



Evaluation of the Tiger Brands Foundation's Pilot In-School Breakfast Feeding Programme

Centre for Social Development in Africa

University of Johannesburg

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TBF In-School Feeding Programme

Purpose: to supplement the NSNP lunch programme in schools with very poor & vulnerable learners

TBF piloted their **breakfast feeding programme** in six schools in Alexandra Township, beginning July 2011

- Emfundisweni Primary
- Ithute Primary
- Ikage Primary
- Ekukanyisweni Primary
- Skeen Primary
- Pholoshu Combined



Aims of Evaluation

- A. To evaluate the **IMPACT** of the TBF feeding programme on children in the six pilot schools, in relation to:
 - I. Nutritional status*
 - II. Learner performance*
 - III. School attendance*

- B. To evaluate the school development & social benefits of the TBF feeding programme.

Research design: Mixed methods
Quantitative and Qualitative

- **Anthropometric measurements** (weight & height) to measure nutritional status (compared before and after measurements).
- **Collection of school records** to measure the average grades and attendance figures (compared before and after grades and attendance).
- **Interviews and focus groups** to check against other findings and to determine the secondary impacts.

NUTRITION



Physical health results

- **Statistically significant improvements in the nutritional status of the learners across all schools for all categories of malnourishment (overweight, stunting, wasting*).**
- There is a strong perception by all stakeholders that **better health is the most visible and significant outcome** of the feeding programme.

*Classification categories:

- Stunted (low height for age)
- Wasted (low weight for height and age)
- Overweight (high weight for height and age)

Health improvements

- Most significant health problem in relation to nutrition is **overweight learners** at **28%** of sample at baseline; this improved to **20%** at final stage.
- Stunting improved from at baseline to **14%** stage.
- Wasting improved from **5%** to **3%** at final stage.



Aggregate results for all schools

Overweight & Wasting

Overweight/wasting results (BMI-for-age)						
Cut-off	Classification	Baseline		Final		Total percentage point change over evaluation period
		n=857		n=857		
		n	%	n	%	
>2SD	Severely overweight	92	10.7	55	6.4	-40.1%
>1SD	Overweight	145	16.9	118	13.8	-18.3%
Within BMI guidelines for age		574	67	660	77	+14.9%
<-2SD	Underweight (wasted)	24	2.8	18	2.1	-25.0%
<-3SD	Severely underweight (Severely wasted)	22	2.6	6	0.7	-73.1%

Green highlights demonstrate improvements in nutritional status

Aggregate results for all schools Stunting

Stunting (height-for-age)						
Cut-off	Classification	Baseline		Final		Total percentage point change over evaluation period
		n=857		n=857		
		n	%	n	%	
<-3SD	Severely stunted	64	7.5	24	2.8	-62.7%
<-2SD	Stunted	94	11	97	11.3	2.7%
Normal growth (not stunted)		699	81.6	736	85.9	5.3%

Green highlights demonstrate improvements in nutritional status

Perceived health outcomes

- **Children have more energy and feel stronger.**

“Our children are not as weak as they used to be...With the foundation phase, it is the energy [of children] that we are seeing.” (Principal)

- **Children experience better overall health as a result of the feeding scheme**

“I was so thin, my friends called me skeleton ... when TBF came, I am big now and I don't have pimples on my face. I am stronger and don't get sick too much.” (Grade 6 Learner)

LEARNER PERFORMANCE



Learner performance results

- The juniors (Grade R – 3) across all primary schools **marginally improved their term average** except Emfundisweni.
- **Grade R saw biggest improvement** across all schools.
- **Slight decrease in school performance** for senior learners (Grade 4 – 9) over 2011, except Ithute & Emfundisweni. No gender differentiation in performance.
- Multiple variables could influence performance.

Perceived performance outcomes

- Unanimous reporting that feeding the programme had a **noticeable positive effect on:**
 - **attention span & concentration**
 - **class participation**
- The above are building blocks towards improved performance.
- While performance has not yet improved substantially, the building blocks are in place to improve performance.

“They come, they have their breakfast, they are listening attentively to the educators ... in the past you would find the learners sleeping” (Principal)



“School started at 8am and [the DBE lunch scheme] was only at 11:30am ... now [we] are paying attention to the teachers and don't care about when the [lunch] is going to be.” (Grade 6 learner)

SCHOOL ATTENDANCE



School attendance results

- Overall **absenteeism rates were low** amongst junior & senior learners (but school records very limited).
- Principals, educators & learners reported **breakfast at school is an incentive** for children to attend school & to come on time.

“Now it is easier to come early because you know that you are going to eat at school.” (Grade 6 learner)

“Even those learners who are sick come to eat breakfast and afterwards you report to their parents that they are not well [and they go home]”. (Principal)

SOCIAL BENEFITS



Social benefits

School development

- Food handlers gained skills & knowledge in food preparation, hygiene and nutrition.
- Buy-in of educators & sense of community.
- Improved infrastructure.
- The mentorship & development of school principals.

Learner benefits

- Generation of knowledge of nutrition.
- Meal time institutionalised as a social event.
- New healthy meal-time habits (e.g. washing hands).
- Behaviours repeated at home.

“It’s not for the school only, the kitchen is for the community. We have programmes running at the school – farewell functions for educators, learners, etc. It’s where we cook for the whole school and staff, for Grade 7 learners and their parents, and at AGM functions we cook for the parents. It has become a societal benefit.” (Principal)



Additional 'spin-offs'

- **Support for vulnerable children, families and orphans:** surplus food given to vulnerable learners and their parents.
- **Income generation opportunities:** Food handlers and school monitors receive a stipend from TBF.
- **Entrepreneurial opportunities:** The breakfast programme has enabled a local SMME to expand his delivery business and employ 3 people in the community full-time.

SUMMARY OF OUTCOMES

- **Nutrition:** health improvements from baseline to final measurement have been significant.
- **Performance:** while only small positive changes in performance, concentration and participation noticeably improved.
- **Attendance:** breakfast is a strong motivating incentive to attend school and come on time.
- **Social benefits:** clear benefits for the school, the social behaviour & knowledge of learners, and the community.

CONCLUSIONS

- The TBF breakfast school feeding programme had a positive influence on the key evaluation indicators.
- The programme is highly valued by all school stakeholders, including principals, educators, food handlers, learners and parents.
- This evidence supports the continuation and expansion of the TBF breakfast school feeding programme.

