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# An examination of school feeding programmes as inclusive strategies

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## ABSTRACT

In an attempt to promote inclusive education, many schools have put strategies in place to ensure that all children access and participate in learning. An inclusive strategy is defined as a practice or something that people do to give meaning to the concept of inclusion (Florian, 2011). Inclusive strategies therefore are about practices that give all children equal opportunities to participate in quality learning by ensuring that barriers to learning and participation are removed. Hunger has been identified as one of the barriers to learning, especially in developing countries (Potterton & Dawjee, 2004) and many schools have introduced school feeding programmes as a strategy to promote education for all children. In this qualitative study, grounded in the interpretive paradigm, the views of principals and teachers are explored to establish how school feeding programmes operate or fail to operate as inclusive strategies in schools. Through the use of semi-structured interviews, the study revealed that although school feeding programmes were viewed as mechanisms that operate as inclusive strategies, there were multiple concerns pertaining to the programmes. The principals' and teachers' views revealed that while their school feeding programme promoted the academic and general success of all learners, it also inhibited the academic and general success of some children by promoting the stigmatization of children from low-socio economic backgrounds. The study also revealed major concerns in the administration of the school feeding programmes. With reference to the participants' views on school feeding programmes, it can be contended that while school feeding programmes serve as inclusive strategies for all children in schools, they also have multiple constraints that could to be addressed as an attempt to improve their effectiveness.



KEYWORDS: Inclusive Education, Inclusive Strategies, School Feeding Programmes