

*School canteen as a place
of inclusive education: an
inclusion indicator for
school self-evaluation?*

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Progetto Valu.E
10.9.3A-FSEPON-INVALSI-2015-1



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MIUR

PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)

Summary

- ✓ Aims of the article and focus
- ✓ Context: strenghts and weaknesses
- ✓ The study:
 - o Hypothesis
 - o Participants
 - o Method
 - o Results
- ✓ Discussion
- ✓ Conclusion

Focus and aims of the article

Is school canteen a “place” of inclusive education?

Can school canteen be an inclusion indicator for school self-evaluation?

Empirical research focused on **food inequality at school** to know **in which Italian schools are there school canteens**, what kind of associations are there between the presence of school canteen and the offer of full-time courses at school, and how these associations change when school or individual characteristics (e.g. socio-economic and cultural background) change.

The right to access to school canteen

Although the canteen is qualified by the law as a public service to individual demand

Not institutional obligation and on the demand for the users

According to Save the Children, the right to access the school canteen is indirectly protected because it is closely linked to the right to health and to the access to education

Since 2014 Save the Children has included the presence of the canteen service is significant to build the educational poverty Index (IPE)

The study from Save the Children



School canteens seems to be:

- an heterogeneous service distributed among the Italian context;
- a space where secondary socialisation is promoted among young people in the more general frame of social inclusion;
- an occasion for improving relationships among children and between children and teachers;
- a learning situation for knowing habits from different cultures;
- a more probability for organising full time at school.

Moreover, the quality of canteen is taken into account as a key factor to avoid educational poverty.

School canteens and the 2030 Agenda



The importance of healthy eating starting at school canteens is fully part of the 2030 Objectives for Sustainable Development established :

- 0 end hunger;
- 0 achieve food security;
- 0 improve nutrition;
- 0 promoting sustainable agriculture.

United Nation

From the Index for inclusion (Booth and Ainscow, 2002; 2011)

School canteen can signify an organisational resource useful to plan inclusive answers such as other school services (sport group, library and so on) as a part of the dimensions of creating inclusive culture and producing inclusive policies.

Aims and descriptive analysis

1. To study the presence of school canteen at primary school, secondary data analysis on the database (s.y. 2015/2016) from the open data *Portale Unico dei dati della Scuola* of the Ministry of Instruction and of data from School self-Assessment Reports (s.y. 2015/2016).

The database is called “Presenza di macro ambiti funzionali degli edifici scolastici statali (palestra, mensa) anno scolastico 2015/16” (updating at 31 august 2016) and consists of information on the availability of functional environments at school as: canteen, aula magna, gym, or swimming pool, administrative places, for each building of each Italian public school.

From building data → to information for 5.115 primary schools (90% istituto comprensivo, 10% circolo didattico)

2. To study the relationship between the presence of school canteen and the type of school time merge with the information from database “Studenti scuola primaria, secondaria di primo grado per tempo scuola. Scuola statale”, where there is the number of students per type of school time for each classroom.

From classroom data → to information for 5.450 primary schools (90% istituto comprensivo, 10% circolo didattico).

Merge: missing data for 354 schools of 5.450 .

3. To study the relationship with the social economic and cultural school conditions, merge with the information from school self-assessment reports.

Merge 1: missing data for 361 schools of 5.450 .

Merging the three database: 4.775 schools (87,6% of 5.450).

Indicator “1.1.a Status socio economico e culturale delle famiglie degli studenti”/ descriptor “1.1.a.1 Livello medio dell’indice ESCS” (ordinal variable of four categories: “low”; “middle-low”; “middle-high”; “high”). At primary school data available for students at 5th grade.



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The presence of school canteen at primary school per Italian regions

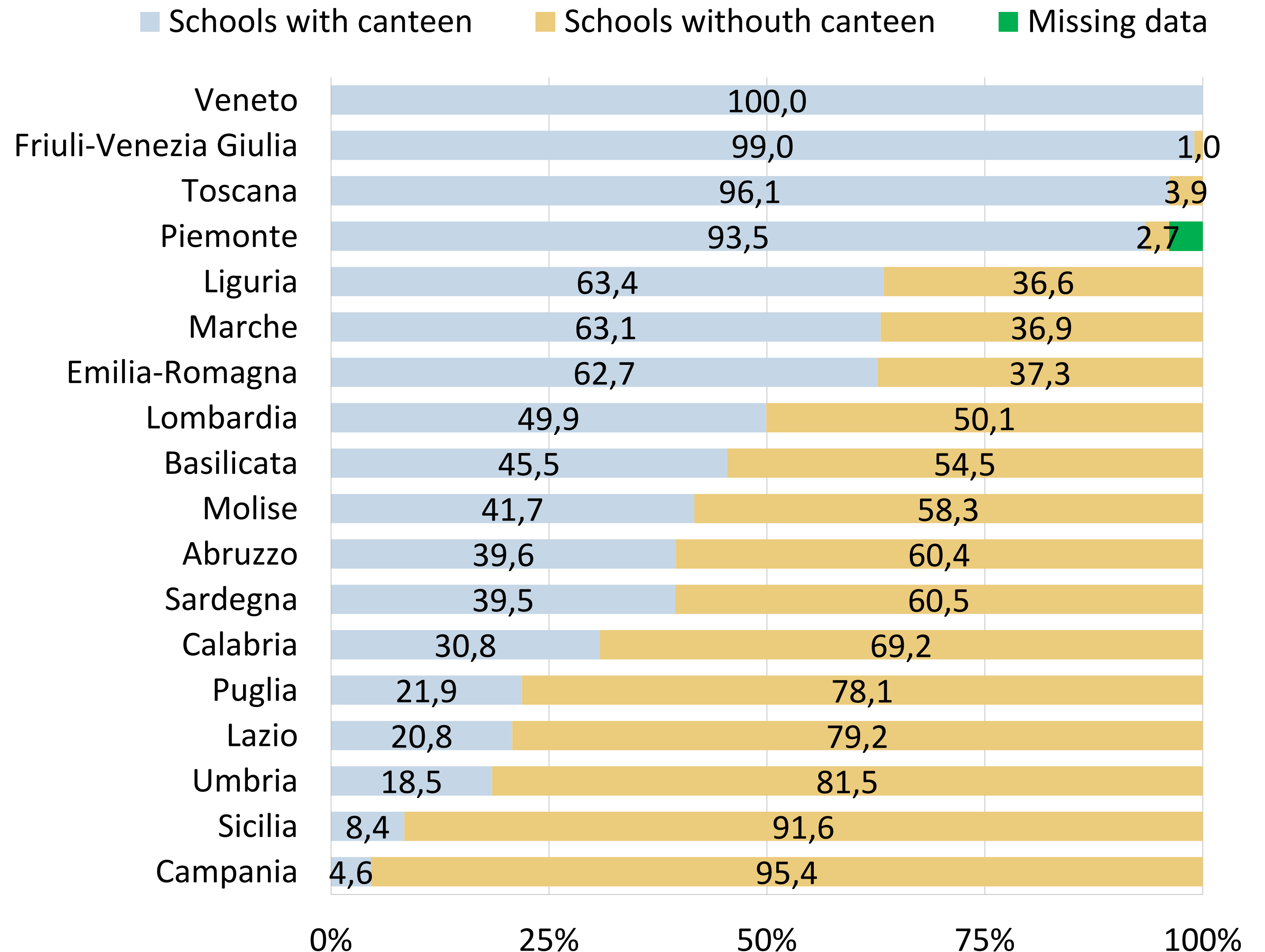
N = 5.015 Italian primary schools

At macroarea level:

North East (85,5%), North West (65,3%) and Center (51,2%) more than 50% of primary schools, while South (22,2%) and South Island (17,9%), less than 25%.

Elaboration from MIUR data.

Source: Freddano and Molinari, 2018



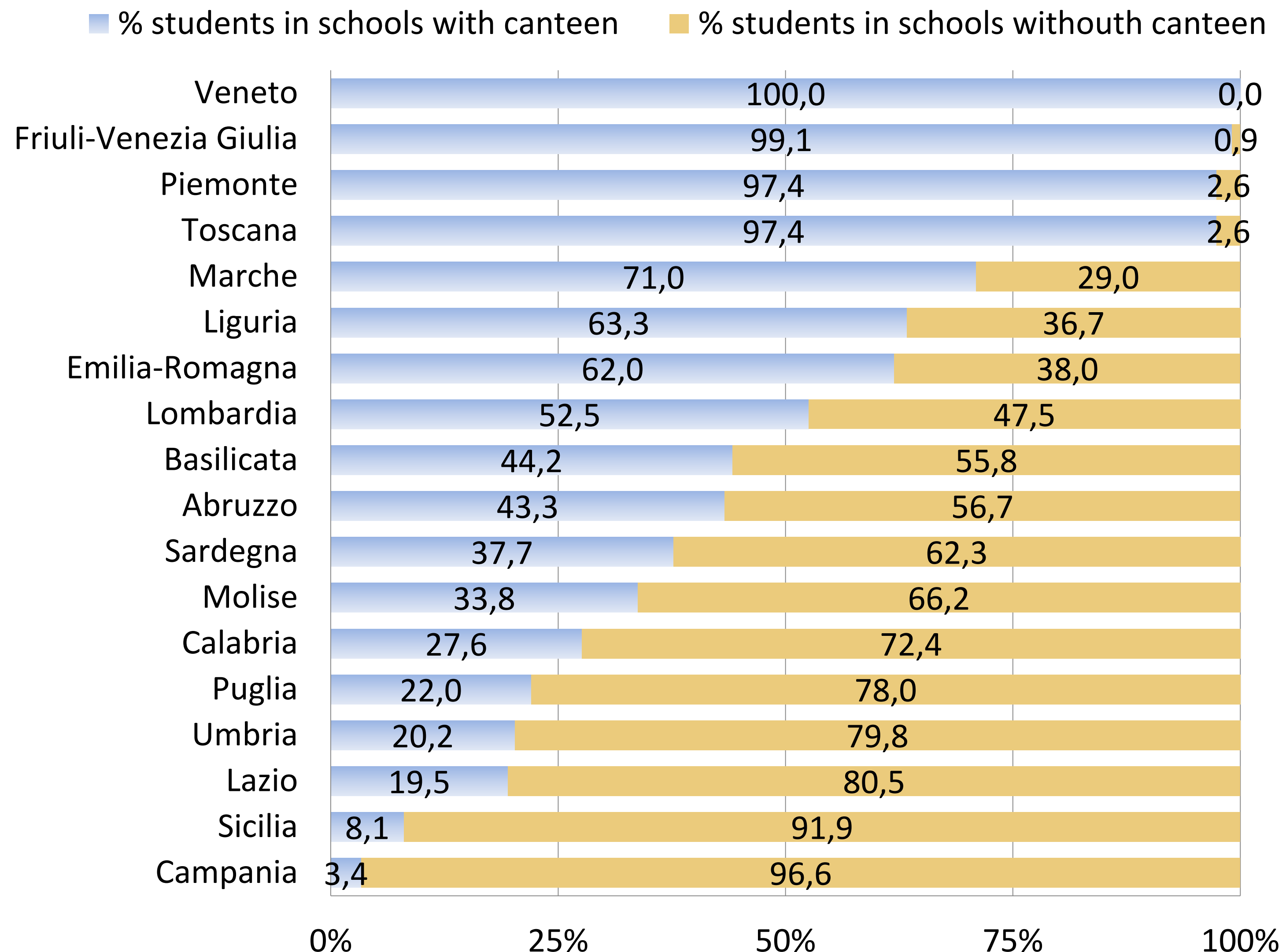
Percentage of students at primary schools with canteen

At national level, students are equally distributed between school with or without the canteen.

While at macroarea level differences emerge:

- o North East 84,1% of students are in school with canteen
- o North West 65,2%
- o Center 51,2%
- o South and Island 19,5%
- o South 17,1%

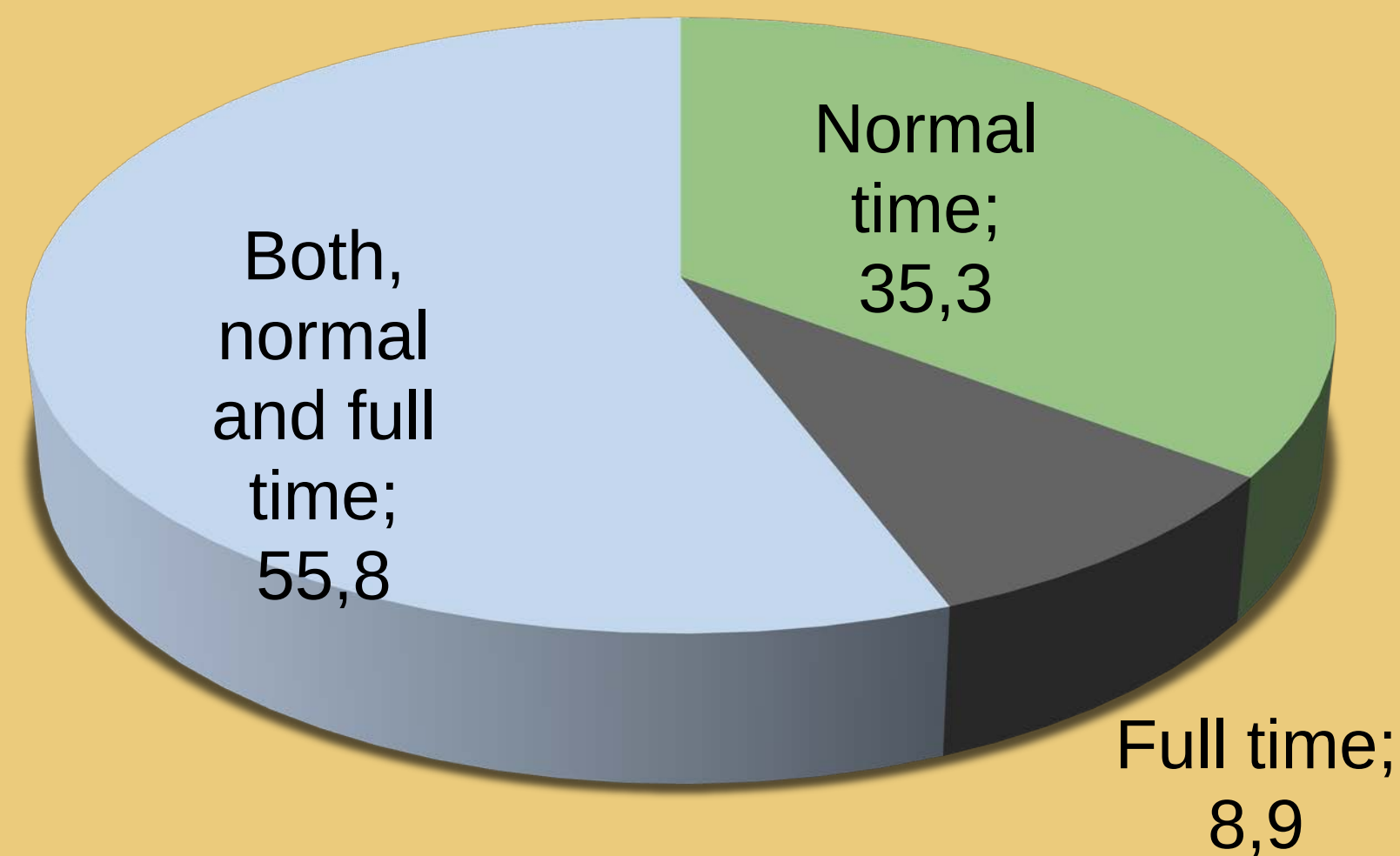
Percentage of students at primary schools with canteen per Italian per region



N = 2.418.331 students from 5.115 primary schools.
Elaboration from MIUR data.

Source: Freddano and Molinari, 2018

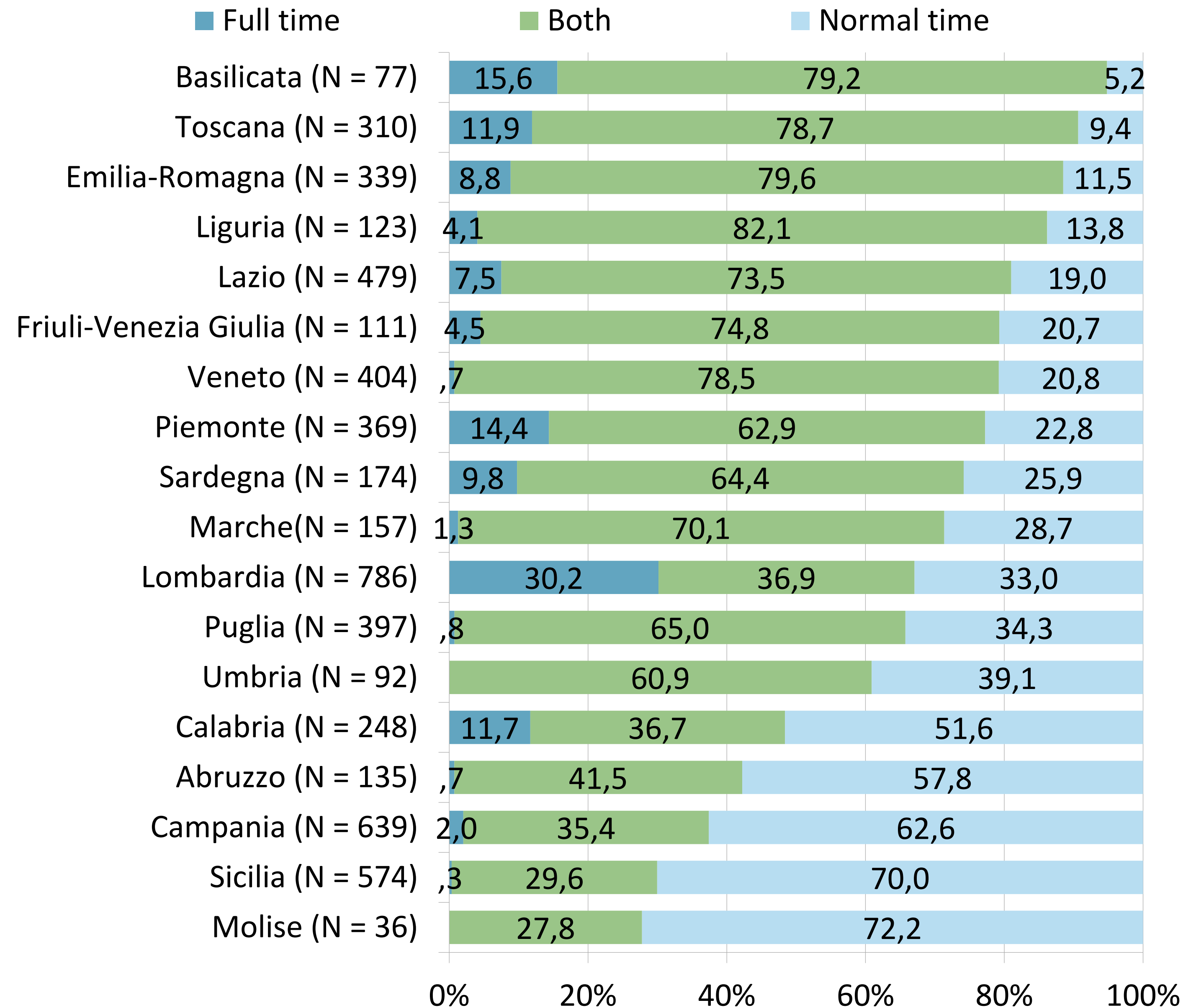
Type of school time



N = 5.540 Italian primary schools

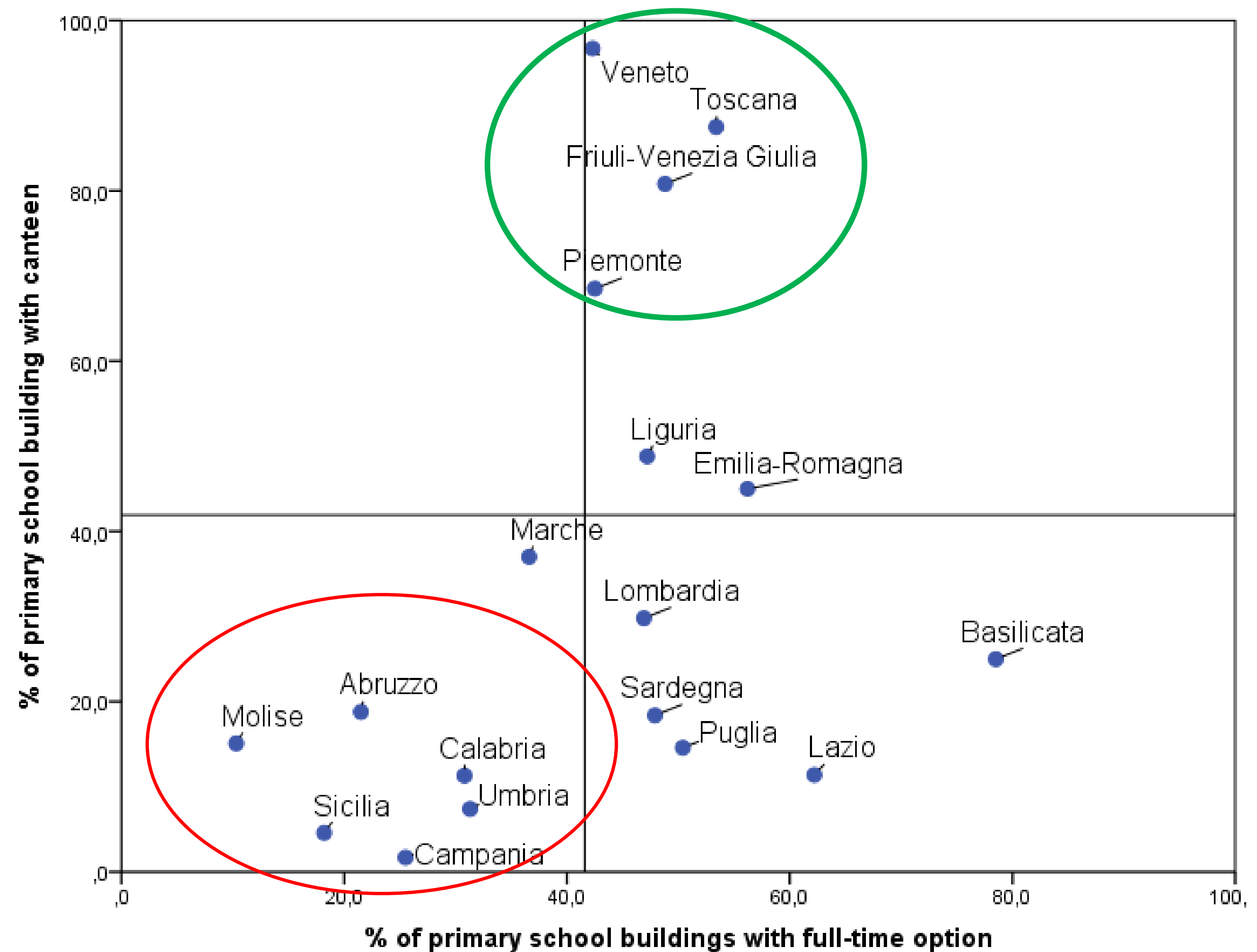
Elaboration from MIUR data.

Percentage of primary schools per type of school time per Italian region



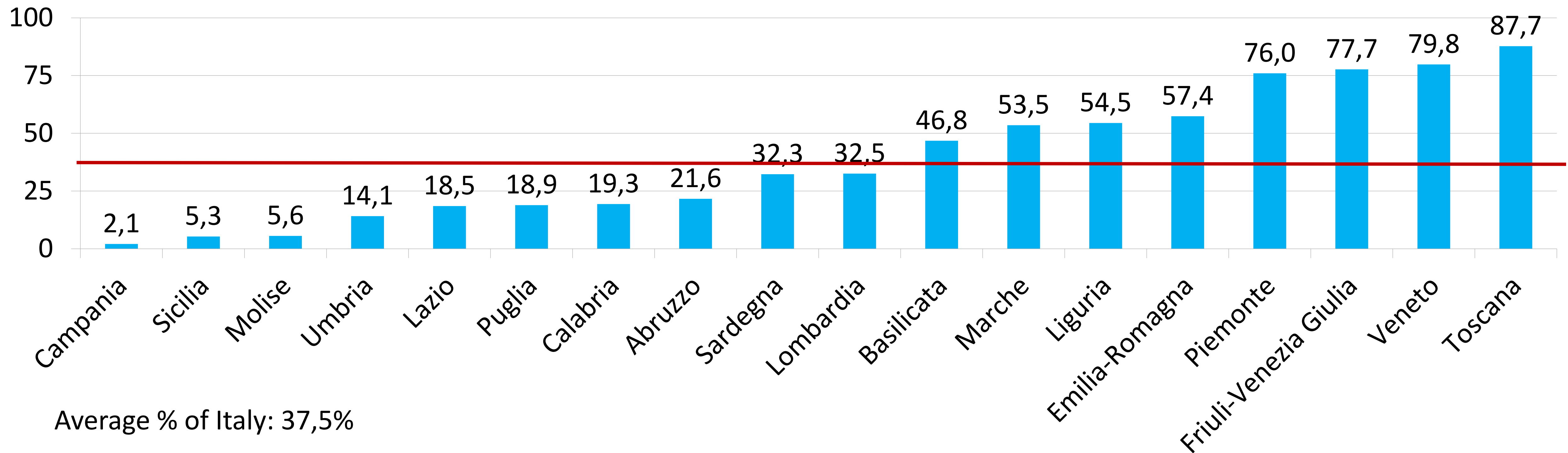
Source: Freddano and Molinari, 2018

Percentage of primary schools with full time option and percentage of primary schools with canteen



Source: Freddano and Molinari, 2018

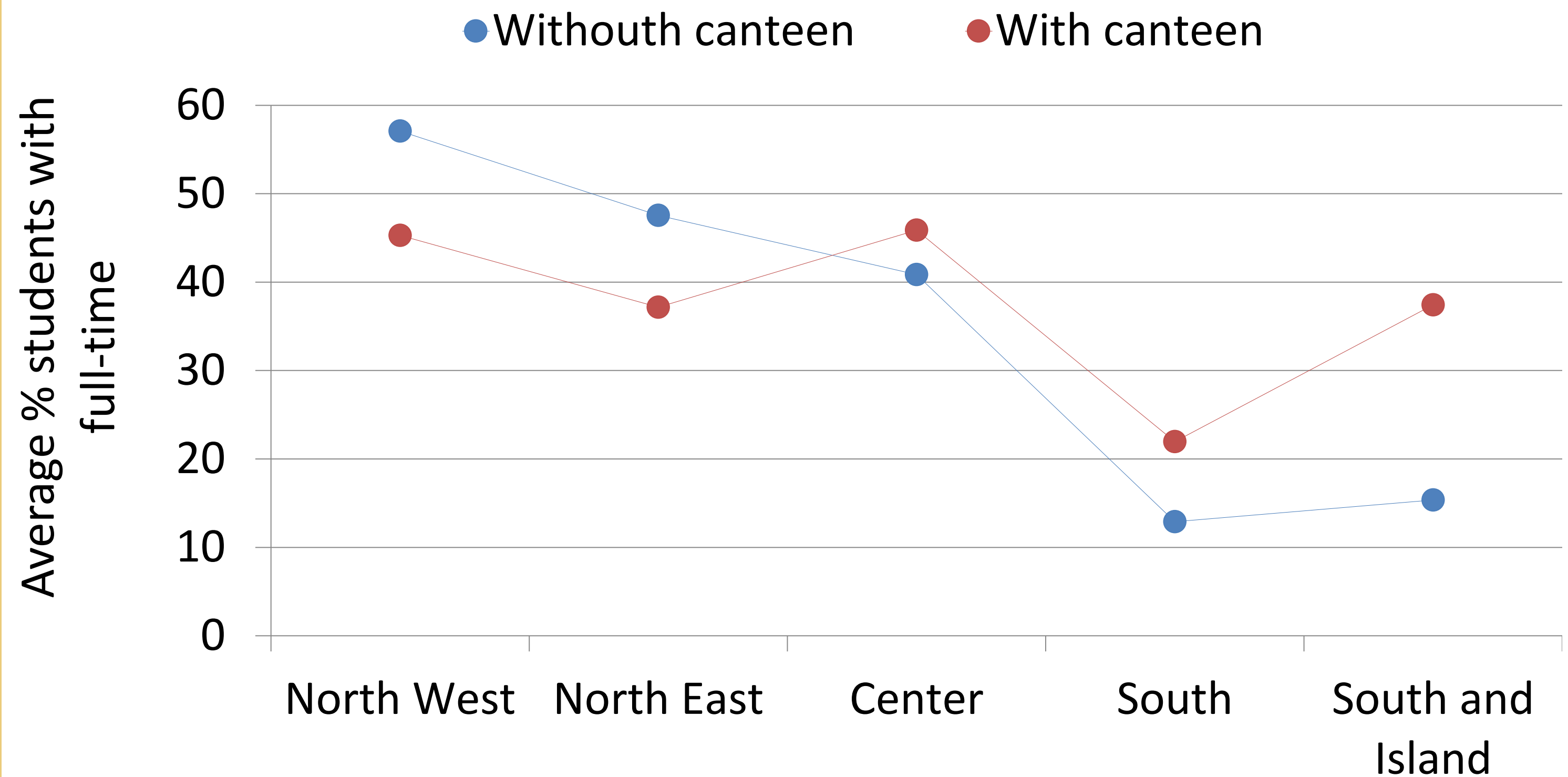
% of primary school with both full-time option and canteen per regions



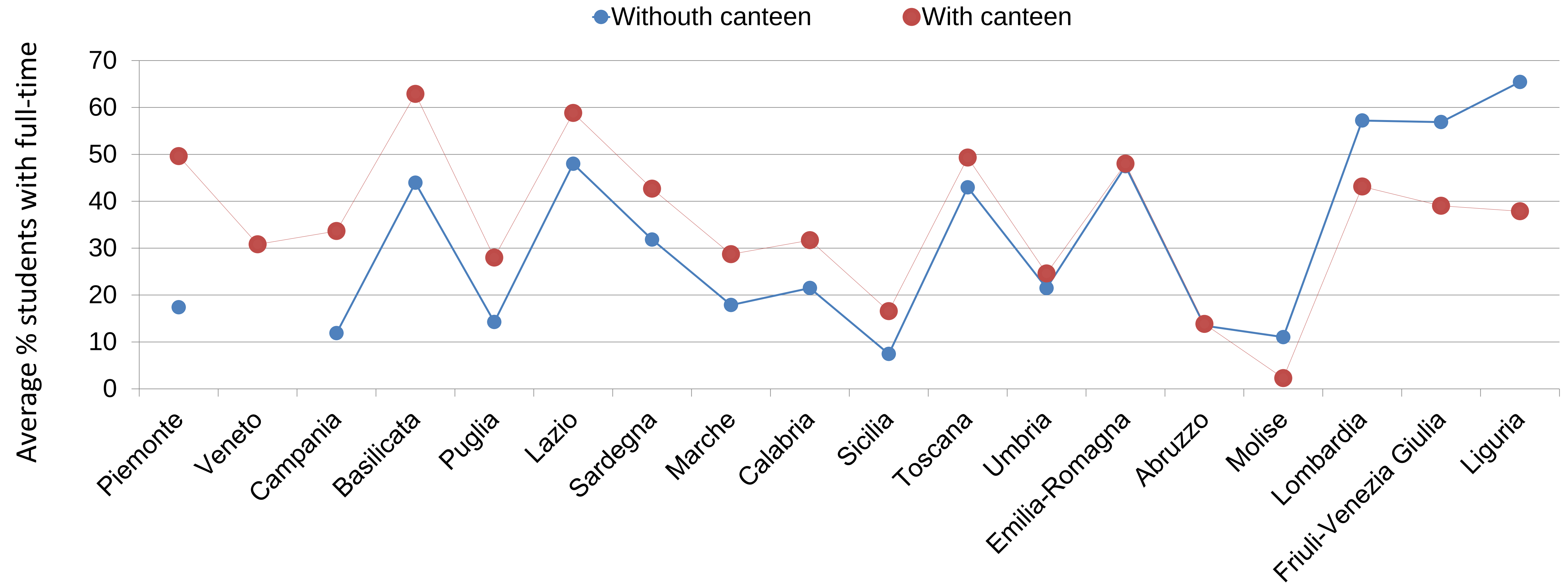
Average % of students with school full-time in primary schools with and without canteen per macroarea

Elaboration from MIUR data.

N = 5.096 Italian primary schools



Average % of students with school full-time in primary schools with and without canteen per Italian region



Elaboration from MIUR data.

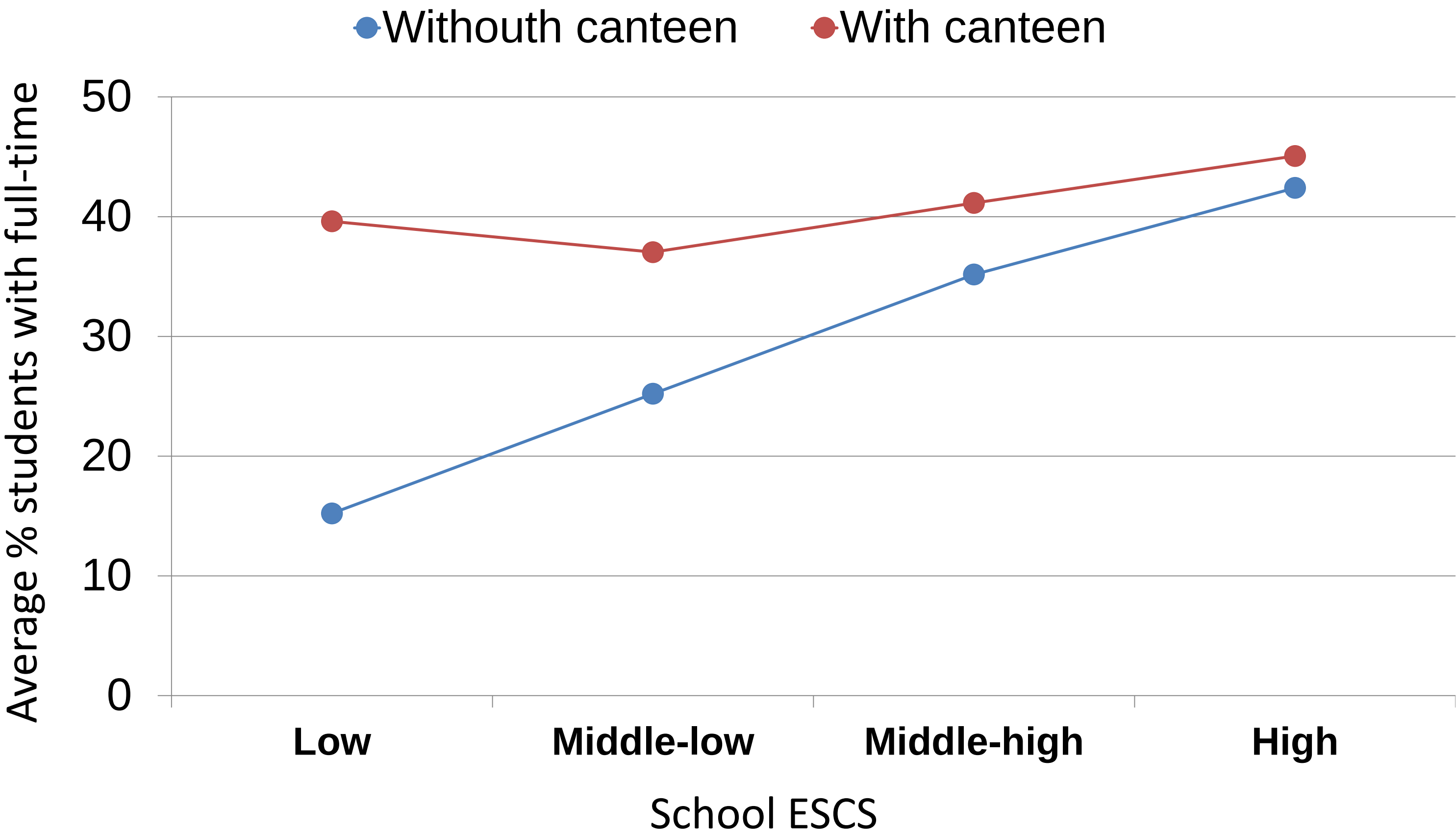
N = 5.096 Italian primary schools

Source: Freddano and Molinari, 2018

Average % of students with school full-time in school with or without school canteen per school ESCS

ESCS	Primary schools without canteen	Primary schools with canteen
Low	28,7	13,5
Middle-low	30,7	33,2
Middle-high	22,8	34,6
High	17,8	18,7
Total (N)	2.432	2.343

Elaboration from MIUR data.
N = 4.775 Italian primary schools



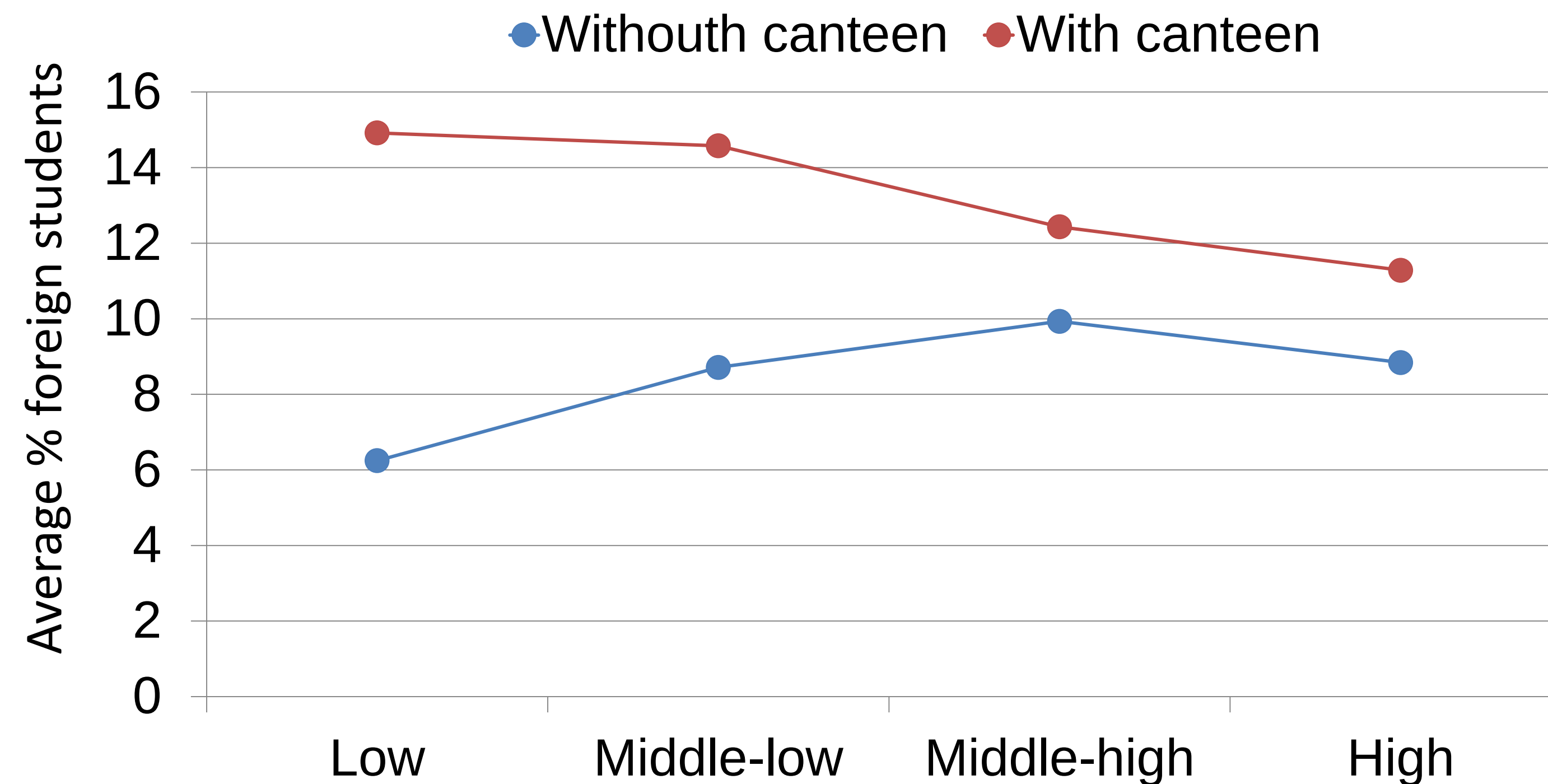
Source: Freddano and Molinari, 2018



Average % of foreign student in primary schools with and without canteen per school ESCS level

Elaboration from MIUR data.

N = 4.775 Italian primary schools



Legislative aspects

DPR n. 275 08-03-1999 The schools have the task of proposing themselves as innovative organizations in the social and territorial complexity in which it operates through the recognition of school autonomy.

Guidelines for food education in the Italian MIUR School of 2011 reminds us that: **the school is the place of choice to carry out an indispensable preventive action of Food Education.**

In the implementing decree n. 63 of 2017 - in force since May 31, 2017 - of the Buona Scuola Law, **article 5 considers the school lunch service as an integral part of the right to study, in which a wide discretion is given to Local Authorities that can, in full autonomy, deciding whether to provide full or partial free access to the service.**

Given these considerations, while we have the right to study and **the right to health, on the other we have a wide level of discretion in the management of the canteen service.**

Conclusions

The school canteen as an inclusive place and eating at school for:

- socializing
- creating and empowering social networks and capitals
- informal and non-formal learning / education outside the classrooms
- active student learning
- knowing others and openness to interculturalism

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WORKSHOP 'RAV E DINTORNI'

Presentazione degli esiti dell'Azione 1 del Progetto PON Valu.E, 'Valutare la valutazione', (Fase I) e Laboratorio di apprendimento (Fase II)

CAGLIARI, SABATO 8 GIUGNO 2019
ORE 9:00 – 12:30
AULE 4A, 7A, 9A - STUDI UMANISTICI
VIA IS MIRRIONIS – LOC. SA DUCHESSA

FINALITÀ/OBIETTIVI FORMATIVI

Il workshop discute criticamente gli esiti delle ricerche, condotte nel Progetto PON Valu.E, che hanno avuto come finalità quella di riflettere sui percorsi di valutazione delle scuole, come previsto dal Sistema Nazionale di Valutazione, con l'obiettivo di individuare azioni di supporto alle scuole in questi processi. Il workshop sarà suddiviso in:

Fase I – Sessione plenaria: presentazione degli esiti del Rapporto INVALSI 'RAV e dintorni, verso il consolidamento del Sistema Nazionale di Valutazione. Sintesi dei risultati dell'Azione 1 – Valutare la valutazione. Progetto PON Valu.E'.

Fase II – Sessione laboratoriale: approfondimento sugli esiti del Rapporto tramite confronto 'con e fra' insegnanti e dirigenti scolastici, con metodologia *world café*.

A guidare il workshop saranno i ricercatori di INVALSI: Donatella Poliandri (Primo ricercatore), Graziana Epifani (ricercatore), Michela Freddano (ricercatore), Letizia Giampietro (ricercatore), Beba Molinari (consulente di ricerca), Sara Romiti (ricercatore), Stefania Sette (ricercatore).

MODALITÀ DI ISCRIZIONE

Gli insegnanti e i dirigenti interessati al workshop possono iscriversi inviando una e-mail a cird@unica.it indicando: nome, cognome, ruolo, afferenza istituzionale, eventuali esperienze professionali/formative sul tema oggetto del workshop. Le richieste di iscrizione saranno accolte fino al raggiungimento del numero massimo di posti disponibili. Al termine del workshop sarà rilasciato un attestato di partecipazione dal CIRD spendibile ai fini dell'obbligatorietà formativa dei docenti.



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