

**GUIDELINES FOR AN ENVIRONMENTAL EDUCATION
TRAINING PROGRAMME FOR STREET FOOD VENDORS IN
POLOKWANE CITY**

by

MUREMBIWA STANLEY MUKHOLA

THESIS

submitted in fulfilment of the requirements for the degree

DOCTOR EDUCATIONIS

in

ENVIRONMENTAL EDUCATION

in the

FACULTY OF EDUCATION

at the

UNIVERSITY OF JOHHANESBURG

PROMOTER: Prof HG Van Rooyen

January 2006

PREFACE

I would like to sincerely acknowledge the assistance of all individuals and organisations who contributed to making this research project successful. In particular I thank Ruth Brown of the London South Bank University in the United Kingdom, a language expert who edited this research project.

My special and sincere gratitude go to my promoter from the University of Johannesburg, Professor Hugo van Rooyen, for his guidance and supervision throughout this research project. Professor van Rooyen was more a friend than supervisor during the research project, and he is heartily thanked for his very positive approach and encouragement which kept me going at all times. I am indebted, too, to both Professor Elizabeth Henning and Doctor Gillian Godsell for their guidance, enthusiasm and motivation in the course of the research task.

I also want to thank Nicolas Lotz who assisted me with literature research and Dr MN Nkoe for his assistance in conducting focus group and individual interviews in Northern Sotho. His professional manner in assisting with this research project is appreciated. Dr Nkoe sacrificed his time from his busy schedule and afforded me the opportunity to interview street vendors in Polokwane, many kilometres away from Gauteng.

My sincere thanks also go to Mr. J Pieterse, a curriculum specialist who advised me on the framework of a training programme.

The provincial health department of Limpopo is thanked for offering me the opportunity to conduct research in its area of jurisdiction. The Department of Environmental Services of the city of Polokwane, as well as the street vendors themselves, were available to me at all times and this has contributed immensely to the success of the project.

The research could not have been a reality without financial inputs. I thank the National Research Foundation (NRF) and the former Technikon Northern Gauteng management for funding the project. This research would not have

been successful had it not been for such generous contributions from these organisations.

I sincerely thank my foster parents, Erna and Franz Werbitzky, my sister Elke and her family, my brother Jurgen and his family, and Ute in Germany for the support you gave me from 1974 to date. I owe this achievement to all of you. May God bless you.

I sincerely thank my wife, Munyadziwa Agnes, for her moral support and understanding during the many nights and weekends I have spent both with her and away from her during the pursuit of this thesis. My son, Bruce, was always there when the technology went wrong, and my daughter, Sharon, willingly undertook the initial typing of this thesis. My sons, Chris and Leon, were always there for me. I thank each of you for your patience when I have kept you until late at night while typing this project, and for all the sacrifices you have made for me during this time.

Finally, all those who directly and indirectly contributed to the success of this research project are heartily thanked. Many kilometres stretch between the inception of this project and its completion. God the Almighty, my creator, I thank You for my health and Your protection along the way.

DEDICATION

This research is dedicated to

- my late mother Mabjalwa Mukwena-Mukhola who passed away when I was only twenty-six years old and could not experience my achievements;
- my family in Germany, Erna and Franz Werbitzky, for supporting me throughout my studies, and also for taking over the role of parents when my mom passed away;
- my mother's siblings for your unselfish support;
- to my wife and children, for loving me and supporting me throughout.

ABSTRACT

The scientific study of food has emerged as a discipline in its own right since the end of the 1939-1945 war. The need for the development of a training programme for street food vendors reflects an increasing awareness of the fact that the eating quality of food commodities is determined by a logical sequence of events that starts at the production of the food or the germination of the seed, and culminates in its consumption. From this point of view the street food handler is inevitably involved in certain aspects of nutrition, environmental health and psychology.

Apart from the problems of handling and preparation of food, it seems likely that the food handler will become increasingly concerned with enhancing the biological value of traditional food. Further, there is the potential for evolving entirely new ways of preparation and handling as a result of the pressure of increasing population diversity and demand. This is likely to produce a need for the additional training of food handlers and health professionals.

Street food is one of the major commodities with which Environmental Health Officers are concerned, and is subject of the present inquiry in Polokwane. This sector is a growing enterprise in Africa today: its expansion is linked to urbanisation, unemployment and lack of economic growth. Despite this, the role of street food in supplying ready-to-eat food has received little official attention; more notice has been paid to the potential dangers arising from the consumption of street food than to any benefits it might offer. This has resulted in the marginalisation of the sector's activities. Much of the bias against street food is, however, unfounded and is based more on prejudice than empirical data.

Official data on street food and its consumption in South Africa are largely lacking and few studies have been conducted in this regard. These few studies have shown that the street food industry is a large and complex sector, which provides a means of livelihood principally for unemployed woman and an affordable source of food to many thousands of people. The potential of street vendors to improve the food security in both urban and rural

populations remains almost totally unexplored. Where the formal sector fails to provide opportunities for employment, people often resort to informal trading to make a living.

This research has confirmed that street food is inexpensive, and immediately available to consumers. In Polokwane the sector produces an integral part of the diet that is regularly consumed by all income groups, but particularly by commuters, workers and school children. Street food is extremely diverse in terms of what is available: it includes drinks, fruit and vegetables, meals and snacks. The ways in which street food is processed vary widely and include the preparation of food on the city street in relatively heterogeneous and unregulated conditions.

The potential drawbacks of street food include its safety requirements; the lack of training of street vendors; quality control of the preparation and microbiological safety; consumption requirements; and the enormous variability of street food in terms of ingredients used by different vendors and the way in which it is prepared.

LIST OF FIGURES AND TABLES

		<u>Page</u>
Figure 1.1	<i>Food being prepared for customers at Sotho kitchen</i>	2
Figure 1.2	<i>Customers enjoying their meal at Sotho kitchen.....</i>	2
Figure 1.3	<i>A street food vendor prepares red meat for sale without proper facilities on the pavement of a street in Polokwane</i>	12
Figure 1.4	<i>Liquid waste disposed of in a storm water drain at a selling point.....</i>	18
Figure 1.5	<i>Street vendors buying raw material for daily food preparation in Polokwane.....</i>	19
Figure 1.6	<i>The city of Polokwane where the study is being undertaken.....</i>	30
Figure 1.7	<i>A map of Polokwane showing the areas where this study is being carried out.</i>	31
Figure 3.1	<i>Programme development model (Ornstein & Hunkins (1998:272).....</i>	83
Figure 3.2	<i>Standard form for programme evaluation (adapted from Wiles & Bondi, 2002:158).....</i>	86
Figure 3.3	<i>Practical measures to avoid the transmission of food-borne diseases (FAO, 2000:21)</i>	88
Figure 4.1	<i>The van Rooyen model, “Education for a sustainable development” (Van Rooyen:2002),</i>	121
Figure 5.1	<i>Street vendor giving informed consent for the interview at Polokwane</i>	136
Figure 5.2	<i>Constant comparative method of data analysis (Maykut & Morehouse, 1994:135).....</i>	157
Figure 6.1	<i>Graph showing the distribution of street vendor participants at the eight different sites in Polokwane</i>	165
Table 1.1	<i>Results (+ve versus –ve) of samples analysed for presence of micro-biological growth (adapted from Mukhola, 2000:63)</i>	21
Table 5.1	<i>A comparison of quantitative and qualitative research (adapted from Nieswiadomy, 1993:150; Bell, 1993:5 and Sprinthall et al., 1991:102).....</i>	140
Table 5.2	<i>A summary of the strengths and weaknesses of qualitative research (adapted from Sarantakos, 1997:53)</i>	146

<i>Table 6.1</i>	<i>Demographic data collected during this research study showing the gender of participants</i>	165
<i>Table 6.2</i>	<i>Demographic data collected during this research study showing the present level of education of the participants.....</i>	166
<i>Table 6.3</i>	<i>Themes, categories and sub-categories emerging from the research.....</i>	170 -171
<i>Table 7.1</i>	<i>Suggested modules and content for training programme as proposed by participants</i>	230- 231
<i>Table 7.2</i>	<i>Proposed framework for layout of topics to be included in training programme</i>	232
<i>Table 7.3</i>	<i>Suggested format for the guidelines of a training program for street food vendors</i>	233- 241

LIST OF ABBREVIATIONS AND ACCRONYMS USED IN THIS STUDY

<i>NRF</i>	<i>National Research Foundation</i>
<i>FAO</i>	<i>Food and Agricultural Organisation</i>
<i>UNO</i>	<i>United Nation Organisation</i>
<i>WHO</i>	<i>World Health Organisation</i>
<i>EHPs</i>	<i>Environmental Health Practitioners</i>
<i>GDP</i>	<i>Gross Domestic Products</i>
<i>SMEs</i>	<i>Small Medium Enterprises</i>
<i>CSS</i>	<i>Central Statistics Services</i>
<i>IDP</i>	<i>Integrated Development Plan</i>
<i>SADC</i>	<i>Southern African Development Community</i>
<i>PHC</i>	<i>Primary Health Care</i>
<i>NSSP</i>	<i>Non State Subsidised Programme</i>
<i>HACCP</i>	<i>Hazard Analysis Critical Control Point</i>
<i>UCSF</i>	<i>University of California, San Francisco</i>
<i>RAU</i>	<i>Rand Afrikaans University</i>
<i>UNEP</i>	<i>United Nations Environment Program</i>
<i>USDA</i>	<i>United State's Department of Agriculture</i>
<i>E Coli</i>	<i>Escherichia coli</i>
<i>CCPs</i>	<i>Critical Control Points</i>
<i>SASVFF</i>	<i>South African Street Vended Foods Forum</i>
<i>CBD</i>	<i>Central Business District</i>
<i>HIV/AIDS</i>	<i>Human Immune Virus/ Acquired Immune Deficiency Syndrome</i>
<i>ANC</i>	<i>African National Congress</i>
<i>RSA</i>	<i>Republic of South Africa</i>
<i>EETAP</i>	<i>Environmental Education and Training Partnership</i>
<i>SABC</i>	<i>South African Broadcasting Cooperation</i>
<i>EE</i>	<i>Environmental Education</i>
<i>EEFS</i>	<i>Environmental Education For Sustainability</i>

TABLE OF CONTENTS

	<u>Page</u>
Chapter 1: AN OVERVIEW OF THE STUDY	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND.....	5
1.2.1 An international perspective	5
1.2.2 A national perspective	7
1.2.3 A local perspective: Polokwane, Limpopo province	11
1.2.4 The regulatory framework.....	13
1.3 THE RESEARCH RATIONALE	15
1.3.1 Good practice by street food vendors in Limpopo province	18
1.3.2 Education for a healthy food environment	21
1.3.3 Cultural violation by street food vendors.....	22
1.3.4 Who is the health educator?	23
1.3.5 The importance of health	24
1.3.6 The importance of health education in Limpopo province.....	24
1.3.7 The aim of health education	25
1.3.8 Important factors for the success of health education.....	26
1.3.9 Training of street food vendors	26
1.4 THE PROBLEM STATEMENT	27
1.4.1 Formulation of the research question	28
1.4.2 The formulation of sub questions.....	28
1.5 THE PURPOSE OF THE STUDY.....	28
1.6 THE PRIMARY OBJECTIVES OF THE STUDY.....	28
1.7 THE DESIGN OF THE STUDY	29
1.8 THE STUDY AREA	30
1.9 THE PARTICIPANTS OF THE STUDY	31
1.10 AIMS OF THE STUDY	32
1.10.1 Objectives of the study.....	32
1.11 THE ETHICAL ISSUE OF INFORMED CONSENT	32
1.11.1 The journey to informed consent	34
1.11.2 What consent really stands for	34
1.11.3 The process of obtaining multimediated informed consent.....	35
1.12 DATA COLLECTION METHODS	36

1.13	THE RESEARCH METHODOLOGY.....	36
1.14	DATA PROCESSING AND ANALYSIS	37
1.15	THE DEVELOPMENT OF GUIDELINES FOR THE TRAINING PROGRAMME	37
1.16	DEFINITIONS	38
1.17	SUMMARY AND LAYOUT OF THE THESIS.....	40
Chapter 2: LITERATURE REVIEW (PART 1): PROMOTING A HEALTHY ENVIRONMENT WITHIN STREET FOOD VENDING		43
2.1	INTRODUCTION.....	43
2.2	GENERAL HEALTH.....	43
2.3	FOOD-BORNE DISEASES	48
2.3.1	Food-borne diseases worldwide	50
2.3.2	Food-borne diseases within South African Development Community .	51
2.3.3	Food-borne diseases in South Africa.....	52
2.4	THE USE OF HAZARD ANALYSIS CRITICAL CONTROL POINT (HACCP) TO ENSURE THE SAFETY OF FOOD	53
2.4.1	Principle 1: Conduct a hazard analysis.....	56
2.4.2	Principle 2: Determine the critical control points (CCPs)	56
2.4.3	Principle 3: Establish critical limits	57
2.4.4	Principle 4: Establish a system to monitor control of the critical control point	57
2.4.5	Principle 5: establish the corrective action to be taken when monitoring indicates that a particular critical control point is not under control.....	58
2.4.6	Principle 6: Establish verification procedures	58
2.4.7	Principle 7: Establish documentation concerning all procedures and records relevant to the HACCP principles and their application	59
2.5	THE NEED TO HAVE ACCESS TO GOOD INFRASTRUCTURE.....	59
2.6	PROBLEMS RELATED TO THE ENVIRONMENT	60
2.7	HEALTH CONDITIONS IN THE VICINITY OF SELLING POINTS IN POLOKWANE.....	61
2.8	THE PROCESS OF PREPARING FOOD FOR SALE BY STREET FOOD VENDORS.....	63
2.8.1	Food storage	63
2.8.2.	Food handling.....	63
2.8.3	Food preparation and its effects to the tourism industry	65

2.9	EDUCATION OF THE ROLE PLAYERS IN THE STREET FOOD VENDING ENTERPRISE	66
2.9.1	Education of consumers	66
2.9.2	Education of food handlers	68
2.10	OTHER STRATEGIES TO ENHANCE THE SAFETY OF STREET FOOD	70
2.10.1	Self-reliance of street vendors	71
2.10.2	Policies on street food	72
2.10.3	Regulation of street food.....	72
2.10.4	Small and medium enterprise development.....	75
2.10.5	Infrastructure of street vendors	76
2.11	SUMMARY OF THE CHAPTER	77
Chapter 3:	LITERATURE REVIEW (PART 2): PROGRAMME DEVELOPMENT	78
3.1	INTRODUCTION	78
3.2	THE NEED FOR A TRAINING PROGRAMME FOR STREET FOOD VENDORS.....	78
3.3	THE DEVELOPMENT OF HUMAN POTENTIAL	79
3.4	CHARACTERISTICS OF TRAINING PROGRAMMES.....	80
3.4.1	Programme conceptualisation and legitimisation.....	83
3.4.2	Programme diagnosis.....	83
3.4.3	Content selection.....	84
3.4.4	Experience selection	84
3.4.5	Programme implementation.....	84
3.4.6	Programme evaluation.....	85
3.4.7	Programme maintenance	86
3.5	ADULTS AS LEARNERS	89
3.6	AN ADULT TRAINING PROGRAMME	90
3.6.1	Adult education.....	91
3.6.2	Non-formal education	92
3.7	HOW ADULT INFORMAL EDUCATION CAN BE USED TO CREATE AWARENESS AND ADDRESS BASIC HUMAN NEEDS OF THE COMMUNITY	94
3.8	STREET FOOD VENDORS' TRAINING IN DEVELOPING COUNTRIES.....	98
3.8.1	Regulatory aspects.....	98

3.8.2	The nature of the street food trade and its economic importance.....	99
3.8.3	Modes of selling street food in developing countries	100
3.8.4	Street food in Indonesia (Bogor).....	100
3.9	COST AND AVAILABILITY OF STREET FOOD	101
3.10	SUMMARY	101
Chapter 4:	LITERATURE REVIEW (PART 3): ENVIRONMENTAL EDUCATION	103
4.1	INTRODUCTION	103
4.2	THE NATURE OF ENVIRONMENTAL EDUCATION AND ITS SCOPE	109
4.2.1	The changing definition of environmental education.....	109
4.2.2	Different approaches to environmental education	111
4.2.3	Environmental education and sustainable development.....	112
4.2.4	Environmental challenges in Polokwane	113
4.2.4.1	<i>The biophysical environment</i>	113
4.2.4.2	<i>The political environment</i>	114
4.2.4.3	<i>The social environment</i>	114
4.2.4.4	<i>The economic environment</i>	116
4.2.4.5	<i>The scientific and technological environment</i>	117
4.2.4.6	<i>The personal environment</i>	118
4.2.4.7	<i>The contextual environment</i>	119
4.3	THE THEORETICAL CONCEPT OF ENVIRONMENTAL EDUCATION.....	119
4.4	THE SIGNIFICANCE OF ENVIRONMENTAL EDUCATION	122
4.5	PRINCIPLES OF ENVIRONMENTAL EDUCATION.....	125
4.6	COMMON VALUES AND VALUE CONFLICTS IN ENVIRONMENTAL EDUCATION.....	127
4.7	CAPACITY BUILDING FOR STREET FOOD VENDORS	128
4.8	SUMMARY	128
Chapter 5:	RESEARCH STRATEGY AND METHODOLOGY	130
5.1	INTRODUCTION	130
5.2	THE PILOT STUDY	130
5.3	LESSONS LEARNED FROM THE PILOT STUDY	132
5.4	A DEFINITION OF RESEARCH METHODOLOGY	132

5.5	THE RESEARCH PARADIGM.....	133
5.6	CONSENT AND ETHICS	133
5.7	THE RESEARCH DESIGN.....	136
5.7.1	Qualitative and quantitative research strategies	137
5.7.2	A comparison of qualitative and quantitative research.....	139
5.7.3	Choosing a research method.....	140
5.7.4	Selecting the purposive sample.....	140
5.8	THE QUALITATIVE METHODS APPLIED IN THIS STUDY	142
5.9	QUALITATIVE DATA COLLECTION METHODS	146
5.9.1	The unstructured interview	147
5.9.2	The number of participants	149
5.9.3	The interview process.....	149
5.9.3.1	<i>Designing the interview and selecting participants</i>	150
5.9.3.2	<i>Conducting an unstructured interview</i>	151
5.9.3.3	<i>The relationship between interviewer and interviewee</i>	152
5.9.3.4	<i>The technologies of interviewing</i>	152
5.9.3.5	<i>Conducting and recording the interview</i>	153
5.9.3.6	<i>Analysing the interview.....</i>	154
5.9.3.7	<i>Preparation of the data for analysis.....</i>	155
5.9.3.8	<i>Analysing the data.....</i>	155
5.10	STRATEGIES TO ENSURE TRUSTWORTHINESS IN AN INQUIRY... ..	158
5.10.1	Credibility.....	159
5.10.2	Validity	159
5.10.3	Reliability	160
5.11	SUMMARY	161
Chapter 6:	PRESENTATION AND INTERPRETATION OF DATA.....	162
6.1	INTRODUCTION	162
6.2	TRUSTWORTHINESS IN THIS RESEARCH.....	162
6.3	PREPARATION FOR FIELD RESEARCH	164
6.4	THE CONTEXT OF THE RESEARCH	164
6.5	AN OVERVIEW OF THE QUANTITATIVE DATA GATHERED	164
6.6	THE INTERVIEWING PROCESS.....	167
6.6.1	Initial impressions of the interviews	167
6.6.2	Analysis of data from the interviews	168

6.6.3	The personal experience of data analysis	169
6.7	EMERGENCE OF MAJOR THEMES	170
6.8	DISCUSSION Of THE THEMES.....	171
6.8.1	A description of downtown Polokwane	171
6.8.2	Profile of street vendors.....	172
6.8.3	Current practices in the processing/preparation of food	172
6.8.3.1	<i>Suppliers</i>	172
6.8.3.2	<i>Beliefs and practices</i>	173
6.8.3.3	<i>Competition amongst food vendors regarding handling of food</i>	174
6.8.3.4	<i>Disposal of waste, existing facilities and general hygiene</i>	176
6.8.4	Learning from experience	178
6.8.5	Training needs.....	179
6.8.6	Other grievances of street food vendors, and assistance required.....	180
6.8.7	Polokwane municipal authorities on street food vending	181
6.8.7.1	<i>Perceptions of authorities</i>	181
6.8.7.2	<i>Facilities for vendors</i>	181
6.8.7.3	<i>Training needs of vendors</i>	182
6.8.7.4	<i>The future of street food vendors</i>	182
6.9	A PERSPECTIVE FROM DURBAN HEALTH AND MUNICIPAL OFFICIALS	182
6.9.1	Experience and involvement in, and perceptions of, the informal trading sector.....	183
6.9.2	Relocation of vendors.....	183
6.9.3	Waste removal and rentals	184
6.9.4	The environment and hygiene	184
6.9.5	Training needs of vendors	185
6.9.6	The experience of street food vending in another major South African cit	185
6.9.6.1	<i>Relocation of vendors</i>	187
6.9.6.2	<i>Rentals and waste removal</i>	187
6.9.6.3	<i>Hygiene and the environment</i>	188
6.9.6.4	<i>Training needs of vendors</i>	188
6.9.7	Other issues	189
6.10	PERCEPTION OF AUTHORITIES REGARDING STREET FOOD VENDING IN POLOKWANE	189
6.10.1	Facilities for vendors	190

6.10.2	The future of street food vending	191
6.11	SUMMARY	192
Chapter 7: DISCUSSION, CONCLUSION AND RECOMMENDATIONS		193
7.1	INTRODUCTION	193
7.2	A BRIEF OVERVIEW OF THE STREET FOOD INDUSTRY IN POLOKWANE.....	194
7.3	DISCUSSION OF THE FINDINGS	194
7.3.1	Profile of the street food vending sector	194
7.3.2	Meeting the need for food.....	196
7.3.3	The potential for income-generating employment.....	197
7.3.4	The role of street food in food supply	198
7.3.5	The economic importance of the informal food sector	198
7.3.6	Gender issues associated with street vendors	198
7.3.7	Circumstances that led to their involvement in street food vending	199
7.3.8	Current practices in the processing/preparation of food	201
7.3.8.1	<i>Street vendors' lack of knowledge</i>	201
7.3.8.2	<i>Suppliers</i>	201
7.3.8.3	<i>Beliefs and practices</i>	202
7.3.8.4	<i>Cleaning of utensils and preparation of food</i>	203
7.3.8.5	<i>Competition amongst food vendors regarding handling of food</i>	204
7.3.8.6	<i>Disposal of waste, existing facilities and general hygiene</i>	205
7.3.9	Learning from experience	209
7.4	TRAINING NEEDS RELATED TO FOOD PREPARATION AND CUSTOMER CARE	210
7.4.1	Aspects of food preparation.....	212
7.4.2	Customer care	213
7.5	TRAINING REQUIRED IN BUSINESS SKILLS	213
7.5.1	Pricing and financial skills.....	213
7.5.2	Stock control.....	213
7.5.3	Buying dynamics	214
7.5.4	Budgeting	214
7.5.5	Catering skills	215
7.5.6	Writing of tenders relating to catering for functions.....	215
7.6	TRAINING IN HEALTH AND SECURITY MEASURES RELATING TO FOOD	216

7.7	OTHER GRIEVANCES OF STREET FOOD VENDORS, AND ASSISTANCE REQUIRED	217
7.8	OTHER ISSUES	219
7.9	CONCLUSIONS.....	219
7.10	THE CONTRIBUTION OF THIS STUDY TO THE BODY OF KNOWLEDGE.....	220
7.11	RECOMMENDATIONS CONCERNING TRAINING	221
7.12	SUGGESTED FRAMEWORK FOR A TRAINING PROGRAMME FOR STREET FOOD VENDORS.....	223
7.12.1	Situation analysis	224
7.12.2	Aims and objectives	227
7.12.3	Learning experience	228
7.12.4	Learning content	229
7.12.4.1	Suggested format for the guidelines of the training programme of street food vendors	233
7.12.4.1.1	Exit level outcome 1	233
7.12.4.1.2	Exit level outcome 2	236
7.12.4.1.3	Exit level outcome 3	236
7.12.4.1.4	Exit level outcome 4	239
7.12.4.1.5	Exit level outcome 5	242
7.12.4.1.6	Exit level outcome 6	243
7.12.4.2	Critical cross field outcomes included in exit level outcomes	245
7.12.5	Learning opportunities	246
7.12.6	Assessment	246
7.13	FURTHER RECOMMENDATIONS TO THE MUNICIPAL AUTHORITY	247
7.14	RECOMMENDATIONS FOR FURTHER RESEARCH	249
7.15	SHORTCOMINGS OF THIS STUDY	249
7.16	SUMMARY	250
7.17	A FINAL WORD	251

Annexure A: QUESTIONS FOR STREET FOOD VENDORS IN POLOKWANE CITY

Annexure B: INTERVIEW QUESTIONS AND RESPONSES: POLOKWANE

Annexure C: INTERVIEW QUESTIONS AND RESPONSES: DURBAN

Annexure D: A TRAINING PROGRAMME FOR STREET FOOD VENDORS

Annexure E: HARD COPIES OF POWERPOINT PRESENTATION: "Obtaining informed consent from alphabetically illiterate participants in a research study"

Annexure F: WHAT IS CODEX ALIMENTARIUS ? FAO/WHO Commission to set guidelines for organic foods

Annexure G: CODE OF ETHICS FOR INTERNATIONAL TRADE IN FOOD;
CAC/RCP 20-1979 (Rev. 1-1985)

Annexure H: PART OF THE FOOD HYGIENE GUIDELINES OF THE ALLERDALE
BOROUGH COUNCIL