

National School Nutrition Programme

GUIDELINES FOR

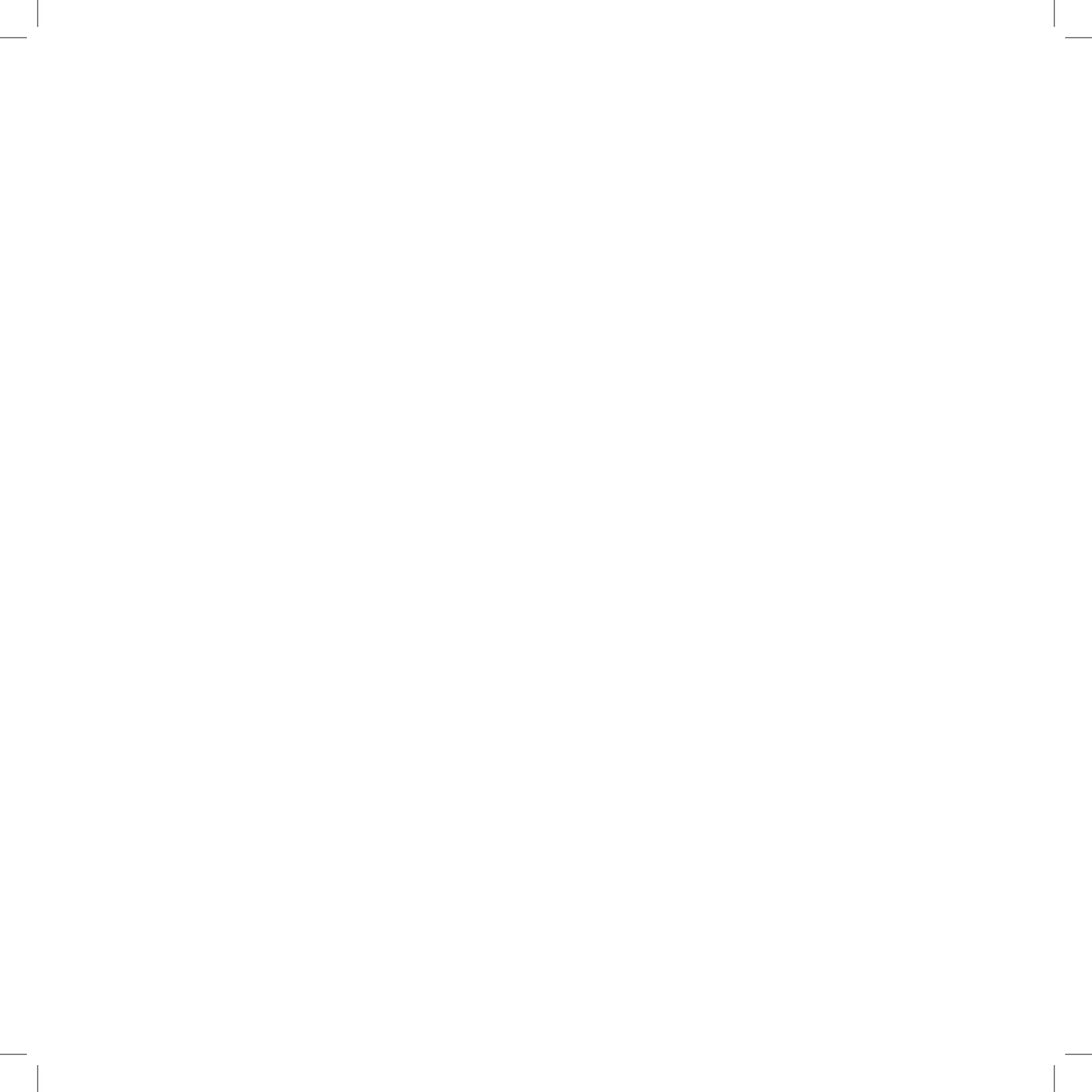
TUCK SHOP OPERATORS



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





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GUIDELINES FOR TUCK SHOP OPERATORS

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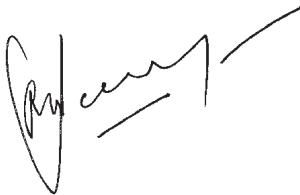
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1. FOREWORD



Between poor diet and a lack of exercise, our children are becoming more prone to obesity. If children are exposed to energy-rich foods at every turn and do not have many opportunities to exercise, the inevitable result is an increase in body mass. Obese children are more susceptible to developing chronic lifestyle conditions such as diabetes, heart disease, high blood pressure (hypertension), hyperlipidaemia and certain types of cancers. Other problems may arise such as sleep apnea (breathing difficulties), bone conditions such as weakening of hips, gastro-intestinal diseases, and even the early onset of puberty. Unhealthy lifestyle behaviours begin early in childhood and have the potential to progress into adolescence and adulthood. By preventing or reducing the prevalence of childhood obesity, for example, we may reduce the prevalence of adult obesity significantly.

It is to this end that these guidelines have been developed. All stakeholders bear responsibility towards the health of our nation's children. The Department of Basic Education, schools, tuck shop operators, and parents/ caregivers must work together with all stakeholders that our children can adopt a healthy lifestyle.



MR PB SOOBRAYAN
DIRECTOR-GENERAL
DATE: 2014/02/21

2. ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
COA	Certificate of Acceptability
CRC	(United Nations) Convention on the Rights of the Child
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DoH	Department of Health
FBDG	(South African) Food Based Dietary Guidelines
NCS	National Curriculum Statement
NE	Nutrition Education
NPA	National Programme of Action
NSNP	National School Nutrition Programme
SGB	School Governing Body
SLA	Service Level Agreement
SMT	School Management Team

3. INTRODUCTION

The prevalence of overweight and obesity in South Africa has risen alarmingly while the problem of under nutrition still exists (Faber and Wenhold, 2006¹). A study by Mchiza 2010² confirmed this; “Obesity is fast becoming a time-bomb in South Africa, especially in poverty-stricken urban areas, where most ethnic communities associate the condition with beauty and wellness, rather than a health risk”.

According to the Heart and Stroke Foundation of South Africa, overweight/obesity is usually due to either eating too much food or the wrong type of food coupled with the lack of regular physical activity.³ “Obesity has many causes. Put simply, it’s caused by taking in more energy than is used up over a period of time. Research studies have helped us to understand more about an individual’s likelihood of becoming overweight or obese, but the most important factors are in our lifestyle.”

The problem of childhood obesity in South Africa is reaching epidemic proportions. According to the Medical Research Council of South Africa⁴, it is estimated that 17% of children between the ages of 1-9 are either overweight or obese (Lee.2004)⁵. Unhealthy food and beverage items sold by vendors and tuck shops to learners have a negative impact on child nutrition and thus related illnesses.

According to the study by Feeley A. 2011⁶, “Townships such as Soweto, have a wide selection of food vendors, both commercial and informal (street vendors and tuck shops) that sell fast-food items, including vetkoek (fried fat cakes), fried chicken, deep-fried fish, fried chips and fried meats including processed sausages. The study found that food prepared away from home was higher in total and saturated fatty acids and lower in calcium, iron and fibre than foods prepared in the home. In addition, learners generally buy other food items from school tuck shops and vendors such as bread, fat cakes, sweets and “chips” etc. outside the school premises.



The Ministry of Education in the Seychelles has developed a National School Nutrition Policy on the premise that the school environment is known to powerfully influence students' attitudes, preferences and behaviours and, as such, can promote and positively support healthy eating.⁷ These DBE guidelines take cognisance of this fact based on a common observation that schools generally have tuck shops and/or vendors in and around their premises.

The Department of Basic Education (DBE), through the National School Nutrition Programme (NSNP), promotes nutrition education in schools. This seeks to ensure that learners receive nutrition education messages which are reinforced throughout the entire school environment, to supplement the curriculum.

The Life Skills subject of the Curriculum and Assessment Policy Statement (CAPS) emphasises healthy eating among school children. The Specific Aim (3), of the Life Skills subject, contained in the NCS Policy Statement is to “guide learners to make informed and responsible decisions about their health and environment.” The environment learners find themselves in during school hours needs to support the messages conveyed in the classroom. Foods and beverages sold to learners should not cause confusion or contradict what has been taught.

4. LEGISLATIVE FRAMEWORK

The foundation of Government's commitment to nutrition is derived from the following imperatives:

- **Constitution of the Republic of South Africa**, 1996 (Act 108 of 1996). The Bill of Rights which is contained in Chapter 2 articles 27 (1) and 28 guarantees the right of children to health care, food and social security.
- **The National Programme of Action (NPA)** which was launched by Government in May 1996 provides a framework for the implementation of the United Nations Convention on the Rights of the Child (CRC). Nutrition is the first of seven priority areas in which South Africa needs to report on the progress in meeting the mandates of the CRC.
- **Certificate of Acceptability (COA)** issued by the Environmental Health Services located within Municipalities. It is a legal requirement that all food premises (including hawker stalls) should be registered with the Department of Health. Is a registration certificate for food premises in terms of Foodstuffs, Cosmetics and Disinfectants Act 1972 (Act No 54 of 1972).The person in charge of any food premises wishing to obtain a certificate of acceptability shall apply in writing to the local authority in whose area of jurisdiction the food premises are situated. It clarifies that the premises conform to the general hygiene requirements and the transport of food as laid down in the Act and Regulation.
- **The Reconstruction and Development Programme (RDP)** provides the context within which programmes for improving nutrition can be implemented and coordinated. It also highlights government's commitment to address malnutrition and hunger (Western Cape Provincial tuck shop guidelines)⁸.
- According to the Department of Basic Education's **Action Plan to 2014 Towards Schooling 2025**, learner well-being is at the forefront of the government's initiatives to improve children's learning abilities. Goal 25 clearly states that "Proper schooling cannot happen if learners suffer from desperate poverty, malnutrition or illness."⁹
- The Education Mandate for **Care and Support for Teaching and Learning (CSTL)** obligates the DBE to provide nutritional support and nutrition education to learners as part of the nutritional support priority area.
- The NSNP **Grant Framework Division of Revenue Act (DORA)** outlines three key objectives of the NSNP viz. to provide school meals to deserving learners during all school days, to promote nutrition education and food production in schools.
- **The Draft Nutrition Education (NE) Strategy** is intended "to make every school a healthy school where health promotion and awareness is integrated into school life".



5. OBJECTIVES

These guidelines are intended for School Management Teams (SMTs), School Governing Bodies (SGBs), educators, tuck shop operators and learners, parents and the wider community. Schools are encouraged to consider and make these guidelines meaningful for their respective situation. The guidelines are intended to:

- 5.1 empower School Management Teams (SMTs) and School Governing Bodies (SGBs) to promote the availability of healthy food alternatives from school tuck shops in school premises.
- 5.2 ensure that good nutrition and healthy lifestyles are promoted in schools by educators through emphasising nutrition education and that these are properly followed by all involved in school (school community members, educators, learners, tuck shop operators).
- 5.3 provide guidance and agreement on how tuck shop operators can support and promote good nutrition and healthy lifestyles by selling healthy food and beverage items to learners. The sweets, chocolates and unhealthy snacks should be offered in small grams/packages.
- 5.4 educate learners, parents/caregivers and the community on how to clearly distinguish between healthy and non-healthy food items that may be sold at tuck shops.

6. RESPONSIBILITIES OF STAKEHOLDERS

6.1 School Management Teams (SMTs) and School Governing Bodies (SGBs)

- The SGB and SMT should play a leading role in ensuring that healthy food snacks and beverages are sold to learners.
- Each school should have the South African Food Based Dietary Guidelines¹⁰ (FBDG) as the basis of translating information to its learners. The FBDG are guidelines developed by the Department of Health (DoH) to encourage people to buy and eat healthy food stuffs. These are attached as **ANNEXURE A** and can be accessed from <http://www.fao.org/ag/humannutrition/nutritioneducation/fbdg/49849/en/zaf/>
- The school should keep a database of individuals selling food and beverage items on or near the school premises.
- The school should offer training or hold meetings with tuck shop operators on the nutritional value of different products being sold.
- The SGB should enter into a Service Level Agreement (SLA) with school tuck shop operators. Such a Service Level Agreement should include the right to sanction and/ or terminate the services of a non-complying tuck shop operator.
- Although selling food can be a fund-raising activity for the school, care must be taken that learners are offered healthy and affordable alternatives at all times.
- There should be no marketing of any unhealthy foods at schools; thereby not permitting school sign boards sponsored by manufacturers of unhealthy foods and beverages
- Each school should make available clean, safe water within its premises.

6.2 Educators

- Educators should teach the Life Skills subject of the CAPS to emphasise healthy eating among school children. The Specific Aim (3), of the Life Skills subject, contained in the NCS Policy Statement is to “guide learners to make informed and responsible decisions about their health and environment.”
- Educators should lead by example and be role-models of a healthy lifestyle through good nutrition and regular exercise.



6.3 Tuck shop operators

- Each tuck shop operator must sign a Service Level Agreement with the school.
- Each tuck shop operator should have a copy of the FBDG.
- Tuck shop operators should sell healthy foodstuffs and beverages as alternatives such as fresh fruits, roasted unsalted peanuts etc, as shown in Table 1 in Section 7.
- The items that should be avoided in school premises are such items as fries, processed food items, etc, as shown in Table 2, Section 7.
- Only drinks allowed to be sold at school would be milk, 100% fruit juice and water. These drinks would have to be in 200ml to 250ml containers.
- Vending machines at schools should be unbranded.

6.4 Learners, Parents, Caregivers and the Community

- Parents and caregivers must ensure that they provide healthy food alternatives to their children.
- The community should encourage tuck shop operators to sell healthy alternatives.
- Parents and caregivers should lead by example and be role-models of a healthy lifestyle through good nutrition and regular exercise.
- Learners must balance their nutritional intake and do regular exercise such as jogging, cycling and playing different games.

7. SUGGESTIONS FOR TUCK SHOP OPERATORS

Schools are encouraged to give the following ideas to the tuck shop operators within their schools in order to build relations and ensure good health for learners.

- As a marketing tool use a small chalkboard at the tuck shop to advertise food that is available on a particular day, and write nutrition messages as well.
- Have a weekly or quarterly newsletter sent to parents and caregivers.

7.1 Good practices

- Drinking plenty of clean safe water: 6-8 glasses include any liquid taken;
- Boiling water if harvested from an unreliable source;
- Practicing good personal hygiene behaviour: Washing hands with soap under clean running water (after using the toilet, before and after meals);
- Covering hair during food preparation;
- Keeping short finger nails without nail polish for people preparing meals;
- Covering open wounds;
- Wearing clean clothes and using protective clothing during meal preparation;
- Providing unsweetened or 100% pure fruit juices and;
- Providing milk drinks that are low fat and unsweetened;
- Making available nutritious snacks as they are good for the provision of required energy and for metabolic processes and growth;
- Using snacks in moderation;
- Selling very limited quantities of processed snacks;
- Providing fruit and vegetables; and
- Selling soup during winter.



TABLE 1: EXAMPLES OF HEALTHY ALTERNATIVES

Examples of nutritious snacks	Nutrition information	Indication
 <p>Fresh Fruits and vegetables</p>	<p>Good sources of vitamins, minerals and fibre</p>	<p>Good for protection against illnesses, ease in bowel movement and absorption of other nutrients</p>
 <p>Roasted unsalted Peanuts</p>	<p>Good source of proteins and good fats</p>	<p>Required for the development growth and replenishing of body cells and tissues.</p>
 <p>Fish: grilled or canned</p>	<p>Good source of protein and iodine</p>	<p>Part of the thyroid hormone which regulates development of cells, growth, body temperature, and nerve functioning.</p>
 <p>Egg sandwich</p>	<p>Good source of protein</p>	<p>Required for the development, growth and replenishing of body cells and tissues.</p>
 <p>Tomato sandwich</p>	<p>Tomato contains Lycopene</p>	<p>The antioxidant lycopene is good for the prevention of some cancers.</p>

Examples of nutritious snacks	Nutrition information	Indication
 <p>Lean Mince sandwich</p>	Good source of protein	Required for the development, growth and replenishing of body cells and tissues.
 <p>Chicken liver sandwich</p>	Good source of iron and protein	Iron is required by the body for the development of red blood cells that transport oxygen to all cells.
 <p>Peanut butter sandwich</p>	Good source of Vitamin E	An antioxidant protecting cells from oxidation and stabilizes cells.

7.2 Examples of high nutritional value foods

- Fresh fruit and salads are good sources of vitamins which protect against illnesses;
- Roasted unsalted peanuts and nuts, grilled/ canned fish, boiled eggs are good sources of protein required for growth and development;
- Chicken livers are good source of iron required for the development of red blood cells; and
- Brown bread sandwiches.

7.3 Bad practices

- Selling of ice lollies (isiqeda);
- Selling and use of pre-used frying oil;

- Selling of items containing drugs to learners: Drugs are addictive; they cause behavioural changes and contribute to psychological problems; and
- Selling sugar laden fizzy drinks. These should be replaced with water, milk or juice.

7.4 Examples of low nutritional value foods

- Energy-rich foods (starch based and fatty) such as vetkoek and fried foods;
- Snacks that are loaded with colourants and additives cause learners to be hyperactive and lead to lack of concentration in class which leads to behavioural problems;
- Foods with a high salt content (lead to hypertension, cardiovascular and kidney diseases); and
- Snacks loaded with sugar.

TABLE 2: EXAMPLES OF SNACKS TO AVOID

Snack	Nutrition information	Indication
 <p>Fries</p>	<p>High fat content</p>	<p>Risk of obesity and Coronary Heart Disease. The use of pre-used oil to prepare fries can cause illnesses.</p>
 <p>Processed food items</p>	<p>High salt content</p>	<p>May contribute to the development of hypertension, cardiovascular and kidney diseases.</p>
 <p>Homemade pie/pasty or sandwich filling with fats as a base (e.g. vetkoek mince)</p>	<p>High unhealthy fat content</p>	<p>The pie/pastry is more often fat than a filling. Risk of obesity and Coronary Heart Disease.</p>
 <p>Weighed chips (umcaphuno; amakip-kip; ubhamfoqo)</p>	<p>High content of colourants and additives. High sodium (salt) content Susceptible to contamination during self packaging.</p>	<p>Many colourants e.g. Tartrazine, quinoline, allura red and benzoate are associated with hyperactivity in children.</p>
 <p>Powdered cold drink</p>	<p>High concentration of additives and colourants</p>	<p>The powder is for dilution and if sold to learners they consume it as a powder. This should only be drunk after dilution so as to avoid concentrated chemicals</p>

ANNEXURE A

SOUTH AFRICAN GUIDELINES FOR HEALTHY EATING¹¹

Food Based Dietary Guidelines

The Department of Health (DoH) in 2012 reviewed the Food Based Dietary Guidelines (FBDGs) which addresses South African food security and enables people to eat healthily.

The South African Guidelines for Healthy Eating

- Enjoy a variety of foods;
- Make starchy food part of most meals;
- Eat plenty of vegetables and fruit every day;
- Eat dry beans, split-peas, lentils and soya regularly;
- Fish, chicken, lean meat or eggs could be eaten daily;
- Have milk, maas or yoghurt every day;
- Use fat sparingly; choose vegetable oils rather than hard fats;
- Use salt and food high in salt sparingly;
- Use sugar and food and drinks high in sugar sparingly;
- Drink lots of clean safe water; and
- Be Active!

See also: The 3 Fives - Five keys to safer food, Five keys to a healthy diet, Five keys to appropriate physical activity published by the Department of Health¹². The following diagram is the food guide that supports the FBDG messages.



(Endnotes)

1. Nutrition in Contemporary South Africa 2006
2. Dr Zandile Mchiza African obesity threatens health 2010
3. Heart and Stroke Foundation of South Africa media release 2009 [accessed 19 April 2012]
4. Medical Research Council of South Africa
5. http://raisingchildren.net.au/articles/childhood_obesity.html [accessed 19 April 2010]
6. www.mrc.ac.za/healthdevelop/Publications2011.pdf [accessed April 2012]
7. Ministry of Health and Social Development, Ministry of Education, Seychelles. August 2008
8. WCED Tuck shop operators Guidelines
9. DBE Schooling 2025/Action Plan 2014
10. South African Food Based Dietary Guidelines <http://www.kznhealth.gov.za/fbdgs.pdf> [accessed 28/01/2013]
11. Department of Health <http://www.doh.gov.za/healthtopics.php?t=Food%20Control&c=Information>
12. Department of Health <http://www.doh.gov.za/docs/foodcontrol/promo/2010/5keyspamphlet.pdf>



Published by the Department of Basic Education

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Private Bag X895, Pretoria, 0001

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