4.4 Conditions of Feeding	97
4.4.5 Favouritism and Maltreatment	99
4.4.6 Bullying.....	100
4.4.7 Physical and emotional abuse	103
4.4.8 Contributing factor in learning.....	108
4.5 LEARNER DESCRIPTION OF THE IMPACT OF THE SNP	110
4.5.1 Alleviation of Short-term Hunger	111
4.5.2 Enhanced Respondents' Concentration Span	113
4.5.3 School attendance and Punctuality	113
4.5.4 Mediating Home and School Life	114
4.6 CONCLUSION	116

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION	118
5.2 OVERVIEW OF THE STUDY FINDINGS.....	119
5.3 RECOMMENDATIONS.....	122
5.4 CONCLUSION	128
6. REFERENCES.....	130
7. APPENDICES	144

LIST OF TABLES

Table 3.1: Data Collection Phases and Lessons Learned	65
Table 4.1: Schools profiles	79
Table 4.2: School Time Schedule	80
Table 4.3: Respondent Profiles	81

LIST OF APPENDICES

7.1	Appendix A:	Permission Letter to Conduct the Study	144
7.2	Appendix B:	Parent Consent letter	145
7.3	Appendix C:	Learner Consent Letter	146
7.4	Appendix D:	Learner Role Play questionnaire	147
7.5	Appendix E:	Learner Focus Group Questionnaire	162
7.6	Appendix F:	Learner Interview Questionnaire	164
7.7	Appendix G:	Pilot Study Report (2007)	169

LIST OF ABBREVIATIONS

ACRWC	African Charter on the Rights and Welfare of the African Child
DoE	Department of Education
EFA	Education for All
FGD	Focus Group Discussions
ICESCR	International Covenant on Economic, Social and Cultural Rights
IFPRI	International Food Policy Research Institute
MDGs	Millennium Development Goals
NSNP	National School Nutrition Programme
PSNP	Primary School Nutrition Programme
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SFP	School Feeding Programme
SNP	School Nutrition Programme
UDHR	Universal Declaration of Human Rights
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme

USAID United States Agency for International Development

WFP World Food Programme

UNESCO United Nations Educational, Scientific, and Cultural Organization

UNICEF United Nations Children's Fund

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 INTRODUCTION

South Africa is faced with poverty which strongly hinders the schooling experiences of learners in poor communities. Levels of inequity in South Africa remain particularly high. For example, the poorest 20% of the population have a mere 3.5% share of national consumption, while the richest 20% have a phenomenal 62.2% (Watkins, 2005). Stunted, wasted and underweight children are at a disadvantage as children who suffer from severe protein-energy malnutrition in early childhood, have poorer mental development, school achievement and more behavioral problems than their peers (Grantham-McGregor & Cumper, 1992). As a result, the School Nutrition Programme (SNP) was first implemented in 1994 and aimed to improve educational outcomes by alleviating short-term hunger and improving school attendance and punctuality (Republic of South Africa, 1994).

Providing food to children at school in order to alleviate hunger can be logistically complicated and expensive (McCoy, Barron & Wigton, 1997). The challenges and constraints are widely reported in the literature and are not unique to South Africa (Louw, Bekker & Wentzel-Viljoen, 2001). Some problems associated with school feeding schemes are:

- Irregular food supplies
- Unacceptable food

- Disruption of teaching for meal preparation
- Burden on school staff
- Budget allocations too low to provide adequate food

Some of these challenges may be overcome by encouraging stakeholder participation in the programme (i.e. educators, parents and learners). Given the introduction of the school nutrition programme in the first year of democracy, it is both timely and appropriate to investigate learner's evaluation of the SNP.

1.1.1 Children's Rights

When the new Democratic government came into power in 1994, the New Constitution was adopted with the Bill of Rights which entitles every South African citizen to human rights. Section 28 (1) of the Bill of Rights, for example, provides every child with the right to basic nutrition. Section 27 (1) (b), entitles everyone to have access to sufficient food and water, and Section 28 (1) (c), entitles every child the right to basic nutrition, shelter, basic health care services, and social services (Republic of South Africa, 1996).

Many countries across the world have committed themselves to realise a number of social and economic rights for children. Among the most well-known international treaties adopted by the United Nations enshrining human and children rights are the Universal Declaration of Human Rights (1948), the Declaration of the Rights of the Child of 1959 (1959), the International Covenant on Economic, Social and Cultural Rights (1966), and the United Nations Convention on the Rights of the Child (1989) (United Nations 1948; United Nations 1959; United Nations 1966; United Nations 1989).

These treaties were adopted by the United Nations as human rights mechanisms to ensure global commitment to the realization of children's rights. Signatories therefore are obliged to promote, protect, and support the realization of human and children's economic, social, cultural, political, and civil rights. Furthermore broadly conceived human rights, the United Nations Convention on the Rights of the Child signed in 1989 placed emphasis on children's right to provision, protection, and participation (United Nations, 1989).

The right to education and the right to food are recognized by the human rights treaties as the fundamental rights for everyone including children. Among the initiatives to ensure that the right to food is achieved, the World Food Conference of 1974 was adopted. Furthermore, this right was reaffirmed by the Rome Declaration on World Food Security which was adopted in 1996. These initiatives are intended to ensure that children have access to food and are free from hunger.

To ensure that the right to education is achieved initiatives such as Education for All (EFA) are committed to ensure that the right to education is achieved for everyone in society (United Nations Educational, Scientific, and Cultural Organization (UNESCO), 1990). Moreover, as a global commitment to achieving human development, the United Nations Development Programme established the Millennium Development Goals (MDGs) in 2000. Amongst these MDGs are, eradicating poverty and hunger, and the achievement of universal primary education. The second goal aims to 'ensure by 2015,

children everywhere, boys and girls alike, will be able to complete a full course of primary schooling' (United Nations, 2000).

While these rights are widely protected in national and international treaties, literature suggests that about 72 million children worldwide are out of school due to, amongst others, poverty, unemployment, and discrimination (UNESCO, 2010). Among other manifestations of poverty, hunger is said to be a challenge to the realization of the right to education.

As Levinger (1984: 369) argues that achieving universal primary education “depends fundamentally on accomplishing two seemingly simple yet extraordinary elusive goals: getting all school aged children enrolled, and once in school, children make satisfactory academic progress”. To respond to the achievement of the two goals stated by Levinger, programmes and projects are implemented to respond to the challenges imposed by poverty and hunger. Among these, nations worldwide implement the School Feeding Programme (SFP) as a mechanism to attract children and retain them at school (Del Rosso, 1999). Hence ensuring that they are able to achieve ‘academic progress’.

However, despite the significant implementation of these programmes, literature indicates that children have no significant influence in the formulation, implementation and evaluation of the programmes concerning them (Chawla, 2001). However, Article 2 of United Nations Convention on the Rights of a Child entitles children to the right to

participate in all matters that affect their lives without any form of discrimination (United Nations, 1989). The School Feeding Programme is one of the programmes implemented worldwide exclusively meant for children.

1.1.2 The Purpose of the School Feeding Programme

The School Feeding Programme (SFP) traces its origins to the eighteenth century when it was first implemented in Germany in 1790 (Bryant, 1913). Since then it has been introduced across countries worldwide to attract learners to school and hence achieve academic progress (Ahmed & Billah 1994; Meyers *et al.* 1989). The School Feeding Programme is an intervention made by governments (or donor agencies) by providing a snack or a meal at school. In some cases, it has meant the provision of take-home rations (Tomlinson, 2007).

The SFPs intend to achieve mainly two goals. The first goal is to provide educational access and participation by increasing enrolment and attendance (World Food Programme (WFP) 2004; International Food Policy Research Institute (IFPRI) 2001). The second goal is to enhance educational achievements by alleviating hunger to enable children to learn at school (Loewald, 1980). The SFP therefore aims to alleviate short-term hunger, improve micronutrient status, growth, cognition, and academic performance. Hence, it intends to increase school attendance and enrolment, and to encourage students to stay in school (Kristjansson, Petticrew, MacDonald, Krasevec, Janzen, Greenhalgh, Wells, MacGowan, Farmer, Shea, Mayhew, Tugwell & Welch, 2009: 10). For the SFP to achieve its indented objectives there are various challenges which it needs to address.

Literature suggests that the School Feeding Programme seeks to mediate various poverty related effects worldwide (Del Rosso 1999; Levinger 1986; Janke 2001; Tomlinson 2007; Loewald 1980). According to Grantham-MacGregor (2005), the SFP is intended to address the undernourishment which affects many children through food insecurity, and hunger. Other factors are the short-term hunger and “skipping breakfast” which impede the learners’ attention at school (Pollitt in Kristjansson *et al.*, 2009: 9). All these factors have a potential to impede the primary educational achievements of children worldwide. Hence the SFP is being recognized and implemented worldwide as a policy to contribute to primary school access and attainment. In many countries, where SFPs are implemented, evaluations show the positive contributions through obtaining education access and achievement (Rajan & Jayakumar 1992; Dall’Aqua 1991).

Many studies suggest that SFPs are a successful policy choice to attract and retain children in school, particularly in schools serving poor communities (Del Rosso 1999; IFPRI 2001; Levinger 1986; Grantham-McGregor, Chang & Walker, 1998). Several countries in the world implement SFPs at schools, as part of national poverty alleviation strategies and nutritional policies (Ahmed 2004; WFP 2006; Meyers *et al.* 1989; Simeon 1998). The School Feeding Programmes have therefore been adopted in various countries as a policy instrument to obtain educational access and achievement. The SFPs are recognized as the significant programme to address challenges regarding educational access and achievement; however for the SFPs to achieve their goals they must be efficient.

Whilst studies suggest the importance of the SFPs as a policy intervention, particularly for developing nations, research emphasizes the importance of effective and context specific design and implementation strategies to achieve policy aims (Levinger 1986; Del Rosso 1999). Thus, literature suggests that the most critical issues when designing a programme include developing the programme objectives; programme targeting, cost and financing, ration composition, meal delivery systems, planning, monitoring and evaluation, and integration of SFPs with other interventions and local capacities (Del Rosso 1999; US Agency for International Development (USAID) 2003; WFP 2004; Tomlinson 2007). Moreover, literature emphasizes the need to customize policy strategy according to local context and capacities (Levinger 1986; USAID 2003; WFP 2004). The SFP design is guided by the objectives which it intends to achieve. The achievement of the goals of the SFP is therefore determined by its design and implementation.

1.1.3 Global Experience of the SFP design and Evaluation

International research suggests that if the SFPs are designed and implemented effectively they produce positive benefits (Del Rosso 1999; USAID 2003; Briggs 2008). Only if the objectives of the SFP are clearly identified and all the necessary resources to implement the programme are available, then the programme could have the potential to achieve its intended goals. According to international research, SFPs have demonstrated their impact through improved enrolment and attendance, reduced hunger, improved learning performance, and served as an incentive for parents to send their children to school, with more retention, especially in developing nations

(Grantham-McGregor *et al.* 1998; Levinger 1986; Adelman, Gilligan & Lehrer 2008). It is in relation to these benefits that countries worldwide introduced the SFPs. All countries, worldwide, including developed, developing, and least developed countries introduced SFPs to contribute to educational access and attainment.

1.1.4 South African Experience of the SFP

In line with the global trend, South Africa introduced a School Feeding Programme in 1994, reflecting the policy priorities of the first democratic government (Republic of South Africa (RSA), 1994). The programme was called the Primary School Nutrition Programme (PSNP), and in 2004 renamed the National School Nutrition Programme (NSNP) (Sangweni, 2008: 2). The introduction of the PSNP was part of a larger 'reconstruction and development' programme associated with the early years of the new democratic government. The attainment of democracy in 1994 brought the realization to address all the imbalances of the past government by taking measures to ensure every child has access to education. The policy intentions of the PSNP were to contribute to the provision of quality education to learners by alleviating hunger, thereby enhancing pupils' learning capacity through improving learners' school attendance and punctuality. The programme also intended to educate learners about nutrition (RSA, 1994).

According to evaluation studies of the SNP in South Africa, there are several structural, policy and implementation weaknesses that undermine the effectiveness of the programme (McCoy, Barron, & Wigton 1997; Brand 2004; Kallman 2005; Sangweni 2008; Wildeman & Mbebetho 2005). These challenges include lack of monitoring and evaluation (McCoy *et al.*, 1997), poor coordination of the programme, inadequate food

quality, corruption within the SNP funds (Brand, 2004), inadequate human resource availability, inconsistency and low coverage of the number of feeding days, poor control of food safety, non compliance with national feeding times, inadequate targeting (Kallman, 2005), lack of community participation (Kiti, 2008), and inadequate allocation of funds (Wildeman & Mbebetho, 2005).

According to the Department of Basic Education, the key objectives of the NSNP are; to contribute to enhanced learning capacity through school meals; to strengthen nutrition education in schools; and to promote sustainable food production initiatives in schools (Department of Basic Education, 2009).

1.1.5 Child participation

The United Nations Convention on the Rights of the Child was adopted in 1989 to ensure the realization of all children rights. This Convention was not only adopted to ensure children's rights as human beings with their rights being promoted, protected, and supported, but it also emphasized the right of children to participation. Article 12 and 13 of the Convention give children the right to participate in decisions affecting their lives. According to the Convention, when children participate in decisions, it ensures that their rights are ascertained. The Convention therefore recognizes the right for children to participate and inform the decisions taken in policies, programmes and projects intended for them (United Nations, 1989).

Clark in MacNaughton, Smith and Lawrence (2007:14) acknowledges that “Giving children a voice means giving them a say in things that affect them (e.g. research about them, planning for them or decisions about them) and acknowledging that what the child says should be heard”. The participation of children in research concerning them could be key to breaking the conventional regularity of treating children as objects of research rather than conducting research with them. By enabling children to participate in research gives them an opportunity to give their own “perspectives”, “views”, and “feelings” (Freeman & Mathison, 2008).

Children’s participation in policy formulation, evaluation and analysis is currently not well recognized and embraced (Kent, 2007). Children, currently, have little if any influence to participate in the design, implementation, monitoring or evaluation of the policies created for them. For instance, Kent in his study on rights based school feeding programme advocates for the rights approach to school feeding programmes that recognizes and embraces learners’ voices. “The task of the rights approach to school feeding is to overcome the culture of silence and to empower students by helping them to find their voice” (Kent, 2007: 8). According to this argument, learners do not have a voice and have little influence in the decision making of the programme intended for them. Hence the rights approach is advocated to give learners a voice by participating in the processes of policies intended for them.

1.2 THE RESEARCH PROBLEM

Despite the stated significance of the SFP, what is also critical is the consideration of the beneficiaries' understanding of the programme. In this context it is critical to understand children's perceptions, understanding and experiences of the SFPs. An understanding of the children's experiences of the SFPs is essential for better measurement and assessment of the effect of the SFPs on children's lives (Connell *et al.*, 2005: 1683). In a study on children and poverty, McDonald (2009: 6) suggests that "failure to attend to children's experiences, perceptions, and responses to poverty could, in policy terms, lead to policy responses which miss the mark". Importantly and fundamentally, based on these arguments, is the focus on the learners understanding, perceptions and interpretation of their experiences of the programme. Hence it is important for the SNP to be evaluated with the children's voices being considered.

The existing reviewed literature shows that the common trend running in practices in relation to the decision making affecting children, "where children have the most to gain from participation are traditionally" made mainly by adults, who control the process and are in positions of authority (Chawla, 2001:2). However, to ensure that children's voices and thoughts are heard, Birbeck and Drummond (2007) suggest application of suitable methodologies that would value children's "voices" and "thoughts" to gain a perspective of the issues affecting them. Moreover, I also have a responsibility to apply ethical measures which ensure protection of the children physically, psychologically, and emotionally.

Many studies that have reviewed the SNP evaluated it from the perspective of the policy makers and educators. Children whom the policy is catered for do not participate or have a voice in the decision-making either through research or evaluation of the policy. With regard to the reviewed literature, so far there is no study which attempted to study the SNP exclusively from the perspective of learners. Hence this study investigates the SNP from the perspective of learners. It makes an effort to give learners voices by investigating their perceptions, understanding, and experiences of the SNP, and thereby promoting child participation. Child participation is the right which children are being entitled to by the United Nations Convention on the Rights of the Child of 1989.

In South Africa since the inception of the SNP, evaluation studies suggest a range of weaknesses in the programme. These challenges include lack of monitoring and evaluation (McCoy *et al.*, 1997), poor coordination of the programme, inadequate food quality, corruption within the SNP funds (Brand, 2004), inadequate human resource availability, inconsistency and low coverage of the number of feeding days, poor control for food safety, non compliance with national feeding times, inadequate targeting (Kallman, 2005), lack of community participation (Kiti, 2008), and inadequate allocation of funds (Wildeman & Mbebetho, 2005).

The persistent weaknesses that are facing the SNP question the potential of the SNP to significantly meet its intended aims (Kallman, 2005). The evaluation studies of the SNP have been explored significantly from the perspectives of policy makers, principals, teachers, and other government officials. While a few studies have included learner stakeholders, none of these studies has exclusively studied the SNP from the

perspective of learners. It is against this background that this study seeks to investigate Grade 4 learner's evaluation of the SNP.

1.3 THE RESEARCH QUESTIONS

The main research question of this study is:

How do Grade 4 learners in two rural junior secondary schools evaluate the school nutrition programme?

The sub-questions are:

- (i) How do Grade 4 learners describe the purpose of the School Nutrition Programme?
- (ii) What are the day to day experiences of Grade 4 learners of the School Nutrition Programme?
- (iii) How do Grade 4 learners describe the impact of the School Nutrition Programme on their lives?

1.4 PURPOSE OF THE STUDY

The purpose of the study is to investigate Grade 4 learners' evaluation of the SNP. Most studies around the SNP tend to exclude the primary beneficiaries of the programme, the learners. This study seeks to fill that gap by investigating the SNP from the perspective of the core beneficiaries of the programme, the learners. Finally, the study hopes to identify a number of policy and implementation suggestions that may better align policy and practice to the specific context of the rural poor in Mqanduli village of the Eastern Cape Province, South Africa. This study aims to contribute to our

understanding of the effectiveness of education policy responses effective for children living in poor communities. While these case studies are too few to suggest general application of the results, it is hoped that the recommendations of this study will be taken into account for future policy considerations.

1.5 JUSTIFICATION AND SIGNIFICANCE OF THE STUDY

This study focuses on child participation in the evaluation of the school nutrition programme. It seeks to investigate the SNP exclusively from Grade 4 learners' perspectives, that is, how children describe the purpose of the SNP and their day to day experiences of it, and its impact on their lives.

The main significance of this study is that many evaluations of the SNP focus on other stakeholders' perspectives. The study intends to explore effective methodologies and tools for conducting research with children. Furthermore, this study seeks to contribute to the existing literature on the importance of children's participation in matters concerning their lives.

1.6 DEFINITION OF CENTRAL CONCEPTS

Child participation: Blackman (2004: 5) defines child participation as “children influencing issues affecting their lives, by speaking out or taking action in partnership with adults”. United Nations Children's Fund (UNICEF) (2008:11) defines active engagement of children in all issues affecting their lives as a right, including informed

and willing involvement of children in any matter concerning them either directly or indirectly without any discrimination.

School Nutrition Programme: a programme introduced and implemented by countries worldwide as a policy intervention to alleviate hunger, improve school attendance, and enrolment among school children (Loewald 1980; Levinger 1986; Del Rosso 1999; Janke 2001; Tomlinson 2007;). School Nutrition Programme and School Feeding Programme in this study are used interchangeable.

Rural: In South Africa, this implies areas populated by relatively more elderly people and children, with higher unemployment and underdevelopment rates, lower population density and higher percentages of poor people, and with circumstances such as longer travel distances and higher costs to access basic socio-economic amenities (Hart, Larson, & Lishner, 2005).

1.7 SCOPE OF THE STUDY

The study was conducted in two junior secondary schools in the Eastern Cape Province in Mqanduli Village. Eight Grade 4 learners participated in this study. The study methods used included observation, individual interviews, and focus group discussions organised through a role play.

1.8 LIMITATIONS OF THE STUDY

The most important challenge of this study was to overcome some of the set social expectations between children and adults, and in particular between the researcher and the learners. In the context of rural South Africa, there is often a learned distance in open communication between learners and adults. The method has been designed to overcome this barrier to the greatest extent possible, privileging tools of relationship-building as much as more traditional forms of data collection. Even so, the extent to which this barrier can be overcome in each individual case study represents a possible limitation of the data forthcoming. Data for this study was collected in isiXhosa and later translated into English, thus any loss of meaning inherent to this translation process from the initial language, is a limitation for the study.

1.9 THE OUTLINE OF CHAPTERS

Chapter One: Background of the study

This chapter introduces a background to and the rationale for this study. The research problem, research questions, the purpose and significance of this study are discussed in this chapter. The chapter concludes by clarifying the concepts used and later discussing the limitations and delimitations of the study.

Chapter Two: Literature Review

This chapter reviews literature on the school nutrition programme, and the child participation on policy and programmes evaluation. It provides the theoretical framework

guiding the argument of the study. The reviewed literature guides to contextualize the empirical findings of this study.

Chapter Three: Research design and methodology

This chapter outlines a detailed description of the research methodology, research design, and the data collection methods and analysis techniques used in the study. Sampling approach and measures of validity and reliability are discussed. The chapter shares the experience of piloting instruments. The chapter also reviews ethical considerations related to this study.

Chapter Four: Data Presentation and Analysis

This chapter presents the data gained through the data collection methods used for this study, that is, the role plays, individual interviews, focus groups with Grade 4 learners, together with the participants' observations. The data is then analyzed into different major themes and subthemes.

Chapter Five: Conclusions and Recommendations

This chapter presents an overview of the research findings and further discusses the conclusions and recommendations which are informed by these findings of the study. The limitations of this study are discussed, recommendations, and suggestions for future research are also discussed in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The current study set out to investigate Grade 4 learners' evaluation of the SNP. This chapter will review literature covering basic socio-economic human and child rights (education and nutrition) as being entrenched in the international, regional, and local human rights treaties. Furthermore, the chapter discusses children's participation as a right, its benefits and risks. It also explores the existing literature on child participation in research and policy evaluation. The challenges pertaining realisation of basic education worldwide will be discussed.

The School Feeding Programme is discussed in relation to the realisation of the right to basic education. Therefore, this chapter reviews the existing literature on the school feeding programmes worldwide. It acquires research based information from the existing literature to explain the theory leading to the introduction of the SFPs all over the world. It provides a contextual understanding of what a school feeding programme is, and the objectives it is intended to achieve. Furthermore, this chapter explores the impact and the challenges of the school feeding programmes by exploring global and local experiences of the SFPs. The possible ways to designing and implementing successful school feeding programmes for positive impact are also explored in this chapter.

Thus this chapter identifies gaps in the existing literature of the SFP in order for this study to work towards contributing to these gaps with the intention of adding new knowledge in this area.

2.2 THE HUMAN AND CHILD RIGHTS ERA

This study acknowledges a range of international, regional and local rights treaties that form the basis for a global developmental agenda. Among these treaties is the Universal Declaration of Human Rights (UDHR) of 1948, the International Covenant on Economic, Social and Cultural Rights (ICESCR) of 1966, the United Nations Convention on the Rights of the Child (UNCRC) of 1989, the African Charter on the Rights and Welfare of the African Child (ACRWC) of 1990 of the Organization of the African Unity. These treaties recognize a wide range of human rights including social, economic, cultural, civil, and political rights. The signatories to these treaties are obliged to recognize and fulfil all these rights for their nations (United Nations 1948; United Nations 1966; United Nations 1989; African Union 1990).

In line with these treaties, South Africa, being signatory, also adopted a rights-based Constitution in 1996 with a Bill of Human Rights. The Constitution of the Republic of South Africa entitles all its citizens to socio-economic, civil, political, and cultural rights. Sections 26, 27, and 29 of the Bill of Rights, protect the socio economic rights of all citizens. Section 28(1) of the Bill of Rights further recognizes and entitles children to these socio-economic rights. Section 27 of the Constitution obliges the South African government to 'respect', 'protect', 'promote', and 'fulfil' the rights enshrined in the

Constitution. Furthermore, Sections 26 (2) and 27(2) obliges the state to “take reasonable legislative and other measures, within its available resources, to achieve the progressive realization of this right” (RSA, 1996).

These global human rights treaties have a common purpose of obliging signatory governments to progressively achieve the realization of the economic, social, civil, cultural, and political rights contained in these treaties. These treaties oblige governments through their available resources to fulfil all stated human rights contained in the treaties. Importantly, with the recognition of human rights in these treaties, is the recognition of children’s rights.

Although the human rights treaties share similar objectives of recognizing human and children’s rights, the United Nations Convention on the Rights of the Child exclusively focuses on children’s rights. Equally important to all its 54 Articles, Article 12 of UNCRC emphasizes the right of a child to participation. It gives children a right to participation, privacy, freedom of association, expression and thought (United Nations, 1989). The Convention emphasizes the realization of children as human beings as well as citizens who can also participate and influence the activities in and around their society. This article argues that if children participate in activities they must be able to express their thoughts and therefore influence the decision making. Furthermore, children gain freedom to associate themselves with others and the broader society.

The nations that signed the human rights treaties have a responsibility to fulfil the rights contained therein. Therefore initiatives such as 'Education for All' and the United Nations Millennium Development Goals were adopted as catalysts to swiftly fulfil realization of these human rights. The United Nations Millennium Development Goals were adopted in 2000 to achieve most fundamental and significant eradication of poverty and achievement of primary education (United Nations, 2000). These two initiatives are interrelated as they both seek to achieve and fulfil the right to education, and therefore realizing the MDGs would result in the achievement of the 'Education for All' goals. These two goals are inseparable because of the correlation between poverty implications and achievement of education. Therefore the MDGs are an initiative to combat poverty and recognize and fulfil among others, the right to basic education.

2.3 THE RIGHT TO BASIC EDUCATION

The right to education is widely recognized by the worldwide community and it is entrenched in various human rights treaties. For instance, Article 26 of the Universal Declaration of Human Rights, Article 13 of the International Covenant on Economic, Social and Cultural Rights, Article 28 of the Convention on the Rights of the Child, Article 11 of the African Charter on the Rights and Welfare of the Child all state the right to education (United Nations 1948; United Nations 1989; African Union 1990). The signatories of the human rights treaties are obliged to 'fulfil', 'respect', and 'protect' the right to education for every citizen in every nation. Furthermore, in South Africa, Section 29(1) (a) of the RSA Constitution gives everyone the right to basic education (RSA, 1996).

Following the recognition of the right to education in the human rights treaties, initiatives were established and targets were set to accelerate this achievement, and to ensure that this right would be achieved by all nations. The initiative to recognize the right to education was adopted in goals set for the World Declaration for Education for All Conference in Thailand in 1990. The Declaration emphasizes the achievement of basic education for all. It states that “basic education should be provided to all children, youth and adults” (UNESCO, 1990: Article III (1)).

The goals set in Education for All (EFA) were further reaffirmed in 2000 at the World Education Forum; the major objective being to ensure universal access to and completion of basic education (UNESCO, 2000). Furthermore, complementary to the establishment of the ‘Education for All’ initiative, in 2000 the Millennium Development Goals were established with the view ‘to achieving universal access to free, quality and compulsory primary education, by both boys and girls by 2015’. Complementary to achieving universal primary education, the MDGs further targeted to halve poverty by 2015 (United Nations, 2000:5).

In relation to the right to education, Gery, Craissati, & Clark, (2007: 39-41) discuss three dimensions which explain the right to education. The first dimension entails ‘the right of access to education’. This dimension refers to availability, accessibility, and inclusivity of education for every child, without any form of discrimination. The second dimension entails ‘the right to quality education’. This dimension refers to the form of education which is capable to fully exploit the potential of a child by being ‘child-centered’,

'relevant', embraces a broad curriculum, and appropriately resourced and monitored'. The third dimension refers to 'the right to respect the learning environment'. This dimension refers to provision of a human rights based education in which every child is equally respected with due respect to their 'language', 'culture', and 'religion'. This dimension further involves an obligation by the governments to respect the right of a child to participation and freedom from any form of violence (*Ibid*). Subsequent to the recognition and rationalization of the right to basic education, the Millennium Development Goals Report in 2010 indicates that there are still challenges regarding the achievement of this right (United Nations, 2010).

2.3.1 Challenges for Basic Education

According to UNICEF (2009), in 2006 and 2007 millions of primary-school age children, mostly children living in Africa and Asia, were out of school. According to this report in 2006, about 75 million school age children were not enrolled in school. Moreover, in 2007, about 101 million primary-school age children were not attending school. This report indicates that 88 per cent of these children were in Africa and Asia. According to this report, there are various challenges pertaining to children not being able to access and attain basic education. These challenges comprise of starting school at a later stage, repetition of classes, dropping out of school, failing to qualify for primary schooling because of age, and being 'excluded', 'marginalized' or 'vulnerable' because of their gender status, with reference to girls.

According to the United Nations Millennium Development Report (United Nations, 2010), there are challenges which hinder progress to the achievement of the Millennium Development Goals. These challenges include amongst others the global economic crisis, and the food and financial crisis. Furthermore this report states that even though universal primary education has been achieved in some countries it is still a challenge for others to achieve this goal. The challenges to the achievement of this goal involve “cost, social and cultural barriers”. Further to these challenges this report indicates that “the biggest obstacle to education is poverty” (United Nations, 2010: 18).

In relation to poverty, literature indicates poor nutrition and health, and hunger as the most unfavourable factors affecting children’s chances of achieving basic education (Pollitt 1990; Bergeron & Del Rosso 2001). These three factors are indicated as most detrimental to children’s education because of their negative effects on the child’s ability to perform well. Literature indicates that these three factors ‘can severely limit children’s opportunity to participate in school and diminish their ability to progress and achieve once enrolled” (Bergeron & Del Rosso, 2001: 8). It is argued that if a child does not have access to good nutrition it is easy for the child to fall sick. Chances are, therefore, that if a child is sick it would not be able to attend school. Moreover it is argued that if a child is hungry it cannot concentrate and perform well in class.

Pollitt (1990: 13) further argues that “nutritional deficiency and poor health in primary school children are among the causes of poor school enrolment, absenteeism, early dropout and poor classroom performance”. Literature further shows that hunger on its own can severely affect learners’ ability to perform well by affecting their ‘ability to

participate and learn in school' (Bergeron & Del Rosso, 2001:7). It is argued that hunger among school children can be a challenge in accessing and attaining schooling. Furthermore, even short term hunger among school children can be a challenge for them to attain schooling.

There are diverse reasons for nourished learners to experience hunger while at school. These reasons as discussed by Del Rosso include "long distances children have to travel to school, 'no or small breakfasts' or a lack of family time or resources to provide adequate meals to children before and/or during the school day" (Del Rosso, 1999: 6). It is argued that even in the case with children who only miss their meals before going to school, short-term hunger can harmfully affect learners' learning. It is also argued that even though children are well fed, if they miss a meal it becomes difficult for them to concentrate and perform complex tasks (WFP, 2006:5). For example Brown, Beardslee, & Prothrow-Stith (2008:4) indicate that children who eat breakfast get "sick less often, have fewer problems associated with hunger such as dizziness, and do significantly better in cooperation, discipline and inter-personal behaviours".

Brown *et al.* (2008) emphasize poverty factors such as poor nutrition and health, and hunger, among various other poverty dimensions, as hindrances to learning, However, their study does not undermine or disregard other central factors that are required for successful schooling that have basic effects on academic performance and achievement. It is therefore understood and considered that there are various other factors contributing to education and learning. The school setting or environment is one

of the critical factors contributing to quality education and schooling. These factors among others involve “the quality of the school infrastructure, learning materials, the quality of instruction which contribute to the child’s school attendance and achievement” (McCoy *et al.*, 1997:9). This argument further illustrates that whilst food contributes to learning, its benefits can only be fully achieved when “accompanied by other inputs related to school quality” (Drake *et al.*, 2002:19).

In the case of South Africa, key challenges to education were identified by the South African Human Rights Commission Report of 2006. Key among the challenges includes unequal reallocation of resources in poorer and wealthier provinces. Further to this is the lack of affordability of school fees, uniforms, and transport costs. Hunger among learners at school, the impact of HIV/AIDS, gender disparities, violence and abuse are also among the challenges impacting education in South Africa. The issues of teachers, who are unqualified or under qualified were also identified as challenges to education. The teacher learner ratio whereby teachers have too many children in their classes was identified as a key challenge to education (South African Human Rights Commission, 2006).

However, despite all these challenges identified by the Human Rights Report, the key challenge for the interest of this study is hunger among learners at school. Even though this study fully understands and acknowledges other factors affecting and contributing to learning, food is the major focus for this study. The school feeding programme is regarded as one of the key factors contributing to effective learning irrespective of the

learning environment because “a hungry child cannot concentrate. A hungry child cannot perform. Hungry children are unlikely to stay in school”, (IFPRI, 2001:3). Further to this “much evidence suggests that children who are hungry or chronically malnourished are less able to learn, regardless of the setting” (Drake *et al.*, 2002:19). It is against this background that this study recognizes the school feeding programmes as critical to learning.

2.4 THE SCHOOL FEEDING PROGRAMMES AND BASIC EDUCATION

The School Feeding Programme was first implemented in Munich in Germany in 1790, followed by France in 1849. England also passed the “Provision of Meals Act in 1906” (Bryant, 1913). In South Africa, the School Feeding Programme was first introduced in the early 1940s ‘by supplying free milk to white and coloured schools’ (Tomlinson, 2007:4). However, in 1994 The National School Nutrition Programme was introduced in South Africa for all ‘needy’ children (RSA, 1994).

A school feeding programme is an intervention made by national governments (or donor agencies) through provision of a snack or a meal at school and take home rations, to improve educational outcomes by improving access, enrolment, attendance and participation. The SFPs are basically intended to improve education by improving the nutritional and health status of schoolchildren. It is furthermore an intervention made to diminish gender inequity, contribute to broader developmental issues, and community development (Levinger 1984; IFPRI 2001; WFP 2004).

The SFPs are therefore an intervention intending to meet and address educational objectives. The World Food Programme suggests that the SFPs objectives depend on the context in which the SFP is introduced (WFP, 2004). Therefore the intent or needs the SFPs are designed to meet and to address are diverse. However, the most agreed educational objectives of the SFPs are to improve the nutritional status of children and reduction of malnutrition rates among schoolchildren.

The second set of goals is to alleviate short-term hunger among school children, increase enrolment and attendance, and improve micronutrient intake for schoolchildren. It is also argued that the SFPs can help improve learning capacity outcomes, community participation, health, and nutritional status of schoolchildren (Loewald 1980; Levinger 1986; Del Rosso 1999; Janke 2001; WFP 2004; Tomlinson 2007). Therefore generally the working assumption of the SFPs is that, when children at least get food to eat whilst at school, they can learn better and achieve educational outcomes.

The School Feeding Programmes are categorised into two modes, that is, in-school feeding programmes and take-home rations and both contribute in improving education outcomes, however in-school feeding programmes have more advantages over the take home rations (Adelman *et al.*, 2008). The advantage of in-school feeding is that it “provides incentives for school attendance directly to the child, rather than through the parents”. The argument further states that “well-timed school meals alleviate short-term hunger, possibly improving students’ ability to concentrate and learn” (*ibid*: 11).

2.4.1 The Significance of the School Feeding Programmes

Many children in developing countries are out of school, some drop out early from school, some have difficulties in attending school (World Bank, 2008). The challenges, as indicated, mostly emanate from poverty related issues. “Poor nutrition is shown to have important negative consequences for children’s school performance in the form of delays in enrolment, grade repetition, a higher chance of dropping out, and lower achievement while in school” (Ghuman, Behrman & Gultiano, 2006:3).

Mwiria (2005) suggests that part of investing in basic education is to invest in the health and nutrition of school children. Therefore one of the main strategies of responding to this issue is the SFPs (Leowald 1980; Levinger 1986; Del Rosso 1999; Janke 2001; WFP 2004; Tomlinson 2007). SFPs ‘are likely to attract children to school and retain them by offering what they would probably not get elsewhere, hot food or nourishing snacks’ (Del Rosso 1999; Ahmed 2004). The above quoted literature indicates that SNPs have a potential to contribute to the improvement of education quality and education access by learners.

According to McCoy *et al.* (1997:10), SFPs also are a tool for motivating parents to take a more active part in the organization of the school and the community at large. Moreover, if properly designed, SFPs can promote community development activities such as employment creation, or provide an outlet for local food production.

However, it is also argued that “the quality of the school, family characteristics such as socioeconomic status, parents’ educational level and attitudes toward school; and child

characteristics such as `aptitude, motivation and behaviour can all affect attainment levels” (Grantham-McGregor, 2005:144). These two arguments are factual and make good sense for understanding the many different vital factors that create a learning environment constructive for a child to achieve education.

By access to education is meant, primarily, the ability of learners to enrol for schooling, being able to attend school regularly, and actively participate in learning and achieve education outcomes. Janke (2001), identifies specific indicators pertaining to access to education including enrolment, attendance, completion, repetition. This background therefore leads to an argument that access to education alone could be a challenge, particularly in poor communities, due to lack of access to schools, teachers and educational materials, lack of basic services, where children have to walk long distances to school, and importantly where parents do not necessarily understand the value of education. The next section unpacks approaches to designing and implementing successful SFPs.

2.4.2 Designing and Implementing a Successful School Feeding

Programme

There is a general argument that SFPs can have a positive impact on quality schooling, and that this is determined by, among other things, its design (Del Rosso, 1999). By design it means considering important issues regarding implementing a programme to ensuring that it meets its intended objectives. According to Briggs (2008:3), for effective “design and implementation of the SFPs, the decisions are informed by the primary and

secondary objectives of the program”. One of the major concerns when designing a SFP is the consideration of the objectives of the programme and most importantly appropriate description of the target group (Briggs 2008; Del Rosso 1999). Furthermore, "when designing a SFP it is necessary to understand the programme’s focus in order to ensure that it is planned, monitored and evaluated effectively” (WFP, 2004:17). It is also argued that describing the target group in detail is extremely important and that it is the first step in designing a successful programme and crucial in defining the programme objectives and performance targets.

Del Rosso proposes ways of designing and implementing a successful SFP. This study considers policy and objectives, targeting criteria and mechanisms, and identifying alternative financing and cost options of the SFPs. Furthermore it identifies appropriate guidelines for ration composition and the timing of school meals, availability of supplies and other resources, monitoring systems, and an evaluation system to assess the impact of the program on specific outcomes (Del Rosso, 1999:9-10).

According to US Agency for International Development (USAID) (2006), designing a successful SFP involves carrying out a needs assessment; developing program activity objectives; determining the appropriate use of food; identifying the target population’s characteristics, and determining the distribution mode and frequency. Furthermore, it is important that facilities and operational capacity are adequately reinforced; selection of commodities and nutritional considerations are attended to; food safety and hygiene are addressed; issues of HIV/AIDS are considered; and a comprehensive and detailed programme proposal for Donors is formulated (WFP, 2004).

The US Agency for International Development (USAID) (2006); WFP (2004) identified steps that are fundamentally important in designing and implementing a successful SFP. However, one important thing that is rarely emphasized or mentioned in detail in the design of the SFP is the involvement of the primary beneficiaries of the programme. In a study by Chawla (2001), it is indicated that for the most part, decisions on programmes and policies related to 'students' are made without their meaningful involvement and influence. It has been argued that when designing the SFP it is critical to describe the target population, identify the objectives of the programme, and how the process will be monitored and evaluated. However it is not clearly stated in any of the steps how the target group should inform the process in order to reach the objectives of the programme. In an attempt to fill in this gap, this study evaluates the SFP from the perspective of learners to obtain their perceptions, understanding and experiences of the SFPs. The findings of the study could therefore influence the SFP programme and policy decision making.

2.4.3 The impact of the School Feeding Programmes

A study by the International Food Policy Research Institute (2004) on the impact of the SFP in Bangladesh shows the positive impact of the programme on primary school children. According to the study the programme was introduced in chronically food insecure areas of Bangladesh to diminish hunger and promote school enrolment and retention rates. It provided a mid-morning snack consisting of a packet of locally produced eight nutrient-fortified wheat biscuits weighing 75 grams, providing 300 kilocalories (kcal), and meeting 75 percent of the recommended daily allowance of

vitamins and minerals. The objectives of the programme as it was introduced were (a) to contribute to increased enrolment, improved attendance, and reduced dropout rates, particularly among children from food insecure areas; (b) to improve the attention span and learning capacity of students by reducing short-term hunger and micronutrient deficiency; and (c) to sensitize and build capacities of local communities to operate School Feeding Programmes.

The findings of the study show that the SFP had some positive impact on the learners. The methodology which was used to collect data for the study was the school survey, household survey, community survey, and village census. These gathered information on a broad range of issues relating to educational attainment, food consumption, and nutritional status with special attention to the collection of gender-disaggregated information. The findings show that the SFP had raised children's school enrolment and reduced the probability of dropping out of school, and increased school attendance. It also shows that the SFP had improved children's diets, child nutritional status, and academic performance.

Another evaluation of the SFP in Jamaica by Grantham McGregor, Chang, and Walker (1998) show that providing breakfast to students at school improved some cognitive functions, particularly in undernourished children. The undernourished children performed better after they received breakfast, whereas adequately nourished children had no change in scores. According to the findings of this study, the most important variable for changes in classroom behaviour was overall quality of organisation of the school. Children in better-organized schools concentrated on tasks for longer periods

and made fewer undesirable movements, whereas in poorly organized schools the children's behaviour deteriorated. However, the major finding and conclusion of the study is that, children's cognitive functions are enhanced if they eat breakfast, especially if they are undernourished, though this does not make the study conclude that this will lead to better attainment levels.

The methodology used in this study included the classroom behaviour observations for only two days. However, the duration of the research may not have provided adequate time for making conclusion about the behaviour of children in class. Four schools were selected for this study; three schools were selected from similar poor rural communities, who differed somewhat in their physical facilities, however, with one school better equipped, comparatively. According to this study, children in the best school paid attention during instruction, and showed improvements after eating breakfast. The children's behaviour in two of the other schools actually deteriorated after they received breakfast and paid less attention.

An evaluation of the school feeding programme was conducted by the World Food Programme in West Africa. The study discovered that the school feeding programme had positively impacted the schooling experiences of learners. According to the findings of the study, the school feeding programme increased the enrolment of learners. Furthermore, the school feeding programme increased the attendance of learners; however, the study could not make conclusions on the impact of the programme on the attendance of girls. The challenge concerning the programme according to the findings

was its inability to redress the causes such as 'cultural norms' which led to girls' failure to attend school (WFP, 1995).

A study conducted by the World Food Programme in Malawi in 1996 indicated that the school feeding programme the school increased enrolment, improved attendance, and learner absenteeism (WFP, 1996).

In South Africa, the Primary School Nutrition Programme (PSNP) was launched in 1994 under the auspices of the Department of Health. In 2004 the PSNP was transferred from the Department of Health to the Department of Education, and renamed the National School Nutrition Programme (NSNP). Both PSNP and NSNP are referred to as the School Nutrition Programme (SNP). It was transferred to the Department of Education because 'the focus of the programme was on the educational outcomes of school feeding; that school feeding is implemented in schools, which is the functional responsibility of the Education Department; and to facilitate the inclusion of school feeding into the broader context of educational development' (Kloka in Kallman, 2005:9).

According to the 1995 White Paper on Reconstruction and Development Programme (RSA, 1995), the aims of the PSNP were to: (a) contribute to the improvement of education quality by enhancing primary school pupils' learning capacity. (b) improve learners' school attendance and punctuality and general health development by alleviating hunger; (c) educate learners about nutrition; (d) improve the nutritional status

of learners through micro-nutrient supplementation; (e) eradicate parasites where indicated; and (f) to develop the nutrition component of the general education curriculum (RSA, 1995).

According to the Department of Basic Education (2009), the key objectives of the NSNP are; to contribute to enhanced learning capacity through school meals; to strengthen nutrition education in schools; and to promote sustainable food production initiatives in schools. Therefore, basically, the primary aim of the SNP is to improve schooling of primary school children by alleviating short term-hunger. The secondary aim is to contribute to general health development and nutritional status of primary school children. Therefore, the SNP is a poverty alleviation programme intended to address some of the schooling challenges facing primary school learners.

The targeting criteria used by the Department of Education (DoE) are based on the levels of poverty in an area. The schools are categorised according to Quintiles. By the year 2009 the programme was going to be extended to Quintile 1 secondary schools and Quintile 2 and 3 would be included in 2010 and 2011 (Department of Education, 2009:4). For the schools to qualify and benefit from the SNP they had to meet the quintile system used by the Department of Education to rank and fund the schools. This quintile system which is used to rank and fund schools is based on the socio-economic circumstances of learners with regards to inequality and poverty. According to this system quintile 1 and 2 are the poorest quintiles and receive more funding. All learners

from Grade R to Grade 7 in public primary schools in Quintile 1, 2, and 3 are provided food (DoE, 2009).

This targeting criterion which is adopted by the DoE is inadequate because it excludes other needy learners. The school feeding programme intends to meet the nutrition and education needs of learners from poor communities. Therefore the targeting criteria are not quite relevant due to the escalating levels of poverty, hunger, and unemployment in the communities in which it is supposed to serve.

According to the Department of Education, all learners should be fed by 10h00 in all school days. The Department further states that meals which are provided at schools follow the Food Based Dietary Guidelines, which provide for a variety of food items inclusive of vegetables and fruit. Food handlers are responsible for food preparation, cooking, serving meals and cleaning the cooking area. According to the Department, in each school one food handler is responsible for 200 learners (Department of Basic Education, 2009).

In 2004/2005 in the Eastern Cape Province, the estimated allocation per learner was R1.11 and for 2006 it was estimated at R1.16 per learner (Wildeman & Mbebetho, 2005). However, in 2008 an average meal cost per learner was R1.80 per day for primary schools and R2.35 for secondary schools (DoE, 2009).

The literature that reviews the SNP in South Africa indicates some of its positive outcomes as well as its shortcomings. These studies indicate various policy implementation challenges including poor programme design.

A study conducted in 2005 indicates inadequate food supplies and low quality food which may have been caused by the SNP being rolled out in too many schools with the available financial budget (Louw *et al.*, cited in Kallman (2005)). The major concern about this issue is that the SNP might therefore be concerned about the number of schools reached while compromising the quality of the programme.

Esakov and Vally (2010) also discovered some weaknesses in the implementation of the NSNP. They indicate that the programme does not benefit children under the age of six. Learners in secondary schools in quintile 3 did not benefit from the programme and will only start benefit in 2011. The programme does not operate during the weekends and public holidays, therefore the learners suffer hunger. The quantity of the food received by the schools was reportedly inadequate.

Moreover the weaknesses include under spending of budget allocated for the programme, and corruption (Esakov & Vally, 2010).

A study conducted by Kiti (2008) discovers that the SNP contributes to the enrolment of children in schools and improvement of intellectual capacity; for instance, learners' performance and general behaviour in schools improved. It also contributes to a decline in the school dropout rate, absenteeism, and contributes to the improvement of health

status of children. However, this study also discovers challenges and limitations of the programme in the schools. Furthermore, this study indicated a flaw in the human resource capacity. According to the study, there was only one person responsible for the feeding and this posed problems as learners would be helping out through washing of dishes and cleaning. This study also discovers that meals were few and incomplete in terms of nutrients as fruits were not included in the meals. Lack of community participation and integration of the programme into the broader developmental agenda of the community are also among the key challenges identified in this study (Kiti, 2008:113-114).

Sangweni (2008) evaluates the implementation of the NSNP in two of the poorest and mainly rural provinces of South Africa, namely; Eastern Cape and Limpopo. Some of the objectives of the evaluation were to: evaluate the effectiveness of the SNPS and to identify and highlight successes of the programme, as well as to identify problematic areas that adversely influenced the optimal implementation of the programme. The methodology and sampling for the study included schools districts, circuit coordinators, schools, principals, teacher coordinators, learners, members of the school governing bodies, food handlers, food suppliers and teacher union representatives. The data collection methodologies included interviews, focus groups, and reviews of key documents.

The key findings of the study are that the programme had a positive impact on learners in both provinces. According to this study, the programme improves learners' health,

and performance in classroom, and also improves learners' level of attendance and participation in school. Another finding is that the programme contributes to the Local Economic Development of the communities by employing local people for food supply and food preparation.

All these achievements and challenges that have been discovered by different SNP studies raise a concern on the ability of the SNP to achieve its policy aims. Based on the evidence by different studies, the SNP is still faced with various challenges, it is really a matter of concern that it achieves or fulfils the intended aims of improving education quality of learners in poor communities in South Africa. These findings which resulted to the concerns about the SNP were from the data collected from the perspective of other SNP stakeholders not exclusively from the children. To understand the potential of the SNP to achieve its policy aims this study evaluates it exclusively from children's perspective.

2.5 THE CHILD PARTICIPATION

A globally accepted definition of a child was adopted by the United Nations Covenant on the Rights of a Child that "a child means every human being below the age of eighteen years" (United Nations, 1989). Child participation is a child right enshrined in this Covenant which entitles the child to the right to participate in all matters affecting them. The Covenant gives children a right to participation, to privacy and freedom of association, expression and thought. All children are entitled to all these rights "irrespective of the child's or his or her parent's or legal guardian's race, colour, sex,

language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status” (United Nations, 1989: Article 2).

According to Article 12, “States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child”. This Article further recognizes the ‘age’ and ‘maturity’ of a child in accordance with the right to participate (United Nations Covenant on the Rights of the Child (UNCRC), 1989: Article 12). Five articles in the UNCRC support child participation, Articles 12, 13, 14, 15, and 17. Article 12 gives a child a right to participate by having his or her voice heard, however this article also wants a child’s voice to be taken seriously. Article 13 gives a child a right to express his opinion freely. The article also gives a child the right to dissemination of information with the child receiving and imparting the information. Article 14 gives a child the right to freedom of thought, conscience, and religion. Article 15 gives a child the right to freedom of association. Article 17 gives a child the right to have access to information (United Nations, 1989).

Blackman, (2004) defines children as young people under the age of eighteen, are not provided with an opportunity to influence decisions without undo influence from by adults. However child participation advocates for child initiated decisions rather than adult controlled decision. For children to be able to participate effectively and successfully on matters concerning their lives they need to do it “in partnership with adults” (Blackman, 2004:5). There are three principles, i.e. ‘opportunity’, ‘responsibility’, and ‘support’ which ‘respect’ “forms the basis of these principles” in which adults can

assist and guide children to participate efficiently. Firstly respect for children is about listening to them, and for children to be treated without being discriminated against. Furthermore, to help guide children throughout this process, children must be given the opportunity to influence activities, must be given responsibility to make decisions, and must be supported in order to participate successfully (*Ibid*: 15).

Hart (1992) discusses stages of child participation and non-participation. In the ladder created by Hart the bottom stage is when children are assigned but informed of the project they are participating in. The second last stage discusses the process where children are being consulted and informed of the project. In the middle of these stages of the ladder is when adult-initiated, shared decisions with children. The second stage is when the project is child-initiated and directed. The first stage is when the project is child-initiated, and decisions are being shared with adults.

Hart (1992) indicates various reasons and benefits underpinning child participation. The projects and policies which are developed for children by adults may not be as effective as they would be if they were developed with having consulted children. The interest of children may differ to the interest of adults. Literature shows that children participate for their own personal development. By personal development is meant that when children are encouraged to participate they develop cognitively and intellectually and get empowered as human beings.

Children get to know children rights and are able to advocate for children rights even in their families. Children participating in decision making while being supported by adults can also develop skills to influence the changing of cultures perceived to be unfairly discriminatory.

2.5.1 Child Participation in Research and Policy Evaluation

Blackman (2004:5) defines child participation as “children influencing issues affecting their lives, by speaking out or taking action in partnership with adults”. Children’s participation is encouraged in projects and research concerning children.

Most often the research concerning children is done with adults. Children in research are often treated as objects of the research rather than subjects. It is now argued that children should be the subjects of the research by doing research with them rather than about them (Freeman & Mathison, 2008). It suggests that methodological aspects including ethical considerations are important to consider when conducting research with children because of “the unequal power dynamics that constitute relationships” (Barker & Weller, 2003:209). Therefore if children are treated in an ethical manner by the researcher during the research process, that would diminish the chances whereby the researcher would have more power and take advantage of the children. Furthermore it could diminish the chances whereby children would feel inferior, and have thinking that their input in the research would not be relatively imperative.

Beazley and Ennew (2006) suggest drawing and other visual methods, and drama and role play as effective ways to obtain data from children. Clark (2004) suggests ways in

which children can be encouraged to participate in research. Clark suggests that children should be motivated to get involved in research. Ethical considerations are another factor to be considered when doing research with children. Edmonds (2003:8) cautions researchers about a “danger that the girls and boys that participate in the research may be put at risk due to their marginalised position in society and their vulnerability”. Informed consent must be considered, stating clearly to the child the potential positive and negative results of the research. The researcher has a responsibility to clearly inform children about their right to withdrawal from research Edmonds (*Ibid*: 4-8). Therefore children should be fully aware that they can withdraw from the research at any given time if they feel uncomfortable with the research.

Hart and Tyrer (2006:17) suggest that there are risks and benefits of child participation in research. They state that child participation enables children’s specific experiences, needs and insights to be articulated more fully. Doing research with children provides them with fun and stimulation and enhances the development of social skills and confidence. They further argue that it “offers a learning opportunity and the chance to identify both problems and solutions” about their environment (*Ibid*: 17). Lastly they argue that it promotes respect, co-operation and trust between participants and between adults and children.

Authors such as Hart and Tyrer 2006; Clark 2004; Beazley & Ennew 2006; Barker & Weller, 2003; Freeman & Mathison 2008; Blackman 2004 consider the importance of children participating in research, therefore influencing policy making decisions for

policies concerning children. As Prout (2002: 74) argues that “in general social research is more likely to contribute to policy development by being part of an ongoing arena of debate in which many voices participate”. The voices of children in various research projects have been less recognized, heard and have had less influence in decision making. Prout further argues that “...children’s voices should play a greater role in developing policy and practice. Such a movement, a task of years and decades to come, entails encouraging and legitimating a less ‘top-down’ view of policy making. Rather than seeing children at the bottom of a policy hierarchy, it points to seeing children as actors in a network of relationships” (*ibid*, 74).

The needs of children are met by having their views acknowledged; children get protected by knowing their rights and thereby challenging the abusive situations; encourages emotional development thorough growth of self esteem, learning responsibility; offers an opportunity for children skills development; children get to learn democratic skills; finally, access to information enhances their decision making.

2.6 CONCLUSION

This chapter firstly introduced the informational background to the human and children rights with special focus on education and child participation rights. It further explored global and local literature on SFPs. It reviewed literature which regards the SFP as the critical intervention to obtaining educational outcomes and hence realizing the right to education. The literature showed that the SFPs can encourage children to attend and remain at school and be able to perform school activities. However, it was also suggested, that the impact of SFPs is largely reflective of design and understanding of

local context. This chapter explored child participation as a critical step with regard to policy formulation, research, and evaluation. It showed the significance of child participation as a way of recognizing children's voices in decisions impacting their lives, and a way of strengthening policy and policy evaluation.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to describe the research design and methodology used in this study. The study was a qualitative case study located within an interpretivist paradigm. The data collection instruments reflected the lessons learned through an extended process of piloting. While not by initial design, three phases of 'piloting' were undertaken before selecting the final research instruments. The final design included a number of research instruments, integrated within a role play. The organizing role play was designed to provide the learners with a stronger sense of voice and agency throughout the data collection process, by inviting them into the identity of a 'researcher'. The data collection instruments must be understood through the organizing theme of this role play.

This chapter reviews the study design. It then explains the process of piloting of research instruments, and the lessons learned from this extended piloting process. The chapter then describes the final research design and instruments, including the data collection techniques, sampling, trustworthiness, strategies for data analysis, limitations, and ethical considerations.

3.2 RESEARCH DESIGN

Research design is a framework used to obtain answers to questions in research. According to Rath (1991: 54), "a research design is the plan, structure and strategy of

investigation conceived so as to obtain answers to research questions and control variance”. The research design provides answers to the research questions and control variance and it enables the researcher to answer research questions as validly, accurately and economically as possible. The following section explores the research approach applied in this study.

3.2.1 Research Approach: Qualitative Research

This study sought to explore how the Grade 4 learners evaluate the School Nutrition Programme. To collect the desired data I employed different qualitative research methods, including observations, face to face interviews, focus group discussions, and role plays. This study employed a qualitative research approach for three primary reasons. First, qualitative methods allowed me to study phenomena in their natural setting (Denzin & Lincoln, 1994:2). Secondly, qualitative methods contributed to the required flexibility to study meanings and interpretations (Becker & Bryman, 2004: 92). Finally, qualitative research was used to ensure that I was positioned as an ‘active’ rather than a judging expert (Creswell, 1998:17-18).

This study used qualitative methods to explore the Grade 4 learners’ evaluation of the SNP in their schools. The major focus is to explore the Grade 4 learners’ understanding, interpretation of, and the meaning they attached to the SNP. These descriptions of the SNP were studied from the perspectives of the Grade 4 learners. According to Becker and Bryman (2004: 92) qualitative research focuses “on actors’ meanings”, meaning

that “qualitative researchers aim to understand the behaviour, values, beliefs, and so on of the people they study from the perspective of the subjects themselves”.

This study aimed to explore these Grade 4 learners’ descriptions of the SNP in their schools environment. It was therefore chosen because of its nature, that of being concerned with studying and interpreting phenomena in their “natural setting” (Denzin & Lincoln, 1994: 2). The Grade 4 learners described all the SNP feeding processes, how the learners behaved towards one another, and how everyone in school behaved towards the learners. The Grade 4 learners described all the SNP processes and incidences related to the SNP.

The qualitative approach was also used for this study because of its “flexibility” to allow the use of different research techniques to study the Grade 4 learners’ meanings and interpretations of the SNP (Becker & Bryman, 2004: 92). Different research instruments were used to collect data from the same respondents under study. This study used these different techniques to gather what is known by these learners. It used the Grade 4 learners’ role plays, individual interviews, focus group discussions, and integrated these with my observations.

Furthermore, a qualitative approach was used in this study because of its ability to get ‘meanings’ and ‘interpretations’ of the SNP without it being imposed by me on the Grade 4 learners (Becker & Bryman, 2004: 92). It was therefore employed because I was interested to study the Grade 4 learners’ descriptions of the SNP without me

attaching any meanings to them. During the research process I became an active learner who could tell the story from the learners' views rather than as an "expert" who passed judgment on learners' views (Creswell, 1998:17-18). I listened to the descriptions of the SNP as being imposed by the Grade 4 learners.

3.2.2 Interpretivist Paradigm

This study sought to explore how Grade 4 learners perceived, understood, described, and attached meaning to the SNP. For this reason, the study was located within an interpretivist paradigm (Schwandt, 1994). Interpretivism was also chosen because of its assumptions that 'human life can only be understood from within', 'social life is a distinctively human product', 'the human mind is the purposive source of origin meaning', 'human behavior is affected by knowledge of the social world', and that 'the social world does not "exist" independently of human knowledge' (Maree, 2007:59-60). This writer emphasizes that the Grade 4 learners' descriptions, interpretations, and meanings attached to the SNP cannot be understood without finding a method for each learner to share his/her internal world and the way they make meaning of it.

3.2.3 Research with Children

This study evaluated the SNP from the Grade 4 learners' perspectives. Hart and Tyrer (2006:17) suggest risks and benefits for child participation in research, stating that, for the benefit of child participation, it enables children's specific experiences, needs and insights to be articulated more fully. Children were given an opportunity to express their views and experiences of the SNP by evaluating the SNP. To conduct research with children I had to comply with research ethics to ensure the safety of the children.

When doing this study, I applied methodological aspects suitable for studying children. Barker and Weller (2003: 209) explains this by stating “general methodological issues are refracted in unique ways in research with children, because of the particular social context of adult-child relationships, and most significantly the unequal power dynamics that constitute these relationships”. I managed to establish relationships with the learners and the schools from the first pilot of this study through time spent, engagement through playing with children, and participating in feeding the children. Also building trust with children through “small talk, play, recurrent visits, patience and time” facilitates a good relationship to conduct research with children (Edmonds, 2003:3-8).

Data collection methods suitable for children were useful during this study. The most important data collection method used was role play which produced more rich data than other techniques used. Beazley and Ennew (2006) further suggest drawing and other visual methods, and drama and role play as effective ways in which data in research with children can be acquired.

3.2.4 Case Study

De Vos (2002:276) defines case study as ‘the observation of a process, activity, event, programme or individual bound within a specific time and setting’. Case study design was adopted in this study to explore a holistic SNP view of the eight Grade 4 learners in their schools (Rath, 1991:269). This study focused only on eight individual or single case studies in two schools; however the findings of this study should not be

generalized. The eight Grade 4 learners were used to gain an in-depth understanding of how learners described the SNP in rural junior secondary schools of Mqanduli.

To build this in-depth understanding of learners' descriptions of the SNP I employed different data collection methods (Creswell, 1998:123). This study focused on giving children voice by studying the SNP from their own perspectives, therefore case study design was useful because "it opens the possibility of giving a voice to the powerless and voiceless, like children or marginalized groups" (Maree, 2007:75).

I chose the case study method knowing that it has its strengths and also its limitations. According to Merriam (1998:40), one of its strengths is that "it offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon". Another advantage of a case study was that it "anchored in real-life situations, the case study results in a rich and holistic account of a phenomenon" (*Ibid*: 41). Amongst its stated strengths a case study design was useful and used in this study because of its potential and ability as a design to generate rich and influential data.

3.3 RESEARCH INSTRUMENTS

This study used different research instruments for triangulation. Payne and Payne (2004:23) suggest that "Triangulation is a special case of 'methodological pluralism', a perspective that argues for an end to disputes about 'the best method' and the use of the 'most suitable method' for the tasks in hand". Multiple methods were adopted for

purposes of triangulation (Denzin & Lincoln, 1994). The data collection instruments included the observations, focus group discussions, and individual interviews. These activities were organized and integrated through role-play. The role play invited learners into becoming 'researchers' as a mechanism to increase their sense of agency. All interviews, focus group discussions and role plays were conducted, recorded and transcribed in isiXhosa and later translated into English. The research instruments used are as follows:

a) Observations

Rath (1991:157) suggests that “observation of behaviour is a common sense of collecting data and it is a primary tool of scientific inquiry. Observation means to see something of attitude, behaviour, occurrences of events in social phenomena”. I applied observation method in this study “to record behaviour as it occurs” and to gain data “independent of a respondent’s willingness to report apart from ability” (*Ibid*:157). Observation method was employed and became helpful to explore how learners describe the SNP in their schools. This method was useful to observe Grade 4 learners’ day to day experiences of the School Nutrition Programme.

The disadvantage of the observation is that “it is often difficult to get access to the place where the units are to be observed” (Rath, 1991:156-157). The pilot studies that preceded the main study helped me to respond to this disadvantage. Moreover, access to collect data in these schools from the Grade 4 learners was also obtained from the schools’ principals and SGBs. Another disadvantage of the observation is that “some

occurrences that people may be able to report, very rarely if ever, are accessible to direct observation” (*ibid*).

Observations in this study played a very crucial role because they took place in the natural field setting instead of a location designated for the purpose of interviewing. Moreover, this study considered observations as a research tool because observational data represents a firsthand encounter with the phenomenon of interest rather than a second hand account of the world obtained in an interview (Merriam, 1998:94). Therefore, observation was crucial for this study in that it acquired data from a natural setting whereby I observed and listened to the learners during the feeding process, attempting to obtain firsthand experience. Through observations I had an opportunity to get data through her eyes, asking questions, and listening directly to the natural occurrence to get the data from first hand occurrence.

On feeding days I observed the whole process of feeding. These included observing the menu served, the number of days used for feeding, the time used for feeding, how children were served food, where they were served and ate food, how many food servers were responsible for feeding, the interaction between learners and learners, interaction between learners and teachers, and also interaction between learners and the servers. Food handling, food safety procedures during both preparation and service of meals were observed. The time spent in preparation for feeding, and times spent for feeding were also recorded. I further observed the availability of resources to prepare food for the SNP in these schools. The observations were intended to identify the

possible consequences of the availability and unavailability of these resources. Observations were also applied carefully in order to validate the data reported by the respondents during research.

The next instrument used was the role play.

b) Role Play

“Role play as a term describes a range of activities characterized by involving participants in ‘as-if’ or ‘simulated’ actions and circumstance” (Yardley-Matwiejczuk, 1997:1). There were eight role plays performed for this study with four role plays performed in each school. Each role play was made up of two learners.

On the first day of the research I started engaging with a Grade 4 class. I started by introducing myself and stated the purpose for her visit to the learners. The learners, in response, introduced themselves. I asked the learners to volunteer to participate in the study as researchers. I then chose four learners out of all the volunteer learners in each school. I chose these four learners to be the final learners to participate in the study as case studies. These four learners who volunteered chose their friends to participate as researchers. They claimed that they chose those they felt comfortable to discuss the SNP with. Those who were chosen as friends were also willing to participate in the study. Then I chose four learners from this group of learners.

The group of researchers was given general guidelines on how to get information from their friends about the SNP in their school. For example, they asked what their friends

liked and did not like about the SNP, and why. Also they asked their friends to tell everything about the school feeding in their schools, i.e., does it help them and how, or it does not help them and why. They also asked them what would they like to be changed/improved and why.

After realizing that the learners were struggling and taking too long to do research, I changed the approach which was driven by a set of questions to a general conversation about the feeding scheme in school. Learners had to share their experiences of the feeding scheme in their schools.

The role play was done to try a new method to obtain data on experiences of learners of the SNP in their schools. That is, to try to create a more child friendly environment by letting learners interact with each other without my interference, and to prepare learners to be able to share their SNP experiences in my presence individually. All the role plays were conducted in the learners' mother tongue, isiXhosa. All eight Grade 4 learners participated willingly during the role plays. They talked openly about the SNP with other learners in my presence. The role plays took place in a separate classroom with the participants and I. The next research instrument used was the interview.

c) Individual Interviews

“The purpose of the interview is to secure certain information from the subject, which is known only to himself and cannot be gathered from any other source, and laboratory study of verbal behaviour under given circumstances” (Rath, 1991:160). Interviews were

used in this study in order to “yield rich insights into the Grade 4 learners “day to day experiences, their opinions, aspirations, attitudes and feelings” of the SNP (May, 1997:109). The interviews were useful “to corroborate data emerging from other data sources”, such as observations, role play, and focus group discussions (Maree, 2007:87).

I acknowledged that the interview method had its own advantages and disadvantages as a method to collect data. The interviews were used in this study because of their advantages that “there are certain events which are not open to observation, and which are known to nobody else, except the respondent himself, interview is the only technique to be used to study those events” (Rath,1991:176-177). Another advantage of it is that “questions not readily grasped by the interviewee can be paraphrased, or repeated with proper emphasis and explanations when necessary” (*ibid*). The interviews were used for its advantage for I to be able to explain the question to the respondents if not well understood.

The limitations of the interviews were that “the interviewee also may suffer from faulty perception, weak memory, lack of insight and inability to articulate. Therefore interviewing data lack validity and there are many gaps and distortions in the data” (Rath, 1991:176-177). Also “there is no source of direct observation or empirical verification of what the respondent says” (*ibid*). To respond to these limitations of the interviews I used different data collection techniques to get data which could not possibly be obtained through interviews. Observations were also part of the data collection technique to observe some of the data given by the respondents during the

interviews. The role play and the focus group discussions which were used as research techniques were also advantageous for the interview because the respondents could help one another to think and interact. Semi-structured interviews were used in this study during individual interviews with Grade 4 learners.

Semi-structured interview is a type of interview which is used “to gain a detailed picture of a participant’s beliefs about, or perceptions or accounts of, a particular topic” (De Vos, 2002:302). Semi-structured interviews were conducted to explore Grade 4 learners’ day to day descriptions of the SNP. Four Grade 4 learners were interviewed individually in each school. These interviews were useful to obtain these learners’ “views, opinions, attitudes and experiences” of the SNP (Becker & Bryman, 2004: 268). To obtain data through this type of interview open ended questions were used as a guide rather than dictating the interview (De Vos, 2002: 302).

These interviews took place in the two selected schools in separate classrooms. There were eight individual interviews conducted for the entire study. There were four individual interviews conducted in each school. All the learners who participated in the interviews also participated in the role plays and focus group discussions. The purpose of interviewing the learners individually was to validate data gained during the role play session. It was also to have time with each learner to gain data which the learners may not have revealed in the presence of others.

The interviews took place in the morning during free periods when there was no teaching and learning taking place in the classrooms. The interviews were conducted in

the respondents' mother tongue, isiXhosa. The use of the respondents' own language was crucial to make it easy for the respondents and I to understand each other effectively without the information being interpreted and translated. The use of isiXhosa made the communication simple between the respondents and I. The next research instrument used was the focus group discussion.

d) Focus Group Discussions (FGDs)

A focus group is a “commonly used type of interview which consists of between four and eight respondents who are interviewed together” (Bless & Higson-Smith, 2000:110). Four Grade 4 learners were used during the focus group discussions in this study. The respondents were young children and therefore the focus group discussions were preferable to allow them to help one another to think through the topic. I identified this method as one of the best methods to minimize chances of young children feeling intimidated by me.

Moreover, I chose focus group discussions based on their advantages. Firstly, “they provide an opportunity to observe a large amount of interaction on a topic over a short period of time” (Bloor *et al.* in Becker & Bryman, 2004:285). This method saved me time by interviewing a group of four Grade 4 learners together. Another advantage is that “focus group discussions encouraged people to theorize, elaborate and possibly think about a topic for the first time” (*ibid*). The focus group discussions allowed learners to share and explore their day to day experiences of the SNP by responding to only one general question about the SNP. Focus group discussions were also useful for learners by giving them an opportunity to reflect and help one another understand the question.

Becker and Bryman (2004:285) further explain the criticism of the focus group discussions stating that “since focus group discussions do not usually involve individuals who have been randomly elected, the results produced are not generalisable to the population” The findings of the study will not be generalized, therefore the limitations of the focus group discussions could not interfere with the interest of this study.

The group that participated in the study was all in one setting and did not require travelling to get to the research site. The FGDs were conducted at the participant's schools. There were two focus group discussions performed for this study. Each school performed one focus group discussion. Because there were only four learners per school selected to participate as case studies in the study, to make a focus group discussion all those four learners were involved in one group discussion in each school. Focus group discussions were conducted with learners and they became useful in helping learners to assist one another to think together and bring out ideas and memories of their experiences of the SNP. This group of learners was asked to relate and share their experiences of the SNP together. These interviews took place in the two selected schools in the separate classrooms. They took place in the morning during free periods when there was no teaching and learning taking place in the classrooms. The interviews were conducted in the respondents' and my language, isiXhosa. The use of the respondents' own language was crucial to make it easy for the respondents and I to

understand each other effectively without the information being interpreted and translated.

3.4 SAMPLING METHODS

“Sampling is the process of selecting a sub-set, of people or social phenomena, to be studied, from the larger ‘universe’ to which they belong, determined by a balance between resources available; anticipated techniques of analysis; how much variation there is believed to be in the universe; and the level of precision needed in estimates to be made about the universe on the basis of data from the sample” (Payne & Payne, 2004:204). Two rural junior secondary schools among many in Mqanduli village in the Eastern Cape were sampled for the study. I adopted purposive sampling to select the research sites and the population; two schools and the learners.

3.4.1 Sampling the Research Site

The research was conducted in the Eastern Cape Province in the former Transkei region, in Mqanduli village. Two junior secondary schools were selected on the basis of their locality, which is rural, as the study seeks to investigate the experiences of rural primary school learners. Furthermore, these two schools have a professional relationship with the Nelson Mandela Institute which sponsored this research. It was first confirmed that these schools benefit from the SNP and then were selected for the research.

In these two schools, Grade 4 classes were selected as the actual sites for the research. This selection was based on the argument by Brewer and Hunter (1989:114) that the purposive sampling “relies on the researcher’s prior theoretical and empirical understanding of the universe with respect to the issue under study”. Eight Grade 4 learners were selected and studied as the case studies of the research. This was also informed by what Brewer & Hunter state that the purposive sampling “selects units that are theoretically defined as important and not statistically determined to be representative” (*ibid*). These eight Grade 4 learners were chosen because of their suitability for the study.

3.4.2 Sampling the Respondents

Grade 4 learners were deliberately selected for this study because they were suitable in doing research, and could provide rich data rather than being representatives of other learners at school (Payne & Payne, 2004:209). The interest of this study is not explaining wider processes but to focus on the Grade 4 learners’ understanding of the SNP, and its meanings. My aim in using this approach was to gain in-depth, comprehensive information through interviews, focus groups, and role plays and discussion with selected participants to understand their descriptions of the SNP.

Eight Grade 4 learners were selected and studied as case studies for the study. The rationale behind selection of Grade 4 class was that; firstly according to the SNP policy, learners from Grade R to Grade 4 are entitled to benefit from the SNP. Therefore Grade 4 learners were chosen because they benefited from the SNP. Secondly, Grade 4

learners were the eldest group benefiting from the SNP according to the policy. Therefore, I considered this group of learners to be able to participate in research much better than any other group of learners. These learners were also selected on the basis that they were among the learners who showed more openness and ability in sharing their experiences of the SNP during the introduction of the research to them. Two girls and two boys were sampled to ensure gender balance. All these eight Grade 4 learners participated in the role play, individual interviews, and focus group discussions. Therefore, learners were sampled at different phases of data collection as follows:

(a) Role Play

There were four Role Plays performed in each school. Each role play was made up of two learners. These eight learners volunteered to participate in the research and they chose those whom they wanted to perform the role plays with. They claimed that they chose those whom they would feel comfortable and free to discuss the SNP with.

(b) Individual Interviews

There were eight individual interviews conducted for the entire study. There were four individual interviews conducted in each school. All the learners who participated in the interviews also participated in the role plays and focus group discussions. The purpose of interviewing the learners individually was to validate data gained during the role play session. It was also to have time with each learner alone to gain data which the learners could not reveal in the presence of other learners.

(c) Focus Group Discussions (FGDs)

There were two focus group discussions performed for this study, each school performing one focus group discussion. Because there were only four learners per school selected to participate as case studies in the study, to make a focus group discussion all four learners were involved in one group discussion in each school.

3.5 NEGOTIATION OF ENTRY TO THE FIELD

The Nelson Mandela Institute has a professional relationship with certain schools in the former Transkei region which it established through rural education development programmes it runs in these schools. I am the recipient of the Institute's research scholarship and therefore access to these schools was made relatively easy by this relationship. I therefore did not encounter any challenges in getting access to these schools. However, I requested the permission to conduct the research in these two schools. I phoned the school principals and requested permission to do research at their schools.

In both schools, I was introduced to the staff of the schools by the principals. I was later introduced to the Grade 4 classes by the Grade 4 class teachers. I clearly communicated with educators and parents to ensure that there were no unforeseen circumstances for participating learners. Educators and parents were guaranteed of the schools' and participating learners' confidentiality.

After getting permission from the principals I when visiting the schools gave consent letters to the principals and the SGB chairperson, Grade 4 learners and parents to sign

as confirmation to the permission (See Appendix B &C). In these letters, I requested to conduct research in the schools and further requested to conduct research with Grade 4 learners. A verbal agreement was granted by the schools' principals and also confirmed by signing the letters allowing me to pursue with the research. The parents of Grade 4 learners also agreed and signed the consent letters for their children to participate in the study.

3.5.1 DATA COLLECTION PHASES

Data was collected in phases as follows;

Pilot phase (2007)

Main study (2008) & (2010)

A pilot study was conducted in one junior secondary school in Mqanduli in 2007. Adams *et al.* (2007) explain piloting as a small scale replica and rehearsal of the main study. They define piloting as a method of testing the study instruments on a similar sample to ensure that the instruments are clear to respondents and are handled in the way I wish. The piloting process in this study was particularly important to ensure that the instruments created an environment in which learners felt safe and open to sharing their experiences. The pilot study was useful to strengthen the data collection techniques and also for I to understand the research environment.

A pilot study was planned accordingly to identify possible challenges and the suitability of research tools to gather data. The major objective of the pilot was to test whether the

tools were suitable to gather data for the study. The intention, though, was that if any challenges occurred during the pilot study, necessary adjustments would be made for the main study. The second objective of the pilot was to establish a relationship with learners so that I could familiarize myself with the environment in which she was going to conduct the study. This included becoming familiar with children and the community in which they live.

Two main studies were further conducted in 2008 and 2009. The study conducted in 2008 is also referred to as a main study because it was completed and submitted, despite it having various weaknesses. Following these various weaknesses identified in the 2008 main study, I had to rework the study and carried out the main study in 2009. Table 3.1 below summarises data collection phases for this study and the lessons learned during this process.

Table 3.1: Data Collection Phases and Lessons Learned

Phases	Participants & Methods	Lessons Learned
Pilot (2007)	<p>Participants: One school; Eight Grade 4 learners; Learners' parents; School Principal; Teachers; and Food servers</p> <p>Methods: observations; interviews; focus group discussions Research Objectives</p> <p>Sampling: 'poor background', 'better background', 'poor performance', and 'better performance'. *By a teacher</p>	<ul style="list-style-type: none"> *Relationship building *Reliability of methods *Researcher participant observation
Main (2008)	<p>Study</p> <p>Participants: Two Schools; Eight Grade 4 learners, (Four Grade 4 learners per school); Learners' parents; School Principal; Teachers; and Food servers</p> <p>Methods: observations; interviews; focus group discussions Research Objectives</p> <p>Sampling: 'poor background', 'better background', 'poor performance', and 'better performance'. *By a teacher</p>	<ul style="list-style-type: none"> *Relationship building *Sampling of learners was not adequately appropriate *Key informants were not necessarily Relevant *Interviewing form undermined reliability and validity of data
Main (2009)	<p>Study</p> <p>Participants: Two Schools; eight Grade 4 learners (4 learners per school)</p> <p>Methods: observations; role play; interviews; focus group discussions Research Questions</p> <p>Sampling: gender based *Learner volunteered and I made the final selection</p>	<ul style="list-style-type: none"> *Role play was quite relevant for the study *focus group discussions was also quite appropriate for the study *Relationship building *Recording *SNP Policy change *Recording of data

This Table presents the three phases of data collection undergone for this study. It presents a pilot study conducted in 2007 and two main studies conducted in 2008 and 2009. Sampling of Grade 4 learners for the pilot study and 2008 main study was classified according to four categories; that is, poor background, better background, poor performance, and better performance. For the pilot study and the 2008 main study,

the selection of the learners was done by the educators. Educators were asked to select one learner from each of these categories.

The pilot study was conducted in one junior secondary school in Mqanduli, 2007. The data for the pilot study was gathered through Grade 4 learners' focus group discussions and parents, principals, and food servers' interviews, and my observations. I established a relationship with the educators, principals, and Grade 4 learners by spending a week at the school. Therefore, as days passed by they gradually displayed confidence in the research and started referring to Grade 4 learners as 'the researcher's' children. This relationship building methodology led to greater cooperation by educators and principals. It further established an open communication method as they turned to feel comfortable with me.

The pilot experience affirmed the importance of establishing a relationship – importantly at the level of learners, but also at the level of the educators. This was very significant because as children got to see me day by day, they started talking to me freely. Even those who looked shy on the first two days also ended up talking freely. It is this kind of presentation that paved the way to get learners to talk to me openly. It also allayed misgivings I had about the types of questions prepared as I was a bit anxious that Grade 4 learners were very young and that they would not participate well in the research. However, the pilot proved otherwise.

The pilot study also gave confidence and reliability to the methods applied because the methods used were first tested and reviewed for their suitability to collect the necessary

data for the study. It confirmed the importance of employing different sources as they all give relevant and interesting data concerning the issue under study.

I learnt the importance of participant observation or being part of feeding of learners. Participating in feeding of learners was very important because it gave me a better opportunity of observing the feeding process; how long it took, how the food was prepared, and also how the whole process of feeding was happening by looking and seeing. Moreover, participating in feeding learners was a great opportunity to establish another relationship with learners and the food servers. It gave everyone time to talk more generally about the SNP. It provided an opportunity to establish another relationship with children because from what I observed it would be easy to have a general conversation about the SNP with learners. This is where the picture of how the SNP operates was presented and captured more significantly.

A main study was conducted in 2008. Data for the main study was collected in two schools in Mqanduli village in the same vicinity with the piloted school. However, the main study was conducted in two different schools with the exclusion of the piloted school. I spent two weeks at each school. The whole of the first week was dedicated to relationship building with the school and the learners who would participate in the research, and with observations of the SNP. Spending the whole week in schools for relationship building was very crucial and assisted me in creating a comfortable environment with learners and staff for research. The second week was dedicated to collecting data through interviews with Grade 4 learners, school principals, Grade 4

teachers, parents of participant learners, food servers, and my observations. Eight Grade 4 learners were studied as case studies for this study.

During this study, Grade 4 learners were interviewed collectively, and that resulted to the interviews producing the same data. This form of interviewing undermined the reliability and validity of data obtained. Key informants, that is, parents, class teachers, and principals were not necessarily relevant in obtaining Grade 4 learners experiences of the SNP. Furthermore, the sampling method used to select Grade 4 learners was not necessarily appropriate to gather data on learners' experiences of the SNP. Therefore research methods and techniques did not necessarily produce the data on the core concept of the study "experiences" of Grade 4 learners; neither did it necessarily answer the objectives of the study. In relation to these experiences and challenges encountered, the study failed to respond to its objectives. Therefore I had to do the study again.

I conducted another main study in 2009. Following the experiences of the 2008 study, the research questions and research method of the study had to be reformulated. The pilot and the first study used the objectives to respond to the topic under study. However, that was changed in the second study with regard to the research questions. The research techniques were reformulated and also the manner in which they were used was changed. The sampling method for selecting respondents was further changed completely. Therefore, based on these considerations and changes I again embarked on repeating the study.

The 2009 study also focused on eight Grade 4 learners selected from two selected junior secondary schools. These two schools were selected on the basis of their locality, which is rural, as the study seeks to investigate the experiences of rural primary school learners. Furthermore, these two schools have a professional relationship with the Nelson Mandela Institute, which sponsored this research. It was first confirmed that these schools benefit from the SNP and then were selected for the research. I gathered the data for this study through observations, Grade 4 learners' role plays, interviews, and focus group discussions. I selected the eight learners for this study based on their gender after observing them. There were no key informants involved in this study, only Grade 4 learners participated.

Relationship building with the two schools from the previous pilot and research created me an advantage because all the staff knew me from the previous research. Therefore there was no misunderstanding or mistrust between me and the school staff. I had an understanding and experience of working with children and as such did not encounter major challenges concerning building relationship with them.

Designing and applying a new data collection method for this study, the role play and unstructured focus group discussions, which were not driven by a set of questions, produced rich data for the study. It also assisted to overcome the issues of power dynamics among the learners. Unstructured focus group discussions and interviews generated more data than individual interviews with learners. The changing of the policy - the hot menu to the cold menu children used to receive during the pilot and the 2008

study led to the 2009 study obtaining different data altogether. Recording of all interviews and role plays, as well as documenting what was observed during the study led to accurate presentation of data.

3.6 MEASURES OF TRUSTWORTHINESS

3.6.1 Validity

“Validity is the strength of our conclusions, inferences or propositions. It involves the degree to which you are measuring what you are supposed to, more simply, the accuracy of your measurement” (Adams, 2007:237).

I maintained validity of this study by being a good listener, recording, and use of the respondents’ mother tongue, thus enabling the respondents to present the majority of the research input. All the data collected was recorded accurately by recording all the role plays, interviews and focus group discussions using more advanced Dictaphones. The recorded interviews were later transcribed using the exact language used by the respondents, which was later translated into English. The data was again “back-translated into the original language by an independent local translator to verify its accuracy, confirm understanding of key concepts, and prevent misunderstandings” (Schenk & Williamson, 2005:20).

To validate, I had taken the data notes accurately throughout the research process. All data collected through observations were written up accurately in a notebook. All the

data collected will be presented in the final report and presented to the schools that participated in the study.

3.6.2 Reliability

Reliability estimates the consistency of the measured or more simply, the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects. “Reliability is essentially about consistency. That is, if we measure something many times and the result is always the same, then we can say that our measurement instrument is reliable. A very important aspect of reliability lies in the definitions of variables which are being measured” (Adams, 2007:235).

Reliability according to Neuman (1997:138) deals with an indicator’s dependability. “If you have a reliable indicator or measure, it gives you the same result each time the same thing is measured (as long as what you are measuring is not changing)”. To ensure reliability in this study, triangulation of methods was employed, which generated the same response across these different methods with all learners studied across two schools.

Triangulation was used in this study by using different data collection methods such as role play, individual interviews, focus group discussions, and observations.

3.6.3 Data Analysis

Data analysis is when the data is arranged in a more orderly way and meaning given to the collected data. According to Yin (as cited in Tellis, 1997:14) “data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study”. In this study, recorded data retrieved from the transcribed interviews, focus group discussions, and role play was arranged to different themes. The data was recorded using Dictaphones. All the data was collected in isiXhosa and was transcribed and written in isiXhosa. I then translated the data was from isiXhosa to English.

Coding - “the key process in the analysis of qualitative social research data is coding - classifying or categorizing individual pieces of data - coupled with some kind of retrieval system” (Babbie, 2007:384). In this study, the data was coded from the field notes written during observations, the role plays, the individual interviews, and the focus group discussions. The data collected through all these methods was organized into different major and sub themes for the analysis. Data was then analyzed according to these major and sub themes.

Cross-case analysis has been used to analyze data in this study. The data was analyzed using data across all eight case studies conducted in this study. Cross-case analysis in this study refers to analysis of each of the eight learners’ case studies across two schools. These cases were analyzed along with what was observed during observation, focus group discussions, and role play.

The constant comparative method of data analysis has been used to analyze this data. The data collected in two schools through role plays, individual interviews, and focus group discussions were analyzed with comparison of similarities, differences, and contradictions. Comparison led to tentative categories that are then compared to each other and to other instances (Merriam, 1998). The value of this study was not with regard to statistical generalization of the results, but was concerned with the deep conversations which allowed me to examine generalizations about children, questioning and examining existing knowledge in order to develop new meanings. Therefore, a literature was reviewed to compare obtained results with results of other research projects to identify similarities, differences and the unique contribution of this study.

The data was arranged and categorized according to themes in order to distinguish regularities, contradictions and interrelatedness of patterns. The data analyzed came from the recorded interviews.

3.7 LIMITATIONS OF THE STUDY

One of the biggest challenges of this study was to overcome the social barrier of open communication between children and adults. This was even worse as I was a stranger to the respondents. There is a barrier to open communication between learners and adults, made worse if the adults are not known to the learners (Christensen, 2004). The primary challenge in developing the method for this study was to find a way to encourage Grade 4 learners to openly discuss their experiences of the School Nutrition Programme with an adult they did not know well, with little time to build trust.

The complexity of finding methods to encourage children to speak openly is well documented in the literature (Fargas-Malet, McSherry, Larkin & Robinson, 2010). The most significant methodological challenge of this study was designing study instruments to best mediate this challenge. The method was designed to overcome this barrier to the greatest extent possible, privileging tools of relationship building traditional forms of data collection.

The barrier to adult child relationship was minimized by:

- More time spent on trying to break the ice;
- The use of role plays; and
- The use of mother tongue as the main research language.

3.8 ETHICAL CONSIDERATIONS

Bryman and Burgess (1999: 3) state that “ethics is a matter of principled sensitivity to the rights of others”. I complied with the ethical considerations by respecting learners as normal human beings whom she had to work with respectfully without forcing them to participate in the study. I complied with the research ethics for “conducting research to achieve not just high professional standards of technical procedures, but also respect and protection for the people actively consenting to be studied” (Payne & Payne, 2004:66).

Respect: the research made use of human ‘subjects’ as participants. This raised the issue of ethics, i.e. respect for personal integrity, having personal maturity and informing

participants about the recordings. I conducted this research primarily with learners. It was therefore important for me to respect the rights, values, needs, and desires of the participants. Learners were informed of the nature and the purpose of the research.

All the interviews were recorded and learners were informed from the beginning about the recordings. I requested permission to use the recorder and the learners allowed me to use it. I ensured that all learners were treated equally by respecting each and every learner's contribution during the research. Learners were also informed of their right to withdraw from the research at any given time (Edmonds, 2003).

Informed consent: Diener and Crandall (as cited in Nachmias & Nachmias, 1987:84) defined informed consent as “the procedure in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decision”. From the onset of the field work, I complied with the research ethics, respecting that participation is voluntary and not coercing participants to participate. The participants were informed that they were being researched and also were informed about the nature and purpose of the research. The school principals and the SGB chairpersons were given consent letters requesting permission to conduct research in their school. Parents of the Grade 4 learners who participated in the study were given consent letters requesting permission to their children's participation in the study.

Anonymity: Babbie (2007:64) explains that “a research project guarantees anonymity when the researcher - not just the people who read about the research - cannot identify a given response with a given respondent”. In this study anonymity was assured by giving the respondents and the schools code names instead of using their own names. To maintain confidentiality, I was the only one who listened to the recordings which only served as a reminder for me when transcribing data.

Maintaining anonymity and confidentiality, I ensured that the respondents are not exposed to any harm. Payne & Payne (2004:69) state that "Informant's identities should be protected by making them anonymous in published reports. Informants should also be assured that any records of their actions or words will remain confidential, seen only by the researchers... Together these make up the third element that no harm is done to informants”.

3.9 CONCLUSION

This chapter described the research design and methodology used in the endeavour to accomplish the purpose of the study. The research instruments, and sampling for the study were described and justified. Ethical measures to ensure trustworthiness were addressed in this chapter. This chapter moreover acknowledged the limitations of this study in accomplishing its purpose. The next chapter presents data.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

The purpose of this chapter is to present the data and discuss the findings emerging in this study. As described in the previous chapter, data was collected through observations, learners' individual interviews, focus groups discussions and role playing. The data was coded into major themes and sub-themes. These themes were coded according to the research questions the study attempted to answer.

The Grade 4 respondents' perceptions, experiences, and descriptions of the SNP are categorized in different major themes and sub-themes. This chapter provides an overview of each theme followed by the sub-themes. Each theme and sub-theme is discussed and analysed, including evidence in the form of verbatim quotations from interviews and focus groups discussions. Lastly data is discussed using the relevant literature. This chapter is structured as follows:

Section 4.2: The Profiles

This section provides detailed profiles of the selected schools and respondents of this study. These profiles are illustrated in Tables 4.1 and 4.3 and further discussed below each Table.

Section 4.3: Learner Descriptions of the SNP

This section presents the respondents' descriptions of the purpose of the SNP. It defines the SNP and further gives the respondents' definitions of the SNP. It presents the respondents' acknowledgement and the significance of the SNP to their schooling experiences in their schools.

Section 4.4: Learner Day to Day Experiences of the SNP

This section presents the respondents' descriptions of their day to day experiences of the SNP. It presents positive and negative respondents experiences of the SNP as described by the respondents. This chapter explains poor coordination and supervision as the challenge and the contributing effects which have resulted in the respondents' stated descriptions of the SNP. It further explains the positive factors contributing to the respondents' stated descriptions of the SNP.

Section 4.5: Learner Description of the impact of the SNP.

This section presents the respondents' views of the impact of the SNP. It explains the positive impact demonstrated by the SNP on the respondents' schooling experiences in their schools.

4.2 SCHOOL AND LEARNER PROFILES

This section provides some background data on the schools and learners case studies.

4.2.1 School Profiles

Table 4.1 below provide some background data of the two schools selected as the research sites for this study.

Table 4.1: Schools profiles

School Code	No. of Learner (2010)	Grades	Learners Benefited	Grades Benefited	Feeding Menu	Feeding Days	Cooking Space	Food Servers	Learner per Server
A	454	R - 9	405	R – 7	Hot	5 days per week	Yes	3	151.3
B	249	R - 7	249	R – 7	Hot	5 days per week	No	2	124.5

Table 4.1 summarises the profiles of the schools selected as the research sites to investigate the Grade learners' evaluation of the SNP. It clarifies significant similarities and differences between these schools. The first difference between these schools was the total number of learners in each school. School A had a total number of 454 learners, while School B had 249 learners in total. School A started from Grade R to Grade 7, while School B was from Grade R to Grade 9. In School A, all learners from Grade R to Grade 7 benefited from the feeding, while in School B learners from Grade R to Grade 7 benefited with the exclusion of Grades 8 and 9. In School A, there was a cooking space for preparing food, while in School B there was no cooking space. Food was cooked outside. School A had three food servers with 151.3 learners per food server, while School B had two food servers with 124.5 learners per food server.

Table 4.2: School Time Schedule

School Code	School Start/End Time	First Break	Second Break	Feeding Starts/End Time
A	07h50 to 14h50	10h00 to 10h10	11h45 to 12h10	11h45 to 12h10
B	07h45 to 15h00	10h00 to 10h30	12h10 to 12h30	10h00 to 10h30

Table 4.2 summarises the background data of the two schools selected for this study. It shows the differences between in terms of timing for these two schools activities. School A spent seven hours for the school day as it started at 07h50 and ended at 14h50. School B spent seven hours and fifteen minutes for the school day as the school started at 07h45 and ended at 15h00. This Table (4.2) therefore shows that there was a difference of fifteen minutes for the time spent at schools, with School B spent fifteen minutes time more than School A. In School A, the first break was between 10h00 and 10h10, while in School B it was between 10h00 to 10h30. This shows that there was a bigger difference between the time spent for the first break as School A spent ten minutes while School B spent thirty minutes. In School A, the second break was between 11h45 and 12h10, while in School B it was between 12h10 to 12h30. School A had twenty five minutes reserved for a second break, while School B had twenty minutes. The Table further indicates that feeding in School A occurred during the second break, while in School B it occurred during the first break. Therefore, School A spent twenty five minutes for feeding, while School B spent thirty minutes.

4.2.2 Respondent Profiles

Table 4.3 provides the profiles of the respondents participated in this study.

Table 4.3: Respondent Profiles

Learner	School	Gender	Age	Whom the respondent stay with at home
Esona	A	Girl	12	Biological parents and siblings
Iviwe	A	Girl	11	Biological parents and siblings
Khwezi	A	Boy	12	Biological parents and 7 siblings
Sive	A	Boy	12	Grandparents
Anathi	B	Girl	9	Grandmother, aunt, and 4 siblings
Zintle	B	Girl	12	Biological parents and 7 siblings
Sanele	B	Boy	12	Grandmother, aunt, and 10 siblings
Alizwa	B	Boy	13	Grandmother and 4 siblings

Table 4.3 outlines the gender, age and home based caregiver of each of the eight learners that participated in this study. Each learner was given a pseudonym for the purposes of data presentation and analysis. Four of the respondents were girls and four were boys. The respondents' age group ranged from 9 years to 13 years old. Five of the eight learners were twelve years old. Anathi was significantly younger than the others at 9 years old. Half of the learners indicated that they stayed at home with their biological parents and siblings. The other half reported that they stayed with their grandmother and siblings. The majority of learners stayed with large families, with between 4 and 10 siblings. Sive from School A was the one exception who stays with both grandparents and is the only child at home.

4.3 LEARNER DESCRIPTIONS OF THE PURPOSE OF THE SNP

The first question guiding this study was to better understand how Grade 4 learners describe the purpose of the SNP. As a general discourse, the children shared a clear analysis of the purpose of the SNP. None of the learners indicated any confusion as to their understanding of the purpose of the SNP.

They all articulated the importance of the SNP as a way of ensuring that children are not hungry at school. A reasonable number (50%) of the respondents from both schools, two from each school (Iviwe, Sive, Zintle, and Alizwa) understood the SNP as the food served at school for the learners to alleviate short term hunger. They all located the SNP as an expression of caring for children – and particularly poor children.

The respondents were able to discern between ‘what the SNP is supposed to be’ in their understanding (an expression of care toward children) and compared this with some of the ways in which the programme fell short of their expectations in reality. An interesting example of this was the difference in respondent’s discussion of the SNP in School A and School B. School B served learners from Grade R to Grade 7, and therefore all learners at that school received the SNP. School A served learners from Grade R to Grade 7; learners in Grade 8 and 9 were not included in the SNP.

Learners from School A expressed much more concern about the intentions of the SNP than in School B. Learners from School A expressed their concern that the SNP does not live up to the expectations of the SNP as it excludes other learners from getting food.

Understanding the SNP as a mechanism to care for children, they believed that those that were excluded also deserved to receive food. They expressed compassion for those learners and advocated for their inclusion in the SNP. For instance, Esona (School A) stated that *“It [the SNP] does not work well because not all of us get food...some get food while others do not get food...and some as a result don’t pass in class, they fail...”*. Khwezi (School A) was also concerned about children in Grade 8 and 9 who were excluded from the SNP. He complained that *“I don’t like it because they are also like us. They get hungry and when they are hungry they are just like us so they are supposed to eat as well”*.

The respondents from School A were concerned about this issue because in their school not all learners benefited from the SNP. In School B, no respondent had mentioned the injustice of the SNP by excluding other learners. This may be due to the fact that while in School A some learners were not benefiting, in School B all learners benefited from the SNP. However, Levinger (1986: 91) argues that “if SFPs are to become a springboard for far-reaching educational improvements, they cannot reach only a portion of the students enrolled where they operate”.

Beyond understanding the SNP as an expression of care toward children, seven of the eight learners had a specific understanding of the relationship between the SNP and access to schooling. Esona, Khwezi, Sive, Anathi, Sanele, and Alizwa understand the SNP as the food which helps to improve the learners’ concentration span through improving their ability to learn. Zintle and Sive viewed the SNP as a source of motivation

for the learners to attend school and be punctual at school. In policy theory, school feeding is the provision of food at school with the aim of alleviating short term hunger among schoolchildren; to improve school access and participation in education (IFPRI 2001; WFP 2004).

The learners in this study demonstrated a strong appreciation of this theory, especially the purpose of school feeding as it relates to the alleviation of short term hunger and its contribution to improving learning concentration and school attendance. The learners appear to put a more articulate emphasis than policy theory on the relationship between the SNP and the philosophical commitment to building a caring society for children. Learners placed less emphasis on the second level goals of policy theory, especially those related to local economic development. This may be because these goals were currently under-expressed in the implementation model at schools, as well as because these were seen by children as more secondary and indirect aspects as compared to the more immediate and pressing purpose of the SNP.

- **Mediating Mechanism in School**

A reasonable number of the respondents (50%) acknowledged the SNP as a mediating mechanism in their schooling lives. They indicated that sometimes they go to school without having eaten at home and the SNP comes in as a mediating factor. This is supported by Grantham-McGregor (2005:S155) when he claims that “it is well established that missing breakfast has a transient detrimental effect on cognition in the late morning”. It is a mediating factor because they get food so that they do not get hungry while at school as they did not eat at home. For instance, Iviwe responded to the question about whether the SNP helps children by stating *that “it helps us because*

some other days you leave home without having eaten because sometimes there is no food at home". Therefore this respondent described the SNP as a mediating factor because it offers them what they could not get at home, that is, food. It is acknowledged that "in-school feeding alleviates a child's short-term hunger during the school day, by providing more nutrients to the child, providing the child with a meal when he or she would have not otherwise have had one" (Adelman *et al.*, 2008:11). Therefore, the SNP, according to the respondents, acts as a mediating factor between the respondents, their home inability to provide them food and their schooling lives.

As a mediating factor, the SNP also reduced the chances of the respondents to get hungry at school though they ate something at home. The respondents indicated that though they often leave home having eaten food, they get hungry before the end of the day and the SNP reduces that hunger. For instance, Sive stated that "*I sometimes go to school without having eaten and knowing that I will eat at school...*" Alizwa also echoed the same sentiment by saying that "*sometimes you leave home without having eaten and then you eat at school*". Sive mentioned that he stayed with his grandparents only. Alizwa also indicated that he stays with his grandmother and four siblings only.

One of the possible reasons for Sive going to school hungry might be inability of the grandparents to prepare breakfast for him in the morning because of their age. Again, the possibility for Alizwa going to school hungry could also be the inability for his grandmother to prepare breakfast for the siblings. Also the other siblings might not be benefiting from the Child Support Grant due to various reasons; therefore the possibility

was that if his grandmother received the State Old Age Pension, it was not enough to take care of all the needs of the family including food. The socio-economic environment can affect learners learning performance. It is indicated that “children’s academic performance is affected by family characteristics such as socioeconomic status” (Grantham-McGregor, 2005:S144).

The minority (25%) of the respondents from both schools acknowledged that sometimes they left home for school hungry because there was no food at home. For instance, Iviwe when responding to the question on whether the feeding scheme helped, she replied that *“it helps us because some other days you leave home without having eaten because sometimes there is no food at home”*. Zintle also concurred with Iviwe that *“sometimes it happens that there is no food at home then we leave without having eaten and hope for the SNP”*. These respondents both reported that they stay with their biological parents.

Zintle mentioned that she stayed with her biological parents and her seven siblings. One of the possible reasons for her to leave home hungry might be that the parents were unemployed and unable to meet all the needs of a large number of siblings. This could be the reason for Iviwe as well though she did not mention the number of her siblings. Therefore, the possibility was that there was no stable source of income to provide for children sufficiently.

Another minority (13%) of the respondents acknowledged the SNP as a mediating factor in alleviating hunger symptoms which prevented learners from learning effectively

at school. They described the SNP as a mediating factor between hunger and their ability to learn at school. For instance, Iviwe during a role play stated that *“I remember Thamie suffering from a headache and asking us to write for her....I said never.....and she was becoming very weak and she stated that she will get well after getting food because she came to school without having eaten at home”*. Grantham-McGregor (2005:S146) acknowledges that ‘although children may be in school they may not pay attention to a learning task if they are hungry’. Furthermore to this, Bergeros and Del Rosso (2001:8) also points out that ‘it is now well established that short-term hunger, common in children who are not fed before going to school, has an adverse effect on learning’. Therefore the respondents acknowledged the school feeding “alleviates hunger and help them to concentrate and learn better” (Adelman *et al.*, 2008).

The Grade 4 respondents described the significance of the SNP in their schooling. They acknowledged that they attended school hungry for two reasons; firstly, that there was no food at home. Secondly, respondents went to school hungry because they sometimes run late for school. Del Rosso (1999:6) identified some of the reasons that cause respondents not to eat before going to school stating that “the long distances children have to travel to school, cultural meals practices that include no or small breakfasts or a lack of family time or resources to provide adequate meals to children before and/or during the school day”.

One of the possible reasons making respondents leave late for school were the tasks the respondents reportedly performed before going to school. These tasks included

milking the cows, washing dishes, and sweeping floors. While respondents could be eating before going to school there was still uncertainty about the adequacy of the food eaten. The reasons for uncertainty about respondents eating adequately before going to school were due to the fact that fifty percent of them stayed with their grandparents. In addition to living with grandparents, they also shared accommodation with between five to ten siblings.

Generally the elderly in the Eastern Cape rural areas depend primarily on the social welfare grants (Duku, 2006). Reasons for the absence of parents could range from parents looking for or doing jobs elsewhere and not being able to travel home often, or that they passed away. There was a high possibility that those respondents who stayed with their parents, those parents were unemployed or doing the lowly paid piece jobs. Therefore, whatever amount of money earned by these parents went to meeting all the needs of that family. This is also recognized by Wachs (2005:S161) that “when family income is relatively restricted or food is scarce, families can make choices as to what they spend their money on, and these choices can affect the adequacy of offspring nutrition”.

For respondents who stayed with grandparents such as Sive, Anathi, Sanele and Alizwa. The concern was the age of the grandparents and of the siblings and their ability to have adequate resources for every meal. These identified socio-economic dynamics in the rural environment “are likely to independently affect children’s school performance” (Grantham-McGregor, 2005:145).

This argument therefore triggered the question of the adequacy of food eaten by respondents before going to school, food which was expected to sustain them for the whole day while at school. It further supported and comprehended the argument that there were respondents who literally went to school without having eaten anything because there was no food at home. There were two main reasons identified in this study by the respondents who left home hungry. Firstly, it was because there was no food at home. Secondly, the respondents would be running late for school. Thus hunger was being identified as a challenge that respondents experienced while at school which disrupts their learning.

4.4 LEARNERS' DAY TO DAY EXPERIENCES OF THE SNP

The second question guiding this study was how Grade 4 learners described their day to day experiences of the SNP. The stories the respondents shared through the role plays, focus group discussions, and the individual interviews indicated both their positive and negative experiences of the SNP. Negative experiences included bullying, physical and emotional abuse, maltreatment, favouritism, and conditional feeding. According to Del Rosso (1999), designing a school feeding programme needs 'identify and address any potential bottlenecks in implementation such as the availability of supplies and other resources, the appropriateness of cooking practices. The positive experiences involved excitement, and appreciation.

4.4.1 The Menu and the Quality of Food

All the respondents (100%) from both schools indicated that they were served a hot and diverse menu and I also observed that. To confirm the menu served in her school Esona stated that *“we eat rice, cabbage, and soup with potatoes and carrots, and porridge with soup carrots and potatoes, and cabbage. On Friday we eat bread and apples”*. Iviwe and Anathi also confirmed that they ate *“pap, rice, samp, soup, cabbage, potatoes”*. This indicates that both schools served the same menu.

The minority (13%) of the respondents appreciated the variety of the menu stating that the hot menu served at the time was better than the previous cold menu. Esona stated that *“it is better now that we eat food unlike then when we used to eat bread”*. The majority of the respondents (86%) revealed that on Fridays the menu was different and they were served bread, drink and apples. Moreover (50%) of the respondents from School B also stated that on Fridays they were served bread and drink. For instance, Alizwa stated that *“on Fridays it is bread sometimes with butter and apple”*. Esona also articulated *“...on Fridays we eat bread and apples”*. As indicated in Table 4.1 Sanele and Esona are from School A and School B respectively. According to Worsley (2005:S139), “it is fairly certain that children require several types of resources for optimal learning and health, including the following a variety of foods”.

Again the majority of the respondents (63%) from both schools acknowledged that apples also formed part of the menu and served on Fridays only. Furthermore, these respondents reported that they did not get these apples every Friday. The few

respondents (25%) were concerned that when served apples they only received half of an apple. For example, Alizwa remarked that *“we do not get the whole apple we only get half”*. During a focus group discussion Anathi also stated that *“apples are halves”*. These respondents were from School A, and none of the respondents in School B mentioned this. This variety of food indicates a ‘well-balanced’ diet served learners at school to contribute to their well being. Grantham-McGregor (2005:S156) also acknowledges that ‘if the food provides a well-balanced diet it may not only improve children’s nutrition status but also help to develop good dietary habits for the future’.

This may be as a result of what I was informed of by the school principal when collecting data that according to the policy the SNP caters for Grade R to Grade 4 only. Therefore, the allocation of food was only for a number of learners from Grade R to Grade 7. However, due to the school’s understanding of the needs of the learners it had to feed all the learners from Grade R to Grade 7 using the available resources. The issue of the respondents getting half an apple could be as a result of stretching the limited resources to reach all learners in School A. Therefore, it might happen that the number of apples catered for the school was equivalent to the number of the qualified beneficiaries.

The majority of the respondents (75%) indicated uncertainties about the portion of food they received, stating that it was little. The minority (38%) of these respondents were from School A and another 38% were from School B. For instance, Anathi from School B during the role play, interview, and focus group discussion reported that they were served a small amount of food. Iviwe from School A during role play also indicated that they were served small amounts. The respondents in both schools were not satisfied

with the portion of food they received. In School B, dissatisfaction with regard to the quantity of food might also be as a result of stretching the available food catered for Grade R to Grade 4 learners to feed the whole school. In School B, the reason for the small quantities could be as a result of limited available resources, e.g. pots and the number of food servers to cook for 429 learners. However, according to Grantham-McGregor (2005:S146), 'if school meals are of a good nutrient quality and quantity and the supply is efficient and continues for some time, the children's underlying nutrition status such as wasting and iron deficiency should improve'.

The portion of the food served in these schools in particular School A where only targeted beneficiaries receive food, may be driven by the primary intended objectives of the feeding scheme. The current feeding scheme is not intended to address the nutritional status and iodine deficiency of the learners. Therefore literature indicates that "decisions about the ration size should also be governed by the level of educational impact that is deemed desirable" (Levinger, 1986:93).

Furthermore, the majority of the respondents (75%) expressed concerns about the food not being well-cooked, particularly the pap and cabbage. Anathi said that "*cabbage is not well cooked*". During Role Play 01, Sive also stated that "*pap is not boiled*". Zintle also expressed that samp was also sometimes not well cooked, by stating that "*sometimes samp is not well cooked*". As a result 38% of the respondents reported that they would prefer a changed menu. For instance, Sanele stated that "*I would like pap to be changed ... because the food servers cannot cook it properly they do not boil it and I do not know whether they run out of maize meal, or maybe they add too much water on*

it, so I don't know". Alizwa also stated that "cabbage...because it is not well cooked.....soup because it is very weak watery and pap is not well cooked".

The matter of the respondents' concerns could be associated with the demographic cultural food acceptance. Therefore, the concerns about the food might besides it being not well cooked but the issues of "the cultural acceptability, including taste preferences' which were not considered before the implementation of the programme" (USAID, 2003:4). For instance, it could be possible that some of the food cooked for the respondents is not necessarily being not properly cooked but the question of whether respondents are used to the type of food being served. For instance, respondents raised it several times that they did not like pap and cabbage because they were being not properly cooked. For instance, pap could not be a culturally accepted meal in the Eastern Cape. Moreover, the people who were cooking it might not be experts at cooking it. As well as the people who the pap was cooked for could not be quite familiar with it. In general young children did not like cabbage and this was being exacerbated by how it was cooked.

The menu which was served at schools comprised of diverse foodstuff such as rice, samp, pap, vegetables and fruit indicating the healthy and balanced menu. However, the concerns which were raised by the respondents also show that "it is not merely the availability of food that counts, but also the type of food, the manner in which it is prepared..." (Kiti, 2008:104).

4.4.2 Appreciation of Food and Alleviation of Hunger

All the respondents (100%) indicated their excitement and appreciation of the SNP. They were excited and appreciated that there was food provided for them in schools for various reasons. These respondents appreciated that the SNP contributed positively to their school attendance and punctuality. The respondents also acknowledged that there was food provided for them to eat at school. These respondents appreciated the food they received because they understood that the school feeding by “simply alleviating this hunger in schoolchildren helps them to perform better in school” (Del Rosso, 1999:6). The respondents acknowledged receiving food which alleviates short-term hunger among learners whether they were not fed before going to school, well nourished or not which could have ‘an adverse effect on learning’ (Bergeros & Del Rosso 2001; Janke 2001).

Therefore, they were excited and appreciated that they ate, got full and were able to learn at school. They were also excited and appreciated that they came to school knowing that at least they would have food to eat. Lastly, the respondents were excited and appreciated that even if there was no food at home at least they got food at school. The food that the learners received at school had contributed to “increased children’s good attendance and punctual daily arrival at school” (Grantham-McGregor, 2005:S145).

All the respondents (100%) appreciated that the food they received at school helped to eliminate the hunger they experienced at school. For instance, Sive stated that “...it

helps me during the day when I'm hungry then I eat and go to the class". Moreover Anathi also indicated that *"I like that we get food so we don't get hungry"*.

All the respondents (100%) were excited and appreciated that the SNP helped them and other learners by contributing to their learning ability. For example, Zintle said that *"yes it helps me because if I was not eating at school I wouldn't be able to learn..."*. Khwezi added that *"feeding scheme helps us because it gives us energy so that we are able to learn in class, we are able to write and answer questions"*. These two examples indicate that the respondents from both schools showed excitement and appreciation of the SNP for contributing to their learning at school.

The minority of the respondents (13%) appreciated that they ate at school. For instance, during the role play Iviwe stated that *"we appreciate what we have..."*. This respondent articulated this after discussing all the negative experiences they went through in their school during the feeding.

4.4.3 Poor Coordination and Supervision

All the respondents (100%) confirmed that the feeding process occurs during the schools' break time. I also observed this. In both schools there seemed to be no specific person responsible for ensuring that every learner received food during the feeding. All the respondents shared experiences which were as a result of poor supervision and coordination of the SNP.

Poor coordination of the SNP, as was reported by the respondents was characterized by the absence of a proper cooking space. In School B, the respondents indicated that because there was no cooking space the SNP did not occur in their school on rainy days. In both schools the respondents indicated that because there was no dining space they became victims of other learners who attempted to take away their food by force. In School A, the respondents further stated that the older learners also either spited on others' food so that they could not eat it.

The respondents indicated that they also became victims of bad weather. An example was made that if it was windy, they struggled to eat as wind would blow dust into their food and eyes. Furthermore, when it was cold and rainy they would feel cold and get wet when eating. Poor supervision as reported by the respondents was characterized by chaotic queues in School A. In School A, the respondents indicated that because there was no adult supervision of the feeding process, they tended to push in queues and sometimes almost hurt one another.

Moreover, as indicated in Table 4.1, the feeding occurred during the school break therefore the respondents were expected to be back in class when the time for break was up. It was indicated in School A that as a result of the difficulties faced by the respondents in the queues sometimes the time for a school break expires before the feeding process was completed. For that reason, some learners at times had to give up on getting food to prevent being late for class. For instance, Esona remarked that *"if there is no teacher we push one another.....and sometimes we, the small ones end up*

not getting food because the older ones don't even care for us, and because the older ones are physically stronger than us they push us back.....and we end up not getting food while we had dishes". This was also confirmed by Khwezi that *"...but if there is no teacher, everyone just queues at the same time and sometimes we don't get food"*. However, in School B Anathi indicated that learners in her school did not push one another when queuing for food. Esona and Khwezi were from School A and Anathi was from School B and they indicated different experiences in the queues.

All the respondents in School A stated that they only queue up well when there is a teacher supervising the queues. For an example in a focus group, Sive stated that *"when there is a teacher we queue up nicely but if there is no teacher we don't queue nicely"*. This was also confirmed by Iviwe by saying that *"we don't queue up well when there is no teacher ...we only queue up well when there is a teacher but if there is no teacher we don't "*. The respondents in School A and School B expressed different experiences about queuing for food. In School A, they experienced chaotic queues while in School B they experienced orderly queues. The respondents indicated that the feeding experiences became better if there was a teacher supervising them. However, according to Grantham-McGregor having teachers responsible for supervising the school feeding could steal teaching time, because *"where teachers actually plan and supervise meal preparation it may distract them from teaching duties"* (Grantham-McGregor, 2005: S156). This may not be the case in these schools as it is indicated that the feeding took place during the school breaks.

The poor implementation of the SNP was indicated by poor coordination and lack of resources for the SNP. As a consequence of this competition the experiences have shown negative implications of the SNP. The manner in which the programme was designed in terms of targeting the learners has also contributed to the negative consequences of the SNP. Therefore respondents understood and appreciated the significance of the SNP and how it positively contributed to their schooling. On the other hand, the experiences of the SNP that the respondents went through also show the limitations of the SNP implementation.

4.4.4 Conditions of Feeding

All the respondents (100%) reported the unavailability of cooking space, dining space, and eating utensils for the SNP to be the limiting factor. They indicated that it limited access because if it was raining there would be no feeding, if they forgot their eating utensils they did not get food. They also reported that their food was taken by the older children when eating outside. I also observed what seemed to be unavailability of eating resources limiting the learners' access to food. I observed this in School B, where there was no cooking space that the SNP did not occur that day due to the rainy weather.

It was indicated in Table 4.1 that there was no eating space provided for the respondents in both schools. The majority of the respondents (86%) confirmed that there was no dining space for the respondents in schools. I also observed this. As a result after receiving food the respondents ate outside the classrooms. The respondents' descriptions on the issue of unavailability of dining space revealed their

unhappiness because of the challenges they had to face especially on windy days, cold, and rainy days. The respect of the respondents as human beings has been compromised by the eating process.

A reasonable number of respondents (50%) confirmed that that they ate outside their classrooms regardless of the weather conditions and as a result of that they experience difficulties when eating. When asked where they eat if it was windy, Alizwa replied that *“we eat outside”*. This was confirmed by Esona by stating that *“if it is windy grass get into our food ... and into our eyes as well ... other children would bump on us as we would be running with our eyes closed with our food”*. Anathi when asked if she liked that they were eating outside, she responded that *“no...because if it is raining we eat outside and would feel cold”*. This fifty percent of the respondents represent the respondents from both schools.

The minority of the respondents (13%) acknowledged that they had no other choice but to eat the food regardless of the stated conditions. For example, Zintle indicated that *“... you wouldn't eat it but it is only because we have no choice because we are hungry”*. The minority of the respondents (13%) indicated that they were only allowed to eat in the hall provided it was dirty. For instance, Esona said that *“if the hall is cleaned we are told not to eat in the hall ... if the hall is not clean we eat in the hall”*. Esona further reported that they were not allowed by teachers to eat in their classrooms as well because they would make the classrooms dirty. This respondent said that *“they shout at us saying why we are eating in the classrooms and that we should eat outside”*. The

manner in which it was designed, implemented and funded resulted in the negative effects of the SNP. Unavailability of cooking space for the SNP results in respondents not receiving food daily. The inadequate number of food servers cooking for the respondents could affect the running of the SNP by not cooking well. The unavailability of adequate and reliable cooking utensils limited access to food.

The improper targeting of the SNP compromised its educational achievements. Both the targeting and budgeting compromised the implementation of the SNP. The poor implementation of the SNP compromised the potential it has to improve the schooling of all learners in schools. The poor design of the SNP negatively affected its implementation at schools level. The implementation of SNP negatively affected respondents even though it showed positive educational impact.

4.4.5 Favouritism and Maltreatment

Favouritism was mentioned by the respondents as one of the negative experiences they went through during the feeding process. The majority of respondents (63%) reported that they were not equally treated by the food servers. According to these respondents, those respondents who received preferential treatment were blood relatives of the food servers. They were concerned about unequal portions of food they received from the food servers when being served food. This perceived preferential treatment reportedly caused unhappiness among the respondents as they felt discriminated against by the food servers. For instance, Iviwe said that *“sometimes they dish large amounts of food for those whom they know but for you dish a small amount”*. During a focus group

discussion Anathi also reported that *“the favourites are those whom their mothers are food servers at school ... they get more food and we get lesser food”*. These respondents were from both schools indicating that the respondents in these schools have similar experiences.

Maltreatment as was indicated by the respondents referred to the manner in which the younger respondents were pushed by the older ones during the feeding process in the queues. Moreover, girls reported being pushed by boys in the queues. All the respondents in School A (50%) reported that the learners all queue up together, boys and girls, young and old and as a result they would be pushing one another. I observed this happening in School A.

Though in School B girls and boys queued together the queues were not as chaotic as in School A. The difference in School B was that not all classes would queue up together; the classes would queue separately outside the feeding room.

4.4.6 Bullying

Respondents explained bullying as an act whereby the older learners take advantage of the younger learners by either saying things or doing something to them they did not like. The majority of the respondents (63%) acknowledged bullying as one of the experiences the respondents experienced through the SNP. According to these respondents, bullying in the selected two schools occurred in different forms. Firstly, respondents bullied others by eating their food without their consent. Secondly, the

other learners bullied others by saying things that they did not like. Thirdly, the bullies prevented others from eating their own food. As indicated in Table 4.1, SNP in School A did not cater for all the respondents. As a result of that those who did not receive food tend to bully those who received it. This behaviour also occurred in School B even though all learners received food. However, the age difference was the cause according to the respondents' responses. Bullying in this context had to do with power dynamics amongst the learners.

The minority of the respondents (38%) from both schools indicated that other learners forcefully ate others' food. For instance, Esona from School A said that *"they ask for food and if you refuse they would put a spoon underneath your armpit and come out with food"*. Alizwa from School B stated that *"if children ask for food and you don't give them they would take it by force"*. As bullying was reported by the respondents, I also observed what seemed like bullying happening in School A. For instance, some of the respondents used rulers or whatever they could find as spoons to eat from others' food. One learner used a small piece of an old rusty iron sheet as a spoon whilst another used some white plastic matter to eat others' food. I observed that some of the learners did not have their own dishes but were moving around and eating from other learners' food.

The majority of the respondents (75%) indicated that because they ate their food outside, other learners ate their food. Esona indicated that they were being chased by others for their food when eating outside. Regarding this Esona said that *"... when*

running we meet other children whom they also eat from our food and when we eat the food is already little". In Role Play 08, Alizwa also confirmed this by saying *"some children would come and take our food when we are queuing and run away"*. Esona was from School A and Alizwa School B respectively.

The minority of the respondents (38%), all from School A, stated 'verbal abuse' as another form of bullying which was being practiced by learners. For instance Esona stated that *"if you run away they would say ... just look at her she is running away with food"*. This was also reiterated by Sive by stating that *"other children ask for your food and if you refuse they say you are full of nonsense and want to beat you"*. This form of bullying was more prevalent in School A than in School B. This may be because in School B all learners benefited from the feeding unlike in School A, therefore bullying was not equally happening.

The minority of the respondents (25%) indicated that the bullies did not just bully others by eating their food but also made them unable to eat their own food. According to these respondents, the bullies did this by either spitting on the food or trickling the food down. According to Iviwe, bullies made the respondents unable to eat their food by spitting on the food. She stated that *"others just spit on others' food and they don't eat it and just leave"*. Khwezi added that *"other learners insist wanting to eat our food and if we refuse to give them they would trickle down our food"*.

The minority of the respondents (13%) indicated that other learners became the victims of bullying in the school premises of the schools and also outside the school's premises.

The respondents therefore became serial victims of bullying because they became victims during eating at school and after school. This means that when the learner's food is forcibly eaten by others that learner becomes a victim of bullying. Moreover, if the bullied learner reports the bully and such learner get punished, that learner also gets beaten by that particular learner after school. Therefore, the same learner who was bullied by having her or his food eaten also gets bullied by being beaten again. Sive confirmed this by saying that *"other children would eat food or throw other child's food away and then a child cries, and then the child reports and after school gets beaten by that particular child"*.

Again, the minority of the respondents (13%) reported that the bullies also bullied the food servers. During the interview and role plays, Iviwe reported that during the feeding queues the food servers also become the victims of physical abuse. According to this respondent, the food servers were being physically abused by the bullies by beating and pushing them. Iviwe reported that *"food servers would be pushed ... and others would beat food servers with food and mud"*. During the role play Iviwe further stated that *"... others push the food servers saying that I will push her because my own mother is not here so I will push her"*.

4.4.7 Physical and emotional abuse

The majority of the respondents (75%) reported that they experienced physical abuse during the feeding process. A reasonable number of these respondents (50%) were from School A whereas only (25%) were from School B. Physical abuse as stated by these respondents is practiced by different actors in different forms. It was being done

by the learners to other learners through beating, food servers to the learners through beating and the teachers to the learners by beating them. It was indicated that the primary causes of this physical abuse was the chaotic queues during feeding, non feeding of all learners, and a respondent not having a dish for food.

The majority of the respondents (63%) reported that the learners were physically abused by others who beat them. According to these respondents, they were beaten by others who asked for their food and when they refused. For instance, Esona confirmed this by stating that *“when we refuse to give them food ... they beat us after school”*.

According to a minority (25%) of the respondents, as a result of these disorganized and unsupervised queues they were being physically abused by the teachers who beat them. Sive explained this by saying that *“people fight when queuing and pushing each other and others would fall on fire with shoes and then report and called upon and be beaten, the two of them”*. Esona also stated that *“they beat us after school ... and they will be beaten by teachers”*.

The majority of the respondents (86%) indicated that they were being physically abused by the food servers. These respondents indicated that the food servers beat the learners with cooking sticks. For instance, this was revealed by Iviwe and Esona stating *“food servers used to beat children with cooking stick”*. In addition, Sanele and Alizwa articulated that *“the food servers beat you with a cooking stick if you don't have a dish”*. A reasonable number (50%) of these respondents were from School A whereas (38%)

were from School B. This indicated that abuse of the learners by the food serves was happening in both schools.

It was only indicated during Role Play 04 that learners were being emotionally abused by the teachers who said hurtful things to them. During this role play, it was indicated that learners were being emotionally abused by the teachers by shouting and saying things which were unacceptable to the respondents. According to these respondents, teachers insult them for the food they ate at school. During this Role Play, Iviwe remarked that *“when we saw the teacher on her way to the class she said that ... all we know is food. She does not know whether we starve at our homes ... she said wooww you are coming for this food...”*. This respondent felt emotionally abused and further stated that *“I just left because I could not stand being shouted at”*. It was also in Role Play 04 where Iviwe expressed being emotionally abused by the teachers. This respondent revealed this by stating that *“when you do not have a pen you will be shouted at that you only came here for school food....go for it ... when you ask for a pen teachers say ... ooohhhh you just came to school for food not for writing ...”*. According to the respondents' descriptions, teachers were not well informed and cared for the benefits of the school feeding to the learners. It seemed as if there still needed to be informed of the primary objectives of the school feeding. According to Levinger (1986 90), “unless teachers are trained to use the SFP as a means for promoting cognitive development, it is unlikely that such outcomes will occur”.

The minority of the respondents (25%) indicated that they were also being emotionally abused by other learners who said unacceptable things. Esona explained that *“when we refuse to give them food they would say we are mean with the school food....and they promise to beat us”*. Furthermore, Khwezi also stated that *“they want to eat from our food by force and we refuse and they say that we don’t want them to eat but we didn’t even pay money for this food...they insist wanting to eat and if we refuse they trickle down our food...”*. These respondents who reported this abuse were from School A, and this may be due to that not all learners received food in that school therefore they did anything to get food from other learners.

Among the experiences of the SNP reported by the respondents from both schools was the bullying. However, this was strongly emphasized in School A and was caused by different factors. The motive behind the higher emphasis was based on the targeting used in the schools, i.e. the exclusion of some respondents on the basis of class cut-off point, but who were also in need of food. On the other hand those respondents who benefit from the SNP were younger than those who did not benefit. This form of targeting easily caused bullying among respondents in both schools. The older respondents therefore easily took advantage of the younger respondents. The younger ones became the targets and victims of the older respondents as this was reported in both schools.

This bullying was further exacerbated by the lack of supervision of the SNP at schools. This was a concern in School B where every learner got food but there were those who bully others simply because they could overpower them. The lack of supervision of the

SNP also resulted in the chaotic queues particularly in School A where there were a high number of respondents receiving food and those who did not. These chaotic queues resulted in those respondents who qualified to get food being unable to get it sometimes because of the pushing during the process. Younger and shorter respondents all queuing up at the same time with older and taller learners gave younger and shorter respondents a tough time and ultimately they did not get food at times.

The SNP lacks coordination at the school level and as a result the necessary resources were not provided for the programme. The implications thereof were observed in different scenarios. Firstly, the unavailability of a cooking space in School B compromised the right of respondents to get food on rainy days. Secondly, non provision of eating utensils for the respondents also compromised the right of the respondents to access food. Respondents were expected to bring their eating utensils from home every day. Some respondents tended to forget these and that resulted in them not getting food. This challenge also resulted in emotional abuse, especially by the food servers. In cases where respondents were told by the food servers that they would not get food because they did not have dishes, the respondents felt abused emotionally.

Thirdly, the inadequate number of food servers available to prepare food and unavailability of substitutes in the case where servers were absent. This, as was observed, resulted in the inability to cook food well for the respondents in School B. Fourthly, it was the unavailability of dining space for respondents. The major challenges created by this were the promotion of bullying among respondents where respondents

had to run around searching for a place to eat. In this process of running around respondents got bullied by others.

The lack of supervision during the feeding process led to unequal or preferential treatment experienced by the learners in both schools. If supervised, perhaps the learners would get equal treatment by the food servers. The physical abuse experienced by the learners in the hands of the food servers as observed in both schools was another indication of the lack of supervision of the SNP. The physical abuse was also as a result of unavailability of eating utensils for respondents, since respondents were beaten when they forgot their dish. The targeting criterion in School A resulted in physical abuse, where those who did not get food abused those who had access to food.

The relationship between the adults (food servers) and the respondents (learners) was compromised as respondents became violent towards the food servers. This behaviour might have been perpetuated by the manner in which food servers treated the respondents by physically beating them, shouting at them, and not allowing them to get food at times. These young children were asked to perform difficult and dangerous tasks at school which could result in injury. The implications were that injuries might have prevented school attendance, thus missing lessons and that would be against the educational objectives of the SNP. The emotional abuse experienced by the respondents was also as a direct consequence of excluding respondents from the

feeding as was the case in School A. Emotional abuse of respondents by other respondents was also a consequence of them eating without being supervised.

4.4.8 Contributing factor in learning

A contributing factor was any means made to ensure that the learners attended school, learning taking place at school and therefore progress in school. There were various contributing factors such as provision of learning and reading materials provided at schools to ensure this progress of encouraging the culture of learning in schools. Seventy five (75%) percent of the respondents indicated that the SNP contributes to their learning. This majority of learners supported Grantham-McGregor (2005:S146) assertion that “the relief of hunger may improve a child’s ability to concentrate, which should facilitate learning”.

The respondents described the SNP as a contributing factor in reducing hunger, improving school attendance, punctuality, and learning. They indicated that hunger prevented learners from learning effectively at school. However, the food they received from school assisted them in reducing hunger hence enabling them to learn. For instance during a focus group discussion, Khwezi complimented that *“it gives us energy so that we are able to learn in class ... we are able to write and answer questions”*. Zintle also highlighted that *“if I was not eating at school I wouldn’t be able to learn”*.

The minority of the respondents (25%) also acknowledged that if there was no SNP at school it would be difficult for them to learn effectively at school. They recognized that

the SNP contributed to their ability to learn effectively by reducing hunger. For instance, Sanele mentioned that if there was no feeding scheme at school *“children wouldn’t understand what is taught by the teachers, they would just feel hungry and fall asleep”*. In addition, during focus group discussion, Esona also stated that *“if there was no feeding scheme we wouldn’t pass at school because we would always be thinking about food, but now at least we are not always thinking about food, we think about learning then we pass”*.

Another majority of the respondents (25%) also acknowledged that the SNP was a contributing factor in their school attendance and punctuality. Iviwe stated that *“some days you come late then even if you are late you know that you will eat at school and get full”*. To indicate that the SNP was a contributing factor for learners to attend school, Zintle when asked how she would feel if the feeding scheme was terminated, she replied that *“I wouldn’t really like school because I would be hungry at school”*. Sive also responded that *“if there could be no SNP maybe some other children would not attend school and fail”*. The respondents from both schools agreed that the SNP served as a contributing factor for their attendance and learning at school.

4.5 LEARNER DESCRIPTION OF THE IMPACT OF THE SNP

The third question guiding this study was how Grade 4 learners described the impact of the SNP. Respondents explained the impact of the SNP as a positive contribution and value added by the SNP in their schooling experiences. All the respondents (100%) viewed the SNP as having made a positive impact on their schooling lives.

These included alleviating short term hunger, improving learning and concentration span, improving school attendance and punctuality, and teaching to take responsibility at a young age.

The minority of the respondents (38%) acknowledged that they experienced short term hunger while at school. However, the SNP they received at school helped to alleviate this hunger. Furthermore, 75% of the respondents admitted that the SNP had demonstrated a positive impact by contributing in their schooling lives and improving their learning ability while at school. A further 38% of respondents declared that the SNP had positively contributed in their schooling by improving their punctuality and school attendance. Thus, according to all the respondents, the SNP had contributed to the improvement of the schooling of the respondents.

Having realized the impact made by the SNP on their schooling, during Role Play 04 Iviwe insisted that they would continuously eat at school irrespective of negative experiences. Very few respondents (13%) indicated this. While sharing her own personal experience, Iviwe was reminded of another incident which occurred to her during the feeding and she remembered that *“when I arrived home I told my mother and she told me not to queue for food again”*. Nevertheless, this respondent further said that *“I told her that no mama I need that food at school even if I fell”*. Another respondent also emphasized to continue participation in the SNP irrespective of the circumstances. She highlighted that *“I will eat at school even if we are beaten by the food servers with cooking sticks”*.

4.5.1 Alleviation of Short-term Hunger

According to Grantham-McGregor (2005:S146), “although children may be in school they may not pay attention to a learning task if they are hungry”. A reasonable number of the respondents (50%) acknowledged and appreciated that the food they received at school helped them to reduce the hunger during the school day. These respondents stated that they sometimes left home without having eaten anything either because there was no food at home or they ran late for school. As an example, Alizwa indicated that *“sometimes you leave home without having eaten and then you eat at school”*. Sive echoed this by saying that *“I sometimes go to school without having eaten and knowing that I will eat at school...but at least we appreciate that at least we eat at school”*.

The minority of the respondents (25%) acknowledged that they sometimes left home without having eaten anything because there was no food at home. These respondents acknowledged that the food they received at school helped them to alleviate that hunger. Iviwe responded to the question about whether the SNP helped children by stating that *“it helps us because some other days you leave home without having eaten because sometimes there is no food at home”*. Zintle also echoed the same experience by saying that *“sometimes it happens that there is no food at home then we leave without having eaten and hope for the SNP”*. The respondents acknowledged that ‘in-school feeding alleviates a child’s short-term hunger during the school day’ (Adelman *et al.*, 2008:11).

These respondents further acknowledged that the SNP made a positive impact on other children's schooling lives as well by reducing hunger at school. These respondents recognized that besides themselves coming to school hungry, other children also experienced the same. They acknowledged that the SNP helped in alleviating hunger amongst those learners as well. For an example Sive stated that "*others come to school without having eaten at home and they get food to eat at school*". The respondents acknowledge that the school feeding helps 'to alleviate short-term hunger' (Bundy *et al.*, 2009:8).

Short term hunger affects learners' experience at school and could have lasting effects on their learning ability. This was acknowledged by the World Food Programme (2006: 5) that "even short-term hunger, common in children who are not fed before going to school, can have an adverse effect on learning". Bergeros and Del Rosso (2001:10) further recognized that 'the alleviation of hunger via school meals can be critical to improving the capacity of children to learn'.

4.5.2 Enhanced Respondents' Concentration Span

According to Adelman *et al.*, (2008: 13), 'providing children with a meal during the school day may alleviate hunger and help them to concentrate and learn better, thereby improving school performance and retention' The majority of the respondents (80%) recognized that the SNP enhanced their concentration span by alleviating short term hunger at school. They acknowledged that the SNP enabled them to read, write, and participate and therefore pass at school. For instance, Sanele stated that if there was no

SNP at school *“children wouldn’t understand what is taught by the teachers ... they would just feel hungry and sleepy ... because the child would be hungry”*. In a focus group discussion, Esona also admitted that *“if there was no SNP we wouldn’t pass at school because you would always be thinking about food, but now at least we are not always thinking about food we think about learning then we pass”*.

This impact, as reported by the respondents, indicated that the SNP had a potential to meet its own intended general objectives. This is further indicated by IFPRI (2001:3), that *“the primary objective of a School Feeding program is to provide meals or snacks to alleviate short-term hunger, enabling children to learn”*. Moreover, stating that *“hunger is a barrier to learning” (Ibid)*.

4.5.3 School attendance and Punctuality

The minority of the respondents (25%) indicated that the SNP positively impacted on their schooling by improving their school attendance and punctuality. According to these respondents, if there was no SNP at school the respondents would not like going to school. They therefore acknowledged that the SNP served as a contributing factor in encouraging the respondents to attend school. These respondents acknowledged that sometimes it happened that there was no food at home then the SNP helped them. For instance, Zintle said that *“I wouldn’t really like school because I would be hungry at school”*. Zintle further reported that *“sometimes it happens that there is no food at home then we leave without having eaten and hope for the SNP”*. Iviwe also concurred that *“it helps us because some other days you leave home without having eaten because*

sometimes there is no food at home". Furthermore Iviwe stated that *"some days you come late then even if you are late you know that you will eat at school and get full"*. It is acknowledged that 'if breakfast rather than lunch is provided children are likely to get to school earlier (Grantham-McGregor, 2005:S145).

The minority (25%) of the respondents indicated that the SNP supported other respondents who went to school without having eaten food at home. For instance, Sive stated that *"if there could be no SNP maybe some other children would not attend school and fail"*. In addition, during Role Play 04 it was also acknowledged that *"other children sometimes come to school without having eaten and myself I sometimes go to school without having eaten and knowing that I will eat at school"*.

4.5.4 Mediating Home and School Life

All the respondents (100%) indicated that they had to bring their own eating utensils.

This, as was reported by the respondents, indicated that the learners were being taught to take responsibility at a young age. According to this experience of the school feeding *"childhood, then, is a special time when children are expected to learn to prepare themselves for adult life"* (Worsley, 2005:S136).

Unavailability of eating utensils for the respondents also seemed to limit their access to food. The majority of the respondents (86%) reported that they sometimes did not receive food if they did not have dishes. Esona reported that *"when we are very late for school we forget to take a dish... if you have forgotten it, you won't get food"*. Zintle from School B confirmed that *"if you don't have a dish you should know that you don't eat"*

that day". These two respondents confirmed that dishes were not provided in both schools and the consequences of not having a dish were the same for all learners.

These respondents further reported that if they forget to bring their dishes they would ask for dishes from others to receive food. However, that did not guarantee that they would eat enough as they would if they had their own dishes. The respondents indicated that other children would even cry if they forgot to bring their dishes because they knew they would not get food. This was revealed in Role Play 02 by a respondent saying that *"sometimes other children forget to bring their lunch boxes and you sometimes find a child crying and hungry and do not have a lunch box"*.

The SNP demonstrated a positive impact on the schooling lives of the respondents. Its positive impact was demonstrated through its ability to alleviate short term hunger among respondents while at school. Through its ability to alleviate the short term hunger, the SNP therefore improved the respondents' learning ability at school. By improving respondents' ability to learn the SNP enabled the respondents to pass at school. The SNP also demonstrated its positive impact on the lives of respondents by improving respondents' punctuality at school. It furthermore improved respondents' school attendance. All these together showed the potential and ability of the SNP to improve the schooling of the respondents.

One of the positive impacts demonstrated by the SNP was its ability to improve learning ability of respondents while at school by removing hunger. The respondents

acknowledged and further discussed that SNP is helping respondents as well. Other respondents from the same school also agreed on what was stated by this respondent by expressing their thoughts about the input made by the SNP in their schooling and learning experiences. They expressed their thoughts about the SNP when they were responding to a question about the termination of the SNP. Therefore, SNP had an ability to improve the learning capability of respondents, contributing to their ability to pass at school.

Another positive impact demonstrated by the SNP in respondents' lives was its ability to alleviate hunger among the respondents, enhancing their ability to attend school. For the SNP to successfully achieve this, the "design and implementation of the SFPs the decisions are informed by the primary and secondary objectives of the program" (Briggs, 2008:3).

4.6 CONCLUSION

This chapter presented and discussed the data on Grade 4 learners' evaluation of the school feeding programme. The themes and major themes presented in this chapter were based on the three research questions this study attempted to answer. The first question was how the Grade 4 learners described the purpose of the SNP. The next question was how do the Grade 4 learners described their day to day experiences of the SNP. The last question was how do Grade 4 learners described the impact of the SNP on their lives. The data was presented in correspondence with the reviewed literature.

In this study, the SNP demonstrated positive impact on the respondents' lives in schools by alleviating hunger and enabling them to learn. It has demonstrated its ability to meet these objectives by addressing schooling challenges of hunger of respondents. The data demonstrated the ability of the SNP to alleviate hunger among respondents while at school. By alleviating hunger among respondents the SNP encouraged and enabled the respondents to learn while at school. By enabling the respondents to learn at school the SNP has contributed positively to the ability of respondents to pass at school.

Respondents had to go to school hungry because there was no food at home, and because they were late for school. The SNP being offered in schools helped respondents spend the day without getting hungry at school. If there was no SNP respondents indicated that they would not like going to school, and that perhaps some other respondents would not like attending school and fail. This indicated that the SNP has encouraged respondents to attend school.

The following chapter presents the conclusion and the recommendations of this study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the findings of this study. It further presents the recommendations emerging from the findings of the study. Lastly, this chapter presents the conclusions for the entire study. This study answered three research questions. Firstly, this study answered the question how Grade 4 learners describe the purpose of the School Nutrition Programme. Secondly, the Grade 4 learners' description of their day to day experiences of the School Nutrition Programme. Thirdly, how Grade 4 learners describe the impact of the School Nutrition Programme on their lives.

This chapter will firstly present an overview of the entire study, from chapter one to chapter five of the study. It will then present an overview of the research findings of this study which resulted in the recommendations made for the SNP policy and research. However, before presenting the recommendations, this chapter will first present the limitations of the study. Subsequent to the presentation of an overview of the findings and limitations of the study, this chapter will present recommendations of this study. The recommendations presented in this chapter follow the analysis of the major and minor themes identified in analysis of the research findings of the study having acknowledged its limitations.

Following the recommendations for the study the possible areas for further research are identified. The last part of this chapter presents the conclusion for the chapter.

5.2 OVERVIEW OF THE STUDY FINDINGS

- **The Grade 4 learners descriptions of the purpose of the SNP**

The Grade 4 learners described the SNP as food that helped them alleviate hunger at school. They indicated that the food alleviates hunger and enable them to learn at school. It is argued by Del Rosso (1999:6) that “by alleviating this hunger in schoolchildren helps them to perform better in school”.

They described it as a caring factor for the learners while at school. According to these learners, the feeding scheme should serve all the learners at school as they all need it. These learners’ acknowledged that all learners came from similar socio-economic backgrounds hence the feeding scheme helped them all and should also help those who did not benefit at present. Having understood the purpose of the feeding scheme the learners also understood its limitations, as identified. The limitation of the feeding scheme was the injustice caused by it of not benefiting all learners which was not justifiable. This could pose a challenge to meeting the intended policy objectives of the SNP as it is argued that “if SFPs are to become a springboard for far-reaching educational improvements, they cannot reach only a portion of the students enrolled where they operate” (Levinger, 1986: 91).

- **The Grade 4 learners' descriptions of their day to day experiences of the SNP**

The Grade 4 learners' descriptions of their day to day experiences of the feeding scheme demonstrated some positive experiences. However, the limitations in the implementation of it were also indicated. Their positive experiences demonstrated appreciation of food and the alleviation of hunger they would have experienced at school. The learners appreciated the food they received at school. They further acknowledged the menu from cold to hot menu as being a step to the right direction.

The limitations of the feeding scheme, as indicated by the Grade 4 learners, included the quality of food served at schools, poor coordination and supervision, and poor conditions of feeding. These limitations as described by the respondents, demonstrated the weakness in the design, targeting criteria, budgeting, coordination and supervision of the SNP at schools level. The feeding scheme demonstrated shortcomings at implementation level and it suffered as a result of inadequately allocated human resources.

- **The Grade 4 learners' descriptions of the impact of the SNP on their lives**

The Grade 4 learners described the feeding scheme as having demonstrated positive impact on their lives. Therefore, according to the Grade 4 learners, the feeding scheme positively contributed to the quality of education of the learners by alleviating short term hunger, hence enabling them to perform better at school. According to these learners, the SNP alleviated short term hunger among learners while at school. By alleviating

short term hunger the feeding scheme contributed towards improving the learners' learning ability at school. This description of the impact of the feeding scheme as explained by the respondents is also argued by Bergeros and Del Rosso (1996:10) that "the alleviation of hunger via school meals can be critical to improving the capacity of children to learn".

SNP further contributed to punctuality and school attendance of learners. Moreover, the Grade 4 learners described the feeding scheme as a mediating force between their home environment and school life. They acknowledged that when their homes failed to provide them with food, at least the feeding scheme did. The feeding scheme positively contributed to the learners' schooling by providing them food thus "providing more nutrients to the child, providing the child with a meal when he or she would have not otherwise have had one" (Adelman *et al.*, 2008:11).

Though the feeding scheme demonstrated a positive impact with its ability to improve the learners' schooling experience, there was a concern that not all learners benefited from it. The major concern therefore was the inability for the feeding scheme to accomplish its mission. Inability to accomplish the mission meant that the impact that the feeding scheme showed on learners' lives was not complete if it was only limited to certain learners and not all learners at schools. Levinger (1986:91) also confirms that "if SFPs are to become a springboard for far-reaching educational improvements, they cannot reach only a portion of the students enrolled where they operate".

Secondly, the mission is not accomplished if the feeding scheme has this impact on learners' lives only during a certain number of years of their studying at primary school without extending to the full primary schooling period. The design of the programme in terms of its targeting criteria was the contributing factor to its inability to accomplish its mission, to fully improve the educational or schooling experiences of the rural primary learners. The feeding scheme as it was introduced to improve schooling experiences of the learners from poor communities, the design of it therefore needs to correspond to the challenges faced by all learners in that particular area. This could enable the feeding scheme to fulfil its mandate as this is argued by Levinger (1986:91) that "the SFPs probably make a difference to school attendance and enrolment when there is a good fit between the SFP and design and the environment in which the program operates".

5.3 RECOMMENDATIONS

The recommendations for the SNP are made based on the findings of this study.

Del Rosso (1999) argued for interventions that could make school feeding programmes have a positive impact on quality education. The intervention should focus particularly on design and implementation of the programmes for them to contribute to quality schooling (Del Rosso, 1999). The most crucial issues involve the targeting, cost and financing issues, ration composition and meal delivery, monitoring and evaluation, and integration of school feeding with other interventions. There is a need to consider and agree on identifying the problems or situations that the school feeding program intends to address.

- **Adequate Funding to ensure suitable Design and Implementation of the SNP**

Although the SNP has demonstrated its significance and helpfulness to the learners, its shortcoming was in its inability to help all learners in the same school. An additional shortcoming was its inability to help learners over the entire primary schooling period. Therefore, the SNP was designed to cater for some learners while excluding other learners in the same rural primary schools. It was also designed to cater for those learners for a particular period of time, only a time before they proceeded to Grade 5. This exclusion of learners created various problems and negative experiences for learners such as bullying, physical and emotional abuse. Therefore, SNP demonstrated weaknesses in its design which was manifested through inappropriate targeting criteria adopted in schools.

The targeting criterion was as a result of the underfunding of the SNP. This underfunding of the SNP was demonstrated by the unavailability of adequate resources for the feeding scheme. The unavailability of the resources also exacerbated the negative impact on learners' experiences of the SNP such as bullying. The possible suitable solution to this challenge is to revisit the funding issue and to investigate allocation of appropriate funding to deal with the shortcomings of the SNP. Therefore, to ensure the proper criteria for the SNP, proper funding is required to ensure proper implementation of the programme at schools. These challenges involve inappropriate targeting criteria, inadequacy of the provision of required resources, and inadequate food for the feeding scheme, which all impede the implementation of the SNP.

Therefore adequate funding is recommended to “address any potential bottlenecks in implementation: such as the availability of supplies and other resources, the appropriateness of cooking practices...” (Del Rosso, 1999:10).

- **Coordination and Supervision of the SNP at schools level**

Among the identified lack of resources for the feeding scheme, the unavailability of cooking space was identified as a challenge for the feeding scheme. The unavailability of eating utensils such as dishes and spoons for the learners was also identified as a challenge. The shortage of food servers was too identified to be a challenge where it was established that when one food server was absent the other one was suppose to cook for learners alone. The issue of learners eating outside the class rooms because there was no space provided for them to eat was identified as a challenge for the implementation of the SNP. The unavailability of eating space which resulted in learners eating without being supervised and hence experiencing problems from their peers.

The poor coordination and supervision of the SNP resulted in negative experiences for the learners such as bullying, abuse, and favouritism among learners. Therefore, it is recommended that to ensure good coordination and supervision of the SNP teachers have to play an active role in the implementation of the feeding scheme. The active role to be played by the teachers is only to supervise learners while they are eating, ensuring that they eat peacefully and in dignity. Therefore, learners could be allowed to eat in their classrooms but under the supervision of their class teachers.

Only one person should be required as a clerk in schools to take care of the entire feeding scheme processes in schools. This person could be responsible for the feeding

scheme processes such as how learners receive food, supervising the dishing up and receiving food process, ensuring:

- Monitoring and Evaluation of the feeding scheme at schools level

According to the World Food Program (2000), monitoring and evaluation provides regular information on the implementation of a project and detects possible malfunctions to allow for corrective measures, provide feedback on the project's effects and the degree to which immediate objectives are reached. The challenges identified in this study indicate that the programme requires regular monitoring and evaluation. The regular monitoring and evaluation of the programme therefore requires immediate and observed information and experience of the programme to make clear and validated recommendations. This information and these recommendations 'could influence decisions and therefore lead to "changes/improvements in the design" (Del Rosso, 1999: 25).

Therefore, having a person as a clerk responsible for the implementation of the SNP at schools level would assist in identifying the information and making clear recommendations based on the daily observed experiences of the programme. This person without just observing would also engage learners to hear their concerns and recommendations of the feeding scheme. This would therefore promote transparency in the feeding scheme with the learners' voices being raised. The process could help influence the policy decision making and the programme implementation, to reach the positive outcomes of the programme. Children participation in this whole process is supported because "there is a view commonly expressed that children's participation

helps to ensure the greater relevance and efficacy of projects and policies” (Hart & Tyrer, 2006:14).

- **Children’s participation in policy formulation, and evaluation**

Reviewed evaluations of the school feeding programmes indicated that children were rarely involved in these programmes except for just being beneficiaries. Their voice to influence the decision making of the feeding programmes was not being considered. Moreover, when evaluating the feeding programmes, literature shows that “most research about children has traditionally been carried out *on* them rather than *with* them”, it further recognizes that when children are involved in research “they have frequently been the objects of observation or experimentation” (Freeman & Mathison, 2008:147). If children are involved in the evaluation process it is always done with the data from parents, and or teachers. However, this study acknowledges that “it is important to engage directly with them, and not rely solely on the comments of others” (Hart & Tyrer, 2006:14).

The evaluations did not fully and exceptionally engage children in a more meaningful manner. According to the study by Chawla (2001:2), it is noted that children were “only allowed to have an influence over relatively inconsequential decisions”. However, this study acknowledges the involvement of children in influencing decision making in particular for projects or programmes concerning them. It believes that “children’s participation helps to ensure the greater relevance and efficacy of projects and policies” (*Ibid.*).

This study established that children could provide relevant data if suitable research methods and research ethics for children are applied. Literature also shows that “creative arts such as drawings, photographs and role plays are very effective in allowing children to share their ideas and opinions about issues affecting them in a fun, non-threatening way’ (Blackman, 2004:15). The role plays with children as ‘creative art’ were very significant for this study as it acquired more data than any other methods, such as the interviews. The role plays established an environment “promoting children-centred research, creating an opportunity for children, in their own voices, to discuss their experiences of their lives” (Barker & Weller, 2003: 222).

From the experience of this study, the application of the relevant methodologies when conducting research with children was beneficial. One of these was to establish a relationship with children first to gain trust from them. This assisted as the learners felt comfortable and free to discuss the feeding scheme in my presence. This study therefore acknowledges that it is important as a researcher to establish relationships with children that they felt they would want to continue throughout the research process (Christensen, 2004).

This study discovers that the inclusion of the primary beneficiaries in conducting a study on their programme is significant to understand their own perspective about the programme. It is also significant because they are the most people who understand the impact of the programme on their lives, for instance the impact of the SNP on the respondents’ schooling experience. They are able to articulate well where they feel the programme best meet their needs, and also where it needs to be improved.

The Grade 4 learners or children between the ages of 9 (nine) and 13 (thirteen) are able to describe the purpose of the SNP, their experiences, and impact of the SNP. Therefore, in their age they are able to evaluate the programme without any participation of the adult people. This study shows that both girls and boys share similar description of the purpose of the SNP, experiences, and the impact of the SNP. The similar programmes have been evaluated in different areas from the perspective of the 'adults'. This study did the same thing by evaluating the SNP, however it provides certification that the programme can be evaluated exclusively from the perspective of its primary beneficiaries, even if its children.

This study contributes to the child participation theory that children can participate in policy formulation by giving them a voice to influence the decisions made for their programmes. This study further discovers that if the SNP is to fulfil its policy aims, the voices of children can be constructive in formulating the policies. How children perceive the programme, and how they experience the existing programme could give an indication of how the programme could be better formulated and implemented.

The relationship building with the children before conducting research with them serves as a better technique to understand them and also them to engage with an adult better. As this was the crucial technique for this study to engage with them more profoundly.

This study realizes that the thinking and understanding of the policy formulators and other relevant stakeholders could be different from that of the primary beneficiaries of the programme. They all could understand what seem pressing and immediate, from a

long term need differently, therefore jeopardizing proper planning and implementation of the programme.

5.4 CONCLUSION

In South Africa, the School Nutrition Programme was introduced in 1994 to improve the educational quality of primary school learners in disadvantaged areas (RSA, 1994). Among its primary objectives are to reduce hunger among learners, improve school attendance, improve nutritional knowledge of learners, and reduce poverty. The SNP is the only programme which is meant to reduce hunger among children by providing food directly to them. Its purpose therefore is to improve schooling experiences of learners by providing them with food whilst at school.

The study investigated the Grade 4 learners' evaluation of the SNP in rural junior secondary schools. The purpose of it was to explore how Grade 4 learners described the purpose of the SNP, their day to day experiences of it, furthermore their descriptions of the impact of the programme on their lives. The important aspect of this study was to investigate the SNP from the perspectives of the primary beneficiaries of the programme. The data which has been analyzed in this study revealed that the beneficiaries of the SNP described the programme as a significant and helpful intervention for learners at school. They also appreciated having it. However they explained the negative experiences that are due to the implementation of the programme. They further explained the positive impact of the programme in their lives;

that it helped reduced hunger, contributed in their ability to learn and pass, and their ability to attend school.

The Grade 4 learners' experiences of the SNP demonstrated that the current SNP is partly fulfilling its intended objectives to improve schooling experiences of rural school learners. Furthermore, the SNP is highly appreciated by the learners. Finally, it was established that this programme needed to be strengthened at policy making level and allocated proper funding to ensure its proper design and implementation at schools level, as it played a crucial role for learners at schools.

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7. APPENDICES

7.1 Appendix A: Permission Letter to Conduct the Study

Date: 26 October 2009

To: The Principal and SGB Chairperson

From: Nomfundiso Maxengana

Reason: Re: Permission to conduct Research on School Nutrition Programme

I am registered as a full time student studying Masters of Education by dissertation at the University of Fort Hare, and a research fellow at the Nelson Mandela Institute for Education and Rural Development. To qualify for master's degree I am required to write a thesis in relation to a chosen topic. I would be grateful if I could be allowed to conduct my research at your school. Should I receive permission to conduct my research at your school I will use a Grade 4 class as a research site.

The purpose of this research is to study learners' evaluation of the School Nutrition Programme. This intends to evaluate how the Grade 4 learners describe the purpose, their day to day experiences, and the impact of the SNP.

The school and the learners will be assured of anonymity in the final research report as their names will not be mentioned. The manuscript of the interviews will be made available to the school.

Should you have any questions or concerns about this request, please contact me at 083 245 5850.

Name of the School:

Principal's signature:

SGB Chairperson's signature:

Yours faithfully

Nomfundiso Maxengana (Ms)

7.2 Appendix B: Parent Consent letter

Umhla: 26 October 2009
Iya Ku: Mzali
Ivela ku: Nomfundiso Maxengana
Isizathu: Isicelo malunga nodliwanondlebe nomtwana kwisifundo
sophando ngenkqubo yokutyiswa kwabantwana esikolweni.

Mzali obekekileyo

UNomfundiso Maxengana ngumfundi kwiUniversity yase Fort Hare oxhaswa ngemali kwizifundo ze- Masters of Education yiNelson Mandela Institute. Isifundo asenzayo simalunga nenkqubo yokutyiswa kwabantwana ezikolweni. Iinjongo eziphambili zesi sifundo kukuphanda indlela abathi abantwana bayibone ngayo le nkqubo. Kuyakuthi kwenziwe udliwanondlebe nabafundi bebanga lesine ukuphumeza iinjongo eziphambili zesi sifundo.

Isicelo sam kukuba umzali atyikitye esi sivumelwano sokuba uyamkhulula umntwana wakhe ukuba abe yinxalenye yolu phando.

Igama lesikolo:

Umzali makatyikitye apha:

Ozithobileyo

Nomfundiso Maxengana (Ms)

7.3 Appendix C: Learner Consent Letter

Umhla: 26 October 2009
Iya Ku: Mfundi
Ivela ku: Nomfundiso Maxengana
Isizathu: Isicelo malunga nodliwanondlebe ngenkqubo
yokutyiswa kwabantwana esikolweni.

Mfundi obekekileyo

I-Nelson Mandela Institute for Education and Rural Development yasekwa ngo 2004 isekwa phantsi kobudlelwane phakathi kwe-Nelson Mandela Foundation, i-University of Fort Hare, kwakunye neSebe lezemfundo lase Mpuma Koloni.

UNomfundiso Maxengana ngumfundi kwiUniversity yase Fort Hare oxhaswa ngemali kwizifundo ze- Masters of Education yiNelson Mandela Institute. Isifundo asenzayo simalunga nenkqubo yokutyiswa kwabantwana ezikolweni. Iinjongo eziphambili zesi sifundo kukuphanda indlela abathi abantwana bayibone ngayo le nkqubo. Abantwana ngabona bantu ekuzakuthi kusetyenziswe bona ukuphumeza iinjongo zesi sifundo. Kuyakuthi kwenziwe udliwanondlebe nabafundi bebanga lesine ukuphumeza iinjongo eziphambili zesi sifundo.

Umfundi uyacelwa ukuba atyikitye esi sivumelwano ukubonisa ukuba uyavuma ukuba yinxalenye yolu phando.

Igama lesikolo:

Umfundi makatyikitye apha:

Ozithobileyo

Nomfundiso Maxengana (Ms)

7.4 Appendix D: Learner Role Play questionnaire

ROLE PLAY 4

ASANDA: Igama lakho ungubani?

IVIWE: ndinguIVIWE

ASANDA: Ifani yakho?

IVIWE: Zwini

ASANDA: Isikolo sakho?

IVIWE: Zibodla J.S.S

ASANDA: IGrade yakho?

IVIWE: Grade 4

ASANDA: Kumnand'esikolweni?

IVIWE: Kumnandi kakhulu

ASANDA: I feeding scheme iqhuba njani?

IVIWE: Iqhuba kakuhle.

ASANDA: Iyakunceda noba ayikuncedi?

IVIWE: Iyasanceda kuba kufumaniseka ukuba abanye abantwana bemka bengatyanga.

Nam iyandanceda ifeeding scheme kuba ndihamba ndingatyanga ekhaya ndifike ndiyazi ukuba aph'esikolweni ndizakutya noba nje siyabethwa nje ngaba –**anti**- basibetha ngamaphini ndiyatya aph'esikolweni.

ASANDA: awuyilibelanga int'oba niyawiswa pha ezimbizeni?

IVIWE: andiyilibelanga ngeny'imini ndadudulwa phaya ndabe ndiqond'uba ndilambe apha esiswini kengoku andikhange nditye ekhaya ndadudulwa pha kuthiwa ndifolile kodwa khange ndifole ndahamba futhi aph'esikolweni ngaloo mini ndingatyanga. Yayibuhlungu kakhulu kuba zange nditye

Ndiyakhumbula ngoku zekuthiwe makahlambe igazi usomnci. Uyayikhumbula lapapa ngoku kwakuqala ukufika ukutya aph'esikolweni, kwaphekwa ipapa engabhadlanga satya loo nto ingabhadlanga. Kodwa ngoku andiyazi ukuba kwathini bayayibhadlisa ngoku ipapa bayeka uyipheka njee bayayibhadlisa ngoku.

ASANDA: yayingekho buhlungu intliziyo yakho?

ASANDA: Bendicela undibalisele mani zonke izinto ezenzekayo nge feeding scheme phaya.

IVIWE: uyaqaphela ngokuya uNomagogo watshon'esuphini? Waphinda futhi uBongeka wafunutshelwa sisihlangu. Uyakhumbula ngokuya usomnci wayebetha abantu gqitha ngephini?

ASANDA: mhmm. Mhmm wabeth'omnye umntwana waphum'igazi ezimpumlweni.

ASANDA: ukutya kwasesikolweni kumnandi?

IVIWE: Kumnandi, kodwa izolo bekumnandi kakhulu ukutya kwalaph'esikolweni

ASANDA: nityel'ephandle noba nityel'endlini?

IVIWE: Sityel'apha phandle futhi ngeziny'iimini asiphathi zikhaftina aph'esikolweni uqonduba ulambile unganikwa sikhaftina ngumntana

ASANDA: awukhumbuli ungafumani isikhaftina ndakubolekela isikhaftina emntwaneni wasekhaya?

IVIWE: ndiyakhumbula ngala **-day-** ngokuya wena uze usiboleke kulamntwana kuthiwa nguLwando? Ndiyakhumbula kungala mini ndathi ndisabambe isikhaftina kaloku uZintle wasithatha isikhaftina sakhe andahlutha nakoko kutya bendikutya. Uyamazi lo ufunda kwa 7 uthanda ukukha ukutya kwabantu? wakha ukutya kwam ndisahleli waveske wathi rhwiiii aph'ekhwapheni watya wathatha neso sikhaftina na kakade andatya ndimke ndingatyanga ke phofu, andatya ndathula phofu.

IVIWE: Uyakhumbula ngokuya uAsavela ebedinga isikhaftina elambile efun'ulila elambile?

ASANDA: Intliziyo yam yayibuhlungu nafuthi nditye mna omny'umntwana engatyi, intliziyo yam yayibuhlungu yiloo nto

IVIWE: engatyi uAsavela

ASANDA: wade kaloku wasibolekelwa nguwe isikhaftina

IVIWE: uyakhumbula ngeny'imini sabe sibizwe ngusomnci

ASANDA: ngala mini nanisithi masiye phaya wabe enqunqa amazambane usomnci?

ASANDA: Ewe

IVIWE: ndiyakhumbula ngaloo mini

ASANDA: safika apha xa sesibon'u-**mem-** esiza eklasini wathi u-**mem-** thina into esiyaziyo kukutya akasazi noba siyalamba na emakhaya

IVIWE: wathi yhoouo niyawa nisuka kokukutya, ndiyakhumbula ngokuya, ndandikhona ngokuya ndasuka ndahamba mna ndaqonduba andinoyimela loo nto soko ndiphoxwa ndiphoxwa ndiphoxwa. Ulibele ukuba aph'esikolweni kukho abantwana ababetha oo-**anti-** ngepapa?

ASANDA: kodwa **ba-wrongo-** oo-**anti-** nabantwana **ba-wrongo-** babetha abantu abadala ngepapa

IVIWE: kwabunjwa udaka kwabethwa u-**anti-**.

ASANDA: kodwa **i-wrongo-** nalento yoba sithukwe **zi-mem-**, abanye abenzanga nto kodwa siyathukwa nathi, **i-wrongo-** naloo nto fanuba kuthukwe lomntwana wenze into **e-wrongo-**, asenzanga nto **i-wrongo-** nje thina sithukelwa ntoni.

IVIWE: kaloku bacimba fama nini

ASANDA: ulibele ngenye imini nibethwa pha wena wangena embizeni nikhutshwa phandle

IVIWE: ngokuya ndandihlekwa gqithi?

ASANDA: uwe phantsi!

IVIWE: ndathula ndaqond'uba andizokuthini mntu ndathula futhi ngaloo mini ndathula, ndafik'ekhaya ndayixela, wath'umama hayi thula mntanam ungaphindi ufolele ukutya, ndathi hayi mama ndiyakufuna kaloku mna ukutya oku kwasesikolweni noba bendiwisiwe na nje, ndathula.

ASANDA: uyakhumbula abantwana besikolo pha eofisini ka-**deputy-** bechith'ukutya kodwa abanye abantwana balambile, abanye bachitha ukutya kuba bemke betyile bona kwamakwabo kodwa abanye abantwana balambile bayakufuna ukutya oku bakuchithayo

IVIWE: uxela ngokuya zesisaqala ukutyela eholweni? Ngokuya kwakumdaka gqithi pha eofisini?

ASANDA:ewe

IVIWE: ngokuya kwakude kuchithwe ukutya pha ndiyakhumbula ndandikhona nje kwelaqela lalichithelwa ukutya, ndathula kodwa!

ASANDA: uyaqaphela kodwa ukuba abantwana besikolo abakhathali uyabo!

IVIWE: abakhathali

ASANDA: abakhathali

IVIWE: futhi le ngxaki le iqala pha kwa-6 uyotsho pha kwa-7. Uyaqaphela xa kufola thina apha **i-line-** ivese ibembi?

ASANDA: mhmh

IVIWE: uyakhumbula kufika ututshala omkhulu phaya kusithiwa uGrade4 ufolile wabe engekafoli, **i-line-** yamoshakala kuthi wafik'utitshala omkhulu wafolisa **i-line-** kakuhle?

ASANDA: kodwa fam'ba nazo ii-**mem-** ziyayazi ukuba abanye abantwana xa kufolwa pha bayageza bafike baxuthe ukutya kwethu, fam'ba ne- **mem-** enye **i-mem-** ikhe ime pha kuqale kugqitywe ukufolwa

IVIWE: zikhe ziye nje intonayo ziphinde zihambe kwakamsinya, uzayibona wena namhlanje into. Uyabon'izolo baveske bahamba izolo sahlala aph'esikolweni satya satya nangoku simke sihluthi bebengekho aba badala bafohloza gqithi ukutya. Uzoyibona namhlanje ngumngqusho nekhaphetshu kukho necarrots uzababona kakuhle ke wena ke bazakuveske basityhilize siye apho siyakhona. Hayi khona xa iyiraysi ukhuyibone?

ASANDA: mhm, abanye abantwana baxuth'izinto pha koosomnci baziphakele ngokwabo kodwa bona bayaphinda thina asikatyi.

IVIWE: ndayibona loo nto leyo ndathula

ASANDA: **-and-** futhi **i-wrongo-** naloo nto leyo abanye abantwana bafole abanye bengekafoli kuphel'ukutya kengoku abanye abantwana bengekafoli

IVIWE: ukh'ubabone aba bazenza abantu abayogada phaya, bathi hayi sigade aba bantwana kanti bafun'ukutya apha kubo! Kwakuthiwe ke ukutya kuphela pha ku-5, andiyazi ke ngoku

ASANDA: uyakhumbula ngala mini usomnci wayobiza utitshala omkhulu, wafika utitshala omkhulu wasibetha pha? fan'ba wabakhupha nje angababethi.

IVIWE: abanye ke babengatyanga njebanje babebethwa nje, utitshala omkhulu wafika wababetha ke kodwa babemke bengatyanga babethwa

ASANDA; sityiswa nepapa ezingabadlanga

IVIWE: uyakhumbula ngoku zekufik'inyama izinto esasizifumana apha?

ASANDA: kaloku sibaninzi

IVIWE: he mfondini akukho loo nto apha zazincinci qha

IVIWE: abanye abantwana ufuke bekucela ukutya uthi usongabaniki athi umntu kuwe ude uvimbe ukutya oku ngasokokwenu kukutya kwesikolo oku, nawe ke uveske uthule kuba nyani uyayazi ukuba asikokutya kwakokwenu ungaphinda uthini kuba kukutya kukarhulumente.

ASANDA: yena ke thethuba akayicingi into kuqala phambi kukuba ayithethe ukuba izongena kanjani kulo mntu

IVIWE: Ucinguba umntu angacinga into ngokutya! Akasoze umntu acinge into ngokutya ndikuxelele ke mna ke. Uyaqaphela aph'esikolweni ngokuya kwakusanda kufika ukutya kuphakelwe abantwana abaziwayo ukutya kubekuninzi...wena into izabangaka...kodwa uthi xa uphindayo ujike ubethwe ukutya kubekukuncinci. Ndiyaphinda mna

ASANDA: abanye abantwana bayaphinda abanye abaphindi xa befika sekuphelile ukutya bafike bakhe lantshwela bathi naba **-anti-** yityani bantwana bam ine-**fish oil** yityani nizohlutha

IVIWE: kuzobe nabo bekhalele nje, ngaba badala futhi aba benza loo nto, kuzoba bekhalele naba **-anti-** bathi yityani, kuba baveske babaxhwiphilize ngokutya. Awukhumbuli kutiwa kubethwe usomnci pha?

ASANDA: xa kukho isonka ngoLwesihlanu isonka asisifumani sifumana izilayi neapile asihluthi, kodwa sibulela **as long** simke sityile esikolweni

IVIWE: kufuneka ubulele loo nto uyinikwayo kaloku akukho mntu ofuneka egxik'into apha

ASANDA: okusalayo urhulumente uyidlalile eyakhe indima

IVIWE: uyidlalile nangoku

IVIWE: ubone xa ungena-**pen-** kuthiwe uzokutya ukutya kwasesikolweni? Hii? Hamba yiya kuko.... nangoku ungene kuko nqo ufike ukutye nangoku ungena-**pen-** nje ungazoyithatha phi na!

ASANDA: ii-**mem-** thethuba nazo aziyicingi intoba njebanje ungenapen akunamali, xa uboleka i-**pen-** kuthiwe whoooo ubuzoty nje ukutya ubungezanga zobhala, akudlalwa ke apha caba wena andiyazi noba ubuzokudlala na okanye ubuzokutya ukutya kuba ubuze ungenapen unethemba lentoba uzakuboleka i-**pen-** unikwe i-**pen-**!

IVIWE: ndikhumbula uThami enentloko, ethi masimbhalele....ndathi hayiii andicingi mnantanga...edenga....uthiphofundizoba-**right-**ndisoty apha'esikolweni.....uyadenga ke phofu ebemke engatyanga kodwa kuyajika futhi kutshilizwane kwapha abanye bebemke bengatyanga

ASANDA: omny'umntana umke engatyanga kokwabo ngoku caba akakufumenanga ukutya phaya ngoku lo mntana lo caba upha etankini uyasela waske wawa ngobuso edakeni ngoku samthatha samhlamba....akatyanga lo mntana wamka engatyanga kokwabo

IVIWE: zangaty ke kwapha ke ngoku, pha koo-**anti**-?

ASANDA: mhmh....yena wayengaphethanga sikhaftina uyabo!

IVIWE: uyakucela nokukutya ungakunikwa

ASANDA: uyakucela ude ukuncame

IVIWE: bathi aba balapha esikolweni wena ude uhambe uzofuna ukutya kwesikolo...ukucele ke Phofu uyazi ukuba nasendlwini ke phofu akukho kokwenu....bathi yhoo ude uzocela ukutya kude kangaka ukutya kwesikolo.

Uyakhumbula minazana uAsavela waphantsa ukutsha ngumlilo phaya

ASANDA: ndiyakhumbula

IVIWE: wahlekwa ke futhi ngabantu bamgibisela ngokutya.....waphants'utshelwa sisihlangu futhi.

ASANDA: sitshelwa zizihlangu kwapha...siyatyhilizwa....singene ezimbizeni....iimbiza ziwela phezu kwethu....phofu betyhiliza nje abanye abantwana balambile ngokwabo bafun'ukutya....nokutya njebanje abanye abantwana bephinda baphindiswa kukuba abahluthanga ukutya kuphakwe kancinci

IVIWE: ukhubone uthi usatya ngomdla kuthiwe gruphu, uthi usavimba kuthiwe wooo asikuko nokwakho ke kokwesikolo uzakuthula ke. Uyakhumbula ngokuya zekusanikwa izonka kuphindwe abanye babethe oo-**anti**- ngezonka.....uqonduba intliziyo yakho

ibuhlungu....athi umntu ndizakuphinda akekho owam umama aphaaphinde umntu enze loo nto ayithandayo

ASANDA: baye bathi abanye abantwana hoo ubani yiyo le nto egeza kangaka ndimlibele uba umamakhe usebenza apha okanye yiyo le nto enokutya okungaka

IVIWE: ebezakuthini ukungabinako.....umntu ubatyhiliza ngabom aba **-anti-** athi umntu owam umama akekho apha ndizamtyhiliza nyani andinamama ulapha mna

ASANDA: abamama bayavimba kodwa !

IVIWE: bayeka kodwa **shame** ukugalela kancinci ukutya...babekade bekugalela kancinci ukutya wena mntu bangakwaziyo....bakhe bayenza apha kum loo nto leyo ndathula....uyabona njebanje ubona kuphaka abantwana besikolo apha bencedisa osomnci ababakwa-5 ndakhe ngenye imini ndiphaka pha ndambona etshonisa izambane endiphakela isuphu yodwa kanti akayenzi kum ndedwa loo nto nakwabanye abantwana uyayenza.....**and** futhuzi ndaphinda kuba ndifuna ela zambane ndingalityanga

ASANDA: siyazifumana oko iapile apha esikolweni?

IVIWE: sizifumana ngoLwesihlanu kaloku!

ASANDA: oko ngoLwesihlanu?

IVIWE: zange sizifumane ngeny'imini sathi xa sifuna kwathiwa hayi suka hayi suka.....aba bakwa-3 bona bafumana

ASANDA: uyaqaphela uba thina khange sizifumane iapile ngolwesihlanu....sazifumana kule vekhi izayo

IVIWE: singaphindelwa la-**gem-** singakhange silitye?

ASANDA: kaloku ziyaphela uyabo iapile....kodwa azipheli nyani ezinye bazifaka apha kubo bagoduke nazo....thina singazifumani iiapile

IVIWE: kodwa uyabona le nto yenzekayo andiyithandi....umana wena unikwa njee izinto ezingabhadlanga okanye unikwe iapile ebolileyo

Translated version

ASANDA: What is your name?

IVIWE: I am IWIWE

ASANDA: Your surname?

IVIWE: Zwini

ASANDA: Your school's name?

IVIWE: Zibodla J.S.S

ASANDA: What Grade are you?

IVIWE: Grade 4

ASANDA: Is it good being at school?

IVIWE: It is very good

ASANDA: How does the feeding scheme work?

IVIWE: It works well.

ASANDA: does it help you?

IVIWE: It helps us because you find out that sometimes other children come to school without having eaten. It also helps me because I sometimes go to school without having eaten and knowing that I will eat at school even if we are beaten by the food servers with cooking stick. But I eat at school.

ASANDA: have you forgotten that you have been pushed?

IVIWE: I have not forgotten that, one day I was pushed in the queue and I was hungry and did not eat at home and was pushed being accused that I did queue before whereas I did not. Then I left school that day without having eaten.

ASANDA: Were you not heartbroken?

IVIWE: I was heartbroken because I did not eat.

ASANDA: Tell me everything that happens there.

IVIWE: Do you remember that day when Nomagogo fell into a soup....ASANDA: Mhmhm (miming yes).... and Bongeka almost got her shoe burnt? Do you remember then when the food servers used to beat children with cooking stick?

ASANDA: mmhm.... Have you not forgotten that she once beat one child and bleed through her nostrils?

IVIWE....I remember when the food server was told to wash the blood. Do you still remember that when food was introduced at school for the first time, there was meat and we never ate it again, and they couldn't cook pap properly and we ate that kind of pap, but now at least it is well cooked.

ASANDA: Is the food tasty?

IVIWE: It is tasty, but yesterday food was tastier.

ASANDA: Do you eat outside or inside the house?

IVIWE: We eat outside and some other days we don't bring lunch boxes and you would feel hungry as other children wouldn't lend you a lunch box.

ASANDA:... do you remember that day you were not getting a lunch box and I borrowed it for you from my sibling?

IVIWE: I remember that day you borrowed it ... I remember it is that day I was still holding the lunch box and Zintle came to take her lunch box and I did not get full because I could not finish eating. Do you know that other child from Grade 7 who likes to take other children's food? She once ate my food beneath my armpit and took the lunch box as well and I did not eat though I left home without having eaten.

IVIWE....Do you remember when Asavela was looking for a lunch box and wanted to cry because she was hungry?

ASANDA.... mhm: And I was heartbroken that I eat whilst other child does not eat, I was heartbroken, and you ended up borrowing a lunch box for her.

IVIWE: Do you remember the other day we were called by the food server?

ASANDA: I remember and she was peeling potatoes..... and when we saw the teacher on her way to class she said all we know is food and she does not know whether we starve at home. IVIWE: I remember then and she said woowow you are coming from this food. I just left because I could not stand being shouted at. Have you forgotten that there are other children who beat food servers with porridge? ASANDA: But the food servers are wrong but children are also wrong they beat older people with porridge and mud. ASANDA: But it is also wrong that we are insulted by the teachers, some of us have not done anything wrong but we are all insulted, I supposed only the child who did wrong is being insulted. We have not done anything wrong why are we being insulted?

ASANDA: Have you forgotten one day you were beaten there and you fell on the pots?

IVIWE: ...that day I was laughed at...and I just kept quiet and decided not to do anything to anyone, I just kept quiet that day..... and when I arrived home I reported it to

my mother and she told me not to queue for food again, but I told her that I need to eat at school even if I fell.

ASANDA: Do you remember children messing up the office of the deputy principal with food, but other children are hungry whilst others mess up with food because they had eaten at their homes whereas other children are hungry and wanting the food they mess up with. IVIWE....Do you mean when we started eating in a hall? When it was too dirty in the office? Ooh I now remember when food was messed up. I remember and I was in the group of children having their food being messed up. ASANDA...but even school children s don't care IVIWE....they don't care and this problem begins from Grade 6 to Grade 7. Have you noticed that if it is our turn to queue the line just becomes chaotic? ASANDA...mhm....IVIWE... Do you remember that day it was said that Grade 4 has already queued but it was not yet queued and the queue became chaotic and the principal came, made us queue nicely. ASANDA.... But it is supposed that teachers also recognize that other learners are naughty and take away our food...teachers are supposed to stand there until we finish queuing....IVIWE...Sometimes they do...yesterday the older learners who bully us left school early and as a result we ate very well and got full....but you will watch it today what is going to happen....it is samp and cabbage and carrot you will see them well.....they are going to push us.....it is even worse if it is rice.

ASANDASome other children take spoons from the food servers and dish up for themselves whilst they are eating for the second time whereas we have not yet eaten. IVIWE...I noticed that. ASANDAit is also wrong that other children queue while other children have not queued yet and food gets finished and other children have not

queued. ASANDA ...have you noticed those other children would pretend to be safe guarding other children while they want to take their food. It was once said that feeding ends in grade 5 but I don't know now. ASANDAwe are also fed uncooked pap. IVIWE...Other children would ask for food and if you refuse they will tell you that it is not even your food it is for the school...then you just keep quiet because what else would you say because really it is not your food it is the food from the government. ASANDA ...but doesn't the person think first how what s/he is saying would affect other person before saying it. IVIWE.....do you think one can think something about food, never, not about food. Have you noticed that other children known by the food servers get more food than us.....then we don't get full....and when you go for some more food you will be beaten. If you are not known you get little food...even myself I get little food and get back for some more food.

ASANDA....when food is finished and other children did not get food they eat the remaining burnt food in the bottom of a pot and the food servers would encourage them to eat it saying it has cooking oil. IVIWEIt is the older children who do this and the food servers would have given up....because they would be taking food from them. Do you remember when the food server was beaten? ASANDA: On Fridays when we are served bread we get small slices and apples...but at least we appreciate that we eat at school. IVIWE....we appreciate what we have and are not supposed to criticize. ASANDA:.... The fact remains is that at least government has played its role. IVIWE..... It really has played its role

IVIWE....You see it when you do not have a pen you will be shouted that you only came here for school food....go for it....and you just go straight for it and eat because in actual fact you don't have a pen and there is no where you can find it. ASANDA....Don't teachers think that you don't have a pen because you don't have money....when you ask for a pen teachers say.....ooohhhh you just came to school for food not for writing....this is no place for playing....as if you come to play or eating food and you came without having a pen with the hope you will be lend a pen. IVIWE...I remember Thamie suffering from a headache and asking us to write for her....I said never.....and she was becoming very weak and she stated that she will get well after getting food because she came to school without having eaten at home.... but you find that children are pushing in the queue and she was also pushed in the queue whilst she was not feeling well.

ASANDA....One child once came without having eaten at home and seemingly did not get food at school and when she was drinking water from the water tank she just fell down on mud on her face... then we washed her and she did not eat. IVIWE....Didn't she eat there by the food servers?

ASANDA....No, because she did not bring her lunch box.

IVIWEWhen you ask for food from others they would say that you harass the school food... saying you come far away and asking for the school food, and you end up not eating. Do you remember one day when Asavela almost got burnt by the fire and others laughed and throwing her by food ?.....ASANDA...Our shoes get burnt by fire because we are pushed by others to the fire and the pots fall onto us....these children are pushing because they are also hungry and they need food. The reason why other

children would go for some more food is simply because they are not full because they were served small portions of food.

IVIWE... do you notice that as you would be enjoying your food somebody would come and eat from your food. Some learners push the food servers saying that their mothers are not here at school. ASANDA... In the queues other children would say the reason why a learner is so naughty is because her mother is working here....and that is why s/he has more food than others. IVIWE ...Other children push the food servers saying that "I will push her because my own mother is not here so I will push her". ASANDA.....Do we always get apples here at school? IVIWE.....we only get them on Fridays. Do we always get apples on Fridays? IVIWE... We do not get apples every Fridays. ASANDA...do you remember that we did not get apples last Friday? Apples got finished, but they didn't really get finished but they take some apples home....then we don't get apples....IVIWE....and sometimes we are given a rotten apple.

7.5 Appendix E: Respondent Focus Group Questionnaire

How does the feeding scheme at school? What do you like and don't like?

Alizwa

Bread is too hard and with no butter.....some other days the food servers beat you with spoons if you don't have a dish.....other learners when they are not full they will ask for your food.....soup is watery and short of cooking oil.....bread and apples are halves.....there are potatoes in the garden but we are only told to plough the garden but it is only teachers who eat those potatoes.....

Sanele

You remind me of yesterday when we were eating rice...yhoo yhoo yhoo it was so little....on Friday bread was too little and there was no butter, and you don't feel like you have eaten.....the food servers beat you with a stirring spoon if you don't have a dish....food was delicious today.....but pap is just annoying me sometimes you don't

feel salt in food and pap is not well cooked.....and you wonder what exactly can you eat here.....

Zintle

I don't see it right because we get small portion of food....it does not have energy and fats.....there is no cooking oil in food.....cabbage is not well cooked.....we are shouted at for dishes and also for complaining that the cabbage is not well cooked because a food server's child will tell her mother what we said as if we lie whereas the cabbage is not well cooked.....no cooking oil....others sometimes don't even eat because the food is not right and healthy or it is well cooked.....we last ate apples long ago....drink is very weak.....when you eat bread you don't feel like you have eaten though you have eaten.... Bread is a small piece.....last week Friday there was no butter.....a cup of drink is a half full.....samp and rice is little....rice is even worse.....if you could have seen cabbage it was not well cooked and you wouldn't eat it but, it is only because we have no choice because we are hungry.....we never eat meat....we are not served fruit and fats.....the day you forget your dish you will be a servant that day because you will be shouted at.....during that time we were served apples food servers' children used to get full apples while we get halves.....while food servers take apples in their bags.....sometimes samp is not well cooked.....sometimes it happens that only one food server cooks food and that day food wouldn't be well cooked because she is alone.....food servers cook food in the morning and ask boys to carry the pots to the feeding room.....if you don't have a dish you should know that you don't eat that day.....in one particular day there were no food servers and the committee

members had to cook for us and we expected to get better share or amount of food but to our surprise the food amount was little and even worse....

Anathi

We don't eat nice food.....we don't eat healthy food.....food servers serve us small amount of food.....they dish more food for their childrencooking oil is not enough....cabbage is not well cooked.....cabbage and cooking oil is taken in bags....we last ate apples in that other Friday in September.....only halves...we don't eat meat and we were supposed to eat porridge in the morning when we arrive at school.....we only ate potatoes once and that was January and we never again.....I am asking for new food servers who are paid by the government....

7.6 Appendix F: Respondent Interview Questionnaire

What is your name? ***Esona***

How old are you? ***12***

Which grade are you? ***Grade 4***

What is the name of your school? ***Zibodla Junior Secondary School***

Who do you stay with at home? ***My mother and my sibling***

What activities do you perform before school? ***I make tea, bath, warm food, then we all eat and go to school***

Do you enjoy being at school? ***Very much***

What is it that you enjoy, why? ***I like that teachers help teaching usand we also eat***

What is used for cooking? ***Big pots in the shed when it is cold and outside shed when it is not cold using fire woods***

At what time do you receive food? ***At twelve***

Is this the right time for you, why? ***Yes....we would not be hungry in the morning because we would have eaten at home.***

What type of food do you eat? ***We eat rice, cabbage, and soup with potatoes and carrots, and porridge with soup carrots and potatoes, and cabbage, on Friday we eat bread and apples***

How many food servers are responsible for feeding? ***They are three***

Do you like the food servers, why? ***Yes.....but not all of them because if the older learners have eaten our food some food servers would refuse to give us food again and say.... "it is not our problem why didn't you runaway with your food".....and if it is raining and we happen to fall with food then we tell them they would say it is our problem that we have fallen.....so we don't get more food and get hungry.....***

Do other children say things that you don't like? ***They sometimes do.....when we refuse to give them food they would say we are mean with the school food.....and they promise to beat us after school.***

Do they really beat you? ***Yes....they beat us after school***

Do you report them? ***Yes... we report them and they get beaten by teachers.***

Do teachers say things you don't like? ***Yes, they do.....they shout at us saying why we are eating in the classrooms because we should eat outside.....if it is windy the grass get into our foodgrass would get into our eyes as wellother***

children would bump on us as we would be running with our eyes closed with our food

Where do you eat if it is windy? **We eat outside..... we are not allowed to eat in the hall if it is cleaned, but if it is not clean we can eat in the hall.....**

Where do you eat if it is raining? **If the hall is clean we eat outside and find a place to hide behind the shed, but we can't all hide there, therefore others eat outside...**

Which children or Grades benefit from the feeding scheme? **From Grade R to Grade 7**

Your school is from what grade to what grade? **Grade R to Grade 9**

Do Grade 8 and 9 receive food? **No..... those are the ones who eat our food.....they ask for food and if you refuse they would put a spoon underneath your armpit and eat your food....if you run away they would say "just look at her she is running away with food".....and while running we meet other children whom they also eat from our food and when we eat the food is already little.....when we go back to the food servers they would say we want food for the second time.....and that there is no one going to get some more food here.....**

How do you feel when all this happens? **We feel bad if food servers don't allow us to get some more food even though our food has been eaten by older children.....then we would feel hungry...and the teacher would shout and ask if you have not eaten and why are you sleepyand we don't understand when we are taught in class**

Does the feeding scheme help you and other children at school? **yes it does help us but not all of us.....we sometimes forget our dishes....when we are very late for**

school we forget to take a dish because we always take our dishes home.....if you have forgotten it you won't get food.

Then what happens to you if you have not eaten? ***I feel sleepy, cannot listen effectively, I want to sleep and when we are taught in class I score zero.....other children would refuse to borrow us their dishes saying why didn't you bring your own dish....whereas we have forgotten them.....I would go sit in class whilst other children would be eating food.***

Does feeding scheme in your school work well?

It does not work well because not all learners get food.....some get food while others do notand some as a result don't pass in class..we fail because we don't get full.....if we forget our dishes at home we do not get foodand teachers shout at us

How do you feel when you are hungry? ***I feel weak, feel like not doing anything....and my brain does not function well....and when taught in class I would just feel like sleeping.....and my body feels tired as if I had worked though I hadn'tmy eyes feel like losing sight when looking on the chalkboard.....and the teacher would shout at me saying why I'm looking sleepy***

When do you feel hungry at school? ***When I forgot to bring my dish***

Then when you have your dish do you feel hungry? ***No....i would be still full with the food I had eaten home, then with the food eaten at twelve at school.***

Tell me about how you queue for your food.

When there is no teacher we push one another.....and sometimes we the small ones end up not getting food because the older ones don't even care for us, and because the older ones have more energy than us they push us back.....and we end up not getting food while we had dishes.....the older ones are grade 8 and grade 9 learners

Didn't you say Grade 9 class does not benefit from feeding? Yes.....if there is no teacher in their class they also run there and take dishes from their siblings from Grade R and push us to get food

If there is no teacher at grade 4 do you just go for food? Yes....because if we don't go there food will get finished.

Even grade 7 learners bother us because they are older than us then they would just press us in the queue.....as we would be pushing others end up not getting food.....when pushing next to fire some would step on fire and have their shoes burnt by fire, and then shouted at home by our parents saying.....why do we burn shoes do we want to be bought new shoes?.....when eating outside Grade 8 and Grade 9 learners bother us as they borrow spoons from those who have finished eating and eat from our food.....when we report to the food servers they say that it is not their problem....

I wish there were dishes at school for each Gradeand there was a teacher looking after children when we queueat least one teacher in the shed where we get our food so that we get inside one by one....

7.7 Appendix G: Pilot Study Report (2007)

School Nutrition [Kuyasa J.S.School]

One week visit at Kuyasa J.S. School (14 May- 18 May)

This was not a normal week due to different activities taking place e.g. SADTU meetings, sport games. As a result of these activities attendance by the learners was low. This was confirmed by the food server saying that when there are activities like these at school children normally do not attend school appropriately. Only a small number of learners attended school during that week.

1. There was no water taps for the school and the community, only water tanks which are supplied by the municipality
2. The school begins at 08h00 and ends at 14h00
3. At 10h00 was a first break and at 12h00 was a second break
4. School started from Grade R to Grade 7
5. Feeding was from Grade R to Grade 4
6. Feeding was due to take place every day of the school week
7. Bread arrived at past nine in the morning
8. Feeding always took place at past ten in the morning
9. Feeding was once per day
10. One learner got one slice of bread with jam or margarine and a cup of juice
11. The menu was the same every day

12. Food consisted of 32 loaves of brown bread with jam or margarine and a cup of juice
13. According to the meal server, 25kg of Juice was delivered twice in a month
14. The food fed a total number of 226 learners
15. Feeding took more than an hour
16. There was one food server
17. The meal server had to cut the bread first using a knife and put jam or margarine and then mixing a juice
18. To mix juice she put in nine cups of juice in a 25litre bucket
19. The food server was paid by the government, R300 per month from R250
20. According to the food server her payment was not consistent
21. The food server started working there from the beginning of the programme
22. In her absence she would be substituted by the teachers and learners
23. Some walked about thirty minutes and others about an hour to go to school
24. When the van arrived with bread, learners would not concentrate in classroom anymore, they turned their concentration to the van

25. The principal stated that there was a problem of learners coming to school and immediately after feeding would disappear, and they could only stop that through corporal punishment

26. He also stated that he watched the same behavior happening in another school where learners would literally come to school and leave after getting food

27. A Grade five teacher also stated that there was a child who was desperately in need of food who happened to pass Grade four and has to move to Grade five, whom they decided to include in feeding whilst not qualifying anymore

28. The principal stated that they used to feed learners bread and soup, but after some time realized that some learners do not like soup and some of them do not even eat it at home

29. Feeding took place for four days

JUICE (NUTRIDRINK)

Ingredients:

Soya flour, sucrose, dextrose, fat concentrate, stabilizer, vitamins and minerals, permitted flavouring and colourants, citric acid, sodium cyclamate, acesulphame K.

Mixing Instructions:

To make a glass, stir 20 grams (two heaped tablespoons) of Nutridrink into a glass (200ml) of cold water.

To make 20 litres, stir 2kg of nutridrink into 20 litres of cold water. Stir again prior to serving

JAM (MIXED FRUIT JAM)

Ingredients:

Various fruits, sugar, pectin, atric acid.

14 May 2007 **Monday**

Day 1

Bread was delivered at 09h15.

The principal reported that initially bread has to be delivered at 08h00 in the morning and be served between 09h00 and 10h00; however it has never been delivered on time rather an hour late.

On that day there was no water at school to make juice.

At around 09h15 just on the arrival of bread the principal had to fetch water in order to make juice using his own vehicle.

The food server was not present on this day; therefore two teachers were helping in feeding learners.

They prepared bread and jam while waiting for water to make juice.

Feeding started at 10h00 with Grade R by slices of bread with jam without juice, while still waiting for water.

Learners had to queue outside the feeding room with their containers for juice.

As they were on queue some were arguing about the place to stand, each one of them wanted to be in front of one another.

They were instructed by their teacher to go and eat in their classroom.

On their way to the classroom they would eat jam with their fingers.

As they were on their way to the classroom older learners would ask for bread from the younger learners.

Break ended at 10h15, but children could not disperse and were moving around the feeding class waiting for their turn for feeding.

At around 10h15 the principal arrived with water in buckets.

One older learner doing Grade five was helping with feeding as he was calling other Grades and giving them bread, whilst two other learners were preparing juice.

After juice has been prepared the Grade R learners have been called again for juice.

They should all have containers for juice, but not all of them had.

Those who did not have containers were chased away together with those who had bottles as their containers, as well as some learners whose containers were dirty could not be served juice. However, others were served though their containers were not clean enough.

While learners had been called for juice they had already finished their bread.

About nine learners followed and surrounded a girl wanting her juice.

She had to share with lot of them and ended up getting a small sip of juice

One boy swore at that girl for finishing her juice without giving him a sip

Feeding ended at 10h45

At 11h45 to 12h30 it was a second break

After this time teaching took place, and I had time to talk to the principal concerning the school feeding at school and time for observing in a Grade four class.

15 May 2007

Tuesday

Day 2

The food server was available on this day. Teachers left at 09h00 for SADTU meeting. Bread was delivered at 09h30. There was still no water. The principal fetched water and arrived at 09h45. He just dropped the water and rushed for the SADTU meeting. The food server and some older learners accompanied to assist the principal to fetch water. On their arrival she started preparing the juice. At 10h00 after preparing the juice the food server started cutting bread for feeding. By 10h20 she started putting margarine on the loaves she had finished cutting, and started giving food to the learners.

On this day the weather was windy, dusty and very cold; however learners had to queue outside the feeding room as usual holding their containers for juice.

One teacher was helping the food server with feeding. The food server was humble and talked kindly with the learners. But the teacher was harsh to the learners and did not talk to them nicely...For instance she said to some learners “Hey if you do not have a container or you have a bottle for juice step aside because I am not going to waste my time about you, I need to attend a meeting, so we want to finish this feeding, stop wasting my time” the teacher shouted at the learners.

A learner who did not have a container should borrow it from a learner who has finished eating.

One young learner was crying for her container which was taken by an older girl but was ignored by that girl.

Feeding was finished at 11h00.

Some learners were still looking for food.

Afterwards I had time with a Grade 4 class

The school ended at 12h00 that day.

16 May 2007 **Wednesday**

Day 3

There was a SADTU meeting, so teachers did not come to school at all. However some learners attended the school. This was a cold day. Bread was not delivered at all on this day. Only juice was served.

Grade four learners did not get juice because they had no containers, which they usually borrow from younger learners. According to the food server they were punished for not bringing their own containers because the older learners when borrowed containers from the younger learners they sometimes do not return them therefore containers get lost.

I had time with Grade four class, doing activities but singing is what they enjoyed the most.

I asked them to write short stories about themselves, the intention though was to test if they were able to write full sentences. I discovered that they could write though it was difficult to make sense of what some of them were trying to say.

They told that sometimes they bring money to buy quarter bread, either during second break or after school. They indicated that they prefer buying during this time because of the long distances they have to walk from school.

They indicated that they do not always have money to buy at school.

I asked them about what they normally do before going to school, and they mostly indicated that;

- They wake up and wash themselves
- Put on their school uniforms
- Eat bread and tea and go to school
- But most of the time they go and fetch water so sometimes they do not have time to eat breakfast because they have to rush for school.

17 May 2007

Thursday

Day 4

At this day bread was delivered at 09h10.

Soon on the arrival of bread feeding process started.

It was 64 brown loaves including the loaves which were not delivered the previous day.

This was how they normally operate, i.e. if the bakery missed out a day for delivery it would deliver all bread on the day they deliver.

On this day there were sport games and many learners did not come to school. Grade 5, 6, and 7 learners were to participate on the sport games. A certain portion of bread was divided for these learners. A teacher explained that this was what they normally do when other learners were attending a school activity.

All grades were fed on this day because bread was enough to feed them all.

On this day I did not only observe the feeding process but was involved in feeding of learners.

The principal attended a meeting in East London; then we used the water which was kept in buckets since Tuesday.

During the feeding, senior grades learners were the ones who were uncontrollable; they did not want to queue wanting to get inside the feeding room.

When I was talking to the food server about this issue of senior grades, she articulated that whenever the bread is enough to serve senior grades as well, they become problematic. She indicated that sometimes they even try to overpower her wanting to get inside the feeding room and take food.

Feeding was finished at 10h35.

Teachers left at 10h00 for the sport games.

After feeding I had time with a grade four class until 12h00.

Day 5 **Friday**

18 May 2007

Bread was delivered at 9h40.

Attendance was very poor and as a result all Grades were served food.

They were served repeatedly until the bread and juice were finished, however; learners could not leave the feeding room. They surrounded the doorway until the feeding room and cooking utensils were cleaned up.

Those who not always received food also showed interest in receiving food.

Feeding ended at 10h45, and school ended at 11h00.

