

## BRIDGE Maths and Science Learner Support Programmes Community for Effective Practice

### Record of the Monitoring and Evaluation Focus Group's Colloquium

VIP Boardroom, Sci-Bono Discovery Centre, Newtown, JHB

13 February 2014, 10h00 – 13h00

Dear Community Member,

The Monitoring and Evaluation colloquium focused on the work of the Tiger Brands Foundation (TBF) In- School Breakfast Feeding Scheme. Zarina Khan facilitated the session with support from Carlene Gonzo and Barbara Dale-Jones of BRIDGE. This meeting was attended by a variety of stakeholders including:

Benita Williams Evaluation Consultants	Fazeela Hoosen
Engage/ YoMobi	Jason Bygate
GDE	Moipone Maleka
Infundo	Charmaine Smith
JET Education Services	Hugh Marera
JSCE	Xoliswa Ngxanga
Khulisa Management Services	Ritka Dzula
Positive Youth Affirmation	Mosa Phoshane
Positive Youth Affirmation	Glory Mkhonto
Tiger Brands Foundation	Kelvin Glen
Tomorrow Trust	Thandi Sokujika
Ukhanyiso Ebantwini (Pty) Ltd	Cathy Fry
University of Johannesburg	Jacqueline Batchelor
Zenex Foundation	Lauren Fok

The Monitoring and Evaluation colloquium focused on the work of the Tiger Brands Foundation (TBF) In- School Breakfast Feeding Scheme. Zarina Khan facilitated the session.

Tiger Brands Foundation feeds thousands of children across the country through its In – school Breakfast Feeding Programme. Kelvin Glen, Director of the Foundation, shared the foundation's monitoring and evaluation methodology that uses the mobile technology. He also highlighted some of the challenges the foundation has faced and the lessons that have been learned.

#### *Background: Tiger Brands Foundation In-School Breakfast Feeding Scheme*

The Tiger Brands Foundation aims "to improve the lives of learners attending non-fee paying schools and their surrounding communities by creating sustainable, scalable and replicable programmes focussed on nutrition and education enhancement". Between June 2011 and December 2013, the TBF served over 14 million in-school breakfasts. This programme is a public private partnership that feeds the whole school and gives learners the opportunity to learn with a focused mind. It was the first of its kind in South Africa.

At the time of this meeting, 60 schools were involved in the TBF programme in six provinces: Gauteng, Western Cape, Limpopo, Mpumalanga, KwaZulu Natal and the Eastern Cape. Over 43000 individuals are fed in each of these schools. In setting up this project, the TBF learnt a lot about assumptions made when interventions are created. For example some schools did not have a kitchen, in which case the foundation had to set up kitchens in the schools before the programme could begin.

The Tiger Brands Foundation signed a five year agreement with government. In the first four years the TBF provides food and monitoring and evaluation. In the fifth year, the TBF will not provide food, however, the monitoring and evaluation support to the department will continue for that year.

There is little doubt that feeding schemes can change a child's life. Although it is not possible to map feeding scheme data to a shift in school results, it is entirely possible to link the scheme to behaviour change in the school, such as a decrease in absenteeism in schools as learners are guaranteed a meal first thing in the morning.

In terms of operational aspects of the programme, the school receives food from the foundation along with instructions for preparation. Each school morning breakfast is served between 07h30 and 08h00 by food handlers in each classroom. The food handlers are recruited from the school community and paid a stipend by the TBF. Each of their contracts will only run for a single year. Handlers are responsible for the cooking facilities and attend training with the foundation. The foundation's work is central to a school's function, in school breakfast feeding is a standing item in the agenda for school management team and school governing body meetings, at all times.

Kelvin explain that the In School Breakfast feeding programme has a positive impact on

- Behaviour
- School attendance (punctuality & absenteeism)
- Nutrition
- Contributes to whole school development
- Enterprise Development
- Skills development
- Infrastructure
- Shaping the future of school feeding
- Developing a replicable public private partnership (PPP) model

#### *Monitoring and Evaluating impact of this Programme*

In 2013, the foundation programme was the subject of a comprehensive evaluation carried out by the University of Johannesburg, Centre for African Studies. Learners shared feedback that illustrated clear psychological and physical benefits of being this school feeding initiative. Educators noted that learners were more attentive and teachers could see a change in the children's health and performance; they also shared the view that the school kitchen has empowered the school and it is an investment for the school as a whole. To read this evaluation in full you can download it [here](#).

In addition, to the UJ: CAS evaluation, the foundation is engaged in ongoing monitoring, tracking and evaluation that is driven by a mobile application. This application provides real time data to both the Tiger Brands Foundation and representatives of the Department of Basic Education. The foundation steered clear of conventional paper based data collection and reporting methods because they often lead to inaccuracies and delays in providing information. ENGAGE has developed with its technology partners Mobenzi™, a mobile monitoring and reporting solution for the foundation. The solution established a reliable accurate flow of information from remote locations, the collation, and analysis of information and presentation of the information in required formats for the project management.

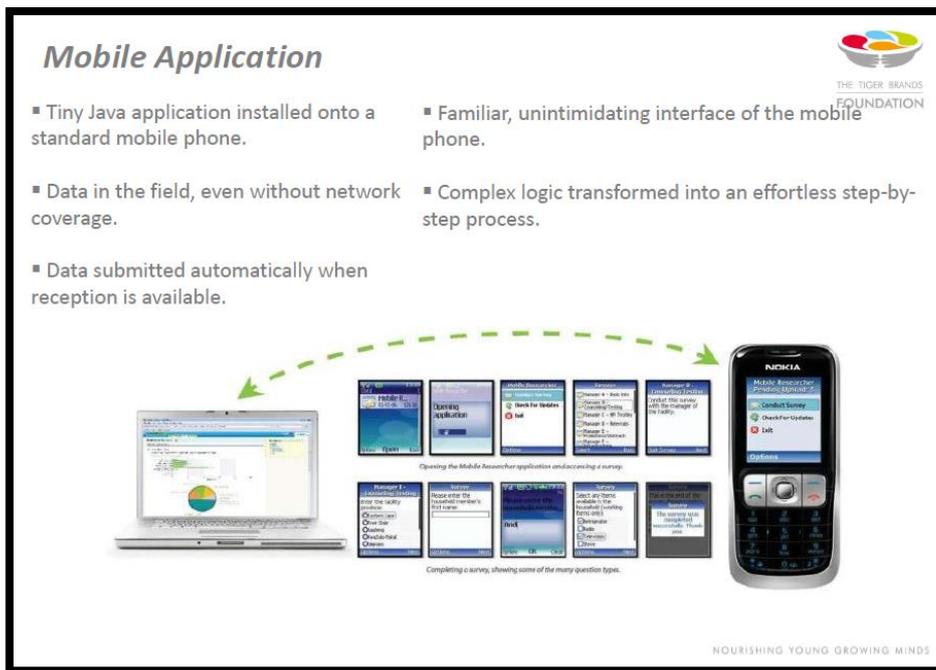
The noted benefits of this approach include:

- Real-time data availability and analysis
- Improved data integrity
- Field worker management
- Enhance mobility

- Integrated communication
- Focus on respondent confidentiality
- Optimised resource usage

This application is run from a web based management console that aids the design and deployment of forms. It also allows monitoring, management and communication with remote teams. Online collaboration, analysis and export of responses can all take place on this system.

Kelvin explained that this comprehensive end to end solution requires an investment cost but limited ongoing running costs. The foundation spent R240 000 on software development and pays R6300 a month in licence fees. In terms of ongoing support the foundation staff can create and edit, in-house, the questionnaires that field workers respond. There are interfaces for decision makers, supervisors and fieldworkers.



### How the mobile application works

The fieldworker interface is of particular interest to the community members present. Users can complete programme forms from anywhere, even in the absence of network coverage using any one of hundreds of standard mobile phones. The interface has a simple step by step process design which is also supported by basic training. The data costs are very low and in cases where entries are made in the absence of network coverage, data is submitted when reception becomes available. Often the field workers are unemployed youths who receive a stipend for the breakfast programme report and the National School Nutrition Programme (NSNP) lunch report. These youths are offered this part time employment opportunity for a single year.

### Partnerships

Kelvin Glen gave the community a very positive perspective of his interaction with the national and provincial education departments. In his presentation he explained that the Tiger Brands Foundation (TBF) had gone to the DBE with a very clear set of objectives; TBF focused on aligning the foundation’s work with supporting department objectives. Through collaborative work TBF has developed a valuable supplement to the National School Nutrition Programme (NSNP) and the means to monitoring and track both that TBF in-school breakfast and the NSNP lunch. In order to ensure goal alignment Kelvin explained that a great deal of relationship management is essential.

The TBF plays a funding, thinking, co-ordination and delivery role in partnership with a number of stakeholders including:

- Department of Basic Education (national, provincial & local level)
- Departments of Agriculture / Health / Social Development.
- Beneficiary schools, parents and community leaders
- Community Based Agencies (delivery partners)
- Tiger Brands
- Corporate Social Investment / Partnerships

### ***Community of practice outcomes***

The Monitoring and Evaluation (M&E) focus group aims to learn about and apply findings of M&E processes in the development sector. It is also interested in unearthing working practice in learner assessment.

Kelvin Glen imparted some important information which relates to the vertical integration of policy and practice. He noted that TBF invests a lot of time in relationship building and management with the representatives of government departments. He interacts with representatives of national and provincial government while TBF provincial managers in the various provinces take a lot of time in their work interacting with district officials where the beneficiary schools are located. As a result of this effort the foundation has been able to work in manner that is aligned with government; for example, TBF uses its M&E system to provide reports on the DBE provided lunch. This example also represents an approach to maximising available resources for monitoring and evaluation.

The entire approach to school feeding that TBF has used and documented represents a contribution to community and the system as a whole about the way feeding schemes could be run more efficiently. The discussions in this meeting highlighted assumptions funders and programme implementers need to be aware of when setting up feeding programmes; and elements that will ensure the process is carried out effectively and efficiently. Sharing of this work in community meetings also aids the spread of working practice.

In this presentation Kelvin and the Tiger Brands Foundation also contributed to the creation of common purpose, peer support and trust among stakeholders by sharing the TBF work openly and honestly; and offering to share their work with organisation's who would like to work in the school feeding space.

BRIDGE shared a learning brief on the previous monitoring and evaluation colloquium. This leaflet enabled those who were not present at the previous meeting to get an overview of the salient points shared by JET evaluators on the RMB Maths Development programme.

Best wishes,

The BRIDGE Team

April 2014