



The Best of the National School Nutrition Programme

Nutrition Education

Feeding

Food production



basic education

Department:
Basic Education
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**The Best of the
National School
Nutrition Programme**

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Introduction

We know children learn best when they are not hungry or suffering from a nutrient deficient diet.

Yet, thousands of our children still arrive at school each day on an empty stomach and many only have a proper meal much later in the day, if at all. It was with this in mind that former president Nelson Mandela called for a primary school nutrition programme to be introduced in 1994.

Since that time, the National School Nutrition Programme (NSNP) has benefitted children from the poorest schools across the country. Wherever the programme has been implemented hunger has been combated and the overall school attendance has improved.

In April 2004, the responsibility for the school nutrition programme was transferred from the Department of Health to the Department of Basic Education. Since that time, key objectives have evolved and the programme is now more targeted to provide nutritious meal to learners to enhance their learning capacity. There is also an emphasis on promoting sustainable food production in schools and promoting healthy lifestyle among learners, their families and educators.

Since the launch of the programme, nearly 16 years ago, considerable progress has been made and many lessons have also been learnt. Some of the most notable changes and successes have been a switch to a menu of daily hot, cooked meals, instead of a cold meal; school feeding programmes that target all learners in a school instead of targeting just the poorest learners in each school; an expansion to reach needy secondary schools in addition to the



*Ms Gugu Ndebele,
Deputy Director-General:
Social and School Enrichment.*

*“... children learn
best when they are
not hungry ...”*





original target of providing meals at primary schools; and an extension of the original 156-day feeding programme schedule to apply to all school days.

The strength of the programme has been good co-operation between the Department of Basic Education, Provincial Departments and District Offices as implementers, also schools, parents and families. There has also been growing creativity to ensure the programme remains effective and efficient, even in some of the most trying circumstances.

This publication bears testament to the triumph of best practices and innovation in many schools. It showcases excellence, creativity and dedication at its best.

This booklet is intended to assist and inspire school management teams (SMTs), departmental officials, local communities as well as potential private sector or civil society partners with the purpose of sharing experiences and successes to make the National School Nutrition Programme really count for the thousands of learners who rely on it.



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Dedicated to prepare meals for learners



Volunteer Food Handlers wearing light-coloured protective clothing in Rampuru Primary School (Limpopo) and Ditshabatsohle Primary School (Free State).

“... feeding a large number of learners is not easy; it needs careful planning like how much time it will take to prepare the food and taking into consideration the size and quantity of the cooking equipment you have ...”

The National School Nutrition Programme provides meals to more than six (6) million learners every day. Feeding a large number of learners is not easy, it needs careful planning like how much time it will take to prepare the food and taking into consideration the size and quantity of the cooking equipment the school has. Schools involve Volunteer Food Handlers (VFHs) who are members of the community (usually women) to (i) prepare and serve food to learners (ii) keep the preparation area clean (iii) clean cooking and eating utensils (iv) make water available for learners to wash hands. VFHs are appointed by the School Governing Bodies (SGBs) and receive a monthly stipend. After being appointed the NSNP provide training on food safety. To keep to acceptable hygiene standards, VFHs are required to wear light coloured protective clothing (aprons and head gear). It is through the dedication and commitment of VFHs that learners receive meals on time.



Structured meal times benefit learners



Learners at Academic Primary in the Western Cape.

By 8am each school day at the Academic Primary School in the Western Cape, volunteer parents are busy preparing food. For many of the 632 learners here, it is their first and only proper meal of the day.

The volunteer parents strive to stick to a tight food preparation and serving schedule each day. Food preparation begins in a classroom that's been turned into a kitchen with a check of the day's menu. This is followed by careful measurement of all the ingredients before stoves are fired up. This important step ensures that the nutritional value of the meals is optimal and balanced.

As the food cooks the parents prepare stacks of plates and spoons according to the number of learners per class. They also line up tables outside classrooms and the parents are promptly ready to serve up meals as the 9.30am bell rings.

“... parents are promptly ready to serve up meals as the 9.30am bell rings ...”



“... learners are now alert and active participants ...”



Volunteer Food Handler serving learners during break (Londolozani Junior Primary School, Eastern Cape).

“... by 10h00 all learners have had their meals ...”

It is clear that the children happily anticipate their meals. Before they line up for their plates of food, they wash and dry their hands under the watchful eyes of their teachers. They then line up for their food which includes hearty meals such as rice and soya mince, they then return to their classrooms to sit down and eat.

The children are taught additional responsibility by returning their dirty plates and spoons to an assigned table for the volunteer parents to wash up for the next day's use. By 10am another bell goes off to signal break-time and it's with full tummies that the children can play and take a break before returning to class for the rest of the day's lessons. Learners are now alert and active participants in class.

Learners at Londolozani Junior primary school receive their meals from 09h00. Volunteer Food Handlers arrives at 06h00 to prepare meals. To quicken the process of serving learners in their classrooms, food is served from the kitchen and placed on the trolley. The food is always covered to protect it against dust and insects. By 10h00 all learners have had their meals.

A meal served early in the day is able to provide learners with the necessary nutrients in order to remain alert and to concentrate in class. This is particularly important when learners go without breakfast before they come to school or if they have to walk long distances to get to school. The energy levels of these learners and their ability to concentrate would be improved by receiving a meal early in the day.



Supervised meal times work best



*An educator dishing up food
(Rampuru Primary School in Limpopo).*

With hundreds of children to feed each day it is not always easy to keep track of exactly how individual nutrition programmes impact on individual learners. Sometimes learners may miss out on a meal while others may not be finishing their meals, for various reasons.

Such day-to-day hiccups can affect accurate recording of data about the nutrition programme as a whole and it also means that there is the risk that some learners could fall between the cracks.

These problems led the Limpopo Education Department to request educators to assist volunteer parents to dish out food, ensure that all learners are given a meal, that learners sit down in their classrooms for meals and also that those who may

*“... learners sit
down in their
classrooms for
meals ...”*

“ ... volunteers and the educators oversee the children throughout to ensure that all finish their meals ... ”



*An educator dishing up food for learners
(Zubane Junior Primary School, KwaZulu-Natal).*

be refusing food or not finishing their meals are appropriately seen to.

At Rampuru Primary School, educators came up with three ways to effectively address the department’s concerns. Each teacher at the school uses one of three methods that is most appropriate in her/his classroom. These methods are:

- a) At meal times learners queue inside the classroom and the teacher serves them.
- b) Learners sit and the teacher calls out each child to the table to receive his or her meal.
- c) Learners sit at their desks and the teacher dishes out a meal to the seated children.

At Zubane and Vumokuhle Junior Primary Schools there is also careful attention to ensure that not a single child is neglected and that clear information is recorded so the NSNP as a whole can constantly be improved.

These KwaZulu-Natal schools are “no-fee schools”. But educators have embraced the idea of not just being teachers but also good community citizens. So in addition to preparing their learners academically, they are also preparing these young people to be active and responsible members of society.

It is worth noting that these schools are part of a community that is characterised by severe poverty and sometimes a sense of hopelessness. Still the volunteer parents and community members who run the nutrition programmes at these schools are committed to rise to the challenge they are presented with. Without running water in the schoolyard, the volunteers are forced to each day fetch water to prepare meals for the 174 learners.

The volunteers and the educators start each mealtime by ensuring that learners wash their hands then return to their classrooms immediately. Meals are dished out for the learners and they sit in their classrooms to eat. The volunteers and the educators oversee the children throughout to ensure that all finish their meals. This active role taken by educators has great benefits to ensure better control of mealtimes; and the routine and discipline also teach good social skills, table manners and shared responsibility.

The educators take pride in doing these tasks and welcome their additional “parenting” roles. As one educator stated as she watched her Grade R children eating their meals: “I am a mother now”.



Soul Buddyz lend a helping hand



Pula-Difate Primary School in Gauteng.

The Soul Buddyz initiative is a collaborative project between the Soul City Institute for Health and Development Communication, SABC Education and the Department of Basic Education. The Buddyz range in age from 8 to 12.

At Pula-Difate Primary School in Gauteng, the Buddyz help the volunteers and parents who prepare meals. While the adults prepare the nutritious meals each day the Soul Buddyz see to hygiene matters and orderliness as the rest of their schoolmates look forward to their meals. Soul Buddyz ensure that the children wash their hands then return to their classrooms as meal times begin. While this is happening the adult volunteers dish out the food into plates for the Soul Buddyz to take to the tables

“... Soul Buddyz see to hygiene matters and orderliness ...”





*Learners wash hands before and after eating
(Pula-Difate Primary School in Gauteng).*

in a dining area at the school. Once all the plates are in place learners are ushered into the dining room and are immediately seated for their meals.

The Grade R learners are served first followed by the rest of the grades. After finishing their meals the learners leave their plates on the tables and the Soul Buddyz collect these so they can be washed by the adult volunteers and parents.

Learners who are part of Soul Buddyz become inspiring role models to their peers by showing the spirit of volunteerism and helping each other. They also instil good values and good hygiene practices.

Northern Cape takes the lead in the quotation system (transfer of funds into schools' bank accounts)

A simple but effective model is necessary to ensure that the implementation, operation and evaluation of the nutrition programmes are properly managed. The management of funds from initial transfer to final auditing stage is also important and so is good communication between all parties.

The Northern Cape Department of Education implements the following step-by-step model that has been shown to have good success with the mostly Section 21 schools that they deal with.

The steps include:

- A School applies
- A School signs a declaration to commit to sound financial accounting
- Learner numbers are verified
- A School receives a paper budget
- A step-by-step programme guideline is circulated to the school, parents and volunteers
- A Schools' feeding committee attend workshops
- Meetings are set between potential local suppliers to discuss delivery expectations.
- Call for quotations is made by advertising in each district's local newspapers
- Assessment and selection of suppliers
- Transfer of funds to schools as per enrolment made on a quarterly basis
- Active monitoring of schools
- Monthly reporting
- Quarterly financial reconciliation
- Follow up on training of volunteers
- Training SMMEs on financial management (partnership with Standard Bank)
- Inter-district quarterly meetings



- Closing of files at year-end
- Participation in annual independent audits
- Internal and external evaluations

Advantages of the model:

- The Section 21 schools are required to submit annual audited reports to districts. This ensures that programme funds are used appropriately.
- The districts and schools control smaller budgets and this helps to simplify financial management.
- When buying supplies in small quantities the schools are able to improve and vary their menus. Small quantities of supplies are easier to control and there is no large surplus at the end of each school term. This in turn improves food safety and quality.
- There is much more rigorous monitoring. This however, is dependent on a well-resourced and dedicated team at district level.
- The School Governing Bodies (SGBs) make a point of appointing unemployed parents to prepare and serve food, this promotes local community participation.
- The schools source goods locally and this stimulates local economies and supports SMMEs.
- School nutrition committees are able to negotiate prices with small, local suppliers.

Disadvantages of the model:

- If not closely monitored, irregularities can occur. This can be compounded when staff members in the districts are not properly trained or equipped to do their jobs.
- In the event of schools failing to comply with conditions of the programme, such as non-submission of monthly financial reports, the programme can be suspended and this will mean learners will suffer.
- In some instances, poor planning by schools can result in over-expenditure



Serving learners with dignity



Learners at Lerutlware Primary School eat their food in the dining hall (North West).

Just because children on the National School Nutrition Programme count among the most-needy individuals in the country is no reason to compromise their dignity.

At Lerutlware Primary School in the North West province, the children have their meals in the school hall that is cheerfully transformed into a dining area at mealtimes. Using a dining hall environment also means that educators and volunteer parents can monitor mealtimes better and children learn good table manners and discipline.

The 833 learners from Grade R to 6 at Lerutlware get to enjoy their meals at clean, neat and colourful tables and chairs.

“... enjoy their meals at clean, neat and colourful tables and chairs ...”

The volunteers and parents prepare each meal with love. It shows in the variety and tastiness of the meals. Included on the menu are rice and soya in beef, curry and chilli flavours. The volunteer cooks also mix in minestrone soup gravy to pep up the flavours.

The school serves Grade R learners first each day, and this is followed by the remaining grades. They stick to a 20-minute serving schedule for all classes. The schedule is as follows:

Stage	Description
Stage 1	A bell rings and learners proceed to the hall where they wash their hands.
Stage 2	Once inside the dining area the volunteer parents dish up a plate of food for each learner.
Stage 3	A teacher guides learners to their tables so they can enjoy their meals.
Stage 4	After eating, learners place their plates and spoons in a dishwashing basin placed at the exit so volunteers can wash these.



*VFH dishes up for learners
(Lerutlwane Primary School in the North West).*

Implementing NSNP with success in secondary schools



Boitshepo Secondary School in Gauteng.

In October 2008, the then Minister of Finance announced that the National School Nutrition Programme would be extended to secondary schools in the country's poorest communities. Funds were allocated to the provincial education departments towards procurement of meals, equipment and utensils in preparation for the expansion.

Boitshepo Secondary School in Gauteng was one of the secondary schools that welcomed the programme when it was introduced in April 2009. The school has 776 learners from Grade 8 to Grade 12 and the school provides two meals per day. Breakfast is at 7.30am and lunch is at 11.30am.

Learners arrive at the school between 7am to 7.30am. Breakfast is instant porridge and the volunteers and



“ ... children are also given drinking water and fruit ... ”

Boitshepo Secondary School in Gauteng.



Food is collected by class representatives in the kitchen.



Class representatives dishing out food for other learners.

parents who do the cooking serve five different flavours of chocolate, strawberry, banana, natural and vanilla. The volunteers boil water and learners mix their own porridge.

Once they finish eating learners take the responsibility of washing up their own dishes in time before classes begin. Breakfast at school has encouraged learners to be punctual and provide them much needed energy for learning.

At 11.30am, which is the second break, learners are served a meal of fortified maize meal and a soya relish. The volunteers and parents dish up the meals in large bowls and three representatives per class take these dishes to the classrooms. In addition to the main meal the children are also given drinking water and fruit. It is also the responsibility of the class representatives to prepare a wash basin so that learners can wash their hands and be ready with clean hands when their meals arrive.

The class representatives dish up for other learners, who then proceed to sit for their meals. It is the responsibility of each learner to wash up his/her own plate and spoon. These are provided by the Department of Basic Education. Class representatives collect all the clean crockery and utensils and return these to the kitchen.

Since the programme was initiated, there has been a feel of new energy from learners and educators alike. The programme has also brought routine, responsibility and discipline into the school.

An all-in-one facility is a dream come true



*State-of-the-art kitchen
(Dumezizweni Primary School in Mpumalanga).*

For years the Dumezizweni Primary School in Mpumalanga faced the daunting task of preparing daily meals for 1200 learners in a tiny kitchen.

Like many schools serving the poorest communities, the Dumezizweni school management team struggled to find extra space or unused classrooms to turn into makeshift kitchens to implement the school nutrition programme successfully.

Then a partnership between the Mpumalanga Provincial Education Department and the Department of Public Works made a dream come true for the school. Dumezizweni Primary School is now the proud owner of a kitchen that is the envy of many.

*“... all children
deserve meals made
and served in friendly,
safe and welcoming
environments ...”*





*A kitchen transformed to be modern and stylish
(Theha Setjhaba Primary School, Free State).*

“ ... a clean kitchen
motivates VFHs to
prepare safe and
healthy meals ... ”

Together the two departments cooperated to build a high-tech 158 sqm² kitchen for the school. It is equipped with electric stoves with an extractor fan, a geyser, industrial pots, a deep freezer and a fridge. In addition, the kitchen is installed with three stainless steel washing sinks with drying areas, working counter tops and under-counter cupboard. There are even security features to ensure that equipment can be protected from theft.

After many years of preparing meals in a limited space, the volunteers and parents who prepare meals here are now over the moon with their new, spacious and hygienic kitchen. It has definitely made it easier to prepare food for more than a thousand learners!

The vision of the Department of Basic Education is for all schools to be able to prepare and serve meals in a well-equipped kitchens like the one at Dumezizweni Primary because all children deserve meals made and served in friendly, safe and welcoming environments that meet the highest standards and regulations, such as those set out by the Department of Health.

Theha Setjhaba Primary School decided to improve the condition of the kitchen by using the school funds and asking for donations from local business to transform it into a stylish and modern kitchen. Built-in units are fitted to store food, protecting it from dust and insects. The kitchen has become a centre of interest in the school. The kitchen is also fitted with gas stoves and overhead fans to remove bad air. There is a double bowl sink with hot and cold water. The walls and floors are smooth and easy to clean. A locker for Volunteer Food Handlers is available for their coats, bags and shoes. A clean kitchen motivates VFHs to prepare safe and healthy meals.



Mobile kitchen units create clean zones



The new mobile kitchen units.

When all provincial departments were allocated a budget to improve cooking facilities, the Western Cape decided to procure mobile kitchens to support schools on the programme.

Each mobile unit incorporates lockable cupboards to store food, a canteen table, a 4.5 kg fire extinguisher and a washing sink. The school has installed an alarm system, electricity and hot water and all cooking requirements are kept within easy reach.

One of the schools to benefit from a mobile kitchen is AZ Berman Primary School. It is one of a total of 129 that has been able to transform their school nutrition programmes for the better.

For parents and volunteers at schools such as AZ Berman the mobile kitchens have dramatically

“... everything they need is all contained in one safe, hygienic and user-friendly kitchen ...”





A double-bowl sink in the new mobile kitchen units.



Lockable cupboards inside the mobile kitchen.

improved their working conditions. They no longer have to walk a distance to fetch water for cooking and cleaning and everything they need is all contained in one safe, hygienic and user-friendly kitchen.

Perseverance pays off



Mafharalala Senior Primary in Limpopo.

The Mafharalala Senior Primary School is situated in the dry and arid Dzongu area in the rural heart of Thohoyandou in Limpopo. Just to reach the school is one of the most challenging tasks and involves driving on a series of dirt roads and rocky trails.

This is a school that has faced serious hurdles in implementing their school nutrition programme but has proved that perseverance, passion and dedication pays off. The volunteers and parents here used to prepare meals outside with no shelter. They prepared meals in traditional three-legged pots on open fires come rain or shine, in winter cold or summer heat.

The school took the initiative to get donations from local businesses to build a kitchen. Initial donations

“... the school took the initiative to get donations from local businesses to build a kitchen ...”



raised enough money for the school to build a cooking facility and a store room. But the school didn't stop there. They continued with their fund-raising efforts and managed to secure building material and funding to add to the one-roomed structure with a storeroom, an enlarged cooking area equipped with two three-plate gas stoves, two 48kg gas cylinders and a washing sink. The school also bought six cooking pots and 70 plates with their funds.

The show of initiative by this school to overcome their enormous difficulties has proved their passion to see the nutrition programme positively impact the children's lives.



School food gardens are the way to go



Rocklands Primary School in the Western Cape.

Learners of **Rocklands Primary School** get excited when it is time to get dirty in their outdoor classroom. This classroom is a food garden where the children gain knowledge and skills about food production, worm farming, making compost, healthy foods and sustainable, responsible land use.

This partnership with SEED (School Education for Environment Development), an NGO, has seen the school grow baby marrows, brinjals and sunflowers successfully. SEED has provided training and information that has allowed the school to take over the running of the food gardens. Older children show younger ones what to do and now have the confidence to carry out many of the day to day tasks in the gardens without much supervision.

“... the children gain knowledge and skills about food production ...”



Rocklands Primary School in the Western Cape.

“ ... members of the community, teachers, learners and their parents participate in ensuring the gardens bloom and blossom, even during school holidays ... ”

The vegetables boost the healthy diets of the learners. Now salads and other fresh vegetables are always on the menu for the Rocklands Primary youngsters.

Meanwhile **Xihlovo Primary School** in Limpopo has created a food garden that is the centre of attraction for the school.

Teachers, learners and community members have helped to grow a bountiful vegetable garden at the school. Onions, spinach, beetroot, cabbage, sweet potato, pumpkin and green beans have been harvested and added to the menu on the school’s nutrition programme. In addition, collected seeds from the gardens are also given to learners to take home so they can start food gardens for their families.

The extra food from the gardens has meant that often there are leftovers from the daily meals. With this surplus some needy learners are able to take meals home for other family members. The school now provides the most-needy learners with vegetables and fruits to take home to their families.

The initiative at Xihlovo Primary has shown the strength not just of sustainable food gardens but also of strong partnership between schools, parents and the community in improving their school nutrition programme and promoting healthy eating habits.

Mboswobeni Primary School, also in the Limpopo province, has become a centre of excellence for horticulture. Almost every space available on the schoolyard is used to plant vegetables and fruits. The school promotes environmental stewardship and intends to further enlarge the food garden in the future.

All members of the community, teachers, learners and their parents participate in ensuring the gardens bloom and blossom, even during school holidays. The produce is sold to the local community and others who have partnerships with the school.

The best benefit of all is that tomatoes and onions grown on the premises enhance the palatability and nutritional value of the soya mince that’s on the school nutrition programme’s menu.

School food gardens have had huge rewards for schools where there have been an increasing number of orphans enrolled. Three such schools are Lagedlane Primary School in Mpumalanga, Regomoditswe Primary School in the North West and Mapapila Primary School in Limpopo.

Teachers discovered that children often arrived at school with empty stomachs. The school nutrition programme has now been boosted by fresh produce from the schools' vegetable gardens. These have helped enormously in providing these vulnerable children with nutritious food.

In addition to fighting hunger, learners at these three schools are also given the opportunity to acquire practical knowledge by initiating and tending to food gardens. One of the aims is equip orphaned children with enough skill and confidence to start their own food gardens at home. Regomoditswe Primary has a garden club established by 13 Grade 4-7 learners. Lagedlane Primary meanwhile has set aside a plot for learners to plant vegetables so they can take these harvests home.



The gardens at Lagedlane Primary School in Mpumalanga.



The gardens at Lagedlane Primary School in Mpumalanga.



Flourishing gardens at Mboswobeni Primary.



Flourishing gardens at Mboswobeni Primary.

“ ... the school nutrition programme has now been boosted by fresh produce from the schools’ vegetable gardens ... ”



The vegetables growing at Mapapila Primary School in Limpopo.



The vegetable food garden at Xihlovo Primary School.



The food gardens at Regomoditswe Primary School in North West.

Maximising the food production potential of schools



Food production activities at Pula Madibogo Primary School in Limpopo.

Pula-Madibogo Primary School in the Limpopo province has used their school premises to maximum benefit. The school has also successfully tapped into the power of partnerships with government and other independent partners to boost their nutrition programme and school funds.

A thriving food garden here produces vegetable, herbs and fruits. One of the service providers who works with the school buys fresh vegetables from the school, while herbs are sold to be processed into massage oil, herbal creams and mouth washes.

In addition, the school has benefitted from a Department of Agriculture donation of 385 egg-laying chickens. Educators and parents have been trained to manage and maintain an affordable small-scale egg production unit at the school.

“... life skills such as planting, processing garden produce and understanding entrepreneurship ...”



The initiative has become sustainable as eggs and unproductive chickens are sold to the local community. The proceeds from these sales are reinvested in the project and 26 parents who maintain the gardens are also given a stipend, which brings in income for these families.

Running the vegetable gardens and small-scale egg production units has also enhanced the learners' practical learning. These operations give the Grade 4 to 6 learners life skills such as planting, processing garden produce and understanding entrepreneurship. Garden-based learning themes are integrated into learning areas such as Mathematics, Life Orientation, Technology-Processing and Economic Management Sciences.

Most of the schools in the Eastern Cape have started food production initiatives. Schools are motivated to start food gardens through the School Garden Competitions held annually by National School Nutrition Programme. Districts are provided with funds by the NSNP to hold the event. Hundreds of schools participate in the competition. To make it successful, the Provincial Department of Education has entered in to a partnership with the Department of Agriculture, Local Municipalities and Correctional Services.

Department of Correctional Services releases ex-prisoners that are on parole to prepare the soil in schools that have rocky ground for learners to plant their vegetables.

Local Municipalities and the Department of Agriculture provide prizes like garden equipment and packs.

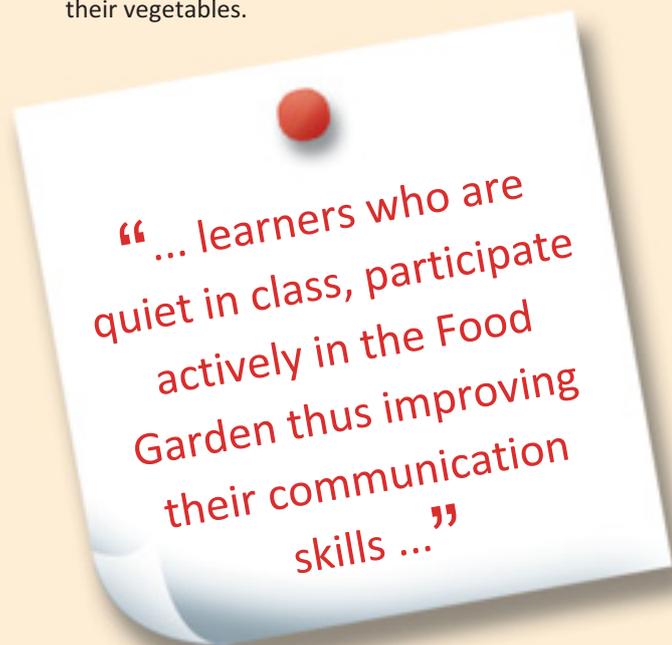
There are two main reasons for schools to start food gardens

(i) to develop skills, as tabulated below:

Learning areas	Skill
Mathematics	vegetable plots are designed in different geometric shapes
Life Orientation	learners are tasked to identify types of food nutrients found in different vegetables in the garden
Natural Science	learners learn about plant production
Economic Management Sciences	learners are taught production process and profit when selling the harvest

(ii) partly complement the National School Nutrition Programme

According to the School Garden Coordinator, a general observation is that learners who are quiet in class, participate actively in the Food Garden thus improving their communication skills.



Learners identify types of food nutrients found in different vegetable gardens (Enkwenkwezenini Primary School, Eastern Cape).

Improving efficiency through NSNP committees



Menu committee members at work during a capacity-building workshop.

The NSNP in the Western Cape has developed an efficient way to monitor the success of the programme through overseeing committees.

The provincial office has formed seven menu committees consisting of three to five members each. The menu committees serve as a watchdog for NSNP implementation at schools and have the following roles and responsibilities:

- Ensure the refinement of provincial menus
- Ensure that bid tender specifications contain the correct menu information
- Ensure that bid tender specifications are adhered to and complaints are addressed.
- Facilitate pilot projects

“... menu committees serve as a watchdog for NSNP implementation at schools ...”

- Provide preparation instructions on all menu options for schools
- The committee has calculated measurement of dry ingredients to be cooked and serving portions per learner for all feeding schools.

Below is a model that the menu committee uses to correctly guide the volunteers and parents who prepare food at school that has 632 learners:

Dry ingredient	Number of 10kg bag	Number of 1 litre jug	Portion per learner (cups)
Soya	3	2	½
Rice	2	4	½
Samp & Beans	2	½	1
Nutri drink	1	10	1

The provincial office has also set up a food safety committee with the specific role of guaranteeing hygienic and safe food supplies and food preparation. The committee also monitors safe storage of food and supplies. Some of the roles and responsibilities of the committee include:

- Ensuring that food products comply with relevant food safety acts and that tender bid specifications meet the criteria set out by the Department of Health. In the province the committee monitors eight warehouses that supply food to schools. They check weights, expiry dates, food labelling and packaging. The committee members also check the general hygiene conditions of the warehouses
- Developing a standard for production systems and facilitate the process for sampling and piloting new food products
- Ensuring that all foods consumed by learners be analysed by reputable forensic chemistry laboratories to test for compliance against standards. The product's palatability is also

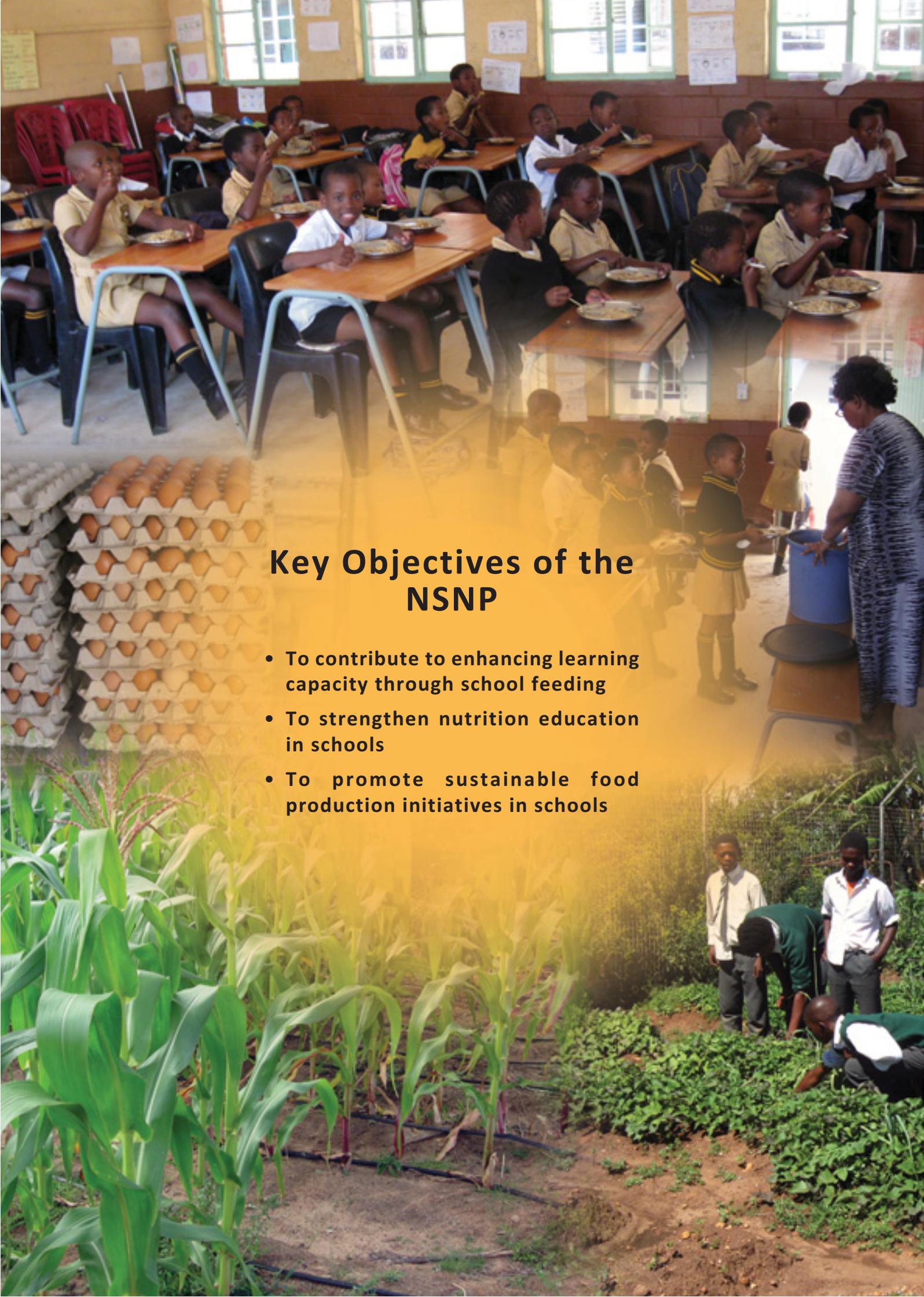
noted and feedback given to service providers to adjust their products according to test results

- Developing relevant monitoring forms for schools to fill out
- Developing relevant food safety guidelines for schools



Contact details of NSNP offices

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Key Objectives of the NSNP

- To contribute to enhancing learning capacity through school feeding
- To strengthen nutrition education in schools
- To promote sustainable food production initiatives in schools