



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**SISHEN SOLAR FACILITY**  
WINDFALL 59 PROPERTIES (PTY) LTD



THE TIGER BRANDS  
FOUNDATION

# Valuing the impact of the in-school breakfast programme in **Northern Cape**, South Africa



**INDEPENDENT RESEARCH  
INTO SOCIAL RETURN ON  
INVESTMENT, COMMISSIONED BY  
THE TIGER BRANDS FOUNDATION  
AND CONDUCTED BY RESILIENCE  
ANALYSIS CONSULTING.**

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The Northern Cape in-school breakfast programme is undertaken in a public-private partnership with the Department of Basic Education, and funded by Sishen Solar Facility. It is rolled out on their behalf by the Tiger Brands Foundation.



## INTRODUCTION TO SOCIAL RETURN ON INVESTMENT

In partnership with the Department of Basic Education, Sishen Solar Facility provides in-school start-of-the-day meals. The programme is rolled out on Sishen's behalf by the Tiger Brands Foundation (TBF), whose stated mission is creating holistic nutrition- and education-focused programmes that are *sustainable, scalable and replicable*. This undertaking is impossible without understanding whether community, environmental *and* financial value has resulted from these interventions – for all of those who contributed to any positive impact.

As a means of assessment, TBF selected the Social Return on Investment (SROI) methodology, first developed by the Roberts Enterprise Development Fund in the USA. It was further enhanced in the UK, and has been extensively adopted across Australia, Europe, the UK, and the USA for more than a decade.

SROI provides a framework both for exploring our impact, and determining the extent to which disparate stakeholders - vulnerable learners, educators, food handlers, parents

and caregivers, local and provincial educational systems, affected communities, vendors, and associated small businesses - are affected by our programmes.

To this end, we commissioned an independent, retrospective SROI study of the TBF's work in the Northern Cape and Limpopo between 2016 and 2017. The analysis was complex, examining how the TBF's Theory of Change manifested in each stakeholder group. Filters were applied to account for external factors which may have an effect on the overall impact created through the programme.

Armed with the outcomes of these analyses, we can embark on meaningful discussion regarding what was achieved, what *can* be achieved, and *what and how to change* – considering stakeholders, beneficiaries, outcomes, *activities* and resources - to achieve higher returns on investment in future.

## A REVIEW OF THE TBF BREAKFAST PROGRAMME IN THE NORTHERN CAPE, 2016 – 2017



### Findings

The SROI analysis indicated that the programme delivers a SROI of 10.51:1 which means that for every R1 invested, approximately R10.51 of social value is created.

The highest value was created for the learner group. Parent outcomes showed high returns on investment, with educators also benefitting to a high degree.

The Northern Cape, and especially the area where the breakfast programme is implemented, is a poor rural area. As the programme is still in early stages of implementation, more financial investment and closer relationships - networking and partnerships - with schools, principals and learners will likely increase SROI in the future. Already, measured impact was much wider than a single specific group (e.g. learners) and a single specific outcome (e.g. physical growth).

Strategic cost savings contributed significantly to the high SROI ratio attributed to the programme. Procurement of food at close to cost price and making use of systems already in place, such as transport networks, are examples of leveraging economies of scale to the advantage of the programme that can easily be replicated in other parts of the country – as it is already in Limpopo.

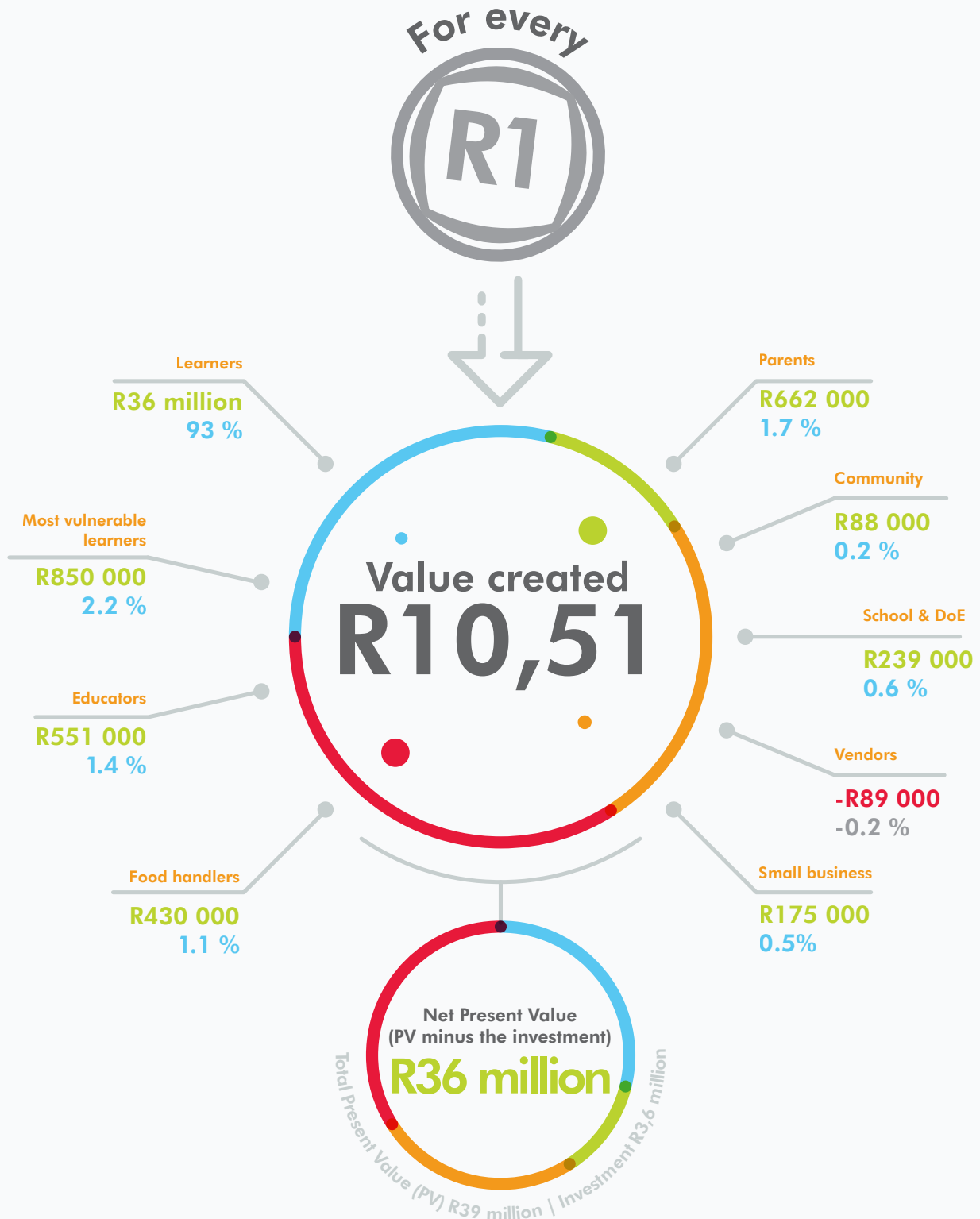
The sustainability of interventions that target basic needs, such as food security, depend on continuous investment into close partnerships. In the Northern Cape, shared management with the provincial Department of Education and the national Department of Basic Education contributes to sustainability in this province.

As of 2017, the in-school breakfast programme in the province included 5 388 learners, 186 educators and 27 food handlers at five primary schools.

### Selected recommendations

- Educators play an important role in the ongoing success of the programme. The influence of different leadership styles and the motivation of educators on programme implementation and results must be recognised.
- Vendors that sell food and snacks at or near the school gates will benefit from education and skills development so they can improve their own understanding of nutrition and widen their markets.
- Water is a critical factor for any nutritional scheme or programme. Sourcing local sponsorship to alleviate water challenges should be considered.
- Some schools lack kitchens which can be challenging. Long-term solutions can be sought through collaboration between the TBF and other investors. Thus, for example, the TBF is currently building kitchens at two schools in the Northern Cape.
- The benefit specific to early breakfast was evident in this study. The effect of combined breakfast and lunch illustrates the need for collaboration to ensure learners eat regularly and early.
- The differences between the initial set-up costs and cost of rolling out the programme, and cascading the implementation to a wider beneficiary reach, should be investigated.





**THE FULL REPORT CAN BE DOWNLOADED AT  
WWW.THETIGERBRANDSFUNDATION.COM**

Note: Figures rounded for ease of reading.