



# School Nutrition and the rights of learners



Reading the word and the world  
Changing the text and the context



Education Rights for  
Learners, Parents  
and Educators

book  
14



# School Nutrition and the rights of learners

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We have attempted to ensure that the information in this booklet is accurate up to the time of publication, November 2010. Policies, laws and regulations change. Please contact the CERT or PPEN for regular updates. Find their contact details on the back inside cover.

Non-profit organisations are welcome to make copies of the booklet. Please acknowledge the Education Rights Project. Suggestions for improvements are appreciated.

Thanks to the Rosa Luxemburg Foundation for supporting this initiative.

*Photo: Students visiting a vegetable garden established by Funjwe Primary School, Mpumalanga.  
Courtesy of Carol Anne Spreen*



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**Centre for  
Education  
Rights and  
Transformation**



The struggle for public  
quality education continues!

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3. The Education Rights of Refugees, Asylum Seekers and Migrants
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6. Disability: The rights of learners
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11. Corporal Punishment and Bullying: The Rights of Learners
12. Early Childhood Development and Education Rights
13. Racism and Education
-  School Nutrition and the Right of learners

These booklets are dedicated to the millions of young people who are brutalised by the socio-economic and socio-cultural cruelties of life. Unfortunately, young people are also brutalised by those who are meant to provide healing in our country, at home and in school.

These booklets are also dedicated to those educators in formal and informal institutions, and organic intellectuals in social movements and unions, who see their own knowledge as a gift of trust from the people, who see the learning process as a mutual experience, who encourage the building of selfdiscipline and hard work through their own example, and whose greatest happiness comes from seeing those with whom they have been exploring and changing the world around them, go on to share the process with others.



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# Introduction: Poverty, Inequality and the Right to Food

Child hunger continues to be a serious problem in South Africa. It compromises our collective dignity and denies children their fundamental right to nutrition. It is difficult for hungry children to learn. Lack of adequate nutrition also has long-term negative physical and mental effects – and in severe cases, may result in stunted development and even death. These children are also more susceptible to illness, which has a further negative influence on school attendance and performance. In South Africa it is the state's constitutional responsibility to ensure that no child goes hungry and that children receive adequate nutrition. Yet, 3.3 million children are living in households where child hunger was reported<sup>1</sup>.

This booklet looks to deepen understandings around the role that access to nutrition plays in the right to a quality education. It also gives information to communities, educators, learners, parents and guardians about a learner's right to access nutrition at school.

The government has introduced a number of programmes to tackle the problem of hunger and malnutrition. One of the programmes introduced is the National School Nutrition Programme (NSNP).

Despite commitments and promises, poverty continues to plague South Africa. In fact, South Africa is, at the moment, the most unequal society in the world -that is, the country with the greatest gap between rich and poor. To understand poverty we need to place it in a historical and socio-economic context. Colonialism and apartheid's racist policies ensured that a few lived a life of privilege, but the majority of South Africans were condemned to a life of grinding poverty. Even though apartheid laws have been dismantled, many of the structures of power and oppression still remain. Further, economic policies in post-apartheid South Africa, that are calculated to favour and further privilege the rich, have created conditions from which most people are unable to escape. Poverty and wealth, still

determine who has, and doesn't have, access to even basic fundamental rights and services – such as the right to clean and safe water, housing, health- care and quality education and nutrition.

The inequality that continues to scar our country is reflected sharply in the education system. Education in South Africa remains painfully divided and unequal. Although South Africa can claim near universal access to education, this does not translate into access to meaningful and quality education. Also over half of the learners who enrol in schools do not complete their schooling. A few of our children receive a quality education but the majority of the children of the urban and rural poor are forced to attend schools that are under-resourced and often bleak and fearful places. Many of these children are forced to 'learn' on an empty stomach.

There are certain basic conditions that are required to ensure all of our children receive quality, meaningful education - that is their right. Amongst many other conditions, these include: teachers receiving appropriate support and training, early childhood development, access to mother tongue learning, access to resources (including libraries), class sizes no larger than 20 children - as well as ensuring that all our children have access to adequate nutrition.

Millions of people in South Africa constantly face the threat of hunger and are forced to go to bed not knowing where their next meal will come from. This is morally unacceptable in a country that has spent billions on military arms' deals, and the hosting of the FIFA World Cup, which many have argued has further disadvantaged the poor.

*"It is an absolute shame that in our country we have over 2.8 million households experiencing seriously inadequate access to food ... Hunger is a reality in South Africa even though our country is food secure, we have not yet guaranteed the right for each person to have food security. People go to bed hungry in this country"*

Minister of Agriculture, Tina Joemat-Pettersson, 14 October 2010<sup>2</sup>.

There is no shortage of food in South Africa. We produce enough food to feed the entire population. Yet, millions of people continue to suffer from hunger and malnutrition in our country, simply because they cannot afford to buy good food. While people go hungry, food companies are making huge profits. One of the most scandalous examples is that of Pioneer Foods which owns Sasko bread and flour the makers of Blue Bird and Natural Harvest breads. This company was recently fined about R1 billion for plotting with other food companies such as Tiger Brands, Premier and Foodcorp to inflate the price of bread. The penalty Pioneer Foods received is less than 10 percent of the company's turnover.

Earlier in 2007, Tiger Brands which produces Albany bread was fined R99 million (6% of its 2006 profits). Pioneer Foods, Tiger Brands, Premier Foods and Foodcorp own bakeries. These four companies produce most of the bread consumed by South Africans.

Hunger and malnutrition deepen the social and economic divide in South Africa as children who are malnourished, or attend school hungry, are at an immediate disadvantage, as against other learners who are well-nourished and well-fed.







# Malnutrition, Hunger and Schooling

There are different approaches to tackling hunger, and one of the ways of combating short-term hunger and malnutrition is by providing nutritious meals for children at school. As the Department of Basic Education states “We know that children learn best when they are not hungry or suffering from a nutrient deficient diet”<sup>3</sup>. This statement acknowledges that hunger also plays a significant role in denying children their right to meaningful quality education. If South Africa is serious about addressing poverty and inequality and ensuring that every child is able to access their right to quality education, then ensuring that every child is well-fed and well-nourished needs to be made a national priority.

Nutrition is particularly critical in children who have HIV and AIDS. Not getting adequate nutrition weakens an already fragile immune system - making children more vulnerable to illness. A nutritious diet is also very important for children who are taking Antiretroviral drugs (ARVs) to make the drugs work better, reduce side effects, build up the immune system and protect against opportunistic infections. The bottom line is: children with HIV/AIDS or other illnesses need good nutrition. (see the ERP booklet on ‘HIV/AIDS: The Rights of Learners and Educators in this series).



# The Benefits of School Feeding Schemes

The introduction of feeding schemes at schools has many benefits:

- Feeding programmes help parents, guardians and caregivers who are struggling to provide adequate and nutritious food to their children. According to an international study, “providing school meals to children in qualifying families can be the equivalent of adding an extra 10% to average household incomes ... in this way feeding programmes serve as a social net for poor households”.<sup>4</sup>
- They prevent learners leaving school due to poverty-related hunger.
- Children who are fed at schools have more energy and attend school more regularly. Feeding schemes help to reduce absenteeism and hunger-related illnesses that keep children from attending school.
- Feeding programmes located at schools can act as an accessible point to engage parents and community members in finding ways to prevent child malnutrition.

# What the Law says

South Africa, by law, is obliged to ensure that every child in the country receives adequate nutrition, and their right to quality education:

- The Constitution of South Africa– Bill of Rights: Section 27(1)(b) --- Every person “has the right to have access to sufficient food and water”
- The Constitution of South Africa– Bill of Rights: Section 28(1)(c) --- “Every child has the right to basic nutrition”
- The Constitution of South Africa– Bill of Rights: Section 29 (1)(a) --- Every person “has the right to a basic education”

South Africa has also signed international human rights treaties, such as the African Charter on the Rights and Welfare of the Child and the United Nations Convention on the Rights of the Child, committing the State to ensure that children are provided with adequate nutrition.





# Understanding the National School Nutrition Programme (NSNP)

After the call by former President Nelson Mandela to redress inequality, and combat short-term hunger, a school nutrition programme was established in 1994. Originally school feeding programmes were the responsibility of the Department of Health, but this was transferred to the Department of Basic Education in 2004.

The NSNP is an important intervention introduced by government in the fight against hunger and malnutrition. However, the NSNP only looks to alleviate short-term hunger. As such, it is only one of the measures that should be in place to ensure that children receive adequate nutrition:

- the programme usually only provides a single meal per day
- children only get meals for 191<sup>5</sup> days of the year.

The NSNP has also faced a number of problems and limitations resulting in many children not receiving meals, not receiving them regularly, or receiving meals that are not nutritious and adequate. This will be discussed later.

According to the Department of Basic Education, the key objectives of the NSNP are:

- to contribute to enhanced learning capacity through school meals
- to strengthen nutrition education in schools; and
- to promote sustainable food production initiatives in schools.

## **WHO CAN BE PART OF THE NSNP?**

The guidelines set out by the Department of Basic Education state:

### **Primary schools (from grade R to 7):**

- Primary school learners in quintiles (see explanation of quintiles at the end of this booklet) 1, 2 and 3 or fee-free schools should receive a meal every day of the school week during the school term --- that is an average of 191 days of the year.
- Principals from primary schools in quintiles 4 and 5 need to apply to the provincial department of education, stating the number of children who should have access to state sponsored feeding.<sup>6</sup>

### **Secondary schools:**

Until 2009, no secondary school learner was eligible for the feeding scheme. After many complaints, a roll-out plan for secondary schools was initiated in 2009:

- All students in quintile 1 schools (schools serving the poorest communities) started receiving a meal at school in 2009
- This was extended to learners in quintile 2 schools in 2010
- It will be extended to learners in quintile 3 schools from 2011.

## **HOW PAYMENT WORKS**

Schools in quintiles 1, 2 and 3: Provinces receive the grants on the basis of the number of learners registered in these schools.

In the Northern Cape, Free State and North West Province money is transferred by the provincial departments directly to the schools. This has allowed for greater community involvement in the school feeding programme, particularly around the sourcing and supply of food.

Schools in quintiles 4 and 5: Once the school principal has lodged a special application stating the number of children who need access to the feeding scheme, a decision is then taken whether the school will receive assistance. If the department decides that some of the learners in the school require assistance, the department then provides grants to these schools. However, this process has been problematic for many schools. Reports indicate that many schools that applied have not received assistance. It is also often difficult for principals to update and send the department the revised number of children who require food.<sup>7</sup>

According to the national guidelines, the amount that is allocated to each learner per day is

- R2.30 in primary schools (this includes the price of fuel, and the stipend – or honorarium -- paid to “volunteer food handlers”)
- R3.25 in secondary schools (this includes the price of fuel, and the stipend paid to the “volunteer food handlers”).
- “Volunteer food handlers” are paid a monthly stipend (honorarium) of a minimum of R600 per person . This stipend is for ensuring hygiene around the meal, preparation of the meal, cooking and clean-up. The ratio is 1 “volunteer food handler” to every 200 children. We need to keep in mind that this is, at least, a full-morning’s work.

The Department sometimes pays the providers directly and pays the “volunteer food handlers” a stipend monthly. However in most cases the grant is paid directly to the school, which is then responsible for payment.

The breakdown of payment:

- School Feeding: minimum of 95 percent towards food and preparation costs. This includes the cost of fuel and the stipend for “volunteer food handlers”
- Administration: maximum of 5 percent





## HOW THE NSNP IS MANAGED IN SCHOOLS:

In some provinces the feeding schemes are decentralised – meaning that the provincial departments of education are usually not responsible for finding suppliers, and the helpers who prepare meals. Rather, the provincial departments of education get the schools to find suppliers and also people in the community who will be responsible for preparation of meals<sup>8</sup>. The schools then needs to:

- Keep all invoices and record the number of children fed every day
- Provide the facilities and all the equipment that is required (stoves, fuel, utensils, pots, cutlery, storage facilities etc)
- Nominate a senior member of staff to oversee the feeding scheme at the school<sup>9</sup>

## Weaknesses

The NSNP has a number of serious limitations:

- Children who are younger than 6 are not able to access food through this programme. This is a very significant problem as these years are critical in a child's development. Children are particularly vulnerable to permanent disabilities as a result of malnutrition during these years: "one in five South African children [are] stunted and one in ten [are] underweight. Without adequate nutrition in the early stages of development, children can suffer physical stunting and damage to their intellect"<sup>10</sup>.
- Learners in quintile 3 secondary schools will only be able to access the feeding programme from 2011.
- Feeding schemes do not operate over weekends and during school and public holidays --- leaving many children going hungry over these periods

*“Classification of schools into inappropriate quintiles sometimes means that learners in desperate need of nutritional support do not receive it. For example, Zonkiziswe Primary School, located in a township adjacent to Port Elizabeth, serves a poor community with many learners coming from a sprawling informal settlement, yet it is designated a quintile 5 school. School fees are set at only R50 per learner per year, yet fees are paid by parents of only 400 learners a year – less than half of the 1173 learners enrolled in the school. It is quite evident that this school should be reclassified a quintile 1 or 2 school and should qualify for the provincial nutrition programme” (Castle & Bialobrzeska, n.d, 6).*

Many other problems have been reported with the NSNP– resulting in children going hungry:

- Studies have also shown that many schools do not receive enough food<sup>11</sup>
- Even more alarming is the fact that there is significant under-spending of provincial budgets. Although under-spending is often the result of the department withholding funds from service providers who have not followed regulations, or met all requirements set out and agreed upon, the result can lead to children going hungry.

This table indicates in R (millions) the under spending for 2006-2007.<sup>7</sup>

Province	Amount Allocated	Amount Spent	Amount Not Spent
Free State	64 784	49 485	15 299
Gauteng	99 921	70 641	29 280
Limpopo	202 039	177 489	24 550
Mpumalanga	84 549	66 142	18 407
KwaZulu-Natal	239 372	240 858	+1 486
North West	95 529	90 898	4 631
Northern Cape	29 647	28 389	1 258
Western Cape	48 313	34 666	13 647
Eastern Cape	233 882	158 456	75 426
<b>TOTAL</b>	<b>1 098 036</b>	<b>917 024</b>	<b>181 012</b>



Other problems include:

- Often the suppliers provide a low quality of food- food that lacks the necessary nutrients for children
- There is a lack of storage facilities in many schools - this results in rotting and damaged food
- Many schools have to choose 'cold meals', which are less filling and often less nutritious than 'hot meals', as these do not require cooking facilities and are cheaper to provide.
- Reports of corruption
- Reports of theft by suppliers
- Schools lack the resources (such as water, land and facilities) - for preparation, hygiene and for food gardens
- Schools that are in isolated rural areas and not easy to reach, often do not receive food
- In many schools there are no systems of accountability. Many caregivers do not know whether their children receive food regularly
- Many schools are not allocated sufficient food or funding

The bottom line is, despite feeding programmes, many children continue to go hungry!



The Public Participation in Education Network (PPEN) and the Education Rights Project (ERP) therefore call on community organisations, social movements, trade unions and teacher and student organisations to campaign for the following:

- The inclusion of pre-schools and community-based early childhood development sites to be included in the NSNP, and funded adequately
- Two nutritious meals everyday of the school week. At least one should be a hot meal
- A substantial increase in funding to schools
- An end to under spending by provincial departments
- A food garden in every school and community co-operatives to prepare the food

## Some general guidelines

### How often

The NSNP says children should receive at least one nutritious meal, every day of the school week. We argue for two meals. Schools in the Gauteng province are serving two meals a day --- Breakfast at 07h00 and lunch at 11h00.

### Time

The first meal must be served early. The department's stipulated time is 10 am. We think this is too late. Many children arrive at school unfed and hungry, and it is important that they receive a meal early to ensure that they have the energy to learn and take part in school activities.

## Menu for meals

Although the NSNP has stipulated provincial food menus and a recipe book called “Mnandi 4 sure!” with useful nutritional advice (see the link below to access these documents) many schools do not follow these guides.

The approved 2010/11 NSNP provincial menus state:

- To avoid repetition and menu fatigue, starch should be alternated eg samp, maize pap, rice, pasta, potatoes, sweet potatoes and bread on alternative days
- Fresh vegetables or fruit should be served daily. Fresh fruit should be served on days that vegetables are not on the menu
- High quality protein such as pilchards and milk should be served once a week
- Soya products should not be served more than twice a week
- Traditional food is acceptable as long as it is properly placed within the food groups e.g .mashonzha (mopane worms) in Vhembe district, Limpopo province can be used as high protein food. Morogo (traditional spinach), amadumbe (traditional potato) etc

There are two types of meals: cold meals and hot meals. Although the NSNP stipulates that children should receive hot, cooked meals four days of the week, many children are still receiving cold meals. Many schools lack the facilities (such as fuel and water) to prepare hot meals.

Hot meals: are typically samp, pap, soup, beans or soya mince.

Cold meals: are typically bread and peanut butter – sometimes with fruit or juice.



## The disadvantages of cold meals:

- Cold meals are not as nutritious and filling as hot meals
- Bread needs to be delivered on a regular basis, whereas with hot meals the school can store some of the products for more extended periods
- Often the delivery vehicles do not deliver the food to the school, or deliver it late
- There is more chance for corruption with cold meals as suppliers are often not sourced from the community and are harder to be held accountable
- Hot meals provide better value for money and often the products can be sourced in the community – which also benefits the community



# Food gardens

The NSNP encourages schools to start vegetable gardens. This allows schools to provide vegetables and fruit with the meals to increase the nutritional value. Food gardens also serve to benefit members of the community, particularly where community members are poor, unemployed and don't have access to land. To ensure that the food gardens are successful and sustainable it is suggested that schools receive training, equipment and advice - either through relevant organisations, or the Department of Agriculture. With careful supervision and adult involvement in the labour, gardening could be part of the learning experience for young people and integrated into the curriculum. It should not become mindless child labour, used as a form of punishment, or allow education departments an excuse to cut-back on funding the NSNP.

Many schools, however, do not have adequate land, water and resources that are needed to ensure sustainable food gardens. If schools do not have sufficient space, the provincial government should acquire land close to the school for this purpose and they should also ensure schools have water and other resources.

Another solution to deal with land shortage is "vertical" farms or gardens or sometimes sack/tyre gardens. These are tyres placed vertically with tall sacks filled with soil from which plant life grows. This concept for a small, portable garden is good for areas where there is little or no healthy soil (as the soil in the bag is contained). Due to their vertical nature, sack gardens are also fairly efficient in terms of using water. For information on how to make vertical sack gardens and its success in South Africa, Kenya, Mozambique, and the "mid-day school feeding project" in India, see the link under Useful Contacts and Resources below.

## EXAMPLES OF SUCCESSFUL FOOD GARDENS:

Mashamba Presidential Primary school in Limpopo has a school/community garden that supplements its school feeding programme with beans, spinach and many other vegetables. The extra produce is distributed to other schools and community groups. The school is participating in the Department of Basic Education's ECO-schools project and has won numerous awards for their eco-friendly educational programmes.

Funjwe Primary school in Mpumalanga has created an extensive school/community garden. The garden contains an orchard with dozens of fruit trees, an extensive green, vegetable and herb garden. In 2006, through a school-community partnership with universities, the school installed a rainwater harvesting system and an extensive drip watering system, which further expanded the garden. In 2007 the school built a nursery to grow seedlings which are now sold to the community.

## SHARE YOUR EXPERIENCES

- Does your school have a feeding scheme? And a food garden?
- What problems has your school faced with the feeding scheme?
- What successes and advice can you share with other schools and communities?

Please send this information to Eugenia Sekgobela who will give it to PPEN and the ERP: [esekgobela@uj.ac.za](mailto:esekgobela@uj.ac.za) , (011) 559 1148.

# Useful Contacts and Resources

## NSNP CONTACT DETAILS:

Province	Name	Address	Contacts
National	Ms. N Rakwena	Department of Basic Education Private Bag x895 Pretoria 0001 222 Struben Street	T: (012) 357 3419 F: (012) 324 0260
Eastern Cape	Ms. T Pika	Private Bag x0032 Bisho 5605 Steve Tshwete Complex Zone 6, Zelitsha	T: (040) 608 4711 F: (040) 608 4710
Free State	Ms. P Legoale	Private Bag x 20565 Bloemfontein 9300 Trustfontein Building St Andrews street	T: (051) 448 2738 F: (086) 540 3917
Gauteng	Ms. O Molapo	P.O Box 7710 Johannesburg 2000 African Life Building 111 Commissioner Street	T: (011) 355 0556 F: (011) 355 0565
KwaZulu-Natal	Ms. N Ngcobo	Cnr Nicholson & Queen Mary Avenue Umbilo Durban 4001	T: (031) 274 4006 F: (031) 274 4002
Limpopo	Mr T Sharp	Private Bag x9489 Polokwane 0700 113 Biccadd Street	T: (015) 290 9319 F: (015) 297 0937

Mpumalanga	Mr J Moya	Private Bag x11341 Nelspruit 1200 Extension 5 Government Boulevard	T: (013) 766 5919 F: (013) 766 5584
Northern Cape	Ms K Mompoti	Private Bag x 5029 Kimberley 8300 156 Barkley Road, Homestead	T: (053) 839 6326 F: (053) 839 6329
North West	Mr K Modisane	Private Bag x 2044 Mmabatho 2735 Executive Block, East Wing Dr James Moroka Avenue	T: (018) 389 8064 F: (018) 384 3316
Western Cape	Mr P Swart	Private Bag x 9114 Cape Town 8000 18 <sup>th</sup> Floor Sanlam Golden Acre Adderley Street	T: (021) 467 2297 F: (086) 617 0377

**FOR INFORMATION ON HOW TO START A FOOD GARDEN CONTACT:**

**Food & Trees for Africa**

Tel: 011 656 9802

Fax: 086 547 1258

Email: [info@trees.org.za](mailto:info@trees.org.za)

[www.trees.co.za](http://www.trees.co.za)

**WESSA**

WESSA/Eco-Schools Programme

PO Box 394, Howick 3290

Cell: 0823371273

Phone: 033-3303931 ext 146

Fax: 033-3304576

**SEED**

Tel/Fax: 021 391 5316

Email: [admin@seed.org.za](mailto:admin@seed.org.za)

[www.seed.org.za](http://www.seed.org.za) WESSA Eco-Schools  
Programme

**FOR INFORMATION ON VERTICAL GARDENS:**

[http://www.appropedia.org/Bag\\_gardens](http://www.appropedia.org/Bag_gardens)

<http://hubpages.com/hub/The-Sack-Gardens-of-the-Kibera-Slum>

**FOR THE TRAINING OF CARETAKERS FOR SCHOOL FEEDING GARDENS, OR COMMUNITY MEMBERS FOR COMMUNITY GARDENS AT SCHOOLS CONTACT:**

**Abalimi Bezekhaya "Farmers of Home"**

Tel/Fax: 021 371 1653

Email: [info@abalimi.org.za](mailto:info@abalimi.org.za)

Websites: [www.abalimi.org.za](http://www.abalimi.org.za) or [www.harvestofhope.co.za](http://www.harvestofhope.co.za)

P.O. Box 44, Observatory, 7935

**SOME USEFUL DOCUMENTS:**

Approved NSNP 2010/11 provincial menus, a recipe book ("Mnandi 4 sure!"), guidance on promoting a healthy lifestyle, a guide for secondary schools, and other documentation about the NSNP can be downloaded at:

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

# Explaining Words/Glossary

## **Universal access to education:**

Universal access to education means that everybody has an equal chance, regardless of 'race', gender, social class or ethnicity, to attend school. However, a distinction needs to be drawn between universal access (that is, simply being able to access school) and access to quality education.

## **Malnutrition:**

Malnutrition is when the body does not get the right amount of nutrients- minerals and vitamins- to ensure normal growth and health.

Malnutrition can either be a result of:

- 'under-nutrition/under-nourished' (not consuming enough food with the adequate nutrients)
- or 'over-nutrition/ over-nourished' (eating too much, or consuming too many nutrients --- this condition is common in richer countries).

## **Quintiles:**

This is based on the poverty level of the community in which a school is located. The poverty level is calculated using household income, the unemployment rate, the level of education of the community and the infrastructure of the school. Based on these criteria, schools are placed into five categories or quintiles. From the poorest schools- quintile 1, to the least poor schools- quintile 5. Poorer schools receive more money from the government.

Many schools serving the same community have complained that they were incorrectly put into particular quintiles. This means that they received different amounts of money although their learners come from the same community. The Department of Basic Education is reviewing the quintile system and might change it in 2012.



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## Endnotes

<sup>1</sup> 2008 General Household Survey.

<sup>2</sup> Joemat-Pettersson, T. (2010). Address by the Minister on the occasion of the 2010 World Food Indaba (World Food Day). Retrieved 04 November, 2010, from <http://www.daff.gov.za/>

<sup>3</sup> Department of Education. (2010). The Best of the National School Nutrition Programme. Retrieved 5 November, 2010, from <http://www.education.gov.za/dynamic/dynamic.aspx?pageid=326&dirid=32>

<sup>4</sup> <http://siteresources.worldbank.org/>, cited Furphy, C. (n.d). Universal primary education: the potential of school feeding programmes. Retrieved 15 February, 2010, from [http://www.consultancyafrica.com/index.php?option=com\\_content&view=article&id=336&Itemid=219](http://www.consultancyafrica.com/index.php?option=com_content&view=article&id=336&Itemid=219)

<sup>5</sup> This is the average – figures differ from province to province

<sup>6</sup> Castle, J. & Bialobrzeska, M. (n.d). School-based nutrition programmes: An intervention for mitigating the impact of HIV and AIDS on vulnerable learners.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Parker, F. (2010). Policy makers mull strategies to stem malnutrition. Retrieved 02 April, 2010, from <http://www.mg.co.za/article/2010-04-02-policy-makers-mull-strategies-to-stem-malnutrition>

<sup>11</sup> Ibid.

