

Extended Éducation 2023 – Invited Symposium: Swiss Perspectives

Urban-rural divide? Regional differences in models, experiences, and future developments of Extended Éducation in Switzerland
Bern, Friday 8 September 2023

A misnamed “break”

Primary school children’s perspectives on
Geneva’s lunchtime out-of school care

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Plan

1. Research context
2. A mixed-methods enquiry into 13 out-of-school care places
3. Main results
4. Discussion and conclusion



1. Research context

▶ Trends

- Increase of the proportion of children attending after-school care in the West (Metcalfe, Owen, Dryden & Shipton, 2011)
- Rationalization, standardization, measurability → «MacDonaldization» (Metcalfe et al., 2011)

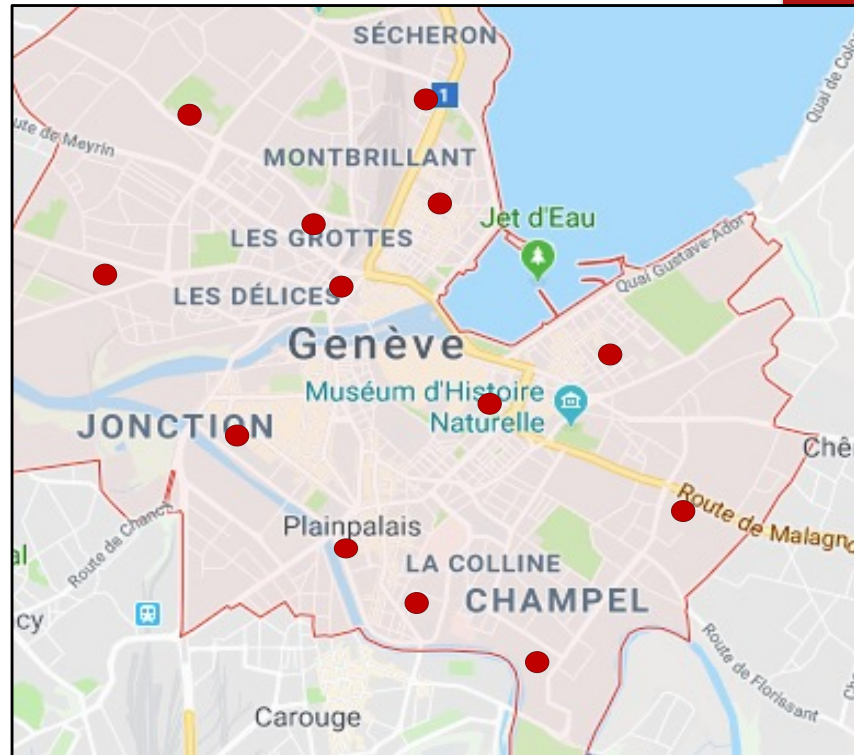
▶ Geneva

- Inclusive after-school programme – universal care principle → Constitution de la République et Canton de Genève, art. 204 (2012)
- All-day care policy (Loi sur l'accueil à journée continue, 2019) → reconcile private and professional needs & quality care for child development

1. Research context

- ▶ Service delivered jointly by three main actors:
 - City's Department of social cohesion and solidarity (School and childhood institution service)
 - Intercommunal group for out-of-school animation (Groupement intercommunal pour l'animation parascolaire, GIAP)
 - 13 school canteen associations (Federation)
- ▶ Increasing demand (>40% increase between 2010 and 2017-2018 – total : ~6000 children) → pressure over resources and working rhythms
 - Two successive meal services (1-4 HarmoS : 11h40-12h25, 5-8 HarmoS : 12h35-13h20)
 - Supervision rate (12-15 children/carer)

2. A mixed method enquiry into 13 out-of-school care places



- Total: ~1750 pupils/day (2017-2018)
- 3 places in « Priority teaching region » (Région d'enseignement prioritaire, REP)

2. A mixed method enquiry into 13 out-of-school care places



Note : La mise en page a été modifiée afin de l'adapter au format de ce document.

Fille Âge : Nom :

Garçon Degré : P Prénom :

Nous cherchons à connaître ce que les enfants pensent de la pause de midi. Ton avis est très important. Aide-nous en cochant la réponse de ton choix et en répondant aux questions ci-dessous. Ton nom ne sera mentionné dans aucun rapport, article ou document.

1. Combien de fois par semaine manges-tu aux cuisines scolaires ?
 Tous les jours 2 ou 3 jours par semaine 1 jour par semaine Je ne sais pas

2. Qu'est-ce que tu préfères pendant la pause de midi ?
.....
Pourquoi ?
.....

3. Qu'est-ce que tu n'aimes pas pendant la pause de midi ?
.....
Pourquoi ?
.....

4. Comment trouves-tu le repas aux cuisines scolaires ?
 Toujours bon Souvent bon Parfois bon Jamais bon Je ne sais pas

5. Est-ce que, au restaurant scolaire, tu as suffisamment de temps pour manger ?
 Oui Plutôt oui Plutôt non Non Je ne sais pas

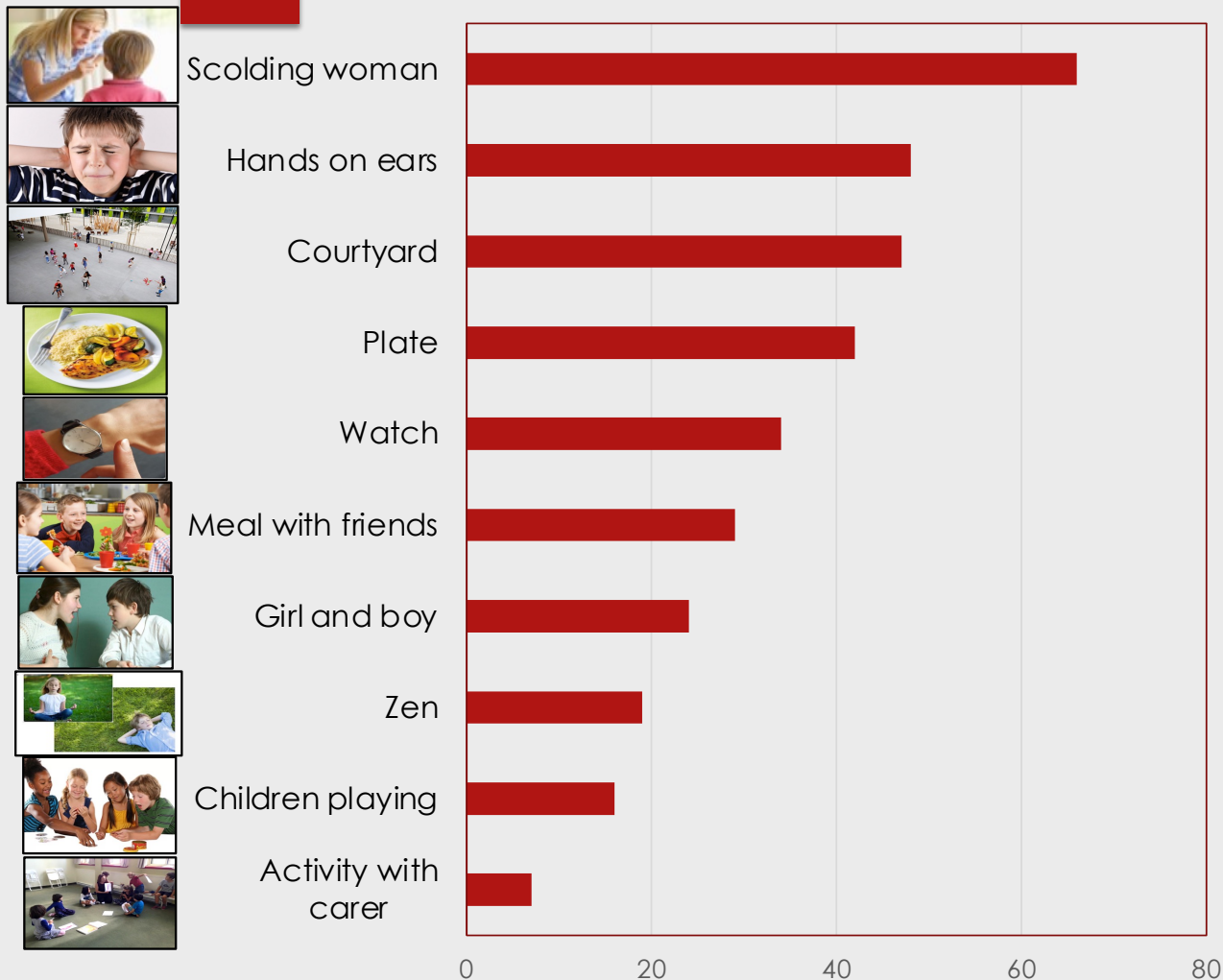
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(Beazley et al., 2009; Clark, 2005; McDonald, 2005)

2. A mixed method enquiry into 13 out-of-school care places

- Survey: 732 children aged 4-13 (57% girls)
- 25 workshops “My lunch break” (“Ma pause de midi”), 1-4 Harnos & 5-8 Harnos: total 159 children (62% girls)
- Two-weeks case studies with children as researchers

Frequency of images in individual choices (n=159)



3. Main results

3.1. Individual iconographies

Frequency of image in workshops' top-3 choices (N=25)



Scolding woman



Hands on ears



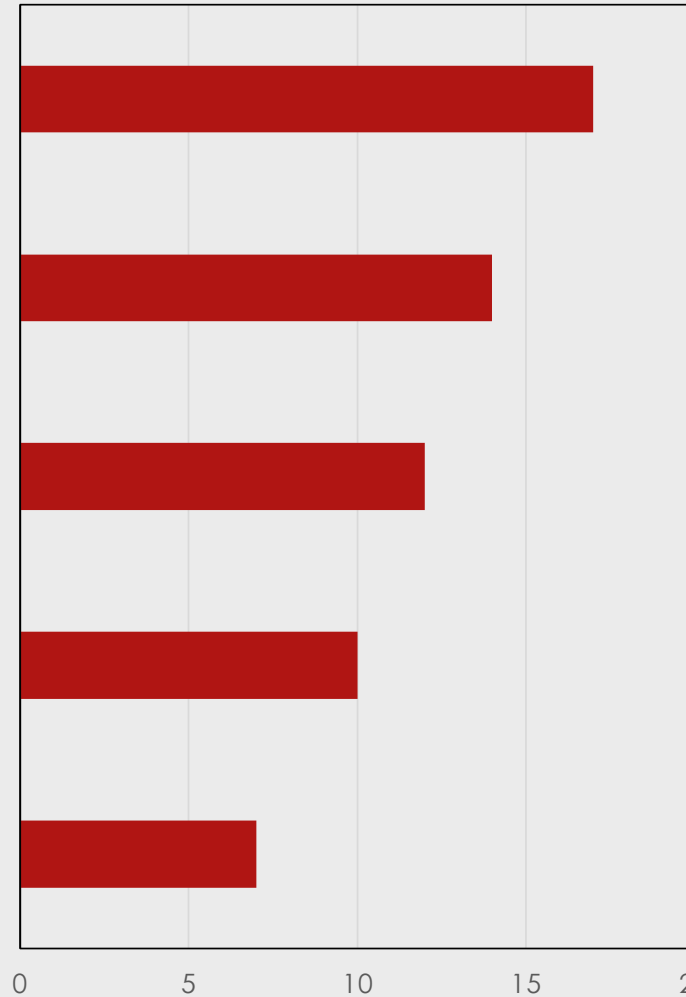
Plate



Courtyard



Watch



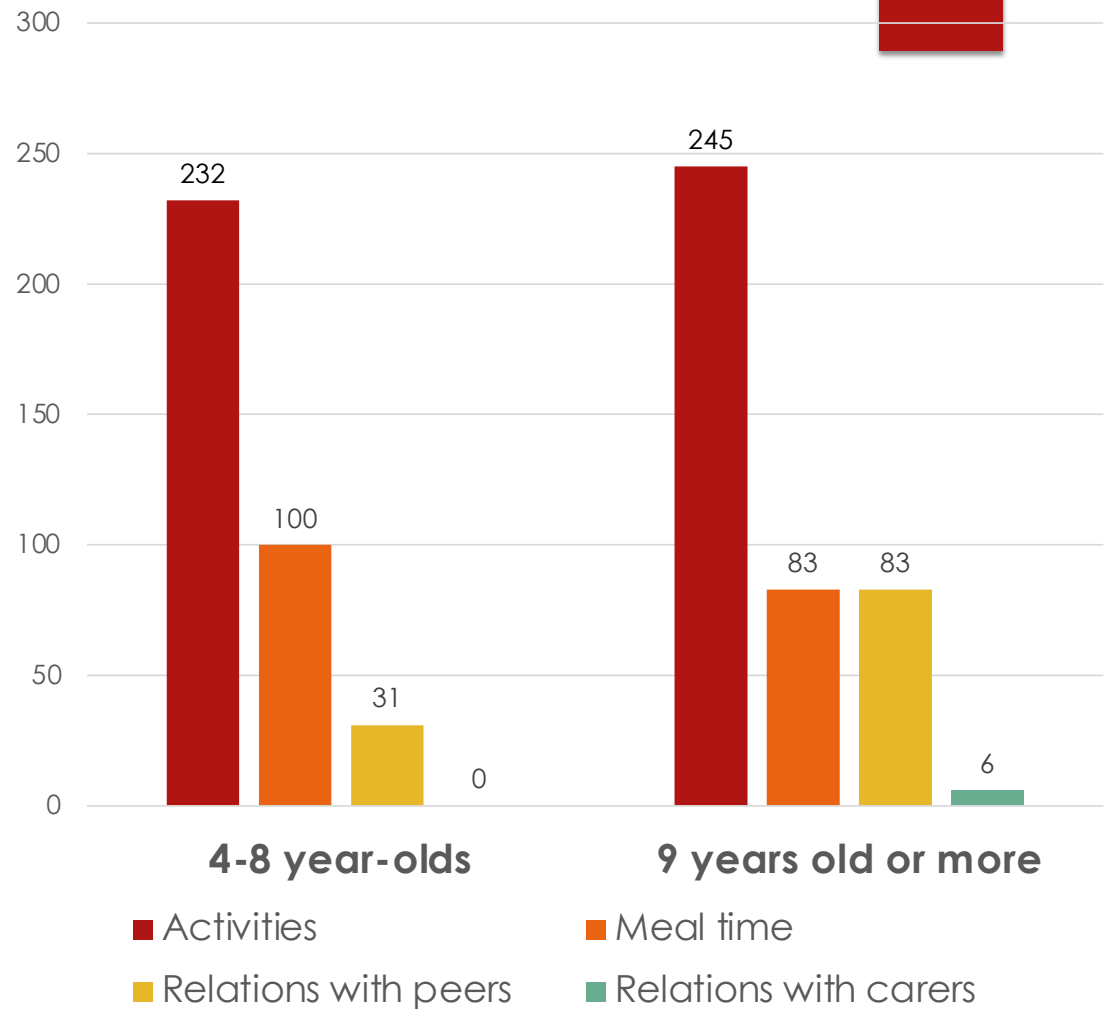
3. Main results

3.2. Collective representations

3. Main results

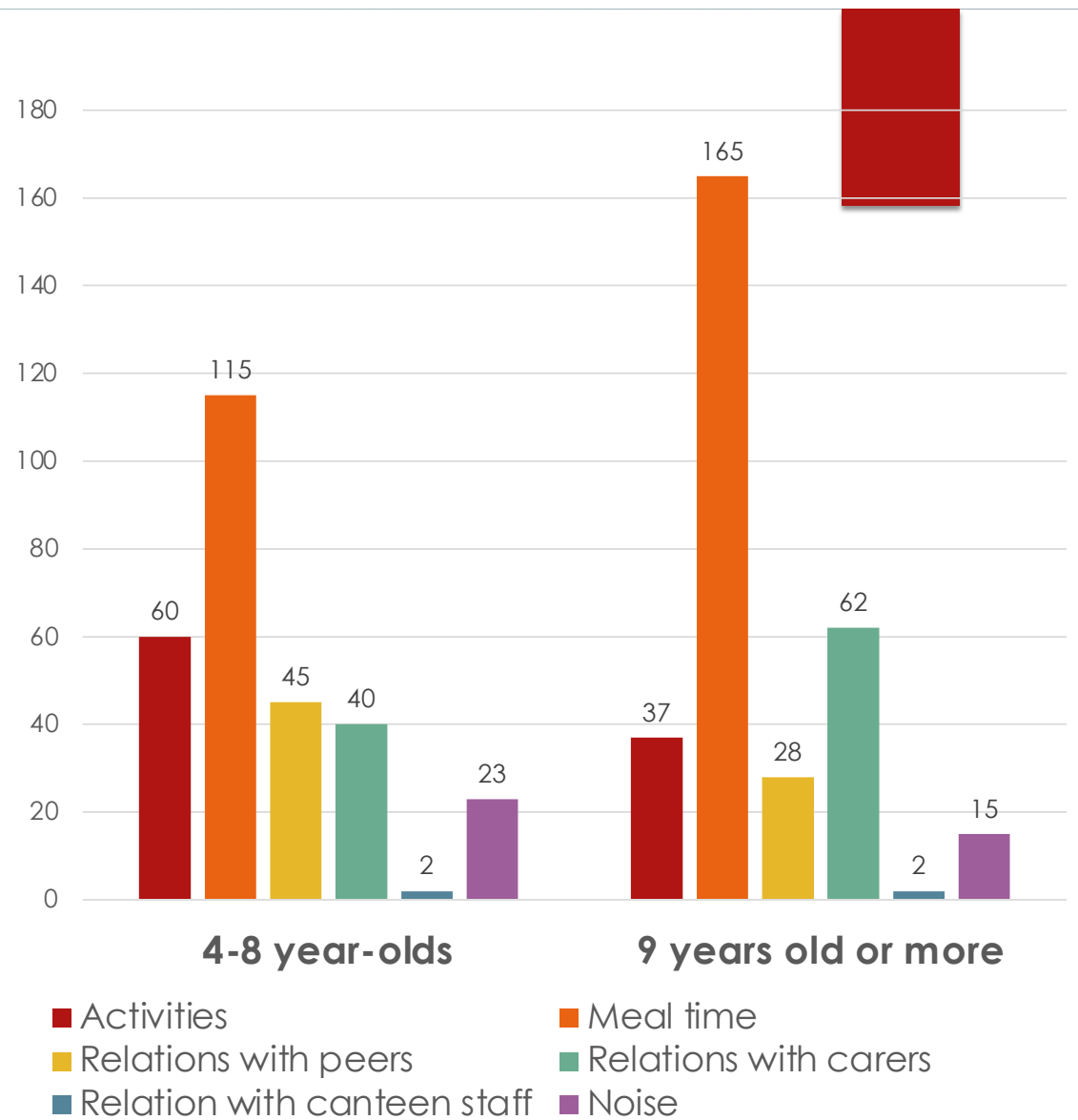
3.3.1. What children like during lunchtime out-of-school care

"playing with friends outside"



3. Main results

3.3.2. What children don't like during lunchtime out-of-school care



3. Main results

3.4. Spaces for freedom

“[A]t the large courtyard we are more free and not obliged to play, [while] in the games room there is not much space” (Bryan, 3H)

“Yeah, they are always there to watch us, and it pisses us off” (Noela, 6H)

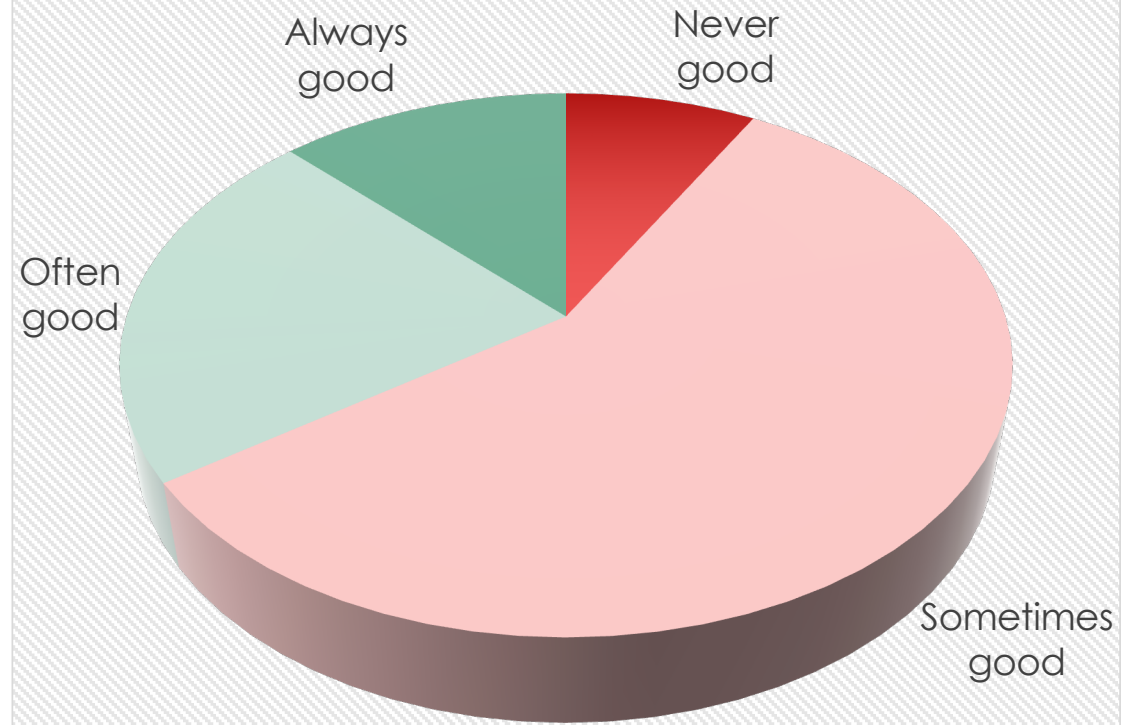


3. Main results

3.5. The quality of meals



How do you find the meal?



3. Main results

3.5. The quality of meals



	Never good	Sometimes good	Often good	Always good
Higher executives and managers	16,6%	58,3%	19,6%	5,5%
Self-employed, employees and middle managers	4,6%	60,3%	23,9%	11,3%
Working class, others and no entry	7,9%	49%	20,5%	22,5%
Total	8,2%	57,4%	22,1%	12,4%

3. Main results

3.5. The quality of meals

A multi-dimensional experience

“What makes me upset, is that the couscous, they pile it up, for instance, they put the couscous first, then they put the zucchini upon it, there is plenty of place above the zucchini, and then they add right away the chicken with the sauce which drips all around, it is uneatable!”
(Gauthier, 6H)

“When you say ‘May I have it on the side of the dish’, they put it right upon the salad”
(Chiara, 5H)



3. Main results

3.6. A stressful experience

- ▶ François (8H): That is, sometimes, it pisses me off a bit, there's too much stress.
- ▶ Samuel (7H): It's always 'Abajo cabeza!' (he mimes the gestures and the voice of a very strict and unpleasant carer) 'Come here and sit down! Ok, Samuel, shut up! Then, when we go out, we just have 15 minutes for playing. And when we have to leave, 'Shut up, stay in the ranks! Shut up, shut up, shut up!' Stop telling us to shut up.
- ▶ Nina (8H): It is that one (pointing the image with the watch), hence... 'You have five minutes left! Haven't you finished yet?' It is super annoying.

3. Main results

3.7. The ambiguous status of children's voices

“Before, we had a carer who didn't let us talk. But we need to talk, 'cause, well, we go to school, we work, and of course we cannot speak, and when we go the the school canteen, it is also in order to rest and have fun with friends, to talk a bit about what we like and about what we don't like, to say things to each other.” (Eva, 7H)



3. Main results

3.8. Critiques towards carers

- ▶ “angry”, “mean”, “unfriendly” persons
- ▶ unjust interventions, “for no precise reason” (“pour un oui et pour un non”).
- ▶ incohérent (time management, permissions to go out)
- ▶ ineffective, “out-of-date” pedagogies

4. Discussion and conclusion

Quality of out-of-school care from children's perspective

- ▶ Have a real “break” (right to rest)
- ▶ Right to talk with friends, to play freely and, for the older ones (9 years old or more), to be (sometimes) free from adult gaze
- ▶ Right to choose meals and to share lunch with friends (lunch as a convivial moment)



4. Discussion and conclusion

Extended education – a place for children's worlds?

- Is there a non-pedagogical space in all-day care?
- A “biological citizenship” (Rose, 2001) : child protection, flows control, standardization, health, sustainability → what place for a qualified life (vs. biological life, cf. Agamben, 2005) during lunchtime out-of-school care?
- Food as a new moral frontier: the difficult encounter between largely diffused “healthy eating” norms and pedagogies (Chen, 2016; Longchamp, 2014; Porette & Durler, 2020; Régnier & Masullo, 2009, p. 758) and children (and their families) eating practices

4. Discussion and conclusion

Beyond individualization of responsibilities

“It is not the carers towards children, it is rather the sector responsible towards the carers. Because, I have the impression, (...) once they find there is too much noise, in fact they are afraid. In reality, they are friendly! We just make noise, but then the sector responsible comes in and puts even more pressure upon them, then they do not have time to be kind and to... I do not know how to say...

4. Discussion and conclusion

Ways forward

- In comparison with school, out-of-school care is relatively lightly equipped, which implies that the maintenance of order and the proper functioning of the service rests principally on personnel's shoulders (impossibility to delegate to objects) → fragile legitimacy, frequency of "force tests" (Boltanski, 2009)
- Different pedagogies and different meals? → Towards habilitating devices
- How to establish the conditions of possibility of a coherent pedagogy within a dense, frenetic and uncertain space-time?

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