

INVESTIGATING THE ADMINISTRATION OF THE SCHOOL FEEDING
PROGRAMME: A CASE STUDY OF TWO PRIMARY SCHOOLS IN
WINDHOEK, NAMIBIA

A THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

OF

THE UNIVERSITY OF NAMIBIA

BY

ELIZABETH NASHITYE HAMUPEMBE

STUDENT NUMBER: 200523643

DECEMBER 2016

MAIN SUPERVISOR: DR. D. WOLFAARDT

CO-SUPERVISOR: PROF. C. KEYTER

CO-SUPERVISOR: MRS. C. KEYTER

ABSTRACT

This study was carried out to investigate the administration of the School Feeding Programme at two primary schools in Windhoek, Namibia. The study aimed at finding out how administration is being carried out, the attitudes of the teachers towards the School Feeding Programme and the challenges that the schools are facing with the implementation of the programme. In addition, the study looked at how the schools are coping with their challenges and the suggestions they had towards programme improvement.

The study's research design was a qualitative, descriptive research, using a case study approach. Using purposive sampling, two primary schools were selected out of a population of thirty (30) primary schools in Windhoek that are offering the Namibian School Feeding Programme. At each school, eight teachers were selected using random purposive sampling. In addition, the school principal and focal person at each school formed part of the study.

The main findings from the study show that the implementation document, which is the School Feeding Manual (1997) is not clear nor detailed enough. Schools are not well guided as to what needs to be done, when and by whom. Schools are faced with challenges such as lack or insufficient equipment and utensils to cater for the needs of the learners. The teachers are happy with the benefits of NSFP but they have expressed concern over issues such as time spent on NSFP activities, programme funding, learners' negative attitude towards school meals and lack of commitment to the programme by the community.

ABSTRACT.....	
ACKNOWLEDGEMENT	vii
DEDICATION	viii
DECLARATION	ix
LIST OF ACRONYMS	x
CHAPTER ONE	1
ORIENTATION OF THE RESEARCH PROBLEM	1
1.1 Introduction.....	1
1.2 Statement of the Problem.....	5
1.3 Questions of the study.....	6
1.4 Significance of study.....	6
1.5 Limitations of the study	7
1.6 Definitions of central terms.....	7
1.7 Summary	8
LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 School Feeding Programmes (Research question 1 and 3).....	9
2.3 School Feeding Programmes: country case studies (Research question 2)	10
2.3.1 Namibia school feeding	10
2.3.2 Chile school feeding.....	13
2.3.4 India school feeding.....	15
2.3.5 Mali school feeding.....	17
2.3.6 Kenya school feeding.....	18
2.3.7 Malawi school feeding.....	19
2.3.8 South Africa school feeding.....	20
2.3.9 Angola school feeding	21
2.4 Summary of country case studies background and challenges	22
2.5 Conceptual Framework.....	23
2.6 General benefits of school feeding.....	26
2.6.1 Short-Term Hunger	26
2.6.2 Nutritional status of learners	27
2.7. Educational benefits of school feeding	28
2.7.1 The role of School Feeding Programmes in education	28
2.7.2 Classroom attendance/enrolment	28
2.7.3 Academic performance	29

2.8 Administering an effective School Feeding Programme (Research question 1).....	30
2.9 Teachers perceptions of School Feeding Programmes (Research question 3).....	32
2.10 Summary	34
CHAPTER THREE.....	35
METHODOLOGY	35
3.1 Introduction.....	35
3.2 Research design	35
3.4 Population	36
3.5 Sampling and sampling procedure	37
3.6 Procedure	37
3.6.1 Research instruments	37
3.6.2 Data collection	40
3.6.3 Data analysis	41
3.6.4 Validity	42
3.6.5 Trustworthiness.....	42
3.7 Research ethics.....	42
3.7.1 Informed consent and voluntary participation	43
3.7.2 Confidentiality and anonymity.....	43
3.8 Summary	43
CHAPTER FOUR.....	45
PRESENTATION OF RESULTS	45
4.1 Introduction.....	45
4.2 Description of schools.....	45
4.2.1 School A.....	45
4.2.2 School B.....	45
4.3 Results from observations	46
4.3.1 School A results	46
4.3.1.1 Storage facility	46
4.3.1.2 Cooking facility.....	46
4.3.1.3 Preparation of food.....	47
4.3.1.4 Meal taking time	47
4.3.1.5 Clean-up	47
4.3.1.6 Water and sanitation.....	47
4.3.2 School B results	48
4.3.2.1 Storage facility	48

4.3.2.2 Cooking facility.....	48
4.3.2.3 Preparation of food.....	48
4.3.2.4 Meal taking time	49
4.3.2.5 Clean-up	51
4.3.2.6 Water and sanitation.....	51
4.4 Results from the focused group discussions	51
4.4.1 School A.....	51
4.4.1.1 Delivery and Storage of food	51
4.4.1.2 Sanitation and hygiene at school.....	52
4.4.1.3 Cooks	52
4.4.1.4 Cooking facilities	53
4.4.1.5 Community participation in NSFP.....	53
4.4.1.6 Data capturing and record keeping of NSFP data	53
4.4.1.7 NSFP activities at school on a daily basis.....	54
4.4.1.8 The link of school feeding activities with other health and nutrition interventions.....	54
4.4.2 School B.....	55
4.4.2.1 Delivery and Storage of food	55
4.4.2.2 Sanitation and hygiene at school.....	55
4.4.2.3 Cooks	56
4.4.2.4 Cooking facilities	56
4.4.2.5 Community participation in NSFP.....	57
4.4.2.6 Data capturing and record keeping of NSFP data	57
4.4.2.7 NSFP activities at school on a daily basis.....	57
4.4.2.8 The link of school feeding activities with other health and nutrition interventions.....	58
4.4.3 School A.....	58
4.4.3.1 Staff responsibilities, time spend, training and remuneration.....	58
4.4.4 School B.....	59
4.4.4.1 Staff responsibilities, time spend, training and remuneration	59
4.4.5 School A.....	60
4.4.5.1 Challenges faced by NSFP administrators.....	60
4.4.5.2 Overcoming the challenges	61
4.4.6 School B.....	61
4.4.6.1 Challenges faced by NSFP administrators	61
4.4.6.2 Overcoming the challenges	63

4.4.7 School A.....	64
4.4.7.1 School Feeding Manual and target criteria	64
4.4.7.2 Left-over bags and spoiled bags.....	64
4.4.7.3 Communication with Regional Office and Head Office.....	65
4.4.7.4 Monitoring and evaluation of NSFP activities by Regional Office and Head Office	65
4.4.8 School B.....	65
4.4.8.1 School Feeding Manual and target criteria	65
4.4.8.2 Left over bags and spoiled bags.....	66
4.4.8.3 Communication with Regional Office and Head Office.....	67
4.4.8.4 Monitoring and evaluation of NSFP activities by regional office and head office	67
4.4.9 School A.....	67
4.4.9.1 Benefits of the Namibian School Feeding Programme	67
4.4.9.2 Administrators' knowledge and skills to manage NSFP at school	68
4.4.10 School B.....	68
4.4.10.1 Benefits of the Namibian School Feeding Programme	68
4.4.10.2 Administrator's knowledge and skills to manage NSFP at school	69
4.4.11 School A.....	69
4.4.11.1 Suggestions for the government and schools to improve the administration of NSFP.....	69
4.4.12 School B.....	70
4.4.12.1 Suggestions for the government and schools to improve the administration of NSFP.....	70
4.5 Summary	71
CHAPTER FIVE.....	72
DISCUSSION OF RESULTS.....	72
5.1 Introduction.....	72
5.2 Administration and implementation of NSFP	72
5.2.1 Manual and target criteria/learner identification.....	72
5.2.2 Delivery and storage of maize	73
5.2.3 Cooks, cooking facilities, meal preparation and community participation.....	74
5.2.4 Meal times.....	77
5.2.5 Clean up	78
5.2.6 Water, sanitation and hygiene.....	78
5.2.7 Teachers responsibilities, time spent, data capturing and knowledge.....	79

5.2.8 Communication, monitoring and evaluation by central and regional government	81
5.2.9 Links with other nutrition and health interventions	83
5.3 Challenges associated with NSFP administration and management and how schools are dealing with them	84
5.4 Teacher perceptions towards NSFP	86
5.5 Suggestions for NSFP improvement	87
5.6 Link with conceptual framework	89
5.7 Summary	90
CHAPTER SIX	91
CONCLUSIONS AND RECOMMENDATIONS	91
6.1 Conclusion	91
6.2 Recommendations	95
6.2.1 Recommendations to Ministry of Education	95
6.2.2 Recommendations to Khomas Regional Education Directorate	96
6.2.3 Recommendations to schools and the community	97
6.2.4 Recommendations for further research	97
6.3 Summary	97
REFERENCES	98
ANNEXURE A	104
ANNEXURE B	107
ANNEXURE C	112
ANNEXURE D	114
ANNEXURE E	115
ANNEXURE F	116
ANNEXURE G	117

ACKNOWLEDGEMENT

I take this opportunity to extend special gratitude to my main supervisor, Dr. Dolores Wolfaardt, for always making time to guide me and allow me to learn so much from her. I would also like to thank my co-supervisors, Professor C. Keyter and Mrs C. Keyter for their valuable assistance.

Immanuel Shipanga, for the friendship and advice provided during the course of my study.

A special thank you go to my mother, Mrs Victoria Hamupembe for her love, and my whole family for their continued support.

I am grateful for the assistance and co-operation I received from the school principals and teachers, from Schools A and B.

Thank you to the Permanent Secretary of the Ministry of Education and to the Khomas Regional Education Directorate for allowing me to carry out my study at the two schools.

DEDICATION

This study is dedicated to my late father, Abraham K. Hamupembe. I would not be where I am today without your love, support and blessings. I shall forever be grateful.

DECLARATION

I, Elizabeth Nashitye Hamupembe, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any institution of higher education.

No part of this thesis may be reproduced in any retrieval system, or transmitted in any form, or by means (e.g electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or the University of Namibia in that behalf.

I, Elizabeth Nashitye Hamupembe, grant the University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which the University of Namibia may deem fit, for any person or institute requiring it for studying and research; providing that the University of Namibia shall waive this right if the whole thesis has been or is being published in a manner satisfactory to the University.

.....

Date:

LIST OF ACRONYMS

FAO – Food and Agriculture Organisation

GIZ – Gesellschaft Für Internationale Zusammenarbeit

GRN – Government of the Republic of Namibia

HO – Head Office

MDM – Mid-Day Meals

MEC – Ministry OF Education and Culture

MOE – Ministry of Education

MOHSS – Ministry of Health and Social Services

NSFP – Namibian School Feeding Programme

OVC – Orphans and Vulnerable Children

RO – Regional Office

UNICEF – United Nations International Childrens Emergency Fund

WFP – World Food Programme

WHO – World Health Organisation

CHAPTER ONE

ORIENTATION OF THE RESEARCH PROBLEM

1.1 Introduction

It is a well-known fact that education is the catalyst for human development and poverty reduction. In addition to access to basic health, political and social freedoms, basic education is a constituent component of human development and emphasizes literacy and numeracy. Ministry of Education and Culture (1992, p.14) states that:

“Investment in human capital, including importantly the basic health care and primary education for children, is one of the most effective means of stimulating long term economic growth and improving general welfare”.

A study, Education in Sub-Saharan Africa by the World Bank have pointed to benefits associated with having a basic level of education for then people can obtain skills that are necessary for economic growth and improving living standards. Educated people are therefore highly likely to know their rights, have access to information, including the empowerment of social disadvantaged groups. Hence, education is referred to as universal – attained by all people regardless of class and gender (Education for All Global Monitoring Report, 2002).

The First World Conference on Education for All in Jomtein, Thailand, in 1990 cemented the call for universal education. The Dakar World Education Forum in 2000 reaffirmed earlier commitment that education is a fundamental right for all people, men and women of all ages across the world. As part of this conference were the United Nations Development Programme (UNDP), United Nations Educational, Scientific

and Cultural Organisation (UNESCO), United Nations International Childrens Emergency Fund (UNICEF) and World Bank (WB), World Conference on Education for All, 1990. The quest for universal education was also hastened by the 2000 Millennium Summit of the United Nations. The summit adopted six international millennium development goals (MDGs), and among them is universal education. These MDG's are namely to; expand early childhood care and education, provide free and compulsory primary education for all, promote learning and life skills for young people and adults, increase adult literacy by 50 percent, achieve gender parity by 2005, gender equality by 2015 and improve the quality of education.

Since then, various countries in particular from the Sub Saharan region like South Africa, Kenya and Malawi adopted the Framework for Action to Meet Basic Learning Needs and other policies to reach the set 2015 target (EFA Global Monitoring Report, 2002). Such initiatives include among others but no limited to; rolling out free primary education, investment in education through budget allocation, school feeding programmes and adult literacy programmes (Ministry of Education and Culture, 1992). The main objectives behind these are to increase enrollment and keeping children in school (MEC, 1992).

Constitution of the Republic of Namibia (1990, Act nr.1), adopted education as a basic right. Article 20, p. 52, Ministry of Information and Broadcasting:

“All persons shall have the right to education. Primary education shall be compulsory and the State shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining State schools at which primary education will be provided free of charge”.

At that stage the Ministry of Education assigned the highest priority to the following goals and initiatives namely: access, equity, quality and democracy to meet the MDGs. These initiatives led to an increase in budget allocation to the education sector. With the increase in the education budget, the school feeding programme was initiated and implemented in order to contribute to access to education as one of the priority goals. As stated earlier, the objectives of the school feeding programme was to increase enrollment and learner retention in schools (MEC, 1992).

The World Bank has defined School Feeding Programmes as safety nets providing vulnerable children with health and educational benefits. This then increase school attendance rates and reduce absenteeism and promote food security in households (World Food Program, 2012). School Feeding Programmes are widely operated in different countries, providing meals at schools to learners (World Food Program, 2012). In addition, the common meals offered through school feeding are mainly breakfast and mid-morning snacks. Furthermore, the aim of school meals differ in its design, purpose and implementation from country to country, region to region and socio-economic situations of the communities in which meals are offered (World Food Program, 2012). In some cases, learners are provided with meals at the school premises, for example in Namibia (MoE, 2012), while in other cases, meals are taken home for example in Malawi (WFP, 2009). Like other developing countries, Namibia had to adopt the concept of NSFP.

The Namibian School Feeding Programme (NSFP) was introduced in 1991, with funding from the World Food Programme (WFP) as a drought relief project. After four years of operation, the Government of the Republic of Namibia took over full

ownership in 1996, in terms of administration and funding (WFP, 2012). Since then, the administration and implementation of the programme is being carried out by the Ministry of Education (MoE, 2012). The aim of the Namibian School Feeding Programme is to provide additional nutrition to non-registered grand-receiving orphans and vulnerable children (OVC's) in primary schools across the country. In addition the programme is aimed at increasing enrolment and school attendance of orphans and vulnerable children (MoE, 1997).

Responsible officials can be seen at three levels of government; at national level, regional level and at school level (MoE, 2012). Officials at national and regional levels are also responsible for monitoring and evaluation of the programme. The identification of these beneficiary learners is done at the school level by the administrators, with the assistance of the community.

The implementation of the programme is guided by the School Feeding Manual, a booklet that covers issues such as target mechanisms, composition of meal, responsibilities of various stakeholders, meal preparation and monitoring and evaluation of the programme among others (MoE, 2012). Implementation of the NSFP at school level involves administration of resources, including human resources to ensure that the learners receive school meals. The school teachers, including the principal are the administrators of the programme at school level. It should however be noted that not all teachers are part of the day-to-day running of the programme. Some have been formally assigned clear administrative roles in the programme implementation while others assist where and when they can. They are therefore all involved in the implementation. Over the years, the programme has expanded to all

primary school going learners and it was feeding more than 250 000 learners country-wide by year 2012 in all the 14 educational regions of the country (MoE, 2012).

Learners participating in the NSFP receive a fortified blend of maize porridge. This meal consists of fortified maize meal, salt, sugar, vegetable fat and soya protein. Each learner gets one serving of 500ml porridge daily (MoE, 1997). Preparation of the maize porridge is done at the schools with the local communities being involved in the preparation of meals. Volunteers from the community, in which the school resides, are responsible for preparing the porridge. This depends on the availability of volunteers.

1.2 Statement of the Problem

Since the inception of the NSFP in 1991, there have been two studies done to assess its implementation. A study done by Sibanda (2012) investigated the School Feeding Programme in Namibia, with emphasis on the nutritional value of the meals and the acceptance of the programme at community level. In addition, the MoE made an assessment of the programme in 2012. The study by MoE (2012) concluded that the major challenge relates to the management of this programme. However, these two studies did not investigate the management aspects of this programme at school level. In addition, the researcher has observed that the current School Feeding Manual of 1997 does not clearly stipulate the specific details of programme design and administration, which can result in uncertainty by teachers and the principal at school level on exactly how to administer all aspects of the programme.

Against this background, a knowledge-gap exists with regard to the administration of school feeding programme, especially regarding the challenges faced at schools during

implementation. This study will therefore investigate the administration of NSFP at school level, with specific emphasis on the programme administration challenges. The study will further look into attitudes of teachers on programme administration and will draw conclusions and suggest recommendations to minimize these challenges. The study will therefore fill the gap left by the aforesaid studies by investigating the administration of the School Feeding Programme at schools.

1.3 Questions of the study

The research questions for this study are:

1. How is the School Feeding Programme administered at school level?
2. What challenges do School Feeding Programmes administrators face at school level and how do they overcome these challenges?
3. What are the attitudes of teachers and managers towards the administration of the School Feeding Programme?
4. What do principals, teachers and coordinators recommend for the improvement of the School Feeding Programme?

1.4 Significance of study

This study has the potential to assist the MoE in improving the administration of the School Feeding Programme. Additionally, the study will inform the MoE how to assist schools to improve their service delivery of the School Feeding Programme. This could result in better administration of the programme at all levels. The information will inform policy-makers to come up with practical approaches of helping the administrators, both at regional and school level. Furthermore, the results will inform

policy-makers at national level on budget allocation towards the NSFP. The results of this study will show the challenges that schools face and how they deal with the challenges associated with the administration of the School Feeding Programme. Sharing the study findings with other schools will also allow schools to learn from each other.

1.5 Limitations of the study

This study focused on the administration of the school feeding at the school level, the study did not involve the regional and national administrators as participants. This makes the research one-sided by soliciting views and experiences of only the schools without input from the regional and national levels. Due to the lack of funding, the researcher could not reach out to more primary schools, therefore the findings cannot be generalized to all primary schools that are implementing the School Feeding Programme in the country.

1.6 Definitions of central terms

Administration: Cloete (1995) has defined administration as specific functions that are performed by officials in a public office or institutions. For this study, administration is defined as the implementation of a programme which includes the management and delivery at school level.

Monitoring and evaluation: The World Bank (2007) has defined monitoring and evaluation as an ongoing function and a systematic assessment of a program or policy. In this study, the researcher refers to monitoring and evaluation as the continuous tracking of progress of the programme that allows the administrator to make informed

decisions in order to achieve both short and long term objectives of the school feeding program.

School feeding: The provision of supplementary food to learners while at school (Del Rosso, 1999).

School Feeding Focal Person: A school feeding administrator at the school, who is tasked with the overall programme administration and reports to the school principal (MoE, 1997).

1.7 Summary

Chapter one gave the orientation and background of school feeding in Namibia. The chapter further looked at the statement of the problem, research questions and the purpose of the study. Central terms used in the study were defined, in the context of the study. The next chapter, chapter two, will give a detailed review of literature on the subject.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives a critical review of the literature on the School Feeding Programmes, the role of the School Feeding Programmes in education, and how to administer an effective School Feeding Programme. The section will further look into the challenges related to the School Feeding Programmes and teachers perceptions of School Feeding Programmes. It is notable that available literature is more focused on the benefits of school meals, social, economic and nutritional benefits. In addition, the literature review also highlighted some literature on school feeding administration, there is not much documented literature on how the school feeding programmes are administered and existing best practices that other countries can learn from.

2.2 School Feeding Programmes (Research question 1 and 3)

School Feeding Programmes can be defined as the provision of meals to learners (WFP, 2012). Learners can be fed either in school, where meals are prepared and served during the school day or take the food home for their parents/guardians to prepare it for them. According to Sibanda (2012), School Feeding Programmes have been introduced back in the 1930's in the United States of America and United Kingdom. He further indicated that other countries like India and Brazil also introduced school feeding programs after the Second World War in 1945. Some of the common reasons for introducing school feeding are to reduce malnutrition among school going learners, alleviate short term hunger, increase school enrolment and attendance and also to keep vulnerable groups of learners in school (Khan, 2006).

2.3 School Feeding Programmes: country case studies (Research question 2)

This section provides an overview on the history of school feeding in countries such as Chile, India, Mali, Kenya, South Africa, Malawi, Angola and Namibia. The researcher chose these countries because they collectively represent countries that range between having weak, moderate and a strong policy framework and government funding. According to MoE (2012), countries such as Chile, India and Namibia have strong policies and are fully funded by their governments. Countries like Malawi and Angola still rely mainly on external support and funding for the feeding programmes. Moreover, Mali and Kenya have been ranked as having a moderate policy framework and state funding. South Africa was added to the list as being the developed African country.

Furthermore, the section discusses challenges faced by the above mentioned countries on School Feeding Programmes. When looking at challenges related to School Feeding Programmes, one should note that each country and each district is unique and therefore faces problems that are unique to its context and its people. However, there are some challenges that are common from one place to another. It is notable that those common problems have common solutions and countries can learn from each other's best practices.

2.3.1 Namibia school feeding

In Namibia, school feeding was introduced in 1991, with funding from the WFP as a drought relief project. In 1996 the Government took over full ownership in terms of administration and funding (WFP, 2012). The management of the program is being

carried out by MoE officials both at national and regional levels (MoE, 2012). These officials are also responsible for monitoring and evaluation of the programme. Over the years, the program has expanded to all primary school going learners and it was feeding more than 250 000 learners country wide in all the 14 educational regions of the country by 2012 (MoE, 2012).

The main aim of the NSFP is to provide meals that add nutritional benefits to non-registered grant-receiving orphans and vulnerable children in primary schools in all the regions of the country. Additionally, the programme is aimed at increasing enrolment and school attendance of orphans and vulnerable children (MoE, 1997).

According to MoE (1997), the intended beneficiaries of the programme fall into five categories:

- Learners that are orphans either by one or both parents;
- Learners whose parents earn less than N\$ 500.00 per month;
- Learners living with grandparents who only receive the government grant;
- Learners showing signs of malnutrition;
- Learners who on a regular basis eat less than two meals daily at home.

Learners participating in the Namibian School Feeding Programme receive a fortified blend of maize porridge consisting of fortified maize meal, salt, sugar, vegetable fat and soya protein (MoE, 2012: MoE, 1997).

There are different stakeholders in the Namibian School Feeding Programme. The School Feeding Manual has indicated the responsibilities of the different stakeholders. The community, parents and guardians of OVCs are responsible for applying for

inclusion in the NSFP on a prescribed form. They are also responsible for building store-rooms for the maize bags (MoE, 1997). Furthermore, the community is responsible for building a shelter for cooking, provide water and fuel for fire (wood).

The school's task is to receive applications and forward them to regional office, make sure the correct meal quantities are prepared for the number of learners and keep an updated log book for food delivered and food consumed. The regional offices collect completed applications from schools, make a summary and compile food requests for the whole region, which is sent to the MoE. They also ensure that quantities ordered and those received are the same. The Ministry of Education compiles a monthly summary of regional usage, compares remaining stock with the number of days left in a year, process payments and monitor the programme at national level (MoE, 1997).

As per School Feeding Manual, schools are required to have cooking shelters constructed by the community members in cases where the facilities do not exist (MoE, 1997). The Ministry is responsible for providing stoves, pots, whisks, measuring cups and aprons for the cooks. However, MoE (2012) has reported that budgetary provisions were not made by the Ministry to fulfil this obligation.

According to the Namibian School Feeding Programme Manual (MoE, 1997), each school is expected to have a storeroom for the maize bags. The requirement is that the storeroom should be safe from both pests and thieves. In addition, the bags of maize should be cross stacked about 10 cm above the floor.

The School Feeding Manual prescribes that the school meals should be prepared by volunteer community members. These cooks are to be compensated by receiving three

kilograms of maize blend weekly (MoE, 1997). Dry rations consumed daily should be recorded on the daily form. Results from the MoE 2012 study have shown that cooks are generally given more maize than the prescribed quantities, as per Manual. MoE (1997) has put the following requirements on meal taking:

- Learners are required to wash their hands with soap;
- Learners should use plates and spoons to eat and no eating with bare hands is allowed. In addition, plates may not be shared;
- Learners are expected to be supervised while taking the meals

After the meals have been served, the cooking facility and utensils should be washed and stored away (MoE, 1997).

Challenges associated with school feeding in Namibia has been documented by. The Ministry of education's 2012 case study on the Namibian school feeding programme was carried out to as an assessment study on the implementation of the programme. In this school feeding assessment case study, the key challenges identified ranged from weak management of School Feeding Programme, lack of funding, lack of coordination among all sectors involved, lack of training and poor stock control MoE (2012). In addition, MoE (2012) stated that there is no adequate utensils for the feeding programme, absence of a policy for school feeding, limited monitoring and evaluation activities by officials involved and poor linking up with small scale farmers.

2.3.2 Chile school feeding

Chile is one of the countries that are running the largest and oldest School Feeding Programme in South America (McEwan, 2012). According to Kain and Uauy (2001),

school feeding meals in Chile were introduced in 1929. The programme resources were provided by the central government. In 1952, the Ministry of Education took over the administration of the School Feeding Programme. In 1953, the Chilean government established the National Board of School Aid (JUNAE) (Winch, 2009). The board's mandate was to provide support to the programme, with the main aim of improving school performance of learners from low income families. School feeding food was supplied by private contractors, with the responsibility to source and distribute the food. One of the strong points of the Chilean School Feeding Programme is the political will and support from the central government (Winch, 2009). The success of a programme highly depends on the availability of financial resources, human resources and infrastructure. Having a budget that covers all aspects of the programme ensures that all services and products are paid for as needed. Availability of staff helps the programme to progress and reach out to all the targeted schools. Proper infrastructure is also crucial as it allows for the programme activities to be carried out as per directives.

According to Winch (2009), the Chilean School Feeding Programme is faced with unhealthy food practices by the learners. Learners tend to buy unhealthy food from kiosks such as chips, ice cream and hot dogs. These items are also sold outside the school yards. Furthermore, some parents, particularly mothers feed their children with unhealthy at home. All these were found to have contributed to increased rates of obesity among school going children.

2.3.4 India school feeding

In India, school feeding started as early as 1925 (Chettiparambil-Rajan, 2007). At these early stages, the programme was called the Mid-Day Meals Programme (MDM). The programme targeted learners from poor social and economic backgrounds in the Tamil Nadu State. In 1928, a mid-day tannif [snack] was introduced for school boys by the Keshar Academy of Calcutta. By the 1950's, most states in India had introduced the Mid-Day Meal Programmes with the assistance of United Nations International Children's Emergency Fund (UNICEF), Food and Agriculture Organisation (FAO) and World Health Organisation (WHO) amongst others. As from 1990, all 17 governments in the country were implementing the MDM programme for all learners between the ages of six and sixteen years. The main objectives of this programme was to enhance the nutritional status of learners and to increase access to education.

The programme was later revised in 2004 and 2006 respectively and it then focused more on improving the nutritional status of learners in government, local bodies, subsidized schools and other centres from classes I-V. In addition, the programme aimed at encouraging learners from low income and disadvantaged families to attend school. Furthermore, the revised programme provided nutritious meals to primary school learners from drought-affected areas. In summary, the Indian programme was implemented to address hunger and increase education access for school going learners (Chettiparambil-Rajan, 2007).

Dreze & Goyal (2003) carried out a study in Chattisgarh, Karnataka and Rajasthan states. The study revealed that most of the infrastructure, required to ensure success of the feeding programme, was poor. These include cooking shelters, water supply to

schools and cooking utensils. In addition, the menu was the same every day, making it monotonous and unbalanced for the learners. Learners from poor families were discriminated against in the feeding programme. Furthermore, the study revealed a lack of proper hygiene and food handling practices which lead to cases of food poisoning in learners taking the meals. Classes were also disrupted to a large extent as teachers had to oversee the preparation of the school meals and the meal taking times.

Another similar study done by the Pratchi Research Team in 2004 in the Birbhum district found that there were inadequate budgetary allocations for school feeding meals and salaries for cooks. Blue (2005) carried out a study in the Rajasthan State and found that teachers and learners spent most of their time collecting firewood for the school meals. In addition, there were irregularities and delays in the delivery of the school feeding food and learners had no proper utensils, they had to eat from paper or plant leaves. The study further revealed that the teachers were the administrators of the feeding programme and had to spend considerable amount of time on record keeping.

Different states in India experienced challenges that might relate or differ from other states within the same country. De, Noronha and Samson (2005) carried out research in Dehli. In Dehli, there was a lack of school feeding personnel, which placed a burden on the learners and the teaching staff, leading to poor performance. He further found that there was poor programme management and poor monitoring of the programme activities. Programme management is integral to the success of a programme and monitoring is an essential part of implementation. Through monitoring, programme managers can track the progress of the programme activities and make adjustments where necessary.

Even though the revisions of the School Feeding Programme in 2006 promised to address the above mentioned challenges, Winch (2009) has documented other challenges in the Indian School Feeding Programmes such as poor hygiene, food poisoning cases and food diverted from the programme due to “leakages in the distribution process” instead of reaching the targeted groups. In addition, there were still inconsistency in food quality and operational concerns where some districts did not receive the school feeding food (Winch, 2009).

2.3.5 Mali school feeding

The Malian School Feeding Programme has been documented by Diallo (2012). The programme started in the 1990's, where canteens were introduced at schools to feed the learners. The programmes were initiated by the World Food Programme (WFP) and the Catholic Relief Services (CRS) as a strategy to reduce poverty. At a later stage, the WFP signed an agreement with the government to manage the operations of the programme. In 2009, a national policy on school feeding was adopted, after that it was developed for a duration of three years. The policy's main aim was to provide the necessary support to schools, in order to curb hunger and keep the learners in school. This policy was a comprehensive programme document that linked the feeding programme with other programs and interventions such as the agricultural sector, health (nutrition, hygiene and HIV/AIDS) and the environment (Diallo, 2012).

After the adoption of the national school feeding policy, the National School Feeding Programme was launched in 2011, coordinating all the existing School Feeding Programmes and activities. At this stage, more than 1500 schools were benefiting from school meals, especially learners from vulnerable and food insecure

families/communities. Learners were provided with hot meals, consisting of mainly cereals and legumes in the afternoons. Benefiting girls were also eligible for take-home rations (Diallo, 2012).

In Mali, the biggest challenge is lack of access to water for schools (Winch, 2009). Without water, one cannot run a feeding programme as this is a barrier to both food preparation and sanitation. In addition, a lot of schools in Mali do not have toilets that serve as basic sanitation for learners. Hygiene is one of the basic and important requirements for implementing a nutritional programme such as school feeding.

Furthermore, the Malian School Feeding Programme was faced with lack of coverage of schools (Diallo, 2012). This problem could be attributed to the lack of access to schools due to bad roads (Winch, 2009) or because of poor logistical management. The activities for the feeding programme were also not well coordinated at all administrative levels. Diallo (2012) further stated that the programme lacked a defined food basket (menu variety) for the learners and irregularities in the deliveries of the food consignments to schools. Moreover, there were no proper monitoring systems in place to track the activities of the programme at national level.

2.3.6 Kenya school feeding

Kenya introduced School Feeding Programmes in the 1980s in different districts in varying degrees (Langinger, 2011), which aimed at increasing school enrolment and retention of rural girls in schools. Rural girls are usually not allowed to attend school due to early marriage, performing house hold chores or simply because women were not considered as equal to men. In 2009, the Kenyan government introduced the Home

Grown School Feeding Programme that had the intention of curbing malnutrition among school learners, increasing access to education and reducing social pressure that keeps girls away from school (Langinger, 2011). The programme was supported financially and operationally by WFP.

In Kenya, the biggest challenge is lack of stable funding for the feeding programme (Buhl, 2010). The programme is dependent on foreign aid to purchase food and for technical assistance. With foreign aid, there is no stability in ensuring that funds are available as required. In addition, there is lack of uniformity in standards and meal provisions and weak implementation of the programme at institutional level. Each area or school is implementing the programme differently, the guidelines are not followed. Furthermore, the schools are overcrowded and without additional facilities provided to cater for the needs of the learners. These schools therefore require additional supplies and staff members in order to adhere to the existing school feeding standards. Buhl (2010) adds that the Kenyan schools lack dining space and hand washing facilities for learners participating in the feeding programmes.

2.3.7 Malawi school feeding

The Malawian government started a free Primary Education Programme in 1999 (Tomlinson 2007). The school feeding program in Malawi was funded by the WFP and Gesellschaft Für Internationale Zusammenarbeit among others. The aim was to improve school attendance of girls and orphaned learners, reduce short-term hunger which is the main cause of poor classroom concentration and cognitive function and to narrow the gap in dropout rates between boys and girls (Tomlinson 2007). Learners

were served with a morning maize meal (porridge). In addition to that girls were given take home rations every month (WFP, 2009).

The Malawian School Feeding Programme is faced with key challenges of programme sustainability and transfer of learners from non-targeted schools to targeted schools (Kamlongera, 2009). In addition, the ever increasing food prices places a burden on the overall funding of the programme. There is also a challenge of community perception towards the school meals and their voluntary involvement. The communities see the programme as a food aid and for them it means they should benefit directly. Kamlongera (2009) further added that the communities do not take ownership of the programme as they see it as a donor or government owned programme.

2.3.8 South Africa school feeding

South Africa has introduced the School Feeding Programme for mixed race and white schools in the 1940's (Sibanda, 2012). In 1994, the South African government introduced the Primary School Nutrition Program, aimed at improving the health of school going learners and their attendance and learning (Tomlinson 2007). The main goal was to enhance the quality of education through the provision of school meals to learners. However, Tomlinson (2007) had indicated that the program faced some challenges, such as poor coverage and high costs and inconsistencies in meal provision amongst others.

According to Buhl (2010), the South African feeding programme has no uniformity when it comes to menus, mealtimes and the number of feeding days for schools.

Another challenge is that officials do not follow the targeting directives which were put in place. In addition to this, monitoring and evaluation systems are not followed, causing differences in School Feeding Programme procedures and outcomes. She further stated that the decentralization of school feeding caused uneven implementation because each province does it differently. There is also a problem of school learners not receiving meals as planned and there are great variances between commodities received by rural schools and urban schools in terms of quality and quantity (Buhl, 2010; Tomlinson, 2007). Moreover, there is theft of food and corruption within the administration of the School Feeding Programme.

2.3.9 Angola school feeding

School feeding in Angola is a relatively new concept due to the long years of civil war in the country. On the other hand, there is little literature available to the researcher that documents the history of School Feeding Programmes in Angola. After the civil war, efforts were made by the WFP, in collaboration with the Angolan government in providing meals to school going learners (Buhl, 2010). In the years 2007 and 2008, there has been over 90% school coverage in feeding programmes by WFP. In addition to WFP efforts, organizations such as the Brazilian National Fund for Education Development (FNDE) and the Global Learner Nutrition Foundation (GFCNF) have worked in assisting the Angolan state in the implementation of a National School Feeding Programme (Buhl, 2010). The aim of the National School Feeding Programme in Angola is mainly to eradicate short term hunger and improving nutrition and school outcomes for benefiting school going learners.

Angola's main challenges are lack of funding, infrastructure and safe water for schools (Buhl, 2010). The country depends on donor assistance for the purchase of food for the feeding programmes. In general, the education system in Angola is underfunded, the government is not mobilizing its financial resources to build the education system and to assist with the interventions for keeping children in school, like school feeding. Furthermore, the landmines in Angola restrict the free movement of people, including the delivery of food commodities to targeted schools. This means that the food does not reach the targeted destinations on time, which can disrupt programme activities. Theft of school feeding food is also one of the challenges facing the Angolan School Feeding Programme (Buhl, 2010). Many Angolan learners do not attend school due to a lack of school buildings and teachers or because families cannot afford school expenses.

2.4 Summary of country case studies background and challenges

In the table below, the researcher summarized the country case studies as discussed above.

Table 2.1: Country case studies

COUNTRY	BACKGROUND	CHALLENGES
Chile	• Introduced in 1929. • Programme managed by the government as from 1952.	• Unhealthy eating habits • Increased Obesity
India	• Introduced in 1925. • Programme managed by the government.	• Lack of infrastructure. • Unbalanced meals. • Poor hygiene. • Inadequate budget.

Mali	• Introduced in the 1990's by WFP and CRS. • Programme managed by the government as from 2009.	• Lack of water at schools. • Poor basic sanitation. • Lack of school coverage. • Lack of coordination on administration.
Kenya	• Introduced in the 1980's by WFP. • Programme managed by the government as from 2009.	• No stable funding. • Lack of uniformity in standards. • Weak implementation at schools. •
South Africa	• Introduced by the government in the 1940's. • Programme managed and funded by the government.	• Lack of uniformity on menus, meal times and days. • Targeting directives not followed. • Uneven implementation. • Theft of food.
Malawi	• Introduced by the government in 1999. • Programme funded by WFP and GIZ	• Lack of sustainability • Movement of learners from non-targeted schools to targeted schools
Angola	• No available literature on date of introduction. • Programme introduced by and funded by WFP.	• Lack of funding. • Lack of infrastructure. • Lack of safe water. • Theft of food.
Namibia	• Introduced in 1991 by WFP. • Programme managed and funded by the government since 1996.	• Weak management. • Lack of adequate funding. • Limited coordination among sectors. • Lack of training.

2.5 Conceptual Framework

The overall goal of School Feeding Programmes is to improve education by increasing enrolment, attendance and classroom participation of learners. Given that this study investigated the administration of the School Feeding Programme, the research will be

guided by the seven steps to successful programme implementation adopted from Del Rosso (1999).

Step 1: Consensus building. Developing clear policies that enforce the effective implementation of the feeding programmes is important. These policies can give guidance as to what the aims and objectives are, who is responsible for what task and how monitoring of service delivery is carried out.

Step 2: The development of targeting criteria and mechanisms. The target groups for School Feeding Programmes should be on vulnerable groups in the society, for instance orphans, marginalised children and children in areas prone to natural disasters.

Step 3: Analyze and identify alternative financing and cost options for SFP. Stable funding is a basic requirement to run a School Feeding Programme. In cases where a country's government cannot afford to fund the programme, sourcing of other sources of funds is necessary.

Step 4: Specify appropriate guidelines for ration composition and timing of meals. Guidelines should clearly indicate the composition of food provided and at what times it should be served.

The first four steps of Del Rosso, (step 1-4) as explained above have been addressed by the initial planning phase for the NSFP and the School Feeding Manual as a reference document. These steps will therefore not form part of the data analysis of this study as they are not part of its focus, which is programme implementation.

Step 5: Identify and address possible challenges in programme implementation. Determining potential factors that may hinder proper implementation of School Feeding Programmes is also crucial as it allows administrators to plan ahead and try to find solutions or alternatives to the challenges.

Step 6: Monitoring systems that focus on programme processes need to be in place. Monitoring and evaluation of School Feeding Programmes is necessary to ensure that the implementation is being carried out according to the guidelines and to see whether the programme is indeed reaching its intended objectives. This is also important as it gives information on what areas of the programme needs to be adjusted.

Step 7: Integrate School Feeding Programmes with other interventions at primary school level. A multi-sectoral approach to feeding programmes ensures that programmes are holistic. For example, to implement school feeding, safe water and sanitation and school health education should be in place.

Steps 5-7 are the main focus of this research, as these are at the implementation level. The concept is therefore not used in totality as only steps 5-7 have been used in both the research instruments and the data analysis thereafter. Steps 5-7 are directly linked to the management and administration of School Feeding Programmes, as they look at different areas within administration. The researcher chose this concept to guide the study, specifically with the development of research instruments, data analysis and discussion of results.

The steps discussed above towards successful implementation of school feeding programmes that enhance educational outcomes are part of project cycle management. In fact, it is designed to guide programme managers to improve implementation

through various ways. Programme planning and design is crucial to ensuring that it serves the intended purpose. The conceptual framework adopted in this study from Del Rosso (1999) outlines the identification of possible challenges that affect programme administration as one of the steps towards the development of a school feeding programme that improves education and makes an impact in learners lives. Finding out what challenges exist can inform programme managers on areas of improvements and therefore contribute to the development of interventions to eradicate or solve the challenges. Looking at the focus and research questions of the study, administration challenges at implementation level can be identified and addressed, in order to improve the school feeding programme.

In addition, during implementation, the programme manager has to do monitoring and evaluation. Through monitoring, one can identify the challenges within implementation and come up with possible solutions based on the real-life situations on the ground. The strategies/interventions developed with therefore strengthen the programme and improve its delivery. Where possible, new ideas and changes that are necessary to ensure success can also be implemented and form part of the wider plan.

2.6 General benefits of school feeding

2.6.1 Short-Term Hunger

Del Rosso (1999) has observed a positive effect of school meals on short-term hunger. This idea is further supported by Khan (2006) who indicated that providing school meals helps learners to kick start the day, alleviate the short-term hunger as learners become more alert and participate better in class, and increase their learning capacity in school. Khan (2006) further stressed that learners are subjected to short term hunger

at schools when they miss breakfast. In addition, skipping breakfast can be due to a lack of food at home, lack of time, food preferences or because learners have to walk long distances to schools. Skipping breakfast affects learner's performance on problem solving and mathematical skills which may be attributed to low blood glucose (Khan, 2006).

2.6.2 Nutritional status of learners

Nutrition is related to the social and economic settings of people. The social and economic environment in which a learner is found determines the type of food and the quantity he/she consumes (Dibsdall, Lambert, Bobbin, and Frewer (2003). Good nutrition is necessary for proper growth and development (Sorhaindo and Feinstein, 2006). Sorhaindo and Feinstein (2006) further stated that school feeding meals are usually fortified blends of different nutrient compositions aimed at supplementing the daily diet of school going learners. They also indicated that these nutritious meals help in reducing malnutrition among benefiting learners and increase the micronutrient intake which decreases cases of deficiencies.

Greenhalgh, Kristjansson, and Robinson (2007), have reported reviewing some studies that showed that there is a positive relationship between school feeding meals and improved nutritional deficiencies and overall nutritional status in low and middle income countries. Compared with trials from high income countries, the results were mixed. Some have shown positive results, while others were negative. This can be attributed to the household economic status. Learners from well-off families have shown a negative correlation as their overall health was already good and the school meals did not have any significant effects. On the other hand, learners from less well-

off households, even though they are from a high income state, have shown positive correlation results because nutritious meals were not available to them (Greenhalgh, et al., 2007). The Ministry of Education in Namibia conducted a study in 2012 to document and analyze the characteristics of its feeding programme, focusing of design, implementation, institutional set-up and supply chain (MoE, 2012). According to the Ministry of Education (2012), the respondents in the study have indicated that the Namibian School Feeding Programme has shown improvement in the health of the beneficiaries.

2.7. Educational benefits of school feeding

2.7.1 The role of School Feeding Programmes in education

Studies done by researchers such as Del Rosso (1999), Sorhaindo and Feintstein (2006), Greenhalgh et al (2007) and MoE 2012 have indicated the importance of school feeding programmes in education. There are several important roles played by the feeding programmes in education which includes providing access to education, improvement of health and nutrition, improvement in academic performance and many other benefits (WFP, 1999; MoE, 2012).

2.7.2 Classroom attendance/enrolment

Researchers have linked the provision of school meals to increase school attendance among learners. A study done by Essuman and Bosumtwi-Sam (2012) in Ghana, has shown that learners were keener to attend school because of the meals served. This has a larger impact, especially in communities where parents are poor and cannot afford to provide all the necessary meals to their children, like breakfast (Essuman and Bosumtwi-Sam, 2012). A study done in India in 1984 has shown that the School

Feeding Programme has indeed increased attendance and enrolment of learners in primary schools (WFP, 1999). Furthermore, another similar study done in Morocco in 1993 by the Moroccan Ministry of Education has indicated that more learners, especially girls were enrolled and kept in the education system because of the School Feeding Programme (WFP, 1999). In addition, Greenhalgh, et al. (2007) found that learners who received a school meal in low and middle income countries showed higher attendance levels compared to those in high income countries.

2.7.3 Academic performance

A study done by McGregor in 1983 has shown that learners who received breakfast at school performed better in arithmetic and their attendance has improved (WFP, 1999). In a related study conducted by Jarousse and Mingat in 1991 in primary schools in Benin, results have shown positive correlation between School Feeding Programmes and academic performance (Greenhalgh et al, 2007). The results have shown that learner achievement was higher in schools who give meals to the learners. They also found that attendance and nutrition among those learners who participated in the study have increased (WFP, 1999). Similar findings were revealed by Greenhalgh et al. (2007), where school feeding meals have shown a positive effect on the academic performance of learners who were part of the programme.

Learners benefiting from school meals have achieved better participation in class as a result of having school meals (Essuman and Bosumtwi-Sam, 2012; MoE, 2012). They also indicated that learners are more alert and active in class after meal times. According to Omwami, Neumann, & Bwibo (2011) who did a study on effects of a school feeding intervention on school attendance rates among elementary school

children in rural Kenya, studies have shown that good nutrition results in better learning capacity. Their study found that the attendance rates were predicted by the learners' nutritional status in a significant way.

2.8 Administering an effective School Feeding Programme (Research question 1)

Greenhalgh et al. (2007) argues that even though School Feeding Programmes have a positive effect on learner performance and overall health, policy makers should choose specific interventions based on the specific circumstances of the target group. School Feeding Programmes are implemented within different education systems and social contexts. In addition, they further stated that programmes are administered by people with different skills, beliefs, attitudes as well as backgrounds.

School Feeding Programmes are administered in different ways from country to country and from region to region. Administration usually depends on many factors such as the availability of resources, existence of laws and policies, trained personnel and the school setting. School breakfast programmes should be administered in a way that they target all school learners, instead of focusing on specific groups within a school (Khan, 2006). However, when resources are limited, targeting specific groups of learners that are needier, is a good mechanism. Feeding programmes should also be aimed at improving both the overall nutritional status of learners and their academic performance. These School Feeding Programmes need to take into account teaching learners about nutrition, food handling and preparation (Khan, 2006). Del Rosso (1999) also asserted that the broader aim should be to improve the health status. She further highlighted that school health policies, health education, water and sanitation

and proper monitoring systems are some of the most important components that need to be considered for an effective School Feeding Programme.

Health policies in schools, including skills-based health education and the provision of health services, can help promote the overall health, hygiene and nutrition of learners. Policies regarding the health-related practices of teachers and learners can reinforce health education (Briggs, 2008). School health education should be aimed at educating both the teachers and learners on issues of hygiene and nutrition. Health, which includes physical and psycho-social health, hygiene and nutrition education focus upon the transfer of knowledge, attitudes, values, and life skills required for making wise decisions regarding health (Bundy, Schaeffer and Jukes, 2009). Water and sanitation are the essential first steps towards a healthy physical, learning environment (Briggs, 2008). The school environment should be safe for learners. This means that learners should have safe and clean toilets and wash rooms. This promotes hygiene and reduces the risk of infectious diseases. Proper monitoring systems are necessary with regard to the distribution of food and record keeping.

Taking into account that the section of effective school feeding administration is the heart of the study, it is notable to mention that the researcher was specifically challenged in finding documented literature with regard to school feeding administration. There is, therefore, a gap in knowledge when it comes to this specific area of School Feeding Programmes.

However, as stated by Del Rosso (1999), proper programme administration is key to ensure that the school feeding programme does improve educational outcomes. The problem focus of this study is to investigate the administration of the NSFP in order to

understand how activities are carried out, by whom and the challenges that exists at the two schools with regard to NSFP administration. In addition, the results will also show how the schools manage and their suggestions for improvement.

2.9 Teachers perceptions of School Feeding Programmes (Research question 3)

The perceptions of teachers with regard to School Feeding Programmes is mainly determined by the specific experiences they have had with the programmes. These experiences are enriched by the environment they found themselves in, the different persons they are interacting with, the diversity of learners that they teach and the resources available for both teaching and for the feeding programmes. Nonetheless, each teacher, even though in the same environment as others, would see things differently.

Teachers as the caretakers of school learners tend to have positive attitudes and beliefs towards School Feeding Programmes. In a study done in Ghana by Essuman and Bosumtwi-Sam (2012), teachers have indicated that learners' attendance rates have gone up with the programme. In addition, learners were able to remain in schools and have shown to be more punctual for school.

Jackson (2012) interviewed teachers and parents (adults) in Adjeikrom, Ghana and in Campton, USA on their perceptions toward School Feeding Programmes. The study revealed that most of the adults interviewed were happy with the school meals because it keeps the learners in school, minimising rates of absenteeism and school drop outs. In Ghana, the adults have indicated that learners are more interested in learning

because they receive school meals. Their behaviour in class has improved, they are less likely to cry, fight and whine during lessons. According to Jackson (2012), Campton, USA adults have indicated that the school meals were especially needed at the end of the month when most families are running out of food supplies. This enable the learners to attend school and participate in academic and other school activities.

Additionally, research done by Salomon (2009) at Wisconsin schools on teachers' perceptions regarding breakfast in the classroom have shown that of the respondents working in schools with a school breakfast programme, 97% indicated they have observed hungry learners coming to school. In addition, 99% reported support for the school breakfast program. Respondents indicated that the benefits of a school breakfast programme include learners' increased ability to learn and improve academic performance, improve learner health and better behaviour (Salomon, 2009). He also found that 68% of the respondents noted they had seen an improvement in learner behaviour and mood since school breakfast was implemented. Learners are therefore in better spirits and more keen to participate in class when school meals are served.

According to Khan (2006), a telephonic survey carried out on parents in Canada has shown that respondents have felt that breakfast is the most important meal of the day. Parents who are also teachers indicated that learners who eat breakfast have the ability to concentrate better in class and therefore perform better. They also indicated that eating breakfast reduces behavioural problems, school drop outs and criminal activities. It was based on these perceptions that the Canadian government developed a school breakfast programme. Moreover, Essuman and Bosumtwi-Sam (2012) have

indicated that the teachers interviewed, indicated that there is a positive relationship between school feeding meals and class attendance. Learners did not show up for school when they were aware that there is no food, but enrolment rapidly went up again when there was a meal offered.

2.10 Summary

In summary, challenges ranged from delay in distribution, inadequate budgeting, lack of salaries for cooks, lack of utensils, lack of time, poor management, poor monitoring, poor hygiene, food given to untargeted persons, poor food quality, lack of access to clean water, poor programme coordination and lack of uniformity. This chapter gave a critical review of existing literature on School Feeding Programmes in various countries, the conceptual framework, the benefits of school feeding, attitudes of teachers toward school feeding, the administration of School Feeding Programmes and the challenges faced in different countries. In the next chapter three, research methodology will be outlined, the type of research and the methods used for this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter provides the methodology used for the study. It presents the research design, study population and sampling techniques adopted to carry out the research. It further describes the procedure used to collect data and how data will be analysed in this study.

3.2 Research design

The research design for this study is a qualitative, descriptive research, using a case study approach. The case study approach used is a multiple, collective case study whereby the researcher studied two cases and present collective findings on the cases. This type of case study is chosen because it allows the researcher to obtain information from more than one school, using the same instruments and to present the findings. This type of case study will also allow the researcher to observe similarities and differences in the same study phenomenon.

According to Merriam (2009) qualitative research is about understanding the meaning people have constructed, meaning how individuals see the world around them and the experiences lived in that world. The researcher used qualitative research to gain an understanding of underlying reasons, opinions, and motivation among individuals involved in the administration and implementation of the NSFP. This provided insight into the problems experienced at schools and the results assisted in developing solutions. In addition, qualitative research is also used to uncover trends in thoughts

and opinions of respondents, and delve deeper into the problem. In this type of research, the sample size is typically small, and respondents are selected for a specific purpose. As Ritchie, Lewis, Nicholls and Ormston (2013) describe, the researcher will use this method to find deep understanding and interpretations about a social phenomenon by making sense of the participants' social and material world, their experiences and understandings.

In descriptive research, the researcher describes the reality of a complex situation and in this case, feeding administration is described as it happens at school level. The qualitative nature of the study is aimed at answering the questions on the administration of school feeding at the selected schools, investigate the challenges faced, how schools are coping with the challenges and the suggestions they have for improvement of the programme (Merriam, 2009).

The researcher preferred a case study approach due to the type of detail required to answer the research questions. A case study examines a phenomenon within its real-life context. In this case the researcher examined the feeding programme in detail, in particular the processes employed by the Ministry of Education, the situation on the ground and how the schools handle challenging situations.

3.4 Population

The population for this research is all thirty (30) primary schools in Windhoek that offer the Namibian School Feeding Programme. The learners in these schools, therefore represent a combination that can be seen as an attribute to participation in the School Feeding Programme. The researcher chose to embark on a case study at two

schools in order to have enough time and resources to get an in-depth understanding of school feeding administration at school level.

3.5 Sampling and sampling procedure

Purposive sampling will be used to select two primary schools out of thirty that offer school feeding. In this study, teachers will be selected at each school, using random purposive sampling. Random purposive sampling is used within a purposive sample to reduce the number of participants as all teachers including principals that are involved in the administration of the programme. This allows for research credibility of the study (Gay & Mills, 2009). In this study, random purposive sampling allows for a small group of participants to be chosen for the case study.

The random purposive sample consists of eight teachers at each school. Within the purposive sample, the school principals and school feeding focal persons are included, together with the randomly eight selected teachers. This will bring the total participants per school to ten people (the principal, NSFP focal person and eight teachers). The teachers will be selected using simple random sampling. All the teachers were part of the focused group discussions because they are all involved in the administration and management of the NSFP.

3.6 Procedure

3.6.1 Research instruments

Two research instruments were developed for the study to collect information from the selected participants. The instruments are an observation checklist (Annexure A) and a focus group discussions guide (Annexure B) for the teachers and feeding

administrators. In this study, the researcher will be a non-participant observer. This means that the researcher does not take part in the activities of the respondents and the respondents are aware of the researcher's presence.

Observation is a method of data collection whereby the researcher observes how the participants behave and communicate and carry out activities. In non-participant observation, the researcher is not involved in the activities of the participants under study, but rather observes and records behaviour and interactions as an outsider (Gay & Mills, 2009).

For the observation, a checklist that consists of five areas of observation was designed (Annexure A). These areas include cooking facilities, food preparation, meal taking, clean up and sanitation. Under each of these areas, there are sub-items that the researcher used to record during the observations. In addition, the researcher made notes of general observations that are not necessarily featuring under the pre-determined areas. The researcher observed meal preparation, serving of meals, the facilities used for the School Feeding Programme and the sanitation facilities at the schools. This instrument aims at capturing the actual situation at each of the schools on the facilities available for school feeding and the daily activities for the programme.

The same focus group discussion guide for teachers and administrators was used to obtain information from participants in a manner that allow issues to be discussed and participants can either agree or disagree with each other. The focus groups discussions were a combined effort to get all participants together whereby the relevant topics were discussed by the group. The findings are therefore not based on individual interviews but on group discussion.

The questions in the research instruments were not only drawn from the research questions but also from the seven steps of ensuring the implementation of an effective school feeding programme by Del Rosso (1999).

These discussions allowed the researcher to explore issues noted through observations that needed clarity and also enabled the researcher to obtain information on events and activities that have already happened (Gay & Mills, 2009). In addition, non-verbal communication strategies were be picked up during discussions. The participants could all concur or disagree and more information was gleaned during these sessions.

The focus group discussion guide consists of thirteen (13) structured questions (Annexure B). The questions helped show the views of teachers and administrators on specific school feeding issues, the challenges faced at school, how the challenges are overcome and suggestions for improvement. This instrument aims at gaining more in-depth information on participant experiences, insights, attitudes and beliefs related to school feeding. Structured discussion guidelines allow the researcher to focus on questions that can provide answers to the research questions and to avoid getting way out of topic (Gay and Mills, 2009). This allows the data collection to remain focused on the questions of the study.

Participants will be allowed to air their views on issues under discussion. The researcher will encourage each person to make a contribution to avoid domination by some participants, especially those senior in positions. Focused group discussions allows the researcher to probe issues and therefore allow for more clarity and to collect as much data as possible.

3.6.2 Data collection

In order to obtain detailed evidence of feeding activities, the observation took place before and after the focused group discussions. The researcher observed the available facilities and material provisions. In addition, the researcher checked how activities at both schools are carried out, who carries them out and how much time is spent on various activities. Observations were done at various points namely meal preparation, meal taking times and cleaning and storage facilities.

Even though the school feeding activities were suspended at School A, the researcher continued with the same study instruments at the school. The reason for this is because, that was the real life situation at that specific school and the researcher could capture the reality. In addition, the researcher did not only use observations as an instrument but also the focused group discussions. Through these discussions, the participants could also bring out the reasons why the programme was suspended in the first place. There was also a possibility that another school might have also had the same problem where the programme could have been suspended too, and due to time and cost constraints, the researcher did not change schools.

As indicated under instruments, the researcher focused group discussions with teachers who are the focal school feeding persons at schools. During the focused group discussions, the researcher introduced herself and briefed the groups on the purpose of the study. The participants were reminded that their identities and that their schools names would not be revealed as per the consent forms they have signed before the discussions. The researcher posed the open ended questions from the focused group discussion guide and the group discussed the issues. All participants had a chance to

contribute and when there were unclear issues raised, the researcher asked for clarity and posed further follow-up questions before moving to another issue on the discussion guide. Both the researcher and the assistant took written notes during the discussions. In addition, the discussions were tape-recorded for analysis purposes.

3.6.3 Data analysis

Information from focus group discussions and observations were analysed using narrative data analysis. In narrative data analyses, the researcher identified themes or patterns, organised them in coherent categories, identified patterns and connections between categories and interpreted the data to attach meaning (Taylor-Powell and Renner, 2003). However, for this research, the themes had been pre-determined using the research questions of the study. The research questions were further broken down into categories in relation to the questions used in the interview guide and the observation checklist. The researcher therefore narrated the information gathered from the interviews and observations under these relevant pre-determined themes to provide the scope of the situation at each school. In order to establish connections within the data in which to conclude similarities and differences in the administration of the feeding programme, the themes of each school were compared to the other school. The meaning drawn from the data was further compared to the content of the School Feeding Manual of the Ministry (MoE, 1997) on the issues pertaining to the research questions as the reference document for NSFP. Data from the focus group discussions were further triangulated with those of observations. This was however not possible for School A, as there were no school feeding activities taking place and the researcher could only observe the physical structures available for the NSFP.

Narrative data analysis is a combination of descriptive and interpretive analysis where the researcher first describes the situation on the ground and then interprets findings. Analysis of interview data commenced after interview notes and tape-recorded interviews were fully transcribed. The data was examined qualitatively for meaning. The diversion and cohesion between feeding administration at schools, the manual and the best practices summarised in the literature assisted in drawing conclusions and providing recommendations.

3.6.4 Validity

The research instruments were first reviewed by the Main Supervisor to determine validity before they were administered for data collection. The researcher therefore had time to rectify and come up with good reliable instruments that can ensure credible results. This was done to ensure the accuracy and meaningfulness of results obtained from the analysis of data on the phenomena of the study (Mugenda and Mugenda, 1999).

3.6.5 Trustworthiness

The researcher had to depend on the respondents to provide truthful information.

This was also stated in the consent forms that the participants signed that they will have to be truthful and honest in their responses.

3.7 Research ethics

Before the data collection for the study commenced, the researcher obtained an authorization letter from the University of Namibia's Post Graduate Studies Committee (Annexure D) to carry out the field work of the study. In addition to the

University's letter, permission was requested from the Permanent Secretary of the Ministry of Education (Annexure F) and the Director of Education in the Khomas Region (Annexure G).

The researcher made appointments with each school principal and explained the intention to carry out the study. The researcher briefed the principals about the aim of the study and agreed on carrying out research at the schools. Appointments for interview sessions were arranged according to the availability of teachers.

3.7.1 Informed consent and voluntary participation

Consent letters (Annexure C) were drafted for all the participants to be informed about the purpose of the study and to sign if they agree to participate. The participants volunteered to be part of the study. Those who did not feel comfortable to participate could withdraw at any given point.

3.7.2 Confidentiality and anonymity

The participants were assured that the information collected by the researcher would be for academic purposes and that it would only be revealed to the supervisors and moderators. The participants were furthermore assured that their names and those of their schools would not be revealed to anyone. The researcher did not mention them in any of the reports. This information formed part of the consent letters which were signed by the participants, and a copy was provided to them.

3.8 Summary

This chapter highlighted the methods used for the research. The study is a qualitative descriptive research, using a case study approach. The participants in the study were

teachers and administrators at two selected schools in Windhoek, Khomas Region. The findings generated from the observations and focused group discussions will be presented in detail in chapter four.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the findings of the research. The researcher presents the results collected through the observations and the focused group discussions from the two primary schools in Windhoek. The study results are presented under each of the four research questions of the study for each school (first School A and then School B). Under each research question is the data from both observations and focus group discussions of the two schools. Furthermore, for each school, the information is presented in themes, emanating from the research questions and as highlighted in the instruments for data collection.

4.2 Description of schools

4.2.1 School A

At this school, there were three officials directly involved in the administration of the School Feeding Programme. These are the principal, School Feeding Focal Person and the School Counselor. School A has 823 learners, of which 48 participated in the NSFP.

4.2.2 School B

School B has six officials that are involved in the administration of the School Feeding Programme. These officials are the principal, the School Feeding Focal Person and four teachers. School B's learner population is 1883, with 497 participants in the programme.

4.3 Results from observations

All the themes presented under the observation data from both School A and B form part of research question one (RQ1) of the study.

RQ1: How is the School Feeding Programme administered at school level?

4.3.1 School A results

The observations were carried out on the available facilities and equipment used for the school feeding programme. Taking into account that there were no activities taking place at School A during the study, the researcher was accompanied by the School Feeding Focal Person during the observations. The results presented for School A are therefore based on the facilities and equipment observed and not on actual daily school feeding activities.

4.3.1.1 Storage facility

The school did not have a storage facility meant for the School Feeding Programme. As an alternative, maize bags were stored in a computer laboratory which was at the time of the study not used for computer classes. Some of the bags were stacked on top of tables, while others were packed on top of wooden planks on the floor. Although the room had enough windows for ventilation, the windows were not opened. The laboratory had sufficient security, as it had a burglar bar door and an alarm system installed to keep the bags safe from burglary.

4.3.1.2 Cooking facility

School A did not have a kitchen for the School Feeding Programme. Meals were prepared in one of the store-rooms in the school hall. The school hall was made out of

iron sheets and bricks. The store-room that was used for meal preparation was lockable and kept clean. The equipment available in the cooking facility were a gas stove and a 10 litre pot that was used for meal preparation. There was no water in the facility which means that during meal preparations the cook resorted to collect water from a water point within the school yard. The school did not have a recipe for preparing meals.

4.3.1.3 Preparation of food

At the time of observations at the school, there were no meals being prepared. During observations on the facilities and equipment used for school feeding, the School Feeding Focal Person indicated that the meals have been suspended for two weeks due to the lack of volunteers for meal preparation. As soon as a volunteer was found, the school would resume meal preparation for the learners.

4.3.1.4 Meal taking time

Taking into account that the school had suspended the school feeding meals at the time of the study, the researcher could not observe the meal taking times.

4.3.1.5 Clean-up

As with the meal preparation and serving, the researcher could not observe clean up because there were no meals being prepared at the time.

4.3.1.6 Water and sanitation

There was clean water available at the school for both teachers and learners. There were several taps around the school yard where learners could drink water. The toilets also had taps for learners to wash their hands.

4.3.2 School B results

4.3.2.1 Storage facility

There was a store-room available at School B, where maize bags were stored. This room was, however, too small, as bags are stacked as high as the ceiling and there was no proper ventilation. Lack of pallets in the store-room has resulted in maize bags being stacked on tables. There was only one small window in the store-room, which was not open for ventilation because it was fully covered by the bags. There were visible insects (pests) on the floor of the store-room. The store-room was kept locked and therefore safe from burglary.

4.3.2.2 Cooking facility

A cooking shelter was available at the school. This shelter was constructed out of corrugated iron sheets. The cooking shelter had racks to store the plates and there were tables available for putting the pots. The shelter had an extended roof where learners were served meals and it was kept clean. There was ~~is~~ a gas stove and an electrical stove for food preparation. During the observations, the gas stove was used for meal preparation. Only one pot was used at a time: one pot covered almost all four stove plates due to its large size. There is no water available inside the shelter, hence, the cooks have to obtain water at an open tap located in the school yard. The school had no recipe for food preparation.

4.3.2.3 Preparation of food

School feeding activities were being carried out at the time of the study. Teachers issued the ingredients (maize, sugar, salt and cooking oil) to the cooks in the morning session before meal preparation. Two female cooks who were volunteer parents from

the community were responsible for preparing the meals. The cooks started at 7:00 with the cleaning of the plates before cooking. The plates were washed in two buckets of water. Dirty water was thrown out on the ground, close to the shelter. The teacher responsible for handing out the maize, kept the store-room key. The cooks did not have access to the storage facility. It was observed that the dry ration of maize given to the cooks was not recorded. The morning session meal was prepared from 08:00 in the morning after cleaning has been done for the 09:30 break time. Cooks added sugar, salt and cooking oil to the porridge during preparation to enhance the taste.

During the afternoon session, just like the morning session, ingredients were given to the cooks by a teacher upon their arrival at the school, at about 11:00. There was no record-keeping done of bags of maize given to the volunteer cooks and the remaining number of bags in the store-room. Food was prepared by two female cooks at 12:00 for the 14:00 break time. During preparation, the cooks added sugar, salt and cooking oil to the porridge, just as the morning session cooks did to enhance the taste of the food for the learners. There was no recipe available at the school to be followed by the cooks.

4.3.2.4 Meal taking time

The morning session meal was taken during break time at 09:35. The meal was taken outside the cooking shelter. The daily number of learners taking the meal was not recorded. The learners were provided with plates, but no spoons, hence learners had to eat with their hands. Even though plates were provided, they were not enough. Learners who have eaten had to wash and give the plates to the other learners who have not yet eaten.

During meal taking, the learners were not supervised during the first fifteen minutes. A teacher, however, arrived after 15 minutes to assist in giving out the plates to the learners. There was no specific order followed by the learners when obtaining the food. In addition, no account as to who already ate and who did not eat was done. Learners were coming and going as they pleased. Furthermore, some learners also came for food for a second time while others did not eat and this was allowed to happen since there was no record-keeping done and control done. Regardless of the fact that plates were shared, some learners still took their meal a distance away from the shelter. It took longer for the other learners to get plates.

Learners ate with their hands. Some learners did not wash their hands, while some washed their hands without soap. Due to lack of control, learners took the meal while standing and playing.

During afternoon sessions, the meal was taken at 14:00 break time. Similar to the morning session, meals were taken outside the shelter. The number of learners taking the meal was not recorded. Learners were not provided with spoons, but only plates which are not sufficient. Therefore, learners had to constantly wash plates during the meal to give them to those who have not eaten, because the plates were insufficient. Learners did not wash their hands before the meal, only afterwards but with plain water. There was no supervision and control of learners during meals. The researcher noted that there were less learners eating during afternoon sessions as most learners attend school during the morning sessions. In addition, there were more boys eating than girls eaters. Most girls brought lunch boxes with them.

4.3.2.5 Clean-up

In both the morning and afternoon sessions, the cooks cleaned the equipment and utensils right after meals. The cooks used a cleaning detergent provided to them. In addition, they were responsible to clean the shelter and pack up the utensils and equipment inside the cooking shelter. Thereafter, the shelter was locked and the key returned to the School Feeding Focal Person.

4.3.2.6 Water and sanitation

Learners were provided with clean water at the school for drinking and washing hands. Learners wash their hands and plates without soap before and after meals.

4.4 Results from the focused group discussions

The data presented below is addressing research question one (RQ1). The participants' responses are quoted verbatim.

RQ1: How is the School Feeding Programme administered at school level?

4.4.1 School A

4.4.1.1 Delivery and Storage of food

“We are always found with bags the next term because of the variation in numbers of learners who are eating”

“The order is done according to the highest number I get”

Participants have expressed their satisfaction with the delivery of maize to the school. They have not experienced incidents of late delivery. In fact, they always have bags left at the end of each term. On storage of food, they indicated that they were happy

with the current storage arrangements. The room was large enough, clean and had enough ventilation. They, however, mentioned that storage will be a challenge once the computer room, which was used as a store-room, becomes an active computer laboratory. This would mean they will have to find another alternative to store the maize bags.

“The maize is kept in a computer class. The only reason they [bags] are there is because we do not have an active computer class”

“When we get the computers and a teacher, we will have to move them somewhere else”

“The other store rooms we have are too small”

4.4.1.2 Sanitation and hygiene at school

Participants have ascertained that there were water taps at the school, and that learners have access to water to wash their hands. There were enough toilets at the school and learners were provided with soap in the toilets to wash their hands. During the school meals, when the programme was running, learners were provided with a bucket of water to wash their hands before and after meals. Utensils, plates and spoons were provided by the school for the meals. The school made financial provision for purchasing plates and spoons.

4.4.1.3 Cooks

Participants pointed out that the cooks at their school were not given formal training on food preparation and hygiene. The Focal Person only gave them a short induction on meal preparation and hygiene. The cooks were not paid, as they are volunteers.

However, they receive a bag of maize meal per week. The participants further agreed that some volunteers were efficient at preparing the meals.

4.4.1.4 Cooking facilities

“We need a proper kitchen, currently we are using a storeroom in the school hall as a cooking facility”

Participants mentioned that the school did not have a proper kitchen. The programme made use of a store-room in the school hall as a kitchen to prepare the food. They were concerned that the stove available was too small for the available large pot to fit. In addition, there was only one pot at the school. The school thought that they bought enough spoons and plates for the learners but they were insufficient.

4.4.1.5 Community participation in NSFP

Participants at School A indicated that the community is rarely involved in school feeding activities. The only involvement so far was by the cooks. They further indicated that the cooks have not been very forthcoming. All volunteers involved in cooking for the NSFP expected monetary payment for their services at the school.

4.4.1.6 Data capturing and record keeping of NSFP data

The school kept a school feeding record file where the number of bags consumed were indicated. An incomplete record was also kept on the number of learners participating. The cook verbally informed the school principal how many bags were used, while the Focal Person records the number of learners. Data was recorded once or twice a week depending on the availability of time.

4.4.1.7 NSFP activities at school on a daily basis

At School A, participants have directed that the cook(s) arrives at 09:00. The principal gives the cook the keys for the cooking shelter. Ingredients for the meal are given to the cook by the School Feeding Focal Person, before preparation commences. After the cook prepares the meal, learners come to eat at around 10:00. The cook is responsible for distributing the food to the learners. Usually, there are two teachers on playground duty to do monitoring of meals. In addition, the school counsellor and NSFP Focal Person also monitors some times. After taking the meals, learners put plates in a bucket and go back to class. The cook then cleans the utensils and the equipment in the shelter before she locks up and leave. The cooking shelter keys are returned to the principal.

4.4.1.8 The link of school feeding activities with other health and nutrition interventions

Participants have indicated that there were some interventions linked to school feeding. De-worming routine check-up was carried out by Ministry of Health and Social Services (MOHSS) five weeks prior to the discussions. This programme focuses on the elimination of intestinal worms from the learners' digestive systems.

In addition, there was a group called EXCO (Executive Committee) that carries out routine visits to the school to teach learners about dental hygiene. Another intervention linked to school feeding is personal hygiene, which forms part of the school syllabus. Teachers demonstrated hand-washing in classes and therefore promoted good personal hygiene.

4.4.2 School B

4.4.2.1 Delivery and Storage of food

Participants at the school indicated that the quantity of maize received is the same as ordered. However, the bags received were sometimes written as received on an earlier date, which places doubt on the quality of the maize. The participants do not know whether the date for such maize has expired or not. During her observations the researcher did not find any expired or spoiled maize bags. Morning session teachers indicated that the storage facility was a challenge, a small school store-room was used, and there was no storeroom meant for food.

4.4.2.2 Sanitation and hygiene at school

Morning session participants at School B pointed out that the sanitation facilities are not sufficient at the school. There was, however, clean water for the learners. There was a fountain outside the classes with drinking water.

In addition, teachers purchased buckets for drinking water in their respective classrooms. The teachers also kept toilet paper in the class that they give to learners when going to the toilets. At the cooking shelter, the volunteer parents put water in a bucket for learners to wash their hands. The afternoon session participants agreed that toilets were sometimes locked by the cleaners during the afternoon session, resulting in learners relieving themselves on open grounds. They have also indicated that the learners were not provided with soap to wash their hands before and after meals. There were not enough plates at the school. Because of the lack of spoons, learners ate with their hands.

4.4.2.3 Cooks

The morning session participants have mentioned that cooks were inducted at the beginning of the year. They were not paid, but they are given maize meal and some toiletries that the school obtain through donations. The group indicated that they were happy with the work done by the cooks. Most of them have volunteered since the inception of the programme at their school. The same findings were pointed out by the afternoon session participants.

“I am very happy with their service. The fact that these people have been volunteering themselves to help the school it shows commitment towards the education of their children” (sic).

4.4.2.4 Cooking facilities

Morning session participants at School B have informed the researcher that they have a school feeding shelter which was erected with school funds. All the available utensils were donated to the school by Samaritans. They also indicated that they received a donation for utensils by some donors from Germany. The participants could not remember the name of the organisation that gave the donation to the school. There are currently not enough utensils for the learners to use. In addition, the school received a donation of a gas stove to supplement the electric stove. The afternoon session teachers have informed the researcher that the shelter was too small and too hot for the cooks to prepare the meals.

4.4.2.5 Community participation in NSFP

The morning session participants indicated that the community assisted them in a number of ways. They helped in cleaning the school yard, respond positively to fund raising activities and on numerous occasions, they have donated items for the programme. The afternoon session participants have indicated that the community was involved through meal preparation by parents.

4.4.2.6 Data capturing and record keeping of NSFP data

The morning session teachers mentioned that no data recording is done during meal preparation and serving, but the administrators were aware of the ingredients and number of learners. They agreed that as teachers, it was difficult to do the recording as they do not have the time.

4.4.2.7 NSFP activities at school on a daily basis

Participants from the morning session have agreed that on arrival, the cooks get water at the tap and make sure the stove is working. Teacher 1 provides the maize meal, Teacher 2 has to provide the sugar, cooking oil and soup to the cooks. When the maize is cooked, the learners come to eat, and wash their plates to give to those who have not eaten yet. The cooks then collect plates, wash it and clean up the shelter and then close. Sometimes teachers check on the learners during meals.

The afternoon session participants have indicated that the cooks wash the utensils and shelter, then start collecting water up on arrival. The teacher provides them with the ingredients to prepare the food. At 14:00 the food is ready. The cooks prepare the plates, the learners come, wash their hands, eat and wash plates once they are done.

The teachers monitor meal taking by supervising the meals and assisting the cooks distribute the food. After the meals, the cooks store the utensils.

4.4.2.8 The link of school feeding activities with other health and nutrition interventions

Participants have agreed officials of the Ministry of Health and Social Services (MOHSS) may come to the school every year to inspect the cooking shelter and sanitation facilities at the school. Different organisations like Colgate visit the school to teach dental hygiene and give away basic necessities such as toothbrushes to the learners. Learners are also taught how to wash their hands in their classes as part of the school syllabus.

Themes addressing research questions 1, 2 and 3.

RQ1: How is the School Feeding Programme administered at school level?

RQ2: What challenges do School Feeding Programmes administrators face at school level and how do they overcome these challenges?

RQ3: What are the attitudes of teachers and managers towards the administration of the School Feeding Programme?

4.4.3 School A

4.4.3.1 Staff responsibilities, time spend, training and remuneration

According to the focused group participants, the principal is responsible for communicating with the regional office, sourcing of cooks from the community, monitoring of meal taking and ordering of maize. The School Counsellor was

responsible for providing the names of OVCs and monitoring meal taking. The School Feeding Focal Person was responsible for the filing of school feeding information, induction of cooks, monitoring of cooks and other administrative work.

Participants further mentioned that administrators spend 30-40 minutes on school feeding activities and cooks about 2-3 hours per day. Administrators at the school have indicated that there was no training given to the School Counsellor on the administration of NSFP. There was one training session on school feeding related issues for a day for the principal and the focal person since the inception of NSFP at their school. With regard to the remuneration of NSFP administrators, administrators agreed that they are civil servants, therefore they do not get paid for their extra services.

4.4.4 School B

4.4.4.1 Staff responsibilities, time spend, training and remuneration

The principal oversees the programme, communicates with Regional Office and gives authorisation for donation requests. The focal person is responsible for getting donations and updates the OVC register. Teacher 1 was responsible for giving the ingredients to the cooks. Teacher 2, 3 and 4 ensured that the cooks sign the attendance register and that they receive maize.

With regard to time spend on NSFP activities, morning session participants have pointed out that approximately 30 minutes is spent by administrators and 3 hours by the cooks. The afternoon session participants indicated approximately 5-20 minutes by the administrators and 2-3 hours by the cooks per day. Administrators have indicated that there was no training given but they attended a one-day workshop on the School

Feeding Programme. Participants expressed that school feeding is about volunteering, therefore they do not get paid.

The data below is addressing research question 2 and 3.

RQ2: What challenges do School Feeding Programme administrators face at school level and how do they overcome these challenges?

RQ3: What are the attitudes of teachers and managers towards the administration of the School Feeding Programme?

4.4.5 School A

4.4.5.1 Challenges faced by NSFP administrators

The participants have indicated quite a number of challenges related to the School Feeding Programme. They have agreed that they do not have cooks, the volunteering from parents was dying out, which resulted in suspension of meal preparation at times. In addition, learners tease each other about their participation in the school meals. As a result of learners teasing each other, learners withdraw from taking meals and end up sleeping in class.

Furthermore, some participants pointed out that porridge was perceived as “poor man’s” food and that there was a negative connotation attached to eating porridge. In their experience, that was one of the reasons why some learners were shy to take the meals. Moreover, the store-room used for the storage of maize was not meant for food, there was no store-room and when the stove available was used for school functions, it was not used for school feeding. Some also added that the food was not interesting

[tasty] for the learners. The cook's standard of work was sometimes not good and also lacked proper hygiene at the shelter.

4.4.5.2 Overcoming the challenges

The researcher wanted to find out how the schools were coping with school feeding challenges. Participating teachers and administrators at School A indicated that they encouraged learners at the assembly to eat the maize because it is what was available. They also added cooking oil and sugar purchased by the school to the porridge to make it tastier for the learners.

In addition, the school begged parents at the meetings to volunteer to cook and explained to them that it was for the benefit of their children. Since there was no store-room, the school uses space in the computer room for the storage of maize bags. In case the large four-plate stove is used for school functions, a smaller hot plate is used to prepare the school feeding meals, ensuring that learners do not miss their meals. To uphold hygiene, cooks at the school were provided with cleaning materials to keep the area clean.

4.4.6 School B

4.4.6.1 Challenges faced by NSFP administrators

“Loose porridge is not healthy, it does not contain all the nutrients”

“We want other food, or fruits to supplement the current meal”

“We do not have enough utensils, few pots, no spoons and few plates. We need enough for the kids”

The morning session participants have specified that the shelter was too small. In addition, rain water gets into the shelter during the rainy season, making it difficult for the cooks to prepare meals. They also agreed that the prescribed medical testing of cooks was difficult, the school cannot subject the cooks to do tests because they are volunteers. Participation by learners is a problem, they are shy, being laughed at by others so they drop out. The learners do not want to eat the porridge, as they do not find it interesting [tasty]. Participants felt that soft porridge is not healthy, it does not contain all the nutrients. They further agreed that the school does not have enough equipment and utensils. The four-plate stove, becomes overloaded because all the four plates must be turned on in order to cook one large pot. This causes the electricity to trip often.

Considering that the school has a gas stove to complement the electrical one, the participants have agreed that the school does not have funds to buy gas when the electricity is off. Another challenge indicated was that the teachers do not have enough time to be fully involved in NSFP activities and still attend to their teaching which is their main responsibility.

“The kitchen is very small and hot it makes difficult to cook”

“The environment outside is not good”

“No enough plates and spoons, learners have to wait for others”

Afternoon session participants have agreed that one of the challenges faced was that cooks are sometimes absent and therefore no meals are prepared that day. Water can also be a challenge when the water system is closed in the whole location, there is no preparation of food. In addition, the kitchen is very small, making it too hot in summer

for the cooks to perform their duties. They further indicated that the environment outside the school is not good because it is too dirty. In addition, they mentioned that the area was full of litter and humans have defecated and urinated around the fence of the school. This gives a bad smell at the school, especially the classroom blocks that are close to the fence.

4.4.6.2 Overcoming the challenges

The participants from the morning session have pointed out that they have done their best to try to get donors to assist with the funds to build the cooking shelter and to purchase equipment and utensils for the School Feeding Programme. They believe in improvising, they are not just sitting with the challenges, they share these challenges with other people, especially the cluster schools and get new ideas. In addition, teachers are required to supervise learners during break time, but because of the lack of time, school prefects (learners) are involved to assist. Participants indicated that they try to encourage the learners to participate in the programme, teachers talk to the learners in class and at the morning devotion, to make use of the school feeding meals. The school also organises and hosts small fund-raising events. The money from these activities is used to buy ingredients and is also shared among the volunteers. Participants from the afternoon session agreed that they talk to the learners in the class to encourage them to participate in school meals.

The information below is addressing research questions one and three.

RQ1: How is the School Feeding Programme administered at school level?

RQ3: What are the attitudes of teachers and managers towards the administration of the School Feeding Programme?

4.4.7 School A

4.4.7.1 School Feeding Manual and target criteria

Participants at School A indicated that the School Feeding Manual was prescriptive but it allows for the schools to do their own internal arrangements. They also felt that the manual left some areas of school feeding administration uncovered, specifically the finances and the issue of left-over maize bags.

“The manual should include the financial aspects of school feeding, especially the payment of cooks” (sic)

Participants indicated that school feeding was meant for all learners but the school targets the needy learners. The teachers receive class lists for learners from the school feeding coordinator on which they indicate the learners they consider as needy. Participants also specified that not all targeted learners participate in the programme because most of them are reluctant to participate, because they are teased by others about eating the porridge which is considered as poor people’s food.

4.4.7.2 Left-over bags and spoiled bags

The participating teachers and administrators at School A have agreed that even though they were instructed by the Ministry not to hand out the maize, the left-over maize was given to the parents whose children were benefiting from the programme. Those parents are called to the school to collect the bags. The regional office is also notified to collect the rest of the left over bags of maize, to be distributed to other schools in need.

4.4.7.3 Communication with Regional Office and Head Office

Participants pointed out that they do not communicate with the Ministry of Education's Head Office, only with the Regional Office (RO). The school places the order for the next term with the Regional Office. When there is no-one to cook, as it is the situation at the time of the study, the school notifies the Regional Office. Whenever there were bags left at the end of the term, the school also communicated this information telephonically to the Regional Office. Arrangements to pick up the bags were thereafter communicated to the school by the Regional office.

4.4.7.4 Monitoring and evaluation of NSFP activities by Regional Office and Head Office

Participants in the focused group discussion have agreed that there is no monitoring done by both Head Office and Regional Office. The Regional Office staff only visit their school to pick up left-over bags. It was reported that:

“The regional office promised to come but they never came”.

4.4.8 School B

4.4.8.1 School Feeding Manual and target criteria

The manual was also highlighted as a challenge by the participants at School B. They raised their concern over the manual requirement that cooks who are doing so on a voluntary basis should undergo medical testing for food handlers. They feel that the manual should not require compulsory medical testing for the volunteers since they are not permanent employees. Teachers from the afternoon session felt that testing

cooks for TB, as per manual is discrimination because they are not employed. One of the participants indicated that she was not aware of the existence of the manual.

They also indicated their unhappiness with the way left-over maize was handled. According to them, they were instructed not to give away any left-overs to learners. In most cases at the end of the term, the school has a surplus of maize bags that if not used, could spoil. They are of the opinion that the maize should be given to the learners to take home to avoid wastage.

“The schools are closing and we are having a lot of the maize meal and the kids are being fed. At the end of the term the maize meal is still a lot and there is a manual that says the bags are not to be given. That is not a good manual, it is just wasting, the bugs are getting in and people in the location are hungry”.

Morning session participants have highlighted that the feeding programme initially targeted orphans and vulnerable children at the school. However, the school is now feeding all the learners who are interested in taking the meals.

“The programme is targeting OVC’s but at the school we just say anybody who wants to take part, it is not limited to anyone (sic)”

The afternoon session teachers agreed that the programme feeds all the learners at the school but priority is given to the orphans and vulnerable children.

4.4.8.2 Left over bags and spoiled bags

Participants from the morning session indicated that they have not experienced spoiled maize at the school. The left-over bags were given to participating learners to take

home. There was, however, a small number of bags that the administrators leave in the store-room for the next term. The participants from the afternoon session have agreed that the left-over maize bags were given to the benefiting learners to take home and the spoiled maize to the cooks.

4.4.8.3 Communication with Regional Office and Head Office

The morning session participants have pointed out that the Khomas Regional Office once requested them to send in a report on school feeding activities, but there has not been any communication with Head Office. The afternoon participants have expressed that they were not aware of any communication.

4.4.8.4 Monitoring and evaluation of NSFP activities by regional office and head office

The morning session participants have agreed that they only saw Regional Office staff once, when they came to look at the shelter but they never returned. Those in the afternoon session indicated that they never saw any monitoring officials.

The information below is addressing research question three.

RQ3: What are the attitudes of teachers and managers towards the administration of the School Feeding Programme?

4.4.9 School A

4.4.9.1 Benefits of the Namibian School Feeding Programme

The participants have indicated that the School Feeding Programme has helped their learners. Some of the reasons given were that they have seen learners concentrate

better, learners feel safe at school and the meals keep them awake throughout the lessons.

“It is a good thing. I remember two learners I had, a boy and a girl, in the mornings they will be a bit sleepy and no action in the children. I will ask them what is wrong, are you hungry? Yes, I am hungry. Then I will look for something to give them to eat. They will say they did not even eat last night”.

4.4.9.2 Administrators’ knowledge and skills to manage NSFP at school

At School A, the principal and the School Feeding Focal Person indicated that they have enough knowledge on NSFP administration and did not require training. The School Counsellor expressed the need for training on the administration of school feeding.

4.4.10 School B

4.4.10.1 Benefits of the Namibian School Feeding Programme

Participants for the morning session agreed that school feeding has increased school attendance, improved performance and reduced absenteeism. In addition, learners socialise better. The afternoon session teachers indicated that the programme was helpful to both teachers and learners as it encourages learners to come to school and concentrate better in class.

4.4.10.2 Administrator's knowledge and skills to manage NSFP at school

Morning session participants agreed that they have enough knowledge and skills and that they were doing well with the programme. The afternoon session participants have shown the need to train all the teachers in the school feeding administration as they could assist when the administrators were not present at the school.

The data below is addressing research question three and four.

RQ3: What are the attitudes of teachers and managers towards the administration of the School Feeding Programme?

RQ4: What do principals, teachers and coordinators recommend for the improvement of the School Feeding Programme?

4.4.11 School A

4.4.11.1 Suggestions for the government and schools to improve the administration of NSFP

The researcher wanted to obtain suggestions for programme improvement from the participants. In response to the questions, participants mentioned that they want the cooks to be paid, they need a store-room build for school feeding, a kitchen and they need equipment and utensils to be bought by the government. In addition, they want the menu to be diversified. Furthermore, they want teachers to participate in eating school meals as a way of encouraging learners to participate in the meals.

4.4.12 School B

4.4.12.1 Suggestions for the government and schools to improve the administration of NSFP

The morning session participants agreed that the government should appoint independent people to run the programme and that cooks should be paid. They further added that learners need to be served meals before the school start in the morning and the food quantity should be increased. The government should build more hostels, so that learners do not have to be fed at school. The programme should be implemented fully with the consent of the community, independently from the school activities.

Afternoon session teachers have indicated that the school gives the cooks some money from the school development fund to encourage them to continue volunteering. The school needs to look for new donors to give utensils or money for purchasing ingredients and utensils. The school needs to create a link with the regional government and ask for the payment for cooks. They further argued that the school needs to work with the community to get male cooks, the pots are too heavy for the ladies.

“Management must talk to parents so that each parent can give a 10 dollar to school for the feeding programme per term to be divided to pay the cooks, each lady will in turn get 600 per month”.

They also added that the school needs to look for professional cooks. In addition, the group felt that the government could add other types of food, such as beans and not

only serve porridge to the learners. They further added that the government needs to build a closed meal-serving-shelter for the learners.

4.5 Summary

This chapter presented the findings of the research. The researcher presented the results collected through the focused group discussions and observations from the two primary schools in Windhoek. The information was presented in themes, emanating from the research questions. The first section of the chapter presented the results from the observations and the second section highlighted results from focused group interviews. Chapter 5 will discuss the results presented in this chapter.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter discusses findings from observations and focused group discussions. Focused group discussions were not done in a specific order at both schools but every opportunity was used to gather information. The discussions of the findings will be done in different themes that emanated from the research questions. This discussion will also be linked to the literature reviewed. In comparison with chapter four (presentation of results), the themes in chapter five are rather few and combined and not done according to each school. The few themes provides a better discussion on the results, ensuring that some issues in chapter four are combined rather than discussed separately. The discussion will link the observations to the interviews where applicable. Additionally, the reviewed literature will be linked to the findings where they coincide.

5.2 Administration and implementation of NSFP

(RQ1: How is the School Feeding Programme administered at school level?)

5.2.1 Manual and target criteria/learner identification

The researcher wanted to enquire about the participants' views on the School Feeding Manual and the school feeding target criteria/learner identification. Participants have indicated that they are aware of the School Feeding Manual, except one participant from the afternoon session at School B who was not aware of such a document. Some, however, felt that the manual does not cover all aspects of school feeding. Some

participants have shown their dissatisfaction with the guidelines in the manual, such as the non-payment of cooks, medical testing of cooks and the handling of left over maize bags. With regard to school feeding target criteria, School A participants indicated they only target the needy learners and therefore they are in accordance with the Ministry guidelines.

From the responses in the focused group discussions, it was clear that the school sometimes overrule manual issues. School B's participants are aware that the School Feeding Programme is meant for orphans and vulnerable children, but because they consider all their learners needy due to their socio-economic background, the school is feeding all the learners.

5.2.2 Delivery and storage of maize

Observation results have shown that School A lacks important inputs required to run the feeding programme such as a proper storage facility. In addition, a facility which is used as the storeroom is also not ventilated, as the windows were kept closed. There were no pests visible in the storeroom. It is in the researcher's view that the windows were closed because the school is currently not preparing meals.

School B on the other hand has a storeroom that is too small and is not ventilated. In addition, the room is not safe as pests were also visible, which could lead to maize spoilage. The presence of pests can be attributed to the fact that the storeroom is too small and too packed with bags. Furthermore, the lack of ventilation can also make the store a breeding ground for the pests. The presence of pests can be an indication that the storeroom is not cleaned regularly. For both schools, the storerooms for the maize bags is lockable and safe for storage. This finding is in accordance with the MoE

(1997) manual on NSFP that states that the storeroom should remain locked to avoid theft and to keep animals from interacting with food.

With regard to the view of the participants on delivery and storage of maize, results have shown that both schools were happy with the delivery of the maize. Participants have agreed that delivery is always done on time and that they always leave some bags for the next term. This is a clear indication that the schools either order more than they require, or the learners consume less than they are supposed to. Consignments are supposed to be enough for the term with no deficits and surpluses. However, because of the non-participation of some learners and sometimes lack of cooks, schools are always left with bags that have not been consumed.

5.2.3 Cooks, cooking facilities, meal preparation and community participation

The schools under study were not giving formal training on food preparation and hygiene as prescribed by the reference manual, which indicates that the cooks should be trained (MoE, 1997). The participants expressed their satisfaction with the work of the cooks, except some at School A were not happy with the work of some of the cooks. Even though the school is not happy with the cooks, the manual is silent on how to handle this issue. Additionally, these cooks are not employed by the school, they are volunteers therefore it is difficult for the school to reprimand them. There is also no guarantee that the school will get new volunteers if those available leave.

The cooks are not paid, they receive a bag of maize per week as a way of saying thank you for volunteering themselves. In addition to the maize meal, School B provides cooks with toiletries from the donations received by the school. The practice of giving

a bag of maize meal per week to each cook is not in accordance with the School Feeding Manual (MoE, 1997). According to the manual, a cook should be given 3 dry rations (600ml) of maize per day and therefore 3 kg of maize meal per week. Giving a whole bag of 12 kg means that the cooks are getting way more than what they are allowed to get according to the manual.

At School A, it was observed that the school does not have a cooking facility meant for the School Feeding Programme. Meals are prepared in one of the storerooms in the school hall, even though the Ministry of Education's manual (1997) clearly stipulates that there should be a facility erected for meal preparation. School B, on the other hand, has a cooking facility made of corrugated iron sheets, which the school has erected with the assistance of the community. This finding is in line with the prescription of the NSFP Manual (MoE, 1997).

In terms of cooking facilities, both schools were not happy with their facilities. School A uses a storeroom in the school building as a kitchen for meal preparation. In addition, the stove is too small and there is only one pot in which to prepare the food. One stove with four small plates can make the meal preparation time consuming as one pot covers all four hot plates. The cook must switch on all four plates in order to warm the pot, which can easily cause an overload on the power.

Results for School B have shown that apart from not having a proper kitchen, participants have indicated that even though they receive donations, the utensils for the learners are not enough. The school, however, has two stoves, electric and gas stoves. Due to the power overloading when using the electric stove, the school often

has to make use of the gas stove. However, the school does not have a budget to buy the gas.

Through observations, School A is not preparing any school feeding meals at the time of the study due to lack of volunteer cooks. This clearly shows that getting volunteers to prepare the meals is a challenge. Meal preparation was taking place at School B for both sessions where two volunteer female parents were preparing the food. The teachers provide the ingredients, but no records are kept. This finding is not in line with the School Feeding Manual (MoE, 1997) that states that all ingredients must be recorded on a daily basis. Recording ensures transparency, and in turn accountability for the use of resources. It was observed that meals are prepared and served on time during the school break times. This is a good practice as it allows both teachers and learners to be in time for classes after the break.

Community participation is one of the keys to the successful implementation of any School Feeding Programme. The experience of School A showed that there has not been much positive response from the community in support of the School Feeding Programme. The school has had problems sourcing volunteers to prepare the meals. At School B, the experience was opposite to that of School A. Participants have expressed their appreciation for the community's involvement through donations and the commitment by volunteer parents to the feeding programme. At this school, it is evident that the communities are keen on carrying out their responsibilities in order to ensure that the School Feeding Programme is running smoothly.

Despite the fact that there were not enough positive responses from the community for School A, the cooks were also not as committed as those of School B and that is why

the school had to suspend meals because of a lack of cooks. According to MoE (1997), the community is responsible for providing the cooking utensils and fuel. In addition, they are supposed to erect a cooking shelter, a storeroom, carry out fund raising activities and organize monthly meetings on NSFP related issues. Even though only the cooks are involved from the side of the community, they are not committed to the programme.

5.2.4 Meal times

Results for School A have shown that there were no meal times observed due to the suspension of the programme at the time of this study. School B, on the other hand, was carrying out their normal school feeding activities for the two school sessions, morning and afternoon. During meal taking times at both sessions, it was observed that the learners are provided with plates, but no spoons. In addition, even though plates are available, they were not sufficient, learners had to wash them in between for the next group to eat from. Due to insufficient utensils, learners eat with their hands. This finding contradicts the prescription of the School Feeding Manual that states that eating with hands is forbidden and that sharing of plates is not allowed (MoE, 1997).

Learners are not supervised during meals and the number of learners taking the meals is not recorded. Without supervision, the cooks would not know which learners ate and which still need a meal. It is therefore difficult to ensure that each targeted learner gets food. MoE (1997) states that learners should be supervised during meals. This therefore means that the school is not following the guidelines NSFP manual as it is laid out by the Ministry of Education.

5.2.5 Clean up

The researcher could not observe clean-up activities at School A, as there was no meal preparation. At School B, for both morning and afternoon sessions, the cleaning is done by the cooks before and after the meals. This practice is a good one and is in accordance with the guidelines set in the School Feeding Manual (1997).

5.2.6 Water, sanitation and hygiene

Water is a basic necessity for life and thus its presence at the school is necessary. Results have shown that there is clean water available at both schools. At School B, learners are provided with clean water but wash their hands and plates without soap before and after meals. According to MoE (1997), hands should be washed with soap. The soap is used to ensure that germs are eliminated and are not consumed with the food. It is therefore unhygienic that the learners wash their hands without soap. This practice does not only threaten the health of the learners, but also shows that the School Feeding Manual directives are not being implemented.

With regard to sanitation and hygiene at school, School A's focused group discussions revealed that the school has clean water available for the learners. In addition, they indicated having enough toilets for the learners, and providing soap for learners to wash their hands. The school also provides plates and spoons for the learners' meals. As per guidelines provided by the School Feeding Manual MoE (1997), hands should be washed with soap to kill germs. However, there was no soap to wash hands, which can pose a health risk to the learners.

School B has also indicated having clean water for the learners. However, the school does not have enough toilets for the learners. Despite toilets not being enough, the afternoon session teachers indicated that the toilets are sometimes locked by the cleaners and learners have to relieve themselves on the open grounds. This practice is unhygienic and can pose a health risk for the learners.

During meals, learners at School B are not provided with soap to wash their hands before and after meals, even though learners eat with their hands. As per guidelines provided by MoE (1997), hands should be washed with soap to kill germs.

5.2.7 Teachers responsibilities, time spent, data capturing and knowledge

Responses from School A have shown that only three officials are directly involved in the administration of the School Feeding Programme. These include the principal, School Feeding Focal Person and the School Counsellor. The responsibilities outlined by the participants were communicated with the regional office, sourcing of cooks from the community, monitoring of meal taking and ordering of maize, providing the names of OVCs and monitoring meal taking, filing of school feeding information, and induction of cooks. School B however, has six officials who are directly involved in the administration of the programme, the principal, the Focal Person and four teachers. Responsibilities outlined by the participants involves administrative work, monitoring, communication with the regional office and ingredient provision to cooks.

At both schools, participants have indicated that commitment of the administrator to the programme is not sufficient. Administrators spend a minimum of five minutes and maximum 40 minutes daily on school feeding activities, with cooks spending an

estimated 2-3 hours per day. Furthermore, at both schools there was no training done for the school feeding administrators since the inception of the feeding programme. Induction and staff training in administration is an important aspect of ensuring that the staff are equipped with the necessary skills to perform their duties. It is therefore a concern that the Ministry of Education has not given any training to these officials.

According to MoE (1997), school feeding officials are expected to record the quantities of maize served and the number of beneficiaries on a daily basis. However, both schools have indicated that data capturing is a challenge due to lack of time by administrator teachers. This means that no proper record is kept on how much, when and by whom the meals were consumed. This finding coincides with the observation results at School B. Participants at School B morning session indicated that no data is captured, which contradicts the afternoon participants' opinion who have reported that data is recorded daily for the ingredients.

In terms of administrators' knowledge in running the School Feeding Programme, the majority of participants at both School A and B have expressed having enough knowledge to manage the programme. This shows that, regardless of the fact that no training was provided to the administrators, they have learned through doing and are confident that they have enough knowledge and skills to manage the programme at school level. However, the School Counsellor at School A and the afternoon session participants at School B have pointed to the need for training in school feeding administration.

Zooming into the personnel involved in the NSFP, the researcher wonders if there was any preliminary stakeholders' analysis done. This process is supposed to enable the

Ministry of Education to identify the stakeholders of the programme, partners and their responsibilities. It is clear the programme is being implemented on a voluntary basis. Although, there are benefits associated with voluntary approach such as cost saving, the approach does not provide incentives for stakeholders such as cooks to be committed to the programme. Of those that are employed by the Ministry, such as teachers, are preoccupied with core activities and only get involved in the SFP when free. Results indicated that the arrangements at schools give little attention to the programme. It makes sense that cooks spent time in other income generating activities. When such problems creep in, both programme operation and sustainability of the project is compromised, and has led to the suspension of programme activities at School A. The findings of this study are a clear indication that volunteerism does not work and therefore government (Ministry of Education) must find a way to pay the cooks.

5.2.8 Communication, monitoring and evaluation by central and regional government

Results from the focused group discussions at both schools show that there is minimum communication between the schools and regional and head offices. They mainly only communicated when orders are placed and when there are bags left.

The literature in the second chapter highlighted that monitoring and evaluation is the integral part of the programme/project cycle. This means that all other aspects of the project planning be properly in place for the monitoring and evaluation to work. The two activities are different but yet complementary. According to OECD (1991), Casley and Kumar (1987), monitoring involves continuous collection of data on the specified

indicators to assess programme progress and achievements in relation to its objectives. On the other hand, evaluation is the periodic assessment of the design, implementation outcome and impact of the programme intervention.

MoE (1997) has stated that the regional NSFP coordinator or the Inspector of Education should visit the schools at least once a term. In addition, the MoE Head Office officials should also visit the schools to track the programme success. Despite the directives at the Ministry, participants at both schools have expressed their dissatisfaction with the lack of support from regional and head offices, let alone the monitoring and evaluation. Responses from the discussions showed that there is no monitoring and evaluation system in place. Hence, the regional office and the head office have not carried out any monitoring and evaluation activities at the two schools. This is not in accordance with the guidelines set in the School Feeding Manual, which states that there should be monthly visits by regional officials to schools. Furthermore, these findings are similar to the results of the study carried out by De et al (2005) who noted that there was poor programme management and monitoring of School Feeding Programme activities in Dehli, India. This is despite the importance of tracking programme implementation and success as outlined by Del Rosso (1999).

The weakness in monitoring and evaluation (M&E) that schools have experienced and many others authors pointed out in various studies are owed to the poor design and implementation of monitoring and evaluation systems. Mentioning of monitoring and evaluation in the SFP manual is not enough to ensure that it actually takes place without providing further guidelines. Literature provided a guideline for setting up a program monitoring and evaluation system for SFPs which involve a couple of steps.

These include; an assessment of readiness and capacity for monitoring and evaluation, establish the purpose and scope, work on indicators and set baselines, targets and plan how data will be collected and analysed. Moreover, actual monitoring, communication and reporting systems should be established. Instruments employed and participants in this study revealed that none of the aforesaid components of monitoring and evaluation was carried out. The programme's inability to have a functional system means that all the benefits associated with the system are forgone. Amongst these are providing regular feedback of the programme performance, early identification of problems and implementation of corrective measures and establishment the programme achievement of objectives and the impact on the beneficiaries. Stakeholders at different levels of the programme have come across some challenges and success stories during the implementation and their views are important during the monitoring and evaluation process. The latter is sought to promote stakeholder participation, ownership and accountability.

5.2.9 Links with other nutrition and health interventions

It was evident from the results that school feeding activities are linked with other health interventions at both schools. Both schools are implementing the part of the school syllabus that prescribes the teaching of hand washing to learners. In addition to hand washing, School A's learners had de-worming carried out by MOHSS a few weeks before this study and they had another group that visited them to teach learners about dental hygiene.

School B's findings have shown that the school have been visited by MOHSS to inspect the cooking shelter and the sanitation facilities at the school. They also received

frequent visits from Colgate to teach dental hygiene and they hand out some necessities. These findings are in line with Del Rosso (1999) who stated that school feeding activities should be linked with other nutrition and health interventions. Additionally, Briggs (2008); Bundy et al (2009) have both emphasised the importance of health education, hygiene and nutrition in the school environment.

5.3 Challenges associated with NSFP administration and management and how schools are dealing with them

(RQ2: What challenges do School Feeding Programmes administrators face at school level and how do they overcome these challenges?)

From the responses in the focused group discussions, it was evident that the schools are faced with quite a number of challenges regarding the School Feeding Programme. There are some challenges that are common to both schools, such as learners teasing each other, cooks demanding payment and the medical testing of cooks. Cooks demanding payment is the main reason that the School A had to suspend school feeding activities because there was no volunteer. It is notable that without cooks, the school cannot run the programme. The learners are teasing each other about participation in school meals resulting in withdrawal of learners from eating. The teasing could be a result of the perception that learners who eat at school are poor and they do not have food at home. In addition, this finding could be one of the reasons why such a few number of learners at School A participate in the meals. Another reason would be that the learners do not find the porridge tasty, even though the school adds sugar and cooking oil to it. In addition, both schools have shown that the learners do not generally find the meals tasty. Participants felt that the porridge is too watery and is not healthy, it does not contain all the nutrients.

Results from School B show that the shelter is too small and rain water gets in the shelter during the rainy season. Furthermore, the school does not have enough utensils, few pots, no spoons and a few plates. These findings coincide with those of Dreze & Goyal (2003) who have noted that most of the infrastructure required for success of the School Feeding Programme were poor in the Indian States of Chattisgarh, Karnataka and Rajasthan. The same was noted by Blue (2005) who observed that learners in the Rajasthan State in India did not have proper utensils and had to eat from plant leaves.

Another challenge at School B, is that learners have to wash their hands in buckets without soap before and after meals. These findings are similar to those of Buhl (2010) who noted that in Kenya, schools did not have proper hand washing facilities for learners participating in the feeding programme.

The stove with three plates at School B becomes overloaded because all the four plates have to be on to cook one large pot, causing the electricity to trip often. In addition, the school does not have funds to buy gas when the electricity is off. This challenge is similar to those experienced in Kenya, as noted by Buhl (2010) that stable funding to School Feeding Programmes was a challenge.

Findings from both School A and B have shown that the teachers are administrators and do not have enough time to be fully involved in NSFP activities and still teach their classes. This finding is in line with Blue (2005) who noted that teachers were administrators of the School Feeding Programme and had to spend considerable amounts of time on record keeping. However, this study revealed that the administrators at the two schools did not do record keeping. The cooks at School B are

sometimes not available for meal preparation, which means learners sometimes have to miss the meals. School B participants have also indicated that the water is sometimes closed in the whole location and then there is no preparation of food. Schools have also reported on lack of monitoring by officials from regional and national level. The same was found in Mali, where Diallo (2012) has found that there was a lack of proper monitoring of the feeding program.

The researcher has noted that as much as the schools are faced with challenges, schools are doing what they can to overcome them. Participants from the focused group discussions have indicated ways in which their schools are coping with some of the challenges that they are faced with. Teachers encourage learners at the assembly to eat what is available so that they all can participate. Both schools add cooking oil and sugar to the porridge to make it tastier.

Furthermore, School B participants have indicated that they try to get donors to assist with the cooking structure and purchasing utensils for the programme. They also believe in improvising, sharing these challenges at their school cluster meetings and getting new ideas from other schools. In addition, teachers have to supervise during break time, but because of time, prefects are involved to assist. The school also does small fund raising activities and shares the money among the volunteers.

5.4 Teacher perceptions towards NSFP

(RQ3: What are the attitudes of teachers and managers towards the administration of the School Feeding Programme?)

The results of the focused group discussions show that the participants at both schools have noted some benefits of the Namibian School Feeding Programme. Participants

have expressed that school feeding helps the learners to concentrate better in class, feel safe at school and keep them awake during lessons. These findings are in line with Essuman and Bosumtwi-Sam (2012) who noted that learners are more active and alert in class after school meals. Participants further agreed that school feeding also increased school attendance, improved learners' performance and reduced absenteeism. These findings are in line with WFP (1999); Greenhalgh et al (2007); Essuman and Bosumtwi-Sam (2012) who also noted that School Feeding Programmes have increased attendance and enrolment in primary school learners and positively affect the cognitive function. World Food Programme (1999), Salmon (2009) and Ministry of Education (2012) all found noted that school feeding programmes do improve the academic performance of learners.

5.5 Suggestions for NSFP improvement

(RQ4: What do principals, teachers and coordinators recommend for the improvement of the School Feeding Programme?)

Results show that there is a need for the cooks to be paid. Life is getting expensive, especially in towns and parents are not always keen to volunteer. Participants have mentioned that most of the school feeding volunteers are from low income households and they prefer to rather go out to sell some items on the open markets instead of volunteering at the school.

There is a need for a storeroom to be built for school feeding, they need a kitchen and they need utensils to be bought for School A. The schools currently do not have enough utensils to cater for their learners.

The school feeding menu needs to be diversified to make it more encouraging for learners to eat. Participants indicated that learners do not like the porridge as it is delivered to the schools, which is also why they add sugar, salt and cooking oil. Teachers also suggested the need to participate in the feeding programme in order to encourage other learners, and thereby reduce the cases of teasing amongst learners.

Moreover, they want the government to appoint independent people to run the programme. This is due to the lack of time of the teachers who are currently administering the School Feeding Programme. This can ensure that teachers will just focus on their main duty of teaching.

School B participants further added that learners should be served meals before the school starts, and the food quantity should be increased. In addition, the government should build more hostels. With more hostels, the School Feeding Programme will not be needed in the schools as learners are fed in the hostel.

The programme should be implemented fully by the community and be independent from the school activities. Currently, the same managers for the schools are managing school feeding, which takes up much needed time for teaching.

The schools needs to create a link with the regional government and ask for payment of cooks. The schools also needs to work with the community to get male cooks, the pots are too heavy for the ladies. There are no volunteers from the male community members.

School management must talk to parents so that each parent gives N\$ 10.00 to the school for the feeding programme per term to be divided among the cooks. Each cook

should receive N\$ 600 per month. They also added that the school needs to look for professional cooks. The group further agreed that the government needs to help the school to enlarge School B's kitchen and buy gas for the gas stove. Another suggestion is that the government must build a closed meal serving shelter for learners at School B.

5.6 Link with conceptual framework

Looking at the evidence from instruments employed, it is clear that little or no attention is given to the design and implementation of the School Feeding Programme. Despite having the manual in place, it is the researcher's opinion that the programme is executed on an ad-hoc basis. Del Rosso (1999) has indicated clear policies that enforce effective implementation as the first step to ensuring the success of a School Feeding Programme. Currently, there is no school feeding policy in place, the programme is guided by a manual.

Programmes may seem straight forward, however many inherent and external factors may fall through the cracks putting the expected benefits in jeopardy and that is what the SFP is suffering from. To start with, the researcher wishes to highlight some of the issues of the project cycle and management that were overlooked in the planning phase of NSFP, resulting in the extent of administration faced by the ministry, regional offices and even schools.

According to Del Rosso (1999), the seven steps include the identification and addressing of possible challenges, having proper monitoring systems in place and the integration of school feeding with other interventions. This research has revealed that

the problems facing the School Feeding Programme at schools have not been identified. In fact, the teachers themselves have to figure out how to handle the challenges with little or no help from both the Ministry of Education and the regional office. It was also found that there is no monitoring and evaluation done at the schools to access the programme activities and to provide support to schools. Schools have indicated that the only time they ever communicate with the regional office is when there are left over maize bags that need to be collected. These findings, are therefore not in line with the conceptual framework of Del Rosso (1999) or in accordance with her seven steps to successful programme implementation. However, results have shown that the NSFP is linked to other interventions such as hygiene.

5.7 Summary

In this chapter, the researcher has discussed the results from observations and focused group interviews with the teachers and administrators. The results were further linked with the literature reviewed in Chapter 2 and the conceptual framework of the seven steps towards successful implementation of School Feeding Programme as highlighted by Del Rosso (1999). Chapter six will give conclusions and recommendations drawn from the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion

This study was carried out to investigate the administration of the School Feeding Programme at school level. The study aimed at finding out how administration is being carried out, the attitudes of the teachers towards the School Feeding Programme and the challenges that the schools are facing with the implementation of the programme. In addition, the study looked at how the schools are coping with their challenges. In this chapter, the researcher draws conclusions from the findings of the study. The conclusions are a summary of the main findings of the study. The researcher further makes recommendations based on the findings.

At the two schools, NSFP is administered by school principals and teachers, with the help of parents in the communities in which the schools reside. Food is supplied by the Ministry of Education and is mainly in the form of maize meal. Bags of meal are delivered to the schools at the beginning of each term, based on the number of learners benefiting from the programme. That means that schools order maize at the end of each term through the regional office for use during the next term. In cases where there are maize bags left over at semester end, the schools give some bags to the learners that they consider needier to take home, while the rest are communicated to the regional office to be collected.

The school principals are responsible for, amongst other duties, communicating with the regional education directorate, sourcing cooks from the community, ordering the

maize meal and overall administration of the programme. Teachers are mainly responsible for record keeping, issuing of ingredients such as sugar, salt, maize meal and cooking oil to the cooks, monitoring of meal taking times, monitoring and induction of cooks. Each school has a School Feeding Focal Person who assists the school principal to coordinate all of the school feeding activities at school level.

On a daily basis, cooks arrive at the schools and start with meal preparation activities, which mostly involve cleaning the cooking shelters, pots and other utensils. The responsible teachers hand the cooks the ingredients for meal preparation. The cooks prepare the meals well before the school break time. During break, the learners are served by the cooks. The volunteer cooks are also responsible for cleaning the utensils and the cooking facilities after meals are served. Since the cooks are participating in the programme on a voluntary basis, commitment to the programme is in some cases unreliable, which puts the programme at risk.

There are no proper cooking and storage facilities available at the schools. There is also insufficient equipment and utensils which results in learners sharing plates, eating with their hands which are mostly washed hands without soap. These findings are confirmed by those of Dreze & Goyal (2003) who have noted that most of the infrastructure required for success of the School Feeding Programme were poor. The same was noted by Blue (2005) who observed that learners in the Rajasthan State in India did not have proper utensils and had to eat from plant leaves. Results have also shown that there is lack of supervision during meal serving times and no record keeping is done on ingredients used and the number of learners served, a finding that is not in accordance with the School Feeding Manual, MoE (1997).

It was evident that the administrators find the School Feeding Programme beneficial. Administrators and teachers have indicated a number of benefits brought about by the School Feeding Programme such as better concentration in class, improved participation during lessons and improved performance. In addition, the programme has also helped in reducing absenteeism and created a better social environment for the learners. This is confirmed by literature by Essuman and Bosumtwi-Sam (2012) who notated that learners are more active and alert in class after school meals. WFP (1999); Greenhalgh et al (2007); Essuman and Bosumtwi-Sam (2012) noted that School Feeding Programmes have increased attendance and enrolment in primary school learners and positively affects the cognitive function.

One of the differences that exists within the administration of the School Feeding Programme in the two primary schools is the identification of learners to benefit from the School Feeding Programme. One of the schools only targets the learners that they see as needy, as identified by the teachers with the assistance of the School Counsellor, while the other school targets all the learners to benefit from the school meals. Administrators at the latter believe that all the learners in that community come from poor families and should therefore all benefit from the school meals.

Time has emerged as one of the main challenges faced by the school feeding administrators. Administrators are fulltime teachers, they do not have enough time to run the School Feeding Programme. This was evident, during meals, that learners were not always supervised. They believe they should be relieved of the extra duties and only focus on their primary jobs: teaching.

Administrators feel that the government has not come up with new ideas when it comes to NSFP. They indicated that it has been so many years since inception of school feeding but there has not been much tangible improvement in the administration, facilities and the menu. In addition, porridge is viewed a poor man's food and therefore learners are shy to eat because they are teased by other learners. Teachers have said that learners believe that those who eat the school meals are the poor ones and do not have food at home.

Getting parents to volunteer to cook is a big challenges. Parents want to be paid. The storage and cooking facilities are either not available or insufficient and not equipped. In addition, schools are not given a budget to purchase equipment and utensils nor for buying essentials. Since there is no storeroom at School A, the school uses space in the computer room for the storage of maize bags. School B do their best to try to get donors to assist with the funds to build the cooking shelter and to purchase equipment and utensils for the School Feeding Programme. Medical testing of cooks is difficult, the schools cannot subject the cooks to be tested because they are volunteers. Another challenge indicated was that the teachers do not have enough time, to be fully involved in NSFP activities and still attend to their teaching which is their main responsibility. In addition, teachers are required to supervise during break time, but because of time, school prefects (learners) are involved to assist. School B also organise and host small fund raising events. In overcoming the above mentioned challenges, the schools are doing their best even though it is not enough to bring about improvement to the programme. The schools speak to both learners and parents to motivate them to participate in the programme and look for donors to give utensils or money for purchasing of ingredients and utensils.

Respondents have indicated there is a need for the cooks to be paid by the Ministry of Education. In addition, they suggest that schools need to give the cooks some money from the budget to encourage them to continue volunteering. The school needs to work with the community to get male cooks, the pots are too heavy for the ladies.

The overall conclusion drawn from this study is that the School Feeding Manual, (MoE, 1997) is not effective and sufficient. The schools are not well guided as to what is to be done, by whom and at what point. The financial implication and management of the programme is not documented in the manual. The manual further outlines that the community should build storage, kitchen and provide utensils but the findings show that the communities are not able to do so. It is the view of the participants that most of the parents cannot afford to carry out the tasks outlined in the manual. Too much responsibility is placed on the community and particularly the parents.

6.2 Recommendations

The recommendations of this study are based on the main findings of the study.

6.2.1 Recommendations to Ministry of Education

- In addition to the feeding manual, the Ministry should formulate a policy on the administration Namibian School Feeding Programme.
- Whereas the School Feeding Manual has been helpful to some extent, the researcher recommends that the Ministry of Education should review the school feeding implementation plan.
- Apart from the manual being outdated, it is not comprehensive enough for schools are struggling to deal with this and would require a uniform approach.

- The Ministry should ensure that proper monitoring and evaluation mechanisms are in place for the school feeding administration and proper implementation.
- The MoE and regional education offices should make funds available for the purchase of utensils and equipment needed for the NSFP.
- The MoE and regional education offices should provide proper storage, cooking facilities and enough utensils.
- The school feeding menu should be diversified by adding other food items such as yoghurt and cookies.

6.2.2 Recommendations to Khomas Regional Education Directorate

- Monitoring of school feeding activities should be done regularly and proof of such be forwarded to Head Office.
- The Regional Officials should ensure that administrators at school level are trained in order to run the programme successfully. The study findings show that no training has been done for the administrators.
- The Regional Office should request funds during the annual budget preparation to be made available for the purchase of equipment, utensils and payment of cooks.
- The Regional Office should engage the respective local authority to assist in assessing the facilities to ensure good hygiene practices at schools.
- The Regional office should ensure that the water and sanitation in schools program is implemented in all schools.

6.2.3 Recommendations to schools and the community

- Encourage participation in the programme by all the learners at school.
- Ensure that learners are supervised by teachers during meal times.
- Record keeping should be done by the administrators on a daily basis.
- Encourage the communities to participate in the feeding programme by raising awareness, through community meetings and the media.
- The community should participate more in the School Feeding Programme, not only through cooking, but to be involved in decision making and fund raising activities for the feeding programme.
- Enforce proper hygiene practices in the school. Learners should be provided with soap to wash their hands.

6.2.4 Recommendations for further research

- The MoE, academic institutions and NGO's should do further research in the administration, implementation and diversification of the menu for the School Feeding Programme.
- MoE can conduct a further study of school feeding experiences and challenges at schools and come up with practical ways of helping the schools to overcome those challenges.

6.3 Summary

This chapter has outlined the conclusions and recommendations drawn from the findings of the study. It is notable that there are numerous challenges facing the

administration and implementation of school feeding at schools. In addition, the schools are doing their best to cope, but require more support from the central and regional government and from the communities in which they reside. More needs to be done in order to ensure successful implementation of the programme.

REFERENCES

- Blue, J. (2005). *The Government Primary School Mid-day Meals Scheme: An Assessment of Programme Implementation and Impact in Udaipur District*. Sewa Mandir, Udaipur. Retrieved on 31 August 2013 from:
<http://www.righttofoodindia.org/data/blue2005middaymeals.doc>.
- Briggs, B. (2008). *School Feeding Programmes: Summary of best literature & best practices*. Village Hope Technical Report 6. pp 1-3.
- Chettiparambil-Rajan, A. (2007). *India: A desk review of the Mid-Day Meals Programme*. School of City and Regional Planning, Cardiff University: UK
- Buhl, A. (2010). *Meeting Nutritional Needs Through School Feeding: A Snapshot of Four African Nations*. Global Child Nutrition Foundation; University of Washington, School of Public Health: Washington.
- Bundy, D., Schaeffer, S., and Jukes, M. (2009). *School-Based Health and Nutrition Programs: Disease Control Priorities in Developing Countries* (2nd Ed). University Press: New York.
- Cloete, J. J. N. (1995). *Public Administration Glossary*. J.L. Van Schaik Publishers, Pretoria: SA
- De, A., Noronha, C., and Samson, M. (2005). *Towards More Benefits from Delhi's Mid-day Meal Scheme*. Retrieved on 31 August 2013 from:
<http://www.righttofoodindia.org/data/cord2005mdmdelhi.doc> on.
- Del Rosso, J. M. (1999). *School feeding Programs: Improving effectiveness and increasing the benefit to education: A guide for program managers*. Partnership for development, Oxford: UK.

- Diallo, A. S. (2012). *Evolution of School Seeding in Mali*. The Partnership for Child Development (PCD).
- Dibsdall, L. A., Lambert, N., Bobbin, R.F., Frewer, L.J. (2003). *Low-income consumers' attitudes and behaviour towards access, availability and motivation to eat fruit and vegetables*. Public Health Nutrition Vol 6 (2), 159-168.
- Dreze, J., and Goyal, A. (2003). *The Future of Mid-day Meals*. Economic and Political Weekly Vol 38, No 44, November 1st.
- EFA Global Monitoring Report. (2002). *Education for All: Is the world on track?* France: United Nations Educational, Scientific and Cultural Organisation.
- Essuman, A. & Bosumtwi-Sam, C. (2012). *School feeding and educational access in rural Ghana: Is poor targeting and delivery limiting impact?* International Journal of Educational Development (33) 253–262.
- Gay, L. R., and Mills, G. E. (2009). *Educational Research: Competencies for Analysis and Application*. Pearson Education Inc: New Jersey.
- Greenhalgh, T., Kristjansson, E. A, & Robinson, V. (2007) *Realist review to understand the efficacy of School Feeding Programmes*. British Medical Journal 335:858-861.
- Jackson. Y. L. (2012). *Cross-Cultural Comparison of Perceptions about School Feeding Programs from Ghanaian and U.S. adults*. University of Kentucky.
- Kain, J., & Uauy, R. (2001). *Targeting strategies used by the Chilean National Supplementary Feeding Programme*. Nutrition Research, 21, 677–688.

- Kamlongera, A. F. (2009). *School Feeding in Malawi: a strategy for equitable access in education*. Retrieved on 13 October 2016 from:
http://siteresources.worldbank.org/SAFETYNETSANDTRANSFERS/Resources/SchoolFeeding-Malawi_6-17.pdf
- Khan, A. (2006). *The Relationship between Breakfast, Academic Performance and Vigilance in School Aged Children*. Murdoch University: Murdoch.
- Langinger, N. (2011). *School Feeding Programs in Kenya: Transition to a Home Grown Approach*. Stanford Journal of International Relations. Vol 8 (3), 30-37.
- McEwan, P. J. (2012). *The impact of Chile's school feeding program on education outcomes*. Economics of Education Review (32) 122–139.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Ministry of Education (2012). *The Namibian School Feeding Programme: A case study*. Namibia: Windhoek.
- Ministry of Education (1997). *The Namibian School Feeding Programme Manual*. Namibia: Windhoek.
- Ministry of Education and Culture (1992). *Toward Education for All: A development Brief for Education, Culture and Training*. Namibia: Windhoek.
- Ministry of Information and Broadcasting (1990). *The Constitution of the Republic of Namibia*. Namibia: Windhoek.
- Mugenda, O. N, Mugenda. A. G. (1999). *Research methods: A Quantitative and Qualitative Approach*. ACTS Press: Nairobi.

- Omwami, E. M, Neumann, C, Bwibo, N. O. (2011). *Effects of a school feeding intervention on school attendance rates among elementary schoolchildren in rural Kenya*. Nutrition Journal (27) 188–193.
- Ritchie, J., Lewis, J., Nicholls, C.M., Ormston, R. (2013). *Qualitative Research Practice: A guide for social science students and researchers*. Sage Publications, LA: USA.
- Salomon, J. E. (2009). *Wisconsin School Teachers' Perceptions about Breakfast in the Classroom*. University of Wisconsin-Extension: Wisconsin.
- Sibanda, D. G. (2012). *An Investigation into the Implementation of the School Supplementary Feeding Programme in Windhoek, Namibia*. University of Namibia: Windhoek.
- Sorhaindo, A. & Feinstein, L. (2006). *What is the relationship between child nutrition and school outcomes?* Centre for Research on the Wider Benefits of Learning Institute of Education: London.
- Taylor-Powell, E., and Renner, M. (2003). *Analysing Qualitative Data*. University of Wisconsin-Extension: Wisconsin.
- Tomlinson, M. (2007). *School Feeding in East and Southern Africa: Improving Food Sovereignty or Photo Opportunity?* Health Systems Research Unit: Medical Research Council.
- Winch, R. (2009). *International Approaches to School Feeding: Country Experiences from Mali, Chile, and India*. Mickey Leland International Hunger Fellow Global Child Nutrition Foundation.

World Bank (2007). *Monitoring & Evaluation*. Social Development Department.

World Bank.

World Food Programme (2012). Retrieved on 2013 February, 16, from <http://wfp.org/countries/namibia>

World Food Programme (2009). *School Feeding in Malawi*. Retrieved on 2013 February, 16, from <http://wfp.org/content/school-feeding>.

World Food Programme (1999). *School Feeding Handbook*. Italy: Rome.

ANNEXURE A

ELIZABETH NASHITYE HAMUPEMBE, UNAM M.ED Student

**Study title: Investigating the administration of the School Feeding Programme:
a case study of two primary schools in Windhoek, Namibia**

Instrument title: Discussion guide: Focus Group

Introduction

Welcome and thank you for making time to be part of the focus group discussion. I appreciate that you are willing to participate in the study. Kindly take note that this is a discussion on the administration of the Namibian School Feeding Programme at your school and that your responses will only be used for academic purposes. Please feel free to share your perceptions, feelings and thoughts regarding the programme. Your identities and information you provide will be kept confidential.

Background information

Name of school:

.....

Total number of learners at school:

.....

Number of learners benefiting from School Feeding Programme:

.....

Number of meals per day:

.....

Time of meals daily:

.....

Discussion guidelines

1. What are your **views** on the following;
 - Benefits of NSFP
 - School feeding policy
 - School Feeding Manual
 - School feeding target criteria
 - Delivery of food
 - Storage of food
 - Left over bags and spoiled bags of maize
 - Sanitation and hygiene at the school
 - Cooks (training, payment and efficiency)
 - Cooking facilities
 - Community participation in NSFP
 - Data capturing and record keeping of NSFP data
 - Communication with regional office and head office
 - Monitoring of NSFP activities by Regional Office and Head Office
2. How many and who are the staff involved in the administration of the programme at school?
3. What are their responsibilities?
4. How much time do they spend on NSFP activities?

5. Have they been trained in administration of NSFP? If yes, give the type and duration of training.
6. Are the administrators being remunerated?
7. Do the administrators have enough knowledge and skills to manage the programme at school? Explain your answer.
8. How are NSFP activities at school being carried out and managed on a daily basis?
9. Are school feeding activities linked with other health and nutrition interventions? Explain.
10. What challenges do you face as administrators of NSFP?
11. Any general challenges related to school feeding?
12. What do you do to overcome these challenges?
13. What do you suggestions for the government and schools do to improve the administration of School Feeding Programme?

Do you have anything else to say about NSFP here at your school?

Thank you

ANNEXURE B

ELIZABETH NASHITYE HAMUPEMBE, UNAM M.ED Student

**Study title: Investigating the administration of the School Feeding Programme:
a case study of two primary schools in Windhoek, Namibia**

Instrument title: Observation checklist

The researcher will observe and make notes on the following:

1. Storage facility

a) Where is the food stored?

Store-room ☐

Classroom ☐

Library ☐

Office ☐

Other ☐

b) Is the store locked?

Yes ☐

No ☐

c) How are the bags stored?

Stacked on pallets ☐

Stacked on the ground ☐

d) Is there enough ventilation?

Yes ☐

No ☐

e) Are there any pests on the facility?

Yes ☐

No ☐

2. Cooking facilities

a) Is there a cooking shelter?

Yes ☐

No ☐

b) What type of shelter?

Thatch/wood ☐

Wood ☐

Corrugated iron/bricks ☐

Bricks/thatch ☐

c) Does the shelter have a lock?

Yes ☐

No ☐

d) Is the shelter clean?

Yes ☐

No ☐

e) What type of stove is used?

Open non-electrical stove ☐

Electrical stove ☐

f) How many pots?

One ☐

Two ☐

More than two ☐

g) Is there clean water at the shelter?

Yes ☐

No ☐

3. Preparation of food

a) Who gives the food from the store?

Principal ☐

Teacher ☐

Secretary ☐

Cleaner ☐

Cook ☐

b) Is the dry ration recorded before cooking?

Yes ☐

No ☐

c) What time is the meal prepared?

8:00 ☐

9:00 ☐

10:00 ☐

11:00 ☐

d) Who prepares it?

Teachers ☐

Volunteer parents ☐

Paid cooks ☐

Others (specify) ☐

e) Is there a recipe?

Yes ☐

No ☐

4. Meal taking

a) What time is the meal taken?

8:00 ☐

9:00 ☐

10:00 ☐

11:00 ☐

b) Where is it taken?

School hall ☐

Play ground ☐

Classrooms ☐

Elsewhere (specify) ☐

c) Is the number of learners taking the meal recorded?

Yes ☐

No ☐

d) How often is it recorded?

Daily ☐

Weekly ☐

Monthly ☐

e) Are learners provided with eating utensils?

Yes ☐

No ☐

f) Are learners supervised?

Yes ☐

No ☐

g) Who supervises the learners?

Teachers ☐

Cleaners ☐

School secretary ☐

Other (specify) ☐

(d) Clean-up

a) Are the utensils cleaned after meals?

Yes ☐

No ☐

b) Who cleans them?

Cooks ☐

Teachers ☐

Cleaners ☐

Learners ☐

c) What cleaning detergent is used?

Dishwashing liquid ☐

Vim ☐

Handy Andy ☐

Fabric powder ☐

Others (specify)

d) What time is the cleaning done?

Right after the meal ☐End of the school day ☐

e) Who cleans up the cooking facility?

Cooks ☐Teachers ☐

Cleaners ☐

(e) Water and sanitation

a) Is there clean water available for the learners?

Yes ☐

No ☐

b) Do learners wash hands before and after meals?

Yes ☐

No ☐

General comments:

[illegible]

ANNEXURE C

INVESTIGATING THE ADMINISTRATION OF THE SCHOOL FEEDING PROGRAMME: A CASE STUDY OF TWO PRIMARY SCHOOLS IN WINDHOEK, NAMIBIA

Consent for participation in research

I volunteer to participate in the above mentioned research study conducted by Ms E. N. Hamupembe from the University of Namibia. I understand that the study will gather data on the administration of the School Feeding Programme at our primary school.

I am fully aware and understand of the following:

1. That my participation in the study is voluntary and that I my participation is not for reward. I may withdraw from participation at any time. I will be truthful in providing information to answer the research questions.
2. Participation in the study means I am part of the focus group discussion participants. The discussions will approximately last for 40-60 minutes. Notes will be taken during the discussions and a tape recorder will be used to capture the discussions.
3. I understand that the researcher will not identify me by name in any reports using information obtained from the discussions and that my confidentiality as a participant in this study will remain secure. The researcher will also not disclose the name of my school in any reports.
4. I understand that this research has been approved by the School of Post Graduate Studies at the University of Namibia and that permission has been granted from the Permanent Secretary, Ministry of Education and the Regional Director, Khomas region to conduct this study.
5. I have read and fully understand the explanation provided to me. I voluntarily agree to participate in this study.
6. I have been given a copy of this consent form.

.....

.....

Name of participant

Signature

Date

.....

.....
Name of Researcher

Signature

.....

.....
Date

ANNEXURE D

ANNEXURE D

UNIVERSITY OF NAMIBIA

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pionerspark, Windhoek, Namibia



The School of Postgraduate
Studies
P.Bag13301
Windhoek, Namibia
Tel: 2063523

E-mail: cshaimemanya@unam.na

Date:-9 October 2013-----

TO WHOM IT MAY CONCERN

RE: RESEARCH PERMISSION LETTER

1. This letter serves to inform that student:--Elizabeth Hamupembe (Student number: 200523643) is a registered student in the Department of --Curriculum, Instruction and Assessment Studies at the University of Namibia. His/her research proposal was reviewed and successfully met the University of Namibia requirements.
2. The purpose of this letter is to kindly notify you that the student has been granted permission to carry out postgraduate studies research. The School of Post Graduate Studies has approved the research to be carried out by the student for purposes of fulfilling the requirements of the degree being pursued.
3. The proposal adheres to ethical principles.

Thank you so much in advance and many regards.

Yours truly,

Name of Main Supervisor: --Dr D Wolfaardt

Signed: Dr D Wolfaardt

Dr. C. N.S. Shaimemanya

Signed: Dr C N S Shaimemanya

Director: School of Postgraduate Studies

ANNEXURE E

ANNEXURE E

Ms E.N Hamupembe
P.O. Box 27600
Windhoek
Namibia

17 October 2013

The Permanent Secretary
Ministry of Education
P/Bag 13186
Windhoek

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY

I hereby request for permission to conduct a research study at two primary schools in Windhoek, Khomas Region.

The study is part of a thesis done in partial fulfilment of the requirements of the Master in Education degree with the University of Namibia. This study seeks to investigate the administration of the school feeding programme: a case study of two primary schools in Windhoek, Namibia.

I would like to conduct the study at [redacted] school and [redacted] Primary School with in the first two week of November 2013 before the commencement of the end of year of examinations. The study consists of focus group interviews with the teachers and observations of school feeding activities at the schools.

Please find attached a letter confirming that the research proposal has been approved by the School of Post Graduate Studies of the University of Namibia.

Thanking you in advance



Ms. E. N. Hamupembe
M.Ed Student
University of Namibia

ANNEXURE F

ANNEXURE F



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

Tel: 264 61 2933200

Fax: 264 61 2933922

E-mail: Matthew.Shimhopileni@moe.gov.na

Enquiries: MN Shimhopileni

Private Bag 13186

Windhoek

NAMIBIA

21 October 2013

File: 11/1/1

Ms Elizabeth. N. Hamupembe
P. O. Box 27600
WINDHOEK

Dear Ms Hamupembe

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY

Your correspondence dated 17 October 2013, seeking permission to conduct a research study at two schools in Khomas Region, has reference.

Kindly be informed that the Ministry does not have any objection to your request to conduct a study at those schools in the region concerned.

You are, however, kindly advised to contact the Regional Council Office, Directorate of Education, for authorization to go into the schools.

Also take note that the study activities should not interfere with the normal school programmes. Participation should be on a voluntary basis, and for under-age learners participating, consent of their parents/guardians should be obtained first.

By copy of this letter the Regional Director is made aware of your request.

Yours sincerely

A. Ilukena
A. Ilukena
PERMANENT SECRETARY
cc: Director: Khomas Education Directorate



ANNEXURE G

ANNEXURE G



**KHOMAS REGIONAL COUNCIL
DIRECTORATE OF EDUCATION**

Tel: (0926461)293 4220
Fax: (09 264 61) 231367
Enquiries: H. Imene
File No.: 12/2/6/1

Private Bag 13236
Windhoek

30 October 2013

Ms.E. N. Hamupembe
P. O. Box 27600
Windhoek
Namibia

Dear Ms.E. N. Hamupembe

**SEEKING PERMISSION TO CARRY OUT RESEARCH WITH REGARD TO ADMINISTRATION OF THE
SCHOOL FEEDING PROGRAMME IN WINDHOEK**

Your letter dated 17 October 2013 is hereby acknowledged.

Your request to conduct a research at [redacted] School and [redacted] School
with regard to "an investigation on the administration of the feeding programme" is approved with the following
conditions:

- ❖ The Principal of the schools to be visited must be contacted before the visit and agreement should be reached between you and the principal.
- ❖ The school programme should not be interrupted.
- ❖ Teachers and learners who will take part in this exercise will do so voluntarily.
- ❖ Khomas Education Directorate should be provided with a copy of your findings.

Wish you all the best.

