Panel: The Politics of Local Food Movements in Scandinavia and East Asia

Examining a Local and Integrated Perspective on School Food

– LOMA case study.

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Content

1. Contemporary challenges in society.
2. The need for integrated approaches - conceptual framework.
   ‘Re-localisation of food chains’
3. Food as the integrative meeting point for various policy concerns.
   Intervention, design of case study, research questions, data collection
5. Results
6. Perspectives
7. Conclusions - limitations
1. Contemporary challenges in the domain of agri-food governance (DK)

- Domestic agricultural production is dominated by larger farms – highly industrialised
- Smaller and medium sized farms based in local communities are struggling for survival – often closing down
- De-localisation of food chains has become widespread through the last 20-30 years
- Demand for local food from private consumption is weak
- Demand for local public food procurement is more or less absent
- Supply of local food is decreasing / cheaper ‘global’ food increases in shops and public tender.
- Hyper-food geography
- Expansion of non-sustainable farming methods
- Pressure on ground-water from pesticides and nutrients

(Ashe and Sonnino 2013; Wiskerke 2009; Lamine et al. 2012)
1. **Contemporary challenges in the domain of public health (DK)**

- Unhealthy eating habits are common among children and youth - track into adulthood.
- Obesity and overweight among children and youth is common and widespread.
- Early intervention is needed: Daycare- and school preferred settings.
- No national school meal program in Denmark – local level solutions.
- New guidelines for ‘healthy school food’ from Danish Veterinary and Food Administration, Ministry of Environment and Food.
- Subject of ‘Home Economics’ does not include ‘food & meals’ in a student/school day perspective.

2. The need for integrated approaches - health

Food and health-related action competence in demand.

**OBS:** Nutrition transition is socially patterned.

*(Popkin 1993; Hawkes 2007)*

Therefore: Schools and schoolfood systems are considered well-suited settings for HP interventions

*(WHO 1986; Jensen 2000; Radcliffe 2005; Morgan and Sonnino 2008; Green and Tones 2010;)*

**To be effective:**

Holistic and whole school approach should be applied.

**Integrated with the general educational activities: the learning agenda**

*(Morgan And Sonnino 2008; Llargues Esteve 2011; Jones et al. 2012; Ruge and Mikkelsen 2013)*
2. The need for integrated approaches – local food governance

Consequently need of:

- Sustainable farming methods
- Re-localisation of food chains
- Public demand on local products
2. The need for integrated approaches – conceptual framework

Health Promoting schools’ conceptual platform.

(Wholeschool approach, action-competence; SHE network 2015, WHO 2015)

Transformative learning and identity formation

(Illeris 2003; Ziehe 2009)

Alternative food geography, re-localisation of food-systems

(Wiskerke 2009)

Foodscape studies

(Appadurai; Dolphijn 2004; Johansson 2009, Brembeck 2012; Mikkelsen 2011; Ruge 2014)
The integrated, territorial mode of governance. Food constitutes the thematic, integrative meeting point for various policy concerns (Lamine et al. 2012)
Foodscapes – definitions - heuristics

“Foodscapes are how food functions in immanent structures that are always in a process of change, how food affects and is affected, how we live our lives with food, according to food and through food” (Rick Dolphijn 2004).

“The integrated, public school foodscape is the physical, organizational and sociocultural space in which pupils participate in meals, cooking, food related curriculum and encounter food messages - including health and sustainability messages” (Ruge 2015)

All three spaces are simultaneously present in each event (cf. Dolphijn 2004).
Integrated school food scape

- **Physical (P)**
  - Food, tables, plates, people
  - Kitchen manager orders local food

- **Organisational (O)**
  - A joint meal for teachers, pupils and kitchen managerial staff

- **Socio-cultural (S)**
  - Students participate in cooking
  - Food discourses – health, sustainability
  - Health and Math curricular project

‘Whole school’ and integrated approach

+ A local perspective on cooking, eating, learning and procurement

(Ruge, 2014)
<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Characteristics</th>
<th>Physical (P)</th>
<th>Organisational (O)</th>
<th>Socio-cultural (S)</th>
<th>Output and outcomes</th>
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<tbody>
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<td>D1</td>
<td>Local cooking in schools</td>
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<td>D2</td>
<td>Local education – local learning</td>
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<td>D3</td>
<td>Local and joint meals in schools</td>
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<td>D4</td>
<td>Demand for local food from public schools</td>
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The case...
1. Healthy according to NNR and made from scratch
2. Professional production kitchen
3. Learning space in kitchen for student participation
4. Space for a common meal – students and teachers
5. Sourcing of local food – as far as possible
6. Sustainable – as far as possible
7. Established in existing or new buildings.

LOMA-local food, - guidelines.  
www.lomaskole.dk

Food was healthy according to public guideline for school food (FVST 2015) and cooked from ‘scratch’.

Food was as far as possible sourced from local or regional producers preferably organic.

Teachers and kitchenmanagers participated in LOMA-EDU teacher training. ‘Scaffolding’ – LOMA didactics in teachers’ own planning.

Pupils participated in planning, preparing and serving school food for peers together with professionals (teachers and kitchen staff)

Pupils shared a daily meal with teachers and kitchenmanagers

Food activities were integrated and crossdisciplinary (e.g. Science, Language, Home economics, Math, Health, Media and PA).

Awareness-raising: Issues concerning health, territory and sustainability
Mixed methods design

Qualitative methods:
- Observations, interviews,
- Documents, video, photo.

Quantitative methods:
- Survey data – pupils/students
- Statistical methods.
Figur 1. Illustration af LOMA15 casestudie med komparativt design.

LOMA intervention 2015-2017

Case a. Filstedvejens Skole
Case b. Tjørring Skole
Case c. Tved skole
Case d. Ørkild Skole
Case e. Strandgårds skolen
Case f. Nymarkskolen
Kontrol skole

Data indsamling
Analyse og sammenligning
Resultater
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<tbody>
<tr>
<td>D1</td>
<td>Local cooking in schools</td>
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<td>Pupil participation and collaboration (F&amp;HRAC)</td>
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<td>D2</td>
<td>Local education – local learning</td>
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<td>Cross-curricular and exploratory competences</td>
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<td>D3</td>
<td>Local and joint meals in schools</td>
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<td>Food literacy</td>
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<td>Improved nutrition and health</td>
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<td>D4</td>
<td>Demand for local food from public school</td>
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<td>Sustainable, public food sourcing strategies.</td>
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- **Nymark skolen**: Tended procedures, according to EU legislation.

- **Suppliers**: 50% organic and 60% organic (Jan. 2017).
Preliminary results

Research question 1: Food- and health related action competence.
- Pupils have a positive development of food- and health related action competence when they participate in LOMA.
- Positive development is found at all levels / ages.
- Boys vs girls have a lower average
- 2-languages vs 1-language have a lower average

Research question 2: Development of sustainable, public school food sourcing strategies
- All schools: Increasing their demand for local food / regional / Danish food
- All schools: Establishing local collaboration among school and local suppliers
- Some schools: Promoting environmental capital
- All schools: Promoting education and awareness raising – LOMA events.
The integrated, territorial mode of governance. Food constitutes the thematic, integrative meeting point for various policy concerns (Lamine et al. 2012)
Conclusions, limitations and perspectives

- There are indications that a local and integrated perspective on school food has several positive outputs and outcomes – in a Danish context – both for health, learning and sustainable development.

- **Limitations:** Some schools are lacking funding for proper kitchen facilities. Funding for restoring old building of production kitchens is in demand. Just a small initiative with multiple benefits for children and youth, local producers, local communities.

- Final results will show to which extend LOMA-schools have a demand for local food (longterm)

- Municipalities ought to support LOMA-schools to some extend as an precautionary action to improve health for pupils and adolescents.

**Perspectives:**

- Could the LOMA-approach to school food provide similar benefits in other countries in the world? In Asia? Japan has similar approaches. Sweeden, Finland – Norway – different approaches.

- Food for Life in UK implement currently similar programmes for more than 5000 schools.

- In Africa ‘Home grown school feeding programme’ consists of similar components.

- A joint collaboration between LOMA and FFL has been initiated – room for more participants.
Thanks for your attention

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