

https://dspace.org/

An examination of school feeding programmes as inclusive strategies

Nsibande, Sibili Precious

2016-07-25

http://hdl.handle.net/10539/20694

Nsibande, Sibili Precious (2016) An examination of school feeding programmes as inclusive strategies, University of the Witwatersrand, Johannesburg, <http://wiredspace.wits.ac.za/handle/10539>

Downloaded from a DSpace repository. https://dspace.org/

COPYRIGHT NOTICE

The copyright of this research report vests in the University of the Witwatersrand, Johannesburg, South Africa, in accordance with the University's Intellectual Property Policy.

No portion of the text may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, including analogue and digital media, without prior written permission from the University. Extracts of or quotations from this research report may, however, be made in terms of Section 12 and 13 of the South African Copyright Act of No. 98 of 1978 (as amended), for non-commercial or educational purposes. Full acknowledgement must be made to the author and the University.

An electronic version of this research report is available on the Library webpage (www.wits.ac.za/library) under "Research Resources".

For permission requests, please contact the University Legal Office or the University Research Office (www. wits.ac.za).

AN EXAMINATION OF SCHOOL FEEDING PROGRAMMES AS INCLUSIVE STRATEGIES

Sibili Precious Nsibande

Student No: 909874

Supervisor: Dr Yasmine Dominguez-Whitehead

A research project submitted to the WITS School of Education, Faculty of Humanities, University of the Witwatersrand in partial fulfilment of the requirements for the degree of Master of Education by combination of coursework and research

Johannesburg, 2016

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

DECLARATION

I hereby declare that the material contained in this research report is my own original work. It is submitted for the degree of Masters of Education (coursework and research report) in the University of the Witwatersrand, Johannesburg. It has not been submitted for degree purposes to any other university.

Sibili Nsibande

February 2016

DEDICATION

I would like to dedicate this research report to my husband Shomps, whose support, encouragement and sacrifice were boundless. Thank you Goje, for believing in me, more than I ever believed in myself. I would also like to thank my boys, Similo and Yamkelwe, for their encouragement and support throughout the entire journey. Additionally, I would like to thank all other family members, especially my mother in-law who has been a friend, a mother and a prayer partner throughout this journey. Ngiyabonga Nkonyane, Phephetse wena weNgwedze ne Ngwavuma. Lastly, a big thank you to all friends who made this journey bearable.

ACKNOWLEDGEMENTS

I gratefully acknowledge the generous support I received from my supervisor, Dr Yasmine Dominguez-Whitehead. I would like to thank her for the unwavering support and guidance she provided throughout this research. I am truly indebted to her.

I would also like to thank the people who agreed to participate in this study. This study would not have been possible without their help.

Lastly, I would like to thank everyone, who in their own way contributed to the successful completion of this research study. Their support did not go unnoticed, and I am thankful for it.

Table of Contents

DECLARATION iv

DEDICATION… v

ACKNOWLEDGEMENTS vi

Chapter 1……..... 1

Introduction...……1

1.1 Introduction 1

1.2 Rationale 1

1.3 Aim of the study 2

1.4 Overarching research question 2

1.5 Problem statement 3

Chapter 2……..... 4

Literature review 4

2.1 Introduction 4

2.2 Definitions 4

2.2.1 Inclusive Education 4

2.2.2 The History of Inclusive Education 8

2.2.3 Inclusive strategies 8

2.2.4 Inclusive pedagogical strategies 9

2.2.5 General inclusive strategies...……..….10

2.2.6 School feeding programmes……..10

2.2.7 Feeding programmes and learners' voices……..18

Chapter 3……..... 19

Methodology 19

3.1 Introduction 19

3.2 Research design and methodology 19

3.2.1 Research Paradigm 19

3.2.2 Data Collection 20

3.2.3 Sampling Method 22

3.2.4 Information on research sites/schools 23
3.3 Credibility and Trustworthiness 23
3.4 Data analysis 24
3.5 Ethical considerations 24
3.6 Confidentiality 24
3.7 Anonymity 25
3.8 Informed Consent 25
Chapter 4..... 26
Research Findings and Interpretation 26
4.1 Introduction 26
4.1.2 Information on participants 26
4.2 Themes 28
4.2.1 Teachers and Principals views on school feeding programmes 28
4.2.2 School Feeding Programmes are helpful 28
4.2.3 The need to provide breakfast in schools 30
4.2.4 Take home rations for learners 31
4.2.5 Challenges of School Feeding Programmes 32
Lack of resources 32
Delivery of food supplies to the schools 33
Administration of school feeding programme is time-consuming 34
Lack of training 35
No teacher representation on management structure of School Feeding Programme at Ministry of Education Level 35
Food wastage 36
Teacher involvement in the school feeding programme 37
4.3 Ways in which school feeding programmes promote academic success for all learners 38
4.3.1 Promotes the inclusion of children from low-socio economic backgrounds 39
4.3.2 Increases participation in classroom activities 39
4.3.3 Improves attendance 40
4.3.4 Promotes education for girls 40
4.4 Ways in which school feeding programmes inhibit academic success for all learners 42
4.4.1 Learners come to school only for the food 42

4.4.2 Inhibits concentration and participation in classroom activities before and after mealtimes 43
4.4.3 A health hazard to the learners 43
4.5 Ways in which school feeding programmes promote success generally for all learners 44
4.5.1 Contributes to the health of the learners 44
4.5.2 Increased participation in extracurricular activities 45
4.5.3 Provides employment to members of the community 46
4.6 Ways in which school feeding programmes inhibit success generally 46
4.6.1 Promotes stigmatisation of children from low-socio economic backgrounds 46
4.6.2 Promotes dependency and irresponsibility 47
4.7 Conclusion 48
Chapter 5…… 49
Discussion and analysis 49
5.1 Introduction 49
5.2 Discussion 49
5.2.1 How School feeding programmes promote academic and general success for all learners… 49
5.2.2 How school feeding programmes inhibit academic and general success for all learners…. 56
5.3 Conclusion 60
Chapter 6…… 61
Summary, Conclusion, Recommendations and Limitations 61
6.1 Introduction 61
6.2 Summary 61
6.3 Conclusion 61
6.4 Research questions 62
6.4.1 How do principals and teachers view school feeding programmes? 62
6.4.2 In what ways do school feeding programmes promote or inhibit academic success for all learners? 62
6.4.3 In what ways do school feeding programmes promote or inhibit success in general for all learners? 64
6.5 Recommendations 65
6.5.1 Breakfast for all learners 66
6.5.2 Take-home rations for learners 66

6.5.3 Teacher involvement 67
6.5.4 Storage and food preparation structures 68
6.5.5 School gardens 68
6.6 Recommendations for further study 68
6.7 Limitations 70
6.8 Conclusion 70
References……. 71
APPENDIX A: INTERVIEW QUESTIONS FOR THE SCHOOL PRINCIPALS 76
APPENDIX B: INTERVIEW QUESTIONS FOR TEACHERS 77
APPENDIX C: LETTER TO THE PARTICIPANTS TEACHERS/PRINCIPALS 78
APPENDIX D: LETTER TO THE PRINCIPAL 80
APPENDIX E: TEACHERS/ PRINCIPALS CONSENT FORM 82
APPENDIX F: APPLICATION LETTER TO THE MINISTRY OF EDUCATION AND TRAINING IN SWAZILAND 83

LIST OF TABLES

TABLE 1: Information on Research Sites/ Schools……19

TABLE 2: Information on Participants……....22

ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immune Deficiency Virus
MDG	Millennium Development Goals
NERCHA	National Emergency Response Council on HIV/AIDS
NGO	Non-Governmental Organisation
NSNP	National School Nutrition Programme
OVC	Orphaned and Vulnerable Children
SCC	Schools as Centres of Care and Support
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Educational Fund
UNOSDP	United Nations office on Sport for Development and Peace

Chapter 1

1.1 Introduction

This research study examined the views of teachers and principals with respect to the ways in which feeding programmes serve, or fail to serve, as inclusive strategies in schools in Swaziland.

Since the international declaration on Education for All was made in Dakar in 2000, most participating countries have been striving towards the achievement of complete access to primary education for all children. Like most Sub-Saharan African countries, Swaziland has been working towards the achievement of complete access to primary education for all children. Swaziland has embraced inclusion by working towards removing barriers, in an effort to enable the participation of all children in learning. According to the Swaziland National Report, "Inclusion advocates for the minimisation or elimination of barriers to school attendance, learning and achievement by meeting the needs of all learners" (2008, p. 22). Based on this premise, the government of Swaziland is working in collaboration with other non-governmental organisations such as the WFP (World Food Programme), UNICEF (United Nations International Children's Emergency Fund), Save the Children Fund, NERCHA (National Emergency Response Council on HIV and AIDS), and World Vision among others, to eliminate barriers to school attendance and learning. The National Framework for Food Security in Schools-Swaziland (2015) notes that, although school feeding programmes have been part of the educational system in Swaziland since 1963, the impact of HIV/AIDS, drought and food shortages in the country have contributed to having more schools introduce school feeding programmes, and to date, 803 out of 860 schools in the country have feeding programmes (National Framework for Food Security in Schools-Swaziland, 2015). Against this background, Swaziland is striving towards eradicating hunger as a barrier to learning for all learners.

1.2 Rationale

According to the United Nations Secretary General, "The impact of hunger on educational systems has been gravely underreported. When children are hungry during lessons, they have

trouble concentrating. Providing school meals and social protection programmes focusing on the needs of children can insure that no child is hungry" (2012, p.19). The aforementioned quote suggests that concentration problems arise as a result of hunger. However, there is a dearth of research that addresses lack of food and hunger in relation to learners being excluded from learning. Inclusive education advocates for the eradication of all barriers to academic achievement through undertaking to meet the needs of all learners. School feeding programmes have been identified as mechanisms that "can improve cognitive functions and academic performance via reduced absenteeism and increased attention and concentration due to improved nutritional status and reduced short-term hunger" (Kazianga, Walque, & Alderman, 2009, p. 2). Meresman and Drake (2016) add that "Inclusive school nutrition programmes are intended to significantly help children with disabilities by promoting their educational access, retention and learning outcomes" (2016, n. p.). While both Kazianga et al. and Meresman & Drake note the academic benefits of school feeding programmes, Meresman & Drake's definition view school feeding programmes as inclusive strategies that are structured to be more beneficial to children with disabilities. Although the general implication is that school feeding programmes can be a strategy that promotes the inclusion of all learners in learning, little is known with respect to how school feeding programmes serve, or fail to serve as inclusive strategies in Swaziland. It appears that there is a gap in the literature with respect to how feeding programmes serve, or fail to serve, as inclusive strategies in schools; hence, this study contributes to the literature on feeding programmes and inclusive strategies.

1.3 Aim of the study

The aim of this study was to examine the ways in which school feeding programmes serve, or fail to serve, as inclusive strategies in Swaziland. In order to explore this, the views of teachers and principals with respect to school feeding programmes were examined.

1.4 Overarching research question

Based on the views of teachers and principals, in what ways do feeding programmes serve, or fail to serve, as inclusive strategies in schools in Swaziland?

Research sub-questions

How do school principals and teachers view school feeding programmes?

In what ways do school feeding programmes promote or inhibit academic success for all learners?

In what ways do school feeding programmes promote or inhibit success in general for all learners?

1.5 Problem statement

Feeding programmes in schools continue to be the subject of debates in the field of education. Kallaway (1996), states that during the apartheid era in South Africa, the Ministry of Education under the leadership of Dr. A.J. Stahls, temporarily stopped feeding programmes in 'Native' schools in South Africa because they were seen as costly, created dependency and entitlement, and were highly subjected to corruption, theft, waste, and mismanagement. However, in recent years, the Department of Education in South Africa as cited by Walton (2011) states that feeding programmes in schools have been identified as one important way in which inclusive schools can confront and address hunger as an impediment to learning. Although research has been conducted on feeding programmes in schools, there has been little research, which examines the ways school feeding programmes serve, or fail to serve as inclusive strategies.

Chapter 2

Literature review

2.1 Introduction

This section reviews literature relevant to the research questions and provides definitions for relevant key terms. It also discusses school feeding programmes, their origins, and contemporary examples of them in sub-Saharan Africa. Inclusive education and more specifically inclusive strategies will also be discussed. The literature reviewed allows for the gaining of insights into both feeding programmes and inclusive education.

2.2 Definitions

2.2.1 Inclusive Education

This research study is embedded in inclusive education, and uses this as the conceptual framework. Although inclusive education is a concept that has been formally endorsed by international organisations, it remains without a formal definition. It has accumulated numerous and complex definitions, that have eventually led to conflicting ideas on inclusion (Armstrong, Armstrong & Spandagou, 2009). The failure to reach a consensus on a formal definition of inclusive education has led to the meaning of inclusive education being outlined by different national and international context, hence the acquisition of different meanings for different people (Armstrong, Armstrong & Spandagou, 2011).

Despite its lack of a formal definition, the key tenet in inclusive education is to get all children to schools of their choice, despite ability, disability, race, gender, ethnicity or social background. Inclusive education is concerned with offering all learners equal opportunities to participate in quality learning by ensuring that barriers to learning and participation are removed. Acedo, Armardio and Operti (2008) define inclusive education as “a process intended to respond to students’ diversity by increasing participation and reducing exclusion within and from education. It is related to the attendance, participation and achievement of all students, especially those who, due to different reasons, are excluded or at risk of being marginalised”

(2008, p. 13). From the definition proposed by Acedo et al. (2008) inclusive education concerns itself with putting measures in place that will ensure all learners get to school, participate fully in learning and are able to attain achievement in the education system. For the purpose of this study, inclusion is therefore defined as a process of getting all children to school and ensuring they are given equal opportunities to engage in quality learning by removing all barriers that may compromise their participation and success.

2.2.2 The History of Inclusive Education

Inclusive education is a philosophy that operates within a framework of human rights and entitlements and has its roots in social justice. Graham and Slee (2005) argue that "originally, inclusive education was offered as a protest, a call for radical change to the fabric of schooling" (2005, p. 2). This view is supported by Armstrong et al., who add that inclusive education came about as a challenge to an educational system that seemed to promote the restriction of access and participation for children with special educational needs in regular schools (Armstrong et al., 2011).

Although special education had been initiated as an act of reform to ensure that children with disabilities who previously had been refused formal education because they were deemed to be "ineduccable" (Slee, 2011, p. 71) were formally educated, it became apparent that what started off as a noble cause soon became "a more prodigious calibration of human difference and, implicitly of, a hierarchy of human value" (Slee, 2011, p. 72). This view is supported by Reindal who argues that "the negative effects of special education have been discrimination, oppression and stigmatisation" (2010, p. 8).The medical lens through which special education viewed disability seemed to be at the centre of the critique that dogged special education. Special education was viewed as a form of education that constructed disability as an attribute that perceives the individual as the problem, and utilises intervention strategies that are medically oriented as a way of remediating the individual such that they are able to fit-in into the "normal" society. Slee (2011) observes that, special education portrays disability as an individual human characteristic and that with special education people become "objectified targets for charitable, medical and bureaucratic interventions in an attempt to normalize them... [They] are thereby reduced to limps, twitches or matched items on a psychiatrist's schedule of behavioural disorders" (2011, p. 69). From the above mentioned argument, it is evident that special education portrayed children with disabilities as "second class citizens", misfits that had to be "chipped" and "chiselled" with medical tools until they fit into society. Those who

fail to fit into society are then forced to remain in institutions that separate them from the rest of the society.

Additionally, Dyson and Forlin (1999, as cited in Engelbrecht et al. 1999) highlight that special education was seen as a costly endeavour. They add that children with disabilities required a more one-on one interaction with their teachers than non-disabled children; hence for teaching to be effective in special schools, the teacher-pupil ratio has to be very low. Dyson and Forlin further argue that special schools were resource intensive because had to be highly trained, classroom assistants had to be provided, and the classrooms had to be refurbished with specialised teaching materials (Dyson & Forlin, 1999, as cited in Engelbrecht, 1999). The crux of Dyson and Forlin's argument is that, special education proved to be an expensive enterprise that was costly for communities to operate.

The 1990 World Conference on Education for All has been seen as a driving force behind inclusive education (Miles & Singal, 2011). Although the move towards ensuring that children with disabilities were accorded a formal education through integration and mainstreaming had been an on-going process, it was not until the 1990 World Conference that the need to include all children in regular schools within their communities was emphasized. The Salamanca Statement of 2004 became a compelling document in reaffirming the right to education for all children. This document also provided direction on inclusive education advances for international member countries. It recognised inclusive education as a means of fighting the discriminatory attitudes and practices in schools by ensuring that all children are accommodated in schools of their choice regardless of ability/disability, race, gender, ethnic orientation or religion. It also strives to ensure that all children be given the opportunity to attain an appropriate level of education in schools that are located within their communities (Miles and Singal, 2011). The essence of this argument is that unlike the dictates of special education, inclusive education would do away with the segregation of children with disabilities. With inclusive education, children would not be placed in separate institutions where they would be away from their families. Rather, with inclusive education, all children would be given the opportunity to attend schools together with their peers in their own communities.

In addition, inclusive education was also identified as a major cost effective strategy through which international governments could minimise the costs of education (UNESCO, 1994). The move to have all children in regular schools rather than separate schools was viewed as a cost reduction strategy, especially for developing countries. Lynch (1994) stipulates that:

> If segregated special education is to be provided for all children, the costs would be enormous and prohibitive for all developing countries. If integrated in-class provision with a support teacher system is envisaged for the vast majority of children with special needs, then the additional costs can be marginal, if not negligible (Lynch, 1994 as cited in Armstrong et al., 2011, p. 34)

The essence of the aforementioned argument is that the implementation of inclusive education would bring some financial relief in developing countries. Instead of funding two separate educational systems, countries would be able to focus on providing the necessary resources in to a single system of education.

While inclusive education has been identified as a cost minimizing tactic for communities, there has been concern of using it to minimise costs to the point where essential services are not provided to children who really need them (UNESCO, 2005, as cited in Armstrong et al, 2011). Bringing all children into the same learning environment means that all schools have to be prepared in terms of resources to accommodate children's diverse needs. Graham and Slee (2005) contend that "To include is not necessarily to be inclusive. To shift students on the educational chessboard is not in or itself inclusive" (2005, p. 3). The crux of Graham and Slee's argument is that inclusion goes beyond the physical movement of children from special education institutions into regular schools. It means that schools have to be ready to accommodate all children by having an inclusive school culture, the necessary resources to support all children and positive teacher attitudes towards children with disabilities. Ensuring that all schools are equipped with the necessary resources i.e. teachers who have been trained in inclusive pedagogy, improved learning support materials and other support staff such as school counsellors and classroom assistants may cost schools more money, especially developing countries. Walton (2011) acknowledges that "it would be naïve to suggest that inclusive education is not resource intensive" (2011, p. 243). Her argument attests to the fact that inclusive education may mean additional costs for some communities. Furthermore, it has been observed that schools in developing countries are often under-sourced, overcrowded, and lack basic resources like electricity, toilets and water (Walton, 2011; Maringe & Vilakazi, 2015). Walton believes that given these circumstances and with already extensive pressure on the existing financial resources, the implementation of inclusive education in schools may be seen as placing an extra demand on the already insufficient resources in schools. Armstrong et al. conclude by stating that, "It is very difficult to implement full support for inclusive

education when the basic structure that is needed to support education is not there" (2011, p. 36). Consequently, the notion that inclusive education is a cost-cutting mechanism might be a misapprehension for communities in the developing countries.

Although inclusive education has been acclaimed to be the most effective tool in achieving education for all children and creating welcoming and non-discriminatory communities (UNESCO, 1994), it certainly is not a "quick fix" to exclusion and social injustice in communities. Ainscow and Miles propose that "inclusion is a process… [It] has to be seen as a never-ending search to find better ways of responding to diversity" (2009, p. 2). Inclusive education therefore should be seen as a progression, an on-going development that aims at fighting exclusion. In addition, Slee (2011) takes the view that inclusive education should not be seen as the opposite of exclusion. He notes that if inclusion is to succeed, it is imperative to note that inclusion and exclusion are not a binary process, but are interlinked and need to be de-coupled (2011). Furthermore, Slee (2011) proposes that there is a need to view exclusion as a precondition to the understanding of the origins and operations of inclusive education. The essence of Slee's view is that, the success of inclusive education depends on understanding that exclusion is a problem and a barrier to inclusion; as opposed to thinking that inclusion is a solution to exclusion. If inclusion is to succeed, research should address the unequal social relations that promote exclusion as a prerequisite to the implementation of inclusion.

2.2.3 Inclusive strategies

Mitchell (2014) stipulates that for effective learning to take place, "the physical and psychological environments in the places of learning should be safe, challenging and educative [and] they should enhance the quality of life" (2014, n. p.). Mitchell's view suggests that if children are to succeed in their academic and general endeavours, all barriers to their success should be removed. Hunger has been identified as a barrier to effective learning for all children (WFP, 2004). Given the aforementioned argument, it can be said that if schools are to succeed in creating learning environments that will promote academic and general success for all children, inclusive strategies have to be put in place.

Florian (2011) defines an inclusive strategy as a "practice or thing that people do to give meaning to the concept of inclusion" (2011, p. 814). Given Florian's definition of inclusive strategies, it can be said that inclusive strategies are various methods or tactics that have been carefully planned to address the diverse needs for all learners in school. At the core of inclusive

strategies, is the drive to ensure that all learners participate in learning activities without experiencing marginalisation, stigmatisation or exclusion in school. Kasa and Caustro-Theoharis (2008) conclude that "inclusive strategies help schools move away from asking "why" all students have to access the general curriculum, and move toward asking "how can all access the general curriculum" (2008, p. 8).

Kasa and Caustro-Theoharis (2008) acknowledge that children may undergo different challenges in their quest to achieve academic success. They propose that there is no one strategy to ensure that all learners' needs are met; hence they argue that for a school to succeed in providing support to all learners, multiple inclusive strategies which will support the learners and the eventual success of inclusive education need to be put in place.

2.2.4 Inclusive pedagogical strategies

Inclusive pedagogical strategies are instructional practices that educators can put in place within the classroom to promote the access and participation for all learners in learning. According to Pantic and Florian (2015), inclusive pedagogical strategy is an "approach that attends to the individual differences between learners while actively avoiding the marginalisation of some and/ or the continued exclusion of particular groups" (Pantic & Florian, 2015, p. 2). For teachers to be able to attend to the learners' different needs, it means that teachers have to be well-trained on different pedagogy approaches which will enable them to teach to all and not some learners. Furthermore, teachers have to be able to modify the curriculum, their teaching strategies and assessment practices such that all learners are able to access and participate in learning. Inclusive pedagogies include the physical set up of the class room. As part of inclusive pedagogies, teachers need to ensure that the seating arrangement within the classroom does not promote the exclusion of some children from accessing learning.

In addition, the attitudes that teachers have towards inclusive education plays a significant role in ensuring that all learners achieve academic and general success. The attitude that a teacher has towards a child while teaching and learning takes place will have a substantial bearing on the execution of inclusive pedagogic strategies in the classroom. Florian and Linklater (2010) conclude that:

> It is how teachers address the issue of inclusion in their daily practice- reflected in their knowledge, attitude and beliefs about learners and learning, as well as the things they do, and the responses that they make when the students they teach encounter barriers to

learning that determines their inclusive pedagogy (Florian and Linklater, 2010, as cited in Pantic and Florian, 2015, p. 337).

2.2.5 General inclusive strategies

Lingard and Mills (2007) argue that using inclusive pedagogies as inclusive strategies on their own is not likely to ensure the inclusion of all learners. While inclusive pedagogies address the needs of all learners within the classroom, other forms of general inclusive strategies need to be put in place outside the classroom if all children are to access learning and participation in school. General inclusive strategies can be said to be those mechanisms that educators can put in place outside the classroom environment to promote the academic and general success for all learners. General inclusive strategies include the restructuring of the physical environment i.e. playgrounds, buildings, the provision of sporting and other facilities to enable children from all backgrounds to flourish. General inclusive strategies aim at maximising the success of the individual student [generally]" (Kasa & Caustro-Theoharis, 2008, p. 9). In countries where children come from poor families, hunger becomes a barrier to academic and general success for learners. Providing food to children who come to school hungry and have no provision from home becomes a general inclusive strategy that will promote academic and general success for all learners in school. The aim of this research was therefore to examine how school feeding programmes serve, or fail to serve, as inclusive strategies in Swaziland.

2.2.6 School feeding programmes

Kretschmer, Spinter and van Wassenhove take the view that "School feeding is an established developmental aid intervention with multiple objectives including education, nutrition and value transfer" (2013, p. 990). School feeding can be carried out through in-school feeding which are meals or snacks that have been prepared and are ready to eat during the school day, or through take home rations which are food parcels that are given to children to take home at a time agreed upon by involved stakeholders. While in-school feeding provides the child with something to eat at that particular time, Kretschmer et al. (2013) notes that, take home rations are bigger in quantity and are only provided at certain times and under certain terms and preconditions that have been set up by the stakeholders. School feeding can also be a combination of both in-school feeding and take-home rations. Kretschmer et al. (2013)'s definition of school feeding programmes clearly outlines that school feeding programmes are not just about providing food to learners in school, but they are strategies that aim at promoting

education and nutrition for all children. For this reason, Kretschmer et al. (2013)'s definition of school feeding programmes was chosen for this study.

The introduction of feeding programmes in schools centres on addressing the issues of poverty and hunger in the communities in which learners live. Kallaway (19996) argues that this initiative (of introducing feeding programmes) was "part of overall focus on the question of addressing disadvantage, the needs of all our children and a more equal society, [hence] it aimed at making an attempt to make up at school for the differences in advantage/disadvantage in home background" (1996, p.6). Kallaway's view suggests that, school feeding programmes are strategies that aim to equal the playing field for students who come from disadvantaged backgrounds.

School feeding programmes have been identified as a tool that will enable the achievement of some of the millennium goals that were set up in the Millennium Summit in 2000. According to the WFP (World Food Programme) (2015), "School feeding responds directly to the Millennium Development Goals (MDG's) related to hunger and poverty (MDG1), and education (MDG2)" (n. d. p. 2). Millennium Goal 2 advocates education for all children. It stipulates that by 2015, Universal Primary Education should have been achieved. Participating countries should therefore have all children in primary school by the end of 2015.

Although there has been debate over the benefit of having feeding programmes in schools in various countries, Jomaa, McDonell and Probart note that, "School feeding programmes have been continuously gaining popularity in developing countries, mostly among those affected severely by childhood hunger and malnourishment" (Jomaa et al., 2011, p. 84). Kallaway (1996) adds that, "In South Africa, the majority of head teachers, especially in African and Coloured schools, argued strongly in favour of the scheme [feeding programme]" (1996, p.7). This exemplifies strong advocacy for feeding programmes in schools.

It has been established that school feeding programmes are an effective strategy in getting children into school, and having them attend classes on a regular basis. If children receive meals at school, enrolment and attendance are likely to increase. Grantham-McGregor (2005) argues that, "school meals can ensure that children's time in school is increased by ensuring that, enrolment [is] at the correct age, [and that] good attendance and punctual daily arrival at school [take place]" (2005, p. 145). The provision of a free meal at school is likely to encourage children who experience hunger at home to attend school more often and arrive early, especially if the school offers breakfast. In addition, parents and care takers who struggle to

feed their families are more likely to encourage their children to attend school as this could relieve them of one extra mouth to feed at breakfast and lunch.

In developing countries, children normally travel long distances to schools. Most have to wake up early in the morning and do some household chores before they travel to school. Many children walk to school, as families cannot afford bus fare every day. Some of these children also leave home without having eaten any food, and with no food to carry to school. The WFP (2004) notes that, "When poor children go to school, they often leave home on an empty stomach, [therefore] the provision of meals or snacks at school helps to reduce children's hunger during the school day" (WFP, 2004, n. p.). School feeding programmes therefore help to ensure that these learners' short-term hunger needs are taken care of. In this manner, feeding programmes in school become one way of ensuring that all learners have at least some of the basic resources needed to engage in learning.

Having a nutritious meal plays an important role in how a child learns and performs in school. Kazianga, Walque and Alderman propose that, "Nutritional health statuses have powerful influences on a child's learning and how well the child performs at school. Poor nutrition among school-age children reduces their ability to participate in learning experiences in the classroom" (2009, p. 5). The United Nations Educational, Scientific and Cultural Organization (UNESCO) found "that [according to teachers] breakfast-deprived children fall asleep in class and are unable to benefit from education provided" (1994, p. 4). This is an indicator that hunger is a barrier to learning. If children walk long distances to school, usually on an empty stomach and do not receive meals in school, they may be too tired to engage in learning. School feeding programmes therefore can be a mechanism that promotes inclusion and participation in learning for all learners.

Children who do not eat breakfast in the morning suffer from short-term hunger which impacts negatively on learning and developing skills. Bundy, Burbano, Grosh, Gelli, Jukes and Drake (2009) argue that, "Short term hunger, common to children who do not eat before going to school, results in difficulty concentrating and performing complex tasks" (2009, p. 23). Potterton and Dawjee (2004) add that if children have not eaten, their energy levels become low, and that affects their memory and problem-solving skills. This implies that if children who leave home without having had anything to eat receive food at school, their cognitive abilities are enhanced and their attention span is significantly improved. This increases the opportunity for them to succeed in solving higher order problems and in the process achieve academic

success. Kristjansson, Robinson, Petticrew, MacDonald, Krasevec & Janzen (2006) observe that in low-income countries, improvements have been noted in the learners' performance in maths when school feeding programmes were introduced.

Extra-curricular activities such as sports and games constitute part of learning in schools. Participation in these activities often requires higher energy levels. Khatete, Pendo and Oyabi (2013) concede that, learners who receive meals at school are provided with an opportunity to participate in extra-curricular activities. In a study conducted in Nairobi, Khatete et al. recorded that principals in schools explained that after school feeding programmes had been introduced in the schools, the learner's health and energy levels improved and the learners had more capacity to participate in sports and games (Khatete et al. 2013). Based on this argument, it can be concluded that school feeding programmes provide children with opportunities to be involved in learning outside of the classroom and can therefore feel included in the various operations of the school.

School feeding programmes have become a mechanism to help children who are infected or affected by issues of HIV/AIDS. Many Sub-Saharan countries have been negatively affected by the HIV/AIDS pandemic and a large number of children have been left as orphans or double orphans in some instances. The WFP (2004), reports that worldwide almost three million children under the age of fifteen are HIV positive, while over thirteen million children have one or both parents who have been infected. This has led to elder children having to head families; hence, the increase in child headed families. McGregor (2004) argues that, children who are affected by HIV issues are less likely to enrol and attend school. When parents get sick, they struggle to provide food their families. However, if schools provide food to children, the children affected or infected by HIV are most likely to attend and stay in school. "In areas with HIV prevalence, evidence shows that school feeding has the potential of enhancing enrolment and progression of orphans and other vulnerable children" (Edstrom et al. as cited in Bundy et al. 2009, p.23). Against this backdrop, it can be concluded that school feeding programmes could ensure the inclusion of children marginalised by HIV/AIDS.

Feeding children in schools can contribute to promoting behaviour that will enable teaching and learning in school. Inappropriate behaviour can hinder learning and eventually inhibit academic success for some learners. Children who engage in inappropriate behaviour are less likely to learn and they can negatively affect the learning of others. Grantham-McGregor (2005) found that, "Children who ate breakfast were more on-task and fidgeted less when given

breakfast. In contrast, children in school B (who were not given breakfast or a meal in school) indulged in more inappropriate chatting and were less on task" (2005, p. 150). In South Africa, a similar finding was recorded where children who received meals in school were "less off - task and out of their seats and showed more class participation and positive peer interaction" (Grantham-McGregor, 2005, p. 152). Against this backdrop, it can be said that, school feeding programmes promote behaviour that will enable learners to engage in learning and increase the possibility of academic success for all.

School feeding programmes also help curb violent behaviour in schools. Parents from low socio-economic backgrounds often have difficulty in covering extra costs such as buying food commodities that children would put in their lunch-boxes and carry to school or giving their children money that they would use to buy food from tuck shops in school. Bhana (2005), argues that "food insecurities increase vulnerability to violence [where-by] soft girls are easily targeted to get scarce resources" (2005, p. 106 &108). School feeding programs may help in minimising violent attacks on children by other bigger children who cannot afford to bring food from home because everyone gets to eat at school. Making food available at school for learners to consume may minimise disciplinary cases that involve learners who acquire food from others through violent means. Therefore, school feeding programmes become a strategy to help curb violent behaviour.

School feeding programmes promote gender parity in education by having more girls enrolled in schools. It has been an international concern that girls in many developing countries seemed to lag behind in school enrolment. In those countries where gender parity has been achieved in enrolment, more girls than boys continue to drop out of school (WFP n. d.). In most cultures, girls often are the ones that engage in labour, such as selling wares at the market, or becoming domestic workers for other families to help support their own families. Girls also contribute more towards the up-keep of the home by performing domestic chores, such as taking care of younger siblings and cooking, hence educating girls can be seen as a loss of labour to the family (WFP, 2011). School feeding programmes therefore, have been identified as a medium of getting more girls to school. It has been noted that in schools where feeding programmes are in place, there are more girls enrolled than in schools where there are no feeding programmes. WFP asserts that, "School-feeding is a major pull factor for girls' education. [There are more] girls enrolled in school feeding assisted schools than non-assisted" (WFP, n. d., p.13). Afrindi as cited in Lawson (2012) reports increase in school attendance generally, but a significant

increase in the attendance of girls from traditionally socio-economically disadvantaged tribes who were amongst the highly marginalised groups enrolling in schools when the school feeding programmes were introduced. Against this backdrop, there is some evidence that school feeding programmes promote the inclusion of girls and other children from marginalised groups in society in learning.

School feeding programmes facilitates the active involvement and participation of the local community in the school. The National School Nutritional Programme Report (2008), states that the parents in the community collect and deliver firewood to the schools as a contribution to the running of school feeding programmes. While in townships and semi-urban schools, parents contribute a minimal fee towards the purchase of firewood. This indicates how parents take ownership of the feeding programme and show support towards having their children fed at school. UNICEF (2005) stipulates that, "Schools with their communities behind them are more effective [in promoting inclusive education] than those with less community involvement" (2005, p. 21). The essence of the aforementioned statements is that feeding programmes give the community an opportunity to be involved in the children's lives at school and by so doing become effective in promoting inclusive education at the school.

While extensive literature seems to suggest that school feeding programmes may serve as inclusive strategies, some literature contests this point of view. Some research questions the use of school feeding programmes as inclusive strategies by highlighting their potential to be a health hazard to children in schools. Langinger (2011) argues that, "Schools are not always equipped with suitable kitchens to ensure that food is prepared in a hygienic and safe environment" (2011, p. 33). The BBC World News (2013) reports that, at least 22 children died in India after having a pesticide contaminated meal prepared at a school in Bihar. While in South Africa, at least 150 children were hospitalised after eating a meal that had pieces of crushed bottle, which had been served at the school as part of the feeding programme (news 24, 2014, April 2014). The aforementioned reports indicate that if caution is not taken in ensuring safety and hygienic conditions of the cooking areas and condition of the food to be prepared, children are most likely to be at risk of having their health affected negatively and feeding programmes can become a danger rather than serve as an inclusive strategy in schools.

Irrespective of school feeding programmes having been reported to be a health hazard in schools, feeding programmes in schools have continued to receive support in India. The BBC News (2013), reports that economists in India support school feeding programmes and believe

that school feeding programmes promote primary school enrolment and attendance, enable children from diverse class and caste backgrounds to be in the same learning environment and provide children with hygiene and nutritional education.

Although school feeding programmes have been identified as a means of ensuring school attendance and inclusion, Engelbrecht (2011) highlights that, school feeding programmes may result in exclusion of children from poor socio-economic backgrounds through teasing and bullying by children who do not need in-school feeding. This often happens in schools where school feeding programmes target only those learners who are perceived to be poor. Engelbrecht (2011) further adds that some children do not collect their meals even if they are hungry, in fear of being seen as poor by those learners who do not make use of the feeding programme. It can thus be stated that school feeding programmes may contribute to the ridiculing of children who live in poverty; hence, they might inhibit the inclusion of all learners in schools. This points to the importance of implementing school feeding programmes that serve meals in a manner that promotes human dignity and respect.

Implementing a school feeding programme requires that schools devise effective strategies that will enable the smooth running of the feeding programme. In schools where feeding programmes are not well organised, feeding programmes can inhibit learning for all. Preparing school meals, supervision of meal times and other administrative duties involved in the running of school feeding programmes can be time consuming and use up much of the teaching time if teachers are the ones involved in doing all the work. Grantham-McGregor, Chang and Walker as cited in Kazianga et al (2009) found that learning outcomes deteriorate in schools that are not well organised after having introduced school feeding programmes. Against this backdrop, it can be concluded that school feeding programmes are time-consuming practices that may keep teachers out of class for significant periods and eventually affect the teaching and learning of students.

Although research suggests that school feeding programmes increase the enrolment of learners, high numbers could result in overcrowded classrooms. In schools that do not have adequate resources such as textbooks, desks and sufficient teachers, the increase in numbers may inhibit some learners from learning. As the ratio of learners to teacher increases, children who may require more assistance from the teacher, and who resultantly do not receive it, may experience exclusion from participation and eventually from academic success. Kazianga et al. (2005) maintains that, “Classrooms could become overcrowded due to increase in enrolment, and the

teacher could become less effective. Schools [may] also find themselves lacking in other inputs (e.g. books and notebooks) which could reduce academic performances" (2005, p. 5). Against this backdrop, it can be argued that classroom overcrowding can negatively impact learning. Children who experience learning challenges therefore are at risk of falling behind and could consequently be excluded from learning.

School feeding programmes can water down the importance of education if children begin to see the programme as the main reason for going to school rather than attending to receive an education. If school feeding becomes the major reason why learners attend school, then feeding programmes displace the importance of the objectives of education and learning. In Niger, the World Food Programme (1996) reports that, "When school canteens have been closed [due to problems arising from delivery of food supplies], immediate and high absenteeism follows and children withdraw from school. Often a year will not start in some nomadic areas until food stocks have arrived" (WFP as cited in Rosso, 1999, p. 15). This suggests that in some areas, school feeding programmes are the only reason why children go to school. This might prevent children from seeing education as a way of breaking the cycle of poverty, as they might view the school only as a means for receiving food. If children adopt this view, feeding programmes inhibit them from achieving the long-term goal of academic success. Nonetheless, one must keep in mind that when learners must walk long distances to and from school, parents and learners may not view it as strategic to expend energy when it is the case that there is no or little, food at both home and the school.

School feeding programmes have been criticised for "undermining community and family systems of duty and obligation [and] smothers and eliminates private initiative" (Kallaway, 1996, p. 13). This implies that school feeding programmes promote idleness amongst community members and that they discourage self-sustaining projects that will enhance development in the community, especially towards fighting hunger and poverty. However, contrary to this observation, the National School Nutrition Programme in South Africa (2008) illustrates how feeding programmes in schools in Limpopo and the Eastern Cape have developed to include a school-food garden project that empower children with life skills on food production and management. The essence of this argument is that, school feeding programmes when supported by other ministries i.e. the Ministry of Agriculture can become a strategy that empowers children with life skills, which may enable children from low socio-economic backgrounds to break the cycle of poverty.

2.2.7 Feeding Programmes and Learners' Voices

What children have to say about feeding programmes in schools has also been included in the literature on school feeding. Some children have reported the value of getting a meal at school, indicating that the only meal they get is at school; hence, they keep going to school because they know they will receive a meal. Lerato Mokhothu (an eleven-year-old girl from Lesotho) declares that, "The morning porridge I get at school is normally my first meal for the day because we rarely have enough to eat at home. In the afternoon, I get porridge…which encourages me to come to school every day" (WFP, 2004, n. p). Similar findings are recorded by Potterton and Dawjee (2004), who state that most of the children interviewed in their study revealed that the meal they received at school was often the only meal they had, and that without the feeding programme at school, they would go hungry for days. From the aforementioned statement, it is evident that some children do not get enough food at home and therefore depend on school feeding programmes for more food. This alludes to school feeding programmes serving as structures that ensure all children, irrespective of their food resources at home, attend school.

Children have also indicated how a lack of food consumption excludes them from participating in learning. Nkosingiphile Dlamini, (a six-year old child from Swaziland) reported, "I did not eat anything today. There is no food at home. When I have nothing to eat, I have a pain in my stomach. But I try to think about listening to the teachers instead of thinking about my stomach, but it is hard to hear what they are saying" (The Choice between Education and Food, n. d., para. 2). From this statement, it is evident that hunger adversely impacts learning. When children have nothing to eat at home and the school does not provide meals that may address children's short-term hunger, children will not participate fully in learning. Therefore, by providing meals for learners, schools are able to promote learning for all the learners.

Although some children believe that the meals they receive at school contribute to their wellbeing and education, other learners even though they need the food, avoid taking school meals because they believe that school meals are not safe. Children in India have been throwing their meals in dustbins, fearing that the food is contaminated with poison, after other children died from food poisoning (the Mail and Guardian, 2013, 18 July). The crux of this argument is that, while some learners view school feeding programmes as inclusive strategies, other learners are sceptical about school feeding programmes. Based on the aforementioned report, it can be concluded that school feeding programmes are viewed as unsafe.

Chapter 3

Methodology

3.1 Introduction

This section discusses the research design and methodology used in carrying out the research. The components of the research design and methodology will be discussed as following; 1) Data Collection, 2) Sampling Method, 3) Information about the Schools/ Research Sites, 4) Credibility and Trustworthiness, 5) Data Analysis, 6) Ethical Considerations, 7) Confidentiality, 7) Anonymity, 8) Informed Consent.

3.2 Research design and methodology

The aim of this research is to examine ways in which feeding programmes serve, or fail to serve, as inclusive strategies in Swaziland. In addressing the research question, the views of school principals and teachers, with respect to school feeding programmes was examined.

3.2.1 Research Paradigm

This section will discuss the way the research was carried out and the research paradigm that was utilised. This research study is grounded in the interpretive paradigm. The interpretive domain views knowledge as subjective to an individual's interpretation. According to the interpretive paradigm, an individual's views and perspectives qualify as knowledge and knowledge is produced by engaging with people's views. Cohen, Manion and Morrison (2000) observe that interpretive researchers, "begin with individuals and set out to understand their interpretations of the world around them" (2000, p. 23). This research study aimed at examining how school feeding programmes serve or fail to serve as inclusive strategies by engaging teachers and principals' individual views and perspectives on feeding programmes in schools. The Report on the Evaluation of the National School Nutrition Programme (NSNP) stipulates that school principals and teachers are the key sources of information pertaining to implementation, coordination and management of school affairs, including feeding programmes in schools (NSNP, 2008). For this reason, teachers and principals were identified

as participants who can yield the most relevant data to answer the research question. This research is a collective case study. It used two different schools for an in-depth analysis of how school feeding programmes serve or fail to serve as inclusive strategies within those schools. McMillan and Schumacher (2010) define a collective case study as an "in-depth investigation of more than one case, whereby the researcher collects whatever information is necessary to develop a holistic understanding of a particular phenomenon" (MacMillan and Schumacher, p. 334&335). The aim of this research was to gather as much information as possible in order to develop an understanding of the ways in which school feeding programmes serve or fail to serve, as inclusive strategies. For this reason, this research study is classified as a collective case study.

I engaged in qualitative research methods to examine the ways in which school feeding programmes serve, or fail to serve, as inclusive strategies by examining how the participants view school feeding programmes. Bellenger, Benhardt & Goldstrucker assert that, "qualitative research methods attempt to uncover how people think or how they feel, achieving a greater depth and detail of responses and resulting in close-up descriptions that better realise the subjective phenomenon being studied" (Bellenger et. al. as cited in Bristol and Fern, 1993, n. p.). In other words, Bellenger et al. make the point that qualitative methods are the most appropriate if the researcher wants to examine people's insights and views towards a particular situation. Based on this premise, I used qualitative research methods for this research study.

3.2.2 Data Collection

The data collection technique used in this study consisted of individual semi-structured interviews. I arranged to meet with the participants and engage in a face-to-face conversation with them. According to Longhurst (2010), "Using semi-structured interviews enables the interviewer to get clarity on response that may seem vague from the interviewee" (2010, p. 103). For this reason, I chose to use semi-structured interviews because of their ability to allow me as the interviewer to probe and rephrase questions seek clarity in cases where responses are not clearly expressed.

MacMillan and Schumacher (2010), however note that there may be a few challenges that come with utilising semi-structured interviews. For example, a respondent may be unwilling to report true feelings in fear of being judged by the interviewer. To encourage participants to give information that accurately reflects their views; I mentioned to the participants that there is no

right or wrong answer and that no particular answer will be appreciated over others. The participants were told that all answers given during the interview were deemed acceptable.

Questions that guided the interview and enabled me to keep the interview on track were prepared beforehand. The questions that guided the interview were open-ended so that they could encourage the participants to provide in-depth and substantive responses (see Appendix B).Although I avoided asking questions that only yield 'yes' or 'no' answers, questions that yielded short phrases were asked in some instances because they were necessary in providing data that answers the research question.

The interviews were audio-recorded so that I, as the researcher, could fully engage the participants in conversation and use the audio-recorded data in the data analysis process. McMillan and Schumacher (2010) believe that audio recording ensures the capture of the entire conversation which provides the researcher with material to refer to during analysis of data. Additionally, audio recording the interview enabled me to observe freely the interviewee. As the researcher, I was able to note messages conveyed through body movements, facial expressions, and change in tone of voice, which could otherwise be missed if the interviewer focuses on writing down everything that the participant says (Leedy & Ormrod, 2010). Moreover, relying only on note taking could have led to missing some of the things the interviewee says as the researcher tries to capture and write down the participant's views. Thus, in an attempt to capture in detail everything a participant reports in a more reliable way, the interviews were audio-recorded.

Although audio recording was used as a way of collecting data, it is important to note that there are other aspects such as body language and the use of gestures to emphasise a point that needs to be jotted down as part of note taking. These other aspects can be used to provide more insight when data is analysed. Problems such as technological complications with the audio recorder may arise during the interview. Note taking was therefore utilised as a way of improvising should such circumstances arise. All participants were interviewed only once and they were interviewed individually by the researcher, at a place and time convenient to them. Each interview lasted approximately forty-five minutes to one hour. The participants were all fluent in English; as a result, the interviews were conducted in English.

3.2.3 Sampling Method

The method of sampling that was used in this study was purposeful sampling. Purposeful sampling enables the researcher to "select individuals or objects that will yield the most information about the topic under investigation" (Leedy &Ormrod, 2010, p. 147). Before the participants were selected for invitation to the study, I wrote a letter of application to the Ministry of Education and Training in Swaziland, requesting permission to conduct research in the two schools (see Appendix F). When permission was granted, I intentionally selected teachers and principals who work in schools that offer school feeding to the learners because they are most likely to be in a position to discuss the ways in which school feeding programmes serve, or fail to serve, as inclusive strategies. I invited one principal and three teachers from each school to participate. This means that two principals and six teachers participated, yielding a total of eight participants. The participants were invited through formal contacts. A formal letter requesting permission to conduct research at the school was written to the principals of the primary and high school (see Appendix D). The letter outlined the purpose of the research and was hand-delivered to the schools. After feedback from the principals indicated that my research proposal was reviewed favourably, a letter of invitation was then sent out to the principals (see Appendix C), accompanied by a verbal request to the principal to help me identify teachers whom I could invite to be participants in the study. Once I received the names of the potential teacher-participants, I then sent out letters inviting the identified teachers to be part of the research study (see Appendix C). All the potential participants were told that participation was strictly voluntary.

The schools from which participants were invited were one primary school and one high school in Swaziland. Although the study did not aim to compare and contrast feeding programmes in primary and high schools, conducting research with participants from both primary and high schools could yield richer findings. The schools were from different geographical locations in the country, namely the Lubombo and Manzini regions (see Table 1). According to the World Food Programme Publication on Swaziland (2009), "Schools in drought affected areas as the Lubombo and Shiselweni districts have the highest numbers of children from food insecure households and these are the areas that also have the highest HIV/AIDS prevalence in the country" (2009, p.1). Against this backdrop, inviting participants from a school located in the Lubombo district which is one of the districts that are hit hard by issues of HIV/AIDS and hunger and inviting participants from the Manzini district which is in an urban area may

provide rich insight into school feeding programmes. Information pertaining to the schools is presented in the following table:

3.2.4 Information on research sites/schools

Table 1presents information on the schools that served as research sites. The table provides information pertaining to the school, the description of the school (i.e. primary or high school), and the geographical region of the schools. In an effort to ensure participant confidentiality and anonymity, the high school is referred to as school A and the primary school is referred to as school B.

Table 1: Schools

School	**Description**	**Region**
A	High	Lubombo
B	Primary	Manzini

3.3 Credibility and Trustworthiness

Researchers have to ensure that their study is one that is truthful and credible for it to be of value; hence, it is critical that the researcher ensures the credibility and trustworthiness of his or her research. According to McMillan and Schumacher, credibility refers to “the extent to which the results approximate reality and are judged to be accurate, trustworthy and reasonable” (2010, p. 102). As the researcher, I ensured that the research undertaken was reliable and trustworthy by working closely with the project supervisor. The project supervisor has an independent perspective and was able to question presuppositions made by me as the researcher. Additionally, the participants were told that there are no correct or incorrect answers and that there is no one type of answer that is expected from them during the interviews therefore, any answer that they gave was credible in the eyes of the researcher. I also shared the transcripts with the participants so that they would provide me with feedback. Lastly, I presented the proposal twice to a panel of colleagues and academics who gave feedback that enhanced the credibility and trustworthiness of the study.

3.4 Data analysis

The data was analysed using qualitative data analysis methods. McMillan and Schumacher define qualitative analysis as "a systematic process of coding, categorizing and interpreting data to provide explanations of a single phenomenon of interest" (2010, p. 367). After collecting data, using the research sub-questions as a way of arranging the data, I looked for recurring responses, which I arranged as categories and patterns. This enabled general themes relating to school feeding programmes as strategies to emerge from the data.

3.5 Ethical considerations

I applied for ethical clearance from the University of the Witwatersrand to conduct the research study. I also applied for permission to the Ministry of Swaziland to conduct research in two schools. A letter requesting permission to conduct research with teachers and principals from the two different schools was written to the principals of the two different schools. I sent out letters to potential interviewees, inviting them to participate in the research. I informed participants verbally, and in writing (via the invitation letters), that their participation was voluntary, their response would be kept confidential, their identity would not be revealed in any reports, and that they had the right to withdraw from participating in the study at any time with no adverse effects or penalties.

3.6 Confidentiality

Ensuring confidentiality is one way in which the researcher respects the participants' right to privacy. It ensures that no one has access to the participants' data, including their names, except the researcher. Cohen, Manion and Morrison (2000) stipulate that, "Although the researchers know who has provided the information or are able to identify the participants from the information given, they will in no way make the connection known publicly; the boundaries surrounding the shared secret will be protected" (2000, p. 62). Given the aforementioned quote, the participants were assured of the strictest level of confidentiality possible. The participants were told that their names would not appear in the written research study. They were assured that all material obtained during the interview would be kept in a locked drawer in the researcher's study room, and only the researcher would have the key to the drawer. This information would not be accessible to anyone, except in the case where it is required by the

university. All research documents and data pertaining to this study will be destroyed after five years.

3.7 Anonymity

It is important that participants be assured that what they say cannot be directly traced back to them. McMillan and Schumacher (2010) believe that anonymous data means ensuring that a link between what was said, and the participant who said it, is not possible. In an attempt to maximise anonymity, I did not use the participants' real names in the data analysis, instead pseudonyms were used when referring to participants. For the teacher participants, the pseudonym HP and a number i.e.HP1 was used to refer to the high school participants, while the pseudonym PP and a number i.e. PP4 was used for primary school participants. For the Principal participants, the pseudonym HPr and a number was used i.e. HPr1 was used to refer to the higk2h school principal, whilePPr2 was used to refer to the primary school principal.

3.8 Informed Consent

The participants were informed of their rights in terms of participation. Deiner and Crandall define informed consent as, "the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions" (Deiner & Crandall as cited in Cohen, Manion & Morrison, 2000, p. 51). Against this background, the participants were told that they were being invited and not forced to participate in the study; hence, their participation was strictly voluntary. They were made aware that they could withdraw from the study at any time and this would not have any repercussions, financially or legally.

Chapter 4

Research Findings and Interpretation

4.1 Introduction

This chapter is a presentation of data collected from six teachers and two principals in Swaziland. The participants were drawn from two schools. Three teachers and one principal participated from a high school and three teachers and one principal participated from a primary school. Firstly, background information pertaining to participants is illustrated. Secondly, the responses of participants to the semi-structured interviews are analysed and interpreted, guided by the research questions in this study. Lastly, a summary of the findings of the study are discussed.

4.1.2 Information on participants

Table 2 below shows the participants' teaching area, the position they hold at the school, their gender, the number of years they have provided service to the teaching profession and the level of schooling for each participant. For purposes of anonymity, when referring to the responses given by individual participants, the study will use HP (for the high school teacher participants) and a number as a way of identification (i.e. HP1 for high school participant 1) and PP for the primary school participants (i.e. PP5 for primary school participant 5). The study will use HPr (for the high school principal participant) and a number (i.e. HPr1 for principal 1 and PPr2 for the primary school principal).

Table 2: Participants

Participant	**Teaching area**	**Position**	**Gender**	**Years of service in the teaching profession**	**Level of Schooling**
HP1	Maths	Teacher	Female	5	BSc Science & PGCE
HP2	Geography	Teacher	Female	10	B.A Humanities & PGCE
HP3	SiSwati & English	Teacher	Female	6	B.A Humanities & PGCE
PP4	Social Studies	Teacher	Female	21	B Ed
PP5	Home Economics	Teacher& member of school feeding programme focus group	Female	20	B Ed
PP6	Sports & Food Sciences	Primary School Teacher& member of school feeding programme focus group	Female	18	B Ed
HPr1k	Geography & History	Principal High School	Male	20	B Ed
PPr2	Maths & Science	Principal Primary School	Male	6	B Ed & M Ed

4.2 Themes

4.2.1 Teachers and Principals views on school feeding programmes

This section reports on how the participants viewed school feeding programmes. When asked what their views and thoughts were on school feeding programmes, the participants provided different views. After the data that answers this question was analysed, the responses from the participants were categorized into four main themes. The themes are as follows: 1) feeding programmes are helpful, 2) the need to provide breakfast as part of the school feeding programme, 3) the need to provide take home rations for learners, 4) the challenges of having school feeding programmes in schools.

4.2.2 School Feeding Programmes are helpful

One theme that emerged from the interviews pertained to "helpful". The participants reported that the school feeding programmes were beneficial because they were very helpful in a number of ways. In this section, the different ways in which feeding programmes are "helpful" will be discussed.

The School Feeding Programme is helpful to the learners

The participants reported that the school feeding programmes were helpful to the learners. They explained that most of the learners had to travel long distances to school. The participants stated that some of the learners had to leave very early in the morning in order to arrive on time for lessons. The participants observed that these learners often arrived at school hungry and therefore believed that getting a meal at school helps them to cope with the demands of learning in the classroom. The participants from school A indicated that most of the learners in the school were from poor socio-economic backgrounds and could not afford to buy food from the vendors and the school's tuck shop. The participants felt that the school feeding programme was helpful in that it provided all learners with a meal for the day. When asked how the feeding programme might be helpful to the learners academically, PP5 stated that "*it is very helpful for them. If you teach a child who has had a meal, the child becomes positive, the child enjoys learning, even in the sports, and they participate. If they are hungry, they are weak and they cannot participate*". This view was reiterated by PPr1 who stated that "*it is impossible to teach*

children when they are hungry. When the children have had something to eat, teaching and learning improves". Based on the participants' observations, it is apparent that they view school feeding programmes as strategies that promote learning for all learners.

School Feeding Programmes are helpful to the teachers

The participants indicated that the school feeding programme was helpful to the teachers. The participants reported that teaching was a challenge if learners were hungry during lessons. According to the participants' reports, teachers often felt frustrated and angry when they had to teach before the learners have had the school meals. In terms of classroom behaviour, the participants reported that before the meals, the learners would be sleepy, un-attentive and would not engage in classroom activities. They expressed that this type of behaviour often made them feel disrespected by the learners. According to PP5 "*When children are hungry, we as teachers are affected by that situation. The way they behave when they are hungry makes you feel really disrespected*". The participants noted that when the learners have had their meals, their behaviour changed and that change enabled the teachers to enjoy teaching. The participants stated that they looked forward to teaching once the learners have had their school meal.HP3 reported that "*Until you get to understand why they behave that way, you are not going to like it obviously, though you are not going to ask each and every one why are you sleeping, inside you are angry with them. You actually do not enjoy those lessons'*. She added that after the learners have had their meal, "*they are quite attentive. They are eagerly waiting for what you want to tell them. They respond quite openly, you do not have to poke them…that makes me love my job"*.

Although HP3 reported that teaching became less challenging after the learners have had their meals, HP1 reported that "if you teach before the learners have their meals, they just look at you, not interested and it is like you are talking to yourself. After they have had their meals, they continue to be unresponsive, still not interested". Evidently, while some participants report that the school feeding programme is helpful to them, other participants do not think that the school feeding programme helps them with teaching.

School Feeding Programmes are helpful to families

According to the participants' report, the school feeding programmes were not only helpful to the learners at school, but also to the parents and guardians of the learners. The participants stated that most of the learners came from families that were headed by children, grandparents,

or single parents. They reported that most of the parents in the area struggled to provide for their children. The participants highlighted that if some of the children are fed at school, it meant that the parents or caregivers had fewer children to feed at home. They felt that the feeding programme therefore provided some relief to those parents who battled to feed their children. PP6 reiterated, "*Instead of spending money on lunch boxes, or tuck money, they can buy pencils, shoes and bus fare for their children*". PP4 added that "*We live in bad times, most of these children are OVC and they are taken care of by their grandparents and relatives who are also struggling financially so they do not have much at home in terms of food. The school food really helps in relieving the grandparents from having to buy food or give money to the children to carry to school*". Seemingly, the participants view the school feeding programmes as strategies that relieve the parents from additional educational costs.

Additionally, the study uncovered that some of the participants felt that the school feeding programme should be extended to provide children with meals during weekends and school vacation time. PP5 noted that "*Hunger is not a Monday to Friday thing. We know that these children come from very poor families who cannot afford to feed them, what do they eat then during the weekend*"? While school feeding programmes are designed to provide meals or take home rations to children during school time, it is evident that some participants think that for school feeding programmes to be more effective, they should be extended beyond the school. Although the participants articulated this view, some were aware that this would be an extra cost that the government might have difficulty in funding. PP5 expressed that "*it is just a thought you know because we really feel bad for these children. I know that it might be too expensive for the government to give them food during the weekends and on holidays*".

4.2.3 The need to provide breakfast as part of the feeding programme in schools.

The participants believed that there was a significant need for schools to serve breakfast. They stated that the school feeding programme comprised only of the midday meal, and no breakfast. Some participants believed that breakfast was the most important meal of the day, especially for children who attended school. The participants highlighted that many learners travelled long distances to school, having to leave home very early and often on empty stomachs. They argued that the school feeding programme could be more beneficial to the learners if breakfast was to the midday meal. HP3 argued that "*Some of these children travel long distances, some come on the bus yes, but they have to wake up very early because they stay far. Others have to*

walk long distances to the school. By the time they get to school they are already hungry. It does not help that the lunch is between 1:00 pm and 2:00 pm". PP5 was also of the similar view stating that "*What I can say, is if it were possible, these children would have more than one meal a day. It is not enough that the children should eat just one meal a day. They should at least get some breakfast as well. Then the lunch. I would really appreciate that because the children yawn early in the morning and when you ask them, they tell you that the last meal they had was yesterday, here at school.*

Additionally, PP6 observed that during the years when the school served breakfast, the learners would arrive early to school mainly because they did not want to miss the breakfast served at school. She stated that the school did not have problems pertaining to learners arriving late then. She explained that "*The kids would be here, all of them to have that meal, but after it was cancelled, we then started having the problem of late coming"*. Furthermore, PP4 observed that *"serving breakfast made the children lively. After the breakfast was removed, the children started falling asleep very early during lessons. Their level of concentration just dropped. They were not there anymore, I mean from as early as 8:00 am they would not focus"*. The views of the participants from school B indicate that the participants were aware that withdrawing breakfast from the school feeding programme had negative effects on the academic and general success for learners. From the aforementioned views, it can be resolved that the participants presume that serving breakfast as an additional meal to the learners could enhance academic and general success for all learners.

4.2.4 The need to provide take home rations for learners

The fact that the feeding programme only served '*wet'* food to the learners to be consumed while the learners were in school and there were no rations provided for the learners to take home was of concern to the participants. They supposed that, because of the high level of poverty amongst the learners, and the fact that a substantial number of learners were orphaned and vulnerable children, the Ministry of Education should be allowing schools to give out rations of dry food to the learners as part of the feeding programme. The participants alleged that the learners would benefit more from in-school feeding and take home rations, especially on weekends. PP6 argued that, *"If the kids are given food only from Monday to Friday in school and nothing to eat during the weekend or even for supper, it means we are saying we care about the child only if they are at school. Over the weekend they are not our children…these children need the food even on weekends, they must be given something to cook at home"*. This

view was supported by HP1 who also stated that "*the way things are, you feel the need as the principal to give dry rations that the learners can take home, but it is not allowed. These children have nothing to eat at home, we know that*". Based on the aforementioned views, it can be inferred that the participants consider take home rations to be an integral part of school feeding programmes, hence they are convinced that children should be given take home rations as an addition to the meals they have in school.

4.2.5 The Challenges of having school feeding programmes in schools

One theme that emerged from the interviews pertained to the challenges that schools experienced with respect to the implementation of school feeding programmes. Below, I will discuss the following challenges: 1) lack of resources, 2) delivery of food supplies to the schools, 3) administration of school feeding programmes in schools, 4) lack of training, 5) lack of teacher representation on management structure of the school feeding programme at the Ministerial level, 6) food wastage in schools and 7) the low level of teacher involvement in the school feeding programme.

Lack of resources

The Principals reported that the school feeding programmes were a challenge because the schools had limited finances that took care of the entire administration of the school. They both mentioned that although the free education policy for OVCs and all primary school going children was a good thing for the learners, it proved to be a great financial challenge for the principals. The principals stated that although the government does pay out school fees for orphaned and vulnerable children to the schools, the amount of money paid out for each learner has not been increased since 2010. According to PPr2, this has been a challenge in that, the inflation rate has gone up and prices for food commodities have escalated, making it difficult for the principals to purchase food items such as vegetables and meat to supplement the food donated by the government in the schools. HPr1 added that sometimes, he had to use money for other projects to supplement the feeding programme, hence other projects like cultural activities and sports were compromised. He also added that the lack of finances also prevented the school from modifying the menu so it becomes more nutritionally balanced and enticing for the learners.

Additionally, HPr1 stated that the absence of a school van made it difficult for the school to operate the feeding programme. The Principal reported that, when the kitchen ran out of food

supplies, he had to use his personal transport to buy supplies from town. He added that if he was not in school, tending to some other administrative issue at the Ministry of Education and the kitchen ran out of supplies (i.e. gas for cooking); the teachers had to release the learners early, because there would be no lunch served to them. He complained that if learners were released before the official time, time for teaching and learning was adversely affected.

HPr1 also reported that there was lack of appropriate storage for the food supplies. He related that when the feeding programmes were introduced in schools, the government simply delivered the food, and the schools had to erect structures for storage and cooking. He stated that this has been a challenge, and the school has only been able to put up a structure that does not meet the required standards to ensure that food does not spoil. He indicated that when it rained, water seeped into the storeroom, and spoiled the food supplies. He also added that rodents were able to enter the food storage shelter and cause damage to the food supplies. This observation was supported by PPr2 who also stated that although the school had been able to put up a structure in accordance to the specifications of the government to serve as a store house for the school feeding programme supplies, the food eventually got spoilt. He stated that "*although we have a room for storing the food that I think is the way we were told it should be, the food still gets spoilt. Sometimes you find these little bugs and the children will not eat the food. Sometime ago we found mice, we don't know how they really got in here*". The views of the participants presuppose that school feeding programmes require extensive resources and the schools have difficulty in securing the much needed resources.

Delivery of food supplies to the schools

Both principals expressed concern with respect to the delivery of food supplies to the schools. PPr2 reported that the schools had to rely on the transport that the government provided to deliver the food supplies to the school. He stated that the delivery of the food supplies would sometimes take longer than expected, and this resulted in the school having to shut down the feeding programme until the supplies were delivered. He noted that this brought inconsistency in the implementation of the programme, and often resulted in confusion for the parents and learners in that at times learners had to bring their own food and parents had to find a means of providing a school lunch for their children at short notice. Similarly, PP6 stated that "*When food is not cooked that day, (bangs table)…me and my partner have to fork out money because some of the children will tell you, they will have nothing to eat for the whole day, and any other day if the school does not give them food. They will have nothing to take to their siblings if the*

school has not provided. Because some are elders at home and you can see how stressed they are if the feeding programme is not running for those days". In addition, PPr2 reported that sometimes, the schools would receive food supplies for the third term in the second term, and that was another challenge in that the food would spoil in a few months and there would be no food for the learners towards the end of the third term.

Although PPr2 reported that food supplies delivered too early would often spoil before they were utilized, HPr1 stated that "*sometimes the food supplies come too early, and you know this is food. The amount of food we have to cook is often not enough for the children. These are high school children, they eat. So we often use up the food supplies and we run short of food before the end of the year*". Based on the participants' views, it can be concluded that untimely deliveries of food supplies cause additional problems in the execution of feeding programmes in schools.

Administration of school feeding programme is time-consuming

The study revealed that the school feeding programmes were time consuming. While both principals indicated that the administration of the school feeding programme affected the amount of time they spent on other administrative issues such as leadership and management of teaching and learning in the school, school A seemed to experience more school feeding administrative programmes than school B. HPr1 stated "*It is very challenging to run this school programme I must say. I often have to drive into town to buy food commodities such as vegetables, bread or meat. This interferes with the running of the school because it means that during some days, I cannot be in school for the better part of the day*". He added that as a result of being away from school, staff meetings had to be cancelled, parents who wanted to see him on that day had to be turned away and other issues pertaining to teaching and learning that needed his attention were left unattended as he had to be in town getting food supplies.

While PPr2 acknowledged that there were some challenges with the administration of the school feeding programme, he stated that he did not experience challenges with the buying and preparation of food as this was done by the school feeding committee. He articulated that "*the administration of the programme is challenging, but I am not alone in running this whole thing. I have a committee of five teachers that oversee the running of the project. They do the budgeting, buying and all that. So yes it is challenging but it is not that bad*". From the aforementioned arguments, it may appear that the severity of the problems in the administration

of the school feeding programmes was higher in school A where there was only one teacher who worked with the principal in overseeing the school feeding programme.

Lack of training

The participants were of the view that there was a need to provide regular workshops for all the stakeholders of the school feeding programme. PP6 believes that teachers, principals and the cooks needed to be knowledgeable on how to ensure that the implementation of the school feeding programme is a success. She stated that the cooks needed on-going training on meals and hygiene issues to safeguard the health of the learners. She further argued that the principals and deputies needed to be trained on budgeting and delegation of duties pertaining to the school feeding programme to other staff members so that the running of the feeding programme is more efficient. *This view was supported by PP6 who argued that "we need continuous training on the feeding programmes. Our administrators need to be trained on a lot of things. They need to be trained on the budgets. The budget for the school feeding should not be used for other departments because when we want to buy something for the kitchen you find that there is no money"*. She further stated that *"the admin needs to trust us, they need to be trained on all those things that if you delegate, you trust because it hurts when you see that the admin thinks maybe you steal the food somehow, it just hurts"*. While PP6's observation focused on the training of teachers and the school administrators, PPr2 noted the need to train the learners as well on the school feeding programme. He stated that *"learners also needed to be trained on a number of issues that pertained to the school feeding programme. The learners are not aware of the value of school feeding, they are also not aware of the consequences of their actions when they make fun of those who utilize the school feeding programme. They basically stigmatize them. They put so much peer pressure on some of their friends that they stop eating the food. That is wrong. But they are children. They just need to be taught about such things"*. Based on the participants' observations, the need for training all stakeholders on the school feeding programmes is evident. Consequently, the training of all stake holders could lead to a more effective and efficient implementation of the school feeding programme and a positive change of attitude towards the school feeding programme from some of the learners.

No teacher representation on management structure of School Feeding Programme at Ministry of Education Level

The participants were concerned that the management structure of the school feeding programmes did not include education specialists i.e. teachers in the overseeing of the feeding

programme at the Ministry of Education. The participants acknowledged that although the nutritionist was the key person in designing the meals and setting hygiene standards, it was critical that a team of educators worked with the nutritionist in liaising with the teachers and the learners in the implementation of the feeding programme. PPr2 stated that *"However it [the feeding programme] needs more educators to work with the nutritionist to close the gap. The nutritionist does not have that classroom understanding. The classroom experience is needed. The nutritionist must work with someone who understands the classroom situation that could help improve the attitudes of learners towards the food. It is like there is only the nutritionist; they only focus on the menu"*.

Food wastage

The participants reported that the school feeding programme was characterised by notable food wastage. The participants from the school B reported that there was a significant wastage of food at the school. The participants stated that the children who came from families that could afford food did not utilise the food from the school's kitchen but preferred to eat food they had brought from home, or buy snacks from the tuck shop. PP4 noted that "*as a school in the urban area, some of our parents can afford to provide food for their children and those children do not eat the food from the kitchen. They just don't show up and a lot of food is left over. That is wasteful"*. A similar observation was made by PP5 who stated that "*there are those few whose parents afford, and those who do not because they are afraid of being laughed at by their friends that they eat from the kitchen. When the meals are prepared, it is for every child. So those who do not come for their food, it means that the food has to be thrown away"*. In addition, PPr2 highlighted that most learners in urban schools were used to the practice of bringing food from home from an early age, since that had been a requirement in the preschools they had previously attended.

The participants from school A also reported that sometimes there was food wastage at the school. However, unlike the participants from school B, food in school A was not wasted because learners were afraid of being laughed at by friends or because some learners could afford to bring food from home to school. Rather, the participants noted that wasting of food occurred usually when there were problems with the quality of the food. HP2 indicated that, "*Some classes very few pupils eat the food, so you sometimes find the entire bucket thrown away. Sometimes they say the food is not properly cooked; sometimes it is not nice at all so you find that they do not eat"*. HP3 reported that when the school ran out of supplies, the school

cook had to use what was available to cook a meal for the learners. She noted that this sometimes meant cooking the same food for days in succession, and this made the learners throw the food away. She stated that "*when the kitchen runs out of supply, the cook has to use what is available. Sometimes we run out of rice and have only samp. This means the cook has to cook samp every day. The children get tired of this and they start throwing the food away*".

Although the participants were aware that there was some food wasted through the feeding programme, they were convinced that the benefits of having the school meals were more significant than the problem of wastage. PP5 noted that *"although some of the children do not eat the food, the benefits are so much more than that. If food is left over it means more for the children who head families. We can stop cooking just because sometimes the children don't eat the food. If it is good food, even those from affording families eat"*. Based on the participants' observations, it can be deduced that food wastage was promoted by serving food that was undercooked and giving the same food to the learners for days in succession. Evidently monotonous school meals are at the core of food wastage. Furthermore, the findings of the study reveal that although the participants were concerned about food wastage, they were convinced that the benefits of having children get meals at school significantly outweighed the wastage of food in schools.

Teacher involvement in the school feeding programme

The participants reported that there was minimal teacher involvement in the implementation of the school feeding programme. The participants stated that only a few teachers were chosen to be part of the feeding programme and this led to problems with the supervision of the meal times. The participants from school A reported that the absence of teacher supervision during mealtimes often led to food shortages because some learners would steal the food, especially if it was their favourite meal such as bread served on that day. The participants stated that the prefects responsible for supervision sometimes could not handle the distribution of food well; hence other learners did not receive their share. HP3 reported that "*Teachers need to be a part of this whole programme thing, not to be called in on Fridays when there is bread and sometimes when there is meat because that is when the big boys fight with the prefects. The Prefects are also students, so they will just be scared and give the boys more food, then there is a shortage…other children will not get the bread. The teachers should be encouraged to be part of it not to be like chased away"*.

Although some participants felt the need to involve all the teachers in the feeding programme, PP6 contended that involving more teachers creates problems as teachers sometimes felt that they were more entitled to the food than the learners were. She stated that PP6 added that "*Before the Ministry of Education said that teachers should not eat the school food, the teachers often demanded to get their food even before the learners had eaten. When it is meat, they demand to have even larger helpings of the food*". It is evident that there were contradicting views on teacher involvement in the school feeding programme. While other participants suppose that teacher participation would promote the success of school feeding programmes, some participants were convinced that only a few members of the teaching staff should be involved, and preferably teachers who have undergone training in food sciences or home economics.

Furthermore, the participants also revealed that the Ministry of Education discouraged teachers from eating the food prepared at the school for the learners, and this resulted in teachers refusing to supervise mealtimes. PPr2 stated that the refusal of the Ministry of Education for teachers to eat the meals prepared in the school kitchen was unfavourable to the feeding programme. He reiterated that, "*Children learn by observing. If the children see their teachers eating the food, they will know that the food is healthy and good enough to be eaten. But if the teachers are not supposed to eat, then the children will think that there is something wrong with the food"*.

4.3 Ways in which school feeding programmes promote academic success for all learners

This section of the chapter reports on what the participants had to say about ways in which school feeding programmes promoted academic success for all learners. After the data that answers this question was analysed, the responses from the participants were categorised into three main themes. The themes are as follows:1) school feeding promotes the inclusion of children from low-socio economic backgrounds, 2) school feeding programmes increase participation in classroom activities, 3) school feeding programmes improve school attendance and 4) school feeding programmes promote education for girls. These themes will be discussed below.

4.3.1 Promotes the inclusion of children from low-socio economic backgrounds

The participants reported that the school feeding programme promoted the social inclusion of learners from low socio economic backgrounds. They stated that before the feeding programme was introduced at the school, most learners from low socio-economic backgrounds did not have anything to eat during break. This meant that some of the learners went the whole day with no food in their stomachs. HP1 narrated that "*there are women who sell at the gate…fat cakes, buns, chips. Some of these kids do have the money to buy, but the children from poor homes do not. Those with no money to buy just sit under the shade, or sleep in the classroom waiting for the next period to begin…but if there is food coming from the school, there is not much difference between someone who has gone to the market and someone who has not"*. This view is supported by PP6 who stated that "*we have a lot of destitute children here at school. Most are children are OVC, they have no one to give them money to buy from the tuck-shop. The school food helps those children. They eat, then they can play and learn like the other children who have food from home. It [the school feeding programme] just makes all the children uniform*".

4.3.2 Increases participation in classroom activities

The participants reported that the school feeding programme promoted participation in classroom activities. They reported that before the learners had their meals, they showed signs of being tired and sleepy during the lessons. The participants maintained that before the meals, the learners would not answer questions, were slow in speech and the teachers had to probe more to get any response from them. HP3 reported that some would be so weak, to the extent of fainting during lessons and when teachers investigated, most times they found that the learners' last meal was the one they had at the school the previous day. PPr2 stated that the food gives the learners energy and this helps to change their behaviour in class. The participants stated that after the learners had their school meal, instead of sleeping or just keeping quiet, the learners became lively and answered questions asked by the teacher. The participants reported an increase in contributions that the learners made after having their meal. HP3 added that after the meals, the learners were "*forthcoming, took down notes, eager to talk and often lead the discussions in my subject, especially if we are doing literature, they really engage more by talking to you rather than being quiet and sleepy like they were before their meal. They simply respond to your teaching, no need to poke them into answering questions"*. A similar

observation was made by HP1 who stated that "*Very few learners can concentrate before they have their meals. Most just look at you with that tired and lazy look. If you ask some why they are not engaging, they will tell you, miss I am hungry. Once they have their food, they really become lively, they are more alert and pay more attention to what you say*".

Although the participants noted a significant improvement in participation after the learners had their meals, HP2 contends that the learners were always indifferent in class. She noted that the school meals do not play a vital role in promoting participation in classroom activities. She states that "*these children behave the same to me. They sit quietly and do not respond to any thing. They appear unchallenged maybe they lack exposure to things, I don't know. Before the meals they are quiet, after the meals, they are still quiet*". Based on the abovementioned view, it is evident that while some participants are of the view that school feeding programmes promote academic success for all learners, other participants do not consider feeding programmes to promote participation in learning.

4.3.3 Improves attendance

The participants' reports indicate that they were aware that the school feeding programme improves enrolled learner attendance at school. Both principals reported that before the school feeding programme was introduced at the school, the levels of absenteeism were significantly high at the school. However, the introduction of the feeding programme resulted in a notable reduction in absenteeism. HPr1 stated that, "*the food has been an incentive for them to come to school, it really has improved attendance. Fridays especially, no one would dream of being absent, it is the day to get bread. To these children bread is a big thing, you and I might take it for granted but to them it's big"*. HP3 added that "*After introducing the school feeding programme, the level of absenteeism really dropped. There were less and less children being absent from school. It seems that this school feeding has been a motivation for them to come to school*". The participants' views suggest that school feeding programmes have played a substantial role in curbing absenteeism in schools.

4.3.4 Promotes education for girls

Despite the respondents being asked about how the feeding programme promotes academic success for all learners, they specifically chose to focus on how the feeding programme promotes education for girls. The participants reported that having the feeding programmes in

schools promoted education for girls. The participants believed that the school feeding programme contributed to ensuring that girls stayed longer in school and completed their education. The participants noted that, because of the HIV/AIDS prevalence in the country, when parents died, usually the girls rather than the boys became the heads of the families. The participants elaborated that some of the girls dropped out of school so they could get jobs to feed the younger children at home, while others resorted to having sexual relationships with older men in order to get money to take care of their siblings. The participants further argued that these sexual relationships with older men often resulted in teenage pregnancy, and eventually the girls had to drop out of school. PP4 reported that, if the schools provided food for the learners, the girls were able to stay in school because the teachers encouraged those girls who were heads of families to bring extra lunch boxes so they could get extra food to take home to their siblings. Consequently, getting food at school becomes an incentive for the girls to stay in school because it means they will be able to provide food for the family.

According to PP4 "*the school feeding programme has been very helpful in keeping the girls at school. You know with the HIV/AIDS parents die, it is the girls that have to feed their siblings. They leave school and work around here in the firms or start selling themselves to the old men just to get some money to buy food for their siblings. But now we give them extra food to take home, there are less girls dropping out to find work or because they are pregnant*".

While PP4 argued that the school feeding programme enabled girls to be in school for longer, HP1 highlighted that although the school feeding programme has helped some girls to get food to take home, some of the girls continued to have relationships with older men including their teachers because they wanted other things like cell phones and nice clothes. She stated that, "*Some of the girls have benefitted from the feeding programme. They now get left over food to take home and this makes them stay in school. Some though continue with promiscuity. They date old men not because they are hungry but they want nice things like cell phones, then they fall pregnant. The food at the school is not good enough for them, they want a high class life*". From the aforementioned arguments, it can be ascertained that while the participants view the school feeding programmes as a mechanism that promotes girls education, there are some reservations on the extent to which the promote girls education.

4.4 Ways in which school feeding programmes inhibit academic success for all learners

Although the participants reported on how school feeding programmes promoted academic success for all learners, the participants also reported on how school feeding programmes could inhibit academic success for all learners. This section of the chapter reports on what the participants had to say on how school feeding programmes inhibit academic success for all learners. The data pertaining to this question was analysed and yielded four main themes. The themes are as follows: 1) learners come to school only for the food, 2) the feeding programme inhibits participation in classroom activities before and after mealtimes, and 3) the school feeding programme can be a health hazard to the learners. These themes will be discussed below.

4.4.1 Learners come to school only for the food

While the participants reported that school feeding programmes promoted school attendance, they also stated that some of the learners only come to school for the food provided by the school through the feeding programmes and did not care much about learning. The participants stated that the focus for the learners who came to school for the food, was on getting the food during lunchtime and they skipped lessons after they had eaten. HP1 reported "*Some of these learners come here for the plate. The learners themselves often say that …I only go to school for the food, learning becomes a bonus. Although there are a few learners who engage in this behaviour, it is really rubbing off on more learners"*. HP3 added that it is worrying that the learners seem to think the reason they come to school is to get food. She stated that "*while the food is there to help the learners, if the learners put the food before their learning, then the feeding programme becomes detrimental to the learner's education"*.

Although PPr2 supports that there are children who come to school just for the food, he also believes that in the process of "*eagerly waiting"* for the food, those children will benefit academically by being in the classroom. He was convinced that learners who come to school for the food are better off waiting for food in school than being on the streets where they would not learn anything at all and would be at risk of life threatening behaviour. Based on the participants' views, it is evident that there are concerns on how the learners seem to focus more on getting food than on achieving academic success.

4.4.2 Inhibits concentration and participation in classroom activities before and after mealtimes

There was a general concern among the participants about the behaviour of the learners during the last period before they went for their meals. The participants reported that the learners were often agitated and restless, and the levels of participation would be low during the last period before they had their meal. HP3 stated that teaching during the period before the learners went out for their school meals was a challenge. She observed that the learners would constantly look at their watches, tap their pencils on the desks showing signs of restlessness, as they eagerly waited for the bell to ring. This view was supported by PP4 who stated that, "*teaching in the morning was not very bad, but an hour, like just before the main break, you find that some of them are not concentrating, they are rushing to have food, because they did not have food in the morning"*.

In addition, findings from the participants in school A highlighted that the learners were often sleepy and not willing to participate in learning after they had their main school meal, which is provided by the school feeding programme. Some participants argued that teaching after the learners have had their school meals was a challenge because some of them would fall asleep, claiming to be too full.HP2stated that *"Even then [after the school meals], you will find that someone is sleepy because they are too full…so they are sleepy and lazy before the meals because they are hungry and they are sleepy and lazy after the food because they are too full"* (laughs out loud). It is apparent from the participants' reports that while they view school feeding programmes as helpful in alleviating short term hunger and promoting participation in learning, the participants also consider school feeding programmes to inhibit academic success for the learners.

4.4.3 A health hazard to the learners

According to the participants, the feeding programmes might be a health hazard to the learners in the school. The participants reported that sometimes the food served by the school was undercooked. The participants added that the learners would often complain of stomach-aches if the food was not well cooked. The participants observed that such complaints were rampant when the learners had a meal with beans that were undercooked. HP2 stated that "*Sometimes "make" [the lady who cooks in the kitchen] undercooks the beans, and then the children will*

complain and complain of stomach problems. We will have to send them to the clinic, or they have to go home during school time… you see".

In addition, PPr2 reported that in one school in the country, children ate food, which was contaminated with a weevil tablet (insecticide). The learners fell sick and had to stay out of school for two weeks. The Principal emphasised how the feeding programme could cause serious harm if precautions were not taken to ensure that the standards of hygiene are highly maintained. In addition, HPr1 also expressed concern over the shelter where the food supplies were kept. He stated that rodents had been found in the shelter and he was worried for the health of the learners. The participants concluded that if the health of the learners was at risk, their academic success might be hindered. Based on the participants' arguments, it is apparent that there are serious health concerns about feeding programmes in school.

4.5 Ways in which school feeding programmes promote success generally for all learners

This section of the chapter reports on what the participants had to say pertaining to ways in which feeding programmes promoted success generally for all the learners. After the data that answered this question was analysed, the responses from the participants were categorised into four main themes. The themes were as follows: 1) contribution to the health of the learners, 2) increased participation in extra-curricular activities, 3) providing employment to members of the community. These themes will be discussed below.

4.5.1 Contributes to the health of the learners

With regard to how school feeding programmes promote success generally, the participants reported that the meals prepared at the school through the feeding programme were more nutritious than the food that some of the learners bring from home or the snacks sold at the tuck-shop. PP6 strongly argued that, "*the food, which is prepared in the kitchen, is the most nutritious meal compared to what they bring or buy. The food they buy from the tuck-shop is so unbalanced, they will buy ice-block, fat-cakes, and they do not buy the fruits, you know they do not like fruits and veggies, but when those things are cooked as part of the meal, they will eat those nutritious foods"*. The participants therefore believed that having the learners eat the school meal was more beneficial to the health of the learners. The participants also reported that the school meals contributed to the improvement of the health of those learners who did

not have enough food to eat from home. PPr2 stated that before the school feeding programme was introduced at the school, some learners showed signs of poor health conditions, such as skin problems, constant headaches, dizziness and stomach aches. He added that, after the programme was introduced, most of the learners' skin condition improved significantly, and there was a notable reduction in the number of learners who came to the office requesting medication for headaches and stomach problems.

Furthermore, the participants reported that HIV/AIDS has not spared the health of some of the learners. The participants reported that some of the learners were HIV positive and were on anti-retroviral medication. HP3 stated that, "*This is a bit sensitive, but I think it has become a norm to everybody. Some of the learners, like they are on medication, they are sick basically, they are HIV positive and stuff like that, and they actually open up. They identify one teacher they can trust and tell them that Miss I am on medication, I am HIV positive… so they just open up and tell you about it. Then you know they are on medication. Therefore, I would look at it health-wise, when we say how it is going to benefit them. I think it would actually help them in the sense that for instance those that are on medication, they would not struggle to get food for taking their medication"*. This view was supported by PP5, who stated that some parents reported that their children are on antiretroviral medication and asked the teachers to ensure that the child eats the school food so that they are able to take their medication. PP5 also argued that since some of these learners left home without having anything to eat, and had nothing to eat at school; the school feeding programme therefore provided them with a meal to enable them to take their medication. This showed that the participants were aware that the school feeding programme promoted success in terms of the health and well-being of the learners.

4.5.2 Increased participation in extracurricular activities

The reports of the participants indicate that school feeding programmes promoted the general success of learners through participation in extracurricular activities such as sports, cultural dancing and board games. PPr2 was of the view that, since the meals were balanced, they gave the learners energy to be active during extra-curricular activities. According to PP5 "*having the school meals has really brought an improvement in sports. The children participate more, they have energy and we don't have to push them to do their activities*". PP6 who is the sports teacher in school B also added that the school meals enabled the learners to participate in sports. She observed that when the learners had eaten they did not have to be coerced into participation. She also added that some of the leftovers from the meal served during lunchtime were given to

the learners who stay longer hours in school doing extra sports. PP6 reported that, "ever since the school started giving the left-overs to those learners who remained in school for extra sports, there has been more learners staying behind to do extra sport". Evidently the participants suppose that school feeding programmes promote learner participation in extra-curricular activities.

4.5.3 Provides employment to members of the community

In relation to promoting success in general, the participants reported that the school feeding programme provided employment to some members of the community. HPr1 reported that school A had employed a gardener and a cook through the feeding programme and as a result, while PPr2 reported that school B had employed three cooks and two gardeners to help with the school feeding programme. Both principals highlighted that these workers were all members of the community and the job opportunities enabled them to take care of their families. He argues that, "*we have given them the opportunity to be employed. With the money they earn, they are able to take care of other school needs such as uniform, and stationery*".

4.6 Ways in which school feeding programmes inhibit success generally

This part of the section reports on how the participants reported on the ways in which school feeding programmes inhibit success generally. The themes that will be discussed below are: 1) promoting the stigmatisation of children from low-socio economic backgrounds and 2) promoting dependency and irresponsibility from the learners.

4.6.1 Promotes stigmatisation of children from low-socio economic backgrounds

Although the participants would initially state that there was no way in which they believed that the feeding programme would inhibit success for all the learners generally, upon further probing, they reported that school feeding programmes promoted stigmatisation and the ridicule of learners from low-socio economic backgrounds. The participants reported that although there are many learners who greatly needed the meals provided at the school, some did not go to get their meals from the classrooms because of fear of being seen as 'poor'. HPr2 stated that the feeding programme had a stigma attached to it; consequently, learners who utilised it were perceived as poor and low class. PP5 added that the feeding programme at the school even had a derogatory term "Sd-O" (Sdonono or Sd-O, is a Swazi term given to school

meals at the inception of school feeding programmes, which is now used as a derogatory term for school feeding programmes). The participants observed that for some learners it was taboo to eat "Sd-O", therefore other learners did not want their friends to see them eating "Sd-O". She added that some of the girls from the higher grades often hid in the home economics classroom and ate their food there. This was done to hide from their friends who did not eat from the school's feeding programme but rather carried their own food to school or bought snacks from the tuck shop. In support of how the feeding programme inhibits success, generally, PP5 stated that "*It then affects the child to be seen as poor, depending on the meal, so everyone sees them that they, they don't like to be seen like that. That will make them feel very little, you know, like they have no dignity … you know children"*.

Additionally, PPr1 stated that "*there seems to be some kind of stigma attached to the school feeding programme. The children don't seem to want to eat because if you are seen eating from the school kitchen you are believed to be very, very poor. So you find that there are a lot of needy children who hide and don't eat yet they have nothing to eat for lunch*". It is evident from the participants' arguments that the school feeding programme is deemed to inhibit the general success of learners in school.

4.6.2 Promotes dependency and irresponsibility

According to the participants the school feeding programme promotes dependency and irresponsibility amongst the learners. The participants argued that giving free food to the learners, having someone doing all the cooking and cleaning up after meal times for them was detrimental to the learners' acquisition of life skills. The participants believed that learners needed to be empowered with skills that will enable them to fend for themselves when they were not in school. HP1 stated that, "*They [the learners] will only know that someone must hand-out food to them even if they are adults; it really is not empowering them. When you want to help someone who is hungry, I believe that you have to give those ways in which the person can come up with their own food instead of giving them food"*. PP6 added that "*because these learners are not part of preparing the meals and cleaning up after eating, they are really getting spoilt and irresponsible"*. She expressed that the learners expected someone to do things for them and never took the initiative to clean up after themselves, hence teachers found the classroom in complete disarray after the meals. HP1 complained that teachers had to urge the learners to tidy up the classroom every time they come in to teach after the meal break, and that often encroached on the time allocated for teaching and learning. HP1 believes that "*If*

teaching time is lost, recovering that time will not happen. Children then are affected when results come. That means no success for them…isn't it". Based on the participants' assertions, it can be determined that school feeding programmes can be strategies that inhibit the general success of learners in school.

4.7 Conclusion

This chapter has presented themes that address the study's research questions. Some of the participants' voices have been presented in order to provide evidence that supports the themes. In the next chapter, the data presented in this chapter will be analysed and discussed.

Chapter 5

Discussion and analysis

5.1 Introduction

This chapter discusses the findings and analyses the data presented in the preceding chapter. It gives meaning to the different data reported by the participants through a critical and creative analysis. The findings in this chapter will be examined in the context of relevant literature. The themes that appear in Chapter Four have been arranged into a logical sequence that allows one theme to flow into and contribute to the discussion of the following theme.

5.2 Discussion

This research has revealed important and pertinent information with respect to school feeding programmes in Swaziland.

5.2.1 How School feeding programmes promote academic and general success for all learners.

Participants argued that school feeding programmes are helpful in a number of ways. The participants revealed that some learners (especially learners from low socio-economic backgrounds) had to walk long distances to school, often without having had breakfast. The participants hypothesised that having a meal; especially breakfast at school could help the learners cope with the demands of learning in the classroom. This finding aligns with the WFP (2004) observation that "When poor children go to school, they often leave home on an empty stomach, [therefore] the provision of meals or snacks at school helps to reduce children's hunger during the school day" (WFP, 2004, n. p). The implication of the participants' argument is that the schools should not only serve the midday meal, but breakfast as well. Their point of view concurs with The United Nations Educational, Scientific and Cultural Organization (UNESCO, 1994) which contends that children who have not eaten breakfast fall asleep in class and are unable to benefit from the education provided. It is evident from the participants'

responses that the school feeding programme helps to alleviate short term hunger, thus promoting academic success and success in general.

In addition, the participants from school B reported that during the time when breakfast was served at the school, late coming amongst the learners was not rampant. The participants observed that once breakfast was removed from the school feeding program, late coming amongst the learners became widespread. The participants argued that breakfast was the most crucial meal in enhancing learning, and curbing late-coming, a hypothesis that supports Grantham-McGregor's (2005) argument that children who were given breakfast were more likely to be punctual at school, on task and indulge less in inappropriate chatting than children who were not given breakfast at school. Although the participants were aware of the benefits of serving breakfast, both schools did not serve breakfast to the learners as part of the school feeding programme. Rather, the schools opted to serve mid-day meals, with school B serving the school meal at 10:30am and school A serving the school meal at 12:45pm.

While the findings of the study reveal that levels of late-coming had increased in school B, after the breakfast meal was removed from the feeding programme, the participants from both school A and school B reported that enrolled students who consumed the feeding programme meals had better attendance records. The participants in this study stated that the school feeding programme had played a significant role in lowering the level of absenteeism in schools. According to the participants, the school feeding programme was an incentive for the learners to attend school, especially for those learners who came from needy families. The views of the participants seem to support the assertion by Grantham-McGregor (2005) who states that, "school meals can ensure that children's time in school is increased by ensuring that, enrolment [is] at the correct age, [and that] good attendance and punctual daily arrival at school [take place]" (2005, p. 145).

In addition, this study found that the participants believed that the food provided to the learners through the school feeding programme was an incentive for girls to stay in school and complete their education. This aligns with the WFP (n. d.) argument which asserts that school-feeding programmes are key factors in promoting girls' education. According to the WFP (n. d.), "School feeding makes a proven positive contribution to gender equality. It especially promotes access to school for disadvantaged girls". The feeding programmes therefore "encourage girls to stay in school thereby delaying early marriages and pregnancies" (WFP, n. d. p. 1 &15). The report uncovered that prior to the school feeding programme implementation in the schools;

there was a significant number of girls who dropped out of school due to teenage pregnancies. It transpired that a substantial number of these girls were impregnated by older men who had been providing them with money to buy food supplies at school. The study's participants highlighted that the extra food given to girls who head families has played a major role in limiting the need for girls to engage in relationships with older men in order to get money to buy food for themselves at school or for their siblings at home. Conclusively, school feeding programmes facilitate girls staying longer in school.

Furthermore, girls rather than boys often assume the role of scouting and preparing food for the entire family, especially in rural areas in developing countries. The participants reported that although the school encouraged all learners who were needy to bring extra lunch boxes so they could get leftover food to take home, generally, it was the girls that brought those extra lunch boxes rather than the boys. This observation is in line with Macuvele (2013) who highlights that social customs in many rural and developing countries decree that girls and women be responsible for among other chores sourcing ingredients for food in the veld and cooking for the family. If schools provide extra lunch boxes to needy children, the girls are less likely to go on the hunt for wild growing vegetables to prepare for the family and as a result may be able to spend more time doing homework or studying. Consequently, spending more time on their school work at home may lead to the advancement of their academic performance.

While school feeding programmes are designed for the benefit of learners who are in school, the study found that siblings and caregivers of children from low socio economic backgrounds also benefitted from the school meals. Since the Ministry of Education in Swaziland has stipulated that schools should not hand out dry take home rations to learners, the participants reported that the schools provided cooked leftover food to learners who were heads of families, orphaned or lived with grandparents who could not afford to feed them. The participants reported that this has been a helpful exercise to younger children and other members of the learners' families. This finding is in line with the views of the WFP (2004) which stipulates that "School feeding and take-home rations can add to the food baskets of families when targeted [in] food- deficit areas" (WFP, 2004, n. p.).

Additionally, giving out take-home rations to learners can be a greater incentive for parents to get their children to school and have them attend on a regular basis. Finan in Langinger (2011) stipulates that "As children get older they become valuable economic resources to their families

and the pressure to contribute to household chores and earnings steadily mounts" (2011, p. 33). If schools provide meals and take home rations to learners, parents of children who are struggling to provide food for their children are encouraged to keep their children in school rather than withdrawing them to help out with household chores. The fact that their child will be given food at school means that parents have one less mouth to feed at home. This relieves the parents from the pressure of having to provide food to more people at home during the day. If schools provide take-home rations, parents are encouraged to send their children to school because they stand to benefit from receiving food for the entire family. The value of the food received in school may become more valuable to the parents, than withdrawing the child from school to help with household chores.

In addition, the study revealed that the school feeding programme was seen as a mechanism that relieved some pressure from the parents with regards to the cost of other school supplies. The participants were aware that parents spent money on extra school supplies such as uniforms, stationary and bus fare. The participants reported that having the feeding programme in schools meant that parents did not have to worry about buying food supplies that their children would take to school; neither did they have to give their children money to buy food from the tuck shop or the vendors at the school. This observation aligns with the WFP (2004) which states that "Both in-school feeding and take-home rations alleviate some of the financial burden on poor families and help offset costs associated with a child's schooling" (WFP, 2004, n. p.). The pressure of extra educational costs may weigh heavily on parents to a point where they send fewer children to school, or withdraw their children from school before they complete their education. However, by providing meals in school and relieving parents of some financial pressure with regards to other cost relating to the education of their children, parents may be able to send more children to school and keep them there, consequently promoting their academic success.

Furthermore, the study revealed that the school feeding programme contributed to the positive change in the behaviour of the learners during lessons. There was a general understanding from the participants that the school meals improved learner participation in the learning activities during teaching and learning. According to Bundy, Burbano, Grosh, Gelli, Jukes and Drake (2009), if children are hungry, they will have difficulty in paying attention to instruction and performing complicated tasks at school. The participants' reports support Bundy et al.'s view with regard to change in behaviour. However, in as much as the participants conceded that the school feeding programme enhanced participation from learners, there was also a general

observation that learners became restless, fidgety and paid less attention to learning in the last period before the school meal was served. While the participants from school A added that while the learners became restless and fidgety during the last period before the school meal was served, this type of behaviour was not observable from the learners during the last period before the first break during which no school meal was served. According to the participants, the thought of getting the school meal promoted agitation and restlessness that impacted negatively on learning.

Additionally, the study revealed that the learners often fell asleep during the period after they had the school meal. The participants from school A reported that often times, some of the learners would be indisposed to participation and fall asleep during the lessons they had after having the school meal, claiming to be too full to participate in learning. However, the study noted that this was not the case in school B. Participants from school B reported that the learners would be alert and eager to participate in learning after they had the school meal. The study recorded that school B served food provided through the school feeding programme at 10:30am, while school A served the school meal at 12:45pm. It may seem that the time at which the school meal is served plays a significant role in promoting or inhibiting learning. These findings concur with the WFP which stipulates that "To be most effective in boosting children's achievement and behaviour, school feeding should take place as early in the day as possible" (WFP, 2014, n. p.).

Additionally, this study revealed that the school feeding programme increased learner participation in extra-curricular activities such as sports and board games. According to the participants, the food provided to the learners generated energy which enabled learners to participate in extra-curricular activities that required higher energy levels. This view concurs with the work of Khatete, Pendo and Oyabi (2013) who observed that school feeding programmes improved the learner's health and energy levels, enabling the learners to participate in sports and games. Learner engagement in sports and games may have a direct and positive contribution to the academic success of the learners. According to the United Nations Office on Sport for Development and Peace (2011), "Physical education and sport play an important role in the school life [of the learners] and may help to improve; behaviour, health, retention, develop social skills and in turn, have positive influence on academic performance"(UNOSDP, 2011, p. 2). In light of the aforementioned argument, it can be concluded that the school feeding programme contributes to having children active and well-rounded, consequently increasing the opportunities for them to succeed.

The inclusion of learners from low socio-economic backgrounds featured prominently as one way in which the school feeding programmes promoted the general success of all learners. The participants believed that the school feeding programmes ensured that all learners received a meal in school. Consequently, children from low socio- economic backgrounds who could not afford to bring food to school or to buy food from the tuck shop were not excluded from having a meal. Afrindi as cited in Lawson (2012) observes that school feeding programmes promote the inclusion of children from socio-economically disadvantaged tribes who were highly marginalised. However, contrary to this view, Engelbrecht (2011) highlights that, school feeding programmes may result in the marginalisation of children from poor socio-economic backgrounds through teasing and bullying by children who do not need in-school feeding. This study recorded similar observations from school B whereby the participants stated that some learners from low socio economic backgrounds did not collect their food in fear of being perceived as destitute by their friends; hence being turned into a laughing stock. In addition, the study found that the teasing and bullying of learners from low socio-economic backgrounds who utilised the school feeding programme in school B was more prevalent amongst girls in the higher grades than in girls in the lower grades or in boys throughout the grades. It can be concluded that if the school feeding programme is designed as a mechanism that exclusively targets children from low-socio economic backgrounds rather than as a mechanism to ensure that all learners get food at school, then it might inhibit the general success of learners from low-socio economic backgrounds.

The study found that the participants were aware of the benefits of the school feeding programme with regards to the health of the learners. The study uncovered that the participants believed that the food learners brought from home or bought from the tuck shop was nutritionally unbalanced. The participants reported that food provided to the learners through the feeding programme was more balanced and nutritious for the learners. The participants added that before the school meal was introduced, some children looked undernourished and had dry flaky patches on their heads and skin, which progressively disappeared once the meals, were introduced. This observation aligns with Potterton and Dawjee's (2004) report that after the school feeding programme was introduced at St Gerard Majella Middle School, the learners "appeared healthier, had gained weight and their hair and skin had shine" (2004, p. 18). It can be concluded that the participants view school feeding as a medium for meeting the nutritional needs and shortages of vital dietary components such as vitamins and iodine in the learners

(WFP, 2004). Against the aforesaid argument, it can be established that school feeding programmes promote the general health of the learners.

Although the study revealed that the school feeding programme contributed to the physical well-being of the learners, according to Langinger (2011) schools do not always have kitchens that are well equipped to ensure that the meals are prepared in a hygienic and nontoxic environment. This view is supported by findings of the study, whereby the participants reported that school feeding programmes could be a health hazard to the learners. The participants stated that when school meals were undercooked, or contaminated with insecticides, the feeding programme became a danger to the health of the learners. The study discovered that in some cases learners became sick after eating the school food and had to be out of school for lengthy periods of time. The participants noted that when large numbers of learners were out of school due to health complications prompted by food poisoning, the school had to close down and this could inhibit academic success for the learners.

With regards to community development, the study found that the school feeding programme provided employment opportunities to some members of the community. The participants reported that the school feeding programme employed cooks and gardeners to help with the preparation of food and growing of vegetables to supplement the food supplies donated by the Ministry of Education. This view aligns with the NSNP (2008) report which stipulates that "The programme [school feeding programmes] has created jobs which supported a number of families in the local areas and as a result …poverty among the learners and their families has been addressed as a result of this programme" (2008, p. 25). The provision of employment opportunities for local community members also promotes community involvement in the educational lives of the children. Having some members of the community working at the school may enable teachers to gain insight on learners' backgrounds and in that way provide teachers with information that may assist in providing support for the learners, academically and generally. The study discovered that the teachers were able to identify children who needed additional support in terms of food through the school cooks and the gardeners who were employed through the school feeding programme.

Furthermore, according to the participants, learners who were on medication for ailments related to HIV/AIDS were able to take their medication after eating the school meal. The participants were aware that some learners were on medication for HIV/AIDS related diseases and needed to take food before they could take their medication. The participants were also

aware that some of these learners came from homes which could not afford to provide the learners with food to carry to school. According to the participants, the school feeding programme therefore ensured that the learners were able to have a meal before they took their medication. According to the Annual HIV Programmes Report (2014), there are approximately 9262 children (under the age of fourteen) in Swaziland who are enrolled on the Antiretroviral Therapy. This means that there are potentially more than ten thousand school going children in Swaziland who have to take daily medication for HIV infection, since the reported figures do not capture the number of students enrolled in Antiretroviral Therapy who are over the age of 14. Although there is of dearth research relating to how having meals at school can benefit children who are on HIV/AIDS medication, Weiser et al. (2009) observes that for antiretroviral treatment to be effect, it is paramount that those on the medication have consistent access to food. Based on the aforesaid argument, it can be ascertained that school feeding programmes may contribute to consistent access to food for learners who are on antiretroviral therapy, consequently promoting the general success of the learners' health and well-being.

5.2.2 How school feeding programmes inhibit academic and general success for all learners.

Despite the positive contributions that the school feeding programmes seem to make towards the academic and general success for all learners, the study found that school feeding programmes may impact negatively on the importance of education. The study revealed that the participants were aware that some learners came to school just for the food and did not care much for their education. This view resonates with the WFP (1996) which observed that in Niger, more emphasis was placed on the food programme than on learning to the extent that when the school ran out of food supplies, immediate absenteeism ensued. The report also states that, in some areas, schools would not reopen at the beginning of a new year if food stocks had not arrived. The participants to this study also added that when food supplies were not available, learners had to go home early, hence teaching and learning were adversely affected. It is evident from the participants' responses that when the school meal becomes the priority and the main reason why learners attend school, the school feeding programme waters down the importance of education amongst the learners. In this way, the school feeding programme may promote the general success of the learners but it inhibits their academic success.

School feeding programmes have been criticised for promoting dependency, entitlement and under-development of skills relating to self-sustenance in learners and the entire community

(Dr A.J Stahls as cited in Kallaway, 1996). This view is corroborated by the findings of this study. The participants showed concern that the learners were not being empowered with skills that could enable them to grow their own food. They argued that having the Ministry of Education bring food supplies to the school, having the gardeners grow vegetables and the school cooks prepare the meals and cleaning up after the learners promoted dependency and irresponsibility amongst the learners. Of great concern to the participants was that the learners did not contribute in any way towards the implementation of the school feeding programme, except for supervision by the prefects during the meal times. The participants felt that the learners could at least grow vegetable gardens as a way of contributing towards the feeding programme. It is evident that despite the fact that the Schools as Centres of Care and Support manual has stipulated that schools have to establish food gardens so that children can learn to grow their own food supplies, some schools employed gardeners to produce vegetables for the school meals (SCCS as cited in National Framework for Security in Schools-Swaziland, 2015). If the learners are not encouraged to take ownership of the school feeding programme and contribute towards its implementation and sustenance, the school feeding programme may be a mechanism that under-develops the learners' self-sustenance skills and as a result inhibit the general success of all learners.

The need for the continuous training for kitchen staff was a concern for the participants. While the National Framework for Food Security in Schools-Swaziland states that "Cooks will be trained, and they should also be monitored for cleanliness and proper management of food utilisation, ensuring that there is minimal wastage" (National Framework for Food Security in Schools- Swaziland, 2015, p. 16), it is evident from the participants' responses that although there was some training of the kitchen staff at the inception of the school feeding programme, members of the kitchen staff who joined the schools as replacements do not receive any formal training on issues pertaining to food preparation for the learners. The participants were concerned that the new kitchen staff members often lacked expertise and knowledge on food preparation and hygiene and believed this could be detrimental to the health of the learners. The participants believed that there was a need to have all kitchen staff trained before they assumed any responsibilities pertaining to the school feeding programme. This view is aligned with Potterton and Dawjee's (2004) argument that for school feeding programmes to run efficiently, there is a need for expertise from those who prepared the food and that there should be management knowledge on the administration of the school feeding programme. The implication of Potterton and Dawjee's (2004) argument is that if the school cooks are not well

trained on matters pertaining to food preparation and hygiene, they may prepare unhealthy food in unhygienic conditions and this may result in the learners contracting food poisoning. When learners get sick as a result of under cooked food, food that has reached its expiry date or food that has been prepared in unhygienic conditions, the school feeding programme becomes a mechanism that inhibits their academic and general success.

The study discovered that schools faced numerous challenges in implementing the feeding programme. The study noted that the principals were the most vocal participants with regards to the challenges experienced in the implementation of the school feeding programme. HPr1 revealed that the lack of financial resources was a challenge in running the feeding programme in the schools. This observation supports the National Framework for Food Security in Schools-Swaziland (2015) which acknowledges that "There is a huge resource limitation at school level which is supposed to enable schools to purchase vegetables to supplement the basic pulses and cereals provided by the ministry, WFP and other partners" (2008, p. 13). The principal further expressed concern that school feeding programme often ran out of supplies during the year, and as a result the school had to use financial resources that are not supposed to be allocated to the feeding programme to buy food supplies to sustain the feeding programme. If financial resources that are not supposed to be allocated to the feeding programme are used toward the feeding programme, other needed resources like teaching materials may be side-lined as food takes priority over them. Consequently, the shortage of books, stationery and teaching aids may inhibit the academic success for all learners.

The delay in the delivery of food supplies to schools also inhibits the academic and general success of all learners. The principals of both schools complained about the delays that the schools often experienced with regard to the delivery of the food supplies. The principals reported that the food supplies were delivered by trucks from the Ministry of Education and there were often delays that resulted in learners not being able to have their meals, sometimes for weeks. The participants stated that children from low socio-economic backgrounds were usually more affected by these delays and would complain to the teachers that the delays meant that they would not have a nutritious meal for those days. When children do not receive a meal for the day, their short term hunger is not addressed, hence they experience barriers to learning (Potterton & Dawjee, 2004). Additionally, the meals provided in school assist in addressing nutritional deficiencies in the learners, especially if the meals are prepared using micronutrient fortified foods (WFP, 2004). Consequently, children who rely on the meals provided in school could suffer critical nutritional setbacks if they do not receive food, due to the delays in the

delivery of food supplies. Kretschmer et al. conclude that "Having a reliable resources provider is important. Not only are resource consistency and adequacy key considerations but also the timing of the aid" (2013, p. 994). Based on the aforementioned discussion, it can be resolved that once the feeding programme is running in the two schools, any alteration including delays in food supplies may inhibit the academic and general success for all the learners.

The principals from both schools were concerned with the amount of time they had to spend with regard to the administration of the school feeding programme. They both complained about the amount of time they sometimes had to spend away from school, to purchase supplies like meat, bread and vegetables. The principals were concerned that the feeding programme consumed time that should be utilised for supervising teaching and learning. This view supports Bundy et al. (2009) who observe that school feeding programmes have the potential to be administrative and financially costly. Based on the participants' views, it is apparent that the principals viewed the feeding programme as a separate component to other constituents of the school. It can be concluded that the principals believe that if they are not hands-on with supervising teaching and learning, they might not be in a position to support teachers and follow-up on learners' performances. This observation aligns with Robinson (2007) who stresses that "The closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to students [outcomes]" (Robinson as cited in Bush, Joubert, Kiggundu and Royeen, 2009, p.1). Based on this premise, it can be argued that if principals spend too much time on additional administrative issues of the school feeding programme, the academic success of learners could be negatively impacted.

Additionally, there were contradictory findings uncovered by the study pertaining to how the school feeding programmes encroached on time allocated to teaching and learning. The study noted that participants from school A complained about the amount of time they had to spend urging the learners to clean up and tidy the classrooms after the learners had their meal. According to the participants in school A, for the reason that the meals were served inside the classrooms, the teachers often found food spilled on the classroom floors and on the desks when they came in to teach after the meal break. The teachers complained that they had to spend a significant amount of time urging the learners to tidy up the classroom before lessons could begin. According to the participants, the exercise of cleaning up often encroached on the time allocated for teaching and learning. Although this was a concern for the participants in school A, the participants in school B did not report similar findings. The participants form school B reported that the meal times were supervised by the class teachers together with the

prefects. The participants mentioned that they did not view the feeding programme as a challenge that compromised time allocated to teaching and learning, since they were able to get the learners to have their meals and tidy up the classrooms before the next lesson commenced. From the above mentioned observations, it could be inferred that teacher supervision during meal times plays an important role in ensuring that meal serving points remain clean and tidy after the meals have been served. The teachers' observations contradict Kazianga et al. (2009) who stipulate that if teachers allocate their time to administration of the school feeding programme, teaching time is expended.

The study found that there were challenges in the storage of the food supplies in the schools. The participants reported that the storage facilities were not adequate for keeping food supplies for longer periods of time. The participants were concerned that the current storage facilities contributed to the food supplies spoiling, rodents entering the storage facilities and as a result the food had to be eventually thrown away. This observation is in alignment with the report by the NSNP (2008) which states that "Many schools in the rural areas are poorly resourced [and] the infrastructure [is] not adequate enough to enable the expected quality service of delivering of the programme" (2008, p. 33). The lack of adequate storage facilities in schools can have dire consequences on the health of the learners and subsequently inhibit the academic and general success of the learners.

5.3 Conclusion

This chapter has presented the analysis and discussion of the themes that were formulated from the findings. In the next chapter, the study will discuss the summary, conclusion, limitations and recommendations based on the findings of the research study.

Chapter 6

Summary, Conclusion, Recommendations and Limitations

6.1 Introduction

This chapter discusses the summary, conclusion and recommendations based on the findings of the study. It also outlines the limitations of the study.

6.2 Summary

In undertaking this study I examined the ways in which school feeding programmes serve or fail to serve as inclusive strategies in Swaziland. The research questions were answered through the use of the data derived from semi structured interviews. The findings of the study revealed that the school feeding programmes serve as inclusive strategies that promote the academic and general success for all learners in the schools where the research took place. Although the research report indicates that the school feeding programmes serve as inclusive strategies, in some instances, the report indicates that the school feeding programmes inhibit academic and general success for all. The research report also reveals concerns with some issues relating to the implementation of feeding programmes in schools.

6.3 Conclusion

This research examined school feeding programmes as inclusive strategies in Swaziland. The research questions that guided this research were as follows:

The overarching research question:

Based on the views of teachers and principals, in what ways do feeding programmes serve, or fail to serve, as inclusive strategies in schools in Swaziland?

Sub-questions:

i) How do school principals and teachers view school feeding programmes?

ii) In what ways do school feeding programmes promote or inhibit academic success for all learners?

iii) In what ways do school feeding programmes promote or inhibit success in general for all learners?

With these research questions in mind, conclusions from the research can be drawn as follows:

6.4 Research questions

6.4.1 How do principals and teachers view school feeding programmes?

Generally, the participants of the study viewed the school feeding programmes as inclusive strategies in schools. They stipulated that the school feeding programmes were helpful to learners and that all schools in the country should have a feeding programme operating within the school. The participants spoke of how the school feeding programmes minimised absenteeism, promoted education for girls and also contributed to having all learners stay longer in school. The participants also articulated how the school feeding programmes ensured that all the learners in school received at least one meal, thus contributing to the fight against food insecurity amongst children in Swaziland. Although this was the general observation, other participants were worried that the school feeding programmes became strategies that promoted the marginalisation and exclusion of children from low socio-economic backgrounds. The teachers spoke of how the school feeding programme was seemingly only utilised by learners from poorer backgrounds, consequently promoting the stigmatisation of those children from families that could not afford lunch provisions or were not in a position to bring money to buy food from the tuck shop. Based on the participants' reports, it can be concluded that the participants viewed school feeding programmes both as mechanisms that serve as inclusive strategies, and as mechanisms that fail to serve as inclusive strategies in schools.

6.4.2 In what ways do school feeding programmes promote or inhibit academic success for all learners?

With respect to how school feeding programmes promote or inhibit academic success for all learners, the participants reported that based on their observation of how the learners behaved before and after they had their school meal, the school feeding programme promoted academic success for all learners. The participants highlighted that after the school meal, learners became

active and participated in learning activities much more readily than they did before having the meal. The participants also emphasised the need to serve breakfast as part of the school feeding programme. The participants hypothesised that serving breakfast would be more beneficial in promoting academic success for all the learners, rather than serving only the mid-day meal.

Although the reports from the participants indicated that the school feeding programme promoted learner participation in classroom activities, the study also uncovered that the school feeding programme inhibited academic success for all the learners. According to the participants' reports, the learners in school A often felt sleepy and were described as lazy to contribute to classroom activities after they had consumed the school meal. Sleepiness and laziness is not likely to promote learning and academic success for the learners.

Additionally, the study revealed that when the schools ran out of food supplies for the feeding programme, lesson time had to be shortened so that the learners could leave school earlier than they normally would. The participants from school A disclosed that if the school ran out of handigas to cook the meals or other supplies such as beans and samp, the teachers were forced to shorten their lessons by ten minutes and end their teaching at 12:24pm instead of 3:30pm to enable learners to leave before they became too hungry. If lessons are shortened, it means learners spend less time on learning; subsequently they may not be able to cover the stipulated contents of the syllabus. When learners do not complete the syllabus, they may not be in a position to perform well during examinations and this might have a negative bearing on their performance at the end of the year. Based on these findings, it can be concluded that school feeding programmes can inhibit the academic success of all learners at these two schools.

Moreover, the participants disclosed that sometimes the food prepared in the schools was undercooked, expired or contaminated with pesticides that made the learners sick and resulted in absenteeism. Being absent from school for longer periods of time may have a negative impact on learning. Lezotte (2001) suggests that children who spend more time in the learning environment, performing learning oriented tasks are more likely to achieve academic success than those who are often absent from school. Based on Lezotte's argument, it can be inferred that learners who stay out of school due to illnesses are likely to miss out on important educational concepts and as a result, their academic performance can be negatively impacted. Therefore when learners stay at home due to illnesses related to the food they are given to eat at school, the school feeding programme becomes a mechanism that inhibits the academic success of all learners.

6.4.3 In what ways do school feeding programmes promote or inhibit success in general for all learners?

In terms of how school feeding programmes promote or inhibit success in general for all learners, the participants reported that the school feeding programmes contributed to the health and wellbeing of the learners. They spoke of how the food cooked for the learners in the schools' kitchen was healthier than the food some learners brought from home and also healthier than the food sold at the schools' tuck shop or by the vendors. The participants observed that learners often bought fat-cakes, deep-fat fried chips, biscuits and sugary drinks from the tuck shop and from the vendors, while the school served meals that constituted a carbohydrate, protein, vegetable and a fruit which was more nutritionally balanced than what the learners would buy or bring to school. Additionally, the study uncovered that the school feeding programme promoted the learners' general health and wellbeing in relation to HIV/AIDS illnesses. The participants revealed that the learners who were on antiretroviral medication often needed to have something to eat before they could take their medication. The school feeding programmes therefore provided food, consequently enabling the learners to take their medication. The study also revealed that the food provided through the school feeding programme contributed to improving the general health of all the learners. The participants noted that some learners who enrolled in school with skin and other health problems often showed signs of improvement once they were in school and received food through the school feeding programmes.

Additionally, the study revealed that the school feeding programmes promoted learner engagement in extracurricular activities. The participants disclosed that when learners have food in school, they were often eager to participate in sports, cultural dances and board games. The participants stipulated that not all learners are able to excel in academics, therefore being able to participate in sports and other extracurricular activities provided an opportunity for all learners to excel in other areas other than the classroom. According to the participants, doing well in sports and other extracurricular activities often raised the self-esteem of those learners who were seen to have difficulty with learning. Furthermore, the study revealed that the school feeding programme promoted learner involvement in after-school sports. The participants reported that ever since school B started offering food left over from the school meals during the day to the learners who did extra afternoon sports, more learners became involved in the extra after-school sports. The participants reported that they were confident that having learners participate in after school sports as a way of getting extra food from the school feeding

programme contributed to having the learners stay away from engaging in activities that may be detrimental to their academic and general success.

The study also uncovered that the school feeding programme contributed to keeping girls in school and have them complete their education. The participants in school A observed that ever since the schools introduced in-school feeding, there has been a significant decline in girls dropping out of school due to pregnancy. The participants reported that prior to the introduction of school feeding programmes; some girls would be involved in sexual relationships with older men who could give them money to buy food in school. Furthermore, the participants reported that before the learners were given food at school, some learners, especially the girls had to drop out and find employment in order to feed their younger siblings. The participants reported that in the event of the sickness or death of the parent who provided for the family, the girls rather than the boys were usually the ones to drop out of school to seek employment.

While the study revealed ways in which the school feeding programmes promote the general success for all learners, it also uncovered ways in which the school programme inhibited the general success for all learners. The participants reported that because the school meals were utilised mostly by learners from low-socio economic backgrounds, the other learners who did not eat the school food ridiculed the learners who ate from the school's kitchen to the extent that some of the learners who ate the school food had to hide from their peers who did not eat the school food during meal times. Based on the reports of the participants, it can be inferred that school feeding programmes may promote the marginalisation of learners from low socio-economic backgrounds; hence inhibit their general success.

6.5 Recommendations

The findings of this study have indicated that the two schools' feeding programmes plays a vital role in the education and well-being of all learners. The participants' responses outline that if children get meals at school, they are more likely to engage in learning and have their nutrition and health supported. Based on the reports of the participants, it can be concluded that children who are hungry and suffer from poor health, risk being excluded from achieving academic and general success. Against this backdrop, it is critical to ensure that children are fed at school through the school feeding programmes. The following recommendations may be put in place to promote the operation of school feeding programmes such that all learners are included in academic and general success.

6.5.1 Breakfast for all learners

In additional to the mid-day meal, schools should provide breakfast as the first meal before the commencement of lessons in schools. Grantham-McGregor, Chang and Walker (as cited in Ahmed, 2004) stipulates that giving children breakfast every day may enhance their nutritional status and consequently promote certain cognitive functions and increase the learners' educational attainment. Grantham-McGregor et al. also notes that giving breakfast to learners increases the time they spend in school, and promotes classroom behaviour that improves attention to tasks. Given that some children leave home without having had breakfast and that others have to walk long distances to school and arrive hungry even if they had eaten something, it suffices to say that all learners would benefit from having something nutritious to eat before they engage in learning. Additionally, this study's findings have unveiled that when school B previously served breakfast, there were less cases of learner late coming. In other words, more students used to arrive on time for lessons when breakfast was served as part of the school feeding programme. Based on this finding, the study concludes that serving breakfast as an additional meal to the main meal can promote academic success for all learners through improved on-time attendance.

6.5.2 Take-home rations for learners

Swaziland is one of several sub-Saharan countries that have been heavily impacted by HIV/AIDS. The HIV/AIDS pandemic has had a negative impact on the economy of the country, and has led to some children having most of their basic rights, including the right to have access to food, not met, (National Framework for Food Security in Schools-Swaziland, 2015). Additionally, the National Framework for Food Security in Schools-Swaziland notes that the majority of the people in the country live below US $1.25 per day. This means that most families struggle to acquire sufficient food and to provide additional educational resources for their children. The study has revealed that some children in the schools do not have enough food to eat at home and rely on the school feeding programme to provide the only meal that they are able to get for the day. The study also showed that some learners were on HIV/AIDS medication and needed to take food with their medication, irrespective of whether they are at school. The participants reported that in an attempt to support needy children and those who require nutritious meals because of their HIV/AIDS status, the teachers opted to giving cooked left-over food as take-home rations to some learners. Fleisch (2008) notes that although school feeding programmes help to improve children's health and academic

performance, if they are not fed continuously, the children's previous micronutrient deficits resurface after children are away from school for longer holidays. Based on the aforementioned argument, it can be deduced that continuous feeding may contribute more significantly to the academic and general success for all learners. The Ministry of Education can extend the school feeding programme in order to provide take-home rations for learners who need extra food. The Ministry of Education can also partner with local communities such as businesses in finding ways that can ensure that children have access to meals or take home rations during the school holidays.

6.5.3 Teacher involvement

Teacher involvement in the implementation of school feeding programmes is paramount if school feeding programmes are to be effective as inclusive strategies that promote academic and general success for all learners. The current arrangement in the schools in Swaziland is that only a small group of teachers are involved in issues pertaining to the school feeding programme. Teachers are not encouraged to eat the food prepared for the learners; hence there is less teacher involvement in the implementation of the feeding programmes. The findings of the study suggest that because the learners do not see their teachers eating the food, they assume that the food is either intended for the poor or that there is something wrong with the food. The participants reported that when they ask some of the children why they do not eat the food, the children responded by saying that the teachers also do not eat the food. Based on the findings of the study, it can be concluded that having teachers not eat school meals has a negative impact on the way in which the school feeding programme is perceived by the learners. The study acknowledges that the school feeding programme would be more expensive to run if all the teachers at the school ate the school food every day. To avoid additional costs that may be incurred if all the teachers are given the school meals, the school food could be made available to different teachers on different days as a way of minimising the costs of food supplies. Conclusively, increased teacher involvement in the school feeding programme and teachers consuming the school's cooked food may change the perceptions and attitudes that the learners have towards the school feeding programme and eventually reduce the stigmatization of learners who consume the school food.

6.5.4 Storage and food preparation structures

This study has revealed a number of challenges faced by the schools pertaining to the food storage and preparation structures in the schools. Poor storage facilities at the schools often lead to food spoilage and eventual wastage of food supplies. The Ministry of Education in collaboration with other establishments i.e. the Micro Projects Unit can ensure that all schools have an appropriate storage and food preparation facility. Frequent visits to the schools by the nutrition office can help in ensuring that the required hygienic standards in storage and preparation of food are upheld in schools so that the feeding programmes can provide food that is safe for consumption.

6.5.5 School gardens

This study revealed that school gardens were not being fully utilised by the schools as a mechanism that could supplement the food supplies from the Ministry of Education. Although there is a school garden in school A that is meant to supplement the school feeding programme, the garden is manned by an employee not by the learners. To promote ownership of the school feeding programme, schools could encourage learners' participation in growing some of their food. The Ministry of Education can encourage learners to be actively involved in growing vegetables for the feeding programme by ensuring that all schools introduce agriculture as a subject. This practice may promote self-sufficiency and ownership of the school feeding programmes. Although it is noted that some school gardens fail due to the drought seasons and the shortage of water in schools (NSNP, 2008), the government in collaboration with other ministries and companies, i.e. the Ministry of Agriculture and Swaziland Water Services Cooperation, could provide water tanks that could be used as water storage in schools and be utilised during the dry seasons.

6.6 Recommendations for further study

The study has provided useful insight into school feeding programmes in Swaziland. Based on the findings of the study, it is evident that further research on how school feeding programmes serve or fail to serve as inclusive strategies is necessary. The study only examined two schools and the views of eight participants. A study that includes a larger number of schools and participants would provide more extensive insights to school feeding programmes as inclusive strategies in schools.

The study recommends further research on the effect of school feeding on school performance in Swaziland. Although the study suggests that school feeding improved classroom behaviour, there was limited information provided with respect to the extent to which school feeding promoted academic success. Further research could help establish the actual impact that school feeding has on academic performance by analysing the marks of students who utilize the feeding programme.

Furthermore, the study recommends additional research on the benefits of having breakfast and lunch served to learners as part of the school feeding programme. Based on the findings of the study, it is apparent that the participants believed that breakfast was very important in improving learning. Further research would establish the benefits of having breakfast as an additional meal that could contribute to the academic and general success for all learners.

According to the Annual Education Census Report (2012), there are 197,497 orphaned and vulnerable children out of a total of 329,995 children attending school in Swaziland. It is evident from these findings that Swaziland has a high number of children who might be coming to school on empty stomachs and rely on the school meal as the only source of food for the day. This implies that there is a need for further research on how best the school feeding programmes can help orphans and vulnerable children in the country.

Additionally, the study reported on the increasing number of children who are on antiretroviral medicines to combat HIV/AIDS and related illnesses. This means that there is a need for research on how school feeding programmes can be utilised to improve the health of learners on such medication. Further research might help establish the most appropriate diet for learners on antiretroviral medication.

The study also recommends further research on learner's attitudes and perceptions towards school feeding programmes. The voices of the learners are critical in gaining valuable insight into school feeding programmes because the learners are the ones directly affected by the school feeding programme (Messiou, 2008). Further research on what learners have to say on school feeding programmes may provide a way forward in improving school feeding programmes in school.

6.7 Limitations

This study was conducted on a small scale and included a total of eight participants from two different schools. The findings of this study are therefore not generalizable. All the participants had indicated that the preferred to be interviewed at school during the school day as this was convenient to them. Although the interviews were conducted during a period when the teachers were not in class, some of the teachers gave brief responses because they wanted to prepare for the next class that they had to teach. Some of the interviews were held during break times and learners would often come into the room to get some item, or talk to the teacher during the interview session. Additionally, while the interviews with the principals were held in the principals' offices, there were frequent interruptions whereby the principals would have to respond to a telephone call or sign checks that the secretary would bring into the office. These interruptions often resulted in the principals struggling to recapture their thoughts on a particular point of view that had been the subject of discussion. Additionally, the distance between the researcher and participants was a constraint on the study. The researcher was able to interview the participants only once, and thereafter the findings were analysed and the report was written. While the study does not provide generalizable findings, it nevertheless provides insights with respect to the ways in which feeding programmes serve, and in some instances, fail to serve, as inclusive strategies, and provides a platform for the views of teachers and principals to be expressed.

6.8 Conclusion

The study has examined school feeding programmes in Swaziland and how they serve or fail to serve as inclusive strategies. The study has uncovered that although school feeding programmes are seen as mechanisms that serve as inclusive strategies in relation to the academic and well-being of the learners in schools, there are also some concerns raised with respect to how school feeding programmes may promote the stigmatisation and social exclusion of children from low socio-economic backgrounds. Based on the findings, the study concludes that school feeding programmes can serve as inclusive strategies in schools more effectively if the concerns raised by teachers and principals with regard to the implementation of school feeding programmes can be addressed. Taking teachers and principals' views into consideration when implementing school feeding programmes can improve the likelihood of school feeding programmes operating as inclusive strategies and as a result, can increase the academic and general success for all learners.

References

Acedo, C. Armadio, M., & Opertti, R. (Eds). (2008). Defining an inclusive education agenda: Paper presented at the International Conference on Education, Geneva.

Ainscow, M., & Mel, S. (2005). Developing inclusive education: What are the levers for change? *Journal of Educational Change*, 2 (6), 109-124.

Armstrong, D. Armstrong, A., & Spandagou, I. (2011). Inclusion: by choice or by chance? *International Journal of Inclusive Education*, 15 (1), 29-39.

Bhana, D. (2005). What matters to girls and boys in a black primary school in South Africa. *Early Childhood Development and Care*, 175 (2), 99-111.

Biswas, S. (2013, July 17) School meal kills 22 in India's Bihar State. *BBC News online.* Retrieved from http//www.bbc.com/news/world-asia-india-23337445

Bundy, D. Burbano, C. Grosh, M. Gelli, A. Jukes, M., & Drake, L. (2009). Rethinking school feeding: Social safety nets. Child Development and Education Sector, World Bank.

Cohen, L. Manion, M., & Morrison, K. (2000). *Research methods in education*. London and New York: Routledge.

Engelbrecht, P et al. (1999). Inclusive education in action in South Africa. *Chapter 3*: An *international perspective on inclusion*. A, Dyson &C. Forlin. J.L. van Schaik. Pretoria.

Engelbrecht, P. (2011). Equity in inclusive education in South Africa. In A. Artiles, E. Kozleski, & F. Waitoller (Eds). *Inclusive Education*. Cambridge, MA: *Harvard Education Press*. 147-160.

Florian, L. (2011). Exploring inclusive pedagogy. *British Education Research Journal*, 35 (5), 813-828.

Florian, L. (2014). What counts as evidence of inclusive education? *European Journal of Special Needs Education*, 29 (3), 286-295.

Fleisch, B, (2008). Primary education in crisis: why South African school children underachieve in reading and mathematics, Cape Town: JUTA.

Graham, L., & Slee, R. (2005). Inclusion? A Paper presented at the Australian Association for research in Educational Annual Conference, Sidney.

Grantham-McGregor, S. (2005). Can the provision of breakfast benefit school performance? *Food and Nutrition Bulletin*, 26 (2). The United States University.

Jomaa, L. McDonell, E., & Probart, C. (2011). School feeding programs in developing countries: Impacts on children's health and educational outcomes. *Nutrition Reviews*, 69 (2), 83- 93.

Kallaway, P. (1996). Policy challenge for education in the new South Africa: the case of school feeding in the context of social and economic reconstruction. *Transformation*, (31), 1-24. Retrieved from http://www.kznhass-history.net/ojs/index.php/transformation/article/view/704/502

Kasa, K., & Caustro-Theoharis, J. (2008). Strategies for success: creating inclusive classrooms that work. A paper for the Pearl Centre: Pittsburgh. Retrieved from http//:www.pearlcentre.org

Kazianga, H. Walque., & D. Alderman, H. (2009). Educational and health impacts of two school feeding schemes: Evidence from randomised trial in rural Burkina Faso. The World Bank Policy Research Working Paper No.4976. Retrieved from http://ssrn.com/abstract=1427636

Khatete, I. Pendo, S., & Oyabi, J. (2013). School feeding programmes and pupils' participation in Kenya: A study of Taita Taveta and Nairobi Districts. *Journal of Emerging Trends in Education Research and policy Studies (JEPERAPS)* 4 (6), 895-900.

Kretschmer, A. Spinler, S., & Van Wassenhove, L. (2013). School feeding supply chain framework: critical factors for sustainable program design. *Production and Operations Management*, 23 (6), 990-1001.

Langinger, N. (2011). School feeding programs in Kenya: Transitioning to home grown approach. *Stanford Journal of International Relations*, 13 (1).

Leedy, P., & Ormrod, J. (2010). *Practical research: planning and design*. Pearson: Cape Town.

Lezotte, L. (2001). Revolutionary and evolutionary: The effective schools movement. *Okemos, MI: Effective Schools Production, Ltd.*

Lingard, B., & Mills, M. (2007). Pedagogies making a difference: issues of social justice and inclusion. *International Journal of Inclusion*, 11 (3) 233-244

Longhurst, R. (2010). Semi-structured interviews in focus groups. In Clifford, N. French, S. Valentine, G. (Eds). *Key Methods in Geography* (2nd ed., pp. 103-112). London. SAGE Publications LTD.

Maringe, F., &Vilakazi, L. (2015). A critical analysis of the state of leadership in South African schools. A paper presented for Global Leadership Dialogue.

McMillan, J., & Schumacher, S. (2010).*Research in education: evidence-based enquiry*. Seventh Edition. Pearson: New Jersey.

Ministry of Education and Training. (2012). Annual Education (AEC) Report. Mbabane.

Meresman, S., & Drake, L. (2016). Are School Feeding programmes prepared to be inclusive in children with disabilities? Front Public Health, 4 (45).

Messiou, K. (2008).Understanding children's construction of meanings about other children: implications for inclusive education. Journal of Research in Special Educational Needs. 8 (1), pp. 27-36.

Miles, S., & Singal, N. (2010). The Education for all and inclusive education debate: conflict, contradiction or opportunity? International Journal of Inclusive Education, 14 (1), 1-15.

Miller Del Rosso, J. (1999). School feeding programs: improving effectiveness and increasing the benefit to education. A guide for program managers. Retrieved from http://unesco.org/education/en/files/37434/110240/2593-schoolprograms.pdf

Mitchell, D. (2014).What really works in special and inclusive education: using evidence based teaching strategies. New York: Routledge.

National Framework for Food Security in Schools- Swaziland. (2015). School food security framework. Mbabane.

Pantic, N., & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. Educational Inquiry, 6 (3), 333-359.

Potterton, M., & Dawjee, J. (2004). Report on the school feeding scheme (nutrition) survey conducted in Catholic Schools. Retrieved from www.cie.org.za/images/uploads/2nd _draft_of_report_154.doc

Raine, K., & Dayle, J. (2003). The failure of charitable school- and community-based nutrition programmes to feed hungry children. Critical Public Health, 13 (2), 155-169).

Reindal, S. (2010). What is the purpose? Reflections on inclusion and special education from a capacity perspective. *European Journal of Special Needs Education*, 21 (1), 1-12.

Slee, R. (2011). The irregular school: Exclusion, schooling and inclusive education. Routledge: New York.

The Annual HIV Programmes Report of 2014. (2014). Retrieved from www.unaids.org/sites/default/files/.../SWZ_narrative_report_2014.pdf

The Development of Education National Report of the Kingdom of Swaziland Ministry of Education. (2008). Retrieved from www.ibe.unesco.org/National_Reports/ICE_2008/swaziland_NR08.pdf

Victoria, J. (2013, July 18).Fearful Indian school children refuse to eat free meals after deaths. *Mail and Guardian Online.* Retrieved from indian-school- children-refuse-free- meals-after-deaths.

Walton, E. (2011). Getting inclusion right in South Africa. *Intervention in School and Clinic* 46 (4), 240-245.

Weiser, S. Frongillo, E. Ragland, K. Hogg, R. Riley., E & Bangsberg, D. (2009). Food insecurity is associated with incomplete HIV RNA suppression among homeless and marginally housed HIV-infected individuals in San Francisco. Journal of General Internal Medicine 24(1), 14-20. Doi: 10.1007/s11606-008-0824-5.

World Food Programme. (2011). School feeding works for girls' education. Retrieved from https://www.wfp.org/school-meals.

World Food Programme. (N.D.). Feed minds change lives: School feeding, the Millennium Development Goals and girls' empowerment. Retrieved from www.wfp.org/feed- minds-change-lives-school-feeding-millennium.

World Food Programme. (2004). School feeding programs: Why they should be scaled up now. Retrieved from www.unep.org/.../programmes/...2/.../School-_Feeding_Programme.pdf

World Food Programme Swaziland. (2009). Support to children's education. Retrieved from http://www.wfp.org/content/swaziland-support-childrens-

APPENDIX A: INTERVIEW QUESTIONS FOR THE SCHOOLPRINCIPALS

Section A

1. I understand that you are the principal at this school. What does this entail?
2. Tell me about your typical day at school.
3. What are some of the things you enjoy as a principal?
4. What are some of the challenges of being a principal?

Section B

1. For how long have you had the feeding programme?
2. Please explain to me, which learners get to receive food from the school feeding programme.
3. When do the learners receive their meals?
4. What prompted the introduction of the feeding programme at the school?

Section C

1. Can you please tell me how the school gets its supplies of the food used in preparing meals for the learners?
2. Can you please describe to me the criteria you use in selecting the person(s) who prepares the meals for the learners?
3. Please explain to me, about the supervision during meal times.
4. How is the feeding programme sustained?
5. Who is responsible for the overall administration of the feeding programme?
6. In what ways do you think the feeding programme is helpful?
7. In what ways do you think the feeding programme is not helpful?
8. In what ways does the food programme promote learning for all learners?
9. In what ways does the food programme obstruct learning for all learners?
10. Is there anything else that you think is important about the feeding programme that I have not asked you? If so, please elaborate.

APPENDIX B: INTERVIEW QUESTIONS FOR TEACHERS

Section A

1. I understand you are a teacher at the school. What does this entail?
2. Tell me about your typical day at school.
3. What do you like most about being a teacher?
4. What do you find challenging as a teacher?

Section B

1. How long have you had the feeding programme?
2. Can you please tell me why the feeding programme was introduced at the school?
3. How are the learners chosen to receive meals from the school feeding programme?
4. When do the learners receive their meals?
5. How does the school select those who prepare the meals for the learners?
6. How is the meal times supervised?
7. Please describe to me teaching and learning in your classroom before the children have had their meals at the school.
8. Can you tell me about teaching and learning in your classroom after the learners have had their meal?
9. In what ways do you think the feeding programme might be helpful to the learners when it comes to academics and learning?
10. In what ways do you think the feeding programmes might not be helpful to the learners when it comes to academics and learning?
11. In what ways do you think the feeding programme might be helpful to the learners generally?
12. In what ways do you think the feeding programmes might not be helpful to the learners more generally?
13. What are some of your thoughts and feelings about the feeding programme?
14. Is there anything else you think is important about feeding programmes that I have not asked you? If so, please elaborate

APPENDIX C: LETTER TO THE PARTICIPANTS TEACHERS/PRINCIPALS

01/08/2015

Dear Sir/Madam

My name is Sibili Nsibande and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on School feeding programmes as inclusive strategies in Swaziland. I would like to invite you to participate in my study.

My research involves an investigation on how teachers and school principals view school feeding programmes. Participation in the study is strictly voluntary. If you choose to participate, you would be interviewed by me. The interviews will be 45 minutes to 1 hour in duration and will be conducted only once at a time and place of your choosing. The interviews will be audio-recorded, with your permission, for accurate transcription during data analysis. There will be guiding questions to ensure that the interviews do not take up more time than stipulated. The information collected during the interviews will be used as part of a research report to be submitted to the University of the Witwatersrand and may be used in resulting academic publications. It may also be used in academic presentations such as conferences or workshops. Your name and identity will be kept confidential at all times and in all academic writings and academic presentations. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

If you choose to participate in the study, you will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw from participating in the study at

any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

SIGNATURE

Sibili Nsibande

Tubungu Estate

Plot 27

Matsapa

268 76318323/ +27 73390 1972

sibili2013@gmail.com

APPENDIX D: LETTER TO THE PRINCIPAL

01/08/2015

Dear Sir/Madam

My name is Sibili Nsibande. I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on school feeding programmes as inclusive strategies in Swaziland.

My research involves an investigation on how teachers and school principals view school feeding programmes. The study will be conducted through the use of interviews. A total of six teachers and two principals will participate in the research study. However, I request permission to interview only three teachers from (name of school). The interviews will be 45 minutes to 1 hour in duration and will be conducted only once. They will be individual semi structured interviews in order to allow participants to discuss their views in depth. There will be guiding questions to ensure that the interviews do not take up more time than stipulated. The interviews will take place at a place and time convenient to the participants. The information collected during the interviews will be used as part of a research report to be submitted to the University of the Witwatersrand and may be used in resulting academic publications. It may also be used in academic presentations such as conferences or workshops.

The reason why I have chosen your school is that it is a high school that offers in-school feeding to the learners; therefore, I believe that participants from your school can offer great insight on the theme of feeding programmes in school. I believe that this research, though it may be a small project, may contribute towards learning more about school feeding programmes and inclusive education in Swaziland.

I am therefore inviting your school to participate in this research.

The research participants will not be advantaged or disadvantaged in any way, and their participation is strictly voluntary. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and the name of the school will be kept confidential at all times and in all academic writing about the study. Participants' privacy will be maintained in all written publications and presentations resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Sibili Nsibande (Researcher)

Tubungu Estate

House 27

Matsapha

Swaziland

sibili2013@gmail.com

+27 73 390 1972 / +268 76313323

Yasmine Dominguez-Whitehead, Ph.D. (Supervisor)

Lecturer: Sociology of Education

Wits School of Education

University of the Witwatersrand

Private Bag 3, Wits 2050

Johannesburg, South Africa

+27 11 717 3283

Yasmine.Dominguez-Whitehead@wits.ac.za

APPENDIX E: TEACHERS/ PRINCIPALS CONSENT FORM

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called: An Investigation into School Feeding Programmes as an Inclusive Strategy in Swaziland.

I, _____ my consent for the following:

Circle one

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson YES/NO

I know that the audiotapes will be used for this project only YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked. YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed in any academic publications or presentations.

- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX F: APPLICATION LETTER TO THE MINISTRY OF EDUCATION AND TRAINING IN SWAZILAND

01/08/2015

The Director

Ministry of Education and Training

P O Box 100

Mbabane

Swaziland

Dear Sir/Madam

Re: Application for Permission to conduct a Research Study in Swaziland

My name is Sibili Nsibande and I am a Masters student in the Wits School of Education at the University of the Witwatersrand. I am a Swazi citizen who is studying in South Africa.

I hereby, kindly apply to conduct research on school feeding programmes as an inclusive strategy in Swaziland.

My research involves an investigation on how teachers and school principals view school feeding programmes, whether teachers and school principals believe school feeding programmes promote or inhibit academic success for all learners and how school feeding programmes promote or inhibit success in general for all learners. The study will be conducted through the use of individual semi structured interviews. The two schools that I request to conduct interviews at are, [redacted] High School and [redacted] Primary School. The interviews will be 45 minutes to 1 hour in duration and will be conducted only once. There will be guiding questions to ensure that the interviews do not take up more time than stipulated. The interviews will take place at a place and time convenient to the participants. The information collected during the interviews will be used as part of a research report to be submitted to the University

of the Witwatersrand and may be used in resulting academic publications. It may also be used in academic presentations such as conferences or workshops.

The reason why I have chosen Swaziland is because I want to contribute towards research in my country. I believe that this research though it may be a small project, may contribute towards learning more about school feeding programmes and inclusive education in Swaziland.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw from participating in the study at any time without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for participating in the study.

The names of the research participants and the schools will be kept confidential at all times and in all potential academic writings and academic presentations. Their privacy will be maintained in all written publications and academic presentations.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. Please find attached a copy of my research proposal as an outline of the proposed research.

I look forward to your response as soon as it is convenient.

Yours sincerely

SIGNATURE:

Sibili Nsibande (Researcher)

Tubungu Estate

House 27

Matsapa

Swaziland

Sibili2013@gmail.com

+27 73 390 1972 / +268 76318323

Yasmine Dominguez-Whitehead, Ph.D. (Supervisor)

Lecturer: Sociology of Education

Wits School of Education

University of the Witwatersrand

Private Bag 3, Wits 2050

Johannesburg, South Africa

+27 11 717 3283

Yasmine.Dominguez-Whitehead@wits.ac.za