‘PICTURING’ NUTRITIONAL INCLUSION: USING PHOTO VOICE TO EXPLORE SCHOOL FEEDING SCHEMES WITH TWO PRIMARY SCHOOLS IN MANZINI, SWAZILAND

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DECLARATION

I, Julia Fikile Dlamini, student number 214583334, declare that this study 'Picturing' nutritional inclusion: Using photo voice to explore school feeding schemes with two primary schools in Manzini, Swaziland is my own work and it is not being concurrently submitted nor is it being assessed elsewhere for any other postgraduate qualification. The reference style used in this study report is APA 5thedition.

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Julia Fikile Dlamini

ABSTRACT

This study explored the experiences of primary school learners regarding inclusion in school feeding schemes, and also investigated the nature of an ideal school feeding scheme. An inclusive school feeding programme is practiced in many countries as a way of strengthening education. The study was conducted in two primary schools in the urban area of Manzini, Swaziland. The participants consisted of twenty-four grade five and six learners. In each school there were six male and six female learners ranging in age from nine to twelve years, who participated in the school feeding scheme. This study was informed by a qualitative, interpretivist paradigm and followed a participatory design named photo voice to allow participants to create meaning to their experiences.

The study was guided by the Maslow Theory of Basic Needs & Learning and the Theory of Social Inclusion. The data generated was analysed using a participatory analysis method and Patton's techniques provided insight into the learners' experiences of inclusion in the school feeding scheme and also learners' notion of an 'ideal' school feeding scheme (Patton, 2002). The findings indicated that school feeding schemes greatly benefit learners who access them. A school feeding scheme helps to alleviate short term hunger, increases enrolment rates, improves academic performance, improves micronutrient status, reduces absenteeism and late coming, and also improves cognition. However, the research established that there were students who were not going to the school kitchen to access food because of their own preferences and choices; some learners brought lunch boxes from home and some bought food from the market place. The study also found that there were learners who only accessed food when meat stews were served in the school kitchen.

The implications for the study are that, school management and stakeholders such as government and parents should work hand in hand to make sure that there is a regular supply of food in the schools so that the feeding schemes can operate without interruption. The study also suggests that that there should be improvement in the school feeding scheme in terms of the menu; school management and learners, in

collaboration with a nutritionist, should work together in planning and improving the menu.

From the participants' voices on an ideal feeding scheme, there were suggestions such as: the school engaging in fund raising campaigns and sponsored walks as a way of raising funds for building new kitchen structures with dining halls and also for growing fruits and vegetables in the school garden for the school feeding scheme so that more learners would be attracted to the school feeding scheme. They were clear that the school feeding scheme was of great benefit to learners' educational and health needs.

KEY WORDS

Inclusion; learners; photo voice; school feeding programme; school feeding scheme; urban area; visual and participatory research methodologies.

DEDICATION

I dedicate this study to all learners who did not benefit from a school feeding scheme especially the orphaned and vulnerable children who were unable to get nutritional assistance at school resulting in irregular school attendance, malnourished and unhealthy children who had poor performance and finally dropped out of school.

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ABBREVIATIONS AND ACRONYMS

MoET	Ministry of Education and Training
NERCHA	National Emergency Response Council on HIV/AIDS
NGO	Non-governmental Organisation
SCCS	Schools as Centres of Care and Support
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNWFP	United Nations World Food Program
WFP	World Food Program

TERMINOLOGY

A balanced meal	- a meal that contains the required nutrients in the correct amounts (Tull, 1996).
Cook	- refers to a person who is employed to prepare and cook food especially as a job or in a specified way (Davies, 2001).
Inclusion	- accepting everybody although they have differences (Inclusion WA, 2015).
Learners	- these are people who are formally engaged in learning activity especially those enrolled in a school (Donald, Lazarus & Lolwana, 2006).
Nutrients	- chemical substances found in food (Tull, 1996).
Nutrition	- study of all the processes of growth, maintenance and repair of the body which depends on the intake of food (Davis, 2001).
Photovoice	- this is a participatory method allowing participants to give voice to their experiences through visual images and allowing for an understanding of how people solve their problems by constructing meaning (Royce, Parra-Medina & Messias, 2006).
School feeding scheme	- targeted social safety nets that provide both health and educational benefits to the most vulnerable children thereby increasing the rate of enrolment, reducing absenteeism and improving food security (World Bank, 2012).
Umnqhushu	- a meal made out of mixed samp and beans popularly used in school feeding (Home Economics Association, 1998).

CHAPTER ONE

ORIENTATION OF THE STUDY

1.1. INTRODUCTION

The United Nations ensured that laws and policies were put in place with the aim of implementing the concept of inclusion, which basically strives for equalisation of opportunities (United Nations, 1994).This means that various systems of society and the environment are made available to all, so that even those individuals who are vulnerable and with disabilities have a right to be included in regular services, in order to make their contribution to society (Badza & Tafangombe, 2010). Every child or young person in the whole world has a right to education and also the needs of all children should be met by adjusting the school systems (Rieser, 2012).

Swaziland has adopted a policy of inclusion and has set up policies that influence implementation of inclusive education. Swaziland government has taken the issue of an inclusive education model seriously such that it has committed to a National Policy and a statement on education adopted in September 1999, which supports inclusion of all young people who have special needs in education (Richler, 2012). Later, the policy was reviewed in 2011 where the Ministry of Education and Training (MoET) stated that there must be access by all learners to education that is of good quality, to nutrition that is balanced and to good health, regardless of their status (Swaziland Ministry of Education and Training, 2011). Children are entitled to the 'building blocks of life' that are mostly nutrition, good health, solid education, which are also wanted by children and their parents (UNICEF, 2013). It is important that all children should attain the highest standard of education, nutrition and health as that is their right. This is according to the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. Lack of a balanced diet or nutritious food in children may lead to deficiency diseases, especially when there is lack of nutrients such as zinc, vitamin A, mineral

salts and other vitamins, which may result in intellectual disabilities (UNICEF, 2013). Through the MoET the government committed the country to providing an education that is accessible to every learner, irrespective of particular circumstances. In this study, the focus will be on learners' experiences of inclusion in the school feeding scheme and also to find out their 'ideal' school feeding scheme. The government tries to do this by improving the environment in which the learners find themselves, such as the school feeding programme which provides food for school children as food is one of the basic needs. The policy mandates that special facilities for disabled children in education should be made available in all learning institutions, from primary to tertiary level. As a philosophy, inclusion assumes that classrooms and communities are not complete unless and until all children are welcome. Inclusion is all about positive attitude and relationships aiming at breaking all barriers. A holistic approach is vital in inclusion in that it has to accommodate all the stakeholders in the school such as parents, staff and students (UNESCO, 2013). It is encouraging to note also that Swaziland is committed to ensuring inclusive education for all learners irrespective of gender, stage of development, health, life circumstances, disability, financial status or any other barriers (MoET, 2011).

When a person is not getting the essential nutrients in the correct proportion his health will be adversely affected including the ability to perform different tasks (Tull, 1996). This situation automatically causes exclusion to the person. This information shows that nutritional inclusion is very important in the life of a human being, especially school children. Studies have shown that students in inclusive settings have better educational and social outcomes (Pavri & Luftig, 2001). In this study the researcher will specifically focus on nutritional inclusion for school children. Nutritional inclusion is practiced in most countries through school feeding programmes, but not all learners access the food in the school feeding scheme. The researcher believes something needs to be done to ensure that all learners are included in the school feeding scheme.

From the foregoing discussion, it can be seen that inclusion in schools is promoted through school feeding programmes, where school children are served with breakfast

and lunch while at school. When school children get breakfast at school their academic performance can be improved. Hunger in children affects brain development and they end up not succeeding well in education. Hungry children have limited chances of attending school yet education is vital because it breaks the poverty trap (UNICEF & Swaziland Government, 2008). According to Food Agricultural Organization (2004) socio-economic difference is one of the most important factors in nutrition and a lot of people around the world are undernourished and most of them are children in developing countries. If poor quality diet is consumed by school children it makes them more vulnerable to short term hunger (WFP, 2007). Most countries in the world have inclusive school feeding programmes as a way to strengthen the education system. At least 368 million school children are fed in their schools daily. Governments recognise school feeding as an important tool to help growth and development among school children (World Food Programme, 2014). The increase of vulnerable children and orphans in the eastern and southern regions of Africa have compelled ministers of education from thirteen countries in 2005 to commit themselves to taking necessary measures to strengthen the education system through school feeding schemes (Ilukena, 2012). A few of these countries are Namibia, Mozambique, Ghana, South Africa and Swaziland and the rest of the countries are discussed in detail in chapter two. Studies show that primary school children benefit from breakfast provided in schools, more especially in the United States of America, while in Namibia the School Feeding Programme attracts enrolment from needy learners, keeps children attending regularly, enables them to concentrate in class, and improves their health (Ilukena, 2012). A school feeding programme is carried out by nearly all countries in the world, including Swaziland (UNICEF & Swaziland Government, 2008).

School feeding is supplying food to school children while inclusion implies that schools should accept all children despite their personal differences in their status which can be economic, intellectual, physical, emotional or social (Schools as Centres of Care and Support (SCCS), 2011). School feeding schemes are supported by Save the Children Fund, UNICEF, and other Non-governmental Organizations (NGOs), in partnership with the governments. In Swaziland a programme called Schools as Centres of Care and

Support (SCCS) or child-friendly schools was introduced to promote inclusion and to address the challenges faced by school children in Swaziland. One of the goals of the World Food Programme (WFP) is to ensure that nutritious, balanced food is provided to all learners through school feeding programmes. Providing food at school stimulates enrolment and increases attendance and improves academic performance (WFP, 2006).

The researcher has been employed as a Nutritionist and Consumer Science teacher by the government of Swaziland for the past thirty years, and was assigned to assist in menu planning for school feeding schemes in several schools. The researcher observed that most learners are of low to middle socio-economic status and most households are food insecure and some students came to school without food. The Swaziland government has a commitment to providing food for learners in the schools but not all learners access the food, and this study seeks to investigate learners' experiences of inclusion of the school feeding scheme, in order to find out why some of the learners are not accessing the food.

1.2. RATIONALE OF THE STUDY

This study has been influenced by the researcher's experience in serving on school feeding scheme committees in several schools. The researcher is involved in menu planning for school feeding schemes. The researcher has observed that although government and NGOs support the school feeding schemes with food to ensure that all learners are nutritionally included, but not all learners are nutritionally included through school feeding schemes hence the decision to undertake this study to find out why the learners are not all participating in the school feeding scheme.

The rationale for choosing photo voice as a data generation tool was that learners would have an opportunity to describe their concerns using photographs and produce in depth data, and also access technology; for example learners would learn how to use

technology such as digital cameras (De Lange & Stuart, 2008; Olivier, Wood & De Lange, 2007). The researcher thought this method would work better than other methods such as interviews in that the learners are minors and aged between 9 to 12 years and when interviewed they could be shy and intimidated and as a result may not express themselves as they would in the photo voice method.

Another reason was that the literature that has been reviewed showed that school feeding programmes are used by most countries as a form of inclusion, where children of low socio-economic status, orphaned and vulnerable children are included and embraced nutritionally. Literature also highlights that school feeding programmes address issues of hunger, education and health through alleviating short term hunger. These programmes also increase enrolment rates, improve academic performance, improve the micronutrient status of the learners, reduce absenteeism, and improve students' cognition. Therefore the researcher believes it is important that all learners should benefit from the school feeding scheme.

This study hoped to give a voice to learners on their experiences of inclusion in school feeding programmes although this was clearly not an intervention research. The researcher hopes the interpretation of the learner's experience may somehow contribute to social change in so many ways. The documentation of these experiences could be made electronically available for researchers and policy makers and, as Mnisi (2009) suggests, if the findings can be inferred, to inform policy makers to make new policies on the school feeding scheme and also encourage future research. The study also hoped to help all primary school learners to be nutritionally included and it also hoped to provide information to the schools and government on ways of improving school feeding programmes. This study also hoped to provide insights into learners' experience of a feeding scheme and might possibly inform strategies to alleviate short term hunger, increase attendance, improve their micronutrient status, and also to improve learners' academic performance.

1.3. PROBLEM STATEMENT

The Swaziland school feeding programme is called National School Nutrition Program, which aims to strengthen education by alleviating short term hunger and improving academic performance of learners. Government and NGOs support inclusion in schools by providing maize, rice, beans, cooking oil and corn soya meal to school feeding schemes (WFP, 2006). The MoET implemented a programme called SCCS in 2011 to ensure that all learners were nutritionally included, but still not all learners are nutritionally included in the school feeding scheme, as some do not access the food for their own reasons. There is need to address the issue of learners who do not eat the food provided in the school feeding scheme. Knowledge of the urban learners' experiences of inclusion in the school feeding scheme and their idea of an 'ideal' school feeding scheme would be helpful, but this is difficult to access, since children are minors; therefore a participatory method was more suitable to generate knowledge about their experiences of inclusion in the school feeding scheme and also to be producers of their own knowledge.

1.4. RESEARCH QUESTIONS

The research questions are as follows:

- What are the primary school learners' experiences of inclusion in the school feeding scheme?
- What is the primary school learners' 'ideal' school feeding scheme?

1.5. AIMS OF THE RESEARCH

Although studies have been carried out on exploring issues related to school feeding programmes, additional work is needed to explore how learners experience nutritional

inclusion in a school feeding scheme, especially in the context of Swaziland. Drawing from the research, the researcher undertook this study to explore:

- What are the primary school learners' experiences of inclusion in the school feeding scheme?
- What is the primary school learners' 'ideal' school feeding scheme?

1.6. POSITIONING MYSELF AS A RESEARCHER

As a nutritionist and a Consumer Science teacher in urban and rural schools in Swaziland and in the University and also as a committee member on school feeding schemes helping with menu planning in different schools and as a mother of three children, the researcher realized the importance of working with learners on issues of experiences of inclusion in the school feeding scheme, as already stated. Photo voice was used to generate knowledge by giving learners an opportunity to describe their feelings using pictures and also to voice their suggestions on their 'ideal' school feeding scheme. The researcher sees this produced knowledge as important because it may create an opportunity for the stake holders to make improvements in the school feeding scheme that will ensure that all learners are nutritionally included. As stated in the rationale for the study, the researcher has observed that although government and NGOs support the school feeding schemes in the form of donations of food to ensure that all learners are nutritionally included, the researcher noted that in fact not all learners are nutritionally included through school feeding schemes, hence the decision to undertake this study.

1.7. CONCEPT CLARIFICATION

A number of concepts have been used in this research which may have varying meanings in their everyday usage. Clarifications of the concepts used in this research are presented below.

1.7.1. Inclusion

The concept inclusion in this study will be used with the understanding that inclusion is the acceptance of every human being, appreciating people for who they are despite their differences because even though they come from different backgrounds and each individual is unique, all of them are people (Asante, 2002). This research focuses on nutritional inclusion through school feeding schemes as all learners are supposed to access the food in the school feeding scheme and get all the benefits and that will be considered throughout the study.

1.7.2. School feeding scheme

School feeding scheme is the provision of food to children in schools to alleviate short term hunger. School feeding scheme and school feeding programme are related concepts in this study and they will be used interchangeably. School feeding schemes are supported by Save the Children Fund (UNICEF), and other NGOs, in partnership with the government. In Swaziland child-friendly schools were introduced to promote and monitor inclusion and to address the challenges faced by school children in Swaziland. This was in an effort to fulfil the goals of WFP which is to ensure that nutritious, balanced food is provided to all learners through school feeding schemes and to improve food security (UNICEF, 2008).

1.7.3. Learners

These are people who are formally engaged in learning activity (Donald, Lazarus & Lolwana, 2006), especially those enrolled in a school. In Swaziland learners are also referred to as students, pupils, school children. This refers to people who are formally engaged in learning enrolled in school. In this research learners refer to urban primary boys and girls for gender balance, in the age range from 9 to 12 years and who are in grade five and six.

1.7.4. Urban schools

An urban school can be described as a more advanced educational institution for learners (Jacob, 2007). In this study report the researcher refers to urban schools as primary schools located in large central cities, which serve learners from grade five to grade six.

1.8. LITERATURE ON WHICH THE RESEARCHER DREW

The researcher drew from international as well as national literature around inclusion and school feeding programmes in general and then focussed on the effects of these programmes, the goals of school feeding programmes, learners' experiences in the school feeding scheme, technical assistance on school feeding programmes and effects of poor nutrition on school children. The researcher found the body of literature related to the explored learners' experiences on nutritional inclusion in the school feeding scheme.

1.9. RESEARCH DESIGN AND METHODOLOGY

1.9.1. Participatory research methodology

The researcher adopted a qualitative design and a participatory approach. In qualitative methods, themes and categories usually emerge from the data, and it is most suitable to investigate complex social phenomena. People in communities are able to solve their problems through participatory research which is commonly used in community development (Niewenhuis, 2007; Babbie & Mouton, 2004). In the participatory approach participants are usually co-researchers and they are not treated as objects being researched by experts (Aluko, 2006; Bowman, 2010). Participatory research recognizes the participants as researchers and allows them the opportunity to share their experiences and to make their voices heard. In this study learners shared their experiences in a participatory way, where a visual image created a context within which to talk and write. For instance, in this study, the researcher explored primary school learners' experiences of inclusion in the school feeding scheme.

1.9.2. Photo voice as a method

The study used visual and participatory research methodology, which was photo voice, a method developed by Caroline Wang (1999). This method allows participants to give voice to their experiences through visual images, allowing for an understanding of how people solve their problems by constructing meaning (Royce, Parra-Medina & Messias, 2006).

Photo voice as a participatory method allows participants to give voice to their experiences through visual images, and this allows for an understanding on how people construct meanings in solving their own problems (De Lange, Olivier & Wood, 2008). Photo voice is a visual methodology in which a camera is placed in the hands of those who are experts in their own lives in a context that encourages the documenters and

sharing of their own reality; it is also known as taking pictures (Mitchell, De Lange, Moletsane, Stuart & Buthelezi, 2005)

1.9.3. Data analysis

The data analysis was participatory and layered as Nind (2011) puts it. The photographs were critically and reflectively analysed by the participants themselves. This first layer of analysis is linked to the first research question and was directed by sub-questions as follows: “What does the photograph mean to you?” And “With your photograph, what information can you convey to others about school feeding schemes?” as done by (Mitchell et al., 2005, p. 265). The second level analysis was done by the researcher; analysing, summarising, and collating themes covered in the photo essays. The data was analysed using themes and categories. A thematic analysis is identifying common issues from the data, so that main themes that summarize participants’ views are also identified (Patton, 2002). A detailed description on how data was analysed, including findings, is presented in chapter five showing how it reflected the design of this study.

1.10. RESEARCH SETTINGS AND PARTICIPANTS

The study participants were drawn from two primary schools in an urban area Manzini, Swaziland which were Imphumelelo and Fundas primary schools (all pseudonyms). Purposive sampling was used in selecting two primary schools in an urban area in Manzini, Swaziland for two reasons: they are close to the city where the researcher was working (convenience) and the schools also participated in the School Feeding Programme. Purposive sampling is when the researcher chooses an informant purposely because of the qualities possessed by the informant (Tangco, 2007). In purposive sampling specific choices are made by the researcher on the type of people to be included in the samples. The specific group targeted by the researcher is

representative of the whole population (Maree & Pietersen, 2007). In this study 24 grade five and six learners from the two schools in the urban area ages 9 to 12 years who participated in the school feeding scheme, were purposively selected to participate in the research. This sample was seen as fitting and possibly yielding rich data for the aim of this study.

1.11. DELIMITATIONS OF THE STUDY

The study is located in the field of Educational Psychology. Schools are the main institutions focusing on development and learning of children in that a child spends more time in a school during the day than in any other place. It was also contextualised as research was undertaken in schools in an urban setting. The focus of the study, therefore, was to explore, through photo voice, the learners' experiences of inclusion in the school feeding schemes and also to find out their idea of an 'ideal' school feeding scheme. It was a small scale study in an urban area which is in Manzini region in Swaziland, with only 24 grade five and six participants who were both boys and girls for gender balance, and they were from two primary schools. For the reasons alluded to, the findings of the study cannot be generalized, however, can be inferred to other contexts.

1.12. POSSIBLE CHALLENGES TO THE STUDY

Photo voice was seen as an exciting data generation method but the researcher's concern was the ethical risk as this method requires caution especially when working with primary school learners. The researcher was aware of the ethical dilemmas involved in doing visual research with learners (who are minors) and that confidentiality and anonymity should be ensured, although absolute anonymity cannot be guaranteed since clues such as sites, school uniform may lead to revelation of people's identities (Somekh & Lewin, 2005). The researcher was also aware that in the photographs the

learners' faces should not have been shown to ensure anonymity, but the participants insisted that they wanted their faces visible in the photographs as they felt they owned the study and were co-researchers and wanted to contribute to social change through their input (Bowman, 2010). Finally the researcher's discretion to blind the participants' faces was used, with full awareness and understanding of the debates around covering and deforming participants' faces (Karlsson, 2007). The other concern was that the researcher felt extra 'training' on taking photographs with young people might have posed technical glitches. Moreover, because of time and financial constraints it was practically impossible to cover the whole region; therefore, this became a small scale study covering only two schools in the Manzini region.

1.13. UNFOLDING OF THE STUDY

The literature review, which is chapter two, provides literature i.e. inclusion and school feeding programmes. The researcher draws on local and international literature which forms the choice of theoretical framework for the study.

In chapter three the researcher outlines the research design together with the methodology that was used. Also presented is the description of the research setting, the selection of participants and their roles, and also provides the researcher's role. This chapter also explains how the research process unfolds and how the data is generated and analysed.

Chapter four presents findings and discussion on the two critical research questions. Findings are presented as visual data organized thematically and then contextualized using the literature.

Summary of findings and conclusions followed by implications and recommendations for further studies are discussed in chapter five which is the final chapter. Lastly the researcher indicates some limitations of the study, dissemination of the study and

attempts to theorise. The researcher provides a different perspective of the study framed by the theory of Maslow's Basic Needs & Learning and the Theory of Social Inclusion.

1.14. SYNTHESIS

The study explored primary school learners' experiences of inclusion in the school feeding scheme and further determined learners' 'ideal' school feeding scheme. In chapter one, the introduction of the study is presented that hopes to make silenced voices of learners heard on their experiences of inclusion in the school feeding scheme. The next chapter will focus on the international and local literature to reveal what other scholars have done in the field of nutritional inclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The researcher reviews relevant literature by focusing on some concepts of inclusion, nutritional inclusion in school feeding programmes, inclusion in schools, effects of poor nutrition on school children, policies, learners' and principals' experiences of inclusion, school feeding schemes and schooling. Evidence on the impact of school feeding schemes, improving school feeding, effects of poor nutrition on children, food education programmes, technical assistance provided by WFP is presented. Funding assistance, nutritional requirements, national standards on school feeding schemes, daily preparation guidelines, factors influencing healthy eating and food preferences and conclusion are discussed. The researcher wishes to put forward the scarcity of literature around nutritional inclusion in the contexts of Swaziland with the exception of policies which are in place. Let alone the studies which used photo voice as a tool to study nutritional inclusion. For that reason, literature related to school feeding schemes, nutrition and inclusion was reviewed in detail as far as the researcher is concerned. Lastly the theoretical framework that guided the study is put forward.

2.2. INCLUSION

In inclusion learners are accepted despite the fact that they come from different back grounds and each individual is unique, and all of them are people (Inclusion WA, 2015). According to Richler (2012) all learners have a right to education regardless of their individual characteristics or difficulties. Inclusion reduces and then eliminates exclusion among learners in the education system (UNESCO, 2005). Studies have shown that students in inclusive settings have better educational and social outcomes (Pavri &

Luftig, 2001). In this study the researcher specifically focussed on nutritional inclusion for school children. As alluded to, nutritional inclusion is practiced globally by most countries through school feeding programmes.

These feeding schemes help orphaned and vulnerable children and children of low socio-economic status to be nutritionally included by being served with breakfast and lunch at school. Micronutrient deficiencies or early malnutrition can affect children mentally, physically and socially, also micronutrient deficiency and poor cognition are interdependent (Scrimshaw, 1998). Short term hunger can affect ability of pupils to pay attention and show interest in class (Wilson, 1993). Poilitt (1995) states that skipping breakfast affects children's academic performance especially those who are malnourished hence the need for addressing this through school feeding programmes.

2.3. NUTRITIONAL INCLUSION THROUGH SCHOOL FEEDING PROGRAMMES

According to World Bank (2012) governments in most countries prioritise school feeding because of their protection and the element of inclusion. The United Kingdom was leading in prioritizing the school feeding and in Brazil it was prioritized within the Strategy of Zero Hunger (World Food Program 2014). Bhagwat, Sankar, Sachdeva, Joseph and Sivaranjani (2014) state that Mid-Day Meal in India, is the largest compared to other countries in the world because it caters for millions and millions of children who are in the primary level and a directive from the Supreme Court in India states that only cooked hot meals should be served. A study done by WFP (2012) indicates that children who are receiving school meals number around 330 million and every year approximately 30 billion dollars is invested by most countries in the world for school feeding.

The existing school feeding programmes are supported by funds from the World Bank's Global Food Crisis Response Program and this was started in response to increasing

food in 2008 in most countries. Linking access to food and education especially for children who are needy or who have food insecurity, meant this programme was able to reach millions of school children with 100 billion US Dollars (World Bank, 2012). Tomlinson (2007) argues that there are significant differences between school feeding programmes in East Africa and those in Southern Africa. The author argues that the differences are based on factors such as socio-economic status of the country, and the number of food emergencies that have occurred, the nutritional status of children in various countries and, most importantly, the ability of governments to implement school feeding programmes. He further states it is evident that nutritional inclusion in education is an important aspect in schooling.

2.4. INCLUSION IN SCHOOLS

Inclusion in schools is also promoted through school feeding programmes, where school children are served with breakfast and lunch while at school. There are important factors in nutrition such as socio-economic differences which cause differences in mortality and health and it is also estimated globally that in the period 2000-2002, over 852 million people around the world were undernourished and most of them were children and mainly in developing countries (World Bank, 2012). Swaziland is one of the developing countries, and UNICEF (2008) states that the school feeding programme practiced by almost all countries in the world includes Swaziland.

The increase in the number of children who were orphaned and vulnerable in the southern and eastern regions of Africa in 2005 compelled ministers of education from thirteen countries to commit themselves to take necessary measures to strengthen the education system through school feeding schemes (ScholarLink, 2013; Ilukena, 2012). In Namibia, the School Feeding Programme attracts enrolments from needy learners, keeps children attending school regularly, enables them to concentrate in class, and improves their health (Ilukena, 2012; Kariuki, 2013).

2.5. EFFECTS OF POOR NUTRITION ON SCHOOL CHILDREN

Cognitive abilities of children are greatly affected by poor nutrition and health and malnourished children do not excel in their academic performance resulting in repeating grades and finally dropping out of school (UNICEF, 2013). Absenteeism due to hunger and malnutrition are the main factors that contribute to poor performance in school children, especially those who are not fed when going to school; more over these children cannot concentrate in class, and they also have difficulty in performing tasks (United Nations World Food Programme, 2006). Studies show that when nutrition is improved it can result in good academic performance and less repeating of classes with fewer drop outs (Del Rosso & Marek, 1996).

2.6. SCHOOL FEEDING SCHEME AND SCHOOLING

Bundy, Burbano, Crosh, Gelli, Julas and Drala (2009) and the United Nations World Food Program (UNWFP) (2014) state that school feeding schemes support the achievement of the millennium goal on hunger. School feeding schemes also alleviate short term hunger, increase enrolment rates, improve academic performance, improve micronutrient status, reduce absenteeism, and improve students' cognition (UNICEF, 2008). Not only is hunger alleviated when children are fed in schools but also attendance of school children is improved (WFP, 2005). In Burkina Faso school feeding schemes were found to increase enrolment and decrease absenteeism (World Bank, 2012). Also in the USA there are many school feeding programmes, classified into two groups: children are either fed in schools or they take home rations to supply their families, while the school feeding programmes in Namibia, Mozambique, and South Africa are said to cut hunger especially for orphaned and vulnerable children (World Bank, 2012).

Needy learners are also attracted to enrol in schools and attend regularly because they are fed through the school feeding programmes, which enables them to concentrate in class, and also improve their health by fighting child malnutrition (Education Training Unit (ETU), 2012; Ilukena, 2012; Save the Children Fund, 2014). Similarly, in Swaziland, the school feeding programme enhances attendance as it attracts children, alleviates short term hunger and increases academic performance (Ministry of Education and Training, 2011).

This shows that poor nutrition leads to poor performance of school aged children in the classroom. According to Save the Children Fund (2014), about 53% of children in the food security programme in Mozambique are faced with chronic malnutrition. The country has no national early childhood curriculum, and lack of education also limits children's opportunities.

2.7. GOALS OF SCHOOL FEEDING SCHEMES

The most important goal of school feeding schemes in developing countries is to increase school attendance, increase enrolment and for the pupils to stay in school as well as improving growth and also academic and cognitive performance in all countries (UNICEF, 2013). In the year 2001/2002 115 million children dropped out of primary school, and most of them were from developing countries (UNESCO, 2005).

2.8. LEARNERS' EXPERIENCES OF SCHOOL FEEDING PROGRAMMES

According to the Declaration of the Rights of the Child of 1948, among other things a child who is hungry cannot perform well academically and therefore must be fed and inclusion in Swaziland focuses on the learners' needs (Ministry of Education and Training Sector Policy, 2011). It is the government's policy to promote physical,

nutritional, and social inclusion amongst pupils in Swaziland. For over fifty years the UNWFP, NGOs, and the government of Swaziland in partnership with Save the Children Fund Swaziland has facilitated the delivery of food commodities such as maize, rice, beans, corn soya meal and cooking oil, to schools (SCCS, 2012).

Bhagwat et al. (2014) state that food consumed in the school feeding scheme includes fortified wheat, fortified biscuits, soya dal analogue, which is a mixture of soya bean flour and wheat flour, proteins in the form of lentils and gravy. A study in India on acceptance of food in the school feeding scheme showed that about 95% of the children interviewed liked the food served in school. The remaining 5% who did not like the food gave reasons that food was too spicy and some said they did not like school meals in general (Bhagwat et al., 2014). In Swaziland most students indicated that the food they ate at school was tasty but they had concerns that there was no variety as they were fed soup and bean stew every day (SCCS, 2012). Students were generally not happy with the school kitchen as it was old but pleased with the school supplying fresh vegetables to the school feeding scheme.

Studies on school feeding programmes that involve perceptions and opinions from the shareholders involved are not widely undertaken (Williams, McIntyre, Dayle & Raine, 2003). Williams et al. (2003) found in their review that studies about school feeding programmes focused on nutritional outcomes rather than on the perceptions of the people involved in the intervention. One of the issues against examining perceptions of stakeholders about school feeding programmes is that they might be reluctant to talk to investigators about problems that exist within new school feeding programmes.

2.9. PRINCIPALS' EXPERIENCES OF SCHOOL FEEDING PROGRAMMES

According to the Swaziland Ministry of Education and Training Sector Policy (2011) Swaziland school principals reported that school feeding programmes provided meals to

students once or twice a day depending on the availability of funds and donations. However Principals responded differently when interviewed on whether the food that was served in their school feeding schemes adhered to the standards expected by Swaziland MoET. Principals reported that most common foods provided through the school feeding were bean stew, boiled rice, vegetables, porridge, and corn soya blend. Other foods that are provided depending on the availability of funds are samp, peanut butter, minced beef stew and sour milk. Few schools claim to serve fat cakes (MoET, 2011).The food provided by government is designed to form the basis of the meal; the school is expected to supplement the meal using the school meal portion of the Free Primary Education fees. Each school is free to plan an interesting menu for the school children depending on the availability of resources.

2.10. IMPROVING SCHOOL FEEDING SCHEME

Del Rosso and Marek (1996) assert that school feeding schemes can be improved by school stakeholders having consensus on policy and objectives for the scheme, focusing the scheme more on orphan and vulnerable children, having an alternative on the financing and cost of the feeding scheme. They should be precise on feeding timing and food composition guidelines of rations (Miller, 1999). Stakeholders must identify and resolve bottlenecks in the school feeding programme. Tomlinson (2007) suggested that school meals should be optimized in terms of quantity and quality and they should be served in the morning. The World Bank (2012) reported that, African Union and partners reached an agreement in 2003 that nutrition, health and education must be a priority for young children in order to achieve the Millennium Development Goals (Buffet, 2015). WFP and partners implemented a programme called home grown school feeding programme. In this programme local farmers supply schools with their produce and get income, while students get their nutritious meal to increase enrolments (Buffet, 2015).

Schools are also encouraged to grow vegetables in school gardens to supplement the meals. The success of the school garden relies heavily on volunteers, and also programme directors must continue to develop relationships with village leaders while Global child nutrition forum is creating conditions where hunger is eradicated in schools (Buffet, 2015; Fowler, 2012).

It is evident through literature, that the school feeding programme is a familiar and practiced concept, even in the country being researched; the question however remains whether all learners access meals as recommended by the Ministry of Education. Hence the study seeks to explore learner experiences of inclusion in the school feeding scheme and also to determine learners' perception of an 'ideal' school feeding scheme.

2.11. INCREASING NUTRITIVE VALUE IN SCHOOL MEALS

The Humanitarian project under World Initiative for Soy in Human Health promotes the use of value added soya products to fight world hunger (Joint Aid Management South Africa (JAMSA), 2004). Soya is an abundant, economical protein source as it is classified under high biological value proteins and offers numerous additional health benefits. JAMSA presently helps more than 350 000 young children in their nutrition programmes in five different African countries which are Angola, Mozambique, Ruanda, South Africa and Sudan. It also focuses on schools by supplying nutritious food such as corn soya meal to the schools (JAMSA, 2004). The school feeding programme hopes to achieve its objective which is to encourage malnourished children to attend school as it is a valuable incentive for stimulating school attendance. Another means of increasing nutritive value is by means of fortification. The fortification vehicles are wheat flour, Dal analogue and biscuits and the fortificant is mainly iron which is used on certain days per week (Bhagwart et al., 2004).

2.12. NUTRITIONAL IMPACT OF SCHOOL FEEDING PROGRAMMES

The nutritional impact of feeding schemes requires measuring both the tangible and intangible effects. This section contains a discussion of the impact of school feeding programmes on school children. The World Bank (2012) states that every day, there are more than 66 million children who go to school without food globally and there are more boys affected than girls. These effects seem to be greater among children who are chronically undernourished and these are also the poorest children (World Bank, 2012).

On cognitive development the impact is greater on malnourished children and on learning achievement, both School Feeding Programmes and Take Home Rations showed impacts on learners aged 11-14 years math scores (World Bank, 2012).The World Bank, (2008) found that food energy calorie consumption in several studies has shown that there is a significant impact on the intake of calories on children in school feeding schemes especially in Bangladesh, Philippines and Kenya.

According to Alderman, Gilligan and Lehrer (2013) benefits of School Feeding Programmes SFPs are just huge, as health and nutritional statuses have a very strong influence on a child's learning and how well a child performs in school. Poor nutrition among school-aged children affects their cognitive functions and reduces their ability to participate in the classroom thus resulting in poor performance. In addition malnourished or unhealthy children are most likely to be absent because of their ill heath, leading to poor academic performances.

2.13. TECHNICAL ASSISTANCE AND FUNDING OF THE SCHOOL FEEDING PROGRAMME

Although school feeding programmes are implemented in all countries they do need technical assistance. The World Bank (2012) describes that technical assistance is

provided by WFP/World Bank to the governments of countries such as Togo, Malawi and Bangladesh to name a few to develop their programmes. There are many ways of funding the school feeding programmes, for example South Africa, Brazil, India, Chile and Nigeria are self funded. UNICEF together with WFP is the main donor for school feeding programmes in most countries (Murphy & McAfee, 2005).

Swaziland also receives some financial and technical support from WFP for school meal programmes and food support for school children. From 2002 WFP has been assisting by supplying food to needy people in Swaziland especially those who are food insecure (UNWFP, 2015).

According to WFP, (2015) in Swaziland, WFP has provided financial and technical support to the MoET for school meals for 33 years. This year, the government has resumed financing the primary school feeding programme, which it implements with technical support from WFP. WFP further provides meals to some 35 000 adolescent students aged 15-19 years in secondary schools with the goal of improving access to education. WFP has also designed an additional nutrition component to the school meals programme, which will address micronutrient deficiencies among secondary school students and also contribute towards breaking the inter-generational cycle of chronic hunger by adding micronutrient powders to school meals (WFP, 2015).

External sources such as United Nations WFP fund the programme, while the government of Swaziland supplies partial funding. The feeding programmes are also funded in different ways. One hundred and fifty four schools reported being assisted by NERCHA in their school feeding programmes. Fourteen reported to be served by UNICEF, eight schools are assisted by government, and seventeen are assisted by Save the Children Fund (SCCS, 2012). There are other donors who assist in the provision of food in the school feeding scheme which include World Vision, Red Cross, RSSC, Clay pot Foundation Scotland, and ACAT (SCCS, 2012) some schools are mostly assisted by government, parents and the community for their school feeding.

2.14. DAILY FOOD PREPARATION GUIDELINES

Food provided by the government of Swaziland is enough for one meal (SCCS 2012). The ration can be divided so that children can receive some in the morning and some at lunch time. In primary schools there are young children so it is essential that children receive their meal in the morning at about 10.00am, so that they have energy to concentrate on their lessons. Each meal should be balanced, which means it should contain the three food groups which are energy giving foods such as maize, samp, rice and vegetable oil, and body building foods such as beans and peas, protective foods which are mainly fruits and vegetables. The quantities are measured according to the number of children in the school, for example if there are 100 pupils the cereal, which is either samp or rice or maize meal, should be 15kg, while pulses such as beans and peas should be 4kg to be prepared each day. In most cases vegetables are provided by the schools (SCCS, 2012).

2.15. CHALLENGES IN SCHOOL FEEDING SCHEME IN SWAZILAND

The MoET (2014) states that some of the challenges reported at the regional meetings were concerns about food delivered by the WFP which often reached schools close to date of expirey thus reducing shelf life. The same study suggests that there are also huge variations in the types of storage and food preparation structures, some schools have fully equipped kitchens and store rooms, while others prepare food in open areas or temporary structures which expose food to mould and insect and rodent infestation. Again, food purchased by government is not in line with the school calendar, as children spend most of the first term with no food as budgets are approved in March hence the delay in the supply of food in the schools. The food delivered does not last the expected period and is often finished before the end of term. Some of the food provided to the schools such as peas and corn soya blend is unfamiliar to the children and is thus wasted. 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 supplied by government and the WFP. Another challenge is that the cooks have varying skills, with some not cooking very well resulting in the rejection of some food by the students and there are also varying preferences between high school and primary school pupils.

The WFP (2012) suggests that local farmers can benefit from school feeding programmes, by selling their produce to the schools and receive income while the learners are fed nutritious meals; even in Swaziland farmers are free to supply the schools with their produce if the school has no garden. The SCCS (2012) also encourages the schools in Swaziland to establish school gardens and to grow fruits and vegetables in order to compliment the basic meal. There are a variety of crops that can be grown all year round to provide food for the students. It is recommended that learners should be involved in growing different crops so that they acquire agriculture skills.

2.16. DAILY RECOMMENDED FOODS FOR SCHOOL CHILDREN

Bhagwat et al. (2014) suggests that several water taps and water tanks should be placed in strategic points around the school to prevent congestion. In India the midday meal should provide 450kcal and 12g of proteins per child per day, 700kcal and 18-20g of protein for children of grade six and above (Lewis, Pathomrungsiyounggul & Grandison, 2013). Nutrition and health scholars also recommend that the meal should provide adequate quantities of micronutrients, including iron, vitamin A and iodine. The amount of energy and proteins required should be not less than 30% nutrient intake including fibre and sodium. It is also important that zinc, iron, folic acid, vitamins A and C should be not less than 40% of the required nutrient intake while saturated fats should be not more than 11% (Bhagwat et al., 2014).

2.17. FACTORS INFLUENCING SCHOOL CHILDRENS' HEALTHY EATING

Taylor, Evers and McKenna (2005) describe healthy eating as eating food that will build and maintain body tissues or food that enhances body health. Generally food is available in market places and restaurants. Home and school influence learners and youth towards healthy eating. Television significantly influences the eating habits of youth and children and in addition parents can influence healthy eating practices in their own children (Taylor et al., 2005). Benton (2004) also pointed out that the eating style of parents affects their children's food choices and preferences.

Taylor et al. (2005) found that children in Canada practised unhealthy eating habits as they were consuming snack food such as chocolate bars, candy, sweets, biscuits, French fries or fried potato chips, all of which are classified as junk food and they take less of the healthy food such as milk products, fruits and vegetables. Kildegaard, (2011) concluded that the appearance of food and children's visual preferences are highly important to children's food choices and that visual methods are able to predict food choice. Kildegaard (2011) found that it is possible to change children's preferences in a more healthy direction. Mothers have their own preferences and are most likely to influence their children into rejecting other foods given to them so that it is clear that parents partially influence their children on food choices (Parizkova, 2009).

According to Blanchette and Brug (2005) taking the daily recommended amount of vegetables and fruits will satisfy needs of the body and chances of eating junk food will be reduced. Therefore there should be interventions on educating parents, learners and those who sell food on healthy eating and also the importance of fruits and vegetable consumption (Speedy, 2015; Health Promotion International, 2008).

2.18. FOOD PREFERENCES

Research shows that food preferences and eating habits develop early in life, which means mothers have a unique opportunity to shape their children into healthy eating (Winslow, 2013). When mothers teach their children to appreciate and enjoy healthy food, they do not only benefit as they grow and develop during childhood but also in their lives as adults and also it is important that mothers should practise healthy eating especially fruits and vegetables as this will have a positive impact years later on the child (Winslow, 2013). Junk food, on the other hand, does not contain a lot of nutrients and consists of snacks which usually replace healthy food and they are usually over consumed (Slide Share, 2013).The eating patterns of a school child are directed by their attitude, friends and parents. Most children who do not take breakfast tend to consume more junk food than healthy food (Skinner, Carruth, Bounds & Ziegler, 2002). Examples of junk food include fried potato chips, cakes, buns, sweets, chocolate and soft drinks, biscuits, cookies and breakfast cereals (Magee, 2015).

2.19. THE SCHOOL KITCHEN

According Davies (2001), a school kitchen is primarily designed for meal preparation but may include facilities such as dining facilities and this can allow for meal preparation, eating and recreational activities such as watching television. The equipment such as sinks and chest freezers and kitchen units should be positioned in a logical order so that they form a continuous working area to suit the sequence and stages of the main activities carried out in the kitchen. A school kitchen should have enough lighting, ventilation as well as storerooms for food and serving equipment such as utensils like plates and cutlery (Tull, 1996). The kitchen sinks should be made out of stainless steel and should be double bowl for washing and rinsing; it is an advantage to have a sink near a window with a pleasing view. A refrigerator and a deep freezer or chest freezer are needed to store food. A chest freezer is very important in a school kitchen because

it has extra frozen storage space where all the necessary ingredients can be stored. Meat and other ingredients can be bought in bulk and be stored in the chest freezer until it is used. A chest freezer is the best because even during power outages, a chest freezer will keep food frozen for three days and the capacity in a chest freezer is significantly better (Davies, 2001).

2.20. POLICIES INFORMING SCHOOL FEEDING SCHEMES

Governments of the different countries should integrate the school feeding programmes into national policy. There are challenges faced by developing countries in implementing school feeding programmes because of the cost and as a result the majority of countries rely on external sources. Swaziland adopted guidelines and regulations for the MoET Sector Policy, (2011) which states that everybody who is a citizen of Swaziland has a right to education. The objective of the policy is to implement inclusive education that is child friendly with support and care in both private and public schools in the kingdom of Swaziland so that learners' needs are met (Swaziland Ministry of Education and Training Sector Policy, 2011)

If the findings of the study are used, the hope is that it may help government and the stakeholders to improve the school feeding schemes more especially now that the government of Swaziland has implemented the SCCS programme to monitor whether students' basic needs are fulfilled. NGOs together with government supply food items to schools to support nutritional inclusion and to ensure that all learners are nutritionally included in the school feeding scheme. However from the researcher's experience, not all learners access the food in the school feeding scheme, information on why they are not accessing the food would be helpful.

2.21. THEORETICAL FRAMEWORK

Maslow's Theory of Basic Needs & Learning and the Theory of Social Inclusion framed the study. The Maslow's Hierarchy of Needs has five levels: "physiological needs, safety needs, belongingness and love needs, esteem needs and the need for self-actualization" (Melé, 2003, pp. 77-78). This study relates well with the Basic Needs level. This level consists of food, shelter, drink, liquid, oxygen. School feeding addresses the food component of the basic construct of the Theory of Basic Needs & Learning. This theory also states that people are motivated when basic needs are met. When one need is fulfilled a person seeks to fulfil the next one (Maslow, 1970). This study relates well with a basic need which is food. The Theory of Basic Needs & Learning is complemented by the Theory of Social Inclusion. The Theory of Social Inclusion also has five constructs namely: "economic participation, health and access to services, personal independence and self-determination, education and interacting with society and fulfilling social roles" (Walker, 2013, pp. 1-50). Once, again this theory relates to the study through the health and access to services as all pupils should have access to food through the school feeding scheme (Taylor & Room, 2012).

2.22. SYNTHESIS

In this chapter the researcher presented literature on inclusion in general and nutritional inclusion focusing on school feeding programmes. Benefits of school feeding programmes and technical assistance and funding of the school feeding programme were discussed including nutritional standards. In addition ways of improving the school feeding scheme and effects of poor nutrition on school children was also presented. This assisted the researcher in deciding on the theoretical framework. Chapter three expands on the research design and methodology chosen to explore the research questions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

In chapter two the researcher discussed inclusion, nutritional inclusion focusing on school feeding schemes, effects of poor nutrition on school children, benefits of school feeding schemes, increasing nutritive value in school meals, nutritional requirements for school aged children and theoretical framework that guides the study and learners' experiences of inclusion in school feeding schemes.

This chapter comprises three parts. In part one the researcher presents the research design and methodology along with the theoretical basis for the study, the research setting, the participants and their roles including the role of the researcher. The researcher discusses details of the methods and the rationale for the choices made. Subsequently, the sampling technique, selection criteria, sample size, and the biography of the selected participants in the study are presented. The researcher had in mind that issues of ethics run throughout the research process (Creswell, 2009). Therefore, the researcher has shown how ethical considerations were observed. The researcher also discusses the research questions, the data generation and analysis.

3.2. AIMS OF THE RESEARCH

This study was undertaken to explore:

- Primary school learners' experiences of inclusion in the school feeding scheme.
- Primary school learners 'ideal' school feeding scheme.

3.3. RESEARCH QUESTIONS:

- What are the primary school learners' experiences of inclusion in the school feeding schemes?
- What is the primary school learners' 'ideal' school feeding scheme?

3.4. PART ONE: RESEARCH DESIGN AND METHODOLOGY

3.4.1. Research design

In this study the researcher adopted a qualitative, interpretivist paradigm and followed participatory design, allowing participants to create meaning around a phenomenon (Glorgi, 2009; Moustakas, 1994) which is described in the sections that follow. Research design can be defined as an investigation that covers most of the components of research (Baxter & Jack, 2008). Qualitative research design uses different techniques from the ones used in quantitative research design and even though both of them are systematic they differ in the fact that data collected in qualitative research is in words while in quantitative research data is in form of numbers (McMillan, 2014). It is important to have good research design preparation because it will have an effect in the implementation of the techniques.

3.4.2. Qualitative research

This type of research focuses on collecting information on naturally occurring phenomena, the information is presented in the form of words, and the researcher must use different methods to reach deeper understanding of what is being researched (McMillan, 2014; Nieuwenhuis, 2007). Cohen et al. (2007, p. 20) state that qualitative approaches allow for deliberation and creativity in the actions of the participants, that is

they “make meaning in and through their activities”. Qualitative research allows for interaction among participants and strives to record multiple perspectives of concepts, situations and events (Cohen et al., 2007). This design is suitable because people are not just research objects but they are also active in the construction of their own social worlds with understanding (Atkinson, Coffy & Delamont, 2001).

According to Marshall and Rossman (2011) qualitative research focuses on how people understand and interpret their experiences and the world in which they live and it is also based on the description of experiences of human beings and interpretive approach. Atkinson et al. (2001) further describe characteristics of qualitative research as being context bound and researchers put their focus on the participants’ views and perceptions and their meaning and interpretation. They also use detailed description; they describe, analyse and finally interpret. Key (1997) also describes characteristics of qualitative research as seeking to understand peoples’ interactions and that reality is what people perceive to be, while Babbie and Mouton (2004, p.270) argue that in qualitative research the researcher takes an “insider view” and is seen to be the “main instrument”. In this way Babbie and Mouton (2004) view qualitative research as fluid, flexible, data driven and context sensitive. Behaviour is bound by the context in which it occurs. From these authors it is clear that qualitative research focuses on lived human experiences, their interpretations of the world they live in. A qualitative approach was considered suitable for exploring primary school learners’ experiences of inclusion in a school feeding scheme.

3.4.2.1. Paradigm

Nieuwenhuis (2007) points out that a paradigm is a set of beliefs about reality. A research paradigm represents a particular world view that is acceptable for research. Within a paradigm the following are given: the kind of questions that are supposed to be asked; what it is that can be seen and investigated; data generation; and finally interpreting the findings (Nieuwenhuis, 2007).

3.4.2.2. Interpretivist paradigm

An interpretive paradigm views knowledge as subjective, “which might lead to a more participatory role often rejecting standard methods of natural science” (Maree & Van der Westhuizen, 2007, p. 32). Sarantakos (2005) defines interpretivism as the process of construction and reconstruction which is laden with personal input. Sarantakos further asserts that interpretivism relates to experiences of people including their opinions views and perceptions in everyday life. For primary data source, interpretivists use perception, meaning and understanding (Mason, 2002).

The learners were required to describe their experiences on school feeding schemes by sharing meanings of pictures taken during serving of their lunch in the school feeding scheme. From the above discussion it is clear that social sciences researchers research people’s behaviour, attitude, beliefs, and perceptions, which are often not measurable. Interpretivists believe that the world is changeable and that it is the people who define and construct the meaning of a particular situation or phenomenon, and that these meanings and constructions can be explored by using qualitative data generation methods. They believe that it is not possible to discover all the rules and laws of the social world, but it is possible to understand how people make meaning of the context in which they live (Maree & Van der Westhuizen, 2007).

3.5. TRUSTWORTHINESS

Guba’s model of quality assurance technique was followed (Lincoln & Guba, 1985). Guba (1990) prefers to describe the rigour of qualitative research in terms of trustworthiness and uses criteria like credibility, transferability, dependability and confirmability as most applicable. The following shows how this study achieved these criteria.

3.5.1. Credibility

Credibility is concerned with how a researcher can convince an audience that his/her findings contain descriptions or interpretations in which the participants' perceptions are represented in a study, such that people who share the same experience can recognize the descriptions (Maree & Van der Westhuizen, 2007). Credibility seeks to answer the question on how congruent the findings are with reality (Guba, 1990). The researcher has achieved credibility in this study by adopting a research method well established in qualitative study and which was successfully used previously in comparable studies.

The researcher developed a relationship with the participating institutions before embarking on data generation. Measures were employed to ensure the honesty of the participants. Participants were encouraged to be frank and it was indicated that there were no wrong or right answers to the questions that were asked. Participants were encouraged to contribute freely. The researcher gave full descriptions of the phenomenon to show the reader the truth of the findings. Furthermore, credibility was enhanced by member-checking. Mutch, Peadon, Elliott and Bower (2009) asserts that member-checking allows the participants to check that what they have said is true and accurate, and allows them to change anything they feel to be incorrect in an effort to ensure the reader that the study is valid and reliable. Triangulation was also employed in the data generation techniques which was photo voice for learners and layered where the researcher was analysing, summarising, and collating themes covered in the photo essays.

3.5.2. Transferability

Transferability refers to the magnitude to which the results of the research could be applied to similar contexts (Lincoln & Guba, 1985). Findings of a qualitative project are specific to a small number of individuals and environment and therefore cannot be applied to other situations so it is necessary that a full description of the phenomenon

under study is outlined so that there is understanding by the readers (Shenton, 2004; Lincoln & Guba, 1985).

In order to ensure transferability, detailed information regarding the number of schools taking part in this study, where they were based, the number of participants involved, the data generation methods used and the number and length of the data generation sessions was necessary.

3.5.3. Dependability

Dependability requires the research procedures to be described in detail including a thorough discussion of the research design and its implementation, and a reflective evaluation of the project showing the effectiveness of the procedures adopted (Yin, 2011). The process within the study should be described in detail so that it can be repeated by future researchers, if not necessarily to gain the same results (Lincoln & Guba, 1985).

A full description of the research procedures was provided in this study so that other researchers may be able repeat the study in different contexts and compare the findings.

3.5.4. Confirmability

Confirmability or neutrality ensures freedom from bias on procedures and results. It occurs when people other than the researcher endorse and corroborate the findings as the product of the inquiry and not of the biases of the researcher (Poggenpoel, 1998). Steps were followed to ensure that the work's findings were the result of the ideas and experiences of the informants, rather than the preferences and characteristics of the researcher and to ensure confirmability, the findings were based on the experiences of

the informants and not on the preferences of the researcher. The researcher acknowledged personal disposition and the methods used were discussed in detail.

3.5.5. Rigour

The researcher kept clear and accurate records and described the details of the research process in order to produce a convincing account of the phenomenon (Cooper & Endacolt, 2007). The researcher also kept clear and accurate records of the primary school learners' experiences of inclusion of the school feeding scheme.

3.6. RESEARCH METHODOLOGY

The meaning of research methodology is a research style, which is also an orientation to enquiry (Creswell, 2013).

3.6.1. Participatory Research Methodology

Participatory approach enables participants to become co-researchers. It means that community members are actively involved in solving their own problems rather than an outsider identifying and solving their problems.

The researcher chose to combine several data generation methods to strengthen the study (Nieuwenhuis, 2007). The researcher adopted a participatory technique using photo voice because it was child friendly and child centred and it was most appropriate in drawing information from the participants (Greene & Hogan, 2005). Data collected from participants served as valid evidence of the study.

According to Creswell (2013) participatory research helps in the production of knowledge in active partnership with affected participants and it also allows participants

to understand the intention of the research and to feel confident that they have ownership of the study. In this study learners were directly involved in finding solutions.

Participatory research recognizes the participants as researchers and allows them opportunity to share their experiences and to make their voices heard. In this study learners shared their experiences. Through a participatory method, visual images created a context within which to talk and write. Schratz and Walker (1995) describe participatory research, as action oriented and non-threatening to participants. It is generally used in focus groups as a joint activity and it is a visually oriented method and there is shared ownership of the investigative process. Greene and Hogan (2005) argue that participants can best identify and represent their own realities themselves and can also enter into a dialogue among themselves and with the researchers and there is a shift in power, such that participants are empowered. This type of research facilitates the process of knowledge production in ways that other research methodologies fail to do. It is strongly believed that children can benefit from participatory research and can become advocates for themselves and others. Now from what the authors say, it shows that participatory research provides agency and audience as well as the opportunities for voices which have been silent to be heard. So the researcher believed that the participatory nature of the research encouraged participants to express themselves fully on their experiences of inclusion in the school feeding schemes and voice their ideas on an ‘ideal’ school feeding scheme.

3.6.2. Photo voice

Royce et al. (2006) describes photo voice as a participatory method that allows participants to give voice to their experiences through visual images, enabling researchers to make sense of how people themselves make meaning or describe what matters to them (Mitchell, 2008). Photo voice is a visual methodology in which a camera is placed in the hands of those who are experts in their own lives in a context that encourages the documenters to share their own reality; this is also known as taking

pictures or visual voice. In this study as a participatory approach, photo voice contributed to alleviating the unequal power relationsand promoted learners as co-researchers rather than simply participants (Johnson, 2008).

Whitfield and Fold (2012) stated that a modified version of the photo voice was used where a group of students were provided with cameras and had to take pictures in the field of science. Pictures were mounted and described. The pictures and their descriptions were then analysed to identify themes.

In this study learners were required to take photographs of anything pertaining to the school feeding scheme and which was of concern to them and write a description of the photograph. Then the researcher analysed and described the same photographs. Learners also gained access to modern technology on the use of digital cameras although this was not the focus of the study.

3.7. ETHICAL CONSIDERATIONS

Ethical consideration in research is very important especially when making preparations to conduct a research because research often deals with sensitive issues and it is not always possible to find solutions to any exposed problems or dilemmas, yet it is important to legitimate the research by looking for solutions to ethical dilemmas (Flick, 2009). It refers to doing what is morally and legally right in conducting research. It involves distinct principles: minimizing harm, respecting autonomy, protecting privacy and treating people equally (Ndzimandze, 2013).

Finding participants and securing consent to work with minors is challenging as participants in this study were primary school children in grade five and six who participated in the school feeding scheme. Therefore, ethical issues were addressed through informed consent and by ensuring confidentiality, anonymity and ownership. Before the study started the researcher had to seek permission from the MoET and a

letter was directed to the Director of Education and Training to conduct the study in the two schools in the Manzini region in Swaziland. Permission was granted (see Appendix 1). Then permission to conduct the research was sought from school principals, parents and participants. All other gatekeepers had to be approached after the Director of Education and Training had given the go ahead. In this case the challenge was that the Director of Education took time to grant permission as she was very busy at work, and often in and out of the country. The researcher also wrote an application letter to the Regional Education Officer, copied to the Chief Inspector of primary schools and the principals of the selected schools to ensure that all parties concerned were aware that a study was to take place. The researcher had to negotiate with principals, as gate keepers, to be permitted access to the learners and also be assisted with getting permission from parents (see Appendix 2, 3 and Appendix 4). Permission was granted and the principals declared that the research should be conducted (see Appendix 5 and Appendix 6). The participants' parents were also approached and given consent forms so that they knowingly and legally consented for the participation of their children in the study. It was explained to the people concerned that participation in this study was not compulsory but voluntary. The parents received assurance that everything would be kept private and confidential. They were also informed that their children's identities would be kept confidential and not shown in any publication resulting from this study. It was explained that participants were free to participate or withdraw their consent to participate in the study as they saw fit. Parents of the participants were therefore requested to give consent by filling in and signing the form that they legally consented to the participation of their children in the study (see Appendix 7).

Finally, participants' parents were also assured that there were no known risks in this study. Participants were also given a consent form to fill in and sign to show that they were willing to participate in the study (see Appendix 8). Permission for taking photographs was requested from participants and a consent form called a photo waiver was filled in by participants. Permission was granted (see Appendix 9 and 10). The participants were given an opportunity to choose pseudonyms used in the study to protect their confidentiality. In social research ethics, it should not be possible for any

participant to be identified by anyone afterwards (Celia, 2008). The researcher is quite aware of the ethical issues which include privacy, confidentiality, dignity and human rights (UNESCO, 2005). In this study this was a challenge because the learners had difficulty in mastering the skill of not showing faces when taking photographs since they were minors. Though the researcher was aware of ethical issues, the participatory approach empowered participants as they felt they had ownership of the study and they insisted that they wanted to be shown in the pictures so they took photographs as they pleased for in-depth data generation. The researcher ensured anonymity and confidentiality through the use of pseudonyms for schools and participants, although absolute anonymity cannot be guaranteed since clues such as sites may lead to revelation of people's identities (Somekh & Lewin, 2005). Extra 'training' on taking photographs with young people might have posed technical glitches. This was a small scale study covering only two schools in Manzini; because of time and financial constraints it was practically impossible to cover the whole district.

3.8. RESEARCH SETTINGS

3.8.1. Manzini district in Swaziland

Swaziland is located in the south of the African region. It is a small country land-locked by Mozambique and South Africa. It is still an absolute monarchy, with His Majesty King Mswati III as the head of state. The study was conducted in the Manzini district. Manzini is one of the four regions of Swaziland and it is located in the centre west of the country. The area of Manzini region is 4,093 59 square kilometres with a population of 319,530 people out of 1.1 million in Swaziland, which is densely populated. It is divided into 16 'Tinkhundla' (which are administrative sub-divisions). Manzini region borders all three other regions: Hhohho in the north, Lubombo in the east, and Shiselweni in the south. It is bordered by Mpumalanga province which is in South Africa on the west. Its administrative centre is Manzini city which also happens to be the 'hub' of the country where a great deal of business activity takes place. A few kilometres away from the Manzini city is Matsapha industrial area where most textile industries operate and other

industries like Swaziland Meat Industries and Swaziland Beverages to mention a few and where most of the parents work to earn a living.

Apart from those parents who work in the industries, there are those who are highly educated who are lecturers in the different Universities and some are teachers and nurses. Some parents, who are not qualified for any formal job, run small businesses and earn a living as street vendors, sell clothes and food in the market places and on the streets. Some community members sell their food items to the school children in the neighbouring schools to earn a living. The socio-economic status ranges from low to middle. In Swaziland 90% of households were found to be food insecure (Ministry of Economic Planning and Development Central Statistics Office, 2006) by the Swaziland Vulnerability Assessment. The number of primary schools is increasing and currently there are 595 schools with 221,600 learners (Ministry of Education and Training Report, 2012).

3.8.2. The schools

The two schools that were used are in the urban area about 1km from Manzini city, which is the most densely populated area. Both schools are day schools sponsored by the government. They were purposively selected because the socio-economic status of their population ranges from low to high. The students come from different backgrounds, families of low socio-economic status and some come from middle and high socio-economic status. The areas around the schools where students come from are different. Some students come from well-off families, especially those who come from suburban-urban areas like Coates Valley, Madonsa Township, Fairview North and Fairview South and they live in high quality houses. Some students come from families who are struggling financially especially those who come from poor suburbs like KaKhoza, Moneni, Murray camp and Matsapha with people of low socio-economic status. Most people who live in these areas have low quality housing and poor sanitation. Most of them are employed in Matsapha industrial sites where there are

textile industries and some of them stay in one-room houses and pay rent at the end of each month. They cannot afford better houses because of their meagre income. Some parents prepare packed lunches (lunch boxes) for their children and some do not because they cannot afford to do so. Other parents can afford to give their children money to spend on buying food at school. The different backgrounds of the students have an effect on consumption of food in the school feeding scheme. Those from high socio-economic families always bring rich balanced packed lunches to school and they do not eat the food prepared in the school feeding scheme. While those from low socio-economic families bring nothing or poor lunches, while the orphaned and vulnerable children who sometimes come to school without food benefit a lot from the school feeding scheme.

3.8.2.1. Imphumelelo Primary School

The first primary school the researcher worked with is for ethical reasons, referred to here by the pseudonym Imphumelelo Primary school which is one of the old Mission schools. It is about 1km from Manzini city and it is next to another primary school and a high school and it is also next to highway MR3 which is the Mbabane-Manzini highway. At the entrance there is a market where some of the community members sell their food items to learners that include different types of snacks of different flavours such as nicknacks, sweets, biscuits, buns, ice blocks, fried potato chips, and fat cakes. After entering the school gate, there are trees on either side of the driveway with flowers next to the road, and a school garden for agriculture lessons on the left. Some of the produce from this garden is used in the school feeding scheme, especially vegetables, to supplement the nutrients, if they are in abundance. On the right hand side there is a car port where cars for the staff members are parked. Imphumelelo Primary School has three blocks with 11 classes and an administration block with three offices constructed using face bricks so there was no need for painting. One of the offices is for the principal and the other is for the secretary and photocopying machines. The staff room and the Deputy's office are opposite the principal's office. Construction of three new

classrooms, a library and computer laboratory had just started. The school has an enrolment of about 501 male and female learners. It has also 14 educators of which five are male and 9 female. There are also four support staff, the night watchman, secretary and the cook and the grounds man. The school is double streaming in grade 1, 5, 6 & 7 and grade 2, 3 & 4 are single stream so the three classes which are under construction are for completing the double streaming in the school.

The school offers free primary education from grade one to grade seven as is so in the whole country. Behind the school there is the school kitchen with a veranda which is used as a serving area for learners. The kitchen has a store room and a cooking area with a gas stove which is used for cooking the food. Behind the kitchen the school has mounted two tanks under shelter, one for storing maize and the other for storing beans and this is where the school feeding scheme operates. On either side of the kitchen there are water tanks for harvesting water. The water is stored and used in cases of emergency when Swaziland Water Corporation fails to supply water to the school. During break time two big baths, one filled with soapy water and the other filled with rinsing water, are provided for the learners to wash and rinse their plates before and after eating; this is done to save water instead of learners washing their plates under running water.

The school feeding scheme is meant to cater for all pupils in the school as a form of inclusion. However, some pupils do not eat in the school kitchen because they bring a packed lunch or lunch box which is sufficient for the whole day and some buy food from the market place. Others play or tell stories instead of eating in the school kitchen, while some generally do not like the food served in the school feeding scheme. Lunch is served at 10:30 am which is break time; during this time learners are not allowed to go out of the school gate. Learners who have money buy their food from the cook's market or from various class rooms where most of the staff members sell different food items. The school feeding programme is sponsored by the government of Swaziland and parents through payment of school fees. In this school government usually supplies the school feeding scheme with 10 bags of beans, 10 bags of rice, 30 bags of maize and

25L cooking oil at the beginning of each term. The rest of the ingredients like soup, vegetables and fruits are bought by the school through the portion of the school fees allocated to the school feeding scheme. The menu for the school feeding scheme is as follows: Mondays they serve rice and bean stew, then on Tuesdays and Thursdays boiled rice and minced meat stew and some vegetables, Wednesdays, boiled rice and vegetable soup which is not a popular meal for the learners and on Fridays samp and bean stew. Learners use their own containers for the food and some learners forget to bring containers and thus have difficulty in accessing the food.

3.8.2.2. Fundas Primary School

The second primary school the researcher worked with was Fundas Primary School (again here, a pseudonym is used). Fundas is about three kilometres from Imphumelelo Primary School, but it is in the same area in the Manzini district. It is situated in the urban area about 1 km from Manzini city. It is one of the government schools in the area. When entering the school gate there is a hedge and flowers on either side of the road; on the right there is a tank stand with a water tank which supplies the school. There are two teachers' houses next to the road. The driveway leads to a car port. The first block next to the car port is the administration block with the principal's office, secretary's office, a photocopying room, a toilet and a small kitchen. Behind the administration block there are four blocks which are painted cream white with a maroon skirting called black burgundy, and there is a double story building which is partially completed.

The school has a total of 18 classes. Opposite the double story building is the Consumer Science laboratory and the library. Part of the library is also used by the deputy as her office. There is an agriculture laboratory opposite the deputy's office and the last block is the school kitchen which is partially completed. There is also a make shift kitchen which is a temporary structure where the school feeding scheme operates. Fire wood is used for cooking the food in three legged pots. In this school breakfast of

thin sour porridge is served at 7.00 am, which helps the children who come to school without food. Then at 11.00 am they are served lunch which is mainly umngqcushu consisting of mixed samp and beans. On some days rice and bean stew is served, but on Thursdays boiled rice and minced meat stew is prepared, which is the learners' favourite meal and as a result most of the learners flock to the school kitchen to eat on Thursdays. The food prepared in the school feeding scheme is meant to benefit all learners in the school, but this is not the case in this school as some learners bring their own balanced packed lunch so they do not go to the school feeding scheme. Other learners buy food from the market because their parents can afford to give them money every day. The vendors who sell food to the learners usually display their food items during break time outside the school fence. Learners are not allowed to go out of the school gate, so they usually buy food over the fence. Most of the food sold in the market is junk food which includes sweets, snacks, such as supernacks, cheesenacks, Swazi buns, ice blocks, ice pops, biscuits, popcorn, fried potato chips, fat cakes and few healthy food items such as apples, bananas and oranges. Water is supplied by Swaziland Water Corporation, (a non-governmental entity which supplies urban areas with running water at a fee) and the school also has a borehole for the agriculture garden and toilets. There are a few taps in the school placed in strategic places for learners to drink and also wash their plates before and after eating.

The school has a triple stream with enrolment of 795 male and female learners, mostly from the surrounding areas. There are 21 educators including the principal and the deputy principal. Among the educators there are eight male teachers and 13 female teachers. The school has five support staff which includes the secretary, the cook, grounds man, night watchman and a cleaner. The new kitchen has two store rooms, cooking area and a serving area. Electric pots are used and sinks mounted for easy washing. The Swaziland government sponsors the school feeding programme and supplies the school with 36 bags of maize, 14 bags of rice, 14 bags of beans, 2 by 20L cooking oil and 20L peanut butter. The school buys soup and vegetables to supplement nutrients. Sometimes there are surplus vegetables from the agriculture garden which are then used in the school feeding scheme helping to reduce cost of buying vegetables

for the school. Learners provide their own containers for the food, although some students do not bring a plate, which makes it difficult for them to access the food.

3.9. SELECTING THE PARTICIPANTS

Participants were selected from two primary schools. These were learners in grade 5 and 6 of the selected schools in Manzini region in Swaziland. Purposive sampling was used in this study, because it is ideal in special cases where the sampling is done with a special purpose in mind (Maree & Pietersen, 2007). According to Creswell (2009) in purposive sampling researchers select participants in an appropriate context so that they can deliberately inform on the research problem to be studied. This is allowed as long as the researcher does not wish to generalize the results beyond the sampled group.

Maree and Pietersen (2007) assert that the researcher has to decide on how many people will be involved, and what level of organisation will be sampled. It was therefore considered that purposive sampling was suitable for this study aimed at exploring the learners' experiences of inclusion in the school feeding scheme in two primary schools. Creswell (2007) states that in an interpretive study, the type of informants should be people who have experience on the phenomenon investigated and who can give detailed descriptions on their lived experiences.

As mentioned earlier, in this study learners from two urban schools in the Manzini region were deliberately selected. Twelve willing grade five and six learners in each school were purposively selected on the criteria that they were participating in the school feeding scheme and were between the ages of 9 and 12 years. There were 6 boys and 6 girls for gender representation, and were from urban schools. These learners were deliberately selected and seen to be more likely to yield rich data, because they were partaking in the feeding scheme. The participants were selected in the schools and the whole research was explained to the participants, and the

researcher made it a point that all the contents of the research were clear to them. The researcher received consent letters from participants and their parents and from the principals of the selected schools and the Director of Education and Training before the study started.

3.10. DATA GENERATION

In qualitative and interpretivist research, Mason (2002) suggests using the term data 'generation' compared to data 'collection' to reflect the emphasis on engagement between researchers and participants during the research process in which both are active generators rather than passive providers of data. A visual and participatory research method was used in this study and the data generation method was a photo voice.

By photo voice, reference is made to a participatory research methodology that provides a process by which people can "identify, represent, and enhance their community through a specific photographic technique" (Wang & Burris, 1997, p. 369). This method has been used in participatory needs assessment work in healthcare and social health education, in theoretical literature from the fields of feminist theory and documentary photography, and in a number of practical photographic traditions (Wang & Burris, 1997). Essentially, photo voice is a method of capturing picturing photos and this method allows participants to give voice to their experiences through visual images, allowing for an understanding of how people give meaning in solving their problems (Royce, Parra-Medina & Messias, 2006). What happens is that participants are provided with cameras and are then prompted to capture visual representations of their everyday lives so that researchers working with the community might gain insight into previously invisible practices and assets, helping the participants to better engage in critical dialogue around the problems and opportunities they face.

The researcher used a combination of methods of data generation known as “triangulation” (Babbie & Mouton, 2001, p, 275). Triangulation of theoretical orientation methods and perspectives enhances understanding of phenomenon. It is further argued that triangulation is useful in the field of research for verification, and that it strengthens the case for trustworthiness of the study, as various data sets are able to support each other (Greene & Hogan, 2005).

Data generation method used was photo voice whereby the learners took pictures where they had a concern when they were served with their lunch or during break time. Participants selected any three photographs and described them according to the questions: What do you see in the picture? What does it mean to you? Why is it a concern? What do you think can be done? The researcher also described the photos. This allowed the researcher to be ‘in the picture’ and ‘observe’ during serving to see if all the students had plates or containers, or whether they all got food, and whether or not there was pushing when queuing for food. After the session leftover food was also checked.

3.11. DATA ANALYSIS

Participatory and layered data analysis method was used in this study (Nind, 2011). Photographs were critically and reflectively analysed by participants themselves. This first layer of analysis was linked to the first research question and was directed by the following sub-questions: “What does the photograph mean to you?” as done by Mitchell et al., (2005, p. 265) and “With your photograph, what information can you convey to others about school feeding schemes?”, following Royce et al. (2006, p. 83). Using these questions the participants produced a photo essay about a selected photo; a process known as *photo elicitation*. The second level of analysis was done by the researcher; analysing, summarising, and collating themes covered in the photo essays. The data was analysed using themes and categories. A thematic analysis takes into consideration all the data collected to give a summative interpretation of all the main

issues and themes (Patton, 2002). Finally, findings were contextualized using existing and relevant literature to dispute or agree with the findings, as suggested by Marshall and Rossman (2011).

3.12. PART TWO: PREPARING FOR THE FIELD WORK

3.12.1. Piloting data generation tools

Qualitative research is a systematic, controlled and self correcting investigation (Creswell, 2009). Therefore, a pilot exercise was done to familiarize the researcher with the procedures needed to ensure sound data generation. A pilot study is a small-scale study which is conducted before the main study to assess the practical aspects of a research project (Hulley, Cummings, Brouner, Grady & Newman, 2013; Yu, 2013). In this preliminary study, factors such as “feasibility, time, cost, adverse events” were assessed “to improve upon the study design prior to performance of the full-scale research project” The purpose of a pilot study is “to try out the research approach to identify potential problems” which may affect trustworthiness of the findings and to resolve any problems (Hulley et al., 2013, p.168-169). Piloting of the data generation tools was done in another primary school in the same urban area as the selected schools. The demographics in terms of age and grade were the same as the real participants. The willing informants had the same characteristics as real participants. Photo voice activity was spread over two weeks allowing time for taking the photographs and developing the film. The pilot study activity took place during break time because this was the time when learners were usually served with their lunch in the school kitchen and lesson time was not disturbed. Pilot photo voice helped the researcher to realize that most participants could not use the cameras properly; they needed training in order to use the cameras correctly. The researcher also realized that an assistant was needed to monitor the proper use of the cameras. The pilot photo voice was to explore the learners’ experiences of inclusion in the school feeding scheme and also to determine learners’ ‘ideal’ school feeding scheme, from the

participants' point of view. The pilot study equipped the researcher with skills and tactics on how to conduct photo voice with participants of that age.

3.13. PART THREE IN THE FIELD

In this section, details of what happened in the field are discussed. First of all the researcher went to the selected schools to request for permission for conducting the study immediately after the Director of Education and Training had issued a letter granting permission to conduct the study.

Table 3.1: Participants from Fundas Primary School

Name of participant	Age	Grade
Dlamini Thulani	10 years	Grade 6B
Mngoma Patricia	11 years	Grade 6B
Zondi Nonkululeko	12 years	Grade 6B
Malindzisa Lindo	11 years	Grade 6B
Zwane Lungile	11 years	Grade 6B
Nzima Boy	12 years	Grade 6B
Magongo Patrick	11 years	Grade 6B
Dlomo Vuyisile	12 years	Grade 6B
Maziya Goodness	10 years	Grade 6B
Mkhonta Vuyo	10 years	Grade 6B
Sikhondze Thandiwe	10 years	Grade 6B
Simelane Ntokozo	12 years	Grade 6B

Table 3.2: Participants from Imphumelelo primary school

Name of participants	Age	Grade
Khumalo Lindiwe	11 years	Grade 5A
Nkosi Phumla	10 years	Grade 5A
Malangeni Magagula	10 years	Grade 5A
Soko Phendukile	11 years	Grade 5A
Tfwala Londiwe	10 years	Grade 5A
Gama Mayibongwe	10years	Grade 5A
Dludlu Phetsani	10 years	Grade 5A
Tsela Nomalungelo	10 years	Grade 5A
Mahlalela Philani	9 years	Grade 5A
Maseko Nomzamo	10 years	Grade 5A
Zondi Thuli	9 years	Grade 5A
Matsenjwa Khulile	10 years	Grade 5A

When the letter granting permission to generate data was issued, the researcher visited the schools for the second time, to make arrangements with the principals to meet class teachers and select participants. The study aimed to explore the learners' experiences of inclusion in the school feeding scheme and also to determine learners' 'ideal' school feeding scheme. Class teachers were helpful in selecting participants who were participating in the school feeding scheme, and were in grade five or six, and aged between 9 and 12 years.

3.14. INTRODUCING OURSELVES

Data generation was done during mid-semester break so it was easy to get assistants, a male and a female who were students at Southern Africa Nazarene University (SANU). Participants and class teachers were familiar with the assistants because they had done their teaching practice in the same schools. After the class teachers had

selected the participants we introduced ourselves and the importance of the study was explained to the team. Participants introduced themselves, told us about their future careers and their places of residence so that a good rapport was built between the team and the participants.

Table 3.3: Research assistants

Name	Gender	Age	Year level	Programme
Mamba Sibusisiso	male	22	Year 2	Primary Teachers' Diploma
Shongwe Thobile	female	21	Year 3	Primary Teachers' Diploma

The researcher held training periods over two days before going into the field. The training included photography skills and the use of a digital video camera and the importance of team work. The researcher further explained the research questions and aims of the study. We planned to meet at the Southern Africa Nazarene University before we walked to the schools since they were within walking distance.

3.15. DATA GENERATION

This study had two aims;

- To explore learners' experiences of inclusion in the school feeding scheme.
- To determine learners' 'ideal' school feeding scheme.

3.16. PHOTO VOICE AS A DATA GENERATOR

3.16.1. Organisation and management of photo voice

Participants were put into groups of six such that each school had two groups in total. Two cameras were given to each group and photographs were taken in turn; each student had to take 20 photographs within a week. A large number of photographs were generated; this was deliberate to give learners a wide choice when adding the captions. After taking the photographs films were developed and photographs were printed and returned to participants. Each participant had to select three photographs that represented a concern and then write photo essays. The class teachers arranged that a double period lesson for practical arts was used for writing the photo essays. This process also acted as the first level of analysis although it was done in the field by the participants through description of photographs, a process known as photo essays (Royce et al., 2006).

This process allowed participants to select photographs that spoke to them and to write brief descriptions. Each participant placed their three selected photographs on paper then wrote photo essays underneath. The photo essay was guided by the prompts; i) what does the photograph mean to you. ii) With your photograph, what information can you convey to others about the school feeding scheme.

3.17. DATA ANALYSIS

Data was analysed in two layers, this first layer of analysis was linked to the first research question guided by the prompts: “What does the photograph mean to you?” following the example by Mitchell et al. (2005, p. 265) and “With your photograph, what information can you convey to others about school feeding schemes?” (cf. 3.16)Themes emerged from photos and their captions and they were further divided into categories. On another day the researcher went back to the participants to confirm if what they

wrote was exactly what they meant. The photo essays took about one and a half to two hours with two visits in each school. The second level analysis was done by the researcher; analysing, summarising, and collating themes covered in the photo essays (Patton, 2002).

3.18. SYNTHESIS

Research design and methodology was discussed in this chapter. The researcher began this chapter with a discussion of qualitative research, participatory design and interpretivist paradigm. Participatory approach and photo voice as a data generator which was used in the study was discussed in detail, defining what a participatory approach and photo voice is, and justifying its use in the study. This was followed by a discussion about how the researcher was granted permission to the schools studied including learner participants. The researcher also presented a discussion on how data was generated using the photo voice including the respective equipment and also discussed data analysis and problems encountered. Presented in the next chapter are findings together with discussions of the study, showing how they answer the research questions.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. INTRODUCTION

In the previous chapter, the researcher discussed methodology of the study, data generation method and sampling procedures, including issues of ethical clearance and data analysis. In chapter four the researcher presents the data produced from two primary schools in the urban area in the Manzini region in Swaziland. In this chapter the researcher discusses the findings and these findings are re-contextualized by using relevant literature, to support or refute the findings (Marshall & Rossman 2011; Poggenpoel, 1998). Four themes emerged out of the data addressing the two research questions which guided the study. The researcher has structured the visual findings of the research according to the research questions and thematically such that under each theme there are categories as indicated in Table 4.1. Theme 1 to 3 respond to the first research question: What are the primary school learners' experiences of inclusion in the school feeding scheme? Theme 4 responds to the second research question: What are primary school learners' 'ideal' school feeding scheme? The findings of this study are enhanced by the captions from the participants' photo voice.

4.2. FINDINGS AND DISCUSSIONS

Table 4.1: Themes and categories

Themes and categories relating to primary school learners' experiences of inclusion in the school feeding scheme.	
Themes	**Categories**
Theme 1; Learners' experiences of the school feeding scheme	Participation and utilisation of the school feeding scheme Avoidance of the school feeding scheme
Theme 2: Reasons for lack of interest in using the school feeding scheme	Monotonous diet Process and feeding timing
Theme 3: Learners preference to school feeding scheme	Learners who eat packed meals Learners who buy food from the market
Themes and categories relating to learners' 'ideal' school feeding scheme.	
Themes	**Categories**
Theme 4: Voices of participants regarding school feeding scheme	Improvement of the menu *gardens* Kitchen structures and equipment *freezer* *sinks* Sponsorship

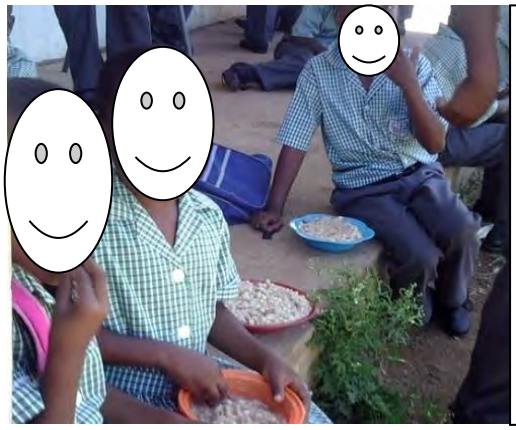
4.2.1. THEME1: LEARNERS' EXPERIENCES OF THE SCHOOL FEEDING SCHEME

This theme highlights learners who took part in the school feeding scheme, during serving of their breakfast and lunch in their schools. Different grades ate at different times, as the lower grades had separate eating break time from the higher grades. After taking the pictures the learners made detailed descriptions of their experiences and their views concerning the school feeding scheme. Their experiences pointed to division in terms of participation in the feeding scheme in that some used the feeding scheme and others totally avoided the feeding scheme for different reasons.

4.2.1.1. Participation and utilisation of the school feeding scheme

The participants took several pictures depicting learners who benefited from the feeding scheme. This was also accompanied by captions which revealed that the meals were dished up and enjoyed by the learners. The photo voice also displayed that, although the feeding scheme was utilized by many learners, the lower grades participated more than learners in higher grades. It was clear that as much as the feeding scheme provided food utilized by some learners, the need for making the diet balanced was also presented. This was clearly elaborated in figures 1 to 6.

Figure 1: Learners enjoying their meals



This picture shows students enjoying their food from the school kitchen. The meal served on this particular day was mixed samp and bean stew. It means some students benefit from the school feeding scheme which is very important. Vegetables and fruits should be served with this meal to form a balanced meal.

No. 38 photo voice by Lungile, Fundas primary, aged 11 years.

Figure 2: Male students enjoying their food

This picture shows some of the students who are enjoying their food from the school feeding scheme. They are eating one of their basic meals which is mixed samp and beans. It means there are students who depend on the school feeding scheme and they benefit a lot. Vegetables should be added to make meal attractive.

No. 37 photo voice by Vuyo, Fundas primary, aged 10 years.

Figure 3: Cook dishing out umnqhushu (samp and beans)

This picture shows the cook or Aunt dishing out food in the school kitchen. To me it means that some students do eat in the school feeding scheme and enjoy the food. It shows a portion of what a child gets per day. Some vegetables or salads should be added to the meal so that learners should get the three food groups, and also be attracted to the school kitchen.

No. 72 photo voice by Lungile, Fundas primary, aged 11 years

Figure 4: Lower grades with their food

This picture shows some students in the lower grades with their food which is boiled rice and bean stew. Most of the lower grades do go for the food in the school feeding scheme, unlike the higher grades students. To me this means that most of the higher grades are choosey and there are meals that they prefer more than others.

No.36 photo voice by Thulile, Imphumelelo primary, aged 9 years.

As indicated by the learners' caption this picture shows learners enjoying their meal (umnqhushu) which is a mixture of samp and beans which they seem to enjoy. This goes to show that there are quite a number of learners who benefit from the school feeding scheme. An urge for a balanced meal such as addition of vegetables and fruits to this meal is shown in the participants' captions. This is not an exaggerated suggestion as this is in line with SCCS (2012) that says a balanced meal should have a portion of energy giving foods which are rice, samp or mealie meal, body building foods which are meat or beans and protective foods which are vegetables. Different types of protein foods which include beans or meat should be used and alternated, and either fruits or the addition of vegetables can make a meal more enjoyable and nutritious and also might attract more learners, even the higher grades can be attracted to the school kitchen. It was also clear that the mabele sour porridge was mostly used by the learners and was preferred at all meal times.

Figure 5: Thin sour porridge, learners' breakfast

This picture shows a bucket with thin sour porridge made out of mabele meal which learners enjoy. Normally the thin sour porridge is eaten at 7.00 am in the morning, to help those students who did not eat anything from home. This is what was left on that day after breakfast. Usually students finish it at lunch time. Learners come early for the breakfast.

No. 40 photo voice by Goodness, Fundas primary, aged 10 years.

Figure 6: Student dishing sour thin porridge

This picture shows a student dishing their thin sour porridge in the morning and they liked it. Learners arrive early for this breakfast because they enjoy it. It should be prepared every day.

No. 11 photo voice by Thulani, Fundas primary, aged 11 years.

The summary of this theme, taken together, showed that the school feeding scheme did benefit the learners who participated. The study also found that learners who participated in the school feeding scheme had the opportunity to get breakfast and lunch at school, which helped improve their nutritional and health status. The interest in the meals may be associated with UNICEF's (2008) study which found that a school feeding scheme benefits school children because it alleviates short term hunger, increases enrolment rates, improves academic performance, improves micronutrient status, reduces absenteeism, and improves students' cognition although this was not explicit in the data given by the participants. The findings seem to concur with WFP, (2005) that also found that not only is hunger alleviated when children are fed in schools but attendance also improves.

These findings further concur with the Save the Children Fund (2014) that found that school feeding programmes, attracted needy learners to enrol in schools and also attend regularly because they are fed in the schools during the day. This enables them to improve their health by fighting hunger and child malnutrition. From the foregoing discussion, it can be taken from above studies that participation in a feeding scheme can improve learners' cognition and performance as many other authors like Pollit (1995) state that morning breakfast is of great importance. The present study revealed that the school feeding scheme was of great benefit because the students were even provided with hot thin sour porridge made of mabele meal every day at 7.00am, which supplied learners with nutrients and also reduced late coming. This benefited those

students who had nothing to eat in the morning and those who came to school without food. At 11.00 am they got their lunch.

4.2.1.2. Avoidance of the school feeding scheme

This theme highlighted learners who totally avoided the school feeding scheme regardless of the school's effort in making a point that all learners were provided with food in the school feeding scheme. The indication here was that most of the learners who did not participate in the school feeding scheme were in the higher grades.

Pictures showed that learners sometimes avoided accessing food from the school feeding scheme for various reasons, instead they engaged in different activities around the school premises. This is shown in the pictures accompanied by captions showing learners occupying themselves by playing around the school premises during lunch time instead of going to the kitchen to eat, playing cards or doing their assignments during the eating time while others relaxed. The photo voice showed that some learners did not like the food served in the school feeding scheme at all, while others benefited from the school feeding scheme.

Figure 7: Learners playing instead of eating in the school kitchen

This picture shows some students just playing and moving up and down the school premises. These students did not go to eat in the school kitchen. It means the food served in the school kitchen on that day is not their favourite. Salads should be served with the basic meal to attract learners.

No. 30 photo voice by Lindo, Fundas primary, aged 11 years.

Figure 8: Learner doing her assignment instead of eating in the school kitchen

This picture shows a student finishing her assignment instead of eating in the school feeding scheme. May be she needs to submit her work immediately after break. May be she is not interested in the food prepared in the school kitchen because she should have dished first before writing so fruits and vegetables should be served on daily basis.

No. 3 photo voice by Boy, Fundas primary, aged 12 years.

Figure 9: Male learners playing cards instead of eating school meal

This picture shows some learners playing cards instead of going to eat in the school kitchen. It means the food prepared on this day is not their favourite. May be they have already eaten their packed meals. More meals with meat should be prepared in the school kitchen, to attract more students.

No. 50 photo voice by Khulile, Imphumelelo primary, aged 10 years.

Figure 10: Female students chatting instead of eating in the school kitchen

This picture shows students relaxing and telling their stories. These students are also not interested in the food served in the kitchen. There is need for improving the food in the school feeding by changing the menu and adding vegetables to the basic meal.

No. 53 photo voice by Goodness, Fundas primary, aged 10 years.

Figure 11: Learners relaxing instead of eating in the soup kitchen

The picture shows two boys relaxing during break time. They did not go to get food in the kitchen may be because they do not have plates or they are scared of the long queues. Plates should be provided for every student.

No. 34 photo voice by Mayibongwe, Imphumelelo primary, aged 10 years.

Figure 12: Learners playing in front of agriculture classroom

This picture shows students playing and some sitting around the agriculture classroom. It seems they did not go for food in the kitchen may be some didn't eat even packed lunch and they are busy playing, may be they do not like the food prepared in the school kitchen. The menu must change; there should be more fruits and vegetables in the meals.

No. 51 Photo voice by Nomalungelo, Imphumelelo primary, aged, 10 years.

It immerged from the pictures that some learners were not interested in the school feeding scheme and avoided. Some learners did not like school meals in general, may be because of parental influence. The pictures show learners playing around the school jumping up and down, writing assignments, playing cards as a way of refreshing from their academic work, some chatting and others relaxing behind the school kitchen and under the trees. What was also found was an urge for improving the menu by including a variety of vegetable salads and different types of stews and sometimes offal as it is cheaper. It was clear that there was a need to involve learners in improving the menu in the school feeding scheme. Therefore, learners' involvement in planning the menu would be of great importance as their needs might be met.

The study revealed that not all learners took part in the school feeding scheme, contrary to the MoET Sector Policy (2011), which strives to promote physical, nutritional, and social inclusion amongst pupils in Swaziland. This does need to be seriously considered as it seems some students did not like the food served in the school feeding scheme in general and hence they avoided it by all means.

These findings are not strange as they are similar to other studies in India which found that some learners did not like the food served in the school feeding scheme and gave reasons that the food was too spicy and some reported that they did not like school meals in general (Bhagwat et al., 2014). The sense gleaned from the participants is that the school feeding scheme, should be improved to ensure that all learners are nutritionally included. There is a similar suggestion by Del Rosso and Marek (1996) who

asserts that school feeding schemes can be improved by school stakeholders having consensus on policy and objectives for the scheme, focusing the scheme more on orphan and vulnerable children.

4.2.2. THEME 2: REASONS FOR LACK OF INTEREST IN USING THE SCHOOL FEEDING SCHEME

This theme presents some of the reasons for learners' lack of interest in utilizing the school feeding scheme. Their experiences indicated that some learners lacked interest in using the school feeding scheme because of monotonous diet, and some because of the process and feeding timing.

4.2.2.1. Monotonous diet

With regard to monotonous diet, the use of beans on the menu was more frequent resulting in huge amounts of leftovers. Pictures showed three types of meals which were served with beans, umnqhushu (samp and beans mixed) and the following day bean stew and boiled rice, followed by samp and bean stew served separately. The photo voice revealed that although the beans were alternated with different types of cereals, it is clear that beans were served more frequently and had become monotonous. The monotonous diet resulting in huge amount of leftovers was evident that learners lacked interest in the food. This was clearly elaborated in figures 13 to 15.

Figure 13: Leftover food which is boiled rice and bean stew

This picture shows leftover food which is boiled rice and bean stew. This shows that most students did not turn up for eating. May be they are less interested in bean stew and boiled rice, Bean stew and umnqhushu are prepared more often and they have become monotonous. Minced meat stew should be prepared more frequently.

No. 38 photo voice by Phendukile, Imphumelelo primary, aged 10 years.

Figure 14: Bean stew with samp should be replaced with chicken stew

This picture shows a meal which is bean stew and samp which is not students' favourite meal. The menu should change. On the menu, beans are served more frequently and have become monotonous. I wish vegetables and fruit juices should be added to this meal. I prefer chicken stew and rice.

No. 37 photo voice by Lindiwe mphumelelo primary, female, aged 9 years.

Figure 15: Basic meal in the school, umnqhushu

This picture shows a student carrying his food after dishing. This is the basic meal of the school, which is samp and beans mixed (umnqhushu). Some students enjoy eating the school meal some do not since it has become monotonous. The meal must be improved by including green salads fruits to make a balanced meal Meat stews should be prepared more frequently.

No. 17 Photo voice by Boy, Fundas primary, aged 12 years.

Figure 16: Female learners chatting instead of eating in the kitchen

This picture shows some students relaxing and chatting carrying their school bags. These students did not go to dish food in the school kitchen they lack interest, may be they do not like the food because it is monotonous. Meat stews, Vegetables and fruits should be served also.

No. 51 photo voice by Lungile, Fundas primary, aged 11 years.

Displayed in the pictures were umnqhushu, samp and bean stew cooked separately and also boiled rice and bean stew in which there were leftovers. This further shows that the meal had become monotonous and was not learners' favourite meal. Learners captions indicated that meat stews should be prepared several times a week and alternate with the bean stew and vegetables or fruits should be served throughout the week to break the monotony.

It emerged from the study that learners lacked interest in the school feeding scheme because of the monotonous diet, there is need to improve the menu to attract learners' interest in accessing the food by serving meat stews twice a week and both bean stews and umnqhushu, served twice a week with mixed vegetables to add colour, texture and more nutrients. The findings of this study concur with a study in Swaziland which found that most students indicated that the food they ate at school was tasty but had concerns that there was no variety as they were fed with samp and bean stew every day (SCCS, 2012). It transpired that learners preferred meat stews, however, nutritionally both meat and beans contain proteins which build and repair worn out tissues in the body, but changing the menu is equally important. Beans are also cheaper and have a long shelf life as compared to meat which is expensive and also contains animal fat which is not healthy. This probably points to the issue of monotonous diet as a factor making the learners less interested in the beans.

4.2.2.2. Process and feeding timing

This theme again, highlighted the feeding processes and timing as a challenge which might also be an attributing factor to the reasons for learners' lack of interest in utilizing the school feeding scheme. Their captions showed that the long queues and shortage of utensils like plates during the lunch time which is 30 minutes may be some of the causes for learners to lack interest in the school feeding scheme.

The participants took a few pictures showing learners in very long queues caused because there was only one serving point for the whole school and the serving time was too short as it was only 30 minutes. Pictures also showed learners queuing with plates and some without plates. The photo voice displayed that the long queues were caused by having only one serving point. The need for involving prefects in the serving of meals and supply of more equipment by the school and placing more than one serving point would stimulate learners' interest and cut the long queues as indicated in the learners' captions. This was clearly elaborated in figures 17 to 20.

Figure 17: Cook dishing out food

This picture shows the Cook dishing food for the students who benefit from the school feeding scheme, she is dishing direct from the pot which means there is only one serving point, which is time consuming. There are long queues and some learners do not have plates and they end up losing interest. The school must buy tables and plates for serving food there must be more than one serving point to save time. Equipment and tables must be bought for serving instead of serving from the pot.

No. 20 photo voice by Nonkhululeko, Fundas primary, aged 12 years.

Figure 18: Learners queuing for food some with plates and some without plates

This picture shows students in a straight line. They are queuing for food in the school feeding scheme. Some of them have plates and some do not have plates. Queues are long and there is one serving point, some learners do not join the queue because of lack of interest. The 30 min lunch is too short for long queues. The school needs to buy plates for learners and have more than one serving point.

No. 43 photo voice by Vuyisile, Fundas primary, aged 12 years.

Figure 19: Some learners do not have plates in the queue

The picture shows students queuing for food and some do not have containers. Some students are not joining the long queue and they are just relaxing in front of their classrooms and they did not go to the school kitchen to eat the food served in the school kitchen because of the very long queues. Plates should be bought for the learners and the meal should be improved and there should be more than one serving point to save time.

No. 3 photo voice by Phetsani, Imphumelelo primary, aged 10 years.

Figure 20: Some learners queuing for food others going to class

This picture shows students queuing for food in the old kitchen structure, school feeding scheme and some learners are not joining the queue. Some learners are going to their classes discouraged by the long queues and are not interested there are no tables for serving. Some are without plates since the school stopped buying plates. New structure is needed. The menu must change and there should be more than one serving point and enough utensils, to make serving faster.

No. 5 photo voice by Nonkhululeko, Fundas primary, aged 12 years.

As indicated by learners' captions the pictures depicted long queues in the school feeding scheme during lunch time and the cook was serving from one pot. Figure 20 shows one of the old kitchen structures which need improvement. Proper tables for

serving would be of great help and would attract learners' interest for the school feeding scheme.

It was found in the study that learners lacked interest in the school feeding scheme because the school no longer provided plates for learners because of negligence, instead learners had to provide their own plates in order to get food, and some learners forgot to bring plates and as a result they lost interest in accessing the food. This is contrary to Tull, (1996) who points out that a school kitchen should have enough serving equipment such as utensils like plates and cutlery for serving the food as well as storerooms. These findings point to the need for the schools to provide every learner with a plate because learners who do not have plates are deprived from accessing the food in the school feeding scheme, which is again, contrary to the MoET Sector Policy (2011) which indicates that all learners must have quality education that is balanced, which is nutrition, health, and education.

4.2.3. THEME 3: LEARNERS' PREFERENCE TO SCHOOL FEEDING SCHEME

It emerged in this theme that some learners had preferences over the school feeding scheme. Their description in the photos showed that learners were divided into two groups in terms of preferences; some preferred to bring a packed lunch or lunch box to school and some learners preferred to buy food from the market place which can be either healthy or junk food.

4.2.3.1. Learners who eat packed meals

The participants took a number of pictures which showed learners enjoying their lunch boxes or balanced packed meals which are rich. The captions revealed some of the learners preferred to bring their packed meals or lunch boxes to school and others preferred to buy food from the market place instead of accessing food from the school

feeding scheme. The photo voice also displayed that although the schools provided food for all children, learners preferred to bring their lunch boxes or buy food from the market because of their preferences and choices. Still, under this theme, learners' captions indicated that meat stews should be prepared more often and the meals should include salads. This is elaborated in figures 21 to 26.

Figure 21: Learners eating their balanced packed meals or lunch boxes

This picture shows three students in the classroom with their packed meals ready to eat their bread rolls with ham lettuce and tomatoes. A dining hall with table and chairs is needed to eat comfortably. To me they did not go to the kitchen to dish food because they have their own food. In order for these children to go to the school kitchen the menu must change, May be boiled rice, Lettuce salad, and beef stew. Meat stews should be served two or three times a week instead bean stew.

No. 6 photo voice by Lindiwe, Imphumelelo primary, aged 9 years.

Figure 22: Learners eating their bread rolls with cheese and polony

This picture shows students eating their own food, which is bread rolls, polony, cheese with juice. These students do not eat the food prepared in the school feeding because their food is enough for the day. They are not interested in the food prepared in the school kitchen it means it is not attractive to them. The menu should change beans served twice a week

No. 27 photo voice by Goodness, Fundas primary, aged 10 years.

Figure 23: Female learners sharing their packed meals on concrete tables

This picture shows some senior girls sitting on concrete chairs and tables eating their own packed meals and they seem to be sharing. Dining halls and tables are needed. These female students in the higher grades do not normally go to the school kitchen to eat and they always eat their own food. The menu in the kitchen should change, and include more meat stews.

No, 55 photo voice by, Londiwe, Imphumelelo primary, aged 10 years.

Figure 24: Female learner with her adequate packed meal with liqui fruit

This picture shows a packed meal for a female student, she is not going to the school kitchen because she has enough food including liquid fruit juice. This means some parents can provide their children with balanced packed meals. The school Feeding scheme benefits children of low socio-economic class. The menu must change and include more meals with meat to attract learners.

No. 19 photo voice by Ntokozo, Fundas Primary, aged 12 years.

Figure 25: Male students eating their own food

The picture shows students eating their own food instead of joining the queue in the school kitchen. They are mainly eating bread and juice and they are sharing their junk food. A variety is needed in the school meals not samp and beans always. There is need to improve the menu by including beef stew.

No 36 photo voice by Patricia, Fundas primary, aged 11 years.

Figure 26: Learners eating their rolls, juice and ice blocks

This picture shows students eating their own food from their lunch boxes. These learners are not sharing their food they are eating buns and juice or ice block. These students do not go to the school kitchen to eat because their food is enough for the day. There are parents who can provide their children with enough packed meals. Learners should be encouraged to eat food from the school kitchen because the food is healthy. Chicken stew should be included in the menu

No. 49 photo voice by Vuyo, Fundas primary, aged 10 years.

Participants' photographs showed students with their balanced packed meals. These lunch boxes show that some parents pack healthy food and some pack junk food. Their captions showed that, learners preferred chicken stew which is not on the menu and in addition a variety in the type of stews was needed.

It emerged in the study that some learners carried balanced packed meals or lunch boxes to school, since the schools are located in the urban area which is Manzini, and most parents are in the working class so they can afford to provide packed meals for their children because of their preferences. Some learners did not like the food served in the school feeding scheme, they preferred their packed meals because of parental influence. The findings corroborate those reported by Skinner et al. (2002) that mothers tend to influence their own children's food preferences. These findings also corroborate those of Benton (2004) which point to the fact that the style of eating of parents is most likely to affect their children's food choices.

The study also revealed that the learners packed meals mainly consisted of cheese and polony sandwiches, bread rolls with lettuce and fried chicken and tomatoes, fruits and liquid fruit juices which is very rich in nutrients and balanced as far as diet is concerned. Some learners demonstrated healthy eating while others did not. The findings of this study seem to concur with those of Winslow (2013) who found that, when mothers' teach their children to appreciate and enjoy healthy food, they not only benefit as they

grow and develop during childhood, but also in their lives as adults and it is important that mothers should eat healthy food especially fruits and vegetables as this will have a positive impact on the child years later.

4.2.3.2. Learners who buy food from the market

In this theme it was highlighted that there were learners who bought food from the market place as their preference from the school feeding scheme. The vendors sold a variety of snacks and finger foods which learners bought because of their choices and preferences. It emerged in this theme that different types of junk food was sold in the market and bought by the learners. Junk food is defined as food that contains fewer nutrients with high calorie value (Slide Share, 2013). Pictures show that the unhealthy food that is available in the market sold by street vendors consists of snacks such as Simba chips, nicknacks, ice blocks, roasted peanuts, sweets, fried potato chips and are highly consumed by learners. This list of food shows that most of the food sold in the market was junk food as compared to healthy food.

Participants took several pictures showing learners purchasing food from the vendors while some learners were queuing for food in the school feeding scheme. Although learners are not allowed to move out of the school premises until the end of the school day, they were able to buy from the vendors without using the gate but through the fence. What was also interesting was that some pictures depicted learners buying from the cooks who served their school feeding scheme food and that was inside the school premises. There was a variety of food sold in the market such as snacks, Swazi buns, Chelsea buns, sweets, potato chips, cakes, ice blocks, ice pops, biscuits, fat cakes which are not healthy. Here there were some captions calling for variety on the menu such as including meat stews and vegetables that would attract more learners to the school kitchen. This was elaborated in figures 27 to 30.

Figure 27: Learners buying from the cook's market

This picture shows the Cook selling some food items some are healthy, some are junk food which includes Chelsea buns, snacks, ice pop, sweets etc. Some students just buy the food items from the Cook and they do not queue for the food in the school feeding scheme because of their preferences and choices. Some learners are just standing chatting to each other.
No. 33 photo voice by Thulie, Imphumelelo primary, aged 9 years.

Figure 28: Learners buying from vendors

This picture shows some students buying food from the market. Students are not allowed to go out of the gate during break time, so they buy through the fence. They buy food from the market which is mainly junk food, instead of eating healthy food in the school kitchen. The menu should improve beef and chicken stew and vegetables should be prepared to attract learners.

No. 32 photo voice by Nonkhululeko, Fundas primary, aged 12 years.

Figure 29: Learners buying from the cook's market

The picture shows the cook selling some food items, which is mainly Junk food. A female student is seen buying from the cook and she is not going to the school kitchen. Some students are going back to their classrooms and some are still going to buy their food. Some parents do give their children money to buy food. The menu must change and salads should be served.

No. 25 photo voice by Londiwe, Imphumelelo primary, aged 10 years.

Figure 30: Learners buying from vendors

The picture shows some of the students flooding the vendors to buy junk food from vendors over the fence instead of queuing from the school kitchen. May be they are not interested in the food served in the kitchen. Menu must improve to attract more learners.

No. 65 photo voice by Thulani, Fundas primary, aged 11 years.

As participants indicated, the pictures show some learners crowding in the market to buy food from the market place. It may also be debated if some may not be influenced by their friends, while some clearly buy food because of their own preferences and choices. This however indicates that some parents can afford to give their children money to buy at school every day. The learners' suggested that the menu should change so that more learners will go to the school kitchen for their food.

These findings seem to concur with Health Promotion International (2008) that found that older pupils and younger pupils of ages 7-11 years showed preferences for junk food items as compared to nutritious food items. This study further established that most of the food that learners bought from the market was junk food yet the school feeding scheme served healthy food, but learners preferred to buy junk food. These findings further concur with those of Taylor et al. (2005) which reported that food that is available at home, learning institutions and in the food outlets such as restaurants has a great potential for influencing eating of healthy food on learners and young people. Media, especially television, has great potential in influencing children and youth on eating practices.

Several pictures showed junk food also some cooler boxes full of ice blocks and different types of snacks displayed in the market. Pictures also depicted learners buying junk food from the market, which was evidence that some learners' consumed junk

food. The participants pointed to the need to educate learners on healthy eating. This is elaborated in figures 31 to 33.

Figure 31: Junk food sold in the market

This picture shows some of the food items sold by the vendors in the market, which are mostly snacks such as chips, ice blocks, sweets, buns and some fruits. These food items are called junk food because it is not healthy. Learners should be discouraged from buying such food.

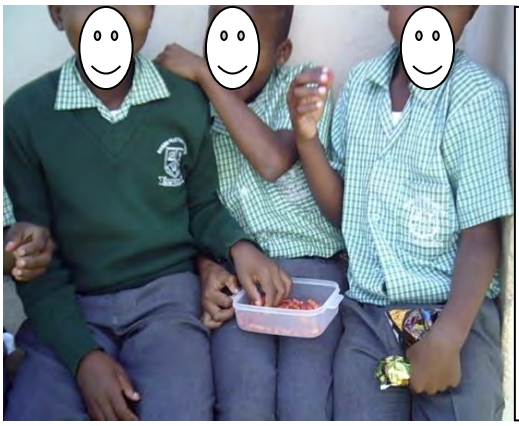
No. 45 photo voice by Ntokozo, Fundas primary, aged 12 years.

Figure 32: Male students buying junk from the market

This picture shows students buying food items from the Cooks market. Most students who buy food from the market are normally of higher grades and they do not go to the school kitchen to get food. The food that is sold in the market is sweets, buns, biscuits and ice-pop. The menu should change add salads to attract more students and learners should be taught about healthy eating practices and food choices

No. 47 photo voice by Mayibongwe, Imphumelelo primary, aged 10 years.

Figure 33: Learners eating junk food from the market



This picture shows male students who had a container but did not dish food from the school kitchen. What they like is Simba chips, nicknacks and they are sharing the snacks which are junk food. May be they do not like the food prepared in the school kitchen on this particular day. Fruits should be served in the school kitchen as they are healthy.

No. 40 photo voice by Ntokozo, Fundas primary, aged 12 years.

Pictures show learners sharing and enjoying their snacks which are junk food instead of healthy food in the school feeding scheme. Some pictures show learners buying junk food especially learners of higher grades. Learners suggested that fruits and salads should be included in the menu as a way of attracting learners to the school feeding scheme. It is shown in the participants' captions that they bought junk food.

The study found that food sold in the market was unhealthy and learners' consumed more and they also shared the food. The findings of the study are similar to those of Health Site Disclaimer (2015) that found that most children who do not take breakfast tended to consume more junk food than healthy food. When children are at school they become independent and gain control over choosing their food, sometimes snacks from the market, resulting in wrong food choices, compared to that which is served for lunch in the school feeding scheme. High-fibre foods which are fruits and vegetables are nutritious and satisfying as compared to junk food which is less satisfying, resulting in over consumption. Although eating a snack is important, learners should be taught about the nutritional value of a snack and health, so that they can make informed food choices. The vendors should also be educated on the importance of healthy foods although the learners make their choices when buying.

4.2.4. THEME 4: VOICES OF PARTICIPANTS REGARDING SCHOOL FEEDING SCHEME

This theme highlighted learners' voices on improvement of the school feeding scheme. From the pictures learners were able to describe their 'ideal' school feeding scheme. Their experiences pointed to the need for improving the school feeding scheme in terms of the menu, school gardens for producing fruits and vegetables, new kitchen structures with equipment such as sinks and chest freezers.

4.2.4.1. Improvement of the menu

The participants took a number of pictures showing types of meals served in the school kitchen. These types of meals included boiled rice and minced meat stew, bean stew or samp and beans mixed, which is the basic meal (umnqhushu) vegetable soup and boiled rice. The photo voice displayed that learners enjoyed their minced meat stew more than any other meal and their worst meal was vegetable soup and boiled rice. It was clear that although learners enjoyed their meals there was need to improve the meals by including vegetables and salads to make them more nutritious. The photo voice also showed that there was a meal that they disliked the most which was the vegetable soup and boiled rice and learners' captions suggested that it should be removed from the menu.

Figure 34: Rice and minced meat stew, learners' favourite meal

This picture shows our favourite meal which is minced meat stew and boiled rice, this plate belongs to one of the senior boys who serve themselves with bigger portions. The teachers should supervise. More vegetables are needed or salads are needed to balance the meal and make it more nutritious. Meat stews should be prepared more than three times a week.

No. 5 photo voice by Nomzamo, Imphumelelo primary, aged 10years.

Figure 35: Basic meal served more frequently

This picture shows the basic meal served in the school feeding scheme. This meal is served more often in the menu. Minced meat stew is served once a week. Some learners feel the food is monotonous and that is why some buy food from the vendors in the market just to get variety in their meals. Vegetables should be included in this meal to add colour, such as carrots, green beans.

No. 21 photo voice by, Lindo, Fundas primary, aged 11

Figure 36: Leftover food, boiled rice and vegetable soup (this is the least preferred food by learners)

This photograph shows boiled rice and vegetable soup a meal that learners do not like, this is the worse meal on the menu. These are left over food after eating because they prefer minced meat stew and boiled rice than the vegetable soup. This meal must be removed from the menu because most learners do not like it, and prepare boiled rice and chicken stew or boiled rice and beef stew and vegetables.

No.28 photo voice by Philani, Imphumelelo primary, aged 9 years.

Figure 37: Learner queuing for minced meat stew

This picture shows learners queuing for food. There are two lines, one for the lower grades and the other for higher grades. There is no pushing, to me it means the food served on this day is their favourite meal, which is boiled rice and minced meat stew.

No.63 photo voice by Thulile, Imphumelelo primary, aged 9 years.

Figure 38: Learners pushing for their favourite meal, which is minced meat and rice

The picture shows a pot that is almost empty students are pushing each other. They all want to get the food, this means that food served on this day was their favourite. May be some students did not get the food and I suggest that the quantities should be more when minced meat stew and boiled rice is prepared. To me it means most students enjoy minced meat stew and boiled rice. This type of food should be prepared very often.

No, 15 photo voice by, Londiwe, Imhumelelo Primary, age 11 years.

Figure 39: The cook or auntie cooking umnqhushu

This picture shows the Cook (Auntie) cooking samp and beans mixed together. This is the amount of food cooked per day. If all the students in the school were eating, this amount of food would not be enough. The enrolment of the school is huge It means most children do not eat the food. Meat stews should be cooked to attract learners.

No. 18 photo voice by Patric, Fundas primary, aged 11years.

Figure 40: Male learners scrambling for minced meat stew and rice (learners' favourite meal)

The picture shows male students scrambling for food. This means on this particular day their favourite meal that was served which is minced meat stew and boiled rice. The food seemed to be finished and the students are just scrambling for the little food left. This meal should be prepared more often.

No. 19 photo voice by Phumla, Imphumelelo primary aged10 years.

Figure 41: Students pushing and rushing for food

This picture shows some students in a queue pushing each other, rushing for food which is their favourite food. Some of these boys do not have plates while queuing for food in the school feeding scheme. There should be plates for every learner in the school kitchen.

No. 8 photovioce by Vuyisile, Fundas primary, aged 12 years.

Figure 42: Learners scraping off food from an empty pot and others leaving with their empty containers

This picture shows an empty pot and a student collecting what is left, some students are returning with empty containers. This means the food was not enough on this day. When minced meat stew is prepared quantities should increase so that it is enough for everybody.

No. 4 photo voice by Petsani, Imphumelelo primary, aged 10 years.

Figure 43: A student dishing rice and minced meat stew (their favourite)

This picture shows a learner dishing the school meal on her packed lunch to supplement her food. To me it means minced meat stew is a favourite meal for learners because, even if learners have their packed meals but they still go for the school kitchen. This meal should be prepared more often. They enjoy the minced meat stew and boiled rice.

No. 10 photo voice, imphumelelo primary, aged 10 years.

Learners' captions indicate that, learners enjoyed minced meat stew and boiled rice such that queues were long, learners pushing in the queues and there was a scramble for leftovers by senior boys. The pictures also show rejection of a meal by learners, this was evident by huge leftovers of vegetable soup and boiled rice. Learners requested that this meal be removed from the menu and be substituted with meat stews as they would consume everything.

The theme found that although some learners accessed the food in the school feeding scheme, there was need to improve the menu to attract all the learners. These findings seem to concur with that of Tomlinson (2007) who reported that school meals should be improved in terms of quantity and quality and some meals should be served in the morning with the correct amount of nutritional value.

This theme also revealed that learners' favourite meal was minced meat stew and boiled rice. Learners suggested that meat stews should be served frequently instead of once a week. The bean stew with boiled rice and umnqushu (mixed samp and beans) were their second preference and in most cases there were leftovers when these meals were served. Learners suggested that vegetables, salads and fruits should be included to balance the meals. Boiled rice and vegetable soup was the least preferred meal in the school feeding scheme and there were always leftovers after serving as learners did not like it at all and suggested it should be removed from the menu, as it was clear that preparing this kind of food was a waste of school funds. The theme also established that most learners suggested that the meat stews should be prepared more often, bean stews and umnqhushu should be prepared twice a week including fruits and vegetables. These findings seem to concur with those of Bhagwat et al. (2014), who reported that school lunches should be balanced which means there should be protein foods, energy giving foods and those foods containing vitamins and minerals.

These findings further concur with SCCS (2012) that concluded that each meal should be balanced, meaning it should contain the three food groups which are energy giving foods such as maize, samp, rice and vegetable oil, and body building foods which include legumes or meat, and protective foods that are fruits & vegetables. Even though learners suggest that meat should be served more frequently than beans, meat and beans are both body building foods which contain proteins that build body tissues, but to avoid monotony in the diet, beans should alternate with the meat (Fox, Pac, Devaney & Jankowski, 2004). In addition schools served beans more frequently because they are cheap and healthier than meat, and can be stored for a long time and can be bought in bulk. Meat is expensive and contains animal fat which can lead to coronary heart disease (Tull, 1996). Fruits and vegetables should also be added to the meals to supplement nutrients.

4.2.4.2. School gardens

This category highlighted participants' suggestions on the growing of vegetables and fruits to supplement the nutrients in food prepared in the school feeding scheme and also to cut down costs on purchasing vegetables. Through the pictures learners got an opportunity to describe and suggest inclusion of vegetables and fruits in their meals as a source of protective foods.

Participants took a picture of an agriculture garden showing pumpkin leaves cultivated by agriculture students, and the photo voice revealed that although learners were enjoying their meals there was a shortage of vegetables to supplement nutrients. As shown in their captions, learners requested that schools should grow vegetables so that their meals could contain all the essential nutrients in the correct proportions.

Figure 44: School garden for agriculture lessons

This photograph shows the agriculture garden with pumpkin leaves. We were not served with such vegetables. May be more vegetables and fruits can be grown in much bigger gardens and be served in the school feeding scheme to balance the meals.

No. 53 photo voice by: Lindiwe, Imphumelelo primary, aged, 9 years.

This picture shows pumpkin leaves grown in the agriculture garden where maize was also grown and harvested. Photo voice indicated the need for growing vegetables in a school garden so that there is a constant supply of vegetables in the school feeding scheme. These vegetables and fruits could help supplement nutrients like vitamins and minerals and add flavour, colour and variety to the meals, which may attract more learners to the school feeding scheme.

What emerged in this theme was that, learners suggested that their meals should include vegetables and salads to form balanced meals by adding nutritive value and there must be production of vegetables in the school garden for the school feeding scheme, with the help of the agriculture department to save money from buying vegetables. This idea was similar to that of the SCCS (2012) that found that learners were pleased with the supply of fresh vegetables and fruits in the school feeding scheme and also encouraged schools in Swaziland to establish school gardens and to grow fruits and vegetables in order to compliment the basic meal. There are varieties of crops that could be grown all year round to provide food for the learners. This is contrary to WFP (2012) that suggests that local farmers can benefit from school feeding programmes by selling their produce to the schools and get income while the learners are fed with nutritious meals. The idea of school gardens would also help schools to have a constant supply of vegetables, all year round and also cut down costs of buying vegetables and fruits.

4.2.4.3. Kitchen structures and equipment

This theme revealed learners' suggestions on the improvement of school kitchen structures and equipment. Learners suggested that new bigger kitchen structures should be built with dining halls and store rooms. Besides building the new structures their suggestions also pointed to the need for installation of large scale kitchen equipment such as deep freezers and double bowl sinks.

Learners' pictures showed old kitchen structures, a temporary kitchen and a new kitchen structure. The photo voice displayed that the present kitchen structures were old and did not have dining areas. Learners requested that schools should build new kitchen structures with dining halls as shown in their captions. The pictures also showed some learners using their classrooms as dining halls because they wanted to sit comfortably when eating, while some learners were using the school premises. This was elaborated in figures 45 to 50.

Figure 45: Kitchen structure with tank for storing beans

The picture shows an old school kitchen structure with a tank on the front which is used to store beans. I feel a bigger kitchen should be built that will have enough storerooms and a dining hall for learners to relax and eat.

No.44 photo voice by Philani, Imphumelelo primary, aged 9 years.

Figure 46: Improvement of the school kitchen structures

The picture shows the structure of the school kitchen, where the food is prepared and served. Serving area is small as students crowd around the front of the kitchen. To me it means some students do not like the crowding and eating outside they use their classrooms. There is need to build a new structure with a serving area that will accommodate a large number of learners.

No. 64 photo voice by Phumla, Imphumelelo Primary, aged 10 years.

Figure 47: New incomplete kitchen structure

This picture shows a new structure of the school kitchen, which is bigger than the make shift kitchen where three legged pots are used for cooking food. This building is completed, only electric stoves and sinks needs to be fitted. This building will help improve cooking of food in the school feeding scheme in more hygienic conditions, unlike the make shift kitchen.

No. 52 photo voice by Thulani, Fundas primary, aged 11 years.

Figure 48: School kitchen with learners queuing in front

The picture shows a structure of a maize tank and the old school kitchen, with students gathered in front of the kitchen to be served with the meal, there is no dining area. A new kitchen with a dining hall should be built.

No. 32 photo voice by Nomalungelo, Imphumelelo primary, aged 10 years.

Figure 49: Student eating inside the classroom using a spoon

The picture shows a student eating boiled rice and bean stew, with a spoon sitting on a desk inside his classroom. He does not want to eat outside, he wants privacy. To me it shows that there is a need for building a school feeding scheme structure with a dining hall with tables and chairs, and utensils.

No. 7 photo voice by Phendukile, Imphumelelo primary aged 10 years.

Figure 50: Three legged pots used for cooking in the temporary kitchen

This picture shows three legged pots which are used to cook the food in the temporary kitchen. Cooking food outside is unhygienic. A new structure should be completed with fitted equipment including plates and electric stoves, sinks, utensils and cutlery.

N0, 41 photo voice by Lindo, Fundas primary, aged 11 years.

Old kitchen structures without dining halls were shown and a male student eating inside the classroom. The pictures also showed a makeshift kitchen which was used on a temporary basis where three legged pots were used to cook the food, while waiting for the completion of a new kitchen structure. Cooking outside was a health hazard so a new structure with equipment such as electric stoves, double bowl sinks, utensils and cutlery should be built.

The study found that the school kitchens were very old, and cooking food using three legged pots in the make shift kitchens was strenuous and unhygienic, and learners demonstrated that new kitchen structures with dining halls were needed for serving their food. Another picture displayed a new structure for the school feeding scheme which was almost complete with a dining area. Only the fitting of stoves and sinks and some electric pots to make cooking easier in a clean environment was left to complete the kitchen. This idea is similar to that of Davies (2001) who concluded that a school kitchen

which is designed for meal preparation may include facilities for other domestic tasks such as dining halls which is well furnished for eating.

4.2.4.4. Deep freezer

This category established that the present deep freezer was too small to store large amounts of food for the school feeding scheme. A bigger freezer was needed for storage of food, especially meat, for the school feeding scheme as buying in bulk is cheaper.

The participants took a picture showing a small deep freezer used in the school feeding scheme for food storage. The photo voice revealed learners' suggestion of purchasing a new bigger chest freezer for the storage of large quantities of meat and other food items in the school feeding scheme so that meat stews could be prepared three times a week and also to store some leftover food to prevent waste.

Figure 51: Deep freezer for storing minced meat

This picture shows a small deep freezer which is used to store food for the school feeding scheme especially minced meat. A larger size should be bought to accommodate different types of meat to improve the menu in the school feeding scheme and to store left overs.

No.41 photo voice by Nomzamo, Imphumelelo primary, aged 10 years.

This picture shows a small deep freezer for storing food for the school feeding scheme, especially meat. Since it is a small size, there is a need to buy a bigger chest freezer so that food could be bought in bulk and stored especially meat and frozen vegetables to improve the school feeding scheme.

The theme revealed learners suggestion that a larger chest freezer should be bought and placed in the school kitchen to store large quantities of meat so that they could be served with meat stews more frequently. These findings seem to concur with Davies (2001) who points to the fact that a refrigerator and a deep freezer are needed to store food. A deep freezer is very important in a school kitchen because it has extra frozen storage space, where all the necessary ingredients can be stored. Meat and other ingredients can be bought in bulk to economize and be stored in the chest freezer until it is used. A chest freezer is the best because even during power outages, a chest freezer will keep food frozen for three days and the capacity in a chest freezer is significantly better.

4.2.4.5. Sinks

The importance of fitting double bowl sinks in the school kitchen for washing utensils in the school feeding scheme emerged in this category. Their experiences showed division on the way they washed their utensils as some used tub baths and some learners used taps with running water which wastes water.

Participants' pictures showed learners washing their utensils using two tub baths one for washing and the other for rinsing utensils. Other pictures showed learners washing their utensils under a tap with running water; sometimes there was a scramble for water as there were few baths and taps in the schools. The photo voice revealed learners having difficulty in washing in baths and taps as water spilt on their shoes during washing, hence the suggestion of fitting new double bowl sinks for easy washing in the school feeding scheme as indicated by their captions. This is clearly elaborated in figures 52 to 55.

Figure 52: Learners washing their utensils before and after eating

The picture shows students washing their lunch boxes before and after eating in baths with soapy water. The bending when washing is a problem, and sometimes water spills on our shoes. Sinks with double bowl should be built to accommodate more students and to wash their containers easily.

No.16 photo voice by Phendukile, Imphumelelo primary, aged 10 years.

Figure 53: Learners washing their dishes before and after eating

This picture shows children washing their plates under a tap with running water before and after eating. During washing water spills on learners' shoes so there is great need for double bowl sinks. Some students in this picture are moving towards the market place to buy food and some going to their classrooms avoiding school feeding scheme.

No. 7 photo voice by Vuyo, Fundas primary, aged 10 years.

Figure 54: Learners scrambling for water

This picture shows students scrambling for water. They are washing their plates before and after dishing the food, some are pushing each other. There is need for double bowl sinks in the school.

No. 55 photo voice by Boy, Fundas primary, aged 12 years.

Figure 55: Female student washing her plate

This picture shows a student washing her plate under a tap with running water after eating the meal. This is where the students are supposed to wash their hands and utensils before eating for hygienic purposes. Sometimes bins are placed under the taps to avoid spillage of water. Sinks should be bought for proper washing.

No. 46 photo voice by Patric, Fundas Primary, aged 11 years.

Learners wash their utensils before and after eating in these pictures. Some wash under a tap with running water, which is wasted in the process. Some learners washed their utensils using two tub baths. This showed that learners were not comfortable washing their utensils in baths and taps because of the spillage of water on their shoes and socks. Learners' captions indicated the need for fitted double bowl sinks which could improve the school feeding scheme drastically.

The theme established that learners requested that there was a need for fitting double bowl sinks in the school feeding scheme, which could be used for washing their utensils, instead of using two tub baths and taps. These findings seem to concur with Davies (2001) who points to the fact that the kitchen sinks should be made out of stainless steel and should be double bowl sinks for washing and rinsing. He also states it is an advantage to have a sink near a window with a pleasing view.

4.2.4.6. Sponsorship

This theme highlighted sponsorship for the school feeding scheme per year and the types of food supplied by the sponsor per school. It also highlighted some challenges faced by the schools regarding food deliveries.

The participants took several pictures showing different types of foods supplied by both government and the school in the school feeding scheme. The photo voice revealed that, although government supplied food to the schools, the supply was irregular as there were no deliveries during the first term. It further revealed that government supplied beans only as a source of protein and learners requested that meat and rice should also be supplied by government so that they get it more often. This was clearly elaborated on in figures 56 to 58.

Figure 56: Bags of maize

This picture shows bags of maize supplied by government. From the maize, samp and mealie meal is produced. Thin porridge is prepared out of the mealie meal. Bags of beans and cooking oil are also supplied by the sponsor. There are usually no deliveries during first term; the sponsor should be consistent in the deliveries. Meat should be supplied by government too, to alternate the beans. We prefer samp and beans stew than vegetable soup and rice.

No. 1 photo voice by Thandiwe, Fundas primary, aged 10

Figure 57: Vegetables bought by the school

This picture shows some of the food bought by the school which is vegetables such as onions, carrots, tomatoes and green pepper. The school can save money by growing vegetables in the school garden, instead of buying them. Orchards can be grown for supply of fresh fruits. The fruits and vegetables will in turn provide vitamins and minerals to the learners.

No. 43 photo voice by Philani, Imphumelelo primary, aged 9 years.

Figure 58: Soup with chicken flavour

This picture shows some bags of vegetable soup powder which is top star. This soup powder is bought by the school and served with boiled rice. Most students do not like this meal and most of the learners do not go to the kitchen when this meal is prepared. This meal should be removed from the menu.

No. 42 photo voice by Philani Mahlalela, Imphumelelo Primary, aged 9 years.

Several pictures depicted some of the food items delivered in the school feeding scheme. The bags of maize supplied by government were approximately 35 bags per term to each school depending on the enrolment. The school then prepared maize meal or samp to be cooked in the school kitchen. The sponsor also supplied cooking oil, beans, and rice each term. Pictures also showed vegetables and soup powder bought by the school for preparing meals. This showed that government supported the school feeding scheme by supplying the basic ingredients. However learners requested a constant supply of food including meat from the sponsor as shown on their photo voice.

This study found that the school feeding programme in the schools was sponsored by the government of Swaziland, UNWFP plus parents through payment of school fees. Although Swaziland has free primary education, parents usually pay some amount of fees called top-up fees at the beginning of each year, which helps in the purchasing of school items including food for the school feeding scheme. The study further established that government usually delayed supplying schools with food in the beginning of each year and normally supplied food during the second term after the approval of government budget. So during the first term when schools opened, most schools bought food for the school feeding programme to feed the learners. This is contrary to government policy that schools will be supplied with food regularly. These findings concur with that of WFP (2015) that reported that in Swaziland WFP has been providing financial and technical support to the MoET for school meals for 33 years. The

theme suggested that government should also supply meat to alternate with beans because schools sometimes fail to purchase the meat. This year the government resumed financing the primary school feeding programme, which it implemented with technical support from WFP. WFP further provides meals to some 33 000 adolescent students aged 15-19 years in secondary schools with the goal of improving access to education and the project was funded by NERCHA through global fund.

These findings further concur with those of SCCS (2012) that reported that in Swaziland, government also partially funded the programme with external sources such as UNWFP. These school feeding programmes were funded in different ways. One hundred and fifty four schools reported being assisted by NERCHA for their school feeding programmes. Fourteen reported to be assisted by UNICEF, eight schools are assisted by government, and seventeen are assisted by Save the Children Fund. SCCS (2012) reported that there are other donors who assisted in the provision of food in the school feeding scheme which included World Vision, Red Cross, Royal Swaziland Sugar Corporation, Clay Pot Foundation Scotland and ACAT. Some schools were mostly assisted by parents and the community for their school feeding.

4.3. SYNTHESIS

The findings in this chapter revealed that a school feeding scheme greatly benefits learners who participate because it enhances educational and health status of students as it improves students' cognition, as highlighted by UNICEF (2008). Photo voice as a participatory method provided opportunities for participants to describe their experiences and their views in detail concerning the school feeding scheme. Some learners enjoyed the benefits of the school feeding programme, while others did not.

Some learners brought their packed meals or lunch boxes to school, some learners bought food from the market while some played around the school premises and still others spent the lunch break writing assignments. The findings suggested that there

was need for improvement on the menu by alternating the meals to attract more learners. Equipment and structures should also be improved in the school feeding scheme. In addition, learners should be involved in menu planning so that they were part of the school feeding programme. There was also an indication for the need of finding more sponsorship for the feeding scheme. In the next chapter the summary of findings, implications and recommendations are discussed.

CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The study aimed at exploring primary school learners' experiences of inclusion in the school feeding scheme with two primary schools in an urban area of Manzini, Swaziland and the researcher chose a qualitative research method and used the participatory method photo voice. The two research questions that directed this study were: What are the primary school learners' experiences of inclusion in the school feeding schemes? This study also aimed to explore primary school learners' 'ideal' school feeding scheme. Most countries around the world practice nutritional inclusion through school feeding programmes. These school feeding schemes are seen to be of benefit to school children nutritionally, as they are served with breakfast and lunch at school.

The goals of school feeding schemes include, improving growth and cognitive performance in both higher and low income countries. The government of Swaziland in partnership with NGOs like UNWFP provides food in schools for the school feeding scheme. Primary school learners mostly participate in the school feeding scheme and this population group is central to this study. In chapter four, the researcher, re-contextualized the findings of study in literature. This last chapter presents a summary of findings, with implications followed by recommendations, limitations of the study and finally recommendations and suggestion for further research. Photo voice is a participatory method that allowed participants who were primary school learners, to express themselves and give voice to their experiences in the school feeding scheme and also the nature of their 'ideal' school feeding using pictures or through visual images accompanied by captions.

5.2. SUMMARY OF FINDINGS

5.2.1. Research question one: What are the primary school learners' experiences of inclusion in the school feeding scheme?

The study established that there were some learners who utilized the school feeding scheme and it was seen to benefit them more than those learners who did not participate. School feeding schemes strengthen the education system.

5.2.1.1. Learners' experiences of the school feeding scheme

This theme highlighted that there were learners who participated in the school feeding scheme, and there were those students who did not participate for different reasons.

It was found in the study that learners who participated in the school feeding scheme benefited tremendously as they had the opportunity to get breakfast and lunch at school, which helped them to concentrate in class, increased enrolment, reduced absenteeism, reduced late coming and also increased their cognitive performance and nutritional status. The study also revealed that learners sometimes avoided accessing food from the school feeding scheme for various reasons. They were engaged in different activities such as playing around the school premises, writing assignments, playing cards (see chapter 4 figures 7 to 12) and some did not like the food served in the school feeding scheme in general.

5.2.1.2. Reasons for lack of interest in using the school feeding scheme

Findings of this study revealed that there were some participants who lacked interest in utilizing the school feeding scheme and expressed concern that bean stew was served more frequently in the school feeding scheme and therefore it became monotonous, as

it was served more than three times a week. The study also found that some participants lacked interest in the school feeding scheme simply because serving time was limited as it was only 30 minutes. In most schools there was only one serving point which resulted in long queues. The study also highlighted that learners had to provide their own plates in order to dish food. This tends to be problematic as some learners usually forgot to bring their plates and they lost interest in accessing the food.

5.2.1.3. Learners' preference to school feeding scheme

It also emerged in the study that some learners had preferences to the school feeding scheme; instead they preferred to carry balanced packed meals or lunch boxes to school. The study also revealed that some learners preferred to buy food from the market which was mainly junk food, because of their preferences and choices (see chapter 4 figures 27 to 30). These learners were from wealthy families and they were given money by their parents. The study further revealed that although the schools and government were committed to provide healthy food in the school feeding scheme, learners were practicing unhealthy eating habits (see chapter 4 figures 31 & 32).

5.2.2. Research question two: What is the primary school learners' 'ideal' school feeding scheme?

This study used photo voice as a participatory method that allowed participants to give voice to their experiences through visual images which allowed the researcher to understand their concerns or what mattered to them. This resonated with Royce et al. (2006), who stated that it also allowed people to reveal their feelings about social situations as it was possible to hear from the learners, through their 'voices' what they would like to see in their feeding scheme programme. Learners suggested that the school feeding scheme should be improved in terms of the menu, school gardens, kitchen structures, and equipment such as sinks and deep freezers.

5.2.2.1. Voices of participants regarding school feeding scheme

The learners demonstrated in this study that they enjoyed their morning breakfast which was thin sour porridge. This meal was found to have reduced late coming drastically as learners arrived early for the breakfast. The study also revealed that learners' favourite meal was minced meat stew and boiled rice. When this type of meal was served, most learners accessed the food in the school feeding scheme, such that there were long queues and no leftovers. Bean stew and umnqhushu were their second preferences.

The study further established that bean stew was prepared more often and had become monotonous. Vegetable soup was the least preferred and the study revealed that it should be removed from the menu and meat stews should be prepared more often. Learners also indicated that their meals should include vegetables, salads and fruits to form balanced meals. It is suggested that there must be production of vegetables and fruits from the school garden, with the help of the agriculture department to save money buying vegetables.

The learners demonstrated that new kitchen structures with dining halls and equipment like plates were needed for eating their meals as some learners used their own classrooms as a dining area while others sat around the school premises when eating. The study found that learners needed a larger size deep freezer. The study suggested that there was a need for double bowl sinks which could be used for washing learners' plates instead of using taps and two tub baths for washing their utensils. The study highlighted that UNWFP, Swaziland government and parents sponsored the school feeding programme in most schools.

5.3. IMPLICATIONS OF THE STUDY

In this section the researcher presents implications from the findings with regard to learners' experiences of the school feeding scheme.

5.3.1. Learners' experiences of the school feeding scheme

School Feeding Programme attracts enrolments from needy learners, keeps children attending regularly, enables them to concentrate in class and improves their health (Ilukena, 2012).

It was found in the study that nutritional inclusion was vital in education because the total number of students in schools increased with regular attendance, also students' cognition and their status in nutrition and health is improved. These findings, therefore, imply that school management and government should supply the food regularly so that the learners could have good academic performance and also because the school feeding scheme plays an important part towards development of the child. The study further revealed that learners sometimes avoided accessing food from the school feeding scheme for various reasons. These findings imply that learners should be involved in planning and improving the menu in order to be part of the school feeding scheme. The findings of the study also imply that the school management should collaborate with a nutritionist and structure time to teach learners on the importance of a school feeding scheme. Findings have further implications in that since nutritional inclusion is important in schools it should be promoted through the school feeding scheme. The study also highlighted that some learners only accessed the food when meat stews were prepared. The findings have further implications in that the school management should conduct fund raising campaigns or raise fees to cater for more meat stews on the menu.

5.3.2. Reasons for lack of interest in using the school feeding scheme

There were various findings of the study; for example some learners were not interested in utilizing the school feeding scheme and expressed concerns about the menu such that the bean stew was becoming monotonous as it was served more frequently in the school feeding scheme. These findings implied that the menu should be improved and

beans should be served at the most twice a week and meat stews at least twice a week. There were further implications that government, school management and stake holders should increase the fee allocated for school feeding scheme to cater for the improvement of the menu. The study found that some participants lacked interest in the school feeding scheme because serving time was too short and there was a shortage of serving equipment.

These findings had implications that the school management should provide enough equipment so that there were more serving points to cut down the long queues and to save time. The provision of plates to learners would help ensure that nutritious, balanced food was provided to all learners through school feeding programmes (WFP, 2008). The study also highlighted that some learners did not like the food because cooks had varying skills in cooking, some cooked well while some did not. Implications of these findings are that cooks should attend food preparation courses conducted by a nutritionist. A nutritionist should also be invited to motivate and teach parents and learners on the importance of the school feeding scheme and also work together in the improvement of the menu.

5.3.3. Learners' preference to school feeding scheme

It was highlighted in the study that some learners preferred to carry packed meals to school because of their preferences and parental influence. The findings of the study had implications that parents influenced their children on food choices and preferences, findings also imply that school management in collaboration with a nutritionist should teach parents and learners that although the parents can afford to provide their children with lunch boxes, there is a need to practice healthy eating. The study also revealed that some learners preferred to buy junk food from the market and practice unhealthy eating, instead of accessing healthy food from the school feeding scheme. The findings had serious implications that school management should stage intervention programmes that would educate and encourage all those who supply food to school

children including restaurants, to prepare a wide range of healthy options. These findings point to the need for the school management to organize workshops or meetings for learners and the vendors selling in the schools, where a team of health officers and a nutritionist would be invited to teach vendors and learners about the importance of healthy food for young children. This may help vendors sell healthy food instead of junk food in the market place. This may enable learners to make an informed choice as Kildegaard (2011) indicated that it is possible to change children's preferences in a more healthy direction.

5.3.4. Voices of participants regarding school feeding scheme

Some learners accessed food from the school feeding scheme, while some did not participate in the school feeding scheme, which implies that the school feeding programme needs some improvement. Through photo voice learners expressed their feelings on the school feeding scheme.

The learners demonstrated in this study that they enjoyed their morning breakfast which was thin sour porridge because it was served hot with sugar every morning. These findings imply that school management should allocate money to buy the mabele meal and sugar to ensure that the morning breakfast is served on a daily basis. The study also revealed that learners' favourite meal was minced meat stew and boiled rice. When this type of meal was served, most learners accessed the food in the school kitchen. Bean stew and umnqhushu were their second preference; it was prepared more frequently and has become monotonous. Vegetable soup was the least preferred and very few students accessed this meal.

These findings have implications that school management should raise the fees for the school feeding scheme to improve the menu and further involve the learners in planning the menu by using a suggestion box. The findings have further implications in that meat stews should be prepared twice a week alternating with the bean stew. In addition the

vegetable soup should be removed from the menu. The study also found that learners suggested that their meals should include vegetables and salads to form balanced meals. The findings have implications In that schools should produce vegetables and fruits from the school garden, with the help of the agriculture department so that there is a constant supply of vegetables to save money.

The study revealed that new kitchen structures with dining halls and equipment were also needed as some of the learners did not access the food because they did not have plates. The findings imply that schools should provide every learner with a plate and there should be strict supervision on the plates in each classroom; educators should check plates on a daily basis to prevent loss.

Learners demonstrated the need for dining areas in order to eat in a relaxed atmosphere, as some learners used their own classrooms as a dining area and some sat around the school premises when eating. The study also established that learners needed a larger size deep freezer to store large quantities of meat. They further suggested that there was a need for double bowl sinks which could be used for washing their plates instead of using taps and two tub baths for washing their utensils. These findings have implications in that the school management and parents should increase building fund to cater for these projects.

These findings have further implications in that the school can also stage fund raising campaigns and sponsored walks as a way of raising funds for building new kitchen structures with dining halls and also for growing fruits and vegetables in the school garden. The study also highlighted that the school feeding programme in the schools was sponsored by the government of Swaziland with the help of the UNWFP and parents. It was further revealed that government usually delayed supplying schools with food in the beginning of each year; food was normally supplied during the second term after the approval of government budget. So during the first term when schools opened, most schools were without food and they were compelled to buy food for the school feeding programme. These findings have serious implications in that the school

calendar should be in line with government's budget calendar to avoid unnecessary delays of food deliveries to the schools. Findings have further implications that government should be consistent in supplying food to the schools, since nutritional inclusion is one of the pillars in education.

5.4. RECOMMENDATIONS

A school is an institution where school children spend most of their time learning and where nutritional inclusion takes place. Learners' get hungry during the day and they are fed through the school feeding scheme, as it is stated by WFP that school feeding programmes should be strengthened to reduce hunger in school children and improve their nutritional level. A school feeding scheme is a form of nutritional inclusion practiced in most schools, which helps to retain children in schools, as it can be accessed by all learners despite their economic status and it also improves their scholastic achievements.

Learners themselves described their experiences on nutritional inclusion in the school feeding scheme. They had a number of suggestions about the school feeding scheme. The following recommendations were made to address issues and improve the school feeding scheme (See Table 4.1).

5.4.1. Learners experiences of the school feeding scheme

It was revealed in this study that the school feeding scheme benefited the learners who accessed the food because it provided both educational and health benefits to school children. Therefore, it must be reinforced and extended in all schools by the Ministry of Education and should be sustainable. School feeding schemes provide immediate sustenance for the hungry, give hope in a way that these young children will become educated adults (WFP, 2006). The Swaziland government through the MoET, the

UNWFP together with the school management should continue with a regular supply of food to the schools as WFP (2009) states that government involvement is vital in supplying food for the school feeding scheme. Parents should continue to pay top up fees so that when government delays in delivery of the food, school management should be able to provide the food for learners to meet the goals of the school feeding scheme, which include reduction of short term hunger, improving students' cognition in both developed and underdeveloped countries (UNICEF, 2013).

It also emerged in the study that some learners avoided accessing food in the school feeding scheme for their own reasons and this was not right because children who are hungry cannot perform well in class. It is shown that poor nutrition leads to poor performance of school aged children in the classroom (Aldeman, et al., 2008). The Ministry of Education through the National Curriculum centre should introduce lessons on good nutrition regarding the school feeding scheme in all the grades. The school management should team up with a nutritionist and Health Department and allocate time to teach learners the importance of the school feeding scheme at least once per term. Workshops for teachers and principals on the importance of the school feeding scheme and food choices would be of great help and also relevant in parents' meetings.

5.4.2. Reasons for lack of interest in using the school feeding scheme

This study revealed that some learners lacked interest in utilizing the school feeding scheme giving reasons that the food was monotonous as beans were served quite often and also the process of feeding and timing as there was one serving point and shortage of equipment resulting in long queues. Therefore the government and school management should improve the school feeding scheme by adding variety to the meals. The school management should also make sure that there is sufficient equipment for serving and also create several serving points to save time and attract more learners which would be in line with what is stated in the Swaziland Ministry of Education Sector policy goal, which is to create school environments which are child friendly, so that all

learners are nutritionally included (Swaziland Ministry of Education and Training Sector Policy, 2011).

5.4.3. Learners' preference to school feeding scheme

It emerged in the study that some learners had their own preferences and choices and they opted to carry packed meals to school and buy food from the market place. Some of their food choices lacked certain nutrients and may lead to deficiency diseases, as UNICEF (2013) states that if a child consumes food which lacks some nutrients he or she is likely to suffer from deficiency diseases and finally become disabled.

Collaborative work amongst the two Ministries which are the MoET and the Ministry of Health is encouraged. Therefore government should introduce nutrition programmes on the radio specifically for school children and parents on the school feeding scheme, healthy eating and food choices. The school management should also invite a nutritionist or nurses from Schools Health Department to teach learners on the importance of healthy eating and the school feeding scheme so that even if learners prepare their packed meals or buy food from the market they can make informed choices. There should be also programmes in the schools that promote good health.

5.4.4. Voices of participants regarding 'ideal' school feeding scheme

Learners had several suggestions regarding their 'ideal' school feeding scheme, that the menu should be improved and include more meat stews rather than bean stews, and also that school gardens are needed for a constant supply of vegetables in the school feeding scheme. Equipment was needed for efficiency in the school feeding scheme. Sponsors should constantly supply food to the school feeding scheme. Therefore government through the MoET, school management and parents should allocate more money for improving the school feeding scheme in terms of the menu and structures. Del Rosso and Marek (1996) suggests that school feeding schemes can be improved

by school stakeholders having consensus on policy and objectives for the feeding scheme, focusing the scheme more on orphan and vulnerable children, having an alternative on the financing and cost for the feeding scheme. Stakeholders should properly plan the school feeding scheme so that there is smooth running of the programme throughout the year.

5.5. THEORETICAL CONTRIBUTION

This study is located in the field of Psychology of Education so it was significant to capture the voiced learners' experiences on the nutritional inclusion in the school feeding scheme. The study also hopes to help all primary school learners to be nutritionally included and it also hopes the learners' voices and insights can help inform all relevant stakeholders on ways of improving school feeding programmes. An inclusion policy was adopted by the government of Swaziland and it supports inclusion of children and meeting their educational needs, despite their economic status. Consequently, the MoET Sector Policy revised the policy and strengthened the specific needs of all learners in such a way that it allows for access to quality education and health (which is possible through balanced nutrition). The foundational needs for children are good health, nutrition and solid education (UNICEF, 2013).

From these findings, it is clear that learners' favourite meal was minced meat stew and boiled rice as most of the learners queued in the school kitchen for this meal. Bean stew and boiled rice, umnqhushu or (mixed samp and beans) were learners' second preference while boiled rice and vegetable soup was the least preferred so that the study suggests it should be removed from the menu. Meat stews should be served more frequently. Vegetables and fruits should be included in all meals to add nutritional value. The study suggests that bigger school kitchens with dining halls should be built with adequate equipment which includes plates, fitted sinks for washing utensils and deep freezers for storing meat in the school feeding scheme. Schools should have gardens for a constant supply of fresh vegetables and fruits in the school feeding scheme. The study also revealed that government is not regular in supplying food

during the first term; therefore schools should make provision in terms of allocating money to the school feeding scheme for such situations as good nutrition results in good health. There is a need for the school calendar to align with the government calendar so that there is a constant supply of food to the schools. The researcher believes this research has the potential to contribute through bringing much needed information to government, Ministry of Education, school management and the community which consists of the learners and parents.

Maslow's Theory of Basic Needs & Learning and the Theory of Social Inclusion framed the study. The first level of Basic Needs of Maslow's Hierarchy of Needs and Learning touches on food, which is related to the concept studied, feeding schemes, as it involves food, shelter, drink, liquid, oxygen (Maslow, 1970; Melé, 2003).The Theory of Basic Needs & Learning is complemented by the Theory of Social Inclusion. The Theory of Social Inclusion relates to the study through the health and access to services as all learners should have access to food through the school feeding scheme (Taylor & Room, 2012). The Theory has five pillars which consist of economic participation, health and access to services, personal independence and self-determination, education and interacting with society and fulfilling social roles. Therefore, the argument put forward in this study is that nutritional inclusion is vital as it not only puts the policies into action but also fulfils the needs of learners in order to be successful in their schooling and eventually become active and responsible future citizens. Furthermore, appropriate methods such as the photo voice used in a participatory way, be adopted in order to tap into participants voiced experiences.

5.6. DISTRIBUTION OF THE RESEARCH

This study is to fulfil the requirements for a Master's degree in Education and also addresses issues on the school feeding scheme. However it would be appropriate to disseminate the findings to the community and stakeholders. The following steps will be taken to disseminate the findings:

- The schools will receive one copy of the study report.
- Articles will be taken to appropriate journals for publication.
- Findings will be presented to local and international conferences.
- During parents' meetings the suggestions by the participants will be presented as a means to open up debate.

5.7. SUGGESTIONS FOR FURTHER RESEARCH

The study involved two selected schools in an urban area in Manzini Swaziland and has provided information on primary school learners' experiences of inclusion in the school feeding scheme and also determined learners' 'ideal' school feeding scheme. It could be interesting to have a similar study and also include principals and teachers to share their views and experiences. It is suggested that similar studies should be conducted in the four regions in other urban areas in Swaziland, perhaps with high school learners, using the same data generation method. Since the study was undertaken in an urban area it might be necessary to conduct the same study in rural areas.

Although the aim of the study was to explore learners' experiences of inclusion in the school feeding scheme and also investigate the nature of learners' 'ideal' school feeding scheme it is recommend that further studies be undertaken on how teachers could engage with the learners through the photo voice or make greater use of other participatory and visual methods, such as storyboards and photo voice as tools for the children's engagement with other issues affecting them or in class as a learning tool.
It would also be interesting to have the process of data generation filmed and recorded, so that both the researchers and the participants could contribute to the analysis. Following the success of photo voice in this study, it might be advisable to conduct more effective ways of enabling teachers to use photo voice across the curriculum.

5.8. LIMITATIONS OF THE STUDY

All research projects have limitations which may derive from conceptual framework or the study's design (Marshal & Rossman, 2011). The study was limited to 24 participants in two primary schools in an urban area in Manzini, Swaziland; therefore the findings cannot be generalized. Time constraint was a challenge since the researcher was also a lecturer faced with University work and expected to meet deadlines. The schools had tight schedules and after school learners were boarding school buses which they could not miss. The researcher had to negotiate for the time to conduct the research with the school head teachers. The researcher was allocated library periods, and practical arts periods for conducting the study.

The use of photo voice was an exciting experience for the researcher and the participants. The main concern was the ethical risk as this method requires caution especially when working with primary school children. The researcher was aware of the ethical dilemmas involved in doing visual research with learners (who were minors) However since learners were co-researchers and they felt they owned the study they insisted that they wanted their pictures shown. Extra 'training' on taking photographs with young people posed technical glitches. This was a small scale study covering only two schools in Manzini; because of time and financial constraints it was practically impossible to cover the whole district.

5.9. SYNTHESIS

The findings of this study seem to concur with those outlined in the literature on similar studies done by other researchers. The study explored with a small sample of primary school learners from two urban schools their experiences of inclusion of the school feeding scheme and also investigated the nature of learners' 'ideal' school feeding scheme. The learners used a participatory method photo voice which enabled learners' voices to be heard. Photos and their captions were used to analyse data. The findings

of this study reflected that there were some students who did not take part in the school feeding scheme so that there was a need to improve the menu and structures in the school feeding scheme. Since inclusion is being part of what everyone else is, it is clear that learners are not all nutritionally included in the school feeding scheme hence the need for improvement.

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APPENDIX 1: CONSENT LETTER FROM THE DIRECTOR OF EDUCATION AND TRAINING

The Government of the Kingdom of Swaziland

Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, SWAZILAND

14th November, 2014

Attention:
Head Teachers:
Manzini Nazarene Primary School Manzini Nazarene Practising Primary School

THROUGH
Manzini Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF KWAZULU-NATAL STUDENT – MS. JULIA FIKILE DLAMINI

1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Ms. Julia F. Dlamini, a student at the University of Kwazulu-Natal that in order for her to fulfill her academic requirements at the University of KwaZulu-Natal , she has to collect data (conduct research) and her study or research topic is: *Picturing Nutritional Inclusion: Using Pho Voice to Explore School Feeding Schemes with Two Primary Schools in Manzini.* The Population of her study comprises of learners in Grades 5 and 6 as well as the Head Teachers from the above mentioned schools. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Dlamini begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.

3. The Ministry of Education and Training requests your office to assist Ms. Dlamini by allowing her to use above mentioned schools in the Manzini region as her research sites as well as facilitate her by giving her all the support she needs in her data collection process. Data collection period is one month.

DR. SIBONGILE M. MTSHALI-DLAMINI
DIRECTOR OF EDUCATION AND TRAINING

MINISTRY OF EDUCATION TRAINING 2014 -11- 14 BOX 39 MBABANE SWAZILAND

cc: Regional Education Officer – Manzini
Chief Inspector – Primary
2 Head Teachers of the above mentioned schools
Dr. T. Mnisi

APPENDIX 2: REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH GRADE 5 AND 6 IN YOUR SCHOOL

Dear Principal

I, Mrs Julila Fikile Dlamini, a master student, under the supervision of Dr Thoko Mnisi, an academic and research staff member at University of KwaZulu-Natal (UKZN). Your school has been selected to participate in the study entitled *'Picturing nutritional inclusion': Using photo voice to explore school feeding schemes with two primary schools in Manzini, Swaziland*.

We are conducting research into primary school learners', experiences of inclusion in the school feeding schemes. We are particularly interested in: what are the primary school learners' experiences of inclusion in the school feeding schemes and further determine ways of improving and promoting inclusion in the school feeding schemes.

To do this firstly, we will be conducting photo voice with grade V and VI learners in selected primary schools in the Manzini region. This method allows participants to give voice to their experiences through visual images, allowing for an understanding of how the participants make meaning or construct what matters to them. As such, no confidential information will be sought. Secondly, you as a principal of the school, you are requested to participate in a face to face semi-structured interview with the researcher regarding your experiences of inclusion in the school feeding scheme. We have approached the Ministry of Education and Training through the Director of Education for access to the schools sampled.

We are requesting your consent to conduct the study. Confidentiality and the privacy of the students will be preserved in all written or published material emanating from the study. We will be sending a separate letter to the students for their consent to participate should you allow us to go ahead.

Should you wish to know more about the study, you may contact me: Julia Fikile Dlamini dlaminijuliafikile@yahoo.com.

I have also applied for ethical clearance from the Humanities and Social Sciences Research Ethics Committee.

We thank you for taking the time to consider this request.

Yours sincerely,

_____

Julia Fikile Dlamini Date: September 10, 2014

APPENDIX 3: CONSENT LETTER FROM FUNDAS PRIMARY SCHOOL

TO WHOM IT MAY CONCERN

This serves to confirm that J.F. Dlamini has been granted permission by the school to conduct her research, **'picturing nutritional inclusion' : Using photovoice to explore school feeding schemes with two primary schools in Manzini, Swaziland.** Mrs Dlamini will be allowed to work with learners in Grade 5 and 6.

For further inquiries regarding this you can contact the Principal at the above given details.

Management

Date

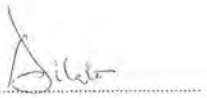
APPENDIX 4: CONSENT LETTER FROM IMPHUMELELO PRIMARY SCHOOL

9 October 2014

TO WHOM IT MAY CONCERN

This serves to confirm that J. F. Dlamini has been granted permission by the school to conduct her research, **'Picturing nutritional inclusion": Using photovoice to explore school feeding schemes with two primary schools in Manzini, Swaziland.** Mrs Dlamini will be allowed to work with learners in Grade 5 and 6.

For further inquiries regarding this you can contact the principal at the above given details.



Management

2014/10/09

date

APPENDIX 5: DECLARATION FORM FROM IMPHUMELELO PRIMARY SCHOOL

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI
COLLEGE OF HUMANITIES

DECLARATION BY THE SCHOOL PRINCIPAL

I ------, .

(full name of principal), principal of -----

PRIMARY SCHOOL (full name of school)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I hereby give my consent for my school/learners to participate in the research project.

I understand that I am at liberty to withdraw my school from the research project at any time, should I so desire, and any participant is also at liberty to withdraw from the research project at any time, should the participant so desires.

2014/10/09

SIGNATURE OF PRINCIPAL DATE

4

APPENDIX 6: DECLARATION FORM FROM FUNDAS PRIMARY SCHOOL

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI
COLLEGE OF HUMANITIES

DECLARATION BY THE SCHOOL PRINCIPAL

I ----------

(full name of principal), principal of ----------

---------- (full name of school)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I hereby give my consent for my school/learners to participate in the research project.

I understand that I am at liberty to withdraw my school from the research project at any time, should I so desire, and any participant is also at liberty to withdraw from the research project at any time, should the participant so desires.

---------- 06 / 10 / 2014

SIGNATURE OF PRINCIPAL DATE

4

APPENDIX 7: INFORMATION AND CONSENT FOR PARENTS

Dear Parent of participant,

I, Mrs Julila Fikile Dlamini, a master student under the supervision of Dr Thoko Mnisi, an academic and research staff member at University KwaZulu Natal would like to invite your child to participate in the study. *'Picturing nutritional inclusion': Using photo voice to explore school feeding schemes with two primary schools in Manzini, Swaziland*.

We are conducting research into, primary school learner's experiences of inclusion in the school feeding schemes. We are particularly interested in, what are the primary school learners' experiences of inclusion in the school feeding schemes and further determine ways of improving and promoting inclusion in the school feeding schemes. To do this we will be conducting photo voice with grade V and VI learners in selected primary schools in the Manzini region. This method allows participants to give voice to their experiences through visual images, allowing for an understanding of how the participants make meaning or construct what matters to them.

Your child's participation.

We are seeking your consent for your child's participation, where he/she will be required to take photographs on their own during serving of their lunch. Your child's participation in this research is voluntary, and continued participation is also by choice. You have the right to choose not to have your child participate, and to withdraw your child from participating at any time.

There is no penalty if your child chooses not to participate in this research or chooses to withdraw from participation at any time. The outcome of this research may be published. In the event of this being the case, your child's name and identity will not be used.

Confidentiality

All information your child will give will be confidential. A code or number will identify the information your child provides. Only authorized persons from the University of KwaZulu-Natal will have access to review the research records that contains your child's information.

There is no benefit to your child participating in this research.

Please note that:

- Any information given by your child cannot be used against you, him/her, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- The research aims at understanding: What are the learners' experiences of inclusion in the school feeding Schemes and to determine learners' 'ideal' school feeding scheme.

Questions about the study may be directed to:

Mrs J. F. Dlamini

Email: dlaminijuliafikile@yahoo.com

Cell: + 268 76082782

Dr T. Mnisi (PhD)

University of Kwazulu-Natal Research Office

Govan Mbeki Building

Westville Campus

Tel: 031- 260-7476

Email: mnisi@ukzn.ac.za

Thank you for your contribution to this research.

Sincerely,

Julia Fikile Dlamini

APPENDIX 8: LETTER OF DECLARATION BY PARENT/S OF PARTICIPANT/S

I ----------

(full name of parent/s), parent/s of ----------

---------- (full name of learner)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I hereby give my consent for my child/children to participate in the research project.

I understand that I am at liberty to withdraw my child from the research project at any time, should I so desire, and my child is also at liberty to withdraw from the research project at any time, should he/she so desires.

---------- ----------

SIGNATURE OF PARENT/S

APPENDIX 9: INFORMATION AND CONSENT FOR PARTICIPANTS

Dear Student

I, Mrs Julila Fikile Dlamini, under the supervision of Dr. Thoko Mnisi, an academic and research staff member at University of KwaZulu Natal (UKZN), would like to invite you to participate in the study. *'Picturing nutritional inclusion': Using photo voice to explore school feeding schemes with two primary schools in Manzini, Swaziland*.

We are conducting research into, primary school learner's experiences of inclusion in the school feeding schemes. We are particularly interested in: what are the primary school learners' experiences of inclusion in the school feeding schemes and further determine ways of improving and promoting inclusion in the school feeding schemes. To do this we will be conducting photo voice with grade V and VI learners in selected primary schools in the Manzini region. This method allows participants to give voice to their experiences through visual images, allowing for an understanding of how people make meaning or construct what matters to them.

Your participation

You are requested to take pictures during serving of lunch using disposable cameras that will be given to you. Then write sentences explaining the pictures. Your participation is voluntary and you are not being forced to take part in this study. The choice of whether to participate or not, is yours alone. If you choose not to take part, you will not be affected in any way whatsoever. If you agree to participate, you are free to withdraw at any time if you don't want to continue, there will be no penalties or victimisation.

Confidentiality

Your identity will be kept confidential. Kindly note that everything you will write about the pictures will be treated in a strictly confidential manner. Any study records (e.g., notes) that identify you will be kept confidential. The records and

pictures that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

The information you provide will not be published unless you give your specific permission by signing at the end of this consent form. We will refer to you by a code number or pseudonym (another name) in all our reports and any publications that may come out of them.

Risks/discomforts and Benefits

At the present time, we do not see any risks in your participation. The risks associated with participation in this study are no greater than those encountered in daily life.

There are no immediate benefits to you from participating in this study. However, this study will be extremely helpful to us in developing a research report on this topic that we hope will promote understanding of the issues towards school feeding schemes.

If you would like to receive feedback on our study, we will record your email address on a separate sheet of paper and can send you the final report from the study when it is completed sometime in the year 2015.

If you feel that you have been harmed in any way by participating in this study or have any concerns, please contact the University of KwaZulu-Natal Humanities and Social Sciences Research Ethics at the Govan Mbeki Centre. Their telephone numbers are: 031 260 4557 and Fax number: 031 260 4609.

Questions about the study may be directed to:

Julia Fikile Dlamini
Email: dlaminijuliafikile@yahoo.com
Cell: 76082782

Dr. Thoko Mnisi
Email: Mnisi@ukzn.ac.za
Tel: +27 (0) 312607476

CONSENT

I hereby agree to participate in research: *'Picturing nutritional inclusion': Using photo voice to explore school feeding schemes with two primary schools in Manzini, Swaziland.*

I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally in the immediate or short term. I give my consent for taking the pictures and giving meaning to them to be used in compiling final reports and any publications that may arise.

I understand that my participation will remain confidential.

1. I hereby agree to participate in the study:

……..

Signature of participant Date:……..

2. I hereby agree to the tape-recording of the interviews in which I participate:

……..

Signature of participant Date:……

APPENDIX 10: PARTICIPANTS PHOTO VOICE WAIVER

'Picturing nutritional inclusion': Using photo voice to explore school feeding schemes with two primary schools in Manzini, Swaziland.

Photograph Permission

I, _____ (print name), give my permission for a photograph to be taken of me for use in the project: 'Picturing nutritional inclusion': Using photo voice to explore school feeding schemes with two primary schools in Manzini, Swaziland.

This photograph will be used for research purposes and I will be consulted and further permission sought if my photograph is to be used for exhibitions and/or other dissemination purposes. No further use of this photograph will be made without my express permission.

_____

Signature

_____

Date

APPENDIX 11: RESEARCH INSTRUMENT - STUDENT PHOTO VOICE

1. What do you see on the picture?
2. What does it mean to you?
3. What is really happening?
4. Why is the situation a concern?
5. What do you think can be done?

APPENDIX 12: PARTICIPANT SAMPLE PHOTO VOICE

Learners enjoying their meals

This picture shows students enjoying their food from the school kitchen. the meal served on this particular day was umngqushu (samp and beans mixed It means some students benefit from the school feeding scheme which is very important. Vegetables and fruits should be served with this meal to form a balanced diet.

No. 38 Photovoice by Lungile, Fundas primary school, aged 11 yrs.

APPENDIX 13: TURNITIN RESULTS

APPENDIX 14: UKZN ETHICAL APROVAL

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

18 February 2015

Mrs Julia Fikile Dlamini 214583334
School of Education
Edgewood Campus

Dear Mrs Dlamini

Protocol reference number: HSS/0044/015M
Project title: Picturing nutritional inclusion': Using photo voice to explore school feeding schemes with two primary schools in Manzini, Swaziland

Full Approval – Expedited Application

In response to your application received on 28 January 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Thoko Mkhize
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Ms T Khumalo/ Ms B Bhengu

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [illegible]
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville