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PRACTICAL METHODS TO EVALUATE SCHOOL BREAKFAST PROGRAMS

A CASE STUDY

A thesis submitted in fulfillment of the
requirements for the award of the degree

DOCTOR OF PHILOSOPHY

from

UNIVERSITY OF WOLLONGONG

by

P. Wayne Miller

Bachelor of Education (Avondale College)
Master of Human Movement Studies (University of Queensland)

SCHOOL OF HEALTH SCIENCES
2009

THESIS CERTIFICATION

I, P. Wayne Miller, declare that this thesis, submitted in fulfillment of the requirements for the award of Doctor of Philosophy, in the School of Health Sciences, University of Wollongong, is wholly my own work unless otherwise referenced or acknowledged. The document has not been submitted for qualifications at any other academic institution.

(Signature)

October 2009

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There are many people who have contributed to and made completion of this work possible. It is really a journey that started when the decision was made to enter academia in 1981 ten years after leaving school. Thanks Yvonne (Woodberry) for taking the time to reignite literary skills and to prepare me for mature age exams. Thanks Jim (Hanson) for stirring the passion for living life to the full and for taking me as a student to the Commonwealth Games in Brisbane and the Australian Council for Health Physical Education and Recreation Conference at the University of Queensland. Your unique brand of mentoring set in motion the rich and rewarding career I have enjoyed as an academic.

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PUBLICATIONS ARISING FROM THE THESIS

The following publications and presentations have arisen directly from the work conducted for this thesis.

Publication in Refereed Journal

Miller, W. & Lennie, J. (2005). Empowerment evaluation: A practical method for evaluating a national school breakfast program. *Evaluation Journal of Australasia*, 5(2), 18–26.

Publications in Conference Proceedings

Miller, W. & Lennie, J. (2005). Empowerment evaluation: A practical method for evaluating a school breakfast program. Paper presented at the International Conference of the Australasian Evaluation Society, Brisbane, 10–12 October.

Miller, W., Lennie, J. & Yeatman, H. (2006). Challenges and issues in applying empowerment evaluation principles in practice: Case study of the evaluation of a national school breakfast program. Paper presented at the International Conference of the Australasian Evaluation Society, Darwin, 4–7 September.

Miller, W. & Yeatman, H. (2008). Who is being served? A critical view of national school breakfast program outcomes utilising empowerment evaluation. Paper presented at the International Conference of the Australasian Evaluation Society, Perth, 10–12 September.

Additional Conference Presentation

Miller, W. & Yeatman, H. (2008). Empowerment evaluation. Did the approach work with a national school breakfast program in Australia? Paper presented at the Annual Conference of the American Evaluation Association, Denver, Colorado, 5–8 November.

ABSTRACT

This study reports the use of empowerment evaluation with a national school breakfast program in Australia known as the Good Start Breakfast Club (GSBC).

The project comprised two key aspects. First, the empowerment evaluation (Fetterman, 2001) approach was used as the framework to develop a 'practical' methodology desired by the program managers (Australian Red Cross) and major sponsor (Sanitarium Health Food Company at the time of the study) to evaluate their program. Good Start Breakfast Club personnel engaged in a process of self-evaluation and, in so doing, a suite of 'practical' evaluation tools was developed. During the application of empowerment evaluation the researcher served as facilitator and evaluation 'coach', offering evaluation expertise throughout the process. Second, the impact that empowerment evaluation has had on the delivery of the GSBC program is reported in this case study. These impacts were examined at two main levels: first on the capacity of program personnel to contribute to the evaluation, and second on changes that occurred in relation to program delivery as a result of the empowerment evaluation.

Eighty Good Start Breakfast Club personnel took part in ten empowerment evaluation workshops during 2005 to: identify key program activities for investigation; gather baseline data about the strengths and weaknesses of the activities; suggest goals and strategies to monitor and improve the activities identified; and to develop evaluation tools designed to provide evidence of success.

The empowerment evaluation approach was successful in generating a high level of cooperation and commitment from workshop participants to the on-going evaluation process. It was also effective in building evaluation capacity in the relatively short period of the study with participants reporting having had their knowledge and understanding of participatory program evaluation enhanced. Nine evaluation instruments were trialled during 2006 with respect to four key program activities: providing a healthy breakfast to children in greatest need; positively changing or influencing the eating habits of children; improving the learning capacity/learning environment of children attending the GSBC; and social interaction in the GSBC environment.

The research project makes a significant contribution to the field of evaluation practice on at least two fronts. First, early versions of the case study have contributed to the professional field of program evaluation with presentations made at three international conferences of the Australasian Evaluation Society, one at the annual conference of the American Evaluation Association and a paper published in the *Evaluation Journal of Australasia*. It is advancing

knowledge about a contemporary program evaluation approach and about a community-based program of significant public interest in Australia. Second, evaluation methods and associated tools were prepared and implemented at trial sites by non-specialist program personnel in preparation for widespread use across the Good Start Breakfast Club program. Three survey instruments were subsequently rolled out across the program in three Australian states. It is envisaged that the findings of this study and the results derived from the on-going evaluation of the Good Start Breakfast Club, while of particular significance to the program's sponsors, will be applicable to sponsors of school breakfast and other community-based programs throughout the world.

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ACRONYMS AND ABBREVIATIONS

ADRA	Adventist Development and Relief Agency
ARC	Australian Red Cross
GSBC	Good Start Breakfast Club
MOU	Memorandum of Understanding
NRL	National Rugby League
NSW	New South Wales
PSSA	Primary School Sports Association
RPG	Research Partnership Group
Sanitarium	Sanitarium Health Food Company
Sydney A	Pilot Site A in Sydney
Sydney B	Pilot Site B in Sydney
UOW	University of Wollongong
WNSW	Western New South Wales
WNSWA	Pilot Site A in Western New South Wales
WNSWB	Pilot Site B in Western New South Wales
WNSWC	Pilot Site C in Western New South Wales
WS	Pilot Site in Western Sydney

CHAPTER 1

INTRODUCTION

1.0 Summary of the thesis

This study is concerned with the evaluation of school breakfast programs. The Good Start Breakfast Club (GSBC) program operated by the Australian Red Cross (ARC) and supported by the Sanitarium Health Food Company and other community sponsors provided the case study site. Coles Supermarkets joined the program as a major sponsor toward the end of 2006 but did not take part in the study.

Evaluation could have been undertaken in a number of ways, from being integrated into the program in an on-going manner, through to being undertaken as an external review. It could also have focused on a range of different issues, from program delivery through to individual student outcomes. This study though, set out to develop ‘practical’ evaluation methods and associated tools that are consistent with the program’s objectives and are able to be integrated into the program, providing data to monitor the program’s impact over time.

An empowerment evaluation (Fetterman, 2001) framework provided the vehicle for the development of these tools. The application of this framework is examined in the case study report. This thesis therefore aims to provide an in-depth understanding of the application of the approach to a community-based program and enhances knowledge in the field of evaluation practice.

1.1 Rationale

The rationale for the study was to develop evaluation methods and tools that would serve a useful purpose particularly at the ‘coalface’ with program personnel such as the teachers and volunteers able to measure the impact of the breakfast program on participating children.

The researcher’s interest in the project stemmed from his work as a lecturer in health and physical education predominately preparing students for careers in the teaching profession. Having previously conducted research evaluating teaching effectiveness, the project offered opportunity to apply skills developed in that context to the evaluation of school feeding programs which purport to maximise educational opportunities for participating children.

1.2 Purpose of the study

The purpose of the study was to develop a practical methodology and associated tools for program personnel at the point of delivery to evaluate their school breakfast programs.

At the commencement of the study, school breakfast programs run by the ARC had been operating in schools in Australia for over ten years but during that time little attention has been directed to their evaluation. Before committing to their major sponsorship arrangement, Sanitarium, supported by the ARC, elicited the support of the University of Wollongong's School of Health Sciences to assist in the development of 'practical' evaluation methods for the GSBC program.

1.3 Context of the study

The case study was conducted in the context of the GSBC program, which when the project began in 2005, was operating in approximately 90 State primary schools in New South Wales (NSW), Victoria, South Australia, Queensland, Tasmania and the Northern Territory. The first two evaluation events involved program personnel with a role in the delivery of breakfast clubs on the national scene. Subsequent events were concentrated in New South Wales (NSW) and involved personnel responsible for the delivery of breakfast clubs in metropolitan and suburban Sydney, and in two regional cities and one town in Western NSW. All breakfast club schools in NSW were designated 'Priority Funded Schools' by the Department of Education being located in areas identified as disadvantaged.

Selection of study sites and of people to be involved in the various evaluation activities was done in consultation with ARC executive personnel. While ARC staff were expected to contribute to evaluation activities, participation by others was on the basis of their willingness to be involved.

1.4 Significance of the study

The study aims to cast significant light on the evaluation of large-scale school breakfast programs particularly when the key objective is to put practical evaluation tools into the hands of program personnel at the point of delivery. The case study involving a community-based school breakfast program of significant public interest in Australia shows the challenges faced, successful outcomes and failures encountered. It hopes to contribute to the professional world of evaluation particularly for those interested in participatory and collaborative styles of evaluation. It aims to provide all who wish to evaluate the contribution breakfast at school is having on participating children with tools to undertake such an enquiry.

1.5 Overview of the remaining chapters

Chapter 2 reviews literature in the areas of program evaluation, breakfast and school breakfast

programs. It also discusses the case study as a research tool with the argument being made that it provides the best means of reporting this project.

Chapter 3 details the methods that have contributed to the outcomes of the case study. Empowerment evaluation and how it was used with the GSBC program is explained and the methods used to test the case study propositions addressed.

Chapters 4-6 present the results of the study. Chapter 4 presents the outcomes achieved as a result of ten workshops conducted with program personnel during 2005. Chapter 5 reports the application of evaluation tools developed as a result of work done at the 10 workshops. Effects that occurred with program stakeholders, at the level of program delivery and on organisational infrastructure as a result of the various empowerment evaluation events are also reported. Next, Chapter 6 presents three sets of interview data. The first data are from interviews with program personnel who reported on whether or not the evaluation had adhered to the 10 principles of empowerment evaluation. The second are from interviews with participating children who talked about what they liked, disliked and would change about their club and the third data comprise a conversation with a group of parents/grandparents of children who participate in the breakfast program at their school.

Chapter 7 discusses the argument that the results in many respects support the case study proposition that empowerment evaluation can provide a practical method to evaluate school breakfast programs. Two perspectives focus discussion. Firstly, the ongoing debate about the place of empowerment evaluation within the evaluation profession is presented. The reflections of program personnel about the evaluation, and in particular empowerment evaluation, are included in this discussion. Secondly, the merits and challenges of using empowerment evaluation to evaluate large-scale school breakfast programs are discussed.

Chapter 8 provides conclusions and key learnings for potential users of empowerment evaluation.

CHAPTER 2

LITERATURE REVIEW

2.0 *Introduction*

The literature review focuses on the main features of the study, namely program evaluation; the case study as a research strategy; the contribution of the breakfast meal to children's overall nutrition; and school breakfast programs. Literature searches for the review were conducted using electronic abstraction services available on the internet. On-line abstraction was largely carried out through e-services available to students at the University of Wollongong library. Early descriptors used in searches included: breakfast; school breakfast; child nutrition; program evaluation; community-based program evaluation and empowerment evaluation. However as the project progressed, more focused searches occurred as familiarity with program evaluation and school breakfast program literature matured.

The crucial decision to use empowerment evaluation as the preferred approach in the evaluation of the Good Start Breakfast Club (GSBC) will be discussed in light of current theoretical understandings about program evaluation and by reviewing other program evaluation approaches that might have been chosen for use in the study. It will be argued that the simplicity of empowerment evaluation and the principles that underpin its application were key features that led to this approach being chosen.

The case study as a research strategy and its appropriateness for use in this dissertation is discussed in light of the essential features of case studies. It will be argued that reporting the richness of a dynamic research project that required consultation with a large number of stakeholders and stakeholder groups could best be achieved in the context of a case study.

The phenomenon of school breakfast programs is examined from two perspectives. First, studies that report the contribution eating breakfast makes to the daily nutrition of children, and the prevalence of breakfast skipping by school age children in the context of their life at home, are reviewed as these findings typically form the basis of arguments for the provision of breakfast at school. Second, studies reporting the practice of providing breakfast at school are reviewed. Studies reporting positive benefits are contrasted with arguments that call the practice into question.

The literature review locates the study within the evaluation profession and particularly those engaged in the evaluation of community-based programs. Now part of this network of evaluation professionals through membership of the Australasian Evaluation Society and the American Evaluation Association, the researcher has presented papers at four conferences for evaluators, and had a peer reviewed paper published in the *Evaluation Journal of Australasia*.

2.1 *Evaluation approaches considered for this thesis*

2.1.1 *Program evaluation and complex community initiatives*

Halcolm (pronounced ‘How come’) the internal philosophical alter ego and muse of leading evaluation expert Michael Quinn Patton, has this to say about evaluation:

The human condition: insidious prejudice, stultifying fear of the unknown, contagious avoidance, beguiling distortion of reality, awesomely selective perception, stupefying self deception, profane rationalization, massive avoidance of truth—all marvels of evolution’s selection of the fittest. Evaluation is our collective effort to outwit these human propensities—when we choose to use it (Patton, 2008, p. 3).

Kubisch et al (1995) suggest three ‘imperfect’ options are taken by those who seek to evaluate complex community initiatives (CCIs).

One such option has been to limit the design and scope of the program by, for example, narrowing the program intervention and specifying a target population, in order to make it easier to evaluate. A second option has been to resist outcome oriented evaluation out of fear that current methodology will not do justice to a complex, nuanced, long-term intervention. In this case, monitoring events associated with the intervention serves as the principle source of information. A third option has been to accept measures or markers of progress that are not wholly satisfactory but may provide useful feedback. These include documenting ‘process’ such as undertaking collaborative planning activities, measuring inputs, conducting selective interviews or focus-group discussions, establishing a community self-monitoring capacity, and selecting a few key indicators to track over time. In actuality, the CCIs have generally selected from the range of strategies presented in this third option, often combining two or more in an overall evaluation strategy that aims to give a textured picture of what is happening in the community, but may lack important information and analysis that inspires confidence in the scientific validity and generalisability of the results (p. 7).

In her review of the history of evaluating CCIs O’Connor (1996) suggests the barriers to developing effective evaluation strategies have been as much political and institutional as they have been substantive. In a cautionary note to evaluators of CCIs she says:

...no matter how rigorous the scientific method, evaluative evidence will play only a limited—and sometimes unpredictable—role in determining the fate of social programs. In the past, decisions about community based initiatives—or about welfare reform for that matter—have been driven not, primarily, by science but by the values, ideologies, and political interests of the major constituencies involved (p. 57–58).

These comments indicate that program evaluation is not for the faint-hearted; however with some additions to Patton's (2008 p. 57) words, *the voyage is [has been] worth taking, despite the dangers and difficulties, because the potential rewards include making a meaningful difference in the effectiveness of important programs [effectiveness of the GSBC program], and thereby improving the quality of people's lives [improving the quality of the lives of program participants and indeed all who contribute to achieving that important outcome].*

The next section will review trends in program evaluation and discuss traditional evaluation methods before examining contemporary program evaluation approaches including empowerment evaluation.

2.1.2 Trends in program evaluation in human services

Program evaluation in Australia is best understood in the context of the history of program evaluation in the USA where it began during the mid-late 1960s with resource intensive, federally-funded social programs known as the Great Society initiative (Greene, 2001).

Reflecting on this start Patton (2008) said:

Program evaluation as a distinct field of professional practice was born of two lessons...first, the realisation that there is not enough money to do all the things that need doing; and second, even if there were enough money, it takes more than money to solve complex human and social problems. As not everything can be done, there must be a basis for deciding which things are worth doing. Enter evaluation (p.16).

The 1960s was also a time of great success in the natural sciences such as putting man on the Moon. These achievements helped create strong faith in the natural sciences and led social scientists to adopt the scientific method when undertaking program evaluation (Visser, 2002). This approach which still has significant currency with the sponsors of social programs has been known as 'traditional evaluation' or 'conventional evaluation'.

2.2 The traditional evaluation paradigm

Traditional evaluation is characterised by an emphasis on the scientific method. Based on hypothetico-deductive methodology it means that evaluators using it test hypotheses about the impact of a social program using statistical analysis (W.K. Kellogg Evaluation Handbook, 1998,

p. 5). The main criterion in traditional evaluation is methodological rigour and it requires the evaluator to be neutral and outcomes-focussed (Torres and Preskill, 2001). This often leads to a preoccupation with the experimental design, numbers as opposed to words, statistical tools, and an emphasis on evaluation to determine whether to continue a program rather than evaluation aimed at improving the program (Visser, 2002). One of traditional evaluation's most serious drawbacks cited by some of the respected commentators in the world of evaluation is that reports from such evaluations are mostly not used or even read (Patton, 1997a; Fetterman 2001; Torres and Preskill, 2001).

In the Kellogg Foundation's evaluation handbook (1998, p.7-9), four consequences likely to result from working solely with traditional evaluation methodologies are discussed. First, that we begin to believe the dominant, hypothetico-deductive paradigm is the only way to do evaluation. Second, we can fail to ask equally important process and implementation questions, such as why programs work, for whom and in what circumstances? Third, we can come up short when we attempt to evaluate complex system changes and comprehensive community initiatives. This is cited as possibly the most 'dangerous' consequence, as such programs do not fit the criteria for 'good' quantitative evaluation of impacts where isolating the effects of the intervention is key. Evaluating such programs using traditional methods can lead to a narrowing of the evaluation project to fit the evaluation design, which will then likely miss what really works in the program or to a traditional impact report which might show limited impact because of its limited scope. Fourth, in the traditional paradigm it is easy to lose sight of the fact that all evaluation work is political and value laden. The scientific method concerned with objective and neutral truth is likely to miss important contextual factors such as the conflicting agendas of program managers, staff, clientèle and others stakeholders.

However when undertaking evaluation work in complex community initiatives Kubisch et al (1995) have this message for evaluation methodologists:

We understand that random-assignment is the best way to control for selection bias and gives you the greatest confidence in ruling out alternative, nonprogram-related explanations for how an outcome was achieved. But, given the nature and magnitude of the problem that we are trying to combat, we cannot limit our research questions and programmatic approaches to those for which random assignment demonstration research is best suited. We are prepared to redefine standards of certainty in a search for meaningful answers to more relevant, complex and multi-dimensional questions...(p. 17).

The next section reviews contemporary ways of carrying out program evaluation. This is then followed by a review of empowerment evaluation to provide justification for choosing the approach for use in this project.

2.3 Contemporary Program Evaluation

Some of the most popular evaluation approaches today include, results-oriented management (Wholey, 2003); empowerment evaluation (Fetterman, 2003); utilisation-focuses evaluation (Patton, 1997a); inclusive evaluation (Mertens, 2003); transdisciplinary evaluation (Scriven, 2003); social experimentation and quasi-experimentation (Shadish, Cook and Campbell, 2001, Lipsey and Cordray, 2000); fourth-generation evaluation (Lincoln, 2003); realist evaluation (Pawson and Tilley, 1997; Mark, 2003); and theory-driven evaluation (Crano, 2003; Donaldson, 2003a). Some of these will now be discussed.

An early offshoot from traditional evaluation was responsive evaluation (Stake, 1973) which is attributed with sowing the seeds for the debates later given the name ‘paradigm wars’ (Caracelli, 2000). Responsive evaluation drew attention to the complexity and uncertainty of programs, the difficulty of measuring outcomes, the need to recognise the importance of descriptive data and the judgements made about the program by its stakeholders. Stake (1973) recommended storytelling to convey the ‘holistic impression, the mood, even the mystery of the experience’ (p. 12). In contrast to traditional evaluation where the key criterion for legitimacy is scientific rigour, for responsive evaluation it is endorsement by a majority of stakeholders.

2.3.1 Utilization-focused evaluation

Michael Patton first published his significant contribution to the evaluation profession in 1978 with his book *Utilization-focused Evaluation*. Now in its 4th edition the book offers both a philosophy of evaluation and a practical framework for designing and conducting evaluations (Patton, 2008, p. 36). Patton explains the approach:

Utilization-focused evaluation is evaluation done for and with specific intended primary users for specific, intended uses. Utilization-focused evaluation begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration for how everything that is done, from beginning to end, will affect use. Use concerns how real people in the real world apply evaluation findings and experience the evaluation process. Therefore the focus in utilization-focused evaluation is on intended use by intended users (p. 37).

Describing the evolution of his ideas through 20 years of writing about and being involved in evaluation, he says he started out like a toddler throwing a tantrum because no-one seemed to be paying attention. He then saw by the 3rd edition of his book that his *intended uses by intended users* tenet for utilization-focused evaluation had become widely accepted among professional evaluators (p. xvi). In the latest edition he spends time providing direction on how to develop evaluation capacity in organisations by ‘*infusing evaluative thinking into organisational*

culture’ and places greater emphasis on ‘*appropriate use*’ of evaluation and training intended users to be discerning about what evaluation can and cannot deliver (p. xvii). Patton (2008) identified six primary uses and six process uses of findings from utilization-focused evaluations. Primary uses include:

- 1) *judging overall merit or worth*;
- 2) *improving programs (learning-oriented evaluation)*;
- 3) *accountability*;
- 4) *monitoring (routine reporting and ongoing program management)*;
- 5) *development (adapting to changing conditions)*; and
- 6) *generating knowledge (generating lessons)*.

Patton (2008) provides readers with a step-by-step, two-page flow chart (p. 568–569) and a 12 part checklist (p. 576–581) showing how a utilization-focused evaluation should progress. Case examples abound through the book. One example tells of a utilization-focused evaluation being conducted at St Paul Open School after an external evaluation had left staff at the school disillusioned about the evaluation process and concerned that evaluation reports contain data that appear to be ‘manipulated for a preconceived conclusion fitting the evaluator’s or funders biases’ (p. 563). Following an interview with the principal of the school by Patton, an evaluation taskforce was formed made up of teachers, parents, students, community people, and graduate students trained in utilization-focused evaluation. In contrast to the earlier mandated external evaluation, a successful internal utilization-focused evaluation provided useful information for program development resulting in strong ongoing support for the evaluation by staff at the school. Examples of contrasting approaches used in each evaluation are shown in Table 1 (Patton, 2008, p. 565).

Some have questioned the word *utilization* with Weiss (1981) preferring *use* because utilization carries ‘overtones of instrumental episodic application’ (p. 18). Kirkhart (2000) doesn’t like either *use* or *utilization* preferring ‘evaluation influence’ as a unifying construct.

In summary, utilization-focused evaluation with its first principle of *intended use by intended users* is an approach with significant standing in the evaluation profession. It was born out of Patton’s response (Patton, 1975) to the call from teachers operating an open education program for evaluation methods reflecting their work (individualised, personal, humanistic, nurturing) rather than the narrow standardised testing they had been used to. Utilization-focused evaluation advocates searching for useful and balanced information that is fair while taking account of ‘multiple perspectives, multiple interests and multiple realities’ (Patton, 2008, p. 451-452). An early voice against holding up the randomised-control trial (RCT) as the gold standard for evaluation, his advocacy of both quantitative and qualitative approaches, in many

Table 1: Contrasting evaluation approaches used to conduct an evaluation of Saint Paul Open School

<i>Original external mandated evaluation (Before)</i>	<i>Utilization-focused evaluation (After)</i>
<i>Evaluators ignored the program's philosophy and conceptualised the evaluation in terms of their own implicit educational theory of action.</i>	<i>The task force based their evaluation on an explicit statement of educational philosophy (a theory of action).</i>
<i>Measurement relied on standardised tests that had low face validity, low credibility, and low relevance to program staff. Other audiences, especially federal funders and state agency staff, appeared to want such instruments, but it was unclear who the program was supposed to serve. Methods were determined largely by evaluators, based on available resources, with only initial review by program staff and federal and state officials.</i>	<i>A variety of methods were used to investigate a variety of questions. Methods were selected jointly by evaluators and intended users using multiple criteria: methodological appropriateness, face validity of instrumentation, believability, credibility, and relevance of the design and measuring instruments to information users and decision makers; and available resources. The task force was involved on a continual basis in making methods and measurement decisions as circumstances changed.</i>
<i>No specific use was made of the evaluation though it may have helped legitimise the program by giving the 'illusion' of outcomes evaluation</i>	<i>The evaluation was used by Open School staff for program development and shared with interested accountability audiences to show how the program was being improved.</i>

respects, led the way for what has been a proliferation of approaches in which a mixture of methods is recommended.

In February 2001, four years after publication of the 3rd edition of Patton's (1997a) book, at the Stauffer Symposium on Applied Psychology held at the Claremont Colleges in Southern California, some of the world's leading exponents in the discipline of program evaluation shared their 'vision for the new millennium'. A number of 'next generation' approaches, which included empowerment evaluation were offered in response to the concern that traditional, method-driven program evaluation often failed to take account of those features of programs that moderate the relationship between a program and its outcomes (Donaldson, 2003a). Features argued by Donaldson to have been missing from traditional approaches (or at least to have 'come up short') are first, the need to focus evaluation on program components that are most effective and to examine what makes these components work, and second, to study the characteristics of participants, service providers and program settings and the influence these have on program outcomes (p. 114).

These contemporary approaches, to varying degrees, involve stakeholders in the evaluation process and have grown out of the concern that evaluation results are often under-utilised and that if stakeholders help to guide an evaluation they will more likely use the findings. Torres and Preskill (2001) explain this pragmatic nature of stakeholder-based approaches:

Stakeholder involvement in the evaluation's design and implementation is intended to increase : (a) their buy-in to the evaluation, (b) their understanding of the evaluation process, and (c) ultimately their use of the evaluations findings (p. 388).

A description and analysis of a further three contemporary approaches is provided.

2.3.2 Theory-driven program evaluation

Description and background

Theory-driven program evaluation is described by Donaldson (2003a) as having three general steps:

- 1) developing program theory;
- 2) formulating and prioritising evaluation questions; and
- 3) answering evaluation questions (p. 114).

When developing the program theory or conceptual framework Donaldson (2003) says it is highly desirable to base this work on multiple sources of information such as:

- prior research and theory in the program domain;
- implicit theories held by those closest to the operation of the program;
- observations of the program in action; and in some cases
- exploratory research to test critical assumptions about the nature of the program (p. 114–115).

Once a theory or theories have been developed using these sources, informed choices are possible about appropriate evaluation questions and methods to be employed. A short-coming Donaldson identifies is that program stakeholders and evaluators often produce large lists of possible questions and it is then up to the group to prioritise these to develop a short list of the most valuable questions (p. 115). Answering the evaluation questions chosen can be achieved using whatever method or methods will produce the best evidence with an acceptable degree of confidence.

Donaldson claims that findings from theory-driven program evaluations that have set out to uncover mechanisms through which a program affects desired outcomes, or meets human needs,

now provides substantive information about ‘*why programs work or fail, for whom they work best, and what may be needed to make a program more effective*’ (p. 117).

Summarising his promotion of the benefits of theory-based evaluation, Donaldson (2003) puts forward the proposition that if theory-based program evaluation is practiced as he describes,

...the social programs of the new millennium will be well-designed, and based on sound theory and research, implemented with high fidelity, evaluated in a manner that minimises the chances of design sensitivity and validity errors, evaluated in a way that is empowering and inclusive, and evaluated so that accumulation of new knowledge and wisdom about social programming will be maximised (p. 137).

Theory-driven program evaluation in practice

With the objective of moving the evaluation field closer to a clear understanding of the strengths, limitations and challenges of implementing theory-driven program development and evaluation, Donaldson and Gooler (2003) tell of the lessons learned when using the approach with a 5 year, \$20 million program to promote the health and well-being of Californian workers and their families. The California Wellness Foundation funded the initiative made up of four interrelated programs comprising over 40 related partner organisations with the objective of improving the wellbeing of Californians through approaches related to employment (p. 356).

An external evaluation team was commissioned to guide the strategic development and management of each program and to inform the direction of the whole initiative. The evaluation team adopted a ‘participatory theory-driven’ evaluation approach to ensure the perspectives of all stakeholders in the initiative were understood and addressed (p. 357). Program theories were developed for each program and, along with feedback from stakeholders, was used to guide program development. Program theories were based on stakeholders’ experience with how their programs seemed to work, prior evaluation research findings and other more general knowledge about the phenomena being examined. The authors claim this framework provided a guiding model around which evaluation designs were developed to answer key evaluation questions specifically (p. 357).

The evaluation teams engaged stakeholders through ‘numerous’ meetings and discussions about ‘program models and theories of change, evaluation design, data collection methods, feedback loops and evaluation reports’ (p. 357). Mid-year evaluation reports, year end evaluation reports, and annual 360 degree feedback from grantees were the three primary reporting mechanisms set up to provide continuous program improvement feedback over time to stakeholders.

Program theories for the four interrelated programs in the initiative were developed with the

authors providing a definition of program theory (acknowledging respective contributors) suggesting there is some confusion over its meaning (p. 357):

- 1) *The construction of a plausible and sensible model of how a program is supposed to work (Bickman, 1987).*
- 2) *A set of propositions regarding what goes on in the black box during the transformation of input to output, i.e. how a bad situation is transformed into a better one through treatment inputs (Lipsey and Wilson, 1993).*
- 3) *The process through which program components are presumed to affect outcomes and the conditions under which these components are believed to operate (Donaldson, 2001).*

The first program known as the Winning New Jobs Program (WNJ) is designed to provide job search training for over 5000 unemployed and underemployed Californians over a four-year funding period. The core program theory for that program is shown in Figure 1.

Participants attended a week-long workshop designed to build job search confidence, job search skills and problem solving strategies. These skills expected to lead to reemployment and improved mental health. This conceptualisation was used to develop and prioritise evaluation

Please see print copy for image.



Figure 1: Winning New Jobs Program Theory (Donaldson and Gooler, 2003 p 358)

questions and guide data collection. Donaldson and Gooler (2003) reported outcomes from this theory-driven evaluation whereby:

...extensive standardized eligibility, demographic, pretest, posttest, and employment follow-up data was collected at each site. Various types of qualitative implementation and outcome data were also collected. Further, databases tracking participants in other parts of the country and world were available for comparison purposes. This collection of databases was used for both formative and summative evaluation of the WNJ program (p. 358).

Other such programs included the creation of 14 community computing centres in 11 low income Californian communities, designed to prepare young adults aged 14–23 to use computers to improve their educational and employment opportunities; a health insurance policy program designed to improve affordable health insurance access for employees and their families; and a research program called Future of Work and Health, seeking to understand the changing nature of work and how it affects the health of Californian workers. A diagrammatic theory was developed to drive the evaluation of each program.

Some have questioned the value of placing theory testing at the centre of evaluation. Scriven (1991) urges evaluators to stay focused on judging a program's merit or worth and describes the time spent on developing a program's theory as 'a luxury for the evaluator' which is really program development work rather than evaluation work (p.360). Further, Patton (2008) says theory-driven evaluations are in danger of diverting attention from answering '*straightforward formative questions or making summative judgements into the ethereal world of academic theorising*' (p.358).

2.3.3 Results-oriented management

Wholey (2003) confidently claims his results-oriented management approach to evaluation promises to reform social programming in the public and not-for-profit sectors. He presents a three-step process to implement results-oriented management:

- 1 develop agreement among key stakeholder on goals and strategies;
- 2 measure and evaluate performance outcomes on a regular basis; and
- 3 use performance information to improve program effectiveness and strengthen accountability to key stakeholders and the public (p. 47–50).

The method advocates a participatory evaluation approach that focuses primarily on internal evaluation but also identifies places for external evaluation. Wholey describes it as a leadership and management approach that requires public and non-profit organisations to measure outcomes and use outcome information. He points out that public and not-for-profit sector

programs often perform poorly and fail to meet the performance standards required to meet public needs and to earn public support.

This approach aims to shift management's focus from inputs and process to results, in order to

- improve program effectiveness
- strengthen accountability to key stakeholders and the public
- support resource allocation and other policy decision making, and
- improve public confidence and support (Wholey, 2003, p. 45).

The evaluator in results-oriented management can play an important role in each stage of the process. First, the evaluator can help stakeholders to clarify program theories as they seek to develop agreement on goals and strategies and to identify factors most likely to affect performance. Second, evaluators can assist in validating performance data intended for dissemination to policymakers and the public, and help to improve performance measurement systems. Wholey says evaluation studies undertaken by the evaluator can be used to:

- measure the extent to which a program is operating as intended
- measure the extent to which a program achieves intended outcomes, or leads to unintended outcomes
- assess the effectiveness and cost effectiveness of current strategies
- measure the cost savings that a program produces in other programs
- measure the net impact and net benefits caused by a program, and
- measure other hard-to-measure program outcomes (p. 49).

Third, evaluators can assist agencies in using performance measurement and evaluation information internally, to improve service quality and program effectiveness and to use the information externally to strengthen accountability to policy makers and the public (p. 50).

Wholey offers a cautious word about the wholesale take up of the results-oriented management approach. He says 'a host of institutional, organisational, and technical challenges must be overcome if results-oriented management is to achieve its promise' (p. 51). Some of these challenges he says are:

- fragmentation of power
- conflict over agency and program goals
- legal and regulatory requirements
- organisational cultures and capacities
- interorganisational factors
- overlapping information demands from key stakeholders

- problems in measuring performance
- lack of information on how to improve performance, and
- concerns over possible misuse of performance information (p. 51).

In her discussion of results-oriented management and the implementation of the (US) Government Performance and Results Act (GPRA) process, Radin (1998) said:

In many ways, the [results-oriented management] process is designed for agencies that actually deliver service...; have relatively stable histories that are amenable to a planning approach; have cultures of data production (with agreement on typologies and belief in the accuracy of the information); and have manageable levels of conflict between external actors [or stakeholders] (p. 309).

2.3.4 Inclusive evaluation

Mertens (2003) describes how the inclusive approach to evaluation is located within the transformative-emancipatory paradigm, and has grown out of an awareness of the need to represent multiple perspectives within the political context of evaluation. She advocates for the inclusiveness of groups in evaluation that have ‘historically experienced oppression and discrimination on the basis of gender, culture, economic levels, ethnicities/races, sexual orientation and disabilities’ and to consciously build links between the results of the evaluation and social action (p. 94). This emphasis on the utilisation of results to serve social transformative purposes permeates the inclusive evaluation approach.

With social change as a priority, Mertens states that evaluator must accept that they are part of a team to bring about that change. They must be willing to challenge the status quo in matters such as encouraging those in positions of power, to go beyond ‘blaming the victim’ to a place where failures within systems can be revealed (p. 95). To conduct transformative, inclusive evaluation, Mertens claims, requires the evaluator to reflect on his or her own values and how these may influence the process and results of their work (p. 96).

Application of an inclusive approach to evaluation will have implications for every step of the process. Mertens (2003) outlines how it will affect the design of the evaluation, with the approach being amenable to quantitative, qualitative or mixed methods designs (p. 96). It will affect the theoretical framework for defining the problem. Mertens provides examples of ‘theoretical frameworks of deficit’ that can result in framing problems in terms of social deficiency or cultural deficit rather than marginal resources and the flawed politics of local, state and federal politics (p. 98). She says the approach will affect the evaluation questions asked and those aspects of a program that might be chosen as indicators of success. The choice of data collection strategies will be affected, as the evaluator determines the best ways to obtain

data from the various subgroups in the evaluation project. Finally, the approach will have evaluators working very hard to ensure that strong power imbalances do not distort the ensuing findings.

In summary Mertens cites the Program Evaluation Standards (Joint Committee on Standards for Educational Evaluation, 1994) that pose a series of questions the evaluator could ask when conducting an inclusive evaluation:

What are the influences of personal characteristics or circumstances, such as social class, gender, race and ethnicity, language, disability, or sexual orientation in shaping interpersonal interactions, including interactions between evaluators, clients, program providers, and consumers, and other stakeholders?

What evidence is there that the evaluation was conceptualised as a catalyst for change (e.g., shift in power relationships among cultural groups or subgroups)?

Were the time and budget allocated to the evaluation sufficient to allow a culturally sensitive perspective to emerge?

Did the evaluator demonstrate cultural sophistication on the cognitive, affective, and skill dimensions? Was the evaluator able to have positive interpersonal connections, conceptualise and facilitate culturally congruent change, and make appropriate cultural assumptions in the design and implementation of the evaluation? (p. 104-105)

2.3.5 Implications for this thesis

Clearly, the four examples discussed are approaches to evaluation that could have been chosen as the framework for this study. Utilization-focused evaluation ‘*done for and with specific intended primary users for specific, intended uses*’ (Patton, 2008, p. 37) could have provided the framework for working with ARC and Sanitarium (the primary users) to prepare tools to evaluate the benefits to children of participating in the GSBC. Information thus derived, could then have been used to promote the program for a range of purposes (specific, intended uses).

Theory-driven evaluation, with its established track record of providing substantive information about ‘why programs work or fail, for whom they work best, and what may be needed to make a program more effective’ (Donaldson, 2003a, p. 117), could have resulted in a program theory for the GSBC being developed which could then have been used to answer key evaluation questions about the program.

Results-oriented management, with its focus on measuring outcomes and using outcome information, could have produced results geared to improving the effectiveness of the GSBC,

strengthening accountability to stakeholders, supporting resource allocation and improving public confidence and support (Wholey, 2003, p. 45).

Inclusive evaluation, with its emphasis on using evaluation results to serve social transformative purposes, could have been used to focus evaluation attention on the social aspects of the GSBC program and possibly to avoid conducting the project from a ‘theoretical framework of deficit’ (Mertens, 2003, p. 98).

From a research perspective, it would be desirable to link the choice of empowerment evaluation over these or other approaches, to a set of prior-to-choice criteria. If the researcher had been more than a novice evaluator and evaluation manager at the time of choosing, more concentrated attention to such criteria may have occurred. Empowerment evaluation was chosen however, not on the basis of a basket of approaches weighed against clearly established criteria, but in hindsight, on the basis of its well (possibly charismatically) articulated and what seemed at the time to be both a theoretically sound and practically attractive way of approaching program evaluation. In addition, connection with Fetterman through his professional and empowerment evaluation websites and his ready availability to engage in email conversations with the researcher, helped to build early confidence in the approach and its proponents.

The next section discusses and critiques the empowerment evaluation approach. It includes a discussion of the place of empowerment evaluation within the evaluation profession from the perspective of the robust attention the approach has received in the literature. More detailed information about the 3-Step model of empowerment evaluation used in this study is provided in the next chapter.

2.4 Empowerment evaluation – The evaluation approach chosen for this thesis

With the focus on developing ‘practical’ evaluation methods and tools to serve a useful purpose at the level of participants’ own experience, empowerment evaluation offered a relatively simple lock-step approach toward achieving the aims of the project. It offered a systematic approach to facilitating self-evaluation designed to help people help themselves. The role of the evaluator in this approach is that of facilitator, coach, critical friend, and knowledgeable colleague with evaluation expertise. Furthermore, Fetterman (2003) advocates putting innovative and traditional quantitative and qualitative social science research methods into the hands of program sponsors, staff members, and participants, using the assistance and guidance of professional evaluators. He also warns against methodological overkill by using the simplest methods needed for the task in hand.

2.4.1 *The principles of empowerment evaluation*

In 2005 Wandersman et al introduced ten underlying principles of empowerment evaluation they said provide the theories, values and philosophy that guide the decision-making and practices of empowerment evaluators. They argue that while empowerment evaluation shares some values and methods with other evaluation approaches, ‘it is the set of empowerment evaluation principles considered in their entirety that distinguishes it from other evaluation approaches’ (Wandersman et al, 2005, p. 29). The ten principles underpinning this claim are as follows:

- 1) Improvement: A key aim of empowerment evaluation is to improve people, programs, organisations and communities and to help them achieve results.
- 2) Community ownership: Program stakeholders, with the assistance of evaluators, take responsibility for designing and conducting the evaluation and putting the findings to use.
- 3) Inclusion: Participants, staff from all levels of a program or organisation, funders, and members of the wider community are invited to participate in the evaluation.
- 4) Democratic participation: Active participation by everyone in shared decision-making is valued; the processes used are based on deliberation, communicative action and authentic collaboration.
- 5) Social justice: A high value is placed on addressing the larger social good of practices and programs and achieving a more equitable society. The method is seen as a means to help people address inequities through capacity building.
- 6) Community knowledge: Community-based knowledge, information and experience is valued and respected and used to make decisions, understand the local context, and interpret evaluation results.
- 7) Evidence-based strategies: Value is placed on providing empirical justifications for action and drawing on other evidence-based strategies that have worked. This can save time and resources. However, it is recognised that strategies need to be adapted to the local environment, culture and conditions.
- 8) Capacity-building: Program staff and participants learn how to conduct their own evaluations. All people and organisations are seen as capable of conducting evaluations when provided with the appropriate tools and conditions. This often translates into program capacity building.
- 9) Organisational learning: Empowerment evaluation helps to create a community of learners. Continually reflecting on and evaluating programs and organisations is seen as making community groups or organisations more responsive to changes and challenges. Evaluation results are also used to guide improvement.
- 10) Accountability: Individuals and organisations are held accountable for the commitments

they make. Funders are held accountable in relation to their expectations. Those involved make a commitment to results-based interventions and continuous improvement.

(Wandersman et al, 2005, pp. 29–38)

2.4.2 *Empowerment evaluation in practice*

Five years on from launch onto the evaluation scene in 1996

The first empowerment evaluation book (Fetterman, Kaftarian and Wandersman (1996) provided an introduction to the theory and practice of the approach. It also provided examples of its use in local, state and federal government evaluation projects. This book was followed by the second in 2001 in which Fetterman provided five case examples to show some of the diverse types of programs that had used the approach. The first example reported the application of empowerment evaluation by a project team, including Fetterman, to encourage a children's hospital to be more family-centred. The second example discussed a school-based reading program with the primary objectives to assist elementary school children to surpass grade level reading competencies, and to enhance university student classroom studies by participation in a broad range of community experiences. The third told of empowerment evaluation being used with a program called Upward Bound, designed to help inner-city, disenfranchised minority students make the transition from high school to college. In the fourth example empowerment evaluation was used with a program designed to help middle school students improve their academic performance through classroom instruction and other enriching activities. In discussion of the fifth example, Fetterman (2001) said an important measure of the power and credibility of an evaluative approach is whether it is adopted in 'high-stakes' assessments and forms of accountability (p. 75). He then provided an example of where empowerment evaluation was used by the California Institute of Integral Studies in an accreditation self-study. The institute used the approach as a tool to institutionalise evaluation as part of the planning and management of operations, and to respond to the accreditation self study requirements.

2.4.3 *Australian empowerment (evaluation) literature*

Hurworth and Clemans (1996) used an empowerment model of research when assessing the education needs of the older person in a project commissioned by the Adult Community and Further Education Board (ACFEB), a body of the state government of Victoria. They claimed that the ultimate aim of the empowerment approach in their project was '*that the older adult participant should have some sense of partnership in and ownership of, the project so that fruitful dialogue between parties will ensue...*' (p. 132). They mentioned that empowerment strategies had '*become of recent interest to evaluators*' (p. 132) and cited the work of Fetterman (1993). However, due to the article appearing in the same year as the first empowerment evaluation book (Fetterman, et al., 1996), understandably, the article focused on evidence of

empowerment outcomes that had occurred as a result of empowerment processes employed rather than on what has become known in the evaluation literature as THE empowerment evaluation approach.

Lennie, who worked as a contracted collaborator with the researcher on this project during 2005, explored empowerment in relation to an action research project in her doctoral thesis titled: *'Troubling empowerment: An evaluation and critique of a feminist action research project involving rural women (Queensland) and interactive communication technologies'* (2001). As with Hurworth and Clemens, her early work focused on empowerment in evaluation and research rather than THE empowerment evaluation approach typically linked with Fetterman et al. More recently Lennie (2005) reported a process that aimed to build the capacities of people in two Australian rural communities to evaluate their local communication and information technology (C&IT) initiatives. Using participatory action research and participatory evaluation methods an evaluation and critique of the process was conducted. Although empowerment evaluation (Fetterman et al., 1996) was cited in the article, it was to only make reference to its proponents encouraging the active participation of stakeholders in all stages of an evaluation, rather than to discuss the approach in any detail.

The most detailed account of empowerment evaluation by Australian authors is that by Owen and Rogers (1999) in their book *'Program Evaluation: Forms and Approaches'*, which has part of the book's forward written by Fetterman. In their discussion of participatory and collaborative evaluation approaches, Owen and Rogers mention that empowerment evaluation is the approach that has generated the most controversy and go on to detail the 3-steps method associated with the approach at that time. Some aspects of this on-going debate in the literature about empowerment evaluation will now be addressed.

2.4.4 The place of empowerment evaluation in the evaluation profession

Ten years on

Application and analysis of the empowerment evaluation approach to evaluation is a contemporary topic in the academic literature. Since its inception in 1996 it has been critiqued by many within the evaluation profession, including Alkin and Christie (2004), Altman (1997), Brown (1997), Cousins (2005), Scriven (1997, 2005), Sechrest (1997), Patton (1997b, 2005) and Wild (1997). While each applauded the contribution of empowerment evaluation to the professional landscape, affirmations are typically accompanied by calls for more work to be done to refine aspects of the approach. The evaluation theory tree of Alkin and Christie (2004) and mapping empowerment evaluations according to Cousins (2005) radargram are two such examples.

More recent literature focuses on debating central issues of conceptual clarity, methodological specificity and empowerment evaluation's commitment to accountability and producing outcomes (Fetterman and Wandersman, 2007 p. 179). Two papers published in the American Journal of Evaluation (Fetterman and Wandersman, 2007; Miller and Campbell, 2007) mentioned this project by referring to a preliminary report published in the Evaluation Journal of Australasia (Miller and Lennie, 2005b).

2.4.5 The suggested limitations

Conceptual clarity

Detractors have suggested it is difficult to differentiate empowerment evaluation from other collaborative approaches that seek to mainstream evaluation into organizations (Cousins, 2005, Patton, 1997b). In their review, Miller and Campbell (2007) say this 'conceptual ambiguity' may make it difficult to work out what constitutes an empowerment evaluation initiative. In response to these criticisms, Fetterman and Wandersman (2007, p. 186) argued that much progress had been made, ranging from a refined definition to specific guiding principles being introduced.

Methodological specificity

Cousins (2005) reports that considerable confusion exists in the literature about the 'conceptual differentiation among collaborative, participatory and empowerment approaches to evaluation' (p. 183). In his chapter titled, 'Will the Real Empowerment Evaluation Please Stand Up?' Cousins (2005) set out to examine current empowerment evaluation practice critically and how it is situated among other forms of collaborative inquiry. He did this from the perspective of a conceptual framework developed by Weaver and Cousins (2003) to differentiate streams of participatory evaluation, attending to five dimensions they believed to be fundamental:

- control of technical decision-making (evaluator vs. non-evaluator stakeholder);
- diversity of non-evaluator stakeholders selected for participation (limited vs. diverse);
- power relations among non-evaluator stakeholders (neutral vs. conflicting);
- manageability of the evaluation implementation (manageable vs. unwieldy); and
- depth of participation (involved as a source for consultation vs. involved in all aspects of the inquiry).

Cousins (2005, p. 193–200) applies these five 'dimensions of form' to six case examples of empowerment evaluation provided by Fetterman and Wandersman (2005). He concluded that a great deal of variation was seen to exist in the implementation of empowerment evaluation. Variation was seen to exist across the six case examples on each of the five dimensions of form.

However it is clear from this comment that Cousins' is willing to concede that such variation can be positive:

Such variation is fine, I think, and it is admirable that empowerment evaluation enthusiasts are guided by a set of principles that helps them to secure their interrelations with members of their nonevaluator stakeholder community. But on another level more needs to be known about when one approach might be superior to another (p. 201).

Documenting outcomes of empowerment evaluation

Miller and Campbell (2006), Smith (2007), and Cousins (2005) have also claimed that empowerment evaluation is not strong on the attainment of results, such as improved evaluation capacity, high levels of evaluation use, and increased perceived and actual self-determination.

This charge is strongly refuted by Fetterman and Wandersman who, in defense of empowerment evaluation's focus on outcomes provided four examples of targeted outcomes associated with empowerment evaluations in the areas of capacity outcomes; standardized test score outcomes; explicit program outcomes; and academic accreditation outcomes. Each case example highlighted a particular strength of empowerment evaluation to achieve outcomes. The first looked at the use of GTO (Getting to Outcomes) with two community-based prevention coalitions in California and Columbia, finding that it *'builds the capacity of local practitioners and helps to improve the quality of performance in planning, implementation and evaluation of prevention programs'* (p. 189). The second reported a significant shift over a three year period in students' standardized test scores in rural Arkansas following the introduction of an empowerment evaluation intervention. The third used the 3-step empowerment evaluation approach within a large Digital Village project designed to help disenfranchised communities bridge the digital divide. One community made up of 18 American Indian tribes in California used the approach to accomplish many of its goals, with one notable achievement being the establishment of the largest unlicensed wireless system in the USA. The fourth example tells how Stanford University's School of Medicine used empowerment evaluation to prepare for an accreditation site visit. During the taking stock phase, a significant outcome or 'transformative' moment was achieved when directors of individual programs realized they were defacto governing bodies overseeing that part of the academic program. Fetterman and Wandersman argue this outcome responds to Miller (2005) and Smith's (2007) concerns that the language of transformation is absent from empowerment evaluation (p. 192).

Other limitations

In an earlier discussion about limitations associated with the approach, Smith (1998) cited three methodological problems likely to be found when using empowerment evaluation. First, possible discrepancies will surface early in the process between published program objectives

and the objectives program staff specify. This discrepancy, if allowed to go unchecked, can result in the measurement of a program that may bear little resemblance to the program's original intention. In this case the facilitator of the empowerment evaluation may need to 'encourage mid-course correction in program goals and directions with the full cooperation of the program participants' (p. 259). Second, Smith says '*programs in natural settings can become turbulent when their evaluation processes require a long time...*' (p. 259). He cites Weiss (1972) who observed that over time programs may change considerably and threaten the evaluation's internal validity. To help overcome this difficulty Weiss had suggested targeting program components rather than the entire program. Third, the evaluator must be prepared to train those participating in the evaluation task in the methods and strategies required to complete the evaluation. Smith suggests that if the evaluator or evaluation team is not prepared or is unable to do this, the evaluation may suffer methodological flaws (p. 259). He says empowerment evaluation requires the building of capacity in program participants that will provide them with a level of knowledge and skills to maximise their involvement in the evaluation process.

Smith identifies five 'realistic conditions' to promote the optimum realisation of empowerment evaluation. These are that :

- 1) an evaluator must be comfortable in the role of teacher
- 2) an evaluator must allow sufficient time
- 3) the evaluator, practitioners and consumers must work in partnership
- 4) all participants in the evaluation process must be compensated for their expenses including transportation and the value of time spent on the project
- 5) empowerment evaluation can proceed only when the management of an organisation subscribes to the idea and provides sufficient resources (p.260).

Lennie, an experienced program evaluator using participatory methods, also identifies some limitations in the empowerment evaluation approach. She identifies that: the approach is more time consuming than traditional forms of evaluation; problems can arise with different stakeholders' agendas, values and perspectives; it requires the participation and ongoing commitment of program participants; and that maintaining active participation over an extended period can be problematic. Further she says, the concept of empowerment is problematic in itself in that power relations are not adequately addressed, and it tends to be somewhat idealistic in terms of the outcomes promoted (personal email communication March 21, 2005).

2.4.6 *The argument for empowerment evaluation*

In their introduction to the published papers from the Claremont Symposium, Donaldson and Scriven (2003) discuss the task facing the evaluator of choosing one approach over another or to

attempt an integrative approach. They suggest '*evaluator characteristics may inspire or constrain one's ability to practice any particular approach*' (p. 15). With this in mind, the empowerment approach to program evaluation resonated with the researcher more than the other approaches described. Its demonstrated strength and simplicity were attractive. When discussing this point during a personal dialogue with Fetterman (2005), he made the statement

Simplicity adds to transparency which translates into community credibility and trust.

2.5 Case Study Research

This section will examine the case study as the research method chosen to report this study

2.5.1 Introduction

Gerring (2007) refers to the term 'case study' as a '*definitional marass*' (p.17) citing eight ideas put forward by some of the world's leading commentators on this research methodology. He says, '*Evidently, researchers have many things in mind when they talk about case study research*' (p.17) as they might mean:

- a) *that its method is qualitative, small-N,*
- b) *that the research is holistic, thick (a more or less comprehensive examination of a phenomenon),*
- c) *that it utilizes a particular type of evidence (e.g., ethnographic, clinical, non-experimental,*
- d) *that its method of evidence gathering is naturalistic (a 'real-life context'),*
- e) *that the topic is diffuse (case and context are difficult to distinguish),*
- f) *that it employs triangulation (multiple sources of evidence),*
- g) *that the research investigates the properties of a single observation, or*
- h) *that the research investigates the properties of a single phenomenon, instance, or example (p. 17)*

Yin (2009, p. 2) writes that, '*In general, case study studies are the preferred method when (a) "how" or "why" questions are being posed, (b) the investigator has little control over events, and (c) the focus is on a contemporary phenomenon within a real life context.*'

In his discussion of the different kinds of case studies, Yin (1989) says they have a distinctive place in evaluation research. He identifies four different applications for the case study when evaluating the impact of an intervention. These are:

- 1) To *explain* the causal links in real-life interventions that are too complex for the survey or experimental strategies.
- 2) To *describe* the real-life context in which an intervention has occurred.

- 3) When an evaluation can benefit from an *illustrative* case study—even a journalistic account – of the intervention itself.
- 4) To *explore* those situations in which the intervention being evaluated has no clear, single set of outcomes (p. 25).

2.5.2 *Types of case studies*

There are four major types of designs in case study research that Yin (1989) depicts in a 2 x 2 matrix (see Figure 2). The first pair of categories is single-case and multiple-case designs and the second pair is based on the unit or units of analyses to be covered and distinguishes between holistic and embedded designs.

This project follows a Type 2 study using a single case investigation of the use of empowerment evaluation with the GSBC program in NSW. It is an embedded case study with the stakeholder effects and program effects being the two units of analysis.

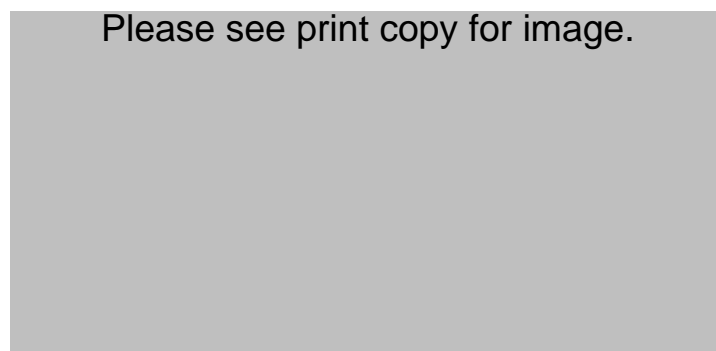


Figure 2: Basic types of designs for case studies (Yin, 1989, p 46)

2.5.3 *Criteria for judging quality of case studies*

The quality of a case study is reliant on careful consideration being given to four quality control indicators similar to any research design:

- construct validity
- internal validity (for explanatory or causal case studies only)
- external validity, and
- reliability (Yin, 1989, p. 40–41)

2.5.3.1 *Construct validity*

For a case study to have construct validity requires that the correct operational measures have been established for the concepts being studied. This requires two steps:

- 1) select the specific types of changes that are to be studied (in relation to the original objectives of the study)

- 2) demonstrate that the selected measures of these changes do indeed reflect the specific types of changes that have been selected (Yin, 1989, p.42)

For step 1, this study details the development of previously unavailable practical evaluation tools for use by GSBC program personnel. For step 2, all of the empowerment evaluation activities were directed toward the development and trial of the evaluation instruments that have resulted from the study.

2.5.3.2 *Internal validity*

Internal validity is related to the causal or explanatory study where the investigation is trying to determine whether event x led to event y. If the investigator incorrectly infers a causal link between x and y without knowing that something else, z for example may have caused y, the research design has failed to care for the threat to internal validity. By asking ‘Is the inference correct? Have all the rival explanations and possibilities been considered? Is the evidence convergent? Does it appear to be airtight?’ the researcher has demonstrated consideration of internal validity (Yin, 1989, p. 43). In this study it is clear that there is a direct causal link between the application of empowerment evaluation and the evaluation instruments that have been developed and trialled by teachers and volunteers at the breakfast club level and are now being reviewed by the program managers with respect to their suitability for use across the whole program.

2.5.3.3 *External validity*

External validity relates to whether a study’s findings are generalisable beyond the immediate case study. Critics of the single case say that they offer a poor basis for generalising. Yin (1989) argues that such criticisms reflect that the critics are comparing the case study to survey research ‘where a ‘sample’ (if selected correctly) readily generalises to a larger universe’ (p.43). This he says is incorrect as surveys rely on *statistical* generalisation, whereas case studies rely on *analytic* generalisation. Instead of attempting to generalise from one case study to another, the analyst should try to generalise findings to ‘theory’ (p. 44). External validity in this study is important, as one of the overarching expectations is that findings from this study could be transferable and help to inform those that sponsor other breakfast club programs or indeed other community-based, public-interest programs about the application and performance of empowerment evaluation and the theoretical principles on which it is based. A useful concept here is what Bassey (1999, p. 12) calls ‘*fuzzy generalisation*’ which he proposes as the qualitative measure of generalization as distinct from scientific or statistical measures of generalization. Whereas the latter would use, ‘In *this* case it *has been* found that...’ fuzzy generalization makes a more qualified statement like, ‘In *some* cases it *may be* found that...’ (p. 12).

2.5.3.4 *Reliability*

Reliability is the concept that if a case study was repeated following the same procedures as described for the earlier study, the investigator would arrive at the same conclusions. Yin (1989) says the case study researcher should conduct research as if someone was continually looking over his or her shoulder and in such a way that an auditor could repeat the research and get the same result. While this may not be possible in strictly qualitative work, this project, which has been completed within the context of a doctoral program, has largely followed the conventions associated with this research endeavour. With three supervisors, regular meetings with the Research Partnership Group, the publication of numerous progress reports, four conference papers and a journal publication, the project has a well developed audit trail and arguably as much reliability as can be expected for a case study of this type.

This section has examined the different types of case studies and the criteria that can be used to judge the quality of a case study's findings. The next section discusses the preparation that needs to occur before data collection, the collection of evidence and how to analyse data collected.

2.5.4 *Preparation for data collection*

Yin (1989) points out that adequate skill on the part of the case study investigator is critical. He offers the following list of commonly required skills:

- be able to ask good questions—and to interpret the answers
- be a good listener and not be trapped by personal ideologies or preconceptions
- be adaptable and flexible, so that newly encountered situations can be seen as opportunities, not threats
- have a firm grasp of the issues being studied, whether this is a theoretical or policy orientation, even if in an exploratory mode
- be unbiased by preconceived notions, including those derived from theory (p. 62–63).

2.5.5 *Collecting evidence*

Evidence for case studies typically comes from six sources:

- documentation
- archival records
- interviews
- direct observations
- participant observation, and
- physical artefacts (Yin, 1989, p. 85).

2.5.6 What makes for an exemplary case study?

Yin (2009, p. 185-190) has five criteria for an exemplary case study which may be used to judge this work. First he says the case study must be significant. As previously mentioned, the use of empowerment evaluation to help achieve program and evaluation outcomes within the GSBC program, hopefully makes a significant contribution to the world of research and evaluation. Couple this with the significant public interest that has been achieved in the GSBC program through widespread media attention and campaigns by its major sponsors seeking contributions from the public to assist program delivery, and the significance of this study is clear.

Second, the case study must be ‘complete’. In the sense that this study reports the evaluation of the GSBC using the empowerment evaluation approach, from the first evaluation activity (a survey to teachers and volunteers at breakfast club schools), to the trialling of nine evaluation tools prepared for widespread use within the program, it could be argued that the case study is complete. However, the report could also be seen as incomplete having assembled baseline data which only provides a starting point for evaluative work to follow.

Third, the case study must consider alternative perspectives. Widespread involvement in the project of program personnel including sponsors and managers, volunteers and teachers, and to a lesser degree, program participants, ensured that many perspectives would be found in the case study report.

Fourth, the case study must display sufficient evidence. With 8 chapters comprising over 200 pages and over 200 pages of appendices, it is believed this would be judged as sufficient evidence being included in the case study report.

Fifth, the case study must be composed in an engaging manner. This of course is not for the researcher to judge.

Yin (2009, p. 190) offers this challenge to would-be users of the method:

Engagement, enticement, and seduction—these are unusual characteristics of case studies. To produce such a case study requires an investigator to be enthusiastic about the investigation and to want to communicate the results widely.

2.5.7 Summary

Simons (1996) provides this eloquent statement which summarises the value of case study research and particularly the study of singularity and the search for generalization which she calls ‘*The paradox of case study*’ (p. 225):

One of the advantages cited for case study research is its uniqueness, its capacity for understanding complexity in particular contexts. A corresponding disadvantage often

cited is the difficulty of generalising from a single case. Such an observation assumes a polarity and stems from a particular view of research. Looked at differently, from within a holistic perspective and direct perception, there is no disjunction. What we have is a paradox, which if acknowledged and explored in depth, yields both unique and universal understanding...embrace the paradoxes inherent in the people, events and sites we study and explore rather than try to resolve the tensions embedded in them...Paradox for me is the point of case study. Living with paradox is crucial to understanding. The tension between the study of the unique and the need to generalise is necessary to reveal both the 'unique' and the 'universal' and the 'unity' of that understanding. To live with ambiguity, to challenge certainty, to creatively encounter, is to arrive, eventually, at 'seeing' anew' (p. 225, 237-8).

2.6 *Literature associated with breakfast and school breakfast programs*

The focus of this study is the provision of breakfast at schools in NSW that participate in the Good Start Breakfast Club (GSBC) program. Prior to undertaking the study it is important to situate the project within current thinking about breakfast and school breakfast programs. It will then be possible to identify the key issues that become the focus of evaluation activities. This section will examine research that reports the contribution breakfast makes to the diet of school-age children and benefit reported in areas such as neurological function and school performance. It concludes with a summary of the key issues that have been identified to date to be important in determining the worth of school breakfast programs, and hence the potential areas for evaluation.

2.6.1 *Breakfast and Nutrition*

Eating breakfast has been shown to make an important contribution to the overall diet of children, with those who eat breakfast regularly having a better overall nutrient intake than those who do not (Pollitt, 1995). Nicklas et al (1998), when assessing the impact of breakfast consumption on the nutritional adequacy of young adults found that dietary inadequacy was two to five times higher in those who skipped breakfast than for those who consumed breakfast. The type of food eaten at breakfast is also important, with Morgan et al (1981) and Ruxton et al (1996) finding that children in the USA and Scotland who ate ready-to-eat breakfast cereals had lower intakes of fat and cholesterol, and higher intakes of fibre and micronutrients such as iron, vitamins B12, A and D, thiamine, riboflavin and niacin than those who ate no ready-to-eat-breakfast cereals. It has also been found that children who skip breakfast are more likely to be over-weight or obese (Ortega et al, 1998; Wolfe et al, 1994). Ortega et al suggested this may be due to breakfast skippers making poor food choices later in the day, which over the long term can lead to obesity.

2.6.2 *Evidence for the Effects of Breakfast on Neurological and Psychological Function*

A number of studies have attempted to explain the biochemical and psychological mechanisms behind the effect of breakfast consumption on cognitive function. Connors and Blouin (1982/83) assessed children's cardiac, neurological and psychological responses when cognitive tests were given after children had eaten breakfast, and also after an overnight and morning fast. This study found that nutritional variables significantly influenced various neural processes that mediate cognitive performance. In addition, Pollitt et al (1982/83) found that insulin and glucose levels in subjects differed at statistically significant levels in their study that compared the breakfast condition with a no-breakfast condition. In a more recent study Pollitt and Matthews (1998) found that an overnight and morning fast leads to a gradual decline in blood glucose concentration and other metabolic functions (i.e. neurotransmitter) and that this can interfere with cognitive function. Benton and Parker (1998) found that raising blood glucose concentration improved cognitive function, and even relatively small diet-induced differences in blood glucose were sufficient to affect children's memory function.

2.6.3 *The Effects of Breakfast on School Performance, Cognitive Function and Behaviour*

As far back as the breakfast studies conducted by Tuttle and Daum et al (1954) breakfast has been identified as a key determinant of cognitive performance among school-aged children. In this early study with Iowa school boys it was found that a breakfast condition group performed better on reaction time tasks (decision time and movement time) than a no breakfast group. More recently studies have found that under nutrition, hunger and the omission of breakfast results in adverse effects on children's performance on a range of cognitive tests (Pollitt et al, 1982; Connors and Blouin, 1983; Simeon and Grantham-McGregor, 1989; Tufts University School of Nutrition, 1994; Chandler et al, 1995; Pollitt, 1995; Wyon et al, 1997; Benton and Parker, 1998; Murphy and Wehler et al, 1998; Pollitt and Matthews, 1998; Simeon, 1998). For example, Pollitt (1995) found that an overnight fast adversely affected children's emotional status, as well as performance in arithmetic and reading tasks. Later Benton and Parker (1998) found that an overnight and morning fast adversely affected memory function and those tasks requiring the retention of new information. In fact skipping breakfast has been shown to diminish speed and accuracy on tests of visual and auditory short-term memory, immediate recall, recognition memory, verbal fluency, and arithmetic and stimulus discrimination (Pollitt and Matthews, 1998). More recently, Wesnes et al (2003) found that a breakfast of cereal rich in complex carbohydrate reduces the rate of decline in attention and memory in schoolchildren during the course of a morning and Wyon et al (1997) found that creative thinking is adversely affected by skipping breakfast.

However, the validity of the evidence linking breakfast consumption to optimal cognitive

functioning and scholastic achievement is in question. Other studies attempting to show that breakfast skipping is related to poor learning and poor behaviour in the classroom have had mixed results. For instance, testing the effects of eating or not eating breakfast through cognitive tests administered to experimental and control groups on the same morning, Cromer et al (1990) found no significant differences in performance between groups. Their study used well-nourished middle-class subjects in the US. Following the same protocols but with subjects from a mixed socioeconomic background in Israel, Vaisman et al (1996) found that the breakfast group scored significantly higher on the immediate recall task but in a second study with a similar sample they found no differences between the groups on most recall, recognition and learning tests. An interesting effect in this study was their finding that all scores were significantly higher for the children who ate breakfast at school rather than at home. The researchers suggested the timing of breakfast is important, with those who ate half an hour before the tests doing better than those who ate at home two hours before.

2.7 *School Breakfast Programs*

Breakfast programs in schools are largely fuelled by the widespread belief that children need to consume a nutritious breakfast to optimise development and learning potential. This coupled with the commonly-held belief that this is not always happening at home has contributed to the practice of providing breakfast at school. Data from the 1995 Australian National Nutrition Survey (ABS, 1998) supported this belief reporting that 7% of children aged 2–11 years, 21% of children aged 12–15 years and 32% of children aged 16–18 years have breakfast less than five times per week. Further, the same survey found that five percent of households reported living with food insecurity (answered yes to the question: *In the last 12 months were there any times that you ran out of food and you couldn't afford to buy more?*). In NSW it was found that 6.2% of households with children reported living in a situation of food insecurity, which varied between 2.8 percent and 9.9 percent among health regions. Smith (2002) reported evidence of very high levels of food insecurity in South Australia, particularly in remote Aboriginal communities where whole communities have inadequate food intake, high food costs and low incomes (p.1).

2.7.1 *School breakfast programs in the US, Canada and the UK*

In response to these societal realities, school breakfast programs operate in schools as targeted local initiatives through to large scale universal programs supported by governments. In the USA, school lunch and breakfast programs are legislated and are administered nationally by the Child Nutrition Division of the Food and Nutrition Service of the US Department of Agriculture. A key national policy objective of child nutrition programs in the US is to provide free or reduced-price meals to primary school children from homes that are financially

disadvantaged (Kennedy and Cooney, 2001). In most states these programs are administered by the Department of Education. Cavanagh (2003) reported that on an average school day in the US during the 2002-2003 school year, more than 6.7 million children ate breakfast at school.

In Canada, programs providing breakfast at school tend to be small-scale, non-governmental in operation, community-based and volunteer driven (Shaw et al, 1999). A review conducted by Health Canada in 1998 identified some type of school feeding program in every province or territory. They found some evidence that the prevalence of school breakfast programs has increased in the years leading up to the review and that most programs were initiated from concern about the fact that children were arriving at school hungry or undernourished. Shaw et al (1999) found that there is a tendency for these school feeding programs to be clustered in predominantly low-income neighbourhoods. A 1989 survey by the Canadian Education Association (CEA, 1989) of 121 school boards found that 21% provided free breakfast or lunch with several others providing subsidised meals. Vancouver's school feeding programs in 1990 catered for 8500 children in 40 low-income primary schools. Toronto has more than 200 "child nutrition programs" serving food to 30,000 children, with 90% operating in schools.

Meanwhile, in England the net expenditure on the universal provision of school meals in 1980 was over £400 million, and was identified as an area where savings in government expenditure could be made. As a result, the 1980 Education Act removed the obligation for Local Education Authorities to provide school meals, except for those children entitled to free school meals. In a reversal of the trend away from funding school meals, during 1999/2000, 253 breakfast clubs were allocated funding under the UK Department of Health pilot scheme. A review of 58 breakfast clubs in the UK (Ashiabi, 2005) found that children who accessed breakfast programs could be divided into four broad groups:

- children living in households where no food is available in the mornings
- children who are not offered breakfast, even though food is available
- children who are offered breakfast, but who decline to eat it, and
- children who eat poorly in the mornings (p.2).

In 2003, Bloom reported that the Welsh Labour party had pledged to provide free breakfasts for all primary pupils with the program being piloted in September 2004. It was reported to be aimed at the truancy problem in areas of particular deprivation, as children raised in such areas were considered the most likely to leave home without breakfast. The initiative was phased in to allow for a period of evaluation, with a group at Cardiff University contracted to carry out the evaluative work (Tapper et al, 2007a). A small scale process evaluation was conducted during the initial few weeks of the initiative to inform a larger evaluation to follow (Roberts and

Murphy, 2005). Researchers then used randomised-control trials and mixed methodologies, to address questions about the initiative; ‘Does it work?’, ‘What works?’, ‘For whom?’ and ‘Under what circumstances?’ (Tapper et al, 2007a). To date the group has published papers on the methodological issues associated with evaluating school breakfast programs (Moore et al, 2007a), how to improve the accuracy of self reported breakfast consumption data from school children (Moore et al, 2007a), children’s attitudes toward breakfast and the development of rating scales for measuring the attitudes of children toward breakfast (Tapper et al, 2007b; Moore et al, 2007b).

2.7.2 *School breakfast programs in Australia*

The number of Australian schools providing breakfast at school is unknown. Judging from two reports it could be anywhere from 9-29% of schools. An evaluation of school breakfast programs in Adelaide was undertaken in 1993 by Robertson and Clark. From a total of 425 schools, breakfast programs were being run in 9% of schools. Reasons provided for making breakfast available at school were: to prevent hunger; to ensure that students eat and understand the value of a nourishing breakfast; and to promote early attendance at school. In a state-wide survey of NSW schools conducted in 1996, 29 per cent of respondent schools reported they were providing or had previously provided breakfast. Twice as many disadvantaged schools provided breakfast than non-disadvantaged schools, and more secondary than primary schools provided breakfast (Young and Weston, 2000).

To assist health workers and school communities when the introduction of a school breakfast program is being considered, the NSW Health Department (1997) published guidelines with the title, ‘Does your school need to provide breakfast?’ The guidelines provide assistance with conducting needs assessments prior to implementation, planning and implementing programs and carrying out simple evaluations. It was developed for use in NSW by a project team that consisted of health, nutrition and education professionals including personnel from the Department of School Education and the Catholic Education Office. Issues addressed in the guidelines were as follows:

- how to perform a needs assessment?
- who to ask for help and support?
- education regarding the importance of breakfast and the benefits to the school community
- how to identify a target group without stigmatising them?
- how to access funding?
- how to find the time and commitment to continue the program?
- what constitutes a nutritious breakfast?

- how do you know if the program is effective and reaching those who need it the most?

(p.1)

The publication of these guidelines was a clear indication that the practice of offering breakfast at school was recognised, if not wholly supported, by NSW Health and the Department of Education and Training.

2.7.3 *The Good Start Breakfast Club (GSBC) Program*

The GSBC website provides these statements about the program and identifies the program's target group:

The Good Start Breakfast Club is a community program run by Australian Red Cross in partnership with Sanitarium and Coles Supermarkets where volunteers serve breakfast every day for school kids in areas of greatest need around Australia.

This vital service provides nutritional support in a comforting environment and works towards encouraging children to develop social and living skills. Through nutritional and social support, the Good Start Breakfast Club program can help young school students to achieve their full potential.

The program targets primary school children. Good Start Breakfast Clubs are open for participation to all children in a school. This not only ensures everyone has the opportunity to receive a nutritious breakfast and to learn vital social and nutritional skills, but that the possible stigmas associated with participation are reduced. Geographic areas considered socially or economically disadvantaged are given particular focus.

(http://www.redcross.org.au/ourservices_acrossaustralia_goodstartbreakfastclub.htm).

In February 2009, the website reported over 220 breakfast clubs in operation throughout Australia, serving in excess of 650,000 meals per year. The mission statements for the GSBC provides further evidence of sponsors' intentions for the program. It aims to:

- 1) Provide children in need with their basic right to adequate daily nutrition
- 2) Provide the means for children in areas of most need to improve their learning and concentration at school through improved nutrition.
- 3) Create a service that fosters the development of nutritional, social and living skills for children under its care, through the delivery of quality service and the role modelling of its volunteers.
- 4) Facilitate development of a club that promotes a safe and warm environment that the children have ownership of, and can associate with, the practice of healthy eating on a

regular basis.

- 5) Educate children, families and communities of the need for a regular and healthy diet (particularly breakfast), to support the education, growth and development of Australian children (from documents provided by ARC).

2.7.4 Reported Benefits of School Breakfast Programs

The research literature is not conclusive about the value of school breakfast programs. The unclear nature of the link between breakfast and cognition has led one review to question the value of school breakfast programs as a means of promoting child nutrition and academic performance. In a review of the literature commissioned by Health Canada, researchers at the Canadian Centre for Studies of Children at Risk said the classroom benefits of eating breakfast are limited primarily to disadvantaged children suffering from either acute or chronic undernourishment and that healthy well-nourished children did not show consistent cognitive benefit (Shaw et al, 1999). It is interesting to note that the findings put forward by Shaw et al (1999) are derived from the same body of literature that led other reviews to conclude that, on balance, eating breakfast improves the cognitive abilities and classroom behaviour of children. In 1994 the Tufts University School of Nutrition found that participants in a school breakfast program showed higher results on standardised achievement tests than non-participants. Grantham-McGregor et al (1998) reported that cognitive function improved in undernourished children when they received a school breakfast, but not in their adequately nourished peers. Similarly, nutritionally at-risk boys in Peru performed better on a vocabulary test after receiving a school breakfast (Cueto et al, 1998). School breakfast programs were also found to improve attendance and decrease lateness in number of studies (Tufts University School of Nutrition, 1994; Cueto et al, 1998; Murphy and Pagano et al, 1998; Simeon, 1998). Noriega et al (2000) evaluated the impact of a school breakfast program in Sonora, Mexico. Results showed an improvement for those groups receiving the school breakfast program, especially on response speed and behaviour executions.

Peterson et al (2002) compared two types of school breakfast programs in Minnesota with schools that did not serve breakfast at all. There were no significant differences in attendance rates at schools serving breakfast than at schools not serving breakfast but disciplinary incidents decreased after the breakfast program was implemented. Students in schools receiving breakfast reported the greatest gain in achievement in grade 3 and 5 mathematics, and in reading and writing. Kleinman et al, (2002) studied improvements in academic and psychosocial functioning after the start of a universal-free school breakfast program (USBP). They concluded that participation in a school breakfast program enhanced daily nutrient intake and that improvements in nutrient intake were associated with significant improvements in student

academic performance and psychosocial functioning and decreases in hunger. Terry et al, (2000) reported the effects of providing school breakfast to students in Maryland, US. They found that academic performance, school attendance and student attention improved, behavioural problems decreased, students felt better, and more students ate breakfast each day.

The review by Shaw et al (1999) mentioned previously also appears to downplay the importance of qualitative evidence about the value of school breakfast initiatives. Reports from teachers, parents and participating students have consistently pointed to the social benefits of school breakfast programs such as improved behaviour in the classroom, reductions in discipline referrals, improved attendance and increased participation in classroom activities (Cooney and Heitman, 1988; Brown, 1993; Smaller World, 1996; Minnesota Department of Children, Families and Learning, 1998).

2.7.5 Unstated consequences and shifting motivations associated with school breakfast programs

McIntyre et al (1999) conducted an evaluation of six breakfast programs and three lunch programs at nine sites in Atlantic Canada. They raised a number of concerns in their report. They found program sponsors were likely to take action to perpetuate or at least sustain themselves by broadening their client base, modifying their initial goals, formalising and professionalising their structures, becoming accountable to community boards, having more paid staff, and to consider the use of professional fundraisers. They argued the possibility that program personnel may also attempt to override objections from parents or other family members in order to recruit students into their programs who they perceive to be needy.

In addition, the researchers found misalignment between the original motivation for starting the programs and later justifications for operating. While the initial goal was to feed hungry, low-income children, this changed to helping any family cope with morning time stress, providing nutritious meals for children from all socio-economic levels in a warm, caring atmosphere, helping children viewed as ‘neglected’, and encouraging healthy eating habits. Similar goals were mentioned in focus group discussions with school staff from the Toronto area, with the additional goals of reducing morning fatigue and increasing concentration in class. Further, in-class snack programs, which were more prevalent in Toronto, were also seen as opportunities for teachers to “bond” with students to produce a friendlier, more productive class atmosphere. Subsidiary goals in Toronto programs included recognising and trying to cater for ethnic diversities and running environmentally-friendly programs.

Summary

The provision of breakfast at school aimed at feeding children who for a range of reasons, may

miss or skip the morning meal, is clearly a practice with widespread currency around the world. Countries such as the USA and Wales have government-funded programs offering universal free or reduced price meals, while breakfast programs in countries such as Canada and Australia are largely non-governmental, community-based and staffed largely by volunteers. Studies report the positive contribution of such programs to the schooling of children who participate. Others caution about the wholesale acceptance of providing a service that may initially be well-intended, only to take on a self-perpetuating life of its own, for reasons other than to support needy children. The evaluation of the GSBC program, which during the life of the project has grown from being located in approximately 90 schools in 2005 to over 220 schools throughout Australia in 2009, contributes to the on-going debate about whether the provision of this meal at school is justifiable on the grounds of the empirical benefits to participating children.

2.8 *Conclusion*

A review of the program evaluation literature has shown that empowerment evaluation is an appropriate vehicle for key stakeholders and program personnel to develop practical ways of evaluating the GSBC program. Examination of the case study methodology indicates it is particularly suitable for this research project with its focus on investigating and reporting on a complex, real-life initiative – how the application of the empowerment evaluation approach impacted the delivery of the GSBC program.

Examination of literature related to breakfast has established the benefits of eating breakfast to the well being of children. While the value of school breakfast programs has been questioned in a number of studies it does appear that, in many instances, the rewards of school breakfast programs extend well beyond the learning abilities of children. Reported improvements in classroom behaviour, school attendance, and readiness to learn, point to important educational dividends that should not be ignored. By contributing to a school environment that is more conducive to learning, breakfast programs benefit the entire student body, not just the disadvantaged participants that may be the primary target. In various studies, school breakfast programs were found to improve breakfast consumption habits, children's nutrient intake, attendance and school performance outcomes. These findings informed the evaluation project and provided the platform on which the tools were developed for use within the GSBC program.

CHAPTER 3

METHODOLOGY

3.0 Introduction

Previous chapters provided an overview of the research project and located it within relevant literature. The first chapter identified the problem set the researcher – i.e. to develop a practical way to evaluate the school breakfast program. The second chapter reviewed program evaluation literature that led to empowerment evaluation being chosen by the researcher as the vehicle to solve the problem set by the industry partners. This took the form of comparing and contrasting empowerment evaluation with other evaluation styles that might have been chosen to solve the problem. It also reviewed literature that addresses the place of breakfast in the diet of school children and the roles schools are increasingly playing as the site where the breakfast meal is provided to students. Finally the case study as a research tool was discussed, with the argument being made that it provides the best means of reporting this project because of its sheer size and complexity.

This chapter will detail the methods that have contributed to the outcomes of the case study. Empowerment evaluation and how it was used within the Good Start Breakfast Club (GSBC) will be explained and the methods used to test the case study propositions addressed.

Empowerment evaluation was chosen by the researcher early in 2005 as the preferred approach for the evaluation. It was chosen because of its demonstrated strengths and simplicity and its congruence with the underlying values and objectives of the GSBC program. Agreement was subsequently reached on using empowerment evaluation with the industry partners. The researcher secured the services of a consultant (Lennie) experienced in undertaking empowerment evaluation to ensure the methods employed were reflective of the empowerment evaluation model. Lennie was sourced from a list of contacts found on the empowerment evaluation website - <http://www.davidfetterman.com> . Dr Lennie joined the project as a contracted collaborator just prior to the start of Stage 1 and worked closely with the researcher until the end of the reporting process associated with Stage 2 workshops.

3.1 Research Design

The research design is a case study carried out in the context of the GSBC program.

Empowerment evaluation (Fetterman, 2005) as an intervention was the subject of the investigation. The relationships between empowerment evaluation, the GSBC program and the propositions of the case study are depicted in Figure 3. The various stages of the

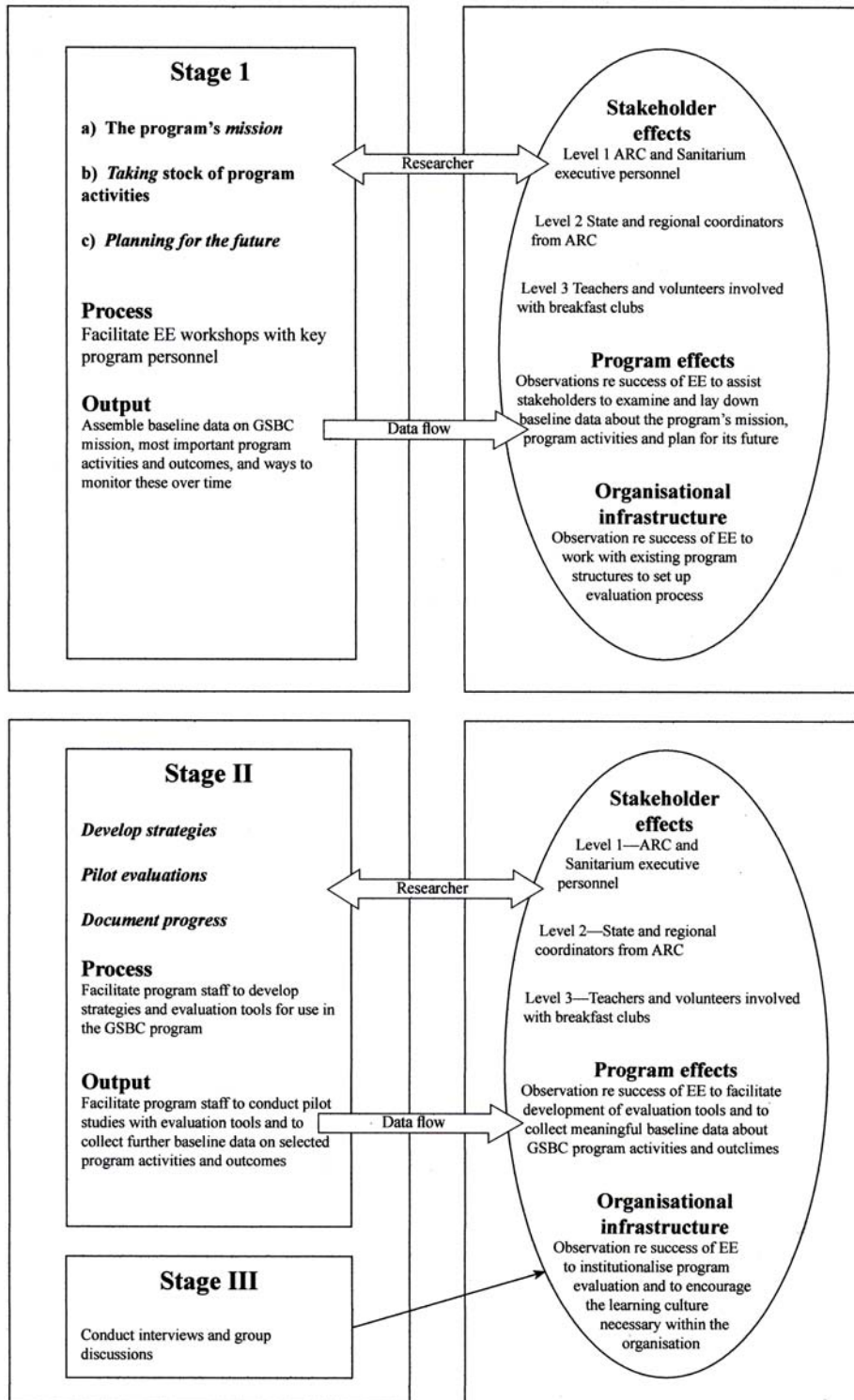


Figure 3: Relationship of empowerment evaluation with the case study

empowerment evaluation process are depicted on the left and the various program effects as a result of the empowerment evaluation on the right.

3.2 Overall data collection and management

Data were drawn from relevant program documentation, surveys, empowerment evaluation workshops, interviews and group discussions, by direct observation and by participant observation. Field notes supported the large amount of data assembled electronically. Data were stored throughout the project on the researcher's notebook computer and were backed up regularly. Technical support was provided by IT staff at Avondale College.

3.3 Facilitation of workshops and interviews

The researcher co-facilitated all workshops, assisting Dr Lennie with the implementation of the empowerment evaluation approach. Associate Professor Heather Yeatman, the researcher's primary supervisor, co-facilitated during the May and October workshops and Robert Perey an independent consultant assisted during the May workshop. The researcher conducted all the interviews and group discussions.

3.4 Participants

Sanitarium and ARC personnel at the executive level, state and regional breakfast club coordinators from the ARC, teachers, volunteers and students at selected GSBC schools participated in the evaluation process. From these stakeholder groups a total of 151 people detailed in Table 2 contributed to the project during 2005/6. The voluntary nature of participation in the evaluation was stressed at all times. This is discussed further in the latter section on Ethical and privacy issues.

3.4.1 Access to participants

The researcher became acquainted with managers from the ARC responsible for the breakfast club program in December of 2003 at the media launch of the GSBC at the Plunkett Road Primary School at Woolloomooloo in Sydney. This relationship was further developed during 2004 at meetings of what was to become known as the Research Partnership Group (RPG) made up of executive level personnel from the Australian Red Cross (2), Sanitarium (3), ADRA (1), the researcher's supervisor from the University of Wollongong (UOW) and the researcher.

The working relationship that was to develop with ARC's National Manager for the GSBC program was particularly important. It was instrumental in providing access to the wide range of program personnel who were directly involved in the project during 2005/2006. He facilitated access to state and regional coordinators employed by the ARC to manage program delivery, who in turn were instrumental in setting up access to breakfast club personnel at

Table 2: GSBC program personnel and others who contributed directly to the empowerment evaluation and to the case study

<i>Category</i>	<i>Empowerment evaluation events</i>					<i>Case study</i>
	<i>Preliminary survey April 2005</i>	<i>Workshop May 2005</i>	<i>Workshops July 2005</i>	<i>Workshop October 2005</i>	<i>Workshops December 2005</i>	
ARC Managers		8		2	2	1
Sanitarium executive				3		1
ARC GSBC Coordinators		11			5	2
Coordinator/staff at Community Centre that operates GSBC						2
GSBC Volunteers and/or Volunteers with Coordination role	25		8		29	6
School Principals	1		1		2	3
Volunteer Teachers and/or Teachers with GSBC liaison role	12		3		5	4
Students participating in the GSBC						17
Parents/carers of students at a breakfast club school						10
Other	4					
Sub-total	42	19	12	5	43	46
Total	167*(151)					

* This number reflects double counting as follows:

- Five participated in two workshop events ie subtract 5 from total
- Eleven people interviewed also participated in workshops ie subtract 11 from total (subtract total of 16)

participating schools. At the formal or organisational level, the Memorandum of Understanding (MOU) (Appendix A) between participating schools and the ARC underpinned access. The MOU includes the following statement under the title ‘Responsibilities—Evaluation and Research’:

Both parties will collect and share the information required to conduct the program and to evaluate it or to carry out any research activities related to its practices and impact (p.2).

To facilitate site access to project schools including staff and students participating in the GSBC program, approval to conduct the research project in government schools was obtained from the NSW Department of Education and Training (see Appendix B).

Data collection was carried out during 2005 and continued until the end of 2006. The following section outlines each stage of the study as depicted on the left of Figure 3. Methods used to explain the relationship between process on the left and outcomes on the right are also explored. How each empowerment evaluation stage contributed to stakeholder, program and organisational outcomes proposed on the right is reported in the results and conclusions chapters of the thesis.

3.4.2 Sampling details of personnel who became involved in the evaluation of the GSBC project

Preliminary survey

The target audience for the preliminary survey was volunteers and teachers involved in the delivery of all GSBC programs (approximately 90 State primary schools at the time) throughout Australia. Dissemination of surveys was facilitated through the Sydney office of the ARC, on to State and Regional Coordinators for the GSBC program. Coordinators in turn were responsible for disseminating and for the collection of surveys from personnel at breakfast clubs in their jurisdiction. No direction was given by the researcher regarding selection of respondents, with the primary objective being to get as many as possible to return surveys. Once collected, completed surveys (42) were returned directly to the researcher.

Initial empowerment evaluation workshop

Participants (19) in the initial empowerment evaluation workshop were ARC Managers and GSBC Coordinators from most States and Territories in Australia. These personnel assembled in Sydney for a GSBC Forum arranged by the National Manager for the GSBC program at the headquarters of the ARC. Most of the two-day Forum was made available to conduct an empowerment evaluation of the program with the group assembled.

Two workshops with GSBC volunteers and teaching staff

The remaining workshops concentrated evaluation activities in NSW for reasons of practicality. First, two empowerment evaluation workshops were conducted with GSBC volunteers and teaching staff, one in Sydney for personnel representing programs operating in metropolitan schools, and one in Western NSW for those representing programs operating in regional schools. The GSBC Coordinator responsible for programs in and around Sydney was given responsibility for choosing personnel (7) to attend the workshop which convened in Sydney, and the GSBC Coordinator for the Western Region of NSW was given responsibility for assembling participants (5) for that workshop.

Workshop with executive personnel from the ARC and Sanitarium

Next, a workshop was convened with executive personnel from the ARC and Sanitarium (5),

this group being made up of the members of the RPG, the group which met 2-3 times per year throughout the project to discuss its progress.

Six workshops with GSBC volunteers and teaching staff from selected schools in urban and regional NSW to progress the development of tools for use in the evaluation of the GSBC program.

Participants were invited to attend these workshops by the GSBC Coordinators who had been responsible for assembling previous workshop groups made up of volunteers and teaching staff. Some personnel who had attended previously were able to attend again. As with all workshops, willingness to be involved in the evaluation and availability were the primary selection criteria.

Interviews

Interviews with children were arranged through Principals and teaching staff responsible for overseeing the delivery of the breakfast program at their school. Selection was left entirely up to them with the one request that they be in Grades 3 or above. Selection of program personnel to interview was on the basis of their affiliation with programs where the evaluation had been conducted and their willingness to be interviewed. A sample of executive staff from the ARC and Sanitarium, School Principals, coordinating teachers, volunteer coordinators and volunteers were interviewed.

3.5 Stages of the study

Fieldwork was undertaken in three stages, with the first two focusing on the introduction and implementation of empowerment evaluation and the third focusing on the experiences of participants in the evaluation process and the perceptions of children who participate in breakfast clubs at their school. The first two stages were conducted using the processes and procedures of the empowerment evaluation approach (Fetterman, 2005) and the third using interviews and group discussions, following procedures developed by the researcher. During Stages 1 and 2, the three steps of empowerment evaluation provided the structure for workshops. These steps are now explained.

Stage 1

a) Step 1: Develop a mission, vision or unifying purpose related to the program.

This step involved asking respondents to the April survey about their mission and vision for the program and reviewing the mission and vision statements for the program with participants in May, July and October workshops. This process was undertaken even though an existing mission and vision statement existed, as it provided opportunities for a broad spectrum of stakeholders to have input. It also allowed new ideas and divergent views about the program to emerge. A group of four participants at the May workshop volunteered to continue the work

started on revising mission and vision statements for the program. Unfortunately nothing further was forthcoming from the group.

b) Step 2: Taking stock

This step comprised two parts: Part 1 involved brainstorming a list of program activities, which the workshop groups identified as being crucial to the functioning of the program. A voting process was used to prioritise the list and in the May workshop, to identify the 10 most important activities to evaluate at that time. The July workshop groups identified four activities for investigation, and the group that met in October, identified six key activities. Groups chose to investigate activities in common, with additional activities chosen that reflected the workshop group's involvement in the program. The final selection of key activities for investigation before Stage 2 began is discussed elsewhere. Part 2 of Step 2 involved participants individually rating the key activities chosen on a 1–10 scale, without discussion with others, and then discussing their ratings with the group. In this discussion, participants provided evidence that supported the ratings they had given. Information recorded provided baseline data on the selected program activities along with any strengths and weaknesses. Following the group discussion, participants were able to change their initial ratings if they wished. This activity resulted in some quite strong scrutiny of each activity chosen for investigation. May and July workshop groups moved into Step 3 and the October group agreed to continue the tasks of Step 3 beyond the workshop forum. However, as will be discussed in the next section, Step 3 became the particular focus of the six workshops conducted in December 2005.

c) Step 3: Planning for the future

Step 3 contained three key empowerment evaluation components that were followed in workshops. First, participants brainstormed realistic goals for the key activity or activities allocated to their group for investigation. Next, participants developed lists of strategies that would help reach these goals. Finally, they identified the forms of documentation or evidence that would enable participants in the evaluation to monitor progress towards these goals.

The details of each stage of the project are now presented.

3.5.1 Stage I

The first stage of the project included an initial survey distributed to GSBC volunteers in April 2005. The purpose of the survey was to enable the gathering of baseline data from those working at the breakfast club level that could inform the workshop processes about to begin. The survey was constructed with questions reflecting the first two steps of the empowerment evaluation approach. The survey was not pilot tested prior to dissemination due to time constraints. Information sought included themes about the mission and vision for the program; the key program activities and ratings for those activities; comments on ratings; and

respondents' willingness to take part in future evaluation activities. Four workshops were then conducted in May, July (2) and October 2005. Each workshop was designed to gather further evaluative data concerning the GSBC program and to establish the key program activities for investigation. Workshop facilitation followed the steps of empowerment evaluation with each workshop following the same consistent approach (see box on the next page).

Workshop data were collected by recording proceedings on butchers' paper and with audiotapes that were transcribed by the researcher. Data were compiled into draft reports and disseminated to participants for their input before final copy was sent to each member of the workshop group and to members of the RPG. The report writing process provided a valuable opportunity to reflect on each workshop event and its contribution to the evaluation project.

Workshop process involved,

- *Each participant introducing themselves*
- *The facilitators providing an overview of the workshop aims and process, brief information on the evaluation method, the work previously undertaken in the evaluation, and the key activities which the pilot workshop groups were working on*
- *Reviewing the goals, strategies and evidence related to the evaluation of the key activity that the group had agreed to work on*
- *Deciding on the key goals, aims or focus of the evaluation*
- *Brainstorming the evaluation questions and methods*
- *Identifying who could be involved in the evaluation and what they could contribute*
- *Discussing any risks involved in undertaking the evaluation*
- *Working on other questions that could be included in evaluation tools such as surveys (if time was available).*
- *Deciding on the next steps involved in planning the evaluation*
- *Distributing workshop feedback questionnaires*

Case study data were assembled in parallel with data being generated by the actual empowerment evaluation process. The impact of the evaluation process on stakeholders, the program and the sponsoring organisations were able to be observed at close range by the researcher and the evaluation team. Subjective data such as impacts of the evaluation as reported by participants were obtained during interviews towards the end of the project. More subjective data were derived from being a participant observer and provided the researcher with a unique insight into the overall processes, as reflected in the results and discussion chapters to follow. An example of subjective data is the shifting status of the 'buy-in' to the empowerment evaluation framework by senior management at the ARC and Sanitarium. While there was early evidence of excellent buy-in by the most significant personnel at the ARC, over time this was observed to wax and wane according to a range of influences. Sanitarium personnel, on the other hand, were observed to show early caution with respect to their wholesale buy-in and took some time to be convinced that empowerment evaluation would produce satisfactory outcomes.

When preliminary data derived from pilot study sites toward the end of the project were presented to the RPG, a considerable shift was observed in Sanitarium personnel toward accepting the value of the approach.

At the end of Stage 1, empowerment evaluation had demonstrated early promise as a practical method for evaluating the outcomes and impacts of the GSBC program. Since fieldwork began in May 2005, personnel, including volunteers and teachers directly involved with clubs, ARC managers and GSBC coordinators, and Sanitarium executives, had had input into the evaluation. Workshops had provided opportunity for participants to put their program under the spotlight. In a relatively short space of time this had: contributed to the assembly of baseline data about the perceived success or otherwise of a range of key program activities; formulated strategies for their improvement; and had identified ways of assessing the impacts of the program on children. They had also allowed the identification of many key program activities for investigation, with the following being selected for evaluation at that time:

- Provision of a healthy breakfast for children in greatest need
- The degree of change or influence on the eating habits of children
- The extent of changed attitudes and behaviour towards breakfast by local and school community
- The amount of community support gained
- The improvement of lifeskills of children attending the GSBC
- The level of social interaction in the GSBC environment
- The success rate of recruiting, training and retaining volunteers
- The improvement level of learning capacity or environment of children attending the GSBC

To this point, feedback from workshop participants about the approach had been encouraging. At the May workshop most participants thought the method was valuable for evaluating the GSBC program with fifty percent indicating that the method was 'very' or 'extremely' valuable. All of the July workshop participants considered that the method was valuable for collaboratively evaluating the program as well as for sharing knowledge and experiences about breakfast clubs. Sixty-six percent thought the method was either 'extremely' or 'very' valuable while 33% considered it was 'quite' valuable. Again, all of the October workshop participants believed the empowerment evaluation approach was valuable for collaboratively evaluating the GSBC program. One thought the method was 'extremely valuable', two that it was 'very' valuable and two that it was 'quite' valuable. The majority of participants in the workshops reported that their knowledge and understanding of participatory program evaluation had been enhanced, even those with a high level of prior knowledge. Most participants were also willing to engage in future activities related to the evaluation of the GSBC program. This indicated that

the process was successful in generating a relatively high level of cooperation in the ongoing evaluation process.

3.5.2 *Stage II*

The activities chosen for investigation during the first round of workshop events then formed the basis of six workshops facilitated in December 2005. These workshops aimed to develop evaluation tools for the chosen activities, as set out in Step 3 of empowerment evaluation - Planning for the Future. Workshop groups identified the types of evidence to be gathered to determine the success or otherwise of the program activities chosen for investigation.

A consistent approach again was used by the facilitators at each of the 6 sites. The draft reports were compiled collaboratively between the researcher and Dr Lennie. Feedback was then sought from workshop participants prior to dissemination of the final reports of these workshops.

A wide range of methods were proposed at the six pilot sites to undertake the evaluation, including surveys of various groups, observations, analysis of data on food consumption and nutritional information, case studies, and analysis of the correlation between children's behaviour and breakfast club activities. A total of 15 survey instruments were planned for development across the six pilot sites. Surveys were designed to provide various types of information from:

- students participating in the GSBC program and those not participating;
- school Principals and teaching staff, including those who play a role with the club at their school and those who do not;
- parents and carers of participating children and non-participating children;
- ARC coordinators and managers of the GSBC program; and
- GSBC volunteers.

The aim was that these survey instruments would enable the gathering of information about the impacts the club may be having on outcomes such as the nutrient intake of children who participate, their social behaviours, and their ability to learn. They would also allow the collection of information from School Principals and teaching staff about benefits of the breakfast club in relation to issues such as access and participation by the most vulnerable children and the possible links between the club and improvements in the learning capacity and social behaviours of participating children. Plans were also made to survey GSBC coordinators and volunteers about their views of the current volunteer training program.

The Table 3 matrix shows the evaluation methods proposed and indicates the potential for some

pilot groups to work together on developing specific evaluation tools. For example, the two Sydney evaluation teams and the Western Sydney team, and the Western NSW A and C teams could work together on surveys that would eventually provide the information each of the sites aimed to collect. The Sydney A and Western NSW C teams could also work together on their idea that children and their teachers could produce surveys within the classroom environment which would then become embedded in the school curriculum.

Three pilot sites planned to develop observation proformas designed to make possible the gathering of information about changes over time in the eating habits and social behaviour of children attending breakfast clubs, possible links between the breakfast club and learning in the classroom, and the support shown for the club by the School Principal and general school staff. Four sites planned to link the evaluation with the school curriculum. As well as Sydney A and Western NSW C teams possibly working together, there was potential for the Sydney B and Western Sydney teams to work together on their proposal to develop and trial resources for use in the classroom. The latter could indicate changes in children's knowledge and understanding about good nutrition as a result of participating in the breakfast club.

The Sydney B and Western Sydney teams also proposed developing simple ways to collect and analyse data about the food being served at the breakfast club and about the food choices being made by participating children and their families, possibly as a result of the breakfast club. The Western NSW A team planned to develop case studies highlighting specific noteworthy outcomes the breakfast club was having in the lives of participating children. This group also aimed to analyse the correlation between participating children's improvement in social behaviours and the consistency by which volunteers enforce behaviour-related rules.

These workshop ideas ultimately led to the preparation of 12 instruments with nine being trialled at 11 pilot sites during 2006. It was envisaged that the work associated with preparing the instruments for trial would be conducted in further consultation with workshop groups. In most cases this did not occur.

Seven of the nine instruments prepared were surveys. Members of staff in the Faculty of Education at Avondale College proofread draft surveys and provided feedback. The breakfast survey developed by the Queensland School Breakfast Project (QSBP) study group (Radcliffe et al 2004) was utilised extensively in the preparation of the surveys of children. The QSBP survey had been prepared by a broadly-based team that included a nutritional epidemiologist, representatives from Education Queensland, a nutrition education expert and the nutrition staff at the Community Nutrition Unit of the Annerley Road Community Health Service in South Brisbane (email 10/11/2004 from B. Radcliffe a member of the study group). Two groups did

Table 3: Summary of various methods proposed to undertake evaluations at six pilot sites and information sought

<i>Proposed Evaluation Methods</i>	<i>Sydney A</i>	<i>Sydney B</i>	<i>Western Sydney</i>	<i>Western NSW A</i>	<i>Western NSW B</i>	<i>Western NSW C</i>
<i>Survey of participating children</i>						
- assessment of breakfast club	X			X		
- eating habits	X	X	X			
- social behaviours						X
- transition from primary school to high school						X
<i>Survey of students (sample in school)</i>						
- use of club	X			X		
- eating habits	X	X	X			
<i>Survey of Principals</i>						
- benefits of the breakfast club		X				
<i>Survey of teachers (general)</i>						
- eating habits of children		X				
- social behaviour of children				X		X
<i>Survey of teachers (GSBC)</i>						
- access and participation by ‘greatest need children’	X					
<i>Survey of parents and others</i>						
- changing attitudes and behaviours about food choices as a result of the club			X			
- benefits of club and what children say about the club				X		
<i>Survey of GSBC coordinators (school and ARC)</i>						
- training of volunteers					X	
- regular meetings with volunteers					X	

<i>Proposed Evaluation Methods</i>	<i>Sydney A</i>	<i>Sydney B</i>	<i>Western Sydney</i>	<i>Western NSW A</i>	<i>Western NSW B</i>	<i>Western NSW C</i>
<i>Survey of volunteers</i>						
- training experience for GSBC involvement by volunteers					X	
<i>Observational analysis</i>						
- analysis of attendance data for participating children						X
- changing eating habits		X				
- changes in social behaviours and interactions over time				X		
- ability to concentrate in class		X				
- number of new teachers involved in the club						X
- number of visits to the club by the Principal						X
<i>Evaluation materials as curriculum resource</i>						
- use of hypotheticals. 'Buy breakfast/lunch for someone you love.'		X				
- surveys for children while in class (prepared to fit in with school curriculum)	X					X
- produce resource for use in the classroom to test changes in children's knowledge and understanding about nutrition		X	X			
<i>Analysis of food consumed</i>						
- food diaries kept by children		X				
- children draw food eaten at meals		X				
- children place star beside food eaten at club		X				
- analysis of healthy food choices at school canteen		X				
- analysis of food consumed by children on a particular day at the club. Volunteers to collect data		X				
- plate waste technique used to analyse nutrient uptake by children attending club		X				

<i>Proposed Evaluation Methods</i>	<i>Sydney A</i>	<i>Sydney B</i>	<i>Western Sydney</i>	<i>Western NSW A</i>	<i>Western NSW B</i>	<i>Western NSW C</i>
<i>Analysis of food consumed – cont.</i>						
- count bowls of cereal consumed at baseline, 6 months, 12 months etc.		X				
- analyse acceptance by children of new foods		X				
- compare breakfast menu prepared by breakfast club participants and non-participants			X			
- analysis of groceries community members are buying			X			
- observation of changes in the quality of food being brought to and provided at community events			X			
<i>Analysis of sugar intake at the breakfast club</i>						
- trial an agreed strategy to limit intake of sugar at the breakfast club		X				
<i>Analysis of nutritional information provided to children at the breakfast club</i>						
- analysis of the quality and consistency of nutritional information provided to children at the breakfast club		X				
<i>Analysis of health/welfare-related data</i>						
- trend analysis of children's health data for such indicators as changes in constipation since the introduction of the breakfast club			X			
- survey of the number of health centres and surgeries displaying nutrition information			X			
- analysis of welfare cases identified by volunteers in the breakfast club				X		
<i>Case studies</i>						
- child 'helpers' in the breakfast club				X		
<i>Correlation analysis</i>						
- analysis of the correlation between improved social behaviours in the breakfast club and elsewhere and the consistency and reliability of volunteers' implementation of rules about social behaviour				X		

<i>Proposed Evaluation Methods</i>	<i>Sydney A</i>	<i>Sydney B</i>	<i>Western Sydney</i>	<i>Western NSW A</i>	<i>Western NSW B</i>	<i>Western NSW C</i>
<i>Analysis of volunteer satisfaction with their experience in the breakfast club</i>						
- analysis of volunteer exit interview data					X	

As the matrix indicates, there were a number of similarities and overlapping ideas in the evaluation methods proposed such as:

- Survey of participating children about their assessment of the club by Sydney A and Western NSW A
- Survey of participating children about their eating habits by Sydney A and Sydney B and Western Sydney
- Survey of a sample of the general student population at the school about the use of the breakfast club by Sydney A and Western NSW A
- Survey of a sample of the general student population at the school about their eating habits by Sydney A and Sydney B and Western Sydney
- Survey of general teaching staff at the school about the breakfast club and the social behaviours of participating children by Western NSW A and Western NSW C
- Preparation of surveys as curriculum resources by Sydney A and Western NSW C
- Preparation of resources for use in the classroom to test for changes in children's knowledge and understanding about nutrition by Sydney B and Western Sydney

however become actively involved in the development of their own evaluation tools.

Volunteers at a breakfast club school associated with Sydney A developed their own nutritional uptake instrument and breakfast club personnel at one of the school sites associated with the Western New South Wales C (WNSWC) site engaged in the preparation of the three survey instruments trialled at their site.

3.5.3 Stage III

The final stage of the project took place toward the end of 2006. It involved interviews and group discussions with program personnel, participating children and a parent/guardian group from a breakfast club school on the Central Coast of NSW. This stage contributed to the case study by providing opportunity for personnel who had been involved in the empowerment evaluation to reflect on the experience. This was achieved by allowing participating children the opportunity to talk about their club and by allowing a free flowing discussion with parents/guardians about the breakfast club at the group's school. Interviews with program staff focused on the empowerment evaluation process using the 10 principles of empowerment evaluation (outlined on p.20) as the basis for questions. Evaluation instruments that had been trialled at their GSBC were also discussed. Meanwhile, interviews with participating children were designed to give them the opportunity to talk about their involvement in their school's breakfast club. Questions were kept simple and limited to three: 'What do you like about the breakfast club?', 'What don't you like about the breakfast club?' and 'What would you do to make it better?' These questions had been suggested by participants in December workshops where the input of students into the evaluation had been discussed.

The discussion that took place with the parent/guardian group from the Central Coast school occurred as a result of the researcher attending a morning tea at the school convened to thank the volunteers who had contributed to the school during 2006. At the enthusiastic invitation of the school/community liaison person the researcher took the opportunity to chat with a group of parents and grandparents about the contribution the breakfast club was making to their children's school.

3.6 Data analysis

Analysis of the case study data followed the theoretical proposition of the study - that during the empowerment evaluation process, GSBC program personnel would be able to complete an evaluation of a range of program activities. The initial survey prepared by Lennie and the researcher and disseminated in April 2005, led to the first data of this type for the project. Information gathered reflected respondents' mission and vision for the GSBC program, what they believed to be its key activities, their rating of those activities and their willingness to be

involved in future evaluation activities. It was essentially a survey version of Steps 1 and 2 of empowerment evaluation.

Empowerment evaluation workshops that followed generated significant amounts of audio data and data recorded on butchers' paper. Audio-tapes were transcribed by the researcher and this information combined with information recorded on butchers' paper was subsequently written up in workshop reports disseminated to participating program personnel. Feedback questionnaires completed by participants following each workshop asked questions about: the value of the experience; the workshop process; and their willingness to be involved in future evaluation activities. Results were collated and discussed by the researcher and contracted collaborator before also becoming part of workshop reports.

Data derived from the trial of the seven survey instruments prepared as a result of work completed at the six pilot sites was largely descriptive statistics involving means. These data are presented in tables and the data ranges discussed in the text.

All interview and group discussion data were transcribed by the researcher from audio-tape. Because of the relatively small number of interviews and with all interviews having been conducted and transcribed by the researcher, it was decided to manage this data without the use of tools designed to assist with the analysis of qualitative data. Essentially, the researcher identified and has reported and discussed key responses made by each person being interviewed.

For all data, the research analytical technique used and described in the discussion chapter is consistent with Yin's (1989) 'explanation-building', where the goal is to analyse case study data by building an explanation about the case.

3.7 Ethical and privacy issues

Ethical and privacy issues in the study were dealt with in a number of ways. Guidelines provided for researchers at the University of Wollongong and guidelines in relation to conducting research in NSW public schools provided by the NSW Department of Education were the formalised means of dealing with issues. The main issue was the avoidance of a situation where people, schools or organisations could be disadvantaged by being named and possibly shamed as a result of the research activity. This was a particular challenge, as individuals and schools were identified during the actual activities, such as workshops. Care was taken to separate 'public' data, known to participants through their personal involvement, and 'research' data, obtained around the empowerment evaluation activities. As the project progressed a large volume of 'process' data were collected and circulated internally to participants in the evaluation. When reporting reached a location where it could be considered the public domain, such as progress reports on the achievements to that date, people and places

were given the status of anonymity. Data collected specifically for the purposes of the case study, such as observational data, survey results and group discussions, were kept confidential at all times.

Participant's information sheets, recruitment and invitations to be involved in the study and consent forms were prepared for aspects of the study where these were considered necessary and/or required. Principals of schools involved in the study were provided with information sheets and invitations to be involved and all participants in interviews and recorded group discussions were asked to consent to being involved in this way. In the case of children, parents/guardians were required to consent to their involvement. The researcher facilitated the flow of information and ensured that consent forms were signed. In relation to the involvement of the children, the researcher was assisted in this process by School Principals and teaching staff responsible for the GSBC program at their school.

3.8 *Limitations of the Study*

The participant observer technique characterises the way the study was conducted. While this approach has been shown to add to the accurate portrayal of the phenomena being investigated because the investigator is an 'insider', there can also be problems related to bias that may detract from the case study report. It is acknowledged that some trade-off may have taken place between the opportunities and problems inherent in the participant-observation approach and steps were taken to minimise biases in this final report. Examples of such steps are:

- Feedback was invited from workshop participants via questionnaire, with this feedback being reported back to participants and early feedback being used to inform practice throughout the study;
- The distribution of draft workshop reports to participants inviting them to correct errors and biases before distribution of the final reports; and
- Attempting to maintain open dialogue with as many program personnel as possible including those who were unsupportive of the evaluation process.

CHAPTER 4

RESULTS OF PRELIMINARY SURVEY AND EMPOWERMENT EVALUATION WORKSHOPS

4.0 Introduction

Previous chapters provided an overview of the research project, located it within relevant literature and detailed the methods that have contributed to the outcomes of the case study. The first chapter identified the problem set for the researcher – ie to develop a practical way to evaluate school breakfast programs. The second chapter reviewed literature that addressed the place of breakfast in the diet of school children and the roles schools were increasingly playing as the site where the breakfast meal is provided to students. It also reviewed program evaluation literature that led to empowerment evaluation being chosen by the researcher as the vehicle to solve the problem set by the industry partners. Finally the case study as a research tool was discussed, with the argument being made that it provides the best means of reporting this project. The third chapter detailed the methods used in the study. How empowerment evaluation was used with the Good Start Breakfast Club (GSBC) was explained and the methods used to test the case study proposition addressed.

The results of the study are reported in three chapters. This chapter presents the outcomes achieved as a result of the 10 workshops conducted with program personnel during 2005. The second results chapter reports the application of the evaluation tools developed as a result of work undertaken at the 10 workshops. Effects that occurred with program stakeholders, at the level of program delivery and on organisational infrastructure as a result of the various empowerment evaluation events are also reported (see Figure 3 which shows the relationships between empowerment evaluation events and the effects on the GSBC program at various levels as a result of these events). In the third results chapter three sets of interview data are presented. The first set of data was derived from program personnel who reported on whether or not the evaluation had adhered to the 10 principles of empowerment evaluation. The second were derived from participating children who talked about what they liked, disliked and would change about their club and the third were derived from a conversation with a group of parents/grandparents of children who participated in the breakfast program at their school.

Events that took place in the field from April 2005 until December 2005 included a survey distributed nationally to volunteers and teaching staff associated with the GSBC program; a two-day workshop with managers and GSBC coordinators employed nationally by the Australian Red Cross; two workshops with community volunteers and teachers responsible for breakfast club operations at schools in Sydney and Western New South Wales; a workshop with

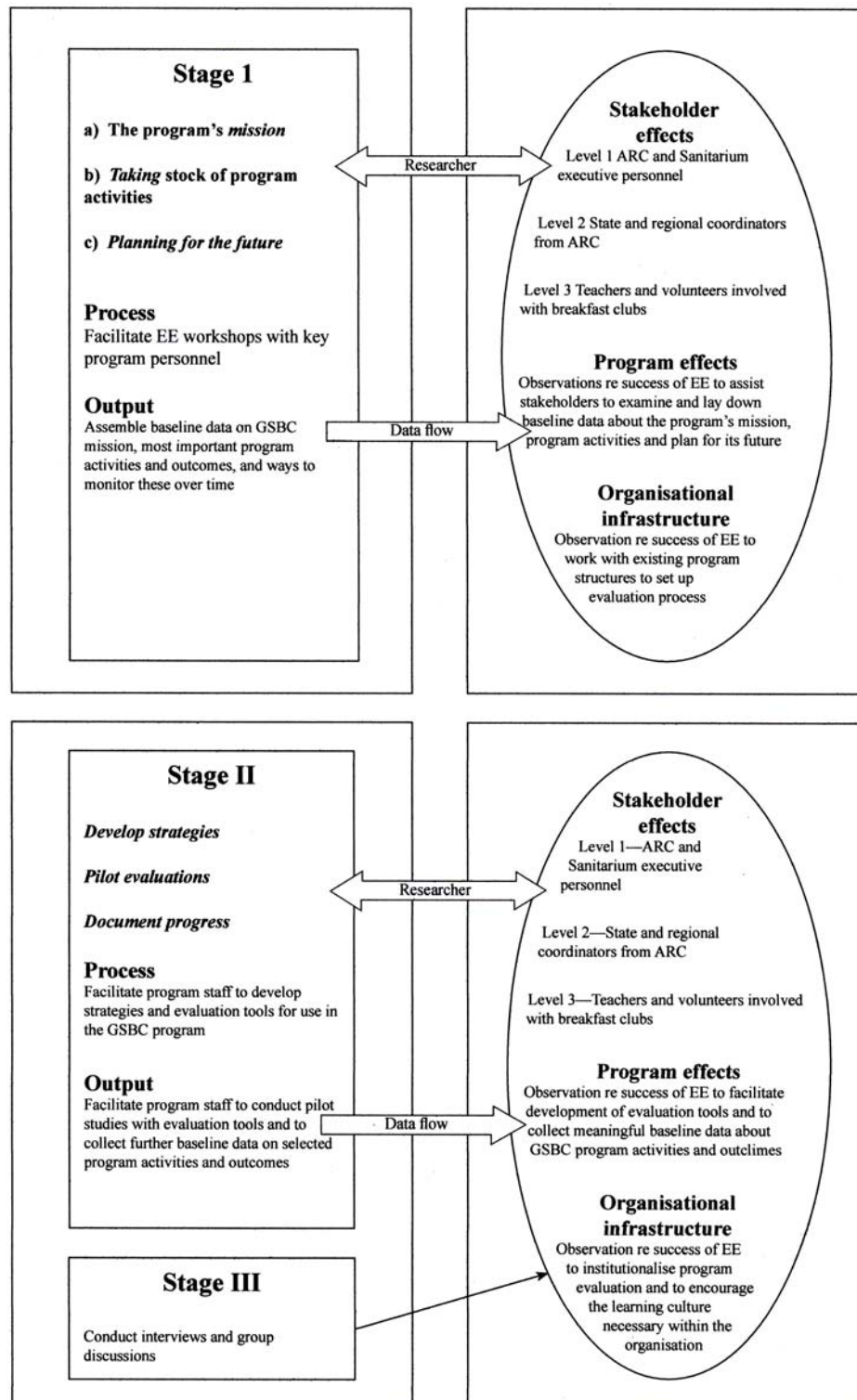


Figure 3: Relationship of empowerment evaluation with the case study

members of the Research Partnership Group; and six workshops with community volunteers, teachers, and ARC personnel at pilot sites in Sydney (2), Western Sydney (1), and Western NSW (3).

4.1 April 2005— Survey distributed nationally to volunteers and teaching staff

The evaluation of the GSBC project began in April 2005 when a questionnaire (Appendix C) was sent to GSBC teaching staff and volunteers in most regions of Australia. Forty-one respondents (33 women and 8 men) made up of 12 from Sydney and Greater Western Sydney, 12 from Tasmania, 9 from Western NSW, 5 from Victoria and 3 from South Australia completed questionnaires. The questionnaire obtained information from staff at the program delivery level that was used to inform evaluation events to follow. Questions reflected the first two steps of empowerment evaluation – mission and vision and taking stock, with respondents identifying the most important activities associated with the program, their ratings for these activities, and their willingness to be involved in future evaluation activities (see Appendix D for full report). Table 4 shows the 10 most important activities identified by the 41 respondents and the average rating out of 10 given to these activities.

Table 4: 10-key program activities and summary of ratings from volunteers and teaching staff via questionnaire in April 2005

<i>Activity and number of respondents choosing activity /41</i>	<i>Average rating /10</i>	<i>Activity and number of respondents choosing activity /41</i>	<i>Average rating /10</i>
1. Providing breakfast for children in need (39)	9.2	6. Interaction or relationships between children (9)	8.0
2. Interaction or relationship between children and volunteers (30)	8.1	7. Developing life or social skills (9)	8.0
3. Development of community partnerships (19)	8.2	8. Improved educational outcomes (5)	8.3
4. Training volunteers (19)	7.8	9. Behavioural outcomes (4)	7.8
5. Providing a healthy food model and/or health benefits (14)	8.9	10. Modelling of appropriate behaviours (3)	9.0

Clearly, ‘Providing breakfast for children in need’ was perceived to be the most important activity being mentioned by 39 of 41 respondents. With an average rating of 9.2 out of 10 it is also clear that this group of volunteers and teaching staff believed this activity was achieved well. ‘Interaction between children and volunteers’ was mentioned by 30 respondents and received an average rating of 8.1. ‘Training volunteers’ and ‘Developing community partnerships’ received 19 mentions each with average ratings of 7.8 and 8.2 respectively.

The ratings were not consistent for all participants and their comments were used to identify the basis for these differing opinions. Consistently high ratings (8–10) for ‘Providing breakfast for needy students’, were typically accompanied by positive statements related to access and

outcomes for participating children. A teacher from Western NSW who gave the activity 10 out of 10 explained:

Excellent—a high number of students access Breakfast Club. An increase in concentration levels in the classroom is evident.

Moderately positive ratings (5–7) were linked with comments about improving the nutritional value of food being chosen by children and improving the participation rates of needy children. A community volunteer from the Sydney region, who gave the activity 6 out of 10, explained:

The children at my primary school only tend to eat a few things, namely toast, honey, MILO. Apart from that they are quite unwilling to try anything else. They very much dislike cereal and marmite, and quite a few won't have strawberry jam because it's a fruit and 'has those seeds in it'. So far, no matter what we say, we can't seem to change their opinions.

Another community volunteer from Victoria explained her 7 out of 10 for this activity:

I gave this a rating of 7 because whilst every child who comes to the breakfast program gets a nutritious breakfast and is exposed to different foods, the number of children who attend could be increased.

Low (below 5) and moderate ratings for the interaction that took place at the breakfast club between community volunteers and participating children were accompanied by comments expressing concern about the lack of interaction that was occurring. A volunteer at a breakfast club in Sydney who gave 6 out of 10 reported that:

There is not much interaction between the volunteers and children after breakfast is provided,

and another volunteer in Tasmania who gave the activity 4 out of 10, reflected that:

Interaction between volunteers and children is very limited, maybe a hello and sometimes (emphasis supplied) small talk. It's very poor.

Most however scored the activity more highly. An 8 out of 10 score from a volunteer in Victoria was accompanied by the comment:

GSBC provides opportunity for the children to talk to adults as peers instead of only interacting with adults in positions of authority ie teachers, parents etc. The kids seem to really enjoy exploring this new type of contact.

Explaining a score of 7 out of 10, a teacher/school counsellor from South Australia said:

The social interaction between students, volunteers and staff has been an added bonus of the program and as the program develops is becoming more important.

Comments that accompanied ratings with respect to the training of volunteers were mostly positive. A volunteer from Tasmania who gave the activity 8 out of 10 offered, *‘The training I received was comprehensive and prepared me for the actual time spent in the program’* while another from Sydney who gave the activity 10 out of 10 declared that, *‘The training session was very thorough and raised a number of important possible scenarios’*. There was however some low scores given and concerns expressed. A Sydney teacher suggested *‘Training of volunteers could be improved’* and scored the activity 4 out of 10 and another who did not specify their role with a club in Western NSW who also gave the activity 4 out of 10 claimed, *‘Volunteers (are) not sure about how Red Cross Breakfast Clubs should be run’*.

The importance of developing community partnerships to assist the operation of local breakfast clubs was evident from comments made by respondents. A community volunteer from Victoria, who rated the activity 7 out of 10, contended:

I gave a rating of 7 because whilst Sanitarium provides most of the food and ANZ and other companies are providing volunteers, more is needed with the community at large, especially if this program is to be expanded.

A volunteer from Sydney who rated the activity 8 out of 10 cited a partnership that had been established with the local fruit market enabling the breakfast club to obtain fresh fruit. A teacher from Western NSW rated the activity 9 out of 10 saying, *‘We have outstanding support from parents, grandparents and community members’*, while another teacher from the same region who did not rate the activity so highly at 5 out of 10, made the observation:

[I] would like to see more community involvement. [It’s] always the same people who tend to be involved.

The ratings given to key program activities and the accompanying comments provided an early indication to the researcher that the majority of personnel at the school and breakfast club level believed the program was doing well in relation to most of its key activity areas.

Finally, in response to Question 5 that asked respondents if they would be willing to be involved in future evaluation activities, 15 respondents indicated that they were ‘very willing’, 16 were ‘quite willing’, seven were ‘not sure at this stage’, 1 was ‘unwilling’ and 3 did not respond to the question.

4.1.1 *Effects associated with this empowerment evaluation event at stakeholder/individual/evaluation participants, program and organisational levels*

The data assembled from the questionnaire provided useful insight into the operation of the GSBC. They also provided an early indication from this cohort at least, that volunteers and teaching staff were strongly committed to the program and would be willing to be involved

further in the evaluation process. This was an important finding, as the research brief made it clear that the development of a practical method to evaluate the GSBC program was to involve working with program personnel at the breakfast club level. The information assembled proved to be very useful for the empowerment evaluation workshops later that year with volunteers and teaching staff from Sydney and Greater Western Sydney and from Western NSW. Fortunately a number of survey respondents were also able to participate in the July workshops providing continuity of engagement in the evaluation process. However, before meeting volunteers and teaching staff in July, an important empowerment evaluation workshop with managers and regional GSBC coordinators working for the ARC was convened at Red Cross House in Sydney. The results assembled from this event will now be presented.

4.2 May 2005—Workshop with ARC managers and GSBC regional coordinators

The first empowerment evaluation workshop was convened at a two-day National Forum in Sydney and involved 19 state and regional GSBC coordinators and managers employed by ARC. They worked in New South Wales, Victoria, Queensland, South Australia, Tasmania, and the Northern Territory. Participants represented almost 100 breakfast clubs that were in operation at that time.

The workshop was conducted as part of a pre-arranged National Forum. Support to conduct the workshop was based on the expected benefits of the evaluation approach, as:

...the best approach will be to encourage the development of a culture of evaluation within the program and by so doing embed any evaluation efforts into the day-to-day reality of all those who contribute to the program (email from the researcher to the National GSBC Manager 18/03/2005).

The three steps of the empowerment evaluation approach provided the structure for the workshop. In Step 1 coordinators and managers were given the opportunity to review and suggest changes to the mission and vision statements for the program. In Step 2 they took stock of the program by identifying the most important program activities, rating the success of those activities out of 10 and discussing their ratings. In Step 3 participants planned for the future of the program and the evaluation process by setting goals for a short-list of key program activities identified for investigation at that time, listing strategies to accomplish those goals and identifying forms of evidence that would show whether goals had been achieved.

Data obtained during this inaugural workshop clearly showed results consistent with the conventions of the empowerment evaluation approach. Data included:

- A review of the mission and vision statements for the GSBC program and revisions suggested

- A short-list of 10 key program activities for evaluation at that time and ratings out of 10 for those activities (see Table 5)
- Information on the strengths and weaknesses of the program activities chosen for investigation
- Goals, strategies and forms of evidence that would indicate success, listed for the 10 key activities (see examples in Table 6)
- Feedback about the empowerment evaluation approach and indications of willingness to take part in future evaluation activities, collected via questionnaires
- Background information on participants

Information on the strengths and weaknesses of program activities

Ratings for program activities varied greatly, as did the individual ratings for some activities (indicated in Table 5). For example, there was general consensus that ‘Social interaction and life skills’ was a positive aspect of breakfast club attendance. One coordinator, who rated this activity 9 out of 10, commented: ‘*This is fantastic—people relate on a first name basis and older children help the younger children*’. In contrast, there was much more variation in ratings for the ‘Data collection’ activity. While one coordinator gave this activity a rating of 8 out of 10 and provided examples of extensive data collection work in her region, a manager giving it a rating of 3 out of 10 and commented, ‘*This is horrible—the data that’s collected is often inaccurate*’.

Planning for the future

Step 3 produced some important results for the ARC regarding the evaluation of the GSBC program. The empowerment evaluation resulted in a large amount of good quality baseline data being collected for the 10 key activities identified for investigation.

Three small groups discussed 3, and in one case 4, of the activities chosen for investigation: setting goals; strategies for reaching the goals; and identified forms of evidence that would indicate whether goals had been achieved.

Table 5: Key program activities and summary of ratings from workshops with GSBC coordinators and managers, May 2005

<i>Activity</i>	<i>Average rating /10</i>	<i>Activity</i>	<i>Average rating /10</i>
Provision of breakfast	8.6	Seeking sponsorship	6.2
Social interaction and life skills	7.6	Risk management, child protection etc	6.1
Volunteer management and support	7.4	Data collection	6.1
Gaining community support	7.4	Nutritional education	5.5
Program design	6.7	Sustainability	4.6

In Table 6, a selection of the data associated with Step 3 is provided for two of the program activities chosen for investigation.

Table 6: Examples of goals, strategies and forms of evidence for 2 of the 10 program activities identified by GSBC coordinators and managers in May 2005

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<i>Social interaction and life skills</i> To ensure children know and follow social rules To improve mealtime behaviour and processes To improve personal hygiene To improve general behaviour To improve respect for others (behaviour code)	Behaviour Code in place – supported by posters, role modeling by volunteers, Behaviour code for volunteers Behaviour code for parents	Children know and follow rules Posters available and utilised Volunteer training manual has relevant detail Playground and classroom behaviour improved
<i>Data collection</i> To collect and collate consistent data To collect relevant and useful data To change organisational culture of the ARC to ensure decisions are based on evidence from data collected	Develop a national data package Provide training in data collection and analysis Check and use where appropriate data that exists already and coordinate with other agencies	National data package disseminated, used and supported throughout the GSBC program Training in data collection and analysis completed Evidence-based decisions made by ARC

With respect to the GSBC being a site where participating children can experience positive social interaction and learn some important life skills, managers and coordinators set five goals for this aspect of the program:

- 1) Children know and follow social rules
- 2) Improve mealtime behaviour and processes
- 3) Improve personal hygiene
- 4) Improve general behaviour, and
- 5) Improve respect for others (behaviour code).

Strategies recorded to assist in fulfilling the goal were:

- 1) Put a behaviour code for children into place supported by posters and role modelling by volunteers
- 2) Put a behaviour code for volunteers into place, and
- 3) Put a behaviour code for parents into place.

Evidence suggested as indicative that goals for this activity had been achieved were:

- 1) Children know and follow rules
- 2) Behaviour code posters being available and utilised in clubs
- 3) Volunteer training manual includes details of behaviour code, and
- 4) Evidence of improved playground and classroom behaviour.

The group set three goals for data collection associated with the operation of the GSBC. These were:

- 1) To collect and collate consistent data
- 2) To collect relevant and useful data, and
- 3) To change the organisational culture of the ARC to ensure decisions are based on evidence from data collected.

They suggested three corresponding strategies to assist meet these goals:

- 1) Develop a national data package
- 2) Provide training in data collection and analysis, and
- 3) Check and use where appropriate, data that exists already and coordinate with other agencies.

Evidence the group felt would demonstrate that the goals for data collection had been met were:

- 1) A national data package is disseminated, used and supported throughout the GSBC program
- 2) Training in data collection and analysis is completed, and
- 3) Evidence-based decisions are made by ARC.

In summary, the inaugural empowerment evaluation workshop produced a large volume of good quality baseline data consistent with the three step approach. The managers and coordinators who participated had collectively contributed to documentation indicating how they would like to see the evaluation proceed. The next section will detail perceived effects of this first workshop on program staff, the program and its sponsoring organisations.

4.2.1 *Effects associated with this empowerment evaluation event at stakeholder/individual/evaluation participants, program and organisational levels*

Stakeholder effects

At the end of the workshop 18 of the 19 participants completed a feedback questionnaire. Most thought the empowerment evaluation method was valuable for evaluating the GSBC program. Half of the respondents indicated that the method was 'very' or 'extremely' valuable.

Comments included:

Empowerment evaluation method is very valuable. The model is definitely in line with the principles of our program and empowering the community.

If implemented effectively, and with an honest focus on self-determination and decision-making, the empowerment evaluation method is most effective for this type of program

However, there were some concerns about issues such as how the whole range of program participants can be involved optimally in the evaluation. Nevertheless, most participants said

they appreciated the opportunity for information sharing and group discussion. A coordinator also thought the workshops were a ‘great opportunity for information sharing and collaborative problem solving’.

Various activities however, did not work as well as expected. The issues identified included a lack of time to complete activities and problems with the mission/vision activity. Partially due to differences in views about the long-term aims of the program, the group also found it difficult to reach consensus on the mission and vision statements. Therefore a group of four agreed to continue working on the statements and then report back to the larger group.

A few days after the initial workshop, the National Coordinator contacted the facilitators asking to see the evaluation results as soon as they were compiled. He indicated a desire to:

- move to the next step with workshops for other stakeholders
- form working groups from within the ranks of managers and coordinators that could move on recommendations made at the workshop to develop such things as volunteer policies and training documents
- continue work begun on revising the Mission and Vision statements
- work with the group at the next teleconference (held monthly with coordinators) to develop action plans for key activities identified, particularly in relation to recommendations made for the development of policies, documents and program delivery strategies
- ensure recommendations made by workshop participants were addressed.

He also observed that:

The real success of these forums is often measured by what happens afterwards to the recommendations. I take the democratic means of operating this program seriously and want to ensure the process is followed through. Many people’s complaints about this program (GSBC) lie in not feeling a part of the decision-making process (email 26 May, 2005).

On June 8 (three weeks after the workshop) the workshop report was emailed to all participants in the workshop, as well as to the members of the group that was to become known as the Research Partnership Group (RPG). It comprised two parts. The first comprised the information arising from the workshop discussions relating to the 3 steps of empowerment evaluation. The second reported the feedback supplied to the facilitators about the empowerment evaluation process. Recipients of the reports were invited to identify errors and to send through their comments and suggestions. Nobody responded to the invitation.

Program delivery effects

None were reported or observed at this stage.

Organisational effects

Soon after the May event, the National Coordinator reported that several of the goals and strategies, and ideas for program improvement suggested at the workshop, had been incorporated into a new ARC Strategic Plan for the Good Start Breakfast Club (personal communication). This demonstrated early evidence that Step 3 Planning for the future, had begun to yield results.

4.3 July 2005—Workshop with GSBC volunteers and teaching staff

Following the initial workshop with managers and coordinators, two one-day empowerment evaluation workshops were conducted with breakfast club volunteers and teaching staff (total of 12 people). One of the workshops was held in Sydney with seven of those attending representing the Sydney and Greater Western Sydney regions and the other in Dubbo with five representing the Western region of NSW (see Appendix G for full reports). The participants represented breakfast clubs in eight schools—five in the Sydney and Greater Western Sydney area and three in Western NSW.

The three steps of the empowerment evaluation approach again provided the structure for workshops. Results from preliminary work on Steps 1 and 2, by the 41 volunteers and teaching staff who had responded to the questionnaire distributed in April, was presented to workshop participants and melded with their responses to Steps 1 and 2. To enable all the steps to be completed in the time available, discussion was limited to four key program activities.

Data obtained during these workshops included:

- Themes for revised mission and vision statements, comments on mission and vision statements suggested by the managers and coordinators, as well as the existing statements from the ARC
- Ratings for the 4 key activities chosen by this cohort for investigation (see Table 7)
- Information on the strengths and weaknesses of these program activities
- Goals, strategies and forms of evidence for the 4 activities (see Table 8)
- Feedback about the empowerment evaluation approach and indications of willingness to take part in future evaluation activities
- Background information on participants.

Program activities identified by the volunteers and teaching staff were similar to those identified by the coordinators and managers but with a somewhat narrower focus (Table 7). For example, 'Risk management' and 'Program design' were not selected as key program activities by any

group of volunteers and teachers. However, similarities were quite pronounced when looking at the top four activities.

Because the decision was made to confine discussion to four key activities in the July workshops, Table 8 shows the four activities identified as most important by the four groups involved so far.

Table 7: Key program activities and summary of ratings from workshops with GSBC volunteers and teaching staff from Sydney, Greater Western Sydney and Western NSW in July 2005

<i>Sydney/Greater Western Sydney</i>		<i>Western NSW</i>	
<i>Activity</i>	<i>Average rating /10</i>	<i>Activity</i>	<i>Average rating /10</i>
Providing a healthy breakfast for children in need and a positive start to the day	8.7	Providing breakfast for children in need	9.6
Sustainability of the program	7.5	Learning nutritional skills through providing healthy eating examples or habits	9.4
Having adequate and reliable resources and variety of food	7.0	Interaction/relationship between children and volunteers (providing opportunity for informal welfare contact)	9.0
Understanding and providing healthy food model	7.0	Recruiting and retaining volunteers	4.6

Table 8: Key program activities identified to be the most important by April, May and July cohorts

<i>41 volunteers and teaching staff via questionnaire in April 2005</i>	<i>19 ARC managers and GSBC coordinators via empowerment evaluation workshop in May 2005</i>	<i>7 volunteers and teaching staff via empowerment evaluation workshop in July 2005</i>	<i>5 volunteers and teaching staff via empowerment evaluation workshop in July 2005</i>
Providing breakfast for children in need	Provision of breakfast	Providing a healthy breakfast to children in need and a positive start to the day	Providing breakfast to children in need
Interaction or relationship between children and volunteers	Social interaction and life skills	Securing the sustainability of the program	Learning nutritional skills through providing healthy eating examples or habits
Development of community partnerships	Volunteer management and support	Having adequate and reliable resources and variety of food	Interaction/relationship between children and volunteers (providing opportunity for informal welfare contact)
Training volunteers	Gaining community support	Understanding and providing healthy food model	Recruiting and retaining volunteers

Provision of a healthy breakfast for children in need was cited as the most important activity by all four groups. The social interaction that takes place in the breakfast club received second billing by the first two cohorts and third billing by the fourth. Recruiting, training and management of volunteers received recognition by three groups with the first giving it fourth

place, the second giving it third place and the fourth giving it fourth place as well. Developing community partnerships to support the program received third and fourth place by the first two groups while providing children with healthy food models and teaching about nutrition was billed fourth and second by the third and fourth groups respectively. Group three nominated two activities that were unique to their group—‘securing the sustainability of the program’ and ‘having adequate and reliable resources and variety of food’.

Information on the strengths and weaknesses of program activities

Similar to the workshop with GSBC regional coordinators and managers, ratings given to some of the key activities varied considerably. ‘Recruiting and retaining volunteers’ was identified as the activity needing the most improvement. A volunteer from Western NSW, who rated this activity 3 out of 10, said: *‘This is not so good. We are short of volunteers on some days. The program needs more publicity’*. In contrast, ‘Providing a healthy breakfast for children in need and a positive start to the day’ was given the highest rating by both workshop groups. A volunteer from Sydney who rated this activity 10 out of 10 reported that her club *‘is providing breakfast to a range of different children, including special needs children. It’s working’*.

Planning for the future

Involvement in Step 3 by this cohort of volunteers and teaching staff resulted in further useful data being gathered. Two examples of goals, strategies to reach goals and evidence suggesting whether goals have been reached for two of the four activities, are provided in Table 9. The first example is the provision of breakfast for children in need and includes an associated concept introduced by the seven volunteers and teachers who participated in the Sydney workshop; that in attending the breakfast club children receive a positive start to their day. Two goals were set for the activity: 1) there would be adequate support from volunteers and teachers to be able to provide breakfast; and 2) there would be regularity and consistency from volunteers. Strategies proposed to help the group meet their goals were: 1) to talk to teachers at staff meetings about supporting the breakfast club; and 2) to clarify the process involved in recruiting volunteers. Evidence the group suggested they could look for, that would indicate this first goal had been met, would be that the GSBC coordinator from the ARC had spoken to teachers at staff meetings.

With respect to recruiting and retaining volunteers, the most important goal recorded by the group was to see more volunteers recruited and retained. They suggested five strategies that would help them achieve their goal:

- 1) to make contact with Volunteering Australia (VA)
- 2) to encourage corporate organisations and other businesses to get involved

Table 9: Examples of goals, strategies and forms of evidence for 2 of the 9 program activities identified by GSBC volunteers and teaching staff from Sydney, Greater Western Sydney and Western NSW in July 2005

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<i>Provision of a healthy breakfast to children in need and a positive start to the day</i> Adequate support from volunteers and teachers to be able to provide breakfast Regularity and consistency from volunteers <i>Recruiting and retaining volunteers</i> More volunteers are recruited and retained	Talk to teachers at staff meetings Clarify process involved in recruiting volunteers Contact Volunteering Australia (VA) Encourage corporate organisations and other businesses to become involved Raise awareness by volunteers speaking at school and business forums Provide support, make volunteers feel comfortable, part of a team, appreciated – give out certificates at assembly Gatherings of volunteers every year to share experiences	ARC coordinator talks to teachers at staff meetings ARC coordinator contacts VA and VA shows awareness of GSBC Increased number and diversity of corporate organisations that become involved in the program Communication has happened – notes or minutes of meetings Volunteers have received certificate of appreciation or other methods (morning tea brought by teachers) Gathering takes place – story in local newspaper

4.3.1 *Effects associated with this empowerment evaluation event at stakeholder/individual/evaluation participants, program and organisational levels*

Stakeholder/individual effects

All of the July workshop participants completed feedback questionnaires at the end of the events. All considered that the empowerment evaluation method was valuable for evaluating the program collaboratively and sharing knowledge and experiences about breakfast clubs. Two thirds thought the method was either ‘extremely’ or ‘very’ valuable while one third thought it was ‘quite’ valuable. Participants appreciated the opportunity to discuss the program, to interact with other volunteers and school staff, to understand better how other clubs operate, and to overcome common problems. A volunteer thought the workshop had been a ‘good forum’ for ‘*exchanging different experiences and perceptions*’. Some participants reported that they found the workshop very interesting, enlightening and enjoyable. One volunteer wrote this comment:

Considering the many facets and stakeholders of the GSBC program, I feel the workshop was very productive and enlightening for volunteers who so often are limited to understanding the needs of their immediate environment. Everyone got a greater understanding of GSBC’s diversity.

However, there were some unintended impacts of the process. For example, in response to a proposed vision statement by the managers and coordinators, one school coordinator expressed great concern about the possibility that the program would eventually be phased out. She believed that there would always be a need for the breakfast program in special need schools.

Program effects

There was another unintended consequence of the empowerment evaluation process at the program level. During the Sydney workshop a volunteer learnt that there was a Memorandum of Understanding (MOU) between schools and the ARC covering all aspects of program delivery. She had not been aware of this or that there was a breakfast club contact person on the school staff. She was not aware the MOU had a staffing rule of two volunteers/people being on hand to run clubs on a daily basis. She reported operating the club regularly on her own with little assistance from the school or ARC. She stated she intended to find out who the school liaison person was and address non-compliance issues with respect to the MOU.

Organisational effects

Following the July workshops and dissemination of reports, concerns were expressed by Sanitarium staff in private conversations and at meetings of the RPG that volunteers appeared to be driving the evaluation agenda. This development indicated that the involvement by volunteers and teaching staff in the evaluation process, and the empowering effect of this, was possibly threatening to the industry partners. These concerns led to an empowerment evaluation workshop being convened with the RPG. Agreeing to increase their engagement in the evaluation process could be considered as a way of regaining the balance of control.

4.4 October 2005—Workshop with members of the GSBC Research Partnership Group

Results from the October workshop provided further evidence of the veracity of empowerment evaluation to assemble critical data with key stakeholders in a relatively short space of time. The event gave opportunity for the program sponsors to place a number of their desired outcomes onto the agenda. As will be seen in the data to follow, this was an important development because, by including these outcomes, it introduced a self-imposed accountability measure into the evaluation by the sponsors.

The workshop convened in October 2005 with members of the Research Partnership Group (RPG) and comprised of two senior managers from the ARC and three from Sanitarium who were prepared to participate in the three steps of the empowerment evaluation approach.

The agenda of the half-day workshop merged the group's agenda within the outcomes of the May and July workshops. Prior to the workshop, group members received a program and briefing notes (Appendix I), mission and vision statements that had been under review since

May and a questionnaire (Appendix J) to be completed and returned beforehand so that the facilitators could use responses to make the most of the abbreviated time the group had agreed to commit to the workshop.

During the workshop the group short-listed five key activities for immediate evaluation (see Table 10). While the activities chosen bore some similarities to program activities suggested for evaluation at previous workshops, they reflected the managerial interests that might be expected. The group discussed the strengths and weaknesses of the activities chosen for investigation, provided feedback about the empowerment evaluation approach, and indicated their willingness to take part in future evaluation activities. These activities with the addition of ‘Recruiting, training and retaining volunteers’ and ‘Gaining community support’ were to become the focus of attention at the pilot site workshops in December. These additional activities were areas associated with the sustainability of the program that had been of particular concern to teachers and GSBC volunteers identified during earlier evaluation events.

Table 10: Key program activities and summary of ratings from workshop with Research Partnership Group in October 2005

<i>Activity</i>	<i>Average Rating /10</i>
Positively changing or influencing the eating habits of children	6.6
Improving the learning capacity / environment of children attending GSBC	7.6
Local and school community adopting changed attitudes and behaviour towards breakfast	6.0
Addressing the needs of the most vulnerable	5.6
Improving the lifeskills of children attending the GSBC / Social interaction in GSBC environment	8.4

Information on the strengths and weaknesses of the program

All but one of the RPG rated most key activities fairly conservatively, making comments such as ‘*we need quality data to prove this*’ or ‘*while there is good anecdotal evidence this can’t be quantified*’. However, a consistently high rating was given to ‘Improving the life skills of children attending GSBC/Social interaction in GSBC’. An ARC manager, who rated this activity 8 out of 10, commented that ‘*spectacular effects have been reported such as decreased they bullying, reduced truancy etc*’.

Planning for the future

Because of time constraints, the Planning for the Future step was not undertaken during the workshop. However, work on this step was subsequently undertaken via further meetings of members of the RPG with the researcher being kept informed by email. This was an unavoidable variation to that recommended by the proponents of empowerment evaluation

based on the time constraints of the RPG. The RPG was unable to complete Step 3 before the next round of workshops convened in December.

Table 11 provides an example of the goals, strategies and forms of evidence developed by the RPG, which drew on the outcomes of previous workshops. The full account of this work can be found in Appendices K and L.

Two GSBC activities put forward as key by this cohort are presented in Table 11. These two activities were new additions to the list that had been previously assembled at April, May and July evaluation events and reflect the cohort's desire for some higher order impacts to be evident in the program they sponsor. The first of the activities unique to this group suggests that breakfast club participation should change, or at least influence, the eating habits of the children who attend positively. For this they set the goal: To improve GSBC children's awareness of healthy food choices, particularly breakfast. They suggested three strategies to help achieve this goal:

- 1) To include children who attend the GSBC in the preparation of their club's breakfast including the 'fun' breakfast days when pancakes etc are served
- 2) Produce visual aids for GSBC areas such as posters, placemats and charts and,

Table 11: Examples of goals, strategies and forms of evidence for two of the five program activities identified by the Research Partnership Group in October 2005

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<i>Positively changing or influencing the eating habits of children</i> Improve GSBC children's awareness of healthy food choices, particularly breakfast	Involve GSBC children in the preparation of their club's breakfast (including fun breakfast days – pancakes) Produce a range of visual aids for GSBC areas such as posters, placemats, and charts Let's Eat Program to be endorsed by Sanitarium Nutrition Service and Department of Education and developed in a way that is involving, engaging and useful for teachers (ie linked to curriculum)	Resources are available, visible to children attending GSBC and referred to by GSBC volunteers Children respond positively to resources and understand their message Let's Eat program is rolled out to 80% of GSBC schools
<i>Local and school community adopt changed attitudes and behaviour towards breakfast</i> Develop/influence nutrition education resources for all schools	Work with/align with State Department of Education to develop/influence school curriculum-based nutrition education resources for all schools All nutrition resources are available through the GSBC website	Resources developed and integrated into 45% of school nutrition curriculum Resources are published on website. Educational resources on website are used as a teaching aid

- 3) The 'Let's Eat' program to be endorsed by Sanitarium Nutrition Service and Department of Education and developed in a way that is involving, engaging and useful for teachers (that is, the GSBC should be linked to the curriculum).

Evidence the group cited that would demonstrate goals had been achieved were:

- 1) Resources are available and visible to children attending GSBC and referred to by GSBC volunteers
- 2) Children respond positively to resources and understand their message
- 3) The 'Let's Eat' program is rolled out to 80% of GSBC schools
- 4) Resources are developed and integrated into 45% of school nutrition curricula, and
- 5) Resources are published on the GSBC website and educational resources on the website are used as teaching aids.

4.4.1 Effects associated with this empowerment evaluation event at stakeholder/individual/evaluation participants, program and organisational levels

Stakeholder/individual effects

Responses to the feedback questionnaire showed all workshop participants thought the empowerment evaluation method was valuable for evaluating the GSBC program collaboratively. One thought the method was 'extremely valuable', two thought it was 'very' valuable and two that it was 'quite' valuable. Comments included: '*I think it is important to get everyone on board*' and '*Collaboration between stakeholders worked*'.

Participants also appreciated the opportunity to discuss key aspects of the program in an open and thoughtful manner. While most of the participants considered that the workshop process worked well, more time was needed to complete all of the steps successfully.

Program effects

None were observed at this stage.

Organisational effects

During the October workshop individuals from both the ARC and Sanitarium spoke positively about the potential of the evaluation process to yield good quality results. The evaluation process appeared to have support now at the highest level within the ARC and Sanitarium. This support, however, did not translate into any funding for the ongoing evaluation process being forthcoming from the ARC. ARC personnel remained firm in their belief throughout the project that funding for the evaluation was the responsibility of those who were funding the research project, that is, the Australian Postgraduate Award scheme and the industry partners (Sanitarium

and the Adventist Development and Relief Agency [ADRA]). So when additional funds were needed to conduct the next series of workshops it was the generosity of Sanitarium and ADRA that allowed this next step to proceed. The proviso that came with the funding was that the ‘research must clearly deliver a benefit to Sanitarium’ (personal email from executive 4 November 2005).

Summary of workshop results that employed the 3-step empowerment evaluation approach

To this point in the project energies had been directed toward having as many stakeholders as possible involved in Steps 1–3 of empowerment evaluation. The mission and vision statements (Step 1) for the GSBC program were reviewed at each evaluation event and suggestions passed on to the small group which had agreed to work on modifying the statements to reflect the outcomes of the review. In a ‘taking stock process’ (Step 2) key activities of the GSBC program had been identified, given a score out of 10 and reasons for scores discussed. Ways to investigate these key program activities (Step 3) had been discussed with goals being set for activities, strategies to help achieve goals documented along with forms of evidence that goals had been reached.

Seventy-nine personnel responsible for the delivery of the GSBC program had contributed directly to Steps 1 and 2, and 38 personnel to Steps 1–3. Convening stakeholders in separate groups strayed from the procedure suggested by the authors of empowerment evaluation that representatives from all stakeholder groups *work together* on the evaluation process. However, working with homogenous groups may have allowed participants to enter into discussions without the constraints typically associated with power differentials amongst stakeholders.

While program activities that were to become the focus of attention at 6 pilot sites reflected the combined wisdom of all who had been involved in the evaluation up until that point, the influence of the RPG was strongly evident following their workshop in October. Table 12 shows the evolution process that resulted in the activities being chosen for immediate investigation.

Evaluating the program’s success regarding the provision of a ‘healthy’ breakfast for children ‘in greatest need’ reflected the desire of all who attended workshops. Similarly, participants in all workshops wished to evaluate the effect of the GSBC program on participating children with respect to nutrition education. The RPG expanded this evaluation to include looking at changing attitudes and behaviour toward breakfast in the local and school community as a result of the breakfast club and ‘Gaining community support’ was added by the researcher to reflect the importance placed on this activity by managers and coordinators at the May workshop. With respect to ‘Improving the life skills of children attending the GSBC and Social interaction

Table 12: The evolution of key program activities chosen for investigation and the combined average rating for the activity by the workshop groups

<i>Activities chosen by coordinators and managers</i>	<i>Activities chosen by volunteers and teaching staff Sydney/Greater Western Sydney</i>	<i>Activities chosen by volunteers and teaching staff Western NSW</i>	<i>Activities chosen by the Research Partnership Group</i>	<i>Combined average rating/10 by workshop groups</i>	<i>6 pilot sites</i>
Provision of breakfast	Providing a healthy breakfast for children in need and a positive start to the day	Providing breakfast for children in need	Addressing the needs of the most vulnerable	8.1 N=4	Providing a healthy breakfast for children in greatest need
	Having adequate and reliable resources and variety of food				
Nutritional education	Understanding and providing healthy food model	Learning nutritional skills through providing healthy eating examples or habits	Positively changing or influencing the eating habits of children	7.1 N=4	Positively changing or influencing the eating habits of children
Gaining community support			Local and school community adopts changed attitudes and behaviour towards breakfast	6.0 N=1 7.4 N=1	Local and school community adopts changed attitudes and behaviour towards breakfast/Gaining community support
Social interaction and life skills		Interaction/relationship between children and volunteers (providing opportunity for informal welfare contact)	Improve the lifeskills of children attending the GSBC / Social interaction in GSBC environment	8.3 N=3	Improving the life skills of children attending the GSBC / Social interaction in GSBC environment
			Improve the learning capacity / environment of children attending GSBC	7.6 N=1	Improving the learning capacity / learning environment of children attending the GSBC
Volunteer management and support		Recruiting and retaining volunteers		6.0 N=2	Recruiting, training and retaining volunteers
Sustainability	Sustainability of the program				
Program design					
Seeking sponsorship					
Risk management, child protection etc					
Data collection					

in the GSBC environment', managers, coordinators and the RPG identified the important role the breakfast club was playing in these areas and wished them to be part of the investigation. Teachers and volunteers at the Sydney workshop also identified the social interaction that takes place at breakfast clubs to be particularly important, pointing out that it provided opportunity for informal welfare contacts to be made. The RPG pressed for the need to include an educational outcome in the evaluation process and was the group responsible for including—'Improving the learning capacity/learning environment of children attending the GSBC environment'. Finally, with volunteers being so critical to the delivery of the GSBC program and featuring in the key activities of two workshop groups (Coordinators and managers in May and Volunteers and teaching staff Sydney/Western Sydney in July), the researcher included 'Recruiting, training and retaining volunteers' in the short-list of key activities for immediate investigation.

The empowerment evaluation approach had demonstrated its value by providing the framework to assemble high quality, base-line data about the GSBC program in a short space of time. Reports produced and disseminated following empowerment evaluation workshops documented plans participants had proposed to monitor key activities identified for investigation.

Also timely with regard to reflecting on the application of the empowerment evaluation approach was the presentation of a paper titled '*Empowerment evaluation: A practical method for evaluating a school breakfast program*' at the 2005 International Conference of the Australasian Evaluation Society. A version of the paper titled 'Empowerment evaluation: A practical method for evaluating a national school breakfast program' was subsequently published in the *Evaluation Journal of Australasia* (Miller and Lennie, 2005).

Presentation of these papers describing an overview of empowerment evaluation and progress with its use in the evaluation of the GSBC, facilitated useful professional feedback on progress to that point. The timing of these papers was immediately prior to the convening of the workshop with the RPG in October 2005, thus providing succinct synopses of the issues and outcomes to that point. The next step in the process was to move into more concentrated work on Step 3 and to develop evaluation methods for the short-listed activities. Because methods developed and associated evaluation instruments would be designed for use by GSBC personnel at the breakfast club level, this work was undertaken at six pilot sites with participants having some role with the breakfast club at their school. These next evaluation events are now presented.

4.5 Workshops to research, develop and plan the trial of evaluation tools

In December 2005 workshops at six pilot sites were attended by 43 breakfast club personnel. Two workshops were held in Sydney (Sydney A & B), one in Greater Western Sydney (WS),

and three in Western New South Wales (WNSWA, B and C). The main aims of the workshops were:

- To plan and design the evaluation of the selected GSBC program activities collaboratively, based on the work done in previous workshops
- To identify which other people or organisations should be invited to take part in the evaluation and what everyone involved could contribute
- To begin looking at the types of methods that could be used to conduct the evaluation within the breakfast clubs
- To identify training or other resources that might be needed to conduct the evaluation within the breakfast clubs

At the end of each workshop, feedback was sought from participants. Feedback questionnaires were completed by 35 of the 43 participants.

Planning the workshops

Workshops were held at pilot sites from 5–9 December 2005. They were conducted at this less-than-ideal time of the year due to the need to plan for data collection to be undertaken at breakfast club sites in the first term of 2006. As in previous workshops, attracting sufficient numbers of volunteers, teachers and ARC staff to attend some workshop sites proved difficult, particularly at such a busy time of the year.

Sites were chosen based on previous support shown for the evaluation by program personnel in each location. Potential participants were contacted by phone or email to invite them to attend, with some invitations distributed to teachers and parents through regional ARC coordinators. Consultations were conducted via teleconference and email in the week before the workshops to discuss the choice of key GSBC activities (see Table 13) that would be the focus for each group and to review the process that had led to the list of activities being chosen for investigation.

Table 13: Key GSBC activities addressed at six pilot sites in December 2005

<i>Workshop group</i>	<i>Key GSBC activity</i>
Sydney A	Providing a healthy breakfast for children in greatest need
Sydney B	Positively changing or influencing the eating habits of children
Western Sydney	Local and school community adopts changed attitudes and behaviour towards breakfast/Gaining community support
Western NSW A	Improving the life skills of children attending the GSBC / Social interaction in GSBC environment
Western NSW B	Recruiting, training and retaining volunteers
Western NSW C	Improving the learning capacity / learning environment of children attending the GSBC

While the activities chosen reflected the RPG's desire to focus the evaluation on the benefits to participating children, the choices were well accepted by the pilot sites as in keeping with the combined evaluation ideas of those involved in the project up until that point.

Workshop participants

Most participants (32/43) were GSBC volunteers or school coordinators, seven were school staff (including senior staff and teaching staff), and four were ARC coordinators or managers (Table 14). Of the volunteers or volunteer coordinators, 11 held professional or semi-professional positions, three held non-professional positions, four undertook home or parental duties, one was a university student, and seven were retired. Very few teachers were involved. This was particularly the case for the WNSWC workshop.

Workshop process

The facilitators provided an overview of the workshop aims and process, brief information on the evaluation method, the work previously undertaken in the evaluation, and a brief discussion of the key activities being investigated by the six workshop groups. Previous goals were reviewed along with the strategies and evidence related to the evaluation of the activity before deciding on the most important goals for the evaluation in the short term. Brainstorming was then conducted to draw out ideas that would lead to the development of appropriate evaluation questions and methods. People who could be involved in the evaluation and what they could contribute were identified, along with possible risks.

Finally, the next steps involved in planning the evaluation were decided and feedback questionnaires distributed. This process varied in the workshop at WNSWC, where no prior work had been carried out regarding the activity selected. Most of this workshop therefore

Table 14: Roles of workshop participants at six pilot sites in December 2005

	<i>Volunteer</i>	<i>GSBC Coord. (school)</i>	<i>Teacher/ school staff</i>	<i>Principal/ Assistant Principal</i>	<i>ARC Coord.</i>	<i>ARC Manager</i>	<i>Total responses</i>
Sydney A	4	2	2	–	–	–	8
Sydney B	8	1	–	–	1	–	10
Western Sydney	4	1	1	–	1	1	8
WNSWA	2	1	1	1	2	1	8
WNSWB	1	1	–	1	–	1	4
WNSWC	5	2	1	–	–	–	8
Total responses	24	8	5	2	4	3**	46

* Three participants (one each in Sydney A, WNSWA and WNSWC) held teaching or school staff positions as well as positions as GSBC coordinators or volunteers in their school

** The same ARC Manager attended both the WNSWA and WNSWB workshops but has been counted twice

revolved around Step 3 of empowerment evaluation—developing the goals, strategies and evidence related to the evaluation of the key activity—*Improving the learning capacity/learning environment of children attending the GSBC*.

Outcomes from the workshops

A wide range of methods (see Table 2) was proposed for use during the evaluation at each site, with surveys being the most frequently suggested method (see Appendix M for a full report of workshops).

4.5.1 Effects associated with this empowerment evaluation event at stakeholder/individual/evaluation participants, program and organisational levels

Stakeholder/individual effects

Feedback on the workshops was provided via questionnaires distributed to participants after each workshop. Responses were obtained from 35 of the 43 participants (29 women and six men) who took part in the six workshops. The majority of participants (30/43) thought the workshop methods were either ‘quite’ or ‘very’ effective for planning the evaluation of key GSBC activities and developing the evaluation tools collaboratively. However, three WS workshop participants assessed the methods as ‘not at all’ effective. They considered that the language was not ‘volunteer friendly’ and that they or others did not understand the discussion or lacked knowledge of the topic. Overall, respondents considered the most valuable outcomes of the workshops included: the evaluation methods, strategies and plans; the discussion about issues and concerns; gaining a better understanding of the program or other breakfast clubs; greater understanding about issues related to the program or the views of others; and meeting other staff and volunteers.

A small number of participants expressed concerns or uncertainty about various aspects of the evaluation or their capacity to conduct the evaluation, or were confused about the workshop aims. Suggestions for improvement included to:

- Encourage more prior consultation and planning to ensure the time and location of the workshops and the workshop topics and schools represented are appropriate.
- Clarify the workshop aims and agenda and provide clear explanations of the evaluation process.
- Simplify the language as much as possible to include all participants.
- Use a wider range of communication and participation methods to engage and involve participants and build evaluation capacity.

In terms of capacity building, 17 participants thought their knowledge and understanding of participatory program evaluation had been enhanced ‘very’ or ‘extremely well’, while 14

thought their knowledge was enhanced ‘quite’ or ‘reasonably well’. However, four WS workshop participants thought their knowledge was ‘not at all’ enhanced. Participants with both high and low levels of prior knowledge reported that the workshop had increased their knowledge and understanding. While 21 were willing to take part in future evaluation activities, 11 were unsure and some were uncertain about how much time they could actually commit.

The mostly positive outcomes and feedback on the pilot evaluation workshops indicated that the methods used to plan and conduct the workshops were generally effective for engaging community volunteers, school, and ARC staff in the evaluation, and building some evaluation capacities. Although the workshop and consultation process was very similar, the overall feedback from WS workshop participants was significantly less positive than the feedback from the other workshops. A possible explanation for this outcome included that some participants felt under pressure to attend at a time of year that was unsuitable. Also the key program activity selected by the workshop group—*Local and school community adopts changed attitudes and behaviour towards breakfast* was possibly more difficult for the volunteers compared with ARC and school staff. Previous work on this activity had been undertaken by the RPG and ARC coordinators and managers rather than by volunteers, and two of the volunteers had very limited knowledge of the program and the local community.

At the end of the pilot workshop, each group made a commitment to implement their evaluation initiatives as soon as was practicable in the new year. Individuals volunteered to facilitate the process and to call evaluation team meetings. The researcher invited evaluation teams to see him as evaluation coach and critical friend committed to assisting them with their evaluation plans. Detailed reports were sent to all workshop participants by the end of January 2006 with the suggestion that these be used to guide the evaluation process. Contact was made with the nominated person from each group after they received the reports.

4.6 Conclusion

Significant progress was made as a result of project events during 2005. Wide consultation and participation by program personnel at all levels had laid down a large amount of baseline data about key program activities, as well as documenting their current strengths and weaknesses. Goals were also set for these program activities including strategies to ensure goals were reached, and evidence identified that would demonstrate attainment of goals. The information assembled represented the combined input of approximately 120 program personnel who had contributed in various ways, about 40 of whom were face-to-face contributors in workshops that followed the 3-steps of empowerment evaluation. Those at trial site workshops went on to begin the development of tools to evaluate the benefits for children participating in the program. Subsequent work with trial sites including development and trial of tools and the presentation of

the preliminary results of trials are presented in the next chapter. The empowerment evaluation approach had provided the platform for the continuation of the project. Whether work to date represented the emergence of a community, empowered to take a lead role in the evaluation of their own program, as per a primary goal of empowerment evaluation, was yet to be determined.

CHAPTER 5

RESULTS OF THE APPLICATION OF EVALUATION TOOLS

5.0 *Introduction*

In the previous chapter, outcomes achieved as a result of the 10 workshops conducted with program personnel during 2005 were presented. This chapter reports the trialling of the evaluation tools developed as a result of work undertaken at those 10 workshops. Included are reports of the impacts upon program stakeholders, at the level of program delivery and on organisational infrastructure (see Figure 2) as a result of the development and trial of each evaluation tool in the context of the empowerment evaluation.

5.1 *Post-workshop reality check*

The high energy and commitment generated at most of the workshops subsequently resulted in a typical cluster of setbacks. At management level, staff changes within the ARC and other factors resulted in a lack of effective collaboration and organisational support to follow up the workshops. At the pilot evaluation team level, initial enthusiasm diminished at a number of sites during the long summer break.

When commitments made in December, 2005 did not all eventuate, much of the work associated with the development of the trial evaluation tools, envisaged as a collaborative endeavour, fell to the researcher. However, each of the tools prepared reflected the ideas of the pilot evaluation teams who had suggested their development, and feedback on these tools was sought from pilot team members before being administered. Responses were sporadic, resulting in some tools going to trial with no feedback having been received during development. Collaboration during the development of survey instruments was most effective at the WNSWC site where the evaluation team stayed true to commitments made in December. In another strong show of commitment to local community ownership of the evaluation, the tool designed to measure average nutrient uptake by breakfast club participants was developed and trialled by volunteers at a Sydney A school, independently of the evaluation coach.

The mixed commitment to the process created a reality check. Individuals who had made commitments to the group and to the evaluation process demonstrated they were not so

committed to achieving evaluation outcomes after a passage of time.

Significant events between December, 2005 and when the trials took place during 2006 are now provided to show how ideas agreed to in December progressed at the pilot sites. Discussions with selected individuals and groups about trial protocols, strengths and weaknesses of the tools and their value to the broader GSBC community are also presented.

Table 15 presents a summary of the key activities chosen for investigation, the evaluation methods and associated instrumentation proposed. During 2006, 12 evaluation instruments were prepared with 9 being trialled at 11 pilot sites. As the development of evaluation tools for national rollout across the GSBC program was the most important outcome for the program managers and funders, each instrument is examined to show its potential for obtaining useful data should they become part of the rollout package. The trial of the instruments was expected to be the precursor to the tools becoming widely accepted as part of the ongoing monitoring and evaluation of the GSBC.

5.2 *Sydney A—Providing a healthy breakfast for children in greatest need (Part 1)*

5.2.1 *Greatest needs and stigma survey*

This survey was prepared in response to the suggestion put forward by the Sydney A workshop group to *Survey teachers and volunteers to identify rate of attendance by vulnerable children and any stigma associated with club attendance.*

Three schools were represented at this workshop. All three schools fell within the Priority Schools Funding Program and catered for students from a diverse demographic background. School 1 is a relatively small school located in a northern beaches' suburb of Sydney regarded as reasonably affluent but which has the hallmarks of disadvantage such as pockets of public housing. School 2 is a large school located in an inner city suburb of Sydney housing a community with significant economic and social disadvantage. School 3 was also located in an inner city suburb but catered for special needs students drawn from various locations across the city.

Events following this workshop impacted upon the group's ability to follow through with their evaluation plans. Firstly the school for special needs students closed down before the start of the 2006 school year, which resulted in the three workshop participants involved with that school's breakfast club disengaging from the evaluation project. One participant had been a teacher's aide at the school and as she had attended the earlier workshop in Sydney, her departure meant that her valuable continuity of engagement was lost. The other two participants were volunteers sponsored by a large Sydney law firm. They brought to the evaluation, process

Table 15: Evaluation methods proposed and tools trialled at six pilot sites

<i>Location/participants/topic</i>	<i>Evaluation methods proposed</i>	<i>Tools trialled and response rates</i>
Sydney A (n=7, three schools) <i>Providing a healthy breakfast for children in greatest need</i>	<ul style="list-style-type: none"> Survey teachers and volunteers to identify rate of attendance by vulnerable children and any stigma associated with club attendance Record the food eaten at the club on particular days and use a plate waste technique to analyse the average nutrient uptake of children 	<ul style="list-style-type: none"> Surveys about vulnerable children and stigma issues returned from 26 teachers at 3 schools Method to calculate average nutrient uptake for each child trialled at one school
Sydney B (n=10, one school) <i>Positively changing or influencing the eating habits of children</i>	<ul style="list-style-type: none"> A survey conducted in the classroom to compare breakfast eating habits of children attending the breakfast clubs with other children 	<ul style="list-style-type: none"> Surveys completed by 153 students in Grades 1-8 at one school providing useful preliminary data about their breakfast eating habits and helpful feedback about the survey instrument
Western Sydney (n=8, one school) <i>Local and school community adopts changed attitudes and behaviour towards breakfast/ Gaining community support</i>	<ul style="list-style-type: none"> Survey children in classrooms asking what they eat for breakfast at weekends and on the days that the club does not operate Survey participating children's families, and families of non-participants to show direct or indirect 'filter effect' in changing attitudes and behaviour as a result of the breakfast club 	<ul style="list-style-type: none"> The WS group withdrew from the pilot evaluation process after the December 2005 workshop Surveys completed by students at Sydney B and WNSWC schools addressed the question of weekend breakfast consumption
Western NSW A (n=7, two schools) <i>Improving lifeskills of children/ Social interaction in GSBC</i>	<ul style="list-style-type: none"> Interview participating children who appear to have positively changed their lifeskills and behaviour Use observation proformas to record children's behaviour and interactions in the breakfast club to assess changes over time 	<ul style="list-style-type: none"> An observation instrument designed to measure social interaction in the GSBC was trialled at 2 schools
Western NSW B (n=4, one school) <i>Recruiting, training and retaining volunteers</i>	<ul style="list-style-type: none"> Survey breakfast club coordinators about training GSBC volunteers Survey volunteers about their training experiences, why they became involved and why they stay involved with the club 	<ul style="list-style-type: none"> The WNSWB group disengaged from the evaluation process following the December 2005 workshop A survey instrument asking about training etc was completed by 5 volunteers at a Central Coast GSBC
Western NSW C (n=7, three schools) <i>Improving the learning capacity/learning environment of children attending the GSBC</i>	<ul style="list-style-type: none"> Survey a sample of teachers and children about breakfast club attendance learning outcomes and changes in social behaviours Survey G1-2 and G3-6 asking students what they think about breakfast and breakfast club and whether attendance helps them do well at school Survey high school students about the transition from the primary school's breakfast club to the high school's breakfast café 	<ul style="list-style-type: none"> A survey about breakfast club attendance, learning outcomes and social behaviours was completed by 20 teachers at 3 WNSWC schools A survey about breakfast club and school learning outcomes was completed by 72 students in G1-2 at a WNSWC school A survey about breakfast eating habits and breakfast clubs and cafes was completed by 110 students in G7-9 at a WNSWC school

perspectives from the corporate world actively involved in contributing to the betterment of their local communities. Secondly, two of the three participants representing the breakfast club at the large inner city school left, leaving one volunteer representative from that club who fortunately had also been a member of the July workshop group.

The draft survey (Appendix O) sent to workshop participants and to the principals of the two schools for feedback received no comment and was therefore trialled without alteration. The principals of the two schools administered surveys with their teaching staff, resulting in 16 completions. A further 11 surveys were completed by teachers at a school on the Central Coast of NSW where a breakfast club had been in operation since the beginning of the school year (See Appendix P for full survey responses). Key personnel at this school had been approached to assist with the evaluation when it became clear that two of the six pilot sites had withdrawn or otherwise disengaged from the project thereby reducing the number of people available to complete trial survey instruments considerably.

Survey items

The first question on the survey was designed to gain an understanding of what respondents understood by ‘children in greatest need’. Responses demonstrate the array of characteristics teachers attribute to ‘needy’ children and sometimes their families. Three respondents mentioned tiredness and problems related to clothing as two characteristic of children in ‘greatest need’:

- *Tired during the day. Dirty/unclean clothes/lack of home care*
- *Not appropriately clothed. Not adequately supervised*
- *They often arrive to school without breakfast and in dirty, unkempt clothes*

Financial difficulties experienced by these children was mentioned by others:

- *Poverty, lack of knowledge/information*
- *Children who are not fed. Children with financial issues*
- *Low socio-economic background. No awareness of financial planning to provide nutritious breakfast etc.*
- *Low socio-economic background and knowledge of food choice*

The success or otherwise of breakfast clubs to engage children in ‘greatest need’ was the focus of the next question. Table 16 shows how 16 of 27 respondents believed their breakfast club is ‘very’ or ‘extremely’ effective in attracting children in ‘greatest need’ while a further 7 considered their club to be ‘quite effective’. Meanwhile, two teachers at the northern beaches school thought the breakfast club was only ‘somewhat effective’ in attracting these students.

Table 16: Teacher's ratings of the effectiveness of breakfast clubs in attracting children in 'greatest need' to participate

	<i>Sydney A School 1 n=3</i>	<i>Sydney A School 2 n=13</i>	<i>Central Coast n=11</i>	<i>Total n=27</i>
1 Not at all effective	–	–	–	–
2 Somewhat effective	2	–	–	2
3 Quite effective	–	4	3	7
4 Very effective	1	6	2	9
5 Extremely effective	–	1	6	7
6 No response	–	2	–	2

These responses indicated that while most teachers believed their breakfast clubs were attracting the 'greatest needs' children, there was also a perception that some of these students were not engaging in a facility primarily put in place to serve their needs. Examples of teachers' responses from the open ended section to the question provided reasons for their positive reflections and their concerns, and gave opportunity for some to suggest how to improve participation of needy students:

- *Suitable foods that are acceptable to the children need to be provided*
- *We find children who need the security and consistency of breakfast club are attending*
- *The breakfast club positively promotes healthy eating and nutrition and provides the opportunity for all children to attend and to socialise with their friends*
- *Students look forward to each school day morning. Class teacher receives positive feedback from students*
- *Students with the greatest need continue to use the breakfast club*
- *Most of the 'greatest need' children would miss out on the 'basic' start to the day if we did not provide for them.*

The next question invited respondents to suggest ways to attract 'greatest needs' children.

Some responses relate to issues at the operational level of the school such as buses not arriving in time for students to access breakfast before class. For example:

- *Some buses arrive just before the bell – students can't access breaky, and*
- *I think the children are aware and value it highly—some miss out because they arrive late (and have had no breakfast).*

Others suggested improving the profile of the club with parents could help to attract 'needy' children:

- *Parents may not be sure it is open to everyone so maybe sending out letters to parents informing them of what's going on would help*
- *Affirm parents of their right to send children—ie there is no stigma attached.*

While others thought promoting the club to all children could make it attractive for ‘greatest needs’ children:

- *I think promotion is the key and not only to ‘greatest need’ children, but to all children so that these ‘greatest need’ kids don’t feel singled out*
- *Encourage children already participating in breakfast club to share with others, bring a friend etc.*

Respondents were next asked to indicate from a number of choices why ‘greatest needs’ children might participate in their breakfast club. Table 17 shows the largest group (11/27) believed children attend because they are hungry as they have not eaten breakfast before arriving at school. This figure increases to 19 when the calculation includes responses from teachers who gave multiple reasons are included. Four (11 when multiple responses are included) believe children attend breakfast club because food is not available elsewhere while three (6 when multiple responses are included) believe they attend for reasons of convenience. The idea that some children ‘top up’ at the breakfast club after having had some breakfast at home, was supported by three teachers who gave multiple responses.

Table 17: Reasons teachers believe children attend breakfast club

	<i>Sydney A S1 n=3</i>	<i>Sydney A S2 n=13</i>	<i>Central Coast n=11</i>	<i>Total n=27</i>
1 They are hungry	1	6	4	11
2 They want to ‘top up’	–	–	–	–
3 Appropriate food not available elsewhere	1	1	2	4
4 The quality of food is better than elsewhere	–	–	–	–
5 It is more convenient	–	3	–	3
6 Other Combined reasons from 1–5	–	3 1,2 &3 1&2 1,3&5	5 2 x all above 2x 1,3&4 1,3	8
7 No response	1	–	–	1

The survey then moved to the matter of stigma that may be associated with breakfast club attendance. The first question was designed to allow teachers to reflect on their understanding of the possible consequences of stigma by asking them to provide examples of stigma that might exist as a consequence of breakfast club attendance. Many appeared to understand the question to be asking about stigma at their school’s breakfast club rather than its more general intent. However some did provide examples of the consequences of stigma. These included perceptions of poor parenting if your children attended breakfast club:

- *Parent perception—staff will think that children aren't being fed enough at home therefore think it is a case of bad parenting*
- *Parents feel uncomfortable about their children attending breakfast club. Parents worried about children getting into trouble with other students*
- *Students may be perceived as 'bludging' or being poor OR parents can't be bothered providing food.*

Other examples related to the direction stigmatisation of children who attend breakfast club:

- *Feeling that they are different from the rest of the children*
- *Minority—a few children comment 'it is only for the poor'*
- *If children are not divided into groups of 'needy' and 'not so needy' by the whole school environment there will not be stigmas attached.*

Respondents were next asked to report on the level of stigma they believed was present in their school about breakfast club attendance. There was clearly the perception (Table 18) by this cohort of teachers that stigma associated with club attendance is largely 'low' to 'very low' (25/27) in the schools they represented. Opportunity was then provided to mention strategies that could be used to avoid the stigmatisation of breakfast club attendance. Responses indicated that some quite focused approaches had been taken to reduce stigma associated with club attendance. A number reported that promotion of the club as being open for everyone to attend was effective:

Table 18: Teacher's rating of the level of stigma associated with breakfast club attendance

	<i>Sydney A S1 n=3</i>	<i>Sydney A S2 n=13</i>	<i>Central Coast n=11</i>	<i>Total n=27</i>
1. Very low	2	10	7 1 – none	20
2 Low	1	1	2 1 low – very low	5
3 Moderate	–	1	–	1
4 High	–	–	–	–
5 Very high	–	–	–	–
6 No response	–	1	–	1

- *Principal at school to emphasize it is open to all pupils*
- *Inviting everyone along continuously. Continually reminding children that it doesn't matter if you have had breakfast—you can have another*
- *Being positive, enthusiastic and motivated. Invitations open to all students and their family.*

Having the community accept the club as a normal part of school life, and a service in which parents and teachers can participate, was thought to reduce stigma:

- *Breakfast club is part of school life. Accepted by school community*
- *Students from all backgrounds being involved. Perhaps parents/teachers participating too.*

Others believed promotion of the health and socialising benefits of club attendance was the key:

- *For the school to continually promote that having breakfast is important for our health and wellbeing and ensure children feel comfortable and happy to attend. Promote the positives of being able to eat with friends*
- *The way breakfast club is 'promoted' will alleviate any stigma. eg Healthy eating, fruit, exercise, BREAKFAST etc. Teachers and staff also attend.*

The final question on the survey invited open responses from teachers about the issues. Some challenging observations were made beyond the notions of needy children and stigma associated with club attendance. Just encouraging 'greatest needs' children to manage their time better so that they can attend, was mentioned as perhaps being more relevant than the possibility that stigma might be keeping them away:

- *I believe we have some children (a few) who we would like to come to breakfast club but are not yet accessing this. They have the need—however their issue is more about empowering children to get themselves ready and here, than it is about stigma.*

Respondents commented on the social benefits children were deriving from participation:

- *Students are learning great life skills i.e. respect for providers, cleaning up after themselves, personal hygiene*
- *Encourages good manners.*

Others argued strongly that the breakfast club service was needed in the school with one believing it should be a public policy initiative:

- *Need is very high—many children do not have breakfast as families are poor, disorganised, not well educated in good nutrition*
- *Needs: Governments should spend more money to eradicate poverty and support public initiatives not private! Breakfast club should be a public initiative not private (ARC).*

The positive impact the breakfast club is having at one school comes through strongly in this comment:

- *The breakfast club has been a bonus to our school. The general overall atmosphere is one of caring and sharing not just with each other but with the wider community. Visitors have commented about the improved atmosphere at the school.*

And this statement supporting the program was clearly designed to draw a response from the researcher and others who may be reading it:

- *Children have a right to healthy eating. If Mum and Dad don't practice healthy eating maybe schools should make it part of education. How you look at stigma and educate will determine outcome. My question is - DO YOU believe in this program? - I do.*

5.2.1.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/ evaluation participants, program and organisational levels

Stakeholder/Individual/evaluation participant effects

A meeting was arranged with staff associated with the large inner city school to review the survey instrument and preliminary results. The meeting took place at the school in November 2006. The group comprised the Coordinator of the Child Care Centre where the club operates, an assistant to the coordinator, the President of the Child Care Centre Management Committee who is also a volunteer at the breakfast club and the researcher. The volunteer had been a member of the July workshop in Sydney and also participated in the December workshop with the Sydney A group.

The Child Care Centre Coordinator gave a strong endorsement for the breakfast club early in the discussion stating:

... the whole reason for the community centre here is to support the school and the fact that we provide breakfast has attracted more kids to stay within the schooling system... parents were saying because of the breakfast program that the literacy levels have gone higher in the last couple of years because they can concentrate more in school (Child Care Centre Coordinator, Sydney A, School 1, Lines 2–8).

She had heard however that there are some who believe that, because the centre provides breakfast and other meals, they are encouraging the cycle of helplessness within the community. She said this comes from people within the community that don't have a clear understanding of community issues. She said that while some have a negative concept about the program, there are positive things about the breakfast club. For example:

... the staff really enjoy it with the kids as well, because we're like that within this community and culture. Food is a really bonding, sharing time, so when they have breakfast you get a lot of quality time with the kids. Some of them help us with breakfast and they're a lot calmer. Most of my positive time with the kids has been during breakfast (Child Care Centre Coordinator, Sydney A, School 1, Lines 124–130).

Focusing on the performance of the survey instrument the Child Care Centre Coordinator made two suggestions for improvement. First a question could be included to determine the respondents' understanding of stigma, confessing she was not aware that stigma was a negative concept. Second, while not wanting to add to the complexity associated with the concept of 'need', she suggested asking for a response to a question such as, 'What was it within the child's behaviour that made you categorise them as someone in need?'

Preliminary results to the 'greatest need and stigma survey' showed promise that the survey could be useful as a tool for wider use within the evaluation of the GSBC. Results from its wider use could help sponsors ascertain whether the program is being accessed by the 'needy' children it seeks to serve and whether there is a stigma associated with breakfast club attendance. However a validation study would need to be undertaken to determine the extent to which responses did actually reflect 'needy children', versus primarily exploring respondent's perceptions of such needs.

Program and organisational effects

None were observed at this stage

5.3 Sydney A—Providing a healthy breakfast to children in greatest need Part 2

5.3.1 Average nutrient uptake instrument

This instrument was developed following the suggestion at the workshop to record the food eaten at the club on particular days and use a plate waste technique to analyse the average nutrient uptake of children.

A member of the Sydney A workshop group with a professional interest in nutrition was largely responsible for the development of this instrument. Data collection took place in February and March and the first data set and report was received by the researcher in August. Brief details of the evaluation instrument and its protocols are presented.

Data collection protocol

The breakfast club at the school operates on two days of the week. Key aspects of data collection were:

- A stock take was done at the start and end of the four week period
- Deliveries made over the four week period were included
- Wastage was measured at the end of every day
- The number of children that ate breakfast each day was counted.

The total food consumed during the month was therefore calculated using the following formula,

$$\text{first stock take (-) the second stock take (+) food deliveries (-) wastage}$$

The total food consumed at the breakfast club in a month (between 27 February and 27 March 2006) was divided by 128, which represents the number of children who attended during the month or 128 meals served. These results are shown in Table 19.

The data were entered into the nutritional analysis program FoodWorks Professional Version 4.00 to calculate the average nutrient uptake for each child at each meal (see Table 20) and results were returned to the volunteer investigator for comment.

5.3.1.1 *Effects associated with this empowerment evaluation event at stakeholder/individual/evaluation participants, program and organisational levels*

Stakeholder/individual/evaluation participant effects

A meeting was arranged with the volunteers from the northern beaches breakfast club to discuss the results of the trial. The group comprised the volunteer nutritionist, a volunteer who had participated in the July workshop, a recent addition to the volunteer team at the club and the researcher. Discussion centred on the results of the analysis. Data suggested a low consumption of cereal for example. Also the amount of spread used did not correlate with the bread consumed with 0.84 of a slice of bread covered with a lot of spread. A high usage of honey was confirmed with the group agreeing that in terms of introducing an intervention this finding alone served a useful purpose. They would subsequently monitor the honey for example and determine the impact on the average nutrient uptake when a change to wholemeal bread was made. Saturated fat, sugar and protein intake were reviewed and ways they might be able to improve students consumption patterns discussed.

Table 19: Average food consumed each meal by children attending a breakfast club operating at a school on the northern beaches of Sydney

<i>Food</i>	<i>Quantity</i>
Milk,Fluid,Whole	109 mL
Bread,White	0.84 regular sandwich slice (nfs)
Sanitarium Corn flakes [Breakfast cereal]	9.1 g
Sanitarium Weet-Bix (regular) [Breakfast cereal]	2.9 g
Juice, orange, commercial, regular	67.7 mL
Honey, All Types	10.9 g
Marmite [Yeast extract]	1.3 g
Margarine Spread, Monounsaturated,Canola,Reduced Salt	3.9 g

Table 20: Nutrients contained in the average meal consumed by children attending a breakfast club operating at a school on the northern beaches of Sydney

<i>Nutrient</i>	<i>Avg/Day</i>	<i>RDI</i>	<i>RDI(%)</i>
Weight (g)	238.34		
Energy (kJ)	1123.87		
Protein (g)	7.71	27.00	29%
Total Fat (g)	7.85		
Saturated Fat (g)	3.38		
Poly-unsaturated Fat (g)	1.01		
Monounsaturated Fat (g)	2.88		
Cholesterol (mg)	14.60		
Carbohydrate (g)	41.54		
Sugars (g)	21.44		
Starch (g)	20.10		
Water (g)	176.46		
Alcohol (g)	0.00		
Dietary Fibre (g)	1.58		
Thiamin (mg)	0.57		
Riboflavin (mg)	0.69		
Niacin (mg)	3.62		
Niacin Equivalents (mg)	5.12		
Vitamin C (mg)	33.11	30.00	110%
Total Folate (ug)	27.28	200.00	14
Total Vitamin A Equivalents (ug)	103.06	500.00	21%
Retinol (ug)	82.55		
B-Carotene Equivalents (ug)	124.86		
Sodium (mg)	348.66		
Potassium (mg)	362.22	1950.00	19%
Magnesium (mg)	32.15	180.00	18%
Calcium (mg)	158.99	800.00	20%
Phosphorus (mg)	164.09	800.00	21%
Iron (mg)	1.79	6.00	30%
Zinc (mg)	1.56	9.00	17%
kJ from Protein (%)	11.62%		
kJ from Fat (%)	25.76%		
kJ from Carbohydrate (%)	62.62%		
Fat as Poly (%)	13.92%		
Fat as Mono (%)	39.59%		
Fat as Saturated (%)	46.50%		
Glycemic Index	54.78		
Glycemic Index Level (Diet)	Low		
Glycemic Index Level (Food)	Low		
Glycemic Load	18.50?		
Unassigned Carbohydrate (no GI) (%)	18.68		
Assigned Carbohydrate (g)	33.78		
Glycemic Index (Assigned Carb)	54.78		
Glycemic Load (Assigned Carb)	18.50		

Now that wholemeal was the only bread and with a few other adjustments ie ‘watch the honey’, the group agreed another analysis would be worth carrying out in a month or two. It was agreed that each subsequent collection would add significantly to their understanding of the nutrients being derived by children participating in their program.

The group wondered how it might be possible to gain a more accurate picture of individual nutrient uptake. The suggestion to have a ‘tick the box’ sign out sheet that children could indicate what they had eaten for breakfast as they left was thought to be a way of increasing accuracy. It was suggested that picture cues could be used to make this easier for children.

The group recommended that the trialled instrument was now ready to release to the wider breakfast club community were interested to see whether there would be a ready uptake.

Preliminary results showing average nutrient uptake by breakfast club participants at the northern beaches school showed considerable promise for such an instrument to be included in an evaluation toolkit for the GSBC program. To strengthen the utility of the instrument it would be necessary to develop guidelines regarding how to interpret data collected. For example, what level of energy intake should the breakfast club meal aim for? Would 25% or 33% of the recommended daily intake be appropriate? What ratio of fatty acids is appropriate? Suggestions could then be provided showing possible menu changes that could be made to address any shortcomings indentified.

Program effects

The plan by this group of volunteers to make adjustments to the breakfast menu as a result of their preliminary findings was the first real example of the evaluation having an effect at the point of delivery. The intention to reduce the consumption of honey by participating children was a direct result of the findings. The group’s involvement in data collection and analysis appeared to have generated a very real interest in the nutritional value of the meals they were serving to children and of the instrument’s potential to monitor this over time. Their desire to use it again in a follow-up study to look at the effect of the change to wholemeal bread and the reduced consumption of honey was an early demonstration of the empowerment evaluation process leading to a capacity to undertake evaluation at the volunteer level of the program.

Organisational effects

In spite of the positive outcomes at the program level, these didn’t translate into any support for the instrument at the organisational level. Following collection of the raw data, the researcher showed the instrument to a nutritionist at Sanitarium’s Nutrition Education Service and invited her to comment on its usefulness. She did not endorse the instrument suggesting that the data

collected was little more than meaningless. She also did not support the idea that average nutrient uptake offered any real idea about what individual children were consuming, suggesting there would be a large variation in the food choices of participating children and from her reading of the results the latter didn't make much sense.

The researcher shared the results with a senior lecturer in Home Economics, Design and Technology Department at Avondale College (PhD in the field of dietetics) with a much more positive outcome. She pointed out that the 'average meal' result appeared to be quite reasonable with the cereal, bread, milk, juice quantities for the meal, falling within a meaningful range. Furthermore, she pointed out that the average amount of honey consumed was well beyond what would be expected to accompany the average quantities of cereal and bread consumed. She was also supportive of the notion that the results could be used to track interventions and to test for at least average changes in nutrient uptake by participating children at a breakfast club.

Results from the trial suggest considerable promise for this instrument to assist staff at the breakfast club level, monitor food choices being made by participating children and to put into place schemes to improve the uptake of nutrients found to be over and/or under represented.

Clearly in this instance there were different professional views about dietary uptake instruments. An average meal consumption instrument such as the one trialled, provides one level of data in a practical and easy-to-use manner. More rigorous dietary intake instruments may provide more accurate data for individuals, but are time consuming, require training to implement and may still not provide the 'practical' use of the trialled instrument, especially in relation to the running of a school breakfast program, as opposed to food and nutrient intakes of individual participants.

5.4 *Sydney B—Positively changing or influencing the eating habits of children*

5.4.1 *Food habits surveys*

Two surveys (Appendix Q) were prepared in response to the suggestion made at the Sydney B workshop to *Prepare a survey conducted in the classroom to compare eating habits of children attending the breakfast clubs with other children*. One survey was designed for breakfast club participants and the second for non-breakfast club participants.

The Sydney B group represented the breakfast club at a school located in an inner city suburb. The suburb is known as one with significant economic and social challenges.

The workshop group had been impressive with their enthusiastic contribution and their pledge to follow through with their evaluation commitments. However, it was clear that enthusiasm

had diminished when the two draft surveys sent to the group for review and comment received no response.

The appointment of a new and enthusiastic liaising teacher for the breakfast club at the school was instrumental in getting the surveys trialled. She was sent the two versions of the survey for review and comment. However due to a misunderstanding the survey for non-breakfast club participants was administered with students in Grades 1–8 at the school with 181 completions returned. When it was pointed out that the plan had been to survey both breakfast club and non-breakfast club children so comparisons could be made, the breakfast club survey was re-run with 19 participants. Collated results were sent to the Sydney B workshop group in September for their review and comment.

The survey instruments

The Sydney B workshop group had proposed to compare the eating habits of breakfast club participants with the other children in the school to see if there were any differences that could be attributable to breakfast club attendance. When drafting the two survey instruments designed to look for such differences a contact that had been made in the early stages of the study was to prove invaluable. Wishing to build on the work of others in the field the researcher spoke to Barbara Radcliffe about work she had done (Radcliffe, et al. 2004) with the Queensland School Breakfast Project (QSBP). Radcliffe made available the questionnaire used in their study, pointing out that the survey had been *‘developed by a team that included a nutritional epidemiologist, representatives from Education Queensland, a nutrition education expert and our nutrition people. It was also piloted before implementing and was developed after extensive focus group testing’* (Personal email, 10 November 2004).

This questionnaire was used as a template in the drafting of the food habits surveys for the pilot study. While the instrument was modified to suit the particular focus of this project, the food habits surveys bear significant resemblance in layout and wording with a number of the items being retained without alteration.

The two survey instruments and preliminary results are now presented and their alignment with the QSBP questionnaire highlighted.

The draft surveys were titled ‘Food Survey’ with the survey for breakfast club participants (S1) beginning with:

We would like to know about the food and drink you have in the morning at breakfast club, and the food and drink you have at other times of the day.

The survey for children who did not attend breakfast club (S2) began with:

We would like to know about the food and drink you have in the morning and at other times of the day.

The QSBP questionnaire was titled ‘Breakfast Questionnaire’ and maintained that specific focus in all items.

The first question was designed in order that respondents recorded all the food and drink they had consumed before arriving at the breakfast club (S1) or school for S2 students i.e.:

S1 What did you eat and drink today between the time you woke up and when you arrived at the breakfast club?

S2 What did you eat and drink today between the time you woke up and when you arrived at school?

When discussing the QSBP questionnaire with Radcliffe in 2005 she said they had found from pilot work that it was not wise to ask children what they had for breakfast that morning because ‘breakfast’ can carry some quite specific connotations in the minds of children such as cereal and toast or a cooked meal. She indicated that asking them to record everything they had consumed from the time they woke up would lead to a more accurate result.

Two lined columns were then provided to record all the food and drinks consumed before arriving at school with food in column 1, and drinks in column 2. These data would provide an opportunity to compare the before-class food consumption habits of the two groups.

What students had eaten at breakfast club that morning was the focus of the second question in S1, with the remaining questions on both surveys asking for essentially the same information. In an ambitious undertaking, students were asked to record everything they had to eat and drink yesterday from the time they left breakfast club until they went to sleep last night (S1) or from the time they arrived at school and went to sleep last night (S2). Again lined columns were provided for children to make their responses under three headings; snacks, lunch and tea/dinner. This data set would allow observation of any trends in the general food habits of the two groups and contribute to an understanding of the effects that breakfast club attendance may have on the food choices and/or daily nutrition of participants. As this provided a very large data set and still awaits detailed analysis, Tables 21 and 22 provide just a sample of the results.

The last three questions were taken unaltered from the QSBP questionnaire and were chosen for two main reasons. First they align directly with the universally agreed phenomena that some proportion of school students skip breakfast and second, that responses would allow comparisons to be made about the breakfast skipping behaviours of those who participate in the breakfast club at their school and those who do not.

Table 21: Food and drinks consumed on day of survey by children who participate in a breakfast club operating at an inner-city school in Sydney

Grade 2 (n=4, 1 boy, 3 girls)

<i>Before Breakfast Club</i>		<i>Breakfast Club</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Dinner/Tea</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>		
S1 (G) Nothing	Nothing	Toast with butter	Nothing	Biscuits/ crackers	Nothing	Sandwich with peanut butter	Nothing	2 minute noodles	Water
S2 (B) Nothing	Nothing	Cereal, toast, fruit	Nothing	Snack	Poppa	Sandwich with peanut butter, apple	Nothing	Chicken soup, bread	Apple juice
S3 (G) Nothing	Nothing	Cornflakes	Milk	Fruit	Nothing	Fruit	Water	Burrito, tomato, chicken, lettuce	Cordial
S4 Banana	Apple juice	Toast	Water	Chips	Nothing	Sandwich	Water	Broccoli, mashed potato, chicken wings	Nothing

Grade 3 (n=1, 1 girl)

S5 (G) Toast	Water	Toast, grapes	Milk	Skippy rices, egg, toast	Milk	Sandwich, apple	Water	Noodles	Apple juice
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Grade 4 (n=2, 2 girls)

S6 (G) Nothing	Water	Toast	Water	Nothing	Milk	Nothing	Nothing	Nothing	Nothing
S7 (G) Nothing	Nothing	Toast	Milk, water, Milo	Sandwich	Water	Sandwich	Water	Pasta with bolognaise sauce	Water

Grade 5 (n=1, 1 boy)

S8 (B) Nothing	Nothing	Toast	Nothing	two Pizza pockets	Isotonic	two Pizza pockets one pie	Powerade	Soup, meat, bread	Nothing
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Grade 6 (n=3, 1 boy, 2 girls)

S9 (G) Cereal, fruit	Hot drink	Fruit, toast	Nothing	Chips, sandwich, fruit	Cold drink, hot drink, water	Fruit, sandwich, chips	Cold drink, water	Meat, vegetables	Water, hot drink
S10 (G) Nothing	Water	Weet-bix Crunch	Milk	Bread	Water	Ice block	Water	Pasta bake	Cordial
S11 (B) Toast	Water	Pineapple, watermelon, grapes, cornflakes	Nothing	Crackers	Water	Sandwich	Nothing	Pasta	Nothing

Table 22: Food and drinks consumed on day of survey by a combined sample (breakfast club and non-breakfast club) of children attending an inner-city school in Sydney

Grade 2 (n=18, 9 boys, 9 girls)

Breakfast		Snacks		Lunch		Tea/Dinner	
Food	Drink	Food	Drink	Food	Drink	Food	Drink
S1 (B) Cereal	Nothing	Nothing	Nothing	Fruit	Milk	Pasta	Nothing
S2 (G) Toast, Sandwich	Water, juice milk	Nothing	Juice	Corn	Nothing	Noodles	Water
S3 (B) Nothing	Nothing	Chips	Tea	Chinese food	Milk	Nothing	Nothing
S4 (B) Nothing	Nothing	Nothing	Nothing	Nothing	Nothing	Nothing	Nothing

Grade 4 (n=15, 9 boys, 6 girls)

S2 (B) Egg and bacon	Dairy milk	Fried rice	Orange juice, Lemonade	Steak, red meat	Nothing	Meat pies	Sprite
S3 (B) Nutri-grain	Apple juice milk	Spring rolls, sandwich, spaghetti bolognaise	Apple juice , Lemonade	Nothing	Nothing	Spaghetti bolognaise Spring rolls	Lemonade
S4 (B) Rice bubbles	Glass of milk	Le snack	Apple juice	Sandwich	Water	Fish and chips	Orange juice

Grade 5.1 (n=12, 11 boys, 1 girl)

S1 (B) Nothing	Milo	Chips	Cola	Tuna	Cola	Chops, peas, corn, mashed potato	Cola, Water Apple juice
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Grade 6 (n=15, 7 boys, 8 girls)

S1 (G) Cereal Chips, Muesli bar	Water Strawberry Moove	Biscuits, bar, chips	Water, juice	Pizza, sandwich	Juice	Pizza	Water
S2 (B) Nothing	Milk	Chips, chocolate	Nothing reported	Sandwich, apple	Apple drink	Pasta	Water
S3 (G) Porridge, Fruit	Milo	Nothing	Nothing	Ice block	Water	Pasta bake Toast, Fruit	Soft drink Water

The first question asked; ‘Do you usually eat breakfast at the weekend?’ and offered three choices, a) No, b) On one weekend day and c) On both weekend days. If the majority of breakfast club participants were to say ‘No’ for example, and the majority of those who do not attend were to say ‘Yes’, one inference could be that breakfast club participants attend due to food not being available at home on any day of the week. Results from S1 and S2 are shown in Tables 23 and 24 and while a higher proportion (4/19) of breakfast club kids do not usually eat breakfast at weekends than the whole school sample (18/137), the large number of S1 children not responding to the question (6/19) and the small sample size, limit the value of the results.

The next question posed was; ‘Do you sometimes skip breakfast on school days?’ This question gets at the very heart of why school breakfast programs exist—to overcome the perceived problem of hungry children engaging in the learning process with prospects considered less than optimum. A number of inferences could be drawn from responses to this question. A significantly higher proportion of ‘No’ answers from breakfast club participants than the other students would suggest the breakfast club is being successful at the most fundamental level. Also if a lot of S1 children were to mark ‘Yes’, it could be inferred that the operation of the school breakfast clubs does not necessarily overcome the perceived problem of students sometimes skipping breakfast on school days. Results for each group of students are shown in Tables 25 and 26, with a similar ‘No’ response rate from the S1 children (5/19) as the previous question. Notwithstanding the questionable value of the data, that 6/19 from S1 and 70/123 children from S2 reporting sometimes skipping breakfast on school days, shows that the availability of breakfast at their school doesn’t necessarily guarantee participation.

Finally, children were asked, ‘Why do you skip breakfast?’ and given the following options, a) *Don’t feel hungry*, b) *Don’t like breakfast at the breakfast club (S1) / Don’t like the breakfast foods at home (S2)*, c) *Don’t have enough time*, d) *Can’t be bothered* e) *To lose weight*, f) *To gain weight*, d) *Any other reason*.

Results from the question to the two groups are given in Tables 27 and 28, with ‘not feeling hungry’ and ‘not having enough time’ being the two most frequent reasons given for skipping breakfast by S1 respondents. Other reasons for skipping breakfast were:

- *I don’t like breakfast*
- *Watching TV*
- *Sleep in until 8.45am*

Table 23: Students from breakfast club sample who don't eat breakfast at the weekend, who eat breakfast on one weekend day and who eat breakfast on both weekend days

	<i>G2</i> <i>n=4</i>	<i>G3</i> <i>n=1</i>	<i>G4</i> <i>n=2</i>	<i>G5</i> <i>n=1</i>	<i>G6</i> <i>n=3</i>	<i>G7</i> <i>n=4</i>	<i>G8</i> <i>n=3</i>	<i>G9</i> <i>n=1</i>	<i>Total</i> <i>n=19</i>
No	1	--	1	--	--	2	--	--	4
On one weekend day	--	--	--	1	1	1	1	--	4
On both weekend days	2	--	1	--	2	--	1	--	6
No response	1	1	--	--	--	1	1	1	5

Table 24: Students from whole of school sample who don't eat breakfast at the weekend, who eat breakfast on one weekend day and who eat breakfast on both weekend days

	<i>G1*</i> <i>n=18</i>	<i>G2</i> <i>n=15</i>	<i>G4</i> <i>n=15</i>	<i>G5.1</i> <i>n=11</i>	<i>G5.2</i> <i>n=25</i>	<i>G6</i> <i>n=11</i>	<i>G7.1</i> <i>n=15</i>	<i>G7.2</i> <i>n=3</i>	<i>G8.1</i> <i>n=6</i>	<i>G8.2</i> <i>n=3</i>	<i>G8.3</i> <i>n=15</i>	<i>Total</i> <i>n=137</i>
No	--	1	2	3	2	4	2	--	1	--	3	18
On one weekend day	--	2	1	2	2	2	6	--	1	1	1	18
On both weekend days	18	12	12	6	21	5	7	3	4	2	11	101

* Not included in calculation

Table 25: Students from breakfast club sample who sometimes skip breakfast on school days

	<i>G2</i> <i>n=4</i>	<i>G3</i> <i>n=1</i>	<i>G4</i> <i>n=2</i>	<i>G5</i> <i>n=1</i>	<i>G6</i> <i>n=3</i>	<i>G7</i> <i>n=4</i>	<i>G8</i> <i>n=3</i>	<i>G9</i> <i>n=1</i>	<i>Total</i> <i>n=19</i>
No	2	--	1	--	1	1	2	1	8
Yes	1	--	--	1	2	1	1	--	6
No response	1	1	1	--	--	2	--	--	5

Table 26: Students from whole of school sample who sometimes skip breakfast on school days

	<i>G1*</i> <i>n=18</i>	<i>G2</i> <i>n=14</i>	<i>G4</i> <i>n=15</i>	<i>G5.1</i> <i>n=11</i>	<i>G5.2</i> <i>n=25</i>	<i>G6</i> <i>n=15</i>	<i>G7.1</i> <i>n=15</i>	<i>G7.2</i> <i>n=3</i>	<i>G8.1</i> <i>n=6</i>	<i>G8.2</i> <i>n=3</i>	<i>G8.3</i> <i>n=16</i>	<i>Total</i> <i>n=123</i>
No		10	6	1	18	6	2		2	1	7	53
Yes	X*	4	9	10	7	9	13	3	4	2	9	70

* Not included in calculation

Table 27: Reasons why children who attend breakfast club skip breakfast

	<i>G2</i> <i>n=4</i>	<i>G3</i> <i>n=1</i>	<i>G4</i> <i>n=2</i>	<i>G5</i> <i>n=1</i>	<i>G6</i> <i>n=3</i>	<i>G7</i> <i>n=4</i>	<i>G8</i> <i>n=3</i>	<i>G9</i> <i>n=1</i>	<i>Total</i> <i>n=19</i>
Don't feel hungry	–	–	1	1	1	1	2	1	7
Don't like breakfast at the breakfast club	–	–	–	–	–	–	–	–	–
Don't have enough time	2	–	–	1	2	1	1	–	7
Can't be bothered	–	–	–	–	2	1	1	–	4
To loose weight	–	–	–	–	–	–	–	–	–
To gain weight	–	–	–	–	–	–	–	–	–
Any other reason	–	–	–	–	–	–	–	–	–
No response	2	1	1	–	–	–	–	–	4

Table 28: Reasons why children from the whole of school sample skip breakfast

	<i>G1*</i> <i>n=18</i>	<i>G2</i> <i>n=4</i>	<i>G4</i> <i>n=9</i>	<i>G5.1</i> <i>n=10</i>	<i>G5.2</i> <i>n=7</i>	<i>G6</i> <i>n=9</i>	<i>G7.1</i> <i>n=13</i>	<i>G7.2</i> <i>n=3</i>	<i>G8.1</i> <i>n=4</i>	<i>G8.2</i> <i>n=2</i>	<i>G8.3</i> <i>n=9</i>	<i>Total</i> <i>n=70</i>
Don't feel hungry		3	8	6	5	6	8	3	2	2	4	47
Don't like the breakfast foods at home		1	2	2	–	–	1	1	–	–	–	7
Don't have enough time		–	5	7	4	8	8	3	3	1	8	47
Can't be bothered		1	3	2	1	5	3	1	2	1	3	22
To loose weight		–	1	–	–	1	2	–	–	–	–	4
To gain weight		1	1	–	–	–	–	–	–	–	–	2
Any other reason		–	1	–	–	2	1	–	1	–	2	7

* Not included in calculation

- *Wake late—no time, feel sick, don't eat*
- *None (presume no breakfast food)*
- *Too tired and don't feel like it.*

Aside from gaining insight into why children at the trial school skip breakfast on school days, results for this and indeed the three breakfast skipping questions, could be directly compared with the results from the QSBP should the survey become part of the national rollout of the evaluation by ARC. Should this national roll-out occur, the data collected would provide a much larger sample of children contributing information to the issue of breakfast skipping by school students.

5.4.1.1 Effects associated with this empowerment evaluation event at stakeholder/individual/evaluation participants, program and organisational levels

Stakeholder/individual/evaluation participant effects

Preliminary results were sent to the principal and the liaising teacher in September 2006 and an invitation was made to convene a meeting to discuss the instrument, the results and the evaluation process in general. During October, the liaising teacher made contact with the remaining members of the December 2005 workshop to invite them along to the meeting while the researcher invited Red Cross personnel to be involved in the debrief. The meeting was arranged for November 2nd and convened at Red Cross House in Sydney. The group that met comprised the liaising teacher for the GSBC, a long serving volunteer and member of the Sydney B workshop group, the National Coordinator of the GSBC program for ARC, the recently appointed ARC Coordinator for the GSBC program for the Sydney region and the researcher.

During the discussion some modifications to the survey instruments were proposed to make it more useable for children. The modified food surveys resulting from the collaborative editing process that took place following the meeting can be found in Appendix S. It would be necessary to trial the modified tools with a similar sized sample to validate the instrument.

Program and organisational effects

None were observed at this stage

5.5 Western Sydney—Local and school community adopts changed attitudes and behaviour towards breakfast/ Gaining community support

In spite of the December 2005 workshop group having generated a considerable volume of good evaluation ideas for the activity chosen to investigate, apart from the dissemination of the

workshop report, no further evaluation activity occurred at the Western Sydney (WS) site.

5.5.1 *Effects associated with this empowerment evaluation event at stakeholder/
individual/evaluation participants, program and organisational levels*

Effects at the organisational level

The analysis of feedback questionnaires in the week following the December 2005 workshops revealed significantly less positive feedback from the WS group. As the workshop and consultation process had been similar to the other five sites and there being no negativity detected by either facilitator on the day of the workshop, the criticisms had not been expected.

A meeting was arranged by the researcher to discuss the way forward. The meeting was attended by the WS coordinator, the ARC GSBC coordinator for NSW, the ARC national manager for the GSBC program and the researcher. Prior to the meeting, group members had received the draft workshop and feedback reports for the WS workshop. During the meeting the WS coordinator stated that while there had been many good outcomes from the workshop, she was not confident that the group would be able to develop any useful evaluation tools for the program activity chosen - *'Local and school community adopts changed attitudes and behaviour toward breakfast'*. It was suggested they might be able to redirect their focus to the other activity chosen for the site – *'Gaining community support'* as this may be less difficult to evaluate. The meeting resulted in three options being proposed: First, that the pilot work would proceed as planned; second that the group investigate the other program activity; and third, that they take no further part in the evaluation project.

Various attempts were made to move forward including proposing that the Western Sydney group collaborate with another pilot site in their evaluation activities. This proposal was discussed at the meeting of the RPG on May 15 resulting in an action taken that the National manager and the researcher to *'work together on ensuring the team at (school name) were involved with the evaluation program and felt comfortable with the next steps forward'* (RPG Minutes 15/05/06). Though well intended this RPG action did not produce the desired result.

In an attempt to bring closure to the WS situation, a meeting was arranged with both the new GSBC coordinator for WS and the regional ARC manager who had been a participant in May and December workshops. This took place on February 9, 2007 at the Liverpool office of ARC. Prior to the meeting, the latest progress report and documentation about the trial evaluation tools was sent to the manager and coordinator. The meeting was helpful in that it allowed discussion of progress that had occurred at the other sites and that in spite of no progress being made at the WS site, the project was on track to achieve some positive results. No further light was shed on

circumstances that led to the disengagement of the WS group from the evaluation process. Much was learnt with respect to empowerment evaluation from the failure to get a result at the WS site. It is clear that buy-in will not always be achieved and when this happens, it produces some challenges for an approach with empowerment as its primary goal. Predicting the possibility of such a failure may have allowed a contingency plan to be negotiated with the key stakeholders.

5.6 *Western NSW A—Improving the life skills of children attending the GSBC/Social interaction in GSBC environment*

5.6.1 *Instrument to observe social interaction in the GSBC environment*

The observation instrument was developed following a suggestion at the workshop to *Develop proformas for use by volunteers and teaching staff to conduct observations in the breakfast club.*

The resignation in March 2006 of the ARC GSBC Coordinator for the Western Region of NSW, was a significant setback for the project. She had attended the May workshop for ARC managers and GSBC coordinators and the WNSWA workshop in December and had a good grasp of what was trying to be achieved. Prior to her resignation she had arranged a teleconference with a small group of volunteers from the two WNSWA breakfast clubs who were to participate in the pilot study and had been working with the researcher on the preparation of an observation proforma for trial in the clubs. On March 3rd the following email was sent to the members of the WNSWA workshop group:

My education faculty colleague said we are on the right track developing our own context-specific observation proforma for use in the GSBC environment. He says you/we are the best informed to determine what should be observed and that an established instrument may be counterproductive to what we are attempting to do. He did suggest that when observations are being done that it would be good to record both descriptive events (see draft proforma attached) and for reflective notes to be taken by the observer and that these be kept separate.

As we are thinking that the supervising teachers would be good candidates to make the observations using the proformas, it would be wise for us to include them at some point in the drafting process.

When the regional GSBC coordinator resigned her position, the ARC manager for WNSW became the administrative point of contact for the three WNSW trial sites. She had been a member of both WNSWA and B workshops in December, but just prior to going on long service leave in April she sent apologies for the lack of progress at WNSWA and B and

wondered whether the work planned by these groups might be undertaken at WNSWC. However, not wishing to lose the momentum that was generated at the July and December workshops, the researcher remained optimistic about trialling evaluation tools at the WNSWA and B sites. This optimism appeared justified when the interim breakfast club coordinator contacted the researcher in May offering to liaise about the trialling of the observation instrument. On May 11 an observation proforma prepared by the researcher in association with a colleague from the Faculty of Education at Avondale College in NSW was sent to the interim coordinator along with the report detailing the outcomes from the three WNSW sites. In spite of early positive signs that the interim coordinator would be able to facilitate the trial of the observation instrument at the two pilot site schools, this did not eventuate.

In July the researcher contacted the principal of School 1 who had been a member of the December workshop group and a strong supporter of the evaluation. The observation instrument was subsequently sent to him for distribution to volunteer staff at the breakfast club, with the invitation to send through comments and suggestions to the researcher before trial of the instrument.

When progress appeared to have stalled, the researcher then contacted a staff member in the Faculty of Education at Charles Sturt University to see if there may be a student or students who would be interested in carrying out an action research project in local schools using the observation instrument being developed. Her initial agreement to consider the idea was followed in September by this very positive response:

I think this is a great opportunity for the Community Interns I am working with and certainly am interested given my relationship with the school (Personal email 17/09/06).

Over the next month, the necessary institutional and ethics approvals were secured and timeframes discussed. In late October an enquiry was received from four interns seeking clarification about what they would be required to do and the timeframe associated with their involvement, as they only had three weeks left of their internship and they had many other pressing responsibilities. They subsequently agreed to undertake four observation trials and asked the researcher to set these up with the two schools involved.

Results of trial of social interaction observation instrument

The trial observation instrument is presented in Table 29 and still contains notes indicating its 'work in progress' status. Observations were conducted during November at the two pilot site schools. Four Bachelor of Education (Primary Education) students from Charles Sturt University conducted the observations in association with a unit called 'Working Together for Children'. Observation days were selected to fit in with the observation team's professional

Table 29: Observation proforma to record social interaction in the GSBC environment

<i>General information</i>		
School		
Day		Date
Time of observationam. toam		
Number attending Girls		Boys.....
Number at Grade level		
G1 G2 G3..... G4..... G5 G6		
<i>Interactions</i>	<i>Number of observations</i> (record in groups of five)	<i>Total number</i>
Number of children speaking to each other? <i>Agreement to be reached on what will be recorded</i>		
Number of aggressive interactions between children? <i>Agreement to be reached on what will constitute aggressive behaviour categories</i>	Mild-range aggressive Medium-range aggressive High-range aggressive	
Number of child-initiated conversations with a volunteer/volunteers		
Number of volunteer-initiated conversations with children		
<i>Subject or content of interactions</i>	<i>Number of observations</i>	<i>Total number</i>
General (Sport, movies, video games, 'pigging' etc)		
Child helping child		
Child helping volunteer		
Volunteer helping child		
Discussion about mealtime etiquette		
Discipline episode by staff with child (eg. Having to ask a child to sit down. Having to ask a child to stop shouting.)		
<i>Quality of interaction</i>	<i>Number of observations</i>	<i>Total number</i>
Number of children greeting staff on arrival		
Number of eye-contacts made by children with staff	Unfriendly Neutral Friendly	
Number of conversations by children with staff that go beyond the exchange of greetings or more than one sentence.		

experience practicum and when it was convenient for breakfast club personnel. Observations took place on the 7th and 14th of November 2006 and on the 8th and 9th of November 2006.

Observations began when the breakfast clubs opened for business and stopped when the last participant left. Suggestions for reflective topics were provided with the proforma. These were:

1. A brief reflection on the overall social mood/climate prevailing in the breakfast club on the day of the observation.
2. Reflection on specific social interactions that may tell a story not captured in the descriptive report.

Observers made these comments about the breakfast clubs on the days of the observations:

School 1/Observation 1

The general mood of the breakfast club was very pleasant. The volunteers were very helpful towards the children and appeared to have a 'system\routine' in place that all children were familiar with eg hands up to request more juice\toast etc. As a general rule, children of similar ages sat together and conversations were mostly around the food they were eating or 'Melbourne Cup' day. At 9.25 am a boy entered the room, was told that breakfast club had finished. Approximately five children remained in the room at this time.

School 1/ Observation 2

Once again the atmosphere within the breakfast club was generally pleasant and happy. The older children (Yrs 5–6 approx.) contributed to most of the conversation which appeared to be 'general conversation'. The volunteers assisted the children by pouring drinks and passing around toast. The children all appeared to be familiar with the routine of the room, eg getting plate and knife, clearing away scraps, washing cups, plates, bowls.

School 2

On both visits the number of children was quite small. However it was noted that the days coincided with an excursion away from the school. Children were very social on each occasion, not only with each other, but also with teaching and other staff present. The room was set up so that all children had access to foods, drinks, kitchen and bathroom. Staff interacted well with each other and students. Conversations were pleasant.

Table 30 shows the results derived from the use of the observation instrument. It provides general information about participating children on trial days, the interaction that took place between children and between children and volunteers, the subject matter of interactions and the quality of those interactions.

Table 30: Social interaction in two Good Start Breakfast Clubs in Western NSW*General information*

	<i>Date</i>	<i>Duration</i>	<i>Participants Girls/Boys</i>	<i>Participants Grade</i>	<i>Participants Total</i>
School 1 GSBC	07/11/06	8.40 – 9.25 am	14/17	Not recorded	31
	14/11/06	8.40 – 9.25 am	14/21	Not recorded	35
School 2 GSBC	08/11/06	8.20 – 9.00 am	4/2	2xG3, 2xG4, 1xG5, 1xG6	6
	09/11/06	8.20 – 9.00 am	5/2	1xG1, 1xG3, 3xG4, 2xG5	7

NB. The boys who attended on day two at School 2 were sons of the lady in charge.

Interactions

	<i>Number of children speaking to each other</i>	<i>Number of aggressive interactions between children</i>	<i>Number of child- initiated conversations with volunteer/s</i>	<i>Number of volunteer-initiated conversations with children</i>
School 1 Day 1 (n=31)	18	1 mid-range (note #1)	1 (note #2)	7 (note #3)
School 1 Day 2 (n=35)	10 (note #4)	nil	8 (note #5)	6 (note #6)
School 2 Day 1 (n=6)	6	nil	10	10
School 2 Day 2 (n=7)	8	1 mid-range	9	11

Notes

- 1 Female approx. 7 years spoke in a bossy manner to two other girls of a similar age "Finish your food" and "That's enough, you have to hurry up".
- 2 Minimal conversation mostly just requests for 'more juice' and 'more toast'.
- 3 Volunteer initiated conversation about a child's 'Melbourne Cup' hat.
- 4 For this purpose conversations were recorded in the following manner. If a small group was talking it was recorded as 1. Further tally marks were made if other children joined the conversation or another different conversation was initiated.
- 5 Requests made for more Weet-Bix, a clean knife, more juice, toast etc
- 6 Volunteers asked children if they would like more toast, juice, milk.

Subject or content of interactions

	General	Child helping child	Child helping volunteer	Volunteer helping child	Mealtime etiquette	Discipline episode by staff with child
School 1 Day 1 (31)	3 (note #1)	1 (note # 2)	1 (note #3)	2 (note #4)	2 (note #5)	8 (note #6)
School 1 Day 2 (35)	7 (note #7)	3 (note #8)		7 (note #9)	1 (note #10)	3 (note #11)
School 2 Day 1 (6)	8 (note #12)	2	5 (note #13)	2	2	
School 2 Day 2 (7)	14 (note #14)	4	2 (note # 15)	6	1 (note #16)	

Notes

- 1 Discussion about 'Melbourne Cup' day. Food likes/dislikes.
- 2 One male approximately 10 years put scraps in the bin for another.
- 3 One child approximately 8 years asked to help put away plates.
- 4 Volunteer assisted with pouring of honey and drinks.
- 5 Volunteer requested 'hands up' when requesting more toast, juice etc.
- 6 Children asked to sit down, hands up, stay in seat.
- 7 Discussion included: nits, the food they were eating, electronic games, haircuts, dyeing hair, bus to school, weddings and drinking beer.
- 8 Male student got another a juice. Male passed honey to younger female student. Male passed Marmite to another male.
- 9 Volunteers assisted by taking around toast as requested, pouring drinks, honey as needed.
- 10 One student told another to say pardon when 'burping'.
- 11 Volunteers asked students to 'sit down please', 'stay in your seat', 'you're a bit noisy today'.
- 12 Grade, breakfast food choice, height, weddings, TV shows, music.
- 13 Helping pack up.
- 14 Fight, disco at school, other students, TV shows, newspaper, football-NRL.
- 15 Clean up.
- 16 Cough—cover mouth.

Quality of interactions

	Number of children greeting staff on arrival	Number of eye contacts made by children with staff	Number of conversations by children with staff that go beyond the exchange of greetings of more than one sentence
School 1 Day 1 (31)	1	2 neutral (note #1)	1 (note #2)
School 1 Day 2 (35)	(note #3)	2 neutral	1
School 2 Day 1 (6)	6 (all)	38 friendly	12
School 2 Day 2 (7)	3	9 friendly	8 (note #4)

Notes

- 1 When receiving juice/toast child made eye contact with volunteer.
- 2 Discussion about child's 'Melbourne Cup' hat.
- 3 Children were greeted by volunteers.
- 4 Meal choice, event at school, family birthdays, newspaper, sign-in book, NRL teams.

School 1 had 31 and 35 participating children on Day 1 and Day 2 respectively with 10 more boys than girls participating over the two days. School 2 had six and seven children participate on each of the trial days with girls outnumbering the boys by 2 to 1. Breakfast club operated for 45 minutes each day at School 1 and for 40 minutes at School 2. Observations were made on two Tuesdays, a week apart at School 1, and on Wednesday and Thursday on consecutive days at School 2. Grade levels of participating students were spread between 1 and 6 at School 2, with this information not being recorded for School 1.

The first section of the observation instrument titled 'Interactions' contains four categories. In the first category 'Number of children speaking to each other', observers tallied 18/31 and 10/35 children speaking to each other on each day. Observers noted the protocol they used to tally student-to-student interactions, 'If a small group were (sic) talking it was recorded as 1. Further tally marks were made if other children joined the conversation or another, different conversation was initiated'.

In the second category, observers tallied the number of aggressive interactions that occurred between students and the range of the aggression from low, through mid to high-range aggression. Only one mid-range aggressive interaction is recorded as having occurred on Day 1, with the accompanying note reporting that a girl spoke in a bossy manner to two girls of similar age, using the phrases, '*Finish your food*', and '*That's enough. You have to hurry up*'.

Two further observation categories were included under 'Interactions': first, the number of conversations between students and volunteers that are child-initiated and second the number that are volunteer-initiated. At School 1 there were one and eight child-initiated conversations respectively on the two days and seven and six volunteer-initiated conversations. It would be interesting to know whether the eight student-initiated conversations on the second occasion occurred as a result of any particular relational influences at work on the day. However, notes made by observers that these 'conversations' consisted mainly of requests by students for '*more juice*' or '*more toast*' suggest that 'conversation' may be too strong a word for these interactions. The note accompanying the tally of six volunteer-initiated conversations on Day 2 that these interactions involved asking children whether they wanted more food also suggests 'conversation' may be an inappropriate categorisation. However, the note accompanying the seven volunteer-initiated conversations on Day 1 (that a volunteer had initiated a conversation with a child about their Melbourne Cup day hat), is considered a good example of a topical conversation occurring in the breakfast club.

The second section of the instrument was designed to provide information on the content or subject matter of interactions occurring in the breakfast club. Provision for tallying interactions

in six categories is provided. In the first ‘general’ category the notes accompanying the tally of 10 for School 1 listed a wide array of subject matter being discussed. The three listed for Day 1 were, ‘Melbourne Cup Day’ and ‘Food likes \ dislikes’ and the seven listed for Day 2 included, ‘the food they were eating, electronic games, haircuts, dyeing hair, bus to school, weddings and drinking beer’. The tally for School 2 was significantly higher than School 1 in spite of the small number of children participating on the day. On Day 1 a tally of eight subject-matter related interactions were recorded. These included ‘Grade, breakfast food choice, height, weddings, TV shows and music. On Day 2, 14 interactions were recorded and the following range of subjects provided in the note, ‘A fight, disco at school, other students, TV shows, newspaper and football (Rugby League)’.

Three ‘helping’ categories are then provided to capture this type of interaction. For ‘child helping child’, a total of four interactions were recorded for School 1 with notes showing these were, 1) male approx. 10 yrs put scraps in the bin for another, 2) Male student got another a juice, 3) Male passed honey to younger female student and 4) Male passed Marmite to another male. Six ‘child helping child’ interactions were reported at School 2 with no notes being provided to explain what these were. For ‘child helping volunteer’ one interaction was recorded for School 1, with this being a child asking if they could help to put away the plates. Seven interactions were recorded in this category over the two days at School 2, with all being children helping volunteers pack up. In the ‘volunteer helping child’ category, nine interactions were recorded at School 1 over the two days and eight at School 2. At School 1, interactions were recorded as volunteers taking around toast and helping to pour drinks and honey for students. No notes were included about these interactions at School 2.

The next category made provision for observers to record interactions that occur over issues of meal-time etiquette. At School 1 three instances were recorded with two being a volunteer requesting ‘*hands up*’ when students were asking for more juice, honey etc. and the other when a student asked another to say ‘*pardon*’ when burping. Three instances was also the tally at School 2, with the note recording that it was a request to cover the mouth when coughing. The final category in this section of the observation instrument was to capture interactions that involved discipline of some kind. A tally of 11 discipline-related interactions was recorded as having occurred during breakfast club at School 1 on the two days of the observation. Notes for both days record that these interactions were volunteers telling students to ‘*put your hand up please*’, ‘*sit down*’, ‘*stay in your seat*’ and ‘*you’re a bit noisy today*’. No discipline-related interactions were reported for School 2.

The last section on the observation instrument was titled ‘Quality of interactions’. Three categories were provided for observers to record greeting of volunteers by children on arrival at

the breakfast club, eye contact made by children with volunteers and to tally the number of conversations between children and staff that go beyond an exchange of more than one sentence. The greeting of volunteers by students at School 1 did not rate highly with only one instance being recorded. The note clarified the situation, saying that volunteers greeted the children. At School 2 all six children greeted a volunteer on arrival on Day 1 and three of the seven on Day 2. Observers recorded only four instances of neutral eye contact made by students with staff over the two days at School 1. This contact was reported as having occurred when students received toast and juice from a volunteer. More friendly eye contact was reported as happening at School 2. On Day 1, with only six in attendance, 38 instances of friendly eye contact were recorded, with nine instances reported on Day 2 with seven in attendance. Just two extended conversations were reported to have taken place at School 1 between students and staff with the Melbourne Cup hat recorded as the topic of conversation. Extended conversations at School 2 however, tallied 12 and 8 respectively on the two days of the trial. Topics for these conversations were recorded as, 'Meal choice, event at school, family birthdays, newspaper, sign-in book and NRL teams.

Results from the trial of the observation instrument have provided an early picture of the interactions that occur in breakfast clubs. Data indicated the breakfast club environment is where children interact with children and with volunteers in ways that appear to be typical of the cohort. With such a small sample size at School 2 it is impossible to make any useful comparisons with School 1 but the differences in such areas as eye contact and extended conversations are indicative that some environments may encourage more high order interactions than others. Systematic observation using the instrument in a number of clubs would help to establish its usefulness as an evaluation tool and work would need to be done to establish observer reliability. However, the results show early promise that the tool could be used to produce quality data for use by program managers to monitor and improve the social environment of the breakfast clubs they sponsor.

5.6.1.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/evaluation participants, program and organisational levels

Effects at the stakeholder/individual/evaluation participant level

Two members of the evaluation team were instrumental in achieving the successful outcome at the WNSWA site. The principal of School 1, whose strong support for the evaluation process first became evident during a visit to the July workshop, and who had been a member of the December workshop group, provided the support necessary for the trial to proceed at his school. Similarly, the tutor and coordinator of the GSBC at School 2, who had been a member of the

July and December workshop groups, did all the work required for a successful outcome at her school.

Collaboration with the Faculty of Education at Charles Sturt University was a positive outcome, with the idea suggested during December workshops of using research assistants drawn from the university sector having turned into a reality. Reports from the students involved and from their supervisor attested to the value of such collaborative efforts.

Effects at the program level

Some important learnings were derived from the collaboration with the University. It highlighted that Faculties of Education with well-established linkages with local schools could provide assistance and on-going support on a national scale for the systematic observation of the social interaction that takes place in breakfast clubs around the country. Academics looking for research opportunities could bring their experience and expertise to the process to help ensure its ongoing viability. Such a collaboration would lead over time to stronger research protocols to underpin the observations and also add to the status of the evaluation process.

Effects at the organisational level

Genuine support for the evaluation project by the WNSW regional office of the ARC diminished following the resignation of the GSBC coordinator. Attempts to encourage the support of the ARC management at regional and national levels to keep the momentum going were not successful. A possible reason for the difficulties that arose at the Western Sydney site and at the WNSWA and B sites could be a lack of engagement or buy-in to the evaluation process by key operatives within the ARC.

5.7 Western NSW B—Recruiting, training and retaining volunteers

5.7.1 Volunteer training surveys

Surveys were developed following suggestions at the workshop in December to prepare *A survey for school coordinators about training GSBC volunteers and A survey for volunteers about their training experiences.*

Late in January the researcher contacted the liaising teacher who had agreed to be the point of contact for the evaluation at the school associated with WNSWB. Feedback was invited on the workshop report and when a reply was received the following day it was taken as an early sign of promise for the pilot evaluation work that was planned at the site. When attempts to engage the teacher during February were unsuccessful three draft volunteer training surveys were sent to her and to the ARC manager for the region, as the ARC GSBC coordinator for Western NSW had resigned by this time.

When an email from the manager for the Western Region was received in June indicating that the group in WNSWB were not able to give any time to the project, it was clear progress at the site would not be forthcoming. In September when the Central Coast school became involved in the evaluation project, the volunteer coordinator for their GSBC agreed to disseminate the survey with the other volunteers at the club. Five surveys were returned, providing a small number of responses reported in Table 31. All five respondents had received face-to-face training in a group setting prior to beginning work at the GSBC. They reported that the GSBC Training Manual had been used for training purposes, with two reporting that the training received was 'adequate' for their involvement with the club and three that it was 'more than adequate'. Three said the training they received to prepare them for involvement in the club was 'quite helpful', with two reporting that it was 'extremely helpful'.

Two further comments were provided about the training they received. One reported '*Doing it prepared me to get employment in the kitchen at a Christian holiday camp*' and another ventured '*[It] covered things you wouldn't think of (ramifications of certain interactions etc)*'. One volunteer indicated that the term 'volunteer training' was a concern but this did not worry the other four volunteers. Two responded to the invitation to suggest areas of training that should be included to assist volunteers in their work. One pointed out he/she would like to see '*Findings of the latest surveys regarding nutrition*' and another added '*It's good to have a background of the kids who can come to the club (helps to understand)*'. Two further comments about the training of GSBC volunteers were provided. First that it was '*Pleasant and informative*' and second '*I think the training (for my level of involvement) was more than adequate. (name) is fantastic with the kids*'. Asked if they would be interested in attending two meetings a year to discuss issues and concerns about the operation of the GSBC, four said that they were willing and one said 'No'.

The small number of trial responses does not constitute sufficient data to form any strong judgements regarding the instrument or the value of the data it generated. More work needs to be undertaken to trial this and the other two volunteer training surveys before they could be recommended for dissemination.

5.7.1.1 Effects associated with this empowerment evaluation event at stakeholder/ individual/ evaluation participants, program and organisational levels

Effects at the stakeholder/individual/evaluation participant level

The failure of the WNSWB group to follow through with their evaluation plans led to the researcher looking for other options to trial the volunteer training surveys. The willingness of personnel at the school on the Central Coast of NSW to be involved in the evaluation allowed

Table 31: Responses to a survey about their training experiences from 5 GSBC volunteers at a Central Coast Public School

	<i>Yes</i>	<i>No</i>			
Was training provided for you prior to beginning your work as a volunteer at the breakfast club?	5	0			
	<i>Face to face</i>	<i>Take home training</i>	<i>Other</i>		
What training mode was used to conduct training?	5	0	0		
	<i>Individually</i>	<i>In groups</i>	<i>Other</i>		
How was training conducted?	5	0	0		
	<i>Yes</i>	<i>No</i>			
Was the GSBC Training Manual provided by the Australian Red Cross used for training purposes?	5	0			
	<i>Not at all adequate</i>	<i>Somewhat adequate</i>	<i>Adequate</i>	<i>Quite adequate</i>	<i>More than adequate</i>
Do you believe the training received to prepare you for involvement in your breakfast club was adequate?	0	0	0	2	3
	<i>Not at all helpful</i>	<i>Somewhat helpful</i>	<i>Helpful</i>	<i>Quite helpful</i>	<i>Extremely helpful</i>
Did you find the training received to prepare you for involvement in your breakfast club helpful?				3	2
	<i>Yes</i>	<i>No</i>			
Is the term 'volunteer training' a concern (off putting) to you?	1	4			
What areas of training would you like to see included to assist you in your work as a breakfast club volunteer?	See text				
Please add further comments you'd like to make about the training of GSBC volunteers:	See text				
	<i>Yes</i>	<i>No</i>			
Would you be interested in attending two meetings a year to discuss any issues and/or concerns you may have about the operation of the breakfast club?	4	1			

the volunteer survey and the greatest needs and stigma survey to be trialled there. Work such as this that went on following the December workshops fell outside the parameters of the empowerment evaluation. However, it has been reported to show how the evaluation was managed in other areas when circumstances prevailed against what might have been expected, had everything gone to plan.

Effect at program level

The relationship developed with personnel at the Central Coast school was positive and demonstrated willingness by others to become involved in the evaluation process. This was an important outcome, with plans by the ARC to broaden the scope of the evaluation on the completion of the pilot study. Without the circumstances that hindered progress elsewhere, everyone from the Principal through to volunteers demonstrated a willingness to assist. There was a sense that they wanted to capitalise on any benefit that being involved in the evaluation may have for their club. Towards the end of 2006, when pilot work had been completed at the school, an invitation was received to return to the site following the completion of this research project to carry out a case study about the contribution their breakfast club has made to the school and particularly the effect the operation of the breakfast club was having on school/community relationships.

Effect at the organisational level

The positive report to the RPG of work undertaken at the Central Coast site was an important development. When the evaluation process stalled at Western Sydney, it received considerable attention at meetings of the RPG and appeared to introduce an element of disquiet and possibly disillusionment about what was happening. This was followed by the disengagement of WNSWB. At this point the researcher pursued the idea of finding another school and breakfast club community to become involved. The outcome at the Central Coast site provided an alternative strategy to meet the commitments of the WS and WNSWB sites.

5.8 Western NSW C—Improving the learning capacity / learning environment of children attending the GSBC

Surveys were prepared in partial response to two suggestions made at the workshop in December 2005 to *Survey a sample of teachers and children about breakfast club attendance and changes in social behaviour and Survey G1–2 and G3–6 asking students what they think about breakfast and breakfast club and whether attendance helps them do well at school.*

Following dissemination of the workshop report in late January, a positive sign of buy-in was received when the volunteer coordinator for the GSBC at School 1 informed the researcher that a planning meeting was being arranged with the evaluation team. Prior to this time, at the start

of evaluation work at WNSWC, personnel at three primary schools in the region had indicated their willingness to be involved. A draft survey designed to explore possible links between breakfast club attendance and the behaviours and learning outcomes of participating children, was sent to share with the group at the meeting.

In his report following the meeting, the liaising teacher (retired) said the surveys had been well received and that the Principal of School 1 who attended the meeting, had agreed to distribute them to his staff later that day and to return them for posting early the following week.

Similarly the representative on the team from School 2 had agreed to distribute surveys with staff at her school that day and to return them the following week. Two suggestions were made at the meeting: firstly teachers at the high school could be asked to complete a modified survey about the effects of breakfast club attendance on Year 7 students, and secondly that a simple survey be developed for high school students to ask them about breakfast and their breakfast café.

The attendance of the Principal of School 1 at the meeting was a significant positive sign for the evaluation team. During the meeting it was reported that he ‘...*highly commended the ladies on their efforts with breakfast and the effect (+ve) that it was having on the kids attending*’ and that he ‘...*is very receptive to what we are doing*’ (phone conversation with liaising person on the day of the meeting). This commendation and his support for the evaluation process were seen by the team as a significant breakthrough.

5.8.1 *Social behaviour and learning capacity survey*

The social behaviour and learning capacity survey (Appendix T) was administered to staff at the three WNSWC schools and the preliminary results are reported in Tables 32–35. In a cover letter with completed surveys from School 1, the volunteer coordinator for the club said she was ‘*pleased with the comments and ratings on the completed surveys*’ and that she had ‘*noted a couple which showed aspects*’ she had not considered. Supporting the comments of the liaising person she wrote:

The meeting we had with the Principal was very productive and he could not have been more helpful! Hopefully we have had a breakthrough and it will mean better cooperation between the school and Breakfast Club (Volunteer coordinator, 21st March, 2006).

Responses were received from 20 teachers at Schools 1 and 2. Unfortunately when the volunteer coordinator who had been a member of the evaluation team left School 3, they took no further part in the evaluation project.

Three of the 20 respondents reported that breakfast club attendance had ‘moderate’ influence on

the social behaviours of participating children with the majority (16) saying it had ‘high’ to ‘very high’ influence (see Table 32). ‘Politeness’ was the social behaviour that most teachers (17/20) believed was impacted upon by breakfast club attendance (see Table 33) followed by ‘Getting on with other children’ (15) and ‘Meal-time etiquette’ (14). Other behaviours teachers suggested were affected by breakfast club attendance were, 1) *Older helpers as role models to other students*, 2) *Improved in-class and playground behaviours*, 3) *Communication and relating to adult helpers* and 4) *Improved classroom behaviour and concentration*.

Table 32: Teachers rating on the capacity of the GSBC to influence social behaviours of participating children

	<i>School 1 n=15</i>	<i>School 2 n=5</i>	<i>Total n=20</i>
Very low	–	–	–
Low	–	–	–
Moderate	2	1	3
High	11	2	13
Very high	1	2	3

Table 33: Social behaviours teachers believe are influenced by breakfast club attendance

	<i>School 1 n=15</i>	<i>School 2 n=5</i>	<i>Total n=20</i>
None			
Meal-time etiquette	11	3	14
Politeness	12	5	17
‘Getting on’ with other children	12	3	15
Helpfulness	1	2	3
Friendliness to other students	7	2	9
Friendliness to other adults	9	3	12
Happiness	7	3	10
Other behaviours	3	1	4

Teachers were asked to think of one actual case where they believed the breakfast club had affected the social behaviour of a student and to explain the reason for their belief. At School 1 two teachers reported that children prone to anti-social behaviour in the playground were no longer causing problems in that context:

- T5. *The child busy with the breakfast club is not causing problems in the playground.*
T6. *Children staying out of trouble in the playground because they are in a supervised situation at breakfast club.*

Two teachers mentioned observing improvement in behaviour which translated into improved attentiveness, concentration and work output in the classroom:

- T2. I can think of many! Breakfast club provides pleasant social contact with adults and nutrition where there was not previously. These students now have a more positive vision of school and their work and behaviours have improved.*
- T9. A child was constantly lethargic and lacked concentration before going to breakfast club. The child is much more attentive and interactive when attending breakfast club.*

Specific mention was made by three teachers of behavioural improvements in formerly hungry, or inadequately nourished children:

- T1. In the behaviour disorder class—The boys have been using it and we have seen an improvement in their work and attitude. In the support class (moderate intellectual disabilities)—Children are having high sugar foods at home. In breakfast club we have ‘appropriate’ breakfast (foods) and it teaches children to get their own breakfast etc.*
- T3. Not hungry—therefore more cooperative.*
- T14. Helped him develop an eating routine because breakfast club was the only time he could get to eat in the early morning.*

One teacher commented more generally on the behavioural benefits breakfast club attendance provides:

- T11. Breakfast club provides a calming transition between an unsettled home environment and the classroom. Breakfast club insists on manners and cooperation. It’s an opportunity for this child to sit and chat with older and younger children who live in similar home circumstances.*

Teachers at School 2 also mentioned having observed improvements in behaviour that translated into better concentration and work output in the classroom:

- T2. A student who travels on a bus to school does not have breakfast before he leaves home because he gets travel sickness and travels one hour to school. His/her social behaviour has improved and work habits (as a result of being able to get breakfast at school).*
- T3. When a certain child has breakfast his concentration and ability to listen and complete tasks improves greatly. This child does not eat breakfast at home and goes to takeaway store to compensate. Therefore breakfast room is vital for a successful day for this student.*

T4. One particular student since having breakfast at the breakfast club improved concentration and ability to stay on task.

The development of table manners by one student as a result of breakfast club participation was mentioned:

T5. A younger boy who often has junk food to eat at recess and lunch and wanders while he is eating will sit and use table manners well in kids' café. This has taken about six months to achieve.

While one teacher unable to recall a personal example reported hearing accounts of behaviour change in students from others:

T1. I can't think of an actual case but I've been told some children's behaviour has changed.

Teachers were asked to rate the capacity of the breakfast club to influence the learning capacities of participating children. Table 34 shows that four of the twenty respondents believed breakfast club attendance to have a 'moderate' effect on learning capacities and two believed it had a 'very high' influence. The majority of teachers (14) in this sample believed it had a 'high' influence.

Table 35 presents teachers' responses to being asked what behaviours associated with student learning are affected by their participation in the breakfast club. All 20 agreed that 'attentiveness' was impacted and 18 believed attendance resulted in 'sustained concentration'. Two other behaviours likely to be altered were suggested: 1) *Manners and children respect the staff who feed them* and 2) *Completion of tasks*.

Teachers were then asked to provide one case example of where they believed breakfast club attendance had affected the learning capacity of a student and to explain the reason for their belief. Some responses provided for the question asked previously about changes observed in

Table 34: Teachers rating on the capacity of the GSBC to influence the learning capacities of participating children

	<i>School 1 n=15</i>	<i>School 2 n=5</i>	<i>Total n=20</i>
1. Very low	—	—	—
2. Low	—	—	—
3. Moderate	2	2	4
4. High	11	3	14
5. Very high	2	—	2

Table 35: Student learning behaviours teachers believe are influenced by breakfast club attendance

	<i>School 1 n=15</i>	<i>School 2 n=5</i>	<i>Total n=20</i>
None	–	–	–
Time-on-task (Attentive)	15	5	20
Sustained concentration	14	4	18
Time-of-task (Disruptive)	3	–	3
Cooperativeness	9	2	11
Other behaviours	1	1	2

social behaviour, more generally, were reiterated. The teacher from School 1 working with special needs children mentioned improvements in that context again:

- T1. As before—In the behaviour disorder class—The boys have been using it and we have seen an improvement in their work and attitude. In the support class (moderate intellectual disabilities)—Children are having high sugar foods at home. In breakfast club we have ‘appropriate’ breakfast (foods) and it teaches children to get their own breakfast etc.*

Most teachers from Schools 1 and 2 provided examples of where previously hungry or inadequately nourished children were now demonstrating behaviour conducive to learning as a result of eating breakfast:

School 1

- T2. Better nutrition and care equals better learning outcomes.*
- T3. Can listen and concentrate because he/she is not hungry.*
- T5. Better concentration as the child is adequately fed and able to focus on school work and not hunger.*
- T6. Sustained concentration from feeling full and not hungry.*
- T9. More alert, interactive and able to concentrate for longer periods.*
- T14 Breakfast club has given him a better chance to concentrate for the initial two hours in the morning.*
- T15. A child who used to get lethargic and disruptive after morning tea became more attentive when he attended breakfast club regularly.*

School 2

- T2. A student who refused to eat at home has become more settled during morning sessions after attending the breakfast room.*

T4. One particular student that attends the breakfast room is in my class. When he has breakfast his work focus and attention span is much improved in comparison to when he doesn't attend.

A teacher at School 1 provided a detailed example of improved classroom behaviour observed in one student as a result of improved morning nutrition:

T11. Child was grumpy, tired and restless in the morning literacy session (9–11am). After recess would be slightly better, but after a recess of sweet food would revert to a lack of attention and concentration. Breakfast club provides this child with a healthy breakfast, so concentration, listening to task expectations and completing assignment work is improved.

A teacher at School 2 reinforced a previous comment about improved learning outcomes for a particular child when he/she avails themselves of a breakfast club meal:

T3. As before - When a certain child has breakfast his concentration and ability to listen and complete tasks improves greatly. This child does not eat breakfast at home and goes to takeaway store to compensate. Therefore breakfast room is vital for a successful day for this student.

Another teacher at School 2 made a general statement about the breakfast club meal having replaced unhealthy fast food choices in the morning:

T1. We don't see children eating chips etc before school any more.

On March 20th the researcher sent the liaising teacher a survey deemed to be suitable for Grades 3–6. In early April a further two surveys, one designed for K–2 students and one for high school students, was sent through to the team.

Following the evaluation team's meeting on April 10th an emailed report contained some valuable feedback on the social behaviours and learning outcomes survey completed by teachers:

The survey is a very appropriate instrument to be rolled out to the other breakfast clubs. The mixture of both tick the boxes and longer responses seemed to be very much appreciated by teachers as indicated by the number responding to the longer response questions.

The areas identified as 'other behaviours' could be included in the table. Those highlighted were: In social behaviours a) older helpers as role models b) improved classroom behaviour c) improved playground behaviour d) better communication with adults. In learning behaviours a) improved manners b) improved respect for staff and

c) completion of tasks could all be included in the table. In each case other behaviours could still be included in the tables so that further behaviours could be identified.

Some unexpected outcomes associated with the evaluation processes were also highlighted:

The use of the survey has had the unexpected results of raising the profile of the breakfast club considerably in the school. The Principal, (name), attended the meeting this morning and continues to report favourably on the effect of the Breakfast Club at the school. There is much better communication now between the breakfast club group and the Principal and staff members so it seems that raising the issue in the school is sufficient to raise the profile of the breakfast club and make it an integral feature of the school. All members of (school name) committee agreed with this result.

On survey work still to be completed, it was reported that the Principal of School 1 had indicated he would survey students at his school the following day and that approval had been given by the High School Principal to survey a representative group of students from Years 7-9.

5.8.2 Breakfast Club Survey for K-2

The survey (Appendix U), asking K-2 students about breakfast and the breakfast club at their school was completed by 72 students (see Table 36). The survey contained 12 statements with students asked to circle a face to indicate they agreed with it ☺, did not agree with it ☹, or they did not know what they thought about it ☹. Almost all respondents (69/72) agreed that the breakfast club is a happy place to be. Over three quarters (55/72) thought that breakfast club helped them do well at school. A high proportion (65/72) concurred that eating breakfast gave them energy for the morning and 57 agreed that eating breakfast helped their concentration in class. In response to the statement that eating breakfast helps maintain a healthy weight, 57 students agreed and nearly three quarters (52/72) indicated that eating breakfast helps with their behaviour while 17 didn't know what to think about it. The same number (17) did not know what to think about breakfast club teaching them about healthy eating, while 51 agreed. On whether breakfast club teaches about proper behaviour at mealtime, 52 agreed and 48 agreed with the notion that breakfast club helps them make friends with other kids. On whether breakfast provided opportunity to make friends with the adult helpers 50 felt that it did and 57 agreed with the idea that breakfast club provides somewhere for them to go before school. When students were asked to rate the breakfast club out of 10, 63/72 gave it a rating of 8-10.

5.8.3 Survey about breakfast and the provision of breakfast at a state high school

A number of circumstances led to the survey for high school students being prepared and administered. From the first round of evaluation events, concern had been expressed about breakfast not being available for students when they make the transition to high school.

Table 36: Responses from K-2 students to statements about breakfast, breakfast club attendance and their rating of the breakfast club /10

<i>Statement</i>	<i>Don't know /72</i>				<i>Do not agree /72</i>				<i>Agree /72</i>			
Breakfast club is a happy place to be	3				0				69			
Breakfast club helps me to do well at school	14				3				55			
Eating breakfast gives me energy for the morning	6				1				65			
Eating breakfast helps me to concentrate in class	14				1				57			
Eating breakfast helps me to be a healthy weight	10				5				57			
Eating breakfast helps me to behave better	17				3				52			
Breakfast club teaches me about healthy eating	17				4				51			
Breakfast club teaches me about proper behaviour at mealtime	19				1				52			
Breakfast club helps me to make friends with other kids	16				8				48			
Breakfast club helps me to make friends with the adult helpers	17				5				50			
Breakfast club gives me somewhere to go before school	11				4				57			
	1	2	3	4	5	6	7	8	9	10		
We would like to know what score you would give the breakfast club out of 10	1	0	1	1	2	2	1	5	5	53		

Students from feeder schools, possibly used to getting breakfast at school throughout their primary years, on entering high school would generally find it was no longer available. When the researcher heard a breakfast café had been operating for over 6 years at the high school adjacent to WNSWC School 1, it presented an opportunity to investigate the primary school to high school transition. Further support for the idea was received from the liaising teacher. He had been responsible for starting the breakfast café at the high school when Deputy Principal, and had also played a part in getting the breakfast club started at the primary school. A firm believer in the contribution the café was making to the lives of participants, he saw value in an investigation that may provide evidence to support the more widespread provision of breakfast at high schools.

When the evaluation team expressed a desire to survey students in the local high school about their breakfast eating habits and the breakfast café operating at their school, the researcher agreed to prepare a draft survey for this purpose. With the support of the school principal and the liaising teacher the survey (Appendix V) was administered with a total of 110 students in two Grade 7 classes, two Grade 8 classes and one Grade 9 class returning completed surveys.

The breakfast survey indicated to students that the information wanted was what they think about breakfast and school breakfast clubs or cafes. Their first task was to provide a list of all the food and drink consumed on the day of the survey between the time they woke up and when they started their first class. A sample of 49 responses is shown in Table 37 (see full results in Appendix W). Analysis of these data shows that in spite of the school having a breakfast café in operation, 8 students in the sample (14 in whole group) left the boxes blank where they were asked to write the food and/or drink they had consumed before their first class on the day of the survey. Further, in relation to the quality of the food and drink consumed before their first class, 10 reported having eaten food of questionable nutritional value such as chips, biscuits and soft drink. One reported having eaten at a large fast food outlet.

Table 38 shows the number of school days per week that the students in the five classes usually eat something before their first class. Nine students reported never eating before class with a further 35 reporting not eating anything before class between 1-4 days per week. One of the Grade 7 classes had six students who never ate breakfast and another Grade 7 class had eight who ate something on only three days per week. Students were asked to report (see Table 39) whether they had breakfast on the morning of the survey and where they had eaten breakfast. Nearly three quarters (79/108) reported having eaten breakfast at home and five at the school's breakfast café. Seventeen reported not having had breakfast on the day of the

Table 37: Sample of food and drink consumed before their first class by students (10 odd numbers) at the WNSWC State High School

	<i>G7.1* (n= 23, 12 M/11 F)</i>	<i>G7.2 (n=21, 11 M/9 F)</i>	<i>G8.1 (n=19, 6 M/13.F)</i>	<i>G8.2 (n=28, 1 M/F 27)</i>	<i>G9.1 (n=18, 17 M/1 F)</i>
	S1** (M)***	S1 (F)	S1 (F)	S1 (F)	S1 (M)
Food	Muffins—peanut butter	Two Weet-bix with sugar, an apple	Nothing reported	Nothing reported	Nothing reported
Drink	Strawberry milk	Orange juice, milo milk, water	Milo	Nothing reported	Nothing reported
	S3 (M)	S3 (M)	S3 (F)	S3 (F)	S3 (M)
Food	Nothing reported	Nutri-grain	Easter bun	Toast	Cornflakes, two little lollies
Drink	Water	Milk	Orange juice, Coffee	Water	Milk
	S5 (M)	S5 (M)	S5 (M)	S5 (F)	S5 (M)
Food	Toast	Toast, chips, lollies	Nothing reported	Toast, Cheesels	Bowl of Coco-pops
Drink	Orange juice, Water	Water	Nothing reported	Cup of tea	Milk, Water
	S7 (F)	S7 (M)	S7 (F)	S7 (F)	S7 (M)
Food	Coco pops	Rice bubbles	McDonalds	Bowl Sultana Bran	Summer roll (chte), hot dog
Drink	Hot Milo	Nothing reported	Milk	Glass orange juice	Nothing reported
	S9 (M)	S9 (F)	S9 (F)	S9 (F)	S9 (M)
Food	Kraft Easy Mac, French onion dip	Bubble and squeak	Natural grain cereal	Toast	Weet-bix, Toast
Drink	Milo, LA ice cold	Water	Nothing reported	Milk	Milk, Water
	S11 (M)	S11 (M)	S11 (F)	S11 (F)	S11 (M)
Food	Nothing reported	Avocado on toast	Toast with jam	Bowl Milo cereal	Bowl of Milo cereal
Drink	Nothing reported	Water	Milk	Cup of coffee, Water	Milk
	S13 (F)	S13 (F)	S13 (F)	S13 (F)	S13 (M)
Food	Milo and rice bubbles	1 piece of toast	Coco pops	Nothing reported	Honeycomb cornflakes
Drink	Milk, Juice	Milo	Milk	Water	Apple juice
	S15 (M)	S15 (F)	S15 (F)	S15 (F)	S15 (M)
Food	Cereal, toast	Nothing reported	Rice bubbles, toast, Vegemite	Chocolate, Chips	Sultana bran, chte, skittles, lollypop
Drink	Milk	Nothing reported	Apple juice	Orange punch	OJ, milk, soft drink
	S17 (F)	S17 (M)	S17 (F)	S17 (F)	S17 (M)
Food	Chips, Strawberries	Special K, four biscuits, three pieces chicken	Muffin	Bowl Milo cereal, Milo bar	Toast, Weet-bix, lamington
Drink	Tropical juice	Nothing reported	(Illegible)	Orange juice, Water	Milo, Water
	S19 (F)	S19 (M)	S19 (F)	S19 (F)	
Food	Muffin, hot cross bun	Crunchy-nut , Cornflakes	Chocolate yoghurt	Nothing reported	
Drink	Milk	Milo	Nothing reported	Water	

*G7.1 Grade 7 Class 1

**S student

***M/F Male/Female

Table 38: Number of school days per week that students usually eat something before their first class

	<i>G7.1 n=23</i>	<i>G7.2 n=19</i>	<i>G8.1 n=18</i>	<i>G8.2 n=28</i>	<i>G9 n=18</i>	<i>Total n=106</i>
One school day a week	3	–	2	3	1	9
Two school days a week	2	1	–	3	–	6
Three school days a week	2	8	–	2	3	15
Four school days a week	–	–	2	2	1	5
Every school day	13	10	14	15	13	65
Never	6	–	–	3	–	9

Table 39: Location where students had breakfast on the day of the survey

	<i>G7.1 n=25</i>	<i>G7.2 n=21</i>	<i>G8.1 n=17</i>	<i>G8.2 n=26</i>	<i>G9 n=19</i>	<i>Total n=108</i>
At home	17	17	11	19	15	79
At the breakfast club/café at school	1	–	2	1	1	5
At a shop like McDonalds	–	–	3	–	–	3
Somewhere else, please state where	3	–	–	–	1	4
I didn't have breakfast	4	4	1	6	2	17

survey, approximating the results of the self-report of food intake from which it appeared likely that 14 had not consumed food or drink before class that morning.

Students' breakfast eating habits at weekends are reported in Table 40. Regular consumption of breakfast at weekends (71/113) is almost the same as on school days (65/106) with 27 reporting that they did not usually eat breakfast at weekends. Table 41 shows the reasons selected by the students for why they ate breakfast. Sixty four of 110 respondents indicated hunger to be the main reason. A further 31 chose that they did not want to be hungry before recess and 35 indicated they felt sick if they did not eat breakfast. On this item, eleven claimed they did not eat breakfast at all with a disproportional (6/11) number of these students coming from a single Grade 8 class.

Students were asked if there were other reasons they eat breakfast that were not suggested. Five students in one of the Grade 8 classes suggested the following reasons:

- S1. It's just normal and I'm hungry.*
- S2. I don't eat breakfast normally, only when I have time.*
- S3. I want to stay healthy and lose weight.*
- S4. Because I want to.*
- S5. As a snack.*

and five in a Grade 9 class offered these reasons:

Table 40: Student responses to the question of whether they usually have breakfast at weekends

	<i>G7.1 n=22</i>	<i>G7.2 n=21</i>	<i>G8.1 n=23</i>	<i>G8.2 n=28</i>	<i>G9 n=19</i>	<i>Total n=113</i>
No	7	4	9	6	1	27
On one weekend day	2	1	4	5	3	15
On both weekend days	13	16	10	17	15	71

Table 41: Reasons given by students for why they eat breakfast

	<i>G7.1 n=24</i>	<i>G7.2 n=21</i>	<i>G8.1 n=19</i>	<i>G8.2 n=28</i>	<i>G9 n=18</i>	<i>Total n=110</i>
I'm hungry	10	11	9	10	15	64
I don't want to be hungry before recess	8	9	6	5	3	31
I feel sick if I don't	4	7	8	8	8	35
My mum or dad (or someone else) makes me	4	4	5	2	3	18
I enjoy mealtimes with my family	2	2	5	1	1	11
I enjoy eating with my friends at breakfast club	1	2	4	–	1	8
Other reasons, please state	–	–	–	5	6	11
I don't eat breakfast	4	–	–	6	1	11

- S1. To keep me going until recess.*
- S2. To get energy, duh!*
- S3. To keep healthy.*
- S4. Because I need to eat.*
- S5. Because you have breakfast.*

A high incidence (62/106) was reported of sometimes skipping breakfast on school days (Table 42) with the same Grade 8 class mentioned previously showing 17 out of 27 students engaging in this practice.

Table 42: Students reporting that they sometimes skip breakfast on school days

	<i>G7.1 n=22</i>	<i>G7.2 n=20</i>	<i>G8.1 n=19</i>	<i>G8.2 n=27</i>	<i>G9 n=18</i>	<i>Total n=106</i>
No	9	8	11	10	6	44
Yes	13	12	8	17	12	62

When asked why they skip breakfast (see Table 43) the three reasons most often chosen by students were ‘I don’t feel hungry’ (35/62), ‘I don’t have enough time’ (32/62), and ‘I can’t be bothered’ (29/62). Two students indicated that they don’t eat breakfast because food is not available at home. One student said he/she skipped breakfast ‘because sometimes I’m running late’.

Table 43: Reasons given by students for skipping breakfast

	<i>G7.1 n=13</i>	<i>G7.2 n=12</i>	<i>G8.1 n=8</i>	<i>G8.2 n=17</i>	<i>G9 n=12</i>	<i>Total n=62</i>
I don’t feel hungry	8	7	6	9	5	35
I don’t like the breakfast foods at home	–	4	2	2	3	11
I don’t like the breakfast foods at breakfast club/cafe	–	–	–	1	1	2
I don’t have enough time	8	5	4	9	6	32
I can’t be bothered	8	6	3	4	8	29
There is no food around at home	–	–	1	–	1	2
To loose weight	–	–	2	1	2	5
To gain weight	–	–	–	–	–	–
Any other reason – please write	–	–	–	1	–	1

Table 44 indicates that 44/106 students reported having had a breakfast club at their primary school and Table 45 reveals that 7/48 respondents indicated they had been regular attendees of the club at their former primary schools.

Table 44: Number of students indicating there had been a breakfast club operating at their primary schools

	<i>G7.1 n=22</i>	<i>G7.2 n=20</i>	<i>G8.1 n=19</i>	<i>G8.2 n=27</i>	<i>G9 n=18</i>	<i>Total n=106</i>
No	9	13	14	17	9	62
Yes	13	7	5	10	9	44

Table 45: Number of students who regularly attended the breakfast club at their primary school

	<i>G7.1 n=13</i>	<i>G7.2 n=7</i>	<i>G8.1 n=6</i>	<i>G8.2 n=11</i>	<i>G9 n=11</i>	<i>Total n=48</i>
No	9	7	5	10	10	41
Yes	4	–	1	1	1	7

While a breakfast café operates at the school where the survey was conducted, Table 46 demonstrates that eight students were not aware of its presence. In an interesting outcome (see Table 47), the same proportion of students who reported being regular attendees of the breakfast

Table 46: Number of students reporting a breakfast club/café operating at their present school

	<i>G7.1 n=23</i>	<i>G7.2 n=21</i>	<i>G8.1 n=19</i>	<i>G8.2 n=27</i>	<i>G9 n=18</i>	<i>Total n=108</i>
No	3	–	4	1	–	8
Yes	20	21	15	26	18	100

Table 47: Number of students who regularly attend the breakfast café at the school

	<i>G7.1 n=21</i>	<i>G7.2 n=20</i>	<i>G8.1 n=17</i>	<i>G8.2 n=27</i>	<i>G9 n=18</i>	<i>Total n=103</i>
No	17	18	12	27	14	88
Yes	4	2	5	–	4	15

club at their primary schools, also indicated that they attend the breakfast café at their high school regularly. Students provided a variety of statements about the breakfast café when invited to give open-ended comments. Six in Grade 7 took the time to praise the café in spite of not being participants themselves:

- S2. *I do not go but it would be hard for the younger ones if they have to catch a bus (Thanks for hosting this).*
- S3. *Thanks even though I don't attend it.*
- S5. *It's a friendly place to be in the morning, it helps get into a good breakfast routine, even though I don't have time to go in the morning.*
- S8. *Even though I don't use the service, I'd like to thank the organisers for it.*
- S9. *Although I don't use this facility, I think it is a grand idea.*
- S10. *Even though I don't go, you should.*

Two from Grade 7 mentioned the benefit of breakfast café for those suffering time pressure in the morning, with one also applauding how cheaply it was made available:

- S1. *...it's a great service for those who don't have time in the morning.*
- S6. *I think it's great for kids that don't have enough time at home in the morning to have breakfast, and it's very cheap at 30 cents.*

A further two from Grade 7 mentioned the benefit of the café to individuals and the school more generally:

- S4. *It is very helpful and it does help a lot of people.*
- S7. *It's a great service to the school.*

Two respondents to the open-ended question in the Grade 8 class praised the social aspects of the café:

- S2. *It's a very nice breakfast café. I enjoy going there. The Red Cross people that run it are very nice to put their time together and to buy the food.*
- S4. *Friendly people you can talk to. Nice food. Important part of school life.*

One admitted to attending when the need arose:

- S3. *I go there when I'm hungry.*

While one reluctant participant reported overcrowding in the breakfast café environment:

- S1. *I don't like going there because there are too many people in there.*

Table 48 presents responses by students, who regularly attend the breakfast café, to a series of statements about the café and the score they give the café out of 10. Half (10/20) agreed that the café plays an important role in their academic success at school, with 10/21 agreeing that the café plays an important role in their daily nutrition. Regarding the statement, 'Breakfast café/club has helped me with my behaviour at school', equal numbers (7/21) of students agreed, disagreed and didn't know what to think about the statement. The statement, 'Breakfast café is a 'warm, nurturing, safe place to be' elicited the highest agreement (14/20). Twelve (/21) thought that the café is a place where friendships can form that wouldn't otherwise happen with only eight agreeing that it was where they can get to see teachers in a different light. Over half of the respondents either disagreed (4/21) or did not know what to think (8/21) about the café teaching them about healthy eating.

Finally, just over half of the students (10/18) scored the breakfast café 10 out of 10 with a further giving it a spread of scores from 6–9. One student gave the club a score of 4/10.

Table 48: Student responses to statements about the breakfast cafe and their rating of the breakfast café out of 10

<i>Statement</i>							<i>Agree</i>	<i>Disagree</i>	<i>Don't know</i>
Breakfast café/club plays an important role in my academic success at school N=20							10	2	8
Breakfast café/club plays an important role in my daily nutrition N=21							10	3	8
Breakfast café/club has helped me with my behaviour at school N=21							7	7	7
Breakfast café/club is a warm nurturing and safe place to be N=20							14	1	5
Breakfast café/club is a place where I can form friendships that wouldn't happen otherwise N=21							12	2	7
Breakfast café/club is a place where I get to see teachers in a different light N=21							8	7	6
Breakfast café/club teaches me about healthy eating N=21							9	4	8
We would like to know what score you would give the breakfast club/café out of 10 N=18									
1/10	2/10	3/10	4/10	5/10	6/10	7/10	8/10	9/10	10/10
			1		2	2	2	1	10

5.8.4 *Effects associated with these empowerment evaluation events at stakeholder/ individual/evaluation participants, program and organisational levels*

Effects at the stakeholder/individual/evaluation participant level

The effect of the empowerment evaluation on members of the WNSWC team who stayed committed to plans laid in December was profound. The volunteer coordinator of the program at School 1, who had previously expressed concern about the lack of support for the program by school administration, had witnessed a complete reversal as a result of the evaluation activity. The liaising teacher was critical to the successful outcome at WNSWC. He remained a consistent and reliable conduit for communication between the researcher and the site throughout the evaluation process and actively supported every evaluation endeavour. His considerable influence and experience at the site helped to encourage the Principals of School 1 and the High School to engage in the evaluation activities. From the start he demonstrated a genuine interest in the research project and expressed that he enjoyed being involved in this type of work.

Volunteer personnel and school staff at the WNSWC site certainly exhibited signs of empowerment as a result of the evaluation process. From a belated start and with little assistance from the program managers much was accomplished with their efforts making a disproportionate contribution to the pilot study result.

Effect at the program level

The improved profile of the breakfast club at WNSWC School 1 was mentioned as having had a significant effect on the mood and sense of recognition experienced by volunteer staff. They reported feeling appreciated for their efforts. While the evaluation activities undertaken at WNSWC were not directed toward this outcome, it was this result early in the school year, following the December workshop, which helped to get the evaluation off to a good start.

Effect at the organisational level

When reports to the RPG of progress at WNSWC began to include preliminary results from the surveys trialled, they were received with considerable enthusiasm, particularly by personnel from Sanitarium. Copies of the preliminary results were requested, with these being provided on the proviso that any use of the results in the public domain would need to be discussed with the researcher. Soon after sharing the results a request came through to use some of the data derived from the social behaviours and learning outcomes survey (completed by 19 teachers at two schools associated with the WNSWC site) and some from the food habits survey completed by students at schools associated with the Sydney B and WNSWC pilot sites. In addition, a

GSBC promotional tour was underway which included Brett Lee, the Australian cricketer and celebrity patron of the GSBC program, and it was thought some of the preliminary data could be used in media releases. A Sanitarium member of the RPG drafted a document containing some of the results and sent it to the researcher who returned an edited version containing some clear directions about how the information should be presented. The main proviso was that the size of the respective cohorts should be mentioned when reporting results. This information was however omitted in the media release (See Appendix X).

5.9 *The National roll-out of the evaluation*

In July 2007, the ARC National Manager of the GSBC program contacted the researcher with news that the National roll-out of the evaluation was imminent and that he had engaged a research assistant to help with the project. He indicated that three instruments had been chosen to be rolled out from the nine trialled, these being the 'Greatest Needs and Stigma Survey', the 'Food Habits Surveys' and the 'Social Behaviour and Learning Capacity Survey'. Justification for choosing the three tools from the nine trialled during the empowerment evaluation project was *...because of their relevance to GSBC goals and their relative ease of implementation* (from *Guidelines for administering the National Good Start Breakfast Club evaluation* received from the ARC 08/08/07).

The guidelines stated that,

Broadly these tools aim to measure:

- *Whether or not GSBCs are attracting children in greatest need within the schools*
- *What stigma is associated with attendance at GSBC and what strategies can be employed to address this*
- *What are the main reasons for children attending GSBCs*
- *What, if any impact is GSBC having on the nutritional behaviours of children who attend*
- *What impact is GSBC having on the development of social skills in children who attend*
- *What impact is GSBC having on the capacity for children to learn in the classroom.*

The results will be used to assist informing program design, to learn more about those who attend GSBC and to help Red Cross demonstrate the effectiveness of GSBC to the public, government and funding bodies (p.1).

Results were reported in the *GSBC National Evaluation Summary 2007* published by the Australian Red Cross. However, the report featured only two of the three surveys just mentioned, with no results reported for the *Food habits/positively changing or influencing the eating habits of children survey*. The report was entirely based on responses received from approximately 150 teachers involved with breakfast clubs in seven States and Territories who

reported their perceptions about the provision of breakfast for children at their school and the benefits being derived by children participating in the program.

5.10 Conclusion

Evaluation tools developed and trialled during 2006 as a result of work undertaken in workshops during 2005, are products of the evaluation that came about as a consequence of the ARC as program managers and Sanitarium as the sponsoring organisation making it clear that these were to be a necessary consequence of the evaluation project. The empowerment evaluation approach used during 2005 had provided the vehicle that led to the development of the tools. During the trial period empowerment by some toward self-determination with respect to the evaluation was apparent at three of the pilot sites. However, disengagement and possibly disempowerment was evident at the other three sites.

Trial results showed considerable promise for the instruments developed to be used in the collection of data about the nutritional, educational and social benefits derived from participation. However, the empowerment evaluation approach as 'evaluation tool' appeared not to have been adopted by the program managers as the 'go to' approach for the on-going monitoring and evaluation of the GSBC program.

A paper titled '*Challenges and issues in applying empowerment evaluation principles in practice: Case study of the evaluation of a national school breakfast program*' (Miller, Lennie, Yeatman, 2006) was presented at the International Conference of the Australasian Evaluation Society held in Darwin. The paper reported outcomes of the evaluation to that point in time in light of the 10 principles of empowerment evaluation and highlighted five key learnings:

- 1) A high level of organisational and community support is vital to an effective empowerment evaluation
- 2) Appropriate timing of evaluation planning workshops is critical to maintain momentum following preliminary empowerment evaluation workshops
- 3) The role of community champions is critical
- 4) Participation of people in evaluation planning workshops requires a certain level of prior knowledge, skills and experience and
- 5) The context (PhD project) in which an empowerment evaluation is conducted affects its overall success (p. 10-11).

The next chapter will report the results of interviews conducted with program personnel involved in the project, a selected number of participating children, and a community group who spoke about the impact of the breakfast club operating at their school.

CHAPTER 6

RESULTS OF INTERVIEWS WITH PROGRAM PERSONNEL ABOUT THE PRINCIPLES OF EMPOWERMENT EVALUATION, INTERVIEWS WITH PARTICIPATING CHILDREN AND A CONVERSATION WITH A COMMUNITY GROUP ASSOCIATED WITH A GSBC SCHOOL

6.0 Introduction

This, the final results chapter, presents the findings from the semi-structured interviews undertaken toward the end of the project with program personnel, participating children and a group from a community where a breakfast club had been in operation for one school year.

Program personnel were asked to reflect on their engagement with, and perceptions of, the empowerment evaluation process and what had been achieved, and particularly whether it had adhered to the 10 principles of empowerment evaluation. Participating children were asked what they liked, disliked and would like to improve about their breakfast club. Meanwhile, the conversation with a group of parents and grandparents of children who attend the school on the Central Coast of NSW was a free ranging discussion about the effects the breakfast club was having on participating children, the school and wider community.

Interviews were conducted during November and December 2006. Twenty one personnel who had been involved in the evaluation and 15 children participating in their school's breakfast clubs took part. The community group comprised 8 parents, grandparents and others. Table 49 provides details of the personnel who took part in interviews.

Interviews with program personnel directly involved in the study were based on the 10 principles of empowerment evaluation, with participants asked to reflect on the evaluation process in light of these principles. However interviews were not entirely constrained by the focus on the 10 principles.

Some background

From the outset of the project, executive personnel from Sanitarium and Red Cross made clear their desire for tools to be developed that could be used to obtain information showing positive effects on the educational, social and nutritional outcomes of participating children.

Accompanying this expectation was that the tools developed would be practical or simple enough to be administered by volunteers and teachers at the breakfast club level. Gathering positive information that could be used to support Sanitarium's involvement and to promote and market the program for Red Cross were considered to be the primary goals.

When the empowerment evaluation approach was suggested as a vehicle with potential to facilitate expectations, it was the concepts of 'taking evaluation to the community' and 'helping people help themselves' that were argued to be the strengths of the approach. The use of the three steps of empowerment evaluation (developing or reviewing the program's mission, vision or unifying purpose, taking stock and planning for the future) was argued to have considerable potential to engage program personnel, particularly at the breakfast club level, in the development and utilisation of evaluation tools.

At that time early in 2005 the ten principles of empowerment evaluation did not feature in the initial proposal to use the approach in the project. However, with the release in 2005 of Fetterman and Wandersman's book *Empowerment Evaluation: Principles in Practice*, where the ten principles that guide empowerment evaluators were presented (Wandersman et al., 2005), they became a regular part of the dialogue with program personnel at all levels. The 10 principles featured in 2005 workshops with volunteers and teachers and with executive personnel from Sanitarium and Red Cross.

It is in this light that responses were invited during interviews to the question of alignment during this project with the ten principles of empowerment evaluation. Although Wandersman et al (2005, p. 27) state that the set of principles 'guide our decision making and practice as empowerment evaluators', reflections of participating personnel on the ten principles could provide useful information with regard to the empowerment evaluation approach.

A selection of responses made in respect to each principle by individual stakeholders at different levels within the program, and considered by the researcher to be the key points being made by respondents, are now presented. Overall, participant responses often were in the context of a judgement on whether or not each had been observed to take place, rather than a more general observation on the application of the principle.

Table 49: Local school community and GSBC program personnel involved in interviews with the researcher

	<i>Local school community personnel</i>	<i>Children attending GSBC</i>	<i>Volunteer</i>	<i>GSBC Coordinator (school)</i>	<i>Teacher/ school staff</i>	<i>Principal/ Assistant Principal</i>	<i>ARC Regional Coordinator</i>	<i>ARC Regional Manager</i>	<i>ARC</i>	<i>Sanitarium</i>	<i>Total interviewed at each site</i>
Executive staff	–	–	–	–	–	–	1	–	1	1	3
Sydney A	–	–	4	1	1	–	–	–	–	–	6
Sydney B	–	3	1	–	1	–	1	–	–	–	6
Western Sydney	–	–	–	–	–	–	1	1	–	–	2
WNSWA	–	8	–	–	1	1	1*	–	–	–	11
WNSWB	–	–	–	–	–	–	1*	–	–	–	1
WNSWC	–	4	1	1	–	2	1*	–	–	–	9
Central Coast	8	–	–	–	–	–	–	–	–	–	8
Total interviewed from each category	8	15	6	2	3	3	4	1	1	1	
% participating from each category (n=44)	18.2	34.1	13.6	4.5	6.8	6.8	9.1	2.3	2.3	2.3	

6.1 *Interview responses from program personnel asked to comment on the adherence of the evaluation of the GSBC to the principles of empowerment evaluation*

6.1.1 *Improvement (A key aim of empowerment evaluation is to improve people, programs, organisations and communities and to help them achieve results)*

Executive personnel from Red Cross and Sanitarium

Personnel at the executive level in the sponsor organisations commented on ‘improvement’ a number of times throughout their interviews. Respondents’ views varied from negative to quite positive.

Improving people by allowing them input into the evaluation process was mentioned as possibly being detrimental to a truly professional (robust) evaluation outcome. There may be improvements in the skills of people involved in the process, but not necessarily improvements in evaluation outcomes. As an executive member pointed out:

If you let a community that doesn’t have expertise have complete ownership of the process they’re possibly going to learn a lot more but the tools aren’t always going to be as good as a professional that’s got more experience with that (Executive 1, Lines 25–29).

Concern was expressed about getting the balance right between ‘*complete community development*’ and ‘*reliable and practical*’ evaluation outcomes.

Improvements in the understanding of executive staff as a result of the evaluation process was also mentioned:

I think it helped us to be reminded as we went through the management meetings and processes. ‘Hang on, this is what we’re looking for. This is where we are going. What are we doing to achieve that, instead of just being driven by the needs of the day?’ We considered that within the context of what we wanted to achieve in the bigger picture as well. Yes, it was very helpful (Executive 2, Lines 37–41).

On whether the evaluation process had been true to the principle of improvement there was agreement that it had improved the program and in particular people’s understanding of it. The workshop process was considered to have improved morale through such things as allowing participants to see that ‘*other people are dealing with the same kind of things you are*’. Early reticence about the approach was mentioned but that this changed ‘*when I got what we were trying to do*’, and reticence was replaced by seeing the evaluation as ‘*leading edge*’ (Executive 2, Lines 185–186). Seeing it in this light helped develop confidence in the approach with respect to showing how things could be done better.

Concern was expressed however, that the evaluation had not been included in the most recent strategic planning document prepared for the program by the ARC. As strategic plans are critical to program improvement and to the achievement of results this was considered disappointing:

...I've got their strategic recommendations here and one of my comments will be that there's no reference to the evaluation program and how it will continue...This is what we agreed to from the strategic direction...I don't think any of this work that we did through that has really changed (Executive 2, Lines 137–144).

State and regional coordinators

At the regional coordinator level, improvements were considered to be achieved in relation to specific areas. For example, as the following quote indicates, some organisational improvements had occurred as a result of focusing attention on child protection and OH&S issues:

... I came into the breakfast club looking at OH&S issues which when I started I found that there were significant issues that needed to be changed...I saw that, yea, I think that, that if you say empowerment of stakeholders, certainly from a Red Cross point of view, yea it did make a difference (Coordinator 1, Lines 121–126).

The evaluation was reported to have provided personnel with opportunity to share common concerns, whereby:

...it was a very good support system like going to that forum because yea, if those things are happening and you feel like you're the only person it's happening to, and you're not getting support that you should be, it's very difficult (Coordinator 1, Lines 182–185).

However, factors were also considered to mitigate against improvements occurring. In particular staff turnover was identified:

At this stage I don't know if it has improved the program and I think from a staff point of view, a big shame about it as well is that a lot of staff have left the program, so the people that learnt about the empowerment evaluation process...are not able to improve the program because they're not there any more. There's a new bunch of staff (Coordinator 2, Lines 184–190).

School principals from Western NSW

One of the primary school principals interviewed joined the evaluation process following the pilot site workshop attended by breakfast club personnel from his school. Having initially been cited by breakfast club staff as needing to show greater support for their work, at the time of the interview the principal had become deeply involved in the evaluation, with staff now reporting

appreciation for his support. In our conversation about the principle of improvement he provided examples of benefits to the program flowing from evaluation activities. He described how:

Based on one of the meetings we had we talked about putting something in our school newsletter, and we did that. So there again is enhancement of the program where we made more families in our school aware of the program and we've invited other people [volunteers] to come in and be actively involved in the program (Principal 1, Lines 32–36).

Another principal who had been aware of the evaluation since July 2005 and who attended the pilot evaluation workshop conducted in his region, commented positively on the notion that improvement had been a key principle of the evaluation process:

I think it's certainly brought some ideas together, and brought people together. The other thing is that it's brought more attention to the breakfast club. Our breakfast club was just about to die before the research started but now it's come to life and it's still running on...Other than that, I think we've obviously collected ideas from kids and people running it and certainly some ideas from management...(Principal 2, Lines 24–33).

Liaising teachers, local breakfast club coordinators, and volunteers

Comments from this group supported the idea that the evaluation process had improved communication lines in breakfast club schools:

...I think it [communication] just broke down the barriers. They might have believed there were barriers there and I think it was due to lack of communication. Once they got the communication right, there were no barriers...I think the whole school is super supportive (Liaising teacher 1, Lines 23–31).

The major achievement of getting bus companies to change their timetables so children were able to get to breakfast club before school started was mentioned as having had a positive effect on attendance rates at adjacent primary and high schools:

...we've actually had a flow on to [high school]..., They're getting to [high school] earlier. Yes, without any involvement by the school, the kids have actually been arriving at school earlier so yea, I think there's been spin-offs there as well (Liaising teacher 1, Lines 37–41).

One of the most important research moments with respect to the principle of improvement occurred during discussion with volunteers about the average nutrient uptake instrument they had trialled. A volunteer remarked:

...well now we've got the results of the first evaluation [nutrient uptake] I'd like to do it again...[to look at] changes kind of thing, and I'm sure we'll see improvement...so it's encouraging for us to be able to see this on paper. It makes our work worthwhile. It gives it a lot of meaning (Volunteer 2, Lines 23–28).

This reflects a desire to use the information derived from their research to enhance the nutritional quality of the breakfast foods being consumed by children attending their club. A further significant statement was made about improvements in relation to people, when given a degree of control with respect to involvement in the evaluation process:

...I think also the fact that you've asked us to organise it is a lot more effective rather than just saying you've got to do this assessment. We probably wouldn't have done it very well if that had been the case, or not done it at all (Volunteer 1, Lines 31–33).

Key responses

Positive responses from program personnel on the principle of Improvement included that there had been an improved: understanding of the program by people involved in the evaluation; understanding of program goals by executive staff from the ARC and Sanitarium; improved attention to child protection and OH&S issues; internal and external communication and promotion/public relations of the program. Improvements had also been made to the menu at one breakfast club as a result of the evaluation.

Negative responses about the Improvement principle were that: improved evaluation skills of program staff may come at the expense of more robust evaluation outcomes that might be expected from professional evaluators; evaluation did not become part of the program's strategic plan (a key document related to program improvement); and that improvement as a result of the evaluation was stymied by staff turnover.

6.1.2 Community ownership [Program stakeholders, with the assistance of evaluators, take responsibility for designing and conducting the evaluation and putting the findings to use.]

Executive personnel from Red Cross and Sanitarium

The principle of community ownership of the evaluation received mixed responses during interviews with executives. One believed that breakfast club personnel had largely taken ownership while the other was more cautious, saying that ownership of the evaluation was apparent 'where there's understanding and knowledge of it'. Reference was made to the failure of the Western Sydney site to take ownership of their part of the evaluation, with 'all kinds of dynamics' being mentioned as the reason for the failure.

State and a regional coordinator

Only one of the coordinators interviewed addressed the principle of community ownership of the evaluation, citing ‘possible’ success and some failure ‘depending on the area you’re looking at’. Mention was made of the Sydney B group not having taken ownership of the evaluation, and that without the assistance of the teacher coordinator of the breakfast club at the school at a critical stage of the evaluation, progress would have stalled. She agreed there was community ownership ‘for some reason’ at the Western NSW C site saying ‘...they do own the process because I know all the volunteers are involved’ (Coordinator 2, Lines 209–214).

The former regional coordinator failed to address the question of ownership of the evaluation process by program personnel, but spoke instead of attempts she had made with school staff to have them take greater ownership of their breakfast club programs.

School principals from Western NSW

School principals from WNSWA and C agreed that their evaluation teams had taken ownership of the evaluation and had drawn others into it. Mention was made of people other than breakfast club volunteers and participating children having become involved.

Liaising teachers, local breakfast club coordinators, and volunteers

The liaising teacher at the breakfast club school associated with the Sydney B workshop group said there was no community ownership of the evaluation, explaining this with ‘...*because it [the survey instrument] came through the teachers and me, so no they didn’t have ownership at all*’ (Liaising teacher 2, Line 727–729). This comment refers to the Sydney B workshop team being unable to maintain ownership of the evaluation plans and products they had suggested.

The liaising teacher associated with WNSWC commented on the strong community ownership of the ‘*breakfast club movement*’ generally but failed to address the matter of ownership of the evaluation process. The volunteer coordinator at the primary school also failed to comment on whether the community had ownership of the evaluation but claimed community ownership of the breakfast club at the school had improved as a result of the evaluation, agreeing that communication was now much better. The teachers’ aide and breakfast club coordinator at School 2 associated with WNSWA articulated that ‘...*the community hasn’t come all the way with it so maybe there needs to be something more done with that*’ (Teacher/Coordinator 1, Lines 32–33). This comment reflected the difficulty of obtaining adequate support from the regional office of Red Cross at critical times of the evaluation project.

A strong community ownership of the evaluation became evident during the interview with volunteers from the northern beaches breakfast club school...

...because we sort of developed, not being told what to do, there's a high level of ownership. That it was sort of our project I suppose. So there was definitely a sense of ownership of the whole evaluation (Volunteer 1, Lines 57–60).

Key responses

The significant ownership of the evaluation by program personnel at three pilot sites (Sydney A School 2; WNSWA School 1; WNSWC) was the key positive response from those interviewed endorsing the principle of Community Ownership.

Negative responses included that there had been no ownership of the evaluation at two pilot sites (Sydney B; Western Sydney) and limited ownership of the evaluation by personnel at the WNSW office of ARC.

6.1.3 Inclusion [Participants, staff from all levels of a program or organisation, funders, and members of the wider community are invited to participate in the evaluation.]

Executive personnel from Red Cross and Sanitarium

There was general support at the executive level to the question of the empowerment evaluation's level of inclusion. Supportive comments included:

You've done really well ...

You've spent a lot of time with us ...

You've had to take us on a journey ...

Your work has been appreciated (Executive 2, Lines 204–208)

However, concern was expressed about not including children who participate in breakfast clubs more actively in the evaluation. This omission was referred to as 'odd' given that participating children are the program's clients and 'the most key important stakeholder group...' (Executive 1, Lines 161–163).

State and a regional coordinator

Coordinators suggested some areas where the evaluation could have been more inclusive.

Speaking from the perspective of direct association with school personnel, volunteers, participating children and their parents and carers, it was suggested particularly that the children should have been included as primary participants in the evaluation. One coordinator offered this explanation:

So I feel like it could have improved on inclusion and I would have loved to have seen kids involved because again it's about—Is it fun? Is it a good place to be? Not about the logistics of statistical reporting. What they care about is if it's a nice place to be in the

morning. So I think we could have improved on that one by including kids and parents (Coordinator 2, Lines 228–232).

While engaging parents in the evaluation was mentioned as desirable, the difficulties associated with getting this cohort to engage in such activities was acknowledged. The coordinators also mentioned that including children in workshops would have demanded some modification to evaluation activities.

Local sponsors supplying food items such as bread and milk were mentioned as another group that could have contributed to the evaluation. As these sponsors were critical to the operation of clubs, it was suggested their input would have provided useful insight.

A further suggestion was made that it could have been useful to include the Premier's Department in the evaluation. This suggestion was accompanied by the following explanation:

...in the Western region some of the breakfast clubs were set up by the Premier's department for the specific reason of reducing the crime level (Coordinator 1, Lines 212–214).

School principals from Western NSW

The school principals endorsed that the evaluation was inclusive. Referring specifically to evaluation instruments that were trialled in the region one principal emphasized how:

...we've asked for responses from teachers, we've asked for responses from children and we've asked for responses from the community members who are involved...I know that we've given anybody that wanted to make comment about the breakfast program the opportunity to do that (Principal 2, Lines 61–66).

Liaising teachers, local breakfast club coordinators, and volunteers

Responses sometimes reflected respondents' degree of involvement in the evaluation at the time of the interviews. One such response from this cohort was the suggestion that teachers be included in the evaluation, particularly to find out from them the benefits they observed in children who attend breakfast. As this was the intent of an instrument trialled with teachers at a number of breakfast club schools, this clearly reflected limited understanding by the respondent responsible for the suggestion about all of the associated evaluation activities being undertaken. The contrasting viewpoint put forward by another member of this group revealed satisfaction with the level of involvement by teachers but that parental involvement could have been better:

Everybody who's been involved with breakfast up here has had the opportunity of putting their input into it, including the kids...we've had good responses from the teachers in terms of the survey that went out...I think the parental community hasn't been involved as

much as it could be but then they're often a difficult group to get to (Liaising teacher 1, Lines 103–116).

Responses notwithstanding, it is difficult to be sure whether the evaluation was inclusive. For example, only people involved in the evaluation were asked if it had been inclusive. Some potential issues that this raises include: Is it safe to assume the principle of inclusion has been followed until someone complains? Does the invitation to be involved satisfy the principle? What barriers are there to conducting an evaluation which includes all of the key stakeholders? A coordinator reported that when asking a volunteer from her club whether they would like to be involved in the evaluation the person replied, ‘...*Oh no! We're happy with what's happening*’ (Volunteer coordinator 1, Lines 54–55).

Key responses

On the positive side, the inclusiveness of the evaluation was endorsed with few exceptions. Negative aspects reported included a failure to include breakfast club children and their parents in the evaluation process as well as failing to include local community sponsors (bread, milk, fruit) in the evaluation process.

6.1.4 Democratic participation [Active participation by everyone in shared decision-making is valued; the processes used are based on deliberation, communicative action and authentic collaboration.]

Executive personnel from Red Cross and Sanitarium

Executive staff agreed that the evaluation had adhered to the principle of democratic participation. Responses included that during workshops, everyone who was involved in the process had ‘an equal say’ and that there was no sense that ‘management imperatives were overriding the imperatives for volunteers and teachers’ (Executive 1, Lines 207–209) to satisfy this agenda. The comment about democratic participation made by the executive from the major sponsoring organisation referred specifically to the work done during and following the October workshop, when it was clear concerns about others driving the agenda had begun to dissipate. The following comment does, however, imply they were being democratic at their level although not necessarily across all levels involved in the evaluation project:

That allowed everybody [the Executive] time to study it up, think it through, present and comment and share until we had a conclusion amongst ourselves (Executive 2, Lines 214–216).

State and regional coordinators

Coordinators expressed some difficulty with the principle of democratic participation. One believed democratic participation had been achieved with the coordinators and managers and

members of the Research Partnership Group during their respective workshops in May and October 2005, explaining:

Because we were able to choose the key activities and we were all part of that process of decision making, sort of choosing the key activities and putting our say there, I thought that section was good participation...the Research Partnership Group. From what I hear they had a lot of good participation in the project (Coordinator 2, Lines 249–257).

Reflecting, however, on the pilot site workshop she attended (Sydney B) in December 2005, the coordinator painted quite a different picture:

However then when you're looking at the [Sydney B] workshop and the physical location of the workshop, I feel like some of the volunteers had comments to make and ideas to make that weren't included or taken on board, and I feel... that there wasn't a lot of consensus on the decisions made about the tools. So I feel there wasn't a lot of democratic participation (Coordinator 2, Lines 258–264).

When it was pointed out that the Sydney B group had been enthusiastic participants in the workshop and had produced many good ideas for evaluating the key activity assigned to them (Positively changing or influencing the eating habits of children), the Coordinator provided the following insights. She endorsed the democratic voting process for choosing the shortlist of key program activities to evaluate, with the use of red dot stickers. This 'taking stock' exercise had been used in May, July and October workshops to arrive at the list of key program activities that were to become the focus of work at pilot sites in December. She pointed out this activity had not been part of the Sydney B workshop activities, recalling clearly that the group was not really sure what was expected of them and that this may have been because they had not been involved in the evaluation process from the start:

...I just have a few memories of workshops. One of them was sticking the stickers on the board of the key activities which was a really good thing but that didn't happen at the (school name) workshop. What I remember from the (school name) one, being put the question, 'What are the key questions that you would want to ask about this key activity?' And the people that were at the workshop like (name), they just weren't really sure. Because they weren't there from the beginning of choosing the key activities, they just weren't sure exactly what the goal of the thing was. So they just felt like that...some decisions had already been made... (Coordinator 2, Lines 283–292).

When the key program activity for review by the group was discussed again later in the interview, their lack of input into its selection and even its wording was considered problematic:

...That is obviously something that is picked by managers and people higher up the ladder but when you get down to volunteers, even the wording of that is not their own.

They didn't have ownership over that. Yes, it's not their own wording, so even it's just hard from the beginning for them (Coordinator 2, Lines 345–349).

Poor facilitation during the workshop and difficulties associated with carrying out an evaluation that would satisfy management, the research project and be seen to be relevant to volunteers and teachers at the point of delivery, was also suggested to be contributing to her concerns about the evaluation not always adhering to the principle of democratic participation. As she recalled:

...The facilitation on the day...I know some people said things and they weren't written on the board,... also it's that sort of juxtaposition having a staff sort of meeting, talking about things...where they want the research to go and then you've got the volunteers where they want the research to go in another direction and... the facilitators trying to keep in mind, having...a robust research tool to use but also trying then to fit in with that. Some volunteers' comments that may be left field of what the staff wanted and trying to fit those together to make something, to make something that's going to meet everyone's needs was a bit tricky. (Coordinator 2, Lines 293–308).

Conflicting policies between the office of the former regional coordinator and the Sydney office of the ARC was raised as a significant issue to do with democratic participation in the evaluation process. Citing difficulty getting senior staff to support the evaluation project and her desire to be involved, she claimed it was only the Sydney office having 'the good sense to push it' that the evaluation had been able to get underway in her jurisdiction. Working largely in isolation, she supported the evaluation, believing it to be a necessary part of a program with potential to impact positively upon the lives of participating children. She stated:

...as far as I'm concerned it's something that's going to make a big difference in the future. I'd like to see this go to Parliament actually so that it could be just an every day thing in the school (Coordinator 1, Lines 276–279).

School principals from Western NSW

School principals agreed that as far as they were concerned democratic participation had been upheld. One cited that democratic participation was embedded within the culture of the school and that this had helped when staff were approached to be part of the study by completing pilot surveys associated with the key activity chosen for investigation at the site within his jurisdiction. He thought:

...the democratic process is there because it's a culture that exists within this school and again I don't know that, it probably formalised it and allowed people that input because we did a survey, whereas it might be informal comment here or there. But if you put something in front of people and say 'No look we value your opinion and we want it', I think you're more likely to get it and that evaluation we did with staff earlier on was

probably one way to...we've enhanced that and formalised that if anything (Principal 1, Lines 73–79).

This response, when compared with the next made by the liaising teacher at the school, shows the important role school leadership has in the delivery of breakfast club programs and how different evaluation outcomes might have been at this site had the former deputy not transferred elsewhere:

I think early on in the piece [it was]the deputy that was there. It could have been a power thing. There could have been exclusion of other people early on, and that could have been again a reason why it wasn't working effectively as it might have. With her removal from the school ... the whole thing has very quickly blossomed. (Liaising teacher 1, Lines 123–128).

A further comment from the liaising teacher above, endorsed the notion that democratic participation prevailed at this breakfast club school, with staff feeling free to voice their opinions about the program and its evaluation. She continued:

I don't think at the moment that there's anybody in the school who feels that they don't have a democratic right to say what they think about it, or feel disempowered in terms of being there and may have angst feelings about it or anything like that...(Liaising teacher 1, Lines 128–132)

Liaising teachers, local breakfast club coordinators, and volunteers

This group generally agreed that the principle of democratic participation was upheld in the evaluation. However, on two occasions, respondents failed to answer the question.

Key responses

Democratic participation was acknowledged by respondents with the 'Taking stock' procedures of empowerment evaluation mentioned as particularly democratic. However, the non-involvement of pilot site personnel in initial evaluation workshops that decided evaluands, was thought to have compromised the democratic nature of the evaluation process.

6.1.5 Social justice [A high value is placed on addressing the larger social good of practices and programs and achieving a more equitable society. The method is seen as a means to help people address inequities through capacity building.]

The principle of social justice, as it underpinned the very nature of the breakfast clubs, presented participants with more challenges than the other principles. The breakfast club program specifically targeted inequities in the communities where they operate, as it was only

available to 'special needs' schools. Thus discussion of the principle often was introduced with comments pertaining to the program's aim of social justice.

The provision of breakfast at school is often justified with reasons that have strong social justice overtones. The promotional sentence used on the Red Cross website for the Good Start Breakfast Club program is 'A community program run by Red Cross with support from Coles Supermarkets where volunteers serve breakfast every day for school kids in areas of greatest need around Australia'. Implied in 'areas of greatest need' is that children may not have access to food at home for breakfast before school so to offer a breakfast-at-school service for these children will give them a better chance of engaging in the business of learning. In other words the service can help to address inequities between children who can get breakfast at home and those who can't.

Executive personnel from Red Cross and Sanitarium

Executives were divided on this principle with respect to the evaluation. However, there was agreement that the evaluation had potential to help the program meet its social justice objectives.

...I think that seems to me to be a fundamental outcome that can be achieved through the application of the model, so yes (Executive 1, Lines 221–225).

However, the lack of involvement in the evaluation by participating children and their parents was seen as a failure of the application of the principle. Consequently she explained:

Unfortunately we come back to the children and parents so there's a sense that maybe we haven't done that and that's a typical social justice folly leaving out the group being targeted. (Executive 1, Lines 218–220).

A State and a regional coordinator

The perceived failure to involve participating children and their parents was also raised by coordinators as a problem with respect to social justice. Another concern was that from the start of the evaluation, too much attention had been focused on feeding hungry children and that the social justice issue of providing a socialising environment for children otherwise deprived was just as important. Therefore a Coordinator felt that:

...the main impact of breakfast clubs is the socialisation of children ...I think the biggest part of breakfast club is ... that you're going to give those children the resilience to become better adults ..It's just somewhere safe for them to go. I think we've kind of pushed the nutritional factor. They've got to have their belly full to do their academic stuff but really it's a lot more than that, it's a hell of a lot more...(Coordinator 2, Lines 296–321).

School principals from Western NSW

Principals perceived the program and its evaluation as being in alignment with other social justice issues within their schools. As one commented:

...we are very conscious of that as part of the culture within the school anyway but if you're asking, 'Did everyone get the opportunity?' I think so. Did we talk through some children who had literacy issues? 'Yes we did and we filled things in for them and helped them out so I think we did (Principal 1, Lines 93–96).

The open-to-all policy prevailing in breakfast clubs was also mentioned as a social justice issue:

Yes, I think the whole concept is geared toward social justice and giving everyone a fair go. But I mean these are the kids who maybe don't have breakfast but no one says, 'Oh, we know you've had breakfast—you can't come in'. Some of our kids who have breakfast and have plenty of resources at home, have breakfast early then travel in by bus and we say they're welcome too (Principal 2, Lines 60–65).

Liaising teachers, local breakfast club coordinators, and volunteers

The fact that everyone is welcome at clubs was also mentioned as a social justice issue by this cohort:

I guess I'd sum it up by saying, because the breakfast club has no stigma attached to it, anybody can go to it and because anybody can go to it the kids who are in most in need are the ones who end up going to it, as well as others...(Liaising teacher 1, Lines 174–176).

Increased participation by aboriginal children in the breakfast club over time was also mentioned as an important social justice outcome:

We're getting a better involvement from the aboriginal population too...in terms of them attending...We're finding now that they are starting to come so we're meeting that need and it's seen positively within the local aboriginal community. So that's been a fairly significant change. I think that could be the basis of a further study (Liaising teacher 1, Lines 375–393).

With breakfast clubs being launched in aboriginal communities around Australia, learning about the take up of the service by aboriginal children and the possible effects participation was having on educational outcomes was seen to be an important learning:

So there would seem to be an acceptance within the aboriginal groups now that it's OK and if the kids want to go there well...and I guess that's another social stigma which has been removed...(Liaising teacher 1, Lines 408–419).

However, in spite of being interested in what such research might discover, ultimately attendance by aboriginal children was considered to be the most important outcome. For example, one teacher was:

...just pleased that it's happened. In respect to why they're coming? I don't care. It's that they are coming (Liaising teacher 1, Lines 426–430).

The classroom as a place where teachers were able to identify children who would benefit by participating in the breakfast club and then taking steps to have them attend was also mentioned when discussing social justice. Special needs children, their teachers and teachers' aides were particularly identified by liaising teachers and volunteers as being able to benefit from the socialising aspect of club attendance. They described how:

...teachers in their classrooms can recognise the kids who probably are in greatest need...in a couple of cases where kids have actually been taken there. Particularly some of those kids with special needs have been taken there for a while with their teacher or with the teacher's aide... so it's very inclusive from that perspective...not hidden away. And it's good that the teachers and the teachers' aides can feel comfortable about going along there as well (Liaising teacher 1, Lines 152–181).

...teachers' aides...bring them (special needs children) to breakfast club. They actually bring them, stay with them. They watch them eat and then they take them back to their area... But at the same time it's not done with a stigma attached to it. Like they're just sitting amongst the other kids...(Coordinating volunteer 1, Lines 135–150).

The story was told of a teacher who, when recognising the needs of a student from a particularly difficult home situation, worked with breakfast club personnel to provide meals for the boy in a socially sensitive context:

We did have a boy last year who was in Year 6 and who's gone on to high school... [his] home situation was appalling and his teacher approached me and I would pack him up a combined breakfast lunch and I said, 'Well he can come over' but she said 'He won't come'. So I would take it, or if I wasn't on I'd get one of the others to take it and just sit it on his desk, go into the room and sit it on his desk and walk away...(Coordinating volunteer 1, Lines 155–166).

Key findings

Positive comments for the principle of Social justice included that the evaluation was seen to be contributing to what is already a program about social justice and that attendance by aboriginal and special needs children was a good social justice outcome. A negative comment was that the failure to include children and parents in the evaluation was considered a social justice 'folly'.

6.1.6 *Community knowledge [Community-based knowledge, information and experience is valued and respected and used to make decisions, understand the local context, and interpret evaluation results.]*

Executive personnel from Red Cross and Sanitarium

The balance between using community knowledge and ‘expert’ knowledge in the evaluation was raised again during discussion of this principle. There was agreement that the level of community knowledge used in the evaluation process had been good, with one executive demonstrating her understanding about how the knowledge of personnel at the breakfast club level had been used to further evaluation activities:

The process...if this is what you want to measure, what resources do you have available? And sort of taking people who, many of them I would imagine may not have come from a background that would have given them any thought of evaluating some of this stuff. But, you know... Yes, it amazing you know (Executive 2, Lines 230–239).

In addition a personal experience was shared, which demonstrated the positive effect believed possible by engaging community members in the evaluation:

It's a good process to go through and I think people even at the...I'm going to use the word 'simplest' but that's not the right word. I'm just thinking of my Mum going into the club and if she knows that when she's doing something that's contributing to the greater good, because she can measure it, the whole team can see, 'Oh, this is what we're doing' and she doesn't come with any high level of educational background. She can see what's happening out of it, what's she's doing. People get it. [It's connected to her understanding in a way that...] She can relate to. Yes (Executive 2, Lines 245–253).

The danger of engaging community knowledge and then having to tell people that their input and suggestions were not going to ‘do it’ was also discussed:

People are coming to you and saying this is the tool we are thinking of using. I mean you're in a position to...It's been like pulling teeth to get them this far. If I go back to them and say that's not going to quite do it blah, blah, blah, you risk disengaging them from the project....It's a fine balance ...(Executive 1, Lines 232–240).

Discussion of the principle of community knowledge also gave rise to a comment about the expertise which the lead evaluator or evaluation team should bring to an evaluation project:

In order to pull this process off really you need a person with quite diverse skills. You need someone who is a tremendous communicator, a tremendous people person, a motivator and trainer and educator, but you also need someone who's technically very brilliant, technically understands the process and the research and the background, the

context and the sociological theory and that sort of stuff as well...(Executive 1, Lines 246–272).

When it was suggested that a number of highly engaged and committed people had been observed working at the local breakfast club level and perhaps single-handed driving the activities, concern was expressed that they may dominate and detract from engaging the community more broadly:

...we try to work against that kind of thing, where a particular personality or person with passion and an ability to be charismatic can convince and lead other people towards something. You need to be a bit wary of that. It needs to be based on good principles (Executive 1, Lines 286–289).

A State and a regional coordinator

One coordinator felt unable to comment on whether the principle of employing and valuing community knowledge had been adhered to and the other was generally happy that this had occurred. The demographics of local school communities raised at a recent evaluation meeting was pointed out as an example of community knowledge bringing an issue to the table with some relevance to the evaluation project. It was wondered whether having breakfast club volunteers who travelled to the school from outside the local area would have an effect on their ability to identify ‘children in greatest need’ for example, and whether the evaluation might work best in areas where breakfast club personnel and the children they serve come from the same community. So concerns expressed included that:

...they wouldn’t know whether the kids are from the area of greatest need because, they’re...not actually within that community, they’re from another suburb altogether. But if you go to somewhere [where] the volunteers are from the same community and they’re from the same sort of demographic examples, if you like, of the children themselves...maybe that would be interesting....(Coordinator 1, Lines 388–395).

School principals from Western NSW

Principals agreed that local community knowledge had played a significant role in the evaluation and further that the evaluation had helped to improve community knowledge about the breakfast club program and their level of involvement in its operation.

Liaising teachers, local breakfast club coordinators, and volunteers

Some responses by personnel within this cohort dealt with aspects of community knowledge of the program rather than community knowledge being used and valued in the evaluation process. While somewhat off the question, responses nevertheless provide useful insights into community attitudes about the service and, by extension, an evaluation of it. One example is

this revelation that some staff within Red Cross at the local level took some convincing that the feeding of children was anything other than the responsibility of parents. As the following reveals; continuing to pass on information to them turned around their negative attitudes:

I think it's better as far as Red Cross locally is concerned. There's far less feeling within the Red Cross movement, (mainly from the elderly ladies of Red Cross) who believe it is the parents' responsibility to do that, and will voice it quite openly; 'What are Red Cross doing this for. This isn't a Red Cross job, this is a job for the parent.' And by just continuing to pass on information to them that this is happening, that a certain number of kids have been fed, that we're not discriminating against which kids get fed and don't get fed, that it's producing positive results in terms of the kids education, a lot of that negativity is disappearing...(Liaising teacher 1, Lines 223–232).

Key responses

The principle of Community knowledge was endorsed with breakfast club community knowledge said to have played a significant part in the evaluation. Two negative ideas raised in the discussion of community knowledge were that too much of it has the potential to hinder evaluation outcomes and that the knowledge and skills of the evaluation team had been a concern.

6.1.7 *Evidence-based strategies [Value is placed on providing empirical justifications for action and drawing on other evidence-based strategies that have worked. This can save time and resources. However, it is recognised that strategies need to be adapted to the local environment, culture and conditions.]*

With nine evaluation instruments having recently been trialled and preliminary results circulated, evidence-based strategies were self-evident. Personnel interviewed had been directly and indirectly involved in the preparation of the evaluation instruments and in field trials. Thus discussion of this principle by participants was brief.

Executive personnel from Red Cross and Sanitarium

One executive expressed excitement about some of the preliminary data collected during trials having been used to promote the program reporting that:

The promotion in the Northern Territory with Brett Lee was able to use some initial data showing the direction the research was going, I think it's there, so it was very exciting (Executive 2, Lines 267–269).

The other executive became sidetracked on unrelated discussion during the interview, nevertheless his views about the evaluation instruments that had been prepared and trialled had been made known elsewhere. It had become evident that a cautious stance was being adopted

by him about the value and practicality of the evaluation instruments. In some respects he appeared to be dismissive of the evaluation work achieved by volunteers and teachers at the breakfast club level, suggesting the outcomes of their work was less robust than that normally expected by Red Cross.

A State and a regional coordinator

During discussion of the use of evidence-based strategies, the regional coordinator mentioned that it had been her practice to keep attendance and stock records for breakfast clubs falling under her jurisdiction. She wished to make the point that these records provided evidence of the take-up of the service in her region and that the take-up was not confined to considerations of the food that was served.

School principals from Western NSW

Principals provided some strong supportive statements about evidence-based strategies. One referred to preliminary data collected in his region as having confirmed their understanding that the breakfast club program was held in high esteem within the community. He felt that:

...sometimes you need that validated because you think it and you don't actually know it, well now we think it and we know it (Principal 1, Lines 132–133).

The principal then went on to suggest the possibility that the school's sporting achievements may be able to be cited as evidence of the contribution being made by the breakfast club at the school. He then put forward the idea that improvement in the basic skills test scores could also be attributed to the introduction of the breakfast club program in the school:

I'm wondering whether you could draw a very thin line to the fact that last term (school name) won the State PSSA basketball, State PSSA hockey, were runner up in the State netball and was runner up in tennis...because they're getting breakfast. ...and some of that (improvements in Basic Skills Test scores) we can link to the breakfast program quite sincerely (Principal 1, 144–152).

Preliminary data collected using the observation instrument designed to collect evidence about the type and quality of social interaction in breakfast clubs was mentioned. Findings which indicated interactions between participating children and the adults at the breakfast club were said to support one of the main aims of the program – for children to meet and interact with people of significance outside their home life.

Liaising teachers, local breakfast club coordinators, and volunteers

There was general agreement from this group that evidence-based strategies had been used in the evaluation. Reference was made to preliminary survey data collected which had provided

evidence that in spite of the breakfast café service at the school, breakfast skipping was still high:

I think one of the interesting things that came from the high school (survey) is the number of boys who weren't eating breakfast, ...usually boys are big eaters, yes..., that was beyond my perception. I knew that we were getting boys there to eat, but I was surprised by the number of boys that didn't... Yes, there's evidence there that we may need to tweak the model just a little bit...(Liaising teacher 1, Lines 273–285)

Key responses

The principle of *Evidence-based strategies* received positive endorsement because those involved in the evaluation had planned and implemented evidence-based strategies and evidence gathered in trials was to be used to adjust aspects of the program. Question was called, however, on the quality of the evidence-based strategies proposed, tools trialled and evidence gathered.

6.1.8 *Capacity building [Program staff and participants learn how to conduct their own evaluations. All people and organisations are seen as capable of conducting evaluations when provided with the appropriate tools and conditions. This often translates into program capacity building.]*

Executive personnel from Red Cross and Sanitarium

Executive staff agreed that evaluation capacity building had resulted from evaluation activities:

I would say in some senses it's certainly done that and I would think maybe (WNSWC) for instance if they were to go off and do something like this themselves then they would be in a better position to do this now than they were 18 months ago...I think all of them in some way have had their capacity built whether they acknowledge it or not. I would think all of them would have learnt from it (Executive 1, Lines 311–317).

A State and a regional coordinator

Coordinators were qualified with their responses about the development of evaluation capacity and the failure to build any capacity in the Western Sydney group was mentioned. Passive resistance by more senior staff to evaluation activities proposed was also mentioned as a frustrating deterrent to building evaluation capacity.

However, strong personal endorsement for the principle was also voiced:

...through that May forum was a really good way for coordinators to see, you know, that's the best way to learn sometimes through doing it themselves (Coordinator 1, Lines 440–450).

School principals from Western NSW

A positive response to the question of capacity building was provided by one principal who thought:

...anything that is evaluated effectively allows you to build the capacity and by seeking input from teachers and parents, students and everybody, that allows you to build capacity (Principal 1, Lines 156–162).

He went on to provide examples of survey and administrative techniques that had been used in the evaluation and on the evaluation team's initiative. These showed how the skills already present at the evaluation site were used to enhance evaluation capacity being developed elsewhere through involvement in the project. For instance:

It's easier too with the smiley faces and those types of things, it's very easy...because children can respond to it and if they've got to write long sentences they're not going to do it because they're not going to give accurate data. But if your statements are right you'll get the information that you want without manipulating it.

And the other thing I did was that I administered the surveys myself personally and that way there was a consistency of what was said to each class and I felt that validated the data and gave it more integrity by being right across...because I did it...if you give it to 3 or 4 teachers and they administer it in a different way you can often get a different...perception of the question (Principal 1, Lines 174–183).

Liaising teachers, local breakfast club coordinators, and volunteers

There were mixed responses to the question of capacity building from this group. For example, the transient nature of volunteer engagement in evaluation activities was cited as restricting capacity building at one site (Volunteer 4, Lines 814, 820).

At another site, evaluation activities were mentioned as giving program staff opportunity to discuss issues about their program, thus building their capacity to deal with them. How this may relate to evaluation capacity is unclear. As one teacher reflected:

I think that's the whole point with the evaluation - that it brought a lot of the issues out into the open that weren't there before. That gave people the opportunity to be able to say things...I think it was a good instrument in that it enabled that empowerment to occur where people felt comfortable in just being able to talk to one another about what the issues were without being confronting...(Liaising teacher 1, Lines 311–321).

The volunteers responsible for the average nutrient uptake instrument, and who arguably achieved the greatest gains in building evaluation capacity, made the following statements:

Well you've given us parameters to work with

For us it put some structure to it all

Certainly improved from nothing

Yes I suppose it has lifted our opportunities with evaluation because now we have a benchmark. (Volunteers 1,2&3, Lines 128,130,138,146–147).

Key responses

There was general agreement that the principle of capacity building had been adhered to with evaluation capacity thought to have improved for program personnel involved in the project, with significant gains in evaluation capacity having been reported by personnel at the breakfast club level. Negative aspects included staff turnover mitigating against evaluation capacity building and that no evaluation capacity had been achieved at some sites.

6.1.9 Organisational learning [Empowerment evaluation helps to create a community of learners. Continually reflecting on and evaluating programs and organisations is seen as making community groups or organisations more responsive to changes and challenges. Evaluation results are also used to guide improvement.]

Executive personnel from Red Cross and Sanitarium

Executive personnel provided a cautious response to the principle of organisational learning. Rather than discussing the principle, whether or not it had taken place in the course of the evaluation, became the focus.

Any perceived lack of organisational learning was defended from a number of positions. While acknowledging learning at the personal level, the location of the evaluation study was mentioned as limiting learning at the organisational level. As one person explained:

I think the project has probably been too confined to this state to be considered organisational...I mean I certainly learnt from it, but I don't know that I can say the organisation has learnt from it... it's more probably a reflection of the way we communicate learnings in an organisation like this, and how we capture them (Executive 1, Lines 329–321; 338–341).

The concept of learning was at times treated in a somewhat flippant manner:

Everybody would have (learnt) in that process I would hope - even the ones that slept through the meeting (Executive 1, Lines 344–345).

And while it was evident that this executive member had learnt through the process, it was unclear whether he had actually taken on board the intent of the empowerment evaluation

principles. For example, he suggested more time and evaluation activities may lead to organisational learning taking place:

I would think probably organisational learning about this kind of process may happen next year when we roll it out, but we won't be going through the whole process next year - we'll be rolling tools out really...(Executive 1, .333–335).

His comment on how he was planning to manage the roll out shows his desire for the evaluation to progress but not necessarily the empowerment evaluation framework:

I think I will at least take them through [outline to them] the whole process and explain what it was and how we've gotten to where we are now and what's been going on...(Executive 1, Lines 333–335; 360–364).

A State and a regional coordinator

Coordinators acknowledged that both personal and organisational learning had taken place as a result of evaluation activities.

School principals from Western NSW

While principals failed to add anything new to the question of organisational learning, both made reference to various aspects of the program and program delivery where the evaluation had shed some light on other points made during interviews with them. These are covered elsewhere in this chapter.

Liaising teachers, local breakfast club coordinators, and volunteers

Responses to the question of organisational learning by this group ranged around topics to do with what had been learned during the life of the breakfast club at their school, as well as learning that had taken place during the course of the evaluation. Some interesting reasons were thought to be responsible for the difficulties experienced in getting the Sydney B evaluation team to engage and to follow through with their evaluation commitments. Losing good volunteers who had been involved in the evaluation and the broader difficulty of attracting others into a sometimes challenging role was mentioned as a limitation in building organisational capacity:

They were the driving force and they have gone and that's a shame. There has been a reduction in volunteers and I think that is an issue Red Cross is facing all over isn't it?... (Liaising teacher 2, Lines 907–913).

The supporting relationship that developed between the adjacent primary school and high school at the WNSWC site as a result of them both operating a breakfast club/café was cited as

a key organisational learning. This relationship facilitated evaluation activities at both sites. As a result:

The other thing I think that really happened in terms of organisational learning was that there was a good relationship which then developed between both schools, and the fact that there are now kids coming from (WNSWC/School 1) who are expecting that there's going to be a breakfast club at the high school, and would be disappointed if it wasn't there. And the fact that it's [based] on the same model means that they could move comfortably into the new situation. The fact that we've been able to communicate with one another has meant that there's an...interchange, yes (Liaising teacher 1, Lines 330–349).

Much improved engagement in the breakfast club by the school principal as a result of evaluation activities was mentioned as a 'real breakthrough' (Volunteer coordinator 1, Line 259). A volunteer who attended both July and December workshops said those that participated in the evaluation 'would have learnt a bit' (Lines 336–337) while another member of this group described her early reticence about what was being proposed for the evaluation and how this changed as time went on:

Well...when we were doing It, I didn't actually understand how it was going to be done, but yes it was worth it. No I was impressed. It was really good (Teacher/Coordinator 1, Lines 138–143).

Key responses

For the principle of *Community learning* many agreed they had learnt a great deal as a result of being involved in the evaluation and that some learnings were expected to translate into immediate program improvement. A negative idea put forward, however, was that organisational learning as a result of the evaluation was seen as something that may occur in the future rather than for it to be apparent immediately.

6.1.10 Accountability [Individuals and organisations are held accountable for the commitments they make. Funders are held accountable in relation to their expectations. Those involved make a commitment to results-based interventions and continuous improvement.]

Executive personnel from Red Cross and Sanitarium

The question of accountability was addressed by executives from two perspectives. One focused attention on the accountability of those responsible for the evaluation, the other from the perspective of the program managers and sponsors. In the first instance, the executive

claimed ‘we’ would be held accountable by the coordinators when the evaluation was rolled out program-wide ‘for comment and feedback and input’. As they put it:

We’ll be accountable to them as to whether or not these tools are going to be useful for them, and they’ll be brutal about it...(Executive 1, Lines 349–356).

It was further suggested that those responsible for the evaluation hadn’t been accountable to ‘*the program’s stakeholders, our end-user stakeholders in this process, the children and families...*’ (Executive 1, Lines 364–366).

The one area where it was suggested ‘we’ had been accountable was to the Research Partnership Group. However accountability appeared not to be entirely convincing:

We’ve been accountable to the RPG, but at best that’s been sporadic involvement and somewhat cursory really - probably not the support and accountability that you would have liked, I would think (Executive 1, Lines 367–369).

From the perspective of the program managers and sponsors, the other executive suggested accountability needed to be ‘in front of us all the time’ (Executive 2, Line 333, 334). She posed some accountability questions but suggested that with respect to the breakfast club program it was more about accountability to people than to statistical and financial matters:

...Are we giving the best or not? We can make some adjustments to that. That seems to me to be a form of accountability. When we think of accountability we often think about...Do the numbers stack up against...? Are the measurements...? In this kind of thing we’re not talking about financial stats, but we’re talking about outcomes, in people (Executive 2, Line 333, 334).

A State and a regional coordinator

Similar to executives, coordinators took different approaches to the question of accountability. The more senior member focused on improvements in the accountability of those who coordinate the program as a result of the evaluation, while the other focused on the accountability of the evaluation itself. When asked whether accountability had improved with respect to program coordinators one responded:

Yes. I think from a staff perspective it has. ... it has made staff more accountable for the program in that it gets you to step back and think about it, and think ‘Hey! What is the aim of this program?’ and ‘Are we meeting those goals?’ and things like that. (Coordinator 1, Lines 477–489).

The other coordinator focused on the lack of attention given by those formulating evaluation activities to the social benefits of breakfast club participation, thus indicating that the concept of accountability needed to be considered quite broadly:

I think the evaluation is still not strong enough in the social aspect of it. I think it needs to be stronger in that part, that area. (Coordinator 2, Lines 523–530).

One aspect of this social accountability related to breakfast club sites staffed by caring volunteers with time to interact with participating children on a different level from teachers. Such locations were considered to provide an environment where matters of welfare could be reported, and hence the programs were more accountable at a social level:

...there are other breakfast clubs where significant reporting (of abuse) came through because of the rapport the volunteer had built up with child... the volunteers can spend their time thinking 'I'm going to help this child' or 'I'm here if you need to come to me'. It's a different environment from the rest of the school (Coordinator 2, Lines 359–372).

This coordinator raised as a significant accountability issue the failure of her regional ARC office to access the statistical data set which she had filed with head office regularly:

I'll just say something about those stats. Every one of those stats has been mailed through to the Sydney office. So ring the Sydney office. Because the Sydney office collect them every month. They have to be e-mailed through every month. (Coordinator 2, Lines 584–589).

School principals from Western NSW

As indicated below, both principals focused on their school being accountable to the program managers and sponsors, and particularly the volunteers who helped provide breakfast to children at their site:

Well we've got to be accountable for everything we do and we've got a program operating here where we're getting resources put into the school to support children. We've got a lot of people who are volunteering, giving up their time, so we've got to be accountable to them (Principal 1, Lines 196–199).

Yes. I guess I'm responsible to them (volunteers) to make sure that the kids act in a manner that makes it workable. And they know that if we've got any dramas (and they very rarely do), they should come to me and that they are welcome to do that. (Principal 2, Lines 147–154).

Some specific examples of accountability were provided, such as being accountable for providing a 'top-up' breakfast for children who may be hungry again when they arrive at school after a long bus ride:

The other thing is in our school we've got 23 buses picking up kids ... We've probably got a couple of hundred kids travelling on buses. So you've got an average of 5–10 kids travelling on any one bus. And they get on buses, some very early, but mostly about 8ish.

So if they've got on the bus at 8 o'clock they've got to have breakfast somewhere between 7 and 7:30 to get time to get on the bus and by the time they get to school its 9:30. Sometimes they're pretty hungry by then (Principal 2, Lines 162–169).

In a significant statement made about the contribution the evaluation had made to accountability, a principal stated:

I think that doing an evaluation is an accountability framework...it was a very positive one. But there were a few areas that we need to work on and we still need to develop and I think the key one is probably communication to our wider community about the program. So it's always there. So yes, it increases accountability. It's easy to say something is good but if you've actually got to go out there and get the information from a different group of people it's a different story (Principal 1, Lines 199–206).

Liaising teachers, local breakfast club coordinators, and volunteers

Two from this cohort claimed they saw no noticeable effect on any aspect of accountability that could be attributed to the evaluation. Others mentioned effects on various aspects of accountability; some from the perspective of the program and some with respect to the evaluation. Greater ownership of the program as a result of the evaluation was thought to have also contributed to improved accountability:

The accountability comes in line with the ownership...The fact that there's much greater ownership the people are prepared to say, 'I'll put up my hand and say, 'yes', if something's going wrong I'll do something about it'. So they feel they have a role to play. That they are accountable (Liaising teacher 1, Lines 449–454).

Ideas were also presented that the breakfast program had increased the profile of Red Cross in the area and that students were accountable to Red Cross as the service provider. One teacher certainly believed that:

...it's made Red Cross in these areas much more visible than it was. And certainly in terms of accountability of kids, talking from the high school, there are groups of them that are prepared to say, 'Yes Red Cross does a good thing. Yes we're prepared to give some of that back to the community. We recognise the fact that the people who are coming and doing this are volunteers. They don't have to'...if something crops up like 'Red Cross Calling' we'll put up our hands and help with that because we know that you volunteers are doing something and that we can give back (Liaising teacher 1, Lines 457–469).

In the context of accountability, grave concerns were raised about the stance taken by Sanitarium as major sponsor, solely to supply food products for breakfast programs to primary schools. One teacher expressed his concern strongly:

The only area of accountability that I'm concerned with is from the major sponsors. It seems to be that Sanitarium are saying 'No. No we don't believe it's a scheme that operates in high schools. It should only operate in primary schools. We'll sponsor it in primary schools but we won't sponsor it in high school (Liaising teacher 1, Lines 494–498).

In spite of the primary-school-only policy by Sanitarium, it appeared regional office management were able to work around it to see the high school received supplies.

The contribution made to both primary and high school breakfast programs by local bread and milk suppliers was also mentioned by two interviewees in the context of accountability. Clearly the program was considered highly by these companies and they were comfortable in continuing to provide supplies. Those involved provided evidence of companies' continuing support and interest:

Bread, milk and juice are our biggest items that we have to put through for both (primary school) and for (high school)...We have as much as we want. If we need to go over 3 times a week and pick it up, we go over 3 times a week. They don't care...the local sponsorship we've got...has been phenomenal and...it's going to continue. (Liaising teacher 1, Lines 529–547).

And then the (name) Credit Union that I got a grant from, they still contact me to see if everything's going all right. It's good. They just didn't hand me the cheque and walk away (Volunteer coordinator 1, Lines 375–385).

Furthermore, improvements by Red Cross in matters of supply and stock control at one site were mentioned as being directly attributable to the evaluation (Teacher coordinator 1, Lines 166–169).

The volunteer group responsible for the average nutrient uptake instrument spent some time talking about their perceptions of the accountability school personnel had shown or not shown toward them as volunteers. The visibility of the breakfast club was mentioned as having improved during the course of the evaluation but it appeared the principal of the school, while supportive, had not shown the sort of interest in the evaluation that might be expected as signatory to the MOU between his school and the ARC.

Another volunteer drew attention to the fact that it may be too early to judge accountability with respect to the evaluation. She said it was one thing for volunteers to be accountable for their involvement in evaluation activities but that true accountability would be demonstrated when results were presented to Sanitarium and Red Cross. She felt:

A bit later on when the results are presented to Sanitarium and Red Cross...I guess that's where it really matters because I mean it's one thing for us to be accountable. Like we choose to do this because we think we are serving a good cause but you never know. The true accountability probably will show or not if the results, say like, the breakfast,...is in your best interest. So what are we going to do about it? I guess that's where the true accountability comes in (Volunteer 3, Lines 201–210).

Key responses

The principle of *Accountability* was endorsed with: program personnel recognizing that the evaluation was an important accountability tool; breakfast club coordinators reporting improved accountability towards breakfast clubs within their jurisdiction as a result of the evaluation; and people at breakfast club sites reporting the important contribution their breakfast clubs were making to social accountability in their communities. Some deficiencies were pointed out such as the lack of accountability of school administrators in their support of breakfast club volunteers and the lack of accountability to end users of the program by not including them in the evaluation.

6.1.11 Summary

Key responses for the principle of *Improvement* were that there had been improved: understanding of the program by people involved in the evaluation; understanding of program goals by executive staff; attention to child protection and OH&S issues; internal and external communication and program PR; and improvements to the menu at one breakfast club as a result of the evaluation. Where the principle was thought not to have worked so well was when: improvement, as a result of the evaluation, was stymied by staff turnover; the strategic plan for the program, the document which could be argued as fundamental to improving program delivery, did not include the evaluation project; and when there was a fear that improved evaluation skills of program staff as a result of the evaluation may come at the expense of more robust evaluation outcomes that might be expected from professional evaluators.

Key responses for the principle of *Community ownership* demonstrated that significant ownership of the evaluation by program personnel had occurred at three pilot sites (Sydney A School 2; WNSWA Schools 1 and 2; WNSWC). However, failure of the principle was also reported with no ownership of the evaluation reported at two sites (Sydney B; Western Sydney); and limited ownership of the evaluation reported by key people in the WNSW office of the

ARC, largely as a result of the resignation of the GSBC Coordinator and the Regional ARC Manager taking long service leave at a critical time in the project.

The principle of *Inclusion* was endorsed with few exceptions. Where adherence to the principle was questioned, was when there was a failure to include breakfast club children and their parents in the evaluation process; and a failure to include local community sponsors (bread, milk, fruit).

The principle of *Democratic participation* was said to have been adhered to by respondents with the ‘Taking stock’ step of empowerment evaluation mentioned as being particularly democratic. The principle was compromised, however, by the fact that some pilot site personnel had not been involved in the initial evaluation workshops that decided evaluands for the project, and may have felt left out as a result.

Key responses for the principle of *Social justice* were that the evaluation was thought to contribute to what is already a program about social justice; and that attendance by aboriginal and special needs children was a particularly pleasing social justice outcome. The one area where the principle was seen to have fallen short was the failure to include children and parents in the evaluation process—a shortcoming described as a social justice ‘folly’.

The principle of *Community knowledge* was endorsed with general agreement that knowledge held by those within the breakfast club community had played a significant part in the evaluation. This was, however, not always seen in a positive light with the suggestion that the use of too much community knowledge has the potential to hinder evaluation outcomes sought by managers of the program and/or the sponsors. In the context of this discussion, concern was also raised about the knowledge and skills of the evaluation team who as ‘critical friends’ had become part of the GSBC community.

Key responses for the principle of *Evidence-based strategies* included agreement that the evaluation had planned and implemented evidence-based strategies; and that evidence gathered in trials was to be used to adjust aspects of the program. However, questions were raised about the quality of the evidence-based strategies proposed, tools trialled and evidence gathered. Adding to the concerns, that too much community knowledge had skewed the direction of the evaluation towards evaluands failing to resonate with program managers and funders, some of the tools developed and trialled, attracted little interest from this group as well.

For the principle of *Capacity building* there was general agreement that evaluation capacity had improved for program personnel involved in the project; and that significant gains in evaluation capacity had been achieved by personnel at the breakfast club level. The principle was

compromised in two areas: 1) staff turnover mitigating against evaluation capacity building; and 2) no evaluation capacity having been achieved at some sites.

With respect to the principle of *Organisational learning* many agreed they had learnt a lot as a result of being involved in the evaluation with some learnings expected to translate into immediate program improvement. An example of this was the plan following trial of the nutrient uptake instrument, to provide wholemeal bread only and to promote greater consumption of cereal at the breakfast club at the school on the northern beaches of Sydney. On the downside, organisational learning as a result of the evaluation, was also considered to be something that may occur in the future.

The principle of *Accountability* was endorsed with: the evaluation recognised as an important accountability tool; improved accountability being reported by breakfast club coordinators towards breakfast clubs within their jurisdiction as a result of the evaluation; and breakfast club sites reported as making an important contribution to social accountability in their communities. Some deficiencies were pointed out such as a lack of accountability of school administrators in their support of breakfast club volunteers.

6.2 *Interview responses from children to questions about participation in the breakfast club at their school*

Interviews with children who attend the breakfast club at their school were focused on three questions,

What do you like about the breakfast club?

What don't you like about the breakfast club?

What would you change about the breakfast club?

Likes

The food provided was consistently mentioned as the main aspect of the breakfast club children liked. This often included naming particular foods. For example:

I like how you can get all the Milo...and I like cheese and toast...I like the fruit (Student 2, Lines 30,47,59).

I like the breakfast club because you get healthy things there, apple juice and orange juice and hot Milo...I like their Promite and Marmite and all the other ones (Student 13, Lines 9–17).

Because I like apple juice and it's my favourite healthy juice (Student 13, Line 55).

The social aspects of the club were also mentioned sometimes in the context of interactions with breakfast club staff and with other children who attend. For instance:

Coming to see your friends and like yea just have breakfast...Yep, meet your friends in the morning. Fills in time instead of waiting with no one in the school. Go up there and you've got your friends (Student 5, Lines 36–39).

Yes. I like the breakfast club because there's a lot of older people like that you can get to know...(Student 8, Lines 91,92).

Relational and environmental dimensions were also mentioned in the context of 'best things' about breakfast club:

Breakfast Club is just like a great program because, like, if you don't have breakfast you can just go there and it's open most days of the week so you don't really have to worry about having breakfast if you're running late (Student 7, Lines 9–11).

(There are) people that respect you at the breakfast club...Like they respect me. They don't annoy me...Yea, they don't annoy kids and annoy us when they talk (Student 1, Lines 32–41).

Some responses included perceived personal benefits and those believed to be gained by others through breakfast club attendance. Typical examples included:

It helps you go through the day like. It gives you more energy to go and do sports and that...It gives you energy in the morning (Student 2, Lines 184–185, 212).

It's good too (for) people coming to school that have (not) actually eaten. Instead of just coming to school and they don't do work. They get sick like me...Yep. If you're hungry you get sick (Student 5, Lines 41–45).

Breakfast club just helps me get the energy I need because sometimes I can't think straight. Because sometimes...Because with foster care we have a lot of kids and sometimes we run out of breakfast cereal really easily. And so I don't get to have enough because I have to share with everybody else. And so sometimes I come to school really hungry (Student 7, Lines 2–6).

Dislikes and desired change

The second and third questions about dislikes and desired change were often joined together and a further cue given to encourage responses from children. The cue was generally, 'If you were the boss of the breakfast club, what changes would you make?' Students gave a variety of

responses, some related to food served, others to environmental factors. Improvements related to food served included:

You'd probably be able to have more pieces of toast! (Student 7, Line 14). ...more drinks and more toast. (Student 9, Lines 128–130). And I would like some French toast (Student 3, Line 152).

I would change it to them having peanut butter...and I would add more...more different fruit like kiwi fruit and star fruit...And more vegetables like broccoli because they don't have any vegetables (Student 1, Lines 142–147).

I'd have more of a variety of spreads for the toast. Because you only get honey and vegemite...And sometimes creamed cheese (Students 8&9, Lines 137–139)

I would make it into a fruit breakfast club...By putting fruit out for them and Nutri-grain (Student 3, Line 111, 124).

I'd make some salad or something, salad and chicken or something like that and I'd get Crisbix, or some other cereals (Student 8, Lines 151–152).

Environmental improvements included:

I'd change it into a happy breakfast club (Student 2, Line 119).

I'd like to make it a bit longer, like, say if you haven't been...I'd sort of put it like recess and breakfast. Like morning tea or something. You see if you don't have enough time to pack recess (food) you can just go in there and have some food in there and come out and play...So like when the people go into class they just shut down for a while and then when recess comes they just set up again and just have like fruit (Student 10, Lines 141–147).

Change the manners at breakfast club (Student 14, Line 25).

I really don't like that many people at breakfast club because if you have too much people you know it'll get too noisy...And it's not like quiet (Student 2, Lines 226–232).

I don't like it when people that swear go there and then they swear at each other. I don't like the swearing. I don't like the mean people because they hog everything. They hog the butter and the jam and they hog the cheese (Student 3, Lines 234–236).

Exploring this last response a little further the group was asked whether volunteers took any action about children's behaviours and language, such as swearing. They responded:

Yea, they try to stop swearing but they always swear back. They always swear at the people there (Student 2, Lines 240–241).

Then a question was raised as to whether a teacher was present at the club, with the answer providing support for the practice to be a standard operating procedure to assist the work of volunteers:

Yea. Sometimes when the teachers come in they start being quiet. When they go they all scream and be noisy. They behave when a teacher's there and stop behaving when there is not (Students 2&3, Lines 243–246).

Key responses

Participants in breakfast club programs reported liking the food, the social aspects of the club such as where friends and caring adults can be met, the convenience the breakfast club provides and the energy that eating breakfast gives them. Aspects of the club they didn't like included the restrictions placed on the number of pieces of toast and drinks each person was allowed, the restricted menu options particularly the small number of spreads available for toast and the poor behaviour by some students in breakfast club.

6.3 A conversation with a community group associated with a Central Coast Public School about the breakfast club operating at the school

Some background

The involvement of the Central Coast Public school later in the evaluation project came about as a result of some frustration with the slow progress of evaluation activities at some of the Sydney and Western NSW school sites. On hearing about the breakfast club at the school on the Central Coast, located just a short distance off the route taken by the researcher to work each day, contact was made with the principal and approval sought to conduct research in his school. With this granted, NSW Department of Education approval was obtained to add this school to the list of other schools previously approved.

The invitation to talk to a group of parents and extended family of children who attend the breakfast club at the Central Coast school provided an opportunity to address the criticisms of limited to no involvement in the evaluation by parents/carers of the end-users of the service. During the conversation, three areas of focus emerged that contributed to evaluation work carried out elsewhere, these being the issue of stigma, benefits to participating children, and benefits to the school and wider community as a result of having a GSBC at the school. The matter of stigma had been raised by the Sydney A workshop group and had resulted in the 'Greatest needs and stigma survey' being prepared and piloted in a number of schools including the school attended by children of this community group. Their reflections on the matter of

stigma therefore, added to the responses of teachers at the school to questions about stigma on the survey. They felt that the stigma associated with providing breakfast for children at school formed an important part of the early resistance to starting the program and that stigma was largely overcome by a big launch with much fanfare, local dignitaries in attendance and an open invitation for all to attend the free breakfast. Participants also reported a strong social component of the service where parents are welcome to attend with their children and where children attend as a social attraction as much as they are attracted by the food available. This is also thought to combat stigma.

The type of benefits mentioned by the group as being derived from breakfast club attendance contributed to the investigation of the key program activity; *Improving the life skills of children attending the GSBC / Social interaction in the GSBC environment* (WNSWA). They reported that the breakfast club: provided an opportunity for younger and older children to interact in ways that appear unique to that environment; allowed children to interact with members of the community working as volunteers in the club and with parents who attend, which spills over into wider social connections; provided behavioural and educational benefits witnessed and reported by teachers; and that students observing the community service ethic in volunteers were in turn becoming more service oriented.

The benefits to school and community mentioned by the group had links with the investigation of key activities *Improving the learning capacity / learning environment of children attending the GSBC* (WNSWC) and *Local and school community adopts changed attitudes and behaviour towards breakfast/Gaining community support* (Western Sydney). Parents claimed teachers were reporting better behaved and more attentive children since the introduction of the breakfast club.

With respect to community effects, they said the breakfast club: had united the school's Parents & Citizens Association (P&C) in a common cause; provided a meeting place for parents; provided a point of reference for interaction between members of the community away from the school; and contributed to school life through the work of volunteers.

The impromptu conversation took place at the school following a morning tea which was put on to recognise the contribution community volunteers had made to the school during the past year. The school's Community Liason Officer (CLO) who had been largely responsible for getting the breakfast club program 'up and running', invited anyone willing to talk about the club to be involved in the conversation. Although the status of participants was not verified, the group that assembled appeared to comprise parent/carers and grandparents of children who attended the breakfast club and a number of interested others. However at one point in the conversation

someone revealed ‘...*this is sort of the P&C...a subset of the P&C*’ (Community members 1&3, Lines 101, 105).

The conversation

The conversation gave voice to a cohort not previously involved in the evaluation, an omission which had been cited as non-adherence to the empowerment evaluation principles of inclusion, democratic participation and even social justice. It provided the opportunity for this group of parents and extended family members of children who participated in the club to talk about the contribution the breakfast club was making to their school. While eight people were involved in the conversation, a smaller number were significant contributors, with one member being particularly dominant. At no time however was there a sense that this state of affairs had a negative effect on the comfort of any member of the group.

The first comments were general statements about the benefits to children and teachers of breakfast club attendance such as formerly hungry children who were now able to concentrate on school work resulting in a flow-on benefit to teachers and other students. Stigma associated with the breakfast club occupied the discussion for quite some time. It was revealed that considerable time and effort was required during the period of two years it took for the P&C to endorse the program, for some members of the wider community to be convinced the service wasn’t tainted by stigma. As one community member remarked:

If you go back two years ago, with the P&C, with getting it started...there was this thing that there was a stigma attached; that people would think you don’t look after your child properly or that they might just sleep in so that by the time they get up there’s no time to have breakfast. So it took a while to get that mind-set out of people. (Community member 2, Lines 28–33).

Events surrounding the launch of the program were thought to have dispelled any stigma associated with the service. Reflections on the launch by four members of the group revealed how the occasion helped to do this. The open invitation for parents and carers to attend the opening with their children and to do so whenever they liked was considered to have removed the taint of stigma:

(CM 2) I think the way it was launched too that really...[helped reduce the stigma]

(CM 4) Oh yea

(CM 2) That made a difference as to how people felt. Like there was a big launch and it was...

(CM 4) Oh yes

(CM 3) There was a line up too

(CM 2) And you got parents who probably normally wouldn't get to come and see or get involved in it were here. And they did and it was a big launch and (everyone) had fun...and had breakfast

CM 3) And we all had breakfast. We all had breakfast together...

The breakfast club as a social and socialising medium received considerable attention during the conversation. For members of the community the social aspect was reported to be a key component. As they described it:

It's like, it comes down to social...It's a big social activity basically. Breakfast club is like a social activity, everyone knows everything (Community member 2, Lines 35–36).

(CM 1) Breakfast was a time when parents would come with their kids...even if they just walk them in and don't have breakfast with them...

(CM 2) Same thing when you go to work or you see someone down at the shops, the kids yell out a mile from down the road, 'Hello Mrs...!'

(CM 4) And then you get to know their parents...

(CM 2) Yes, that's right

(CM 1) And then they say, 'Oh you're the (name) in the canteen...' or 'You're the (name) that does reading' or something...or 'You're (name) Mum!'(Community members 1, 2 & 4, Lines 166–176).

(CM 3)...people intermingle. More people understand...People are willing to help out. More parents are involved...parents who wouldn't necessarily have the chance to meet...

(CM 1) And you get the 'Hello' in the shopping centre as well... (Community members 1 & 3, Lines 405–410).

For the children who participated in the program it was also reported to have had a strong socialising effect:

It brings the shy ones out though. You know that the ones that are shy, and new kids that come, they're totally accepted. It brings them out, they're no longer shy, they're no longer afraid or anything...That's how we want them to be. That's how we're bringing them up to be...It's that social activity. Yes because when you're going out into the world

you're going to come across people with intellectual...With physical (challenges) and you have to be prepared to accept them for who they are. So I think the breakfast club...giving them energy and making them...is a social thing - So that there isn't a great divide. (Community member 1, Lines 42–45; 61–65).

Using a personal example, the same member of the group showed how her own daughter had made the transition from needing her mother to accompany her to breakfast club to having the confidence to attend on her own even to the point of asking her mother to stay away.

...she was an only child in kindy...And when the breakfast club came about it was like, 'Well Mummy, you have to come with me to have breakfast'...and then it's like 'Mum give me a kiss at the gate, because it's time for me to go...You don't need to come in now Mum. It's OK'. (Community member 1, Lines 70–76).

Later in the conversation the social skills being demonstrated in the breakfast club that complemented the socialising aspects of club attendance were raised as significant benefits:

...the procedures like them washing their hands and...Especially the kindy children who are just learning. The other kids are so patient and they'll go like...I can do this. I'm a big person...They're really aware of all that...the manners...and (name of the regular coordinating volunteer) also has rapport with some of the children like she knows them...People like looking at the ends of the boxes - you know the names on the edge of the cartons. She keeps them aside for them to come up and get them and sit down and you know she'll have a pen in her pocket and she'll just...So he can finish doing...And for me that little guy must just love coming in. And I know he's there frequently and he just loves to get attention like that...(Community member 1, Lines 202–212).

Supporting the assertion made elsewhere (Liaising teacher 1) that the work carried out by breakfast club volunteers helps to develop a spirit of service and community mindedness in students, two members of the group commented on this apparent influence:

(CM 2) They teach our kids a certain sense of community in helping out.

(CM 3) They do.(Community members 2 & 3, Lines 213, 214).

Justification for providing breakfast at school was touched on a number of times throughout the conversation. While some of the more sensational justifications associated with dysfunctional home situations were mentioned, lesser reasons were also considered ample justification for providing the service. The following extract which first refers to the concerns people were expressing about providing breakfast at school, goes on to list other justifications three members of the group put forward such as sleeping in, being out of cereal and in need of payday to restock:

(CM 2) A lot of people...it was the parents... 'Well I don't care if so and so wants to go and spend all their money on like alcohol and they don't have food and things', but it wasn't [it's not] always the case...Sometimes they would just...They could just sleep in...

(CM 1) That's it. Or you just don't have time

(CM 2) Or you're [not] going to have breakfast cereal...nothing in the cupboard

(CM 1) Or payday!

(CM 3) They have breakfast...[at school] (Community members 1, 2 & 3, Lines 111–120).

Providing opportunity for children to eat at home and again at the breakfast club, or to 'double up' as one member of the group described it, was mentioned somewhat positively as being associated with the social attractiveness of the site. This three-way interchange mentions the prevalence of the practice:

(CM 1) My daughter was doubling up. She's having breakfast at home then coming in...

(CM 3) Yes. Mine was a bit the same way

(CM 2) Yes most kids are...

(CM 1) It's a social thing... (Community members 1, 2 & 3, Lines 121–126).

CM1 mentioned that her son, while not being attracted to the feeding potential of the site, attended nevertheless and engaged in what could be described as 'social eating'.

...my boy. He doesn't really like going to breakfast club. But I find that when he goes in, a couple of boys go in, and they're all just sitting around...their chairs...stuff like that. He'll usually have like one triangle of toast...eaten at home but he doesn't want me to sit with him...(Community member 1, Lines 139–142).

A number of typical justifications for the program were made later in the conversation. Reference was made to student behavioural improvements having been evident and that

academic improvements had followed:

(CM 1)...So to me I know that the main...That the breakfast has...I know that behavioural-wise you can see the children at assembly time. They're all...They're much more calmer and yea...Because they [Teachers] come back and they tell you. And I know that's when you see...They all do whatever in the classroom. They're all able to concentrate. (CM 2) Exactly. (Community members 1 & 2, Lines 337–349)

With the morning tea having been convened to recognise the contribution of volunteers, it was understood that members involved in the conversation were contributing to the school in some way in a volunteer capacity. Having established that no breakfast club volunteers were in the group, they were asked to talk about the volunteers who operated the club on school mornings. The invitation resulted in statements of praise from all four main contributors for the work undertaken by volunteers and particularly for the head volunteer:

(CM 4) Great

(CM 2) Great

(CM 3) Fantastic

(CM 2) They're headed by a really, a beautiful lady, who like the children just look forward to...

(CM 1) Yes, I know my little person just loves...when we go into the chemist we see her again and they have a conversation about school and you can see like the...the adult and the child having a conversation about something...and she says 'Don't forget I'll be in on Tuesday - and you'll come in and see me won't you?' and it's like 'Yea, I'll be there'.

(CM 4) I think it's marvellous. It's as if a parent was there... (Community members 1, 2, 3 & 4, Lines 183–201).

Mention was also made of the fact that the volunteers did not have children in the school, were not members of the local community, and came from 'outside':

(CM 1) Because a lot of those people, they don't have children at this school yet they've come in and they're teaching them a sense of community, that anyone can help.

(CM 3) They're people that come in from outside. Like they're not people that we know from...They're people from outside. (Community members 1 & 3, Lines 215, 235, 238).

One volunteer stood out for enhancing self-esteem in children:

(CM 4) Also (name) gives the kids a sense of being important. Everyone is important.

(CM 1) Individually.

(CM 2) Yes that's it, yes. (Community members 1 & 4, Lines 219–221).

Nutritional benefits derived from breakfast club attendance were also mentioned, some in the context of what the 'cool' kids in attendance might be eating. Mention was also made of

breakfast club attendance influencing the eating habits and food choices of participating children:

(CM 4) ...fruit and I think that is just unbelievable...a taste for fruit...Again you get kids that normally won't eat healthy things like at home and they go 'I'm not touching that bit of fruit'...

(CM 1) They do.

(CM 4)...like the rules, they're teaching kids what you should have for breakfast. This is what you should eat. OK you might have something junky for lunch but at least you've got that...

(CM 2) Bowl of cereal

(CM 1) Bowl of cereal

(CM 2) The little guys are watching the older guys to see what they're eating...whoever could be at that time a cool person and they're just going to copy them...and try that...

(CM 1) And you go down to the shops, 'Oh Mum can we get some of this?' Because her brother had it at breakfast club.(Community members 1, 2 & 4, Lines 262–276).

Toward the end of the discussion some time was spent talking about the role of the CLO and especially the key role she had played getting the breakfast club program started:

(CM 2)...It's more community oriented now than it was.

(CM 1) And (CLO) has had a big part to play

(CM 2) Big part to play

(CM 1)...made us more accepting of people with different situations. Spend five minutes with (CLO) and she'll have you doing everything!

(CM 2) It goes outside of school though. It doesn't just finish at 3 o'clock when the kids go home. Her commitment and her caring goes outside. If you need her or you want to talk to her, she's available...

(CM 1) Yes, a phone call.

(CM 2) A phone call away. And she knows...

(CM 1) If she hasn't heard from you she's worried and she'll ring you...

(CM 3) She knows all our phone numbers.

(CM 1) If she needs something, she knows we're all there...She got the breakfast club up and running. She saw a need and it affected every single one of us whether it be...socially or whatever, or if she...that child hadn't...and it would benefit others. She thought it was a need that was there and there were parents generally that just needed food...Every P & C meeting. Every couple of P & C meetings there was those brochures. We'd be going over...are we going?

(CM 2) Then here comes (CLO) and she'd have something on the agenda – breakfast club!

(CM 1) OK we get it (CLO)...obviously just to keep her quiet for a little while. I thought it would last longer, but it is now something else!

(CM 2) Even if it was to keep her quiet, it has succeeded. If the P & C just said yes, let's keep (CLO) quiet as one of their reasons...If we just gave in for that, that's great because the benefits the kids have received...I don't know, there's not much...you could say [against] it because if they need it for nutritional value or if it's the only meal they might have that day...

Key responses

Responses can be grouped into three main areas: first the matter of stigma associated with the breakfast club's launch and operation at their school; second the resulting benefits to participating children; and third the benefits to the wider community believed to be associated with the introduction of the breakfast club at the school.

The stigma associated with providing breakfast for children at school was thought to be an important factor of the early resistance to starting the program. This stigma was reported to be largely overcome by a large-scale launch with much fanfare, local dignitaries in attendance and an open invitation for all to attend the free breakfast. Participants in the discussion also reported a strong social component of the service where parents are welcome to attend with their children and where children attend because of a social attraction as much as they are attracted by the food available. Discussants believed this social component was an effective tool in combating stigma.

The key benefits to children mentioned by the group were that the breakfast club provides the opportunity for younger and older children to interact in ways reported to be unique to the breakfast club environment; i.e. that children interact with members of the community working

as volunteers in the club and with parents who attend, which spills over into wider social connections; that behavioural and educational benefits were witnessed regularly and reported by teachers; and that students observing a community service ethic being modeled by volunteers, were becoming in turn more service oriented themselves.

The group claimed benefits to the school and community which they attributed to the introduction of the breakfast program at their school. These included that: teachers reported better behaved and more attentive children; the club united the P&C in a common cause; the club provides a meeting place for parents; the club provides a point of reference for interaction between members of the community away from the school; and that the contribution being made by volunteers from 'outside' to school life was appreciated.

6.4 Conclusion

Interviews with program personnel who had been involved in the evaluation provided insight into the alignment of the empowerment evaluation of the Good Start Breakfast Club with the principles by which it was meant to be guided. Interviews with the children who attended breakfast clubs at their schools provided a snapshot of the likes, dislikes and ways to improve their breakfast clubs. The interview with the community group gave opportunity for members of the immediate and extended family of participating children to reflect on the contribution the breakfast club had made to the school and wider community in the previous year. Issues raised included how the matter of stigma was combated, the social and socialising benefits for children who attended and the contribution the breakfast club was making to community in a broader sense.

CHAPTER 7

DISCUSSION

7.0 Introduction

The aim of the study was to develop practical methods to evaluate school breakfast programs. Empowerment evaluation was chosen as the approach with potential to reach this objective. The three-steps of empowerment evaluation were used in the study namely: mission and vision; taking stock; and planning for the future.

The previous three chapters presented the results of the empowerment evaluation within the context of the Good Start Breakfast Club (GSBC) program. Successful outcomes were reported, as well as some of the challenges encountered during the evaluation process. It was argued that these results in many respects support the case study proposition that empowerment evaluation would provide a practical method by which to evaluate school breakfast programs.

This chapter discusses the latter finding from two perspectives. Firstly, it discusses the findings in the context of the ongoing discussion about the place of empowerment evaluation within the evaluation profession. The reflections of program personnel about the evaluation and in particular empowerment evaluation are included in this discussion. Secondly, the merits and challenges of using empowerment evaluation to evaluate large-scale school breakfast programs are discussed.

7.1 The contribution of this study to the evaluation profession

This project was mentioned recently in robust discussions taking place in the literature. Two papers published in the American Journal of Evaluation (Fetterman and Wandersman, 2007; Miller and Campbell, 2007) cited this project (Miller and Lennie, 2005), following a review of empowerment evaluations that had been conducted earlier by Miller and Campbell (2006). Fetterman and Wandersman (2007) questioned Miller and Campbell (2006) for not including the Miller and Lennie (2005) paper (and others) in their review, with Miller and Campbell (2007) explaining that the paper and others mentioned were not included as they fell outside the cut-off date they had settled on

As discussed in the literature review, these debates have focused on central issues of conceptual

clarity, methodological specificity and empowerment evaluation's commitment to accountability and producing outcomes (Fetterman and Wandersman, 2007 p. 179). The issues will now be briefly discussed in light of this project.

7.1.1 Conceptual clarity

This project adopted the empowerment evaluation approach in 2005 at the time the updated definition (Wandersman et al 2005) and the 10 key principles that guide its use were articulated. The implementation of the approach within the project at that important time in the evolution of empowerment evaluation has contributed to the project gaining the interest of evaluators around the world, with four papers having been presented at international conferences and a journal article published. Presentations provided a critique of empowerment evaluation and its use within the context of the GSBC program, with early papers reporting program and evaluation outcomes and more recent papers having a stronger focus on evaluation outcomes. Reflections by program staff on the 10 principles that guide empowerment evaluations show what staff understood about this important new way of conceptualising the approach.

7.1.2 Methodological specificity

In response to the criticism that empowerment evaluations are conducted in diverse ways which makes it difficult to distinguish them from other participatory forms of evaluation practice, Fetterman and Wandersman (2007) argue that variability in the ways empowerment evaluations are conducted is appropriate and desirable (p. 187). They point out that the principles guiding the evaluation are more important than the actual methods used and that evaluations need to be 'adapted (with quality)—not adopted by communities' (p. 187). They also responded that most contemporary empowerment evaluations are conducted using either the three-step or the ten-step Getting to Outcomes (GTO) approach with each variant having considerable methodological specificity.

The three-step approach used in this study largely followed the conventions set out by Fetterman (2001) in his second book. Variation primarily occurred when key stakeholder groups met separately rather than as a single workshop group to complete Steps 1–3. Also in the latter stages of the project the intensity of the role played by the researcher had to be reduced as the need to complete the doctorate became paramount. This resulted in disengagement from the breakfast club community before a second round of taking stock exercises could be conducted that would have allowed goals set down at baseline to be revisited and the principle of accountability to be explored more fully.

In spite of the exercise confirming the argument that empowerment evaluations are variable in

their application, mapping this project along the lines of Cousins' five dimensions is useful (See Figure 4). With respect to control over technical decision making in the project, from the outset program personnel took the lead role in identifying evaluation activities for investigation, setting goals for those program activities, documenting strategies to reach those goals and identified the type of evidence that could be used to demonstrate success or otherwise of goals that had been set. However when evaluation instruments were required in order to collect evidence about the activities under investigation, the researcher-evaluator played a more active role. In Cousins' 'radargram' it would seem reasonable to score this dimension: evaluator [1] vs. nonevaluator stakeholder [5] as 4.

For the diversity of nonevaluator stakeholders selected for participation, the project drew together key stakeholders engaged in the management and delivery of the program during the planning stage of the evaluation and received input from end-users of the program (participating children) during interviews and piloting of survey instruments later in the project. A stakeholder group not consulted with respect to the evaluation process was parents and /or guardians of participating children. This dimension could be scored: limited [1] vs. diverse [5] as 4.

With respect to power relations among nonevaluator stakeholders, considerable concern was raised about the direction of the evaluation by senior executives of the sponsoring organisation when the voice of volunteers and teachers at the breakfast club level was perceived to be growing stronger as the evaluation progressed. While this did not bring stakeholders into conflict, it brought the researcher-evaluator into conflict with senior executives and in hindsight



Figure 4: The empowerment evaluation of the GSBC scored along five dimensions (Cousins, 2005)

resulted in the outcomes of the evaluation being skewed toward the sponsoring organisations. As a result this dimension could be scored: neutral [1] vs. conflicting [5] as 3.

With respect to manageability, the evaluation was complex and at times daunting. However, conceptualisations of manageability may be perceived quite differently by the researcher-evaluator and by anyone using Cousins' criteria for this dimension. It is interesting to note that Cousins (2005) seems to be cautious of the 'highly manageable' score he gives the empowerment evaluations he reviewed for his paper qualifying the score with '...the ratings may be an artifact of information missing from the case description'. If the researcher-evaluator had been unfamiliar with managing large-scale operations, the manageability dimension may have been skewed more toward being unwieldy. There has, however, been some reflection on what might have been if the evaluation had been less complex, so for this reason the dimension receives a score of: manageable [1] vs. unwieldy [5] of 3.

With respect to the depth of participation by stakeholders: involved as a source for consultation [1] vs. involved in all aspects of enquiry [5], there were mixed results. During workshops members of each stakeholder group were deeply involved in the evaluation process and its objective. Outside workshops however, the depth of participation by program personnel varied considerably. At the executive level of the sponsoring organizations, participation was in the form of two or three meetings a year of the RPG where a progress report on evaluation activities was presented by the researcher. When the difficulties associated with the Western Sydney site were reported to the group, solving that problem seemed to become more important than the success of evaluation activities at other sites. Members of this group didn't become involved in the evaluation beyond the planning stage during the life of the project, leaving it to the researcher/evaluator to take the lead role developing instruments, collecting data during trials, analysing and interpreting preliminary data and reporting results. At GSBC Coordinator level, beyond their workshop involvement at the planning stage, little more in-depth engagement was forthcoming. It was left to personnel (volunteers and teaching staff) at two pilot sites to develop a real interest in the evaluation and to remain involved in the project through planning, tool development and trial, data collection and some preliminary analysis. Reporting findings back to personnel involved, however, remained the responsibility of the researcher throughout the life of the project. A generous score for this dimension therefore would be 2.

Clearly this empowerment evaluation falls short of the ideal score for each dimension but 'so what?' may be appropriate, especially when considerable methodological specificity can be argued with the prescriptive three-step method being used at each preliminary workshop and step three, Planning for the future, forming the basis of workshops and follow-up with personnel at the six pilot sites.

7.1.3 Documenting outcomes

The project outcomes in this study demonstrate that the empowerment evaluation with the GSBC program was successful in many ways. In the first instance, the self-evaluation by program staff using the three-step approach resulted in the laying down of good quality baseline data not previously assembled. Throughout this initial data gathering phase, 98% of program personnel who attended workshops reported the empowerment evaluation approach was a valuable (45% reasonably/quite valuable; 53% very/extremely valuable) method to evaluate the program collaboratively. The subsequent development and trial of nine targeted evaluation tools at the breakfast club level involving volunteers and teachers in data assembly and preliminary analysis of some of the data assembled, such as the data from the nutrient uptake instrument, showed considerable early promise that the approach was effective in building evaluation capacity and that the products of the evaluation would be utilised. While it is not possible to judge whether the evaluation project and the products of initial evaluation activities will be the catalyst for empowerment evaluation becoming the ‘go-to’ approach for the ongoing monitoring and self-evaluation of the program by GSBC program personnel, it is difficult to deny the positive outcomes likely to flow from such a course of action.

7.1.4 Interviews with program personnel

Responses made by breakfast club personnel at various levels during interviews at the end of the project indicate their understanding of the concepts espoused by empowerment evaluation. As each was invited to comment on how well the evaluation process aligned with the 10 principles of empowerment evaluation, it gave them opportunity to reflect on each principle and its meaning. Reflections detailed where the evaluation had shown strong alignment with the principles and where alignment had not been so successful. The summary of reflections for each principle provided a rich source of feedback to empowerment evaluators and particularly to those who have raised concerns about the approach.

To the researcher’s knowledge this is the first time people involved in an empowerment evaluation have been asked to share their perceptions of the approach from the perspective of its guiding principles. Reflecting on each principle in relation to its alignment with this evaluation project gave respondents a conceptual anchor point to discuss their evaluation experiences. Typically responses included examples of alignment and misalignment for each principle.

Such data complements the work of others who have attempted to judge the success of empowerment evaluations. For instance, Campbell et al (2004) and Gibbs et al (2009) interviewed staff involved in empowerment evaluations of sexual violence programs. Exploring the three dimensions of satisfaction with the technical assistance process; changes in evaluation

capacity; and changes in evaluation practice they were able to score how successful their evaluations had been. Perhaps a fourth dimension could be added to the Campbell et al (2004) criteria for judging success by also asking staff to rate the adherence of an empowerment evaluation to its key principles. Their criteria address principles of capacity building, and organisational learning. However, other important principles such as community ownership, inclusion, democratic participation, social justice and community knowledge appear not to be addressed.

7.2 Using empowerment evaluation to evaluate large-scale school breakfast programs

Evaluation-related challenges encountered in this case study can be grouped into two main areas - those that relate to the evaluation of the GSBC program and those associated with the use of the empowerment evaluation approach. The challenges that relate to the evaluation of the program include difficulties encountered that were possibly related to: the 'wonderful' status afforded the GSBC program by some program personnel; turnover of GSBC staff during the project; shifting motivations of personnel involved in the evaluation process; fulfilling the role of the 'evaluation coach' and 'critical friend'; time and timing difficulties; and the strong emphasis by members of the RPG, from the ARC, and Sanitarium, on the development of unique and exemplary evaluation tools or instruments that overshadowed the use of empowerment evaluation as a process. These challenging issues are now discussed.

7.2.1 Evaluating the 'wonderful' program

Providing breakfast for children at day schools is an endeavour with many contextual and environmental challenges for evaluation. In the first instance having children involved in their school work unimpeded by hunger is non-contestable. Mix this with the reported practice of 'breakfast skipping' by children at home that may be a result of 'food insecurity' (see http://www.redcross.org.au/ourservices_acrossaustralia_goodstartbreakfastclub.htm), creates a breakfast at school environment that is difficult to see in anything but a positive light. Edwards (1999) observes that programs that seek a better life for children, regardless of their context or greater consequences, are programs that are likely to be labeled 'wonderful' by the general community. Williams et.al. (2003) found this to be the case when people involved in school feeding programs invariably described them with phrases reflecting the perception of 'wonderfulness'. In this context, the evaluation of the GSBC program was likely to experience some difficulty associated with this 'wonderful' status. The delivery of the program by the Australian Red Cross in association with the Sanitarium Health Food Company (during the period of the study), two organizations highly respected for their community and health focus in Australia, added to this aura of 'wonderfulness' and had a significant effect on the way the

evaluation was conducted, the outcomes it produced and the use that was made of those outcomes.

7.2.2 Turnover of GSBC staff at all levels

The turnover of staff within the management structures of the GSBC program impacted on support for the evaluation and possibly the evaluation outcomes. While a turnover of staff is expected in organisations, the particularly high turnover of GSBC coordinators in the year following the May 2005 workshop caused most of the early support for the evaluation by this cohort to be compromised. Consistent support for the evaluation was needed from regional coordinators where concentrated efforts were directed (Sydney, Greater Western Sydney and Western NSW). However, when coordinators from two of the regions left the ARC during the evaluation process, the project was largely left to proceed without the early support and empowering capacity that had been provided by this important level of middle management. Dealing with staff turnover is an issue that may need greater attention in the empowerment evaluation literature. Contingencies such as training and in-servicing in empowerment evaluation may need to be factored in for organisations that decide to use the approach to accommodate staff turnover. Gibbs et al (2009) in their report on evaluation assistance for sexual violence programs cited broad participation by staff in key positions as helping to cushion the effect of staff turnover, with those who were familiar with the evaluation able to take a more active role when necessary. The attendance of both regional ARC managers and GSBC coordinators at the inaugural empowerment evaluation workshop in May 2005, had the potential to provide a similar cushioning effect. However, to expect senior staff to fill vacancies until such time as replacement staff are able to provide the support evaluation projects demand, may be unrealistic. Providing focused induction and training for newcomers for an evaluation project would seem to be mandatory.

7.2.3 Capacity of empowerment evaluation to fulfil different expectations of participants

As the evaluation progressed it became clear that program personnel (executives/managers/coordinators/volunteers and teachers) were responding to the evaluation quite differently.

When empowerment evaluation was recommended to ARC and Sanitarium personnel as the evaluation approach, 'approval' or 'permission' was required from them before the project could proceed. At that point it was possible they didn't understand fully what they were 'approving' and that it had ramifications for their involvement. For example, they were expected to be involved rather than just commission an evaluation and hand it over to an external consultant. The time frame of the evaluation was to take longer to work through the steps and stages of empowerment evaluation. And they were to have a different relationship

with regard to the outcomes of the evaluation because program participants were expected to be deeply involved in the processes and products of the evaluation.

Furthermore, some appeared to have a prior mindset about program evaluation that limited their capacity to engage in the theoretical aspects of the empowerment evaluation approach. An example at the executive level was the regular reference by ARC and Sanitarium senior management to the fact that the evaluation was being funded from the Federal Government's education budget as an Australian Postgraduate Award. This appeared to distance these key players from the level of engagement that might be expected if the evaluation had been conducted as a consultancy over which they might have been able to exercise greater control. This was despite the fact that they had been active partners in the initial application for funding and the description of the research project.

The evaluation also appeared to be perceived by the program managers (ARC) as being undertaken largely to satisfy partnership responsibilities mandated by the major sponsor (Sanitarium). Further, while there was considerable agreement at the executive level that a primary focus of the evaluation was to be able to measure effects (albeit positive) of breakfast club attendance on participating children, executives from each organisation reported commercial interest in the results. During an interview, a senior ARC executive indicated that positive evaluation findings would assist the ARC to access other welfare or service provision contracts in communities where breakfast clubs operate. Sanitarium executives on the other hand spoke about evaluation results needing to return some clear benefit to the company. Presumably benefits could be associated with promoting Sanitarium as a good corporate citizen involved in the welfare of children or more directly with promoting their breakfast cereal product range in association with their sponsorship of the GSBC program.

Well into the project a quite negative view was expressed by members of the RPG about the direction of the evaluation. The negativity centered on the idea that the wide consultation with, and involvement by, volunteers and teaching staff in the development of tools was skewing the evaluation towards the examination of program activities more closely aligned with the day-to-day operation of their clubs. Developing tools able to obtain data on the benefits of participation in the areas of nutritional, social and educational outcomes was clearly paramount for the ARC and Sanitarium managers. This pressure should not have been unexpected as the partners had an initial expectation that the evaluation project would be conducted on their terms and follow a more traditional evaluation approach. This variance of views underpins the importance of ensuring all stakeholders are involved in the evaluation process, as they may seek different benefits from such involvement. This is likely to test the commitment of funders and managers of programs to the empowerment evaluation principle of using community knowledge

when designing and implementing an evaluation. At times during this project, the commitment to the use of community knowledge measured against Fetterman's (2005) high, medium and low criteria, would be judged as being medium, with the criteria for medium commitment being: *recognises the value of community knowledge to provide context and a baseline for the evaluation but does not encourage the community to assert its right to guide the evaluation with its knowledge; and, encourages evaluators to make limited use of community knowledge...* (p. 65)

In contrast, empowerment evaluation appeared to mesh very quickly with the expectations of evaluation held by most GSBC coordinators and the volunteers they managed. They demonstrated keen interest as they engaged in the steps of empowerment evaluation and, as mentioned elsewhere, reported the approach to be entirely appropriate to evaluate the GSBC. However, some within the cohort did not support the evaluation wholeheartedly. When planning for the December workshop at the Western Sydney site, considerable difficulty was experienced trying to find a suitable venue to hold the workshop and in securing a commitment from key people to attend. The researcher was left with a sense that there had been at least a passive attempt to frustrate the convening of the workshop. When it did convene, attendance appeared to be out of a sense of duty rather than commitment to the on-going evaluation process. Polite engagement at the event, while resulting in some promising plans being made to gather data about the key activity they had agreed to investigate (*Local and school community adopts changed attitudes and behaviour towards breakfast*), was followed by complete disengagement from the evaluation process.

The group's prior expectations centered on showcasing their breakfast club and its smooth operation, something which apparently had provided them with significant recognition in the community and at community events. This pre-existing acknowledgement of their club and its 'successes' may have impeded their engagement, even though they had agreed to play a role in the GSBC evaluation. The empowerment evaluation could have been considered as a competing evaluation process, one that was somewhat more complex and also more engaging of multiple clubs, not just their own. It did not necessarily assure them of the same recognition of the 'success' of their program activities that they had already achieved.

Following the workshop at the Western Sydney site, the GSBC coordinator for Western Sydney who had participated in the workshop, withdrew her group from the evaluation claiming there was a danger that the evaluation would disaffect the volunteers who had been involved.

Another example where the expectations of participating volunteers impacted upon outcomes, was what occurred following the December workshop with the Sydney B group which had

agreed to examine the program activity, *Positively changing or influencing the eating habits of children*. In follow-up work with the volunteer who had agreed to take on the role of evaluation coordinator for the group and who had demonstrated considerable interest in the evaluation process during the workshop, it became clear that this early promise would not be sustained. In spite of considerable input into the plans formulated by the group to investigate this important activity, the volunteer effectively caused the withdrawal of her workshop colleagues by indicating that the researcher should just provide appropriate evaluation instruments and the group would be happy to assist with their implementation. What caused this apparent change of heart is not clear but it could very well have resulted from the realisation that the evaluation ideas put forward at the time of the workshop would require more time to prepare and implement than she and/or the others were prepared to give. Alternatively, it could reflect the nature of the volunteer's role – to undertake a defined task, not to reflect, review and modify the context governing the task.

On the matter of time commitment, Campbell et al (2004) found this to be the most common complaint by staff involved in the empowerment evaluation of sexual assault and rape prevention programs in Michigan. If salaried staff involved in empowerment evaluations are finding the time commitment difficult to manage, it may be even more difficult for program volunteers.

The teachers and school principals who became directly involved through their participation in workshops and follow-up work responded positively to the empowerment evaluation approach. They were very supportive of the program and of the volunteers working at the coal face to make it happen. Accustomed to evaluation in their working lives, these educators accepted that it was a necessary part of operating the GSBC program. Some support was patchy from those not directly involved when, for example, assistance was needed to secure access to school sites to disseminate surveys. This was attributed to the busyness of school administrators rather than any deliberate attempt to frustrate the evaluation process.

7.2.4 *The role of 'evaluation coach' and 'critical friend' within the empowerment evaluation approach.*

The concepts of 'evaluation coach' and 'critical friend' struggled to gain the foothold implied in the empowerment evaluation literature (Fetterman & Wandersman, 2005). The literature to date has not elaborated the minimal level of skills and expertise thought necessary to undertake the role of 'evaluation coach' or 'critical friend'. In what appears to be work directed at addressing this deficit, the Spring (2009) edition of *New Directions for Evaluation* contains nine articles intended 'to give prominence to the little-noticed and to-little-regarded everyday work of

managing evaluation in organizations' (Compton & Baizerman, 2009, p.1). If 'evaluation manager' and 'evaluation coach' are seen to be one and the same, it is a useful exercise to review Baizerman's five paraphrased stages of the Dreyfus and Dreyfus (1988) skill acquisition model, and to contemplate 'best fit' with respect to the researcher and others involved in the project as evaluation professionals. The Dreyfus and Dreyfus ascending five-skill acquisition model moves through: novice; advanced beginner; competence; proficiency; and expertise.

In evaluation management, Baizerman (2009, p. 90) says the novice 'needs facts and context for making sense' and is 'rule-based'. The advanced beginner has 'learnt about relevant context for understanding, decision, and action' and is better at picking up on what is general and what is situational'. Maxims are used by the advanced beginner (p. 90). At the stage of competence the manager now 'practically and accurately uses what she learned on real-world examples and in her world of work. She now has her own orientation, perspectives, and plans about whether and how to do the work, while also wondering if she has got it right' (p. 91). The proficiency stage sees the evaluation manager 'moving from grasping and understanding information to becoming involved in actual situations. Now experience and information are brought together and assimilated. The manager is able to make situational determinations. She has intuitive responses, simply seeing what needs to be done. She "gets it" rather than calculates...The manager at this level sees what has to be done and has to "figure out" whether and how to do it' (p. 91). At the stage of expertise the evaluation manager 'sees both what needs to be done and how to do it well (and good). Citing the work of Dreyfus, Baizerman says the expert uses her "vast repertoire of situational discriminations, what must be done is simply done" (Dreyfus, 2001, p. 42) and from Aristotle, the expert "straightaway" does what is appropriate (p. 91). In this somewhat harsh light the perceived expertise of the researcher and the evaluation team is discussed.

The facilitation skills of the evaluation team were called into question on several occasions. A small amount of negative feedback was expressed at the initial workshop in May 2005. Issues of concern to workshop participants included that the mission and vision step was not handled well, with too much workshop time being devoted to it. Negative feedback also surfaced in discussions with ARC executives throughout the course of the evaluation and re-emerged in the final interview with the senior ARC executive responsible for the program. Their comments indicated that they considered the utility of the evaluation instruments developed through the process would have been improved had there been a higher level of expertise evident in the research team. These discussions left a sense that the attributes typically associated with successful coaches and respected critical friends struggled to reach maturity during the life of the project.

Another difficulty that possibly affected the perception of the adequacies of the ‘evaluation coach’ was tension associated with the researcher as a doctoral student filling this role, even though a mature and experienced teaching professional in his own right. This raises questions such as; “Can a student be also credible as ‘evaluation coach’ and ‘critical friend’ even though the student is of mature age and an experienced practitioner?” Would the project have been better served had it been commissioned as a regular consultancy rather than being constrained by the student-as-researcher scenario? Or would it have achieved a different outcome if the experience of the researcher had been given greater prominence and the student role given less prominence or not disclosed?

It is clear that not only are the skills and experience of the researcher important, but so too are the participants’ perceptions of their expertise. This level of skill and expertise seemed to be clear in the mind of one participant in the evaluation. Twice during an interview reference was made to the skills set required. With respect to working with children in the evaluation it was deemed outside the skills of the present evaluation team with the result that:

It’s not easy. You would have had to bring in another consultant. Someone who can run something like this with children. They’re a group to themselves (Executive 1, Lines 185–186)

The skills mentioned as being necessary to conduct successful evaluations were no less specific:

Really, in order to really pull this process off you need a person with quite diverse skills. You need someone who is a tremendous communicator, a tremendous people person, a motivator and trainer and educator, but you also need someone who’s technically very brilliant, technically understands the process and the research and the background, the context and the sociological theory and that sort of stuff as well who’s able to put a project together and move it (Executive 1, Lines 246–252).

In the context of this study the researcher by his own admission was at the stage of novice evaluation coach or evaluation manager. Without the assistance of Lennie and others, much closer to expertise at Stage 5 through previous experience in program evaluation and particularly participatory styles of evaluation, it clearly would have been unprofessional and possibly unethical for the researcher to proceed.

7.2.5 Time and timing difficulties

The results of this study suggest that timelines and timeliness can have an important impact on outcomes. The commencement of the project was constrained by externally imposed time limits, which were out of the control of the researcher. There was a hurried start to the evaluation, to fit in with a pre-arranged meeting, the ARC National Forum in May 2005. As

this was the first-time use of empowerment evaluation in practice by both the researcher and the contracted collaborator, opportunities to consult and to practice some of the procedures associated with Steps 1–3 of the approach were limited. The close timing between the dissemination of the initial survey (April, 2005) to volunteers and teaching staff and the May Forum, limited the effective utilisation of the survey results. If the responses from this group had been available for use at that time they may have served to overcome at least some of the downside associated with having stakeholder groups meeting separately. Unfortunately this was not possible within the timeframe available.

The motivation of workshop/evaluation participants may also have been impacted by the length of time it took to convene all of the workshops (May–December in 2005) and the time between workshops (May–July, July–October, October–December). The convening of the July and December workshops were dictated by school schedules and the October workshop accommodated the busy schedules of the ARC and Sanitarium executive staff. These timing constraints were out of the control of the researcher but they may have led to the perception that little was happening between evaluation events.

7.2.6 Empowerment evaluation—process versus outcome

Throughout this project, tension was evident between the process of evaluation and the outcomes of evaluation activities. The industry partners remained focused on the development of a unique set of evaluation instruments or tools, despite agreement being reached to use empowerment evaluation as a way of undertaking evaluation that would not only engage volunteers and teachers but all of the key stakeholders. The important objective of embedding empowerment evaluation within the GSBC program tended to be overshadowed by the desire to produce instruments able to measure program effects and to report results as quickly as possible.

The empowerment evaluation approach needs to include further guidance on the need to balance the evaluation process with the outcomes of evaluation. Clearly this is an underlying tension that would be present in all participatory evaluation approaches. In this project, the empowerment evaluation approach was specifically selected as it reflected the nature of the program being evaluated, i.e. one that was principally focused on community ownership and management. Developing evaluation skills and a sense of ownership of the process was inherent in this decision. However, the need to embed empowerment evaluation within the overall program and to ensure program personnel became familiar with its use could have been more clearly signposted from the start. For example, at the May workshop with ARC managers and GSBC coordinators, the techniques of empowerment evaluation could have been promoted with the group as a way of doing evaluation in other areas of their work and that embedding empowerment evaluation within the GSBC program was also an important objective. A focus

early in the evaluation process on activities that promoted ‘how to do empowerment evaluation’ or ‘training in empowerment evaluation’ may have resulted in a better outcome, in terms of a higher level of participant skills in evaluation and hence in the development of evaluation tools, a primary objective of the project.

7.2.7 Modifying empowerment evaluation

Modifications were made to recommended empowerment evaluation protocols for pragmatic reasons. Empowerment evaluation recommends bringing together all program stakeholders or representatives from all stakeholder groups to work on Steps 1–3 of the approach. This was not feasible logistically or financially. Hence stakeholder groups (managers and coordinators/ volunteers and teachers/ RPG) met separately, thereby decreasing the opportunity for members from one group to engage in the rich interchange characteristic of these face-to-face events. While this may have acted to distance different groups from each other, it is also possible that by encouraging workshop participants to meet in homogenous groups, participation may have increased due to the power base of individuals being largely the same.

7.3 Conclusion

In conclusion this study has demonstrated that empowerment evaluation has much to offer those who operate school breakfast programs along the community-based lines of the GSBC program. It was generally successful in assisting the program managers and sponsors to take stock of the program and to set goals for the future. It was successful at the breakfast club level where it was important to develop a comfortable working relationship with volunteers and teaching staff including school principals. It was here the scene had to be set for tools to be developed and data collected. Feedback on post-workshop surveys and in interviews with members of this cohort provided strong evidence that empowerment evaluation was an entirely appropriate vehicle for reaching the objectives of the project. The 3 step empowerment evaluation approach based on its 10 guiding principles was endorsed by all but a few participants.

The difficulties experienced can be seen as largely being associated with conducting an evaluation project in such a large-scale complex program. On the four occasions that Steps 1–3 of empowerment evaluation was followed with workshop groups, a large amount of quality data was assembled and participants reported being satisfied with both process and outcome.

In hindsight it may have been better to reduce the complexity of the evaluation by concentrating evaluation efforts at one or two sites. For example, if following the May workshop with ARC managers and GSBC coordinators, evaluation efforts had been concentrated on say two breakfast club schools in Sydney, the complexity of the evaluation would have been reduced considerably.

The study has provided a rich backdrop against which to examine the efficacy of empowerment evaluation's 10 foundational principles as values that guide practice. Principles that its proponents say, when taken in their entirety, distinguish it from other approaches such as collaborative, participatory and utilization-focused evaluation (Wandersman et al, 2005, p. 29). Empowerment evaluation was chosen for use in the project prior to the 10 principles being introduced in 2005. At that point articulation of the 3-steps, mission and vision, taking stock and planning for the future; the concepts of 'helping people help themselves'; and characterisation of the evaluator as 'coach', 'facilitator' and 'critical evaluative friend' (Fetterman, 2001, p. 30-31) resonated with the researcher. The introduction of the 10 principles served to clarify that empowerment evaluation is 'first and foremost about principles, theories, ideas, and values (Fetterman, 2005, p. 2).

The next chapter will offer the concluding remarks and a set of key learnings crucial for future evaluation efforts that might consider using empowerment evaluation with school breakfast programs.

CHAPTER 8

CONCLUSIONS

8.0 *Introduction*

The use of the empowerment evaluation approach with GSBC program personnel resulted in the assembly of a large amount of baseline data about the program and its operation throughout 2005/6. Empowerment evaluation as an ‘evaluation tool’ demonstrated considerable value as an appropriate vehicle for collecting this data and the nine evaluation instruments subsequently developed and trialled are evidence that Step 3— Planning for the future, can produce good quality results. A framework is now in place for the on-going evaluation of the program. The program managers demonstrated some commitment to the evaluation during 2007 by selecting three survey instruments from the nine tools trialled and using these instruments to collect data at breakfast club sites throughout Australia.

Therefore it is argued that the case study proposition that empowerment evaluation would provide a practical method to evaluate school breakfast programs was confirmed. This was due to the simplicity of the 3-step approach, empowerment evaluation’s participatory style, engaging key stakeholders in a ‘helping people help themselves’ mode and putting tools in the hands of program staff to evaluate their own program.

It is clear greater emphasis needed to be placed on ‘empowerment evaluation as evaluation tool’ rather than on evaluation tools that may result from empowerment evaluation. The importance of Step 1 is paramount where key stakeholders establish or confirm the existing mission and vision statement or unifying purpose for the program. This step commenced but remained incomplete throughout the project, a piece of unfinished business which possibly reflected an underlying ambivalence amongst some about the true intent of the program.

Program managers and sponsors need to signpost their commitment to the evaluation from the start and verify this throughout the project by providing adequate financial and logistical support. Negative outcomes during the course of the evaluation need to be able to be dealt with openly and honestly. Attention to the management of such outcomes may be necessary before an evaluation project gets underway

8.1 *An assessment of the project in relation to the principles of empowerment evaluation*

Improvement

Baseline information on the strengths and weaknesses of the program was obtained where program personnel identified specific areas in which the program could be improved, such as an increase in nutritional education, retention of volunteers, and increased support from principals and teaching staff at schools operating breakfast clubs. A large number of strategies for improvement of key program activities were documented along with associated performance indicators. Surveys and observation instruments to assess changes that might be taking place as a result of breakfast club attendance were designed, trialled and some preliminary results obtained. Data have been collected from teachers about the influence they believe the breakfast club is having on the social behaviours and learning capacity of participating students. A survey asking teachers whether stigma exists within their school about the breakfast club and whether this may be keeping the most vulnerable from attending has been trialled. Data have been collected from students about the relationship between breakfast club/café attendance and their ability to do well at school, their food choices and breakfast skipping behaviours. Improvement in the breakfast club's profile and increased recognition and support for the program by the principal and teaching staff at a school in WNSW has occurred as a result of evaluation activities.

Community ownership

Information provided during workshops in July, 2005 and again in December indicated a high level of local community ownership of the GSBC program. With respect to the evaluation, School 2 associated with Sydney A and WNSWC evaluation teams in particular demonstrated significant ownership of the process. The loss of the ARC GSBC coordinator who had been a strong supporter of evaluation activities in the Western region of NSW had a detrimental effect on the progress of the evaluation in that community. Some of the problems associated with community ownership of the evaluation include: the time and energy required to engage community volunteers and teaching staff and consult with them before workshops; problems with maintaining the initial enthusiasm and interest in the evaluation; difficulties in gaining a common understanding of the intent and purpose of the evaluation and; limitations on the type of evaluation methods that could be effectively and confidently used by community volunteers.

Inclusion

Delivery of the program involves a broad diversity of people and organisations—ARC, Sanitarium and other sponsors, schools, principals, teaching staff, parents and participating students. The evaluation process included volunteers, teachers, school administrators, regional ARC program coordinators and managers, and senior staff from the ARC and Sanitarium.

Participating children also contributed to the evaluation process through surveys and interviews. Parents and/or carers from a Central Coast school were involved in a focus group discussion about community support for their breakfast club. A key inclusion issue that emerged during workshops was the need to make breakfast clubs inclusive of all children in order to reach those in greatest need (ie reduce stigma). A survey on this was administered to teachers at Sydney A, Schools 1 and 2 and the Central Coast school involved in the study.

Democratic participation

A range of methods were used to encourage democratic participation, including: action-oriented workshops; questionnaires (distributed before May, 2005 workshop); formal and informal meetings; interviews/a focus group; teleconferences; communication via email; phone calls; feedback forms. A wide range of topics related to the program were discussed, with each workshop participant given opportunity to reflect on aspects of the program being investigated. The workshops included prioritising key program activities and rating these activities using democratic processes. Consultations were conducted to identify the key activities each pilot area would focus on.

Social justice

Information on the local context was collected with issues such as unemployment levels, lack of services, multicultural mix in the community, and percentage of indigenous people highlighted in reports. The program has a clear commitment to social justice which is reflected in the suggested mission and vision statements. That those involved are strongly committed to helping children in need was also reflected in many of the workshop discussions. A program for, and about, children and their families it is also seen as somehow contributing to the amelioration or prevention of social problems in the communities they serve.

Community knowledge

Throughout the workshop/consultation period the evaluation drew heavily on: community knowledge of the local context; family situations of children; and the changes the program has made in children which program personnel have observed over time; what makes the program work well; how to retain volunteers; ideas of how to improve the program and assess its impacts; the broader picture involved – for example the need for breakfast club/cafes in high schools; appropriate evaluation methods to use; and appropriate questions to include in surveys and proformas.

Evidence-based strategies

Various existing tools were reviewed as part of the evaluation and strategies and issues related to ‘best practice’ were identified. Each workshop group brainstormed the type of strategies that

could be used to meet goals set for program activities and identified evidence that would indicate attainment. Evaluation teams at the six pilot sites built on this work and produced a comprehensive list of evidence-based strategies. A major achievement of this project is that nine evaluation instruments have been trialled and preliminary results obtained.

Capacity building

The program itself is providing capacity building for children in the form of education about nutrition and life skills, and for volunteers through the training that is provided prior to becoming involved. Ways of improving these processes were identified. With respect to the evaluation, baseline data were collected on key activities which could be used for comparison purposes at a later date. Workshop participants gained greater understanding about empowerment evaluation, planning an evaluation and identifying questions, but were somewhat dependent on the evaluation coach with respect to design of survey and observation instruments and data analysis.

Organisational learning

A report has been received that strategies and issues identified during the May 2005 workshop have been included in the ARC strategic plan for the GSBC program. Strategies identified by volunteers and teachers have been implemented in some areas to improve programs and to gain more support from school principals.

Accountability

It is too early to assess the extent to which changes in practices or knowledge have occurred as a result of the strategies suggested by evaluation teams. There is however a high level of accountability to improvement with respect to breakfast clubs serving schools such as the primary school associated with WNSWC. The tools developed have potential to provide ongoing monitoring of the program's success. Interview data provide further insights into the outcomes of the evaluation and particularly about empowerment evaluation and its ten principles.

8.2 *Key learnings*

Based on the case study and critical reflections on the project, the following key learnings have been identified:

A high level of organisational and community support is vital to an effective empowerment evaluation, particularly where multiple stakeholders (including volunteers and lay and professional staff), dispersed localities, and multi-faceted programs are involved. Following the pilot evaluation workshops, progress in the pilot sites was highest where there was significant support from key community participants, school principals and teachers.

Appropriate timing of evaluation planning workshops is critical to maintain momentum following preliminary empowerment evaluation workshops. The initial enthusiasm and interest of community groups can be lost quickly if the gap between planning the evaluation, developing the tools, and implementing the tools is too great.

The role of community champions is also critical. Even when there were initially high levels of enthusiasm in the pilot workshop teams, progress was slow without the active ongoing support of key stakeholders or champions in the evaluation. As Lennie et al (2005, p.10) suggest, champions need to be committed to their community, use empowering processes, and have good networks and communication skills. Patton (2008) describes what he calls the ‘personal factor’ and whether evaluation outcomes are likely to have any impact.

The personal factor is the presence of an identifiable individual or group of people who personally care about the evaluation and the finding it generates. Where such a person or group was present, evaluations were used; where the personal factor was absent, there was a correspondingly marked absence of evaluation impact (p. 66).

Participation of appropriate people is important to successful outcomes. While the ideal is to involve a broad diversity of stakeholders and community members, effective participation in evaluation planning workshops requires a certain level of prior knowledge, skills and experience. Involving participants with very low levels of knowledge or understanding of evaluation, of the key program activities being discussed, or of the local context, can produce disempowerment and other unintended outcomes.

The context in which an empowerment evaluation is conducted affects its overall success. The GSBC evaluation was undertaken as part of a university research project conducted by a doctoral student and his supervisors. This meant that certain timeframes were imposed on the evaluation. It also affected support for the project among some participants.

8.3 *and finally...*

The outcomes of this project have confirmed the value and importance of several empowerment evaluation principles, including improvement, democratic participation, community knowledge, capacity building, inclusion and the use of evidence-based strategies. This project supports the recommendations by Gibbs et al (2009, p. 43S) to others considering the use of empowerment evaluation. Their first of four recommendations, to invest in relationship building, is seen as possibly the most important ingredient to the success of the project. Second, to maximize participation of program staff was indeed the aim from the outset of the project. The researcher endorses their third and fourth recommendations to tailor content and form of technical assistance to program preferences and to combine structured and program specific technical

assistance, with some initial success in these areas being demonstrated. However for these learnings to find any traction within the GSBC program, ongoing commitment and support would need to be proffered by the program managers and possibly the sponsors.

Questions for further consideration are:

Does empowerment evaluation demand resources and commitment which are beyond those available in a volunteer environment?

Could it be that the skills of the evaluation coach are less important than the personal and time resources of the people involved?

Is empowerment evaluation a feasible way to undertake an evaluation in this kind of setting where it may be beyond the capabilities of an underfunded project/agency?

The above notwithstanding, in this project empowerment evaluation demonstrated several strengths that have made it a practical and valuable methodology for evaluating the outcomes and impacts of the GSBC program and for increasing its long-term sustainability and effectiveness in meeting the needs of disadvantaged children. The successful outcomes of the workshops and the mainly positive feedback received on the method have demonstrated its value. However, to be most effective, the GSBC Research Partnership Group, ARC, school staff and community volunteers need a strong commitment to the principles of empowerment evaluation and adequate time, resources and support to increase evaluation capacities and build evaluation into the program.

Finally, to be effective, a strong commitment is required by senior management to remain engaged in the evaluation process, beyond baseline, beyond pilot studies and preliminary data, and into the bedded down part of the fabric of the organisation and its programs.

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Websites

http://www.redcross.org.au/ourservices_acrossaustralia_goodstartbreakfastclub.htm

<http://www.davidfetterman.com>

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APPENDIX A

Memorandum of Understanding

Memorandum of Understanding

Between _____
(School Name)

and the Australian Red Cross

Purpose:

The collaboration between Australian Red Cross and the school seeks:

To provide a program that offers children a healthy start to the day by providing them a nutritious breakfast, while educating them about healthy eating habits and to assist in developing the learning capacity of children in schools.

Commencement:

The program will commence on ____/____/____.

It will be conducted on the following days: _____.

Between the hours of _____ and _____.

However, program delivery times may change slightly in relation to operational needs. The delivery of the program is subject to the continuation of funding.

Responsibilities:

Australian Red Cross will:

- Provide volunteer insurance cover
- Provide Sanitarium products for use in the Breakfast Club, when available;
- Provide a Program Coordinator to liaise with both the school and Australian Red Cross;
- Assist in securing local sponsors for the other products required in the Breakfast Club.

The School will:

- Appoint a Breakfast Club School Contact Person. This person is the contact that volunteers can readily access in the event of concerns or problems;
- Be responsible for all issues relating to the student's discipline and behaviour;
- Provide and maintain a safe and healthy work environment;
- Support agreed strategies to encourage children to participate in the program;
- Assist ARC in communicating issues relating to Australian Red Cross Breakfast Club Volunteers to the Program Coordinator as soon as practicable;
- Support ARC Volunteers in ways that will enable them to perform their duties to the program;
- Provide ARC with on-going feedback relating to the program.

Responsibilities – Recruitment, Selection and Induction:

Australian Red Cross will:

- Assist the school in recruiting suitable volunteers;
- Be responsible for the screening, selection, appointment, management and evaluation of volunteers;
- Appoint all new volunteers subject to a probationary period;
- Provide a position description for each volunteer, detailing their roles and responsibilities.
- Provide appropriate training for new volunteers.

The School will:

- Support ARC to promote participation in the program throughout the school community.

Responsibilities - Resources

Australian Red Cross will:

Provide reasonable food products to assist with the delivery of the program.

The School will:

Provide the facilities and other support as detailed in schedule 1 (attached).

Responsibilities – Grievance & Disputes

Both Parties will:

- Acknowledge that any concerns or disputes relating to the operation or management of the program are the responsibility for both parties to resolve cooperatively. In the event of an incident occurring;
- Both parties must inform each other of the relevant details as soon as practicable;
- Every effort should be made to resolve the incident in a confidential, timely and effective manner.
- Where the matter relates to the conduct or performance of a volunteer it is agreed that Australian Red Cross will be responsible for addressing the concerns;
- Where the matter is of a recurring or serious nature the ARC retains the right to suspend or dismiss the volunteer.

Responsibilities – Promotions & Fundraising

Any advertising or promotions should:

- Promote the program as a joint venture and also appropriately acknowledge other partners, sponsors and supporters;
- Display relevant logos, trade marks, or emblems in accordance with each organisation's guidelines;
- Be consistent with the National Code on Commercial Sponsorship and Promotion in School Education (1992).
- Be formally agreed to by all parties.

Monitoring of Memorandum of Understanding

Responsibilities – Evaluation and Research

Both parties will collect and share the information required to conduct the program and to evaluate it or to carry out any research activities related to its practices and impact.

Review for continuation of the agreement

The Memorandum of Understanding will be reviewed prior to the end of each year.

Schedule 1 of the Memorandum of Understanding

_____, agrees to provide the following:
(School Name)

Facilities:

- ☐ A suitable room (or area) for the program to operate. This should be a relatively “private” space with ready and safe access to a sink with hot and cold running water.
- ☐ Adequate clean, dry and secure storage space for food stocks.
- ☐ Kitchen equipment including fridge, freezer and toaster.
- ☐ Furniture including bench space, tables and chairs.
- ☐ Washing facilities including detergent, hand wash and towels.
- ☐ Ongoing cleaning and maintenance of the Breakfast Club room/area.

Staffing Support:

- ☐ Appoints _____ as the Breakfast Club School Contact person.
- ☐ Will ensure that there is at least one staff member available, on call, in the school at all times, while the Breakfast Club is in operation.

Duty of Care:

- ☐ Will monitor children’s allergies and other safety related issues as well as review the menu provided by the GSBC School Coordinator to monitor such issues (e.g. allergies).
- ☐ Will provide timely advice to the Breakfast Club Coordinator about school safety procedures (e.g. evacuation plan) and any information relating to students’ safety, allergies, or relevant illnesses, as well as any changes in the timetable or program that may impact on the operation of the Breakfast Club.

Facilitation:

- ☐ Will work with the Australian Red Cross to develop strategies to sensitively encourage students to participate in the program;
- ☐ Will promote the Breakfast Club throughout the school community to raise awareness of it and to encourage members of the school community to take part in the program as supporters and volunteers.
- ☐ Will contribute to the program by sourcing and recruiting local sponsors and donors, where possible, to help to sustain the Breakfast Club Program.
- ☐ Will cooperate to enhance a whole-of-school approach to the identification of barriers to good nutrition and support the implementation of relevant strategies to improve nutritional and social skills.

Memorandum of Understanding

Between
Australian Red Cross (*State eg Tasmania*)
and

(School Name)

Signed on behalf of Australian Red Cross

Date

Print Name: _____

Position: _____

Witnessed by

Date

Print Name: _____

Signed on behalf of the School

Date

Print Name: _____

Position: _____

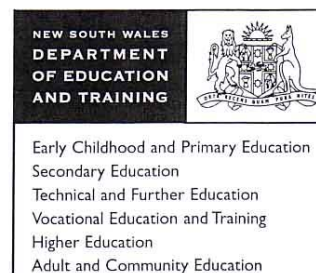
Witnessed by

Date

Print Name: _____

APPENDIX B

Approval to conduct research in NSW government schools



Mr Wayne Miller
5 Beachcomber Pde
North Avoca
NSW 2260

Dear Mr Miller

SERAP Number: 06.278

I refer to your application to conduct a research project in NSW government schools entitled *Practical methods evaluate school breakfast programs*. I am pleased to inform you that your application has been approved. You may now contact the Principals of the nominated schools to seek their participation.

This approval will remain valid until 10 November 2006.

This approval covers the following researchers and research assistants to enter schools for the purposes of this research: Mr Peter Wayne Miller only

You should include a copy of this letter with the documents you send to schools.

I draw your attention to the following requirements for all researchers in NSW government schools:

- School Principals have the right to withdraw the school from the study at any time. The approval of the Principal for the specific method of gathering information for the school must also be sought.
- The privacy of the school and the students is to be protected.
- The participation of teachers and students must be voluntary and must be at the school's convenience.
- Any proposal to publish the outcomes of the study should be discussed with the Research Approvals Officer before publication proceeds.

When your study is completed please forward your report marked to General Manager, Planning and Innovation, Department of Education and Training, GPO Box 33, Sydney, NSW 2001.

Yours sincerely

Please see
print copy
for image

Dr Christine Ewan
General Manager, Planning and Innovation

21 June 06

**Initial questionnaire sent to GSBC
volunteers and teaching staff in April
2005**

Evaluation of the Good Start Breakfast Club Program

A national forum involving GSBC coordinators will be held in Sydney on 18 and 19 May 2005. During this forum, coordinators will discuss the mission and vision of the program, identify key program activities, assess how well they are working, and plan an evaluation of these key activities. The participation of teachers and volunteers is very important in the evaluation of the program. At a later time we are hoping to conduct similar workshops with selected teachers and volunteers.

So that your views can be taken into account at the forum in May, the evaluation team from the University of Wollongong has asked coordinators to seek your comments on the GSBC program, using the questionnaire below.

We would be grateful if you could complete and return this questionnaire by Tuesday 10th May to your local GSBC coordinator. All responses will be kept confidential.

PART A - YOUR VIEWS ON THE GSBC PROGRAM

1. Please write three to four phrases that you think capture the mission (or main aims) of the program.

2. Please write two to three phrases that express your vision for the future of the program.

3. Program features/activities

(a) Which features and/or activities of the program do you think are the most important? Please list up to six features or activities. For example, providing breakfast to children in need, training volunteers, interaction between children and volunteers, development of community partnerships.

(b) For each of the features or activities you have listed please rate how well you think they are working, using a scale of 1 - 10, where 10 is the highest and 1 is the lowest.

Program feature/activity	Rating out of 10
--------------------------	------------------

1. _____	_____
----------	-------

2. _____	_____
----------	-------

3. _____	_____
----------	-------

4. _____	_____
----------	-------

5. _____	_____
----------	-------

6. _____	_____
----------	-------

4. Please comment briefly on why you gave each activity this rating. Feel free to be open and honest about how well you think the program activities you listed are working.

Feature/activity

1.

2.

3.

4.

5.

6.

5. How willing are you to take part in future workshops or other activities connected with the evaluation of the program? (Please circle the appropriate number or place an X next to the number)

1 very willing

2 quite willing

3 unwilling

4 unsure at this stage

PART B - BACKGROUND INFORMATION

So that we can better understand your responses, we would be grateful if you provided some background information. (Please tick the appropriate box or place an X next to the box)

1. What is your gender? Female ☐ Male ☐
2. What age group are you in? under 20 ☐ 20 - 39 ☐ 40 - 59 ☐ over 60 ☐
3. What is your role in the program? Volunteer (teacher) ☐ Volunteer (community member) ☐
Volunteer (student) ☐ Other ☐ (please describe) _____

4. What region is your school located in?

- | | |
|--|---|
| <input type="checkbox"/> Sydney | <input type="checkbox"/> Victoria |
| <input type="checkbox"/> Greater Western Sydney, New South Wales | <input type="checkbox"/> Queensland |
| <input type="checkbox"/> Hunter, New South Wales | <input type="checkbox"/> South Australia |
| <input type="checkbox"/> Western Region, New South Wales | <input type="checkbox"/> Tasmania |
| <input type="checkbox"/> Southern Region, New South Wales | <input type="checkbox"/> Northern Territory |

5. If you are willing to take part in future evaluation activities please provide some contact details:

Name: _____

Phone number: _____

Email address: _____

Thank you very much for completing this questionnaire. Please return it by Tuesday 10th May to your local GSBC coordinator using the methods they advise.

APPENDIX D

Baseline data for the National Evaluation of the GSBC Program

Baseline data for the National Evaluation of the GSBC Program provided by teachers and volunteers via questionnaire

Wayne Miller
Breakfast club researcher

June Lennie
Evaluation consultant

22 June 2005

INTRODUCTION

This report presents an analysis of questionnaires completed by 42 volunteers working within the Good Start Breakfast Club (GSBC) program managed by the Australian Red Cross and sponsored by the Sanitarium Health Food Company. Volunteers included community-based personnel, student volunteers and teachers who have a role in breakfast clubs operating at their schools.

PROFILE OF RESPONDENTS TO THE QUESTIONNAIRE

Forty-two (33 women, 8 men, 1 unknown) volunteers including teachers completed the questionnaire about the evaluation of the GSBC program.

Three (7%) were in the under 20 age group, 18 (43%) were in the 20 - 39 age group, 19 (45%) were in the 40 - 49 age group, 1 (2%) in the over 60 age group and 1 (2%) unknown. 12 of the respondents worked in Sydney, 10 in Tasmania, 9 in Western New South Wales, 5 in Victoria, 3 in South Australia, 1 in Greater Western Sydney, 1 in Northern New South Wales and 1 in the Hunter Region of New South Wales. 19 were volunteers from the community, 12 were teacher volunteers, 1 was a school principal, 6 were student volunteers, 3 indicated being in an 'other' group and 1 did not provide this information.

Fifteen respondents indicated that they were 'very willing' to be involved further in an evaluation of the GSBC, 16 were 'quite willing', 7 were 'not sure at this stage', 1 was 'unwilling' and 3 did not respond to the question.

RESPONSES BY REGION

Western NSW (9 respondents)

Mission

School community partnerships

Student welfare

Improved learning because students are well nourished

To provide children with a nutritious breakfast to aid their learning

To show children adults care about their wellbeing

To teach children correct eating habits

Providing a healthy start to the day for children

Teaches children about nutritional values

Helps to build positive relationships between the children and adults (teachers/volunteers)

Contributing to good nutrition

Positive impact on behaviour and learning outcomes

Encouraging a healthy start to the day

Give children a good start to the day

Give volunteers a purpose, or a way for them to help

Give the community a hand up by helping their children

Give the school children that are settled, ready to learn

Creates a safe environment

Enhances children's social skills

Positive interaction with adults/children

To ensure that ALL students have a successful start to every day, with a full tummy, a healthy breakfast, a friendly face and a welcome

A kick start for learning – getting ready to concentrate for the day

Caring for students/children

Healthy eating

Healthy choices

Life skills – helping, teaching children preparation/cleaning

Meeting the needs of students

Enhancing learning outcomes

Developing social skills

Vision

It is working very well in our school

To provide children with a nutritious breakfast to aid their learning

To show children adults care about their wellbeing

To teach children correct eating habits

To allow the children to learn life skills

To allow the children to build friendships with visiting adults

Children will hopefully be able to relate positively to their peers

In the future more schools participating in the program

Teachers and community members more willing to help with the running of the program

A valuable program that should continue

An excellent program especially for children from low socio-economic backgrounds that is contributing to the health, learning and nutrition of the future generation

Community recognises importance of breakfast for children

Educate children; teach them what a healthy breakfast is

Volunteers feel fulfilled

Better learning outcomes; better social skills for children

Continue to grow within the community

Enhances good nutrition

Excellent school/community program

I like it the way it is but I would love to see the government come on board and show their support financially for this highly valuable program

Educating children on the importance of eating breakfast to give them a good start to the day

Teaching students how to prepare their own breakfast cereal / pouring juice, helping set up / clean up

Healthy food choices

Greater community involvement

Teaching children to prepare their own food

Key features / rating out of 10 / comments re rating / willingness to be involved in future evaluation activities

(NB. Respondent's initials are given where provided along with their role within the GSBC and their willingness to take part in future evaluation activities)

<i>Feature/activity</i>	<i>Rating /10</i>	<i>Comments</i>
<i>(Teacher/quite willing)</i> <i>Providing breakfast to children in need</i>	9	<i>Children always receive a good breakfast (nourishing)</i>
<i>Building school /community partnerships</i>	10	<i>Great opportunity for students/community/teachers to work together in a non-threatening situation</i>
<i>Social interaction between children</i>	8	<i>Children have opportunity to mix in a non-competitive way</i>
<i>Interaction with other adults</i>	7	<i>Children mix with caring adults from a variety of social/economic backgrounds</i>
<i>Healthy eating examples</i>	6	<i>Children are given healthy breakfasts to provide role models for the future</i>
<i>GS (School principal/quite willing)</i> <i>Providing nutritious breakfast</i>	9	<i>The breakfast provided is of high quality</i>
<i>Build relationships between adults and children</i>	7	<i>The volunteers are interested in children's interests and friendly to them</i>
<i>Expect and teach acceptable habits</i>	7	<i>Children are not always taught table manners. It is good to have high expectations for them</i>
<i>Training volunteers</i>	9	<i>Several people have not been aware of safety cleanliness or discipline yet have learnt quickly – developed personal skills</i>
<i>Developing community relationships</i>	9	<i>Volunteers are able to cook for large groups of children</i>
<i>(Community volunteer/not provided)</i> <i>Teachers' involvement</i>	1	<i>Poor involvement in program</i>
<i>Providing breakfast to needy children</i>	10	<i>Quite a few children in need are being provided with a nutritious breakfast</i>
<i>Interaction between children and volunteers</i>	7	<i>The children are relating rather positively to their peers</i>
<i>Living skills</i>	7	<i>Most of the children are willingly participating in the area of living skills, dishes are avoided at times</i>
<i>Nutritional skills</i>	9	<i>Children are being made aware of good nutritional habits through posters and verbal communication</i>
<i>(Undefined role/unsure at this stage)</i> <i>Providing breakfast to children in need</i>	8	<i>Maybe more children in need can be encouraged to participate in this program – I am not sure of exact numbers</i>
<i>Developing community partnerships</i>	6	<i>This program is only one way to contribute towards this outcome – should not operate on its own</i>
<i>Impacting on learning and behaviour outcomes</i>	10	<i>It can not be overstated how proper nutrition and diet can impact positively on behaviour and learning – especially breakfast</i>

<i>MY (Facilitator- School as Community Centres/quite willing)</i> <i>Provide breakfast</i>	10	<i>Great breakfast every day. Always more food in the cupboard so we never run out</i>
<i>Social interaction between students</i>	8	<i>Student interaction is mostly positive, from time to time we have a challenging behaviour</i>
<i>Nurturing environment</i>	10	<i>Always friendly, warm when you enter the breakfast room</i>
<i>Social interaction with volunteers</i>	10	<i>Children and volunteers share stories and experiences, respect one another</i>
<i>Volunteer to volunteer network</i>	10	<i>Volunteers work in pairs or 'teams', always chatting happily</i>
<i>(Other/unsure at this stage)</i> <i>Safety – for kids</i>	10	<i>Safety is paramount – this issue has been addressed</i>
<i>Child knows that a meal is provided each day</i>	8	<i>Important club is open every day</i>
<i>Enhances behaviour</i>	8	<i>Children need food in their bodies at the beginning of each day</i>
<i>Community Training volunteers</i>	4	<i>Volunteers not sure about how Red Cross Breakfast Clubs should be run</i>
<i>JL (Teacher/very willing)</i> <i>Nutrition/Health for disadvantaged</i>	10	<i>Many (average about 35) students a day access; previously they would have had <u>no</u> breakfast or highly inappropriate snacks</i>
<i>Improved concentration of students</i>	8	<i>Teachers all report students in the group are now more settled and responsive to learning in the morning</i>
<i>Welfare contact on an informal level</i>	9	<i>Breakfast allows for an excellent opportunity for students to share issues about their welfare and home on an informal basis</i>
<i>Community partnerships</i>	9	<i>We have outstanding support from parents, grandparents and community members</i>
<i>Goodwill developing school/parents/students</i>	7	<i>Disadvantaged students and families really appreciate us helping out with breakfast</i>
<i>Camaraderie between students</i>	6	<i>Students who access breakfast club share a common bond which had led to sound friendships</i>
<i>DC (Teacher/quite willing)</i> <i>Development of community partnerships</i>	5	<i>Would like to see more community involvement. Always the same people who tend to be involved</i>
<i>Providing breakfast for needy students</i>	10	<i>Excellent – a high number of students access Breakfast club. An increase in concentration levels in the classroom evident</i>
<i>Training volunteers</i>	5	<i>May need to look at training a new pool of volunteers – hopefully draw on different people from the community</i>
<i>Life skill (Teaching / demonstrating)</i>	10	<i>Students learn how to look after themselves; get their own cereal; pour on milk etc. They help set up and they learn to be responsible for their own mess</i>
<i>Children / volunteer interaction</i>	10	<i>Students and volunteers relate on a different level. Common respect and appreciation</i>

<i>MH (Teacher/quite willing)</i> <i>Providing appropriate breakfast/'top up' for children in need</i>	8	<i>Children who are not provided with breakfast at home or who need to top up after a long bus trip are using the program</i>
<i>Developing healthy eating habits</i>	7	<i>The children are being provided with a healthy range of appropriate breakfast foods and are no longer eating lollies/chips in the playground</i>
<i>Enhancing learning outcomes</i>	5	<i>The children who use the program are tending to be more settled and focused in class than before</i>
<i>Developing social skills</i>	6	<i>The children are learning appropriate table manners and reinforcing social conversations such as 'please' and 'thank you'!</i>

Hunter NSW (1 respondent)

Mission

Breakfast club to support the children

Kids enjoy having it

It's healthy for all the children

Vision

That all kids get to have a good breakfast

Key features / rating out of 10 / comments re rating / willingness to be involved in future evaluation activities

Feature/activity	Rating /10	Comments
<i>AL(very willing)</i>		
<i>Breakfast</i>	8	<i>It is good for the kids in need.</i>
<i>Volunteers</i>	5	<i>Need to get more.</i>
<i>Training volunteers</i>	2	<i>All volunteers need to have all the training available.</i>
<i>Community partnership</i>	6	<i>Community needs to get involved</i>
<i>Interaction between kids and volunteers</i>	7	

Northern NSW (1 respondent)

Mission

Breakfast club is a healthy start for the kids

Breakfast is a good social event for the kids

It's good for the kids. They always turn up

Vision

The kids will always have a healthy breakfast

Good community involvement

Key features / rating out of 10 / comments re rating / willingness to be involved in future evaluation activities

<i>Feature/activity</i>	<i>Rating /10</i>	<i>Comments</i>
<i>DM (Community volunteer/very willing)</i>		
<i>Healthy breakfast</i>	8	<i>The kids get a healthy brain start for each day</i>
<i>Interaction</i>	9	<i>All the kids and volunteers get good interacting skills</i>
<i>Training volunteers</i>	3	<i>We don't have many volunteers</i>
<i>Development of community</i>	5	<i>For a small community there's not much involvement, but it all helps</i>

South Australia (3 respondents)

Mission

Provide children with the skills and confidence to eat healthy

Provide children with a safe environment to interact with adults and fellow students

Provide children with a healthy start to their day

What it means to start the day by having a good meal

Something is better than nothing at all; some children will only eat toast or cereal not both

It does not matter what your background is, all are welcome

Provide students with a nutritious breakfast

Provide opportunities to educate students about making healthy food choices

Improve attendance

Improve school performance

Vision

This program is available in a lot more schools around the country

Provide ongoing skills and knowledge of healthy eating habits

More children will know that a good breakfast is the best way to start the day

Less children will not want to diet as they will know you need to eat breakfast as part of a good eating lifestyle

Extend breakfast from 3-5 days

Target families who would benefit most from the program

Key features / rating out of 10/ comments re rating / willingness to be involved in future evaluation activities

<i>Feature/activity</i>	<i>Rating /10</i>	<i>Comments</i>
<i>TI (Community volunteer/very willing)</i>		
<i>Providing breakfast to children</i>	10	<i>I have just started with this program and what I have seen so far and the training I have had with Red Cross, I believe that all the activities I have listed are being achieved at a high level</i>
<i>Training volunteers</i>	10	
<i>Interaction between children and volunteers</i>	10	
<i>Development of community partnerships</i>	10	
<i>Providing children with healthy eating skills</i>	10	
<i>Providing children with hygiene skills</i>	10	

<i>JR (Community volunteer/quite willing)</i> Volunteer training	10	<i>Without good training the volunteers are unable to do the job they applied for and it shows in the wider community. We have parents/staff in the Breakfast Club; if they see we are not acting professionally it reflects on Red Cross</i>
<i>Interaction with volunteers and children</i>	8.5	<i>If there is no interaction between all members of the Breakfast Club it makes a very boring day so we have to make it fun and welcoming to all</i>
<i>Increasing school community awareness</i>	6.5	<i>It opens the door for new people to the school. We have invited classes into the Breakfast Club to tell them what we are all about and to let them know they are all welcome. It has been a success</i>
<i>Giving the children a chance to have a good breakfast</i>	9.5	<i>Not all children are eating breakfast for whatever reason. This gives them a chance. We are providing milo milkshakes (milk and milo in a blender) and the children love them</i>
<i>Providing nutritional information to the school community</i>	6	<i>Too much emphasis in society is about being slim, so young children are not eating breakfast which then reflects on their health and wellbeing</i>
<i>Sponsorship/donation of food to help keep the cost down</i>	8	<i>Through sponsorship/donation of food it keeps the cost down and the money Red Cross is spending can go to more worthy causes</i>
<i>IR (Teacher/school counsellor/very willing)</i> <i>Further develop community links</i>	7	<i>The community links have been vital to the program's success, however our main aim was to provide breakfast to students to improve attendance and school performance</i>
<i>Develop life skills, making breakfast, washing up</i>	8	<i>It is important for students to develop life skills that they can take with them. The high level of transience amongst students in this school may mean that they attend several different primary schools and these skills will benefit the students and their families</i>
<i>Provide students with a nutritious breakfast</i>	10	<i>This feature of the program rates high because it was initially the main aim and has had a positive impact on student behaviour</i>
<i>Social interaction between students, volunteers and staff</i>	7	<i>The social interaction between students, volunteers and staff has been an added bonus of the program and as the program develops is becoming more important</i>
<i>Further develop nutritional knowledge</i>	8	<i>Students are becoming more aware of the nutritional value of a healthy breakfast and volunteers are an integral part of this process</i>
<i>Improve attendance</i>	9	<i>Attendance, which has been an ongoing issue at XXXX Primary School, is continuing to improve and the breakfast club has helped ensure students attend school and are punctual</i>

Sydney (12 respondents)

Mission

Nutrition for children

Healthy living

Help

Care

To provide students with the necessary breakfast requirements so they can reach their optimal potential during school

Healthy habits

Nutritional knowledge

Life skills

Relation to peers

To provide some nutrition for the children

To provide a type of role model for the children

To provide someone other than teachers that the children can discuss issues with

Provide breakfast as a means of:

developing/encouraging positive behaviour eg. concentration; calmness; friendliness; patience

personal health eg. nutrition; food; hygiene

sense of self-worth and consideration for others

Educate children about healthy eating

Ensure children from underprivileged families start the day with a meal inside them

Provide a safe and civilised environment before school starts in which children can socialise

Provision of nutritious breakfast to children:

- from low socio-economic backgrounds

- who may not have eaten breakfast at home

Cooperative program

Community involvement

Positive atmosphere

Equality for children – all have access to healthy food

Provides nourishing breakfast for children who don't have access at home

Forum for positive social interaction with fellow students and members of the community

Forum for discussion on nutrition

To provide children with a healthy breakfast

To give children the opportunity to further develop their manners when asking for food

Vision

More expansive resources for the program

More supportive/encouraging role with the children

I hope to see it expand into a very successful program and perhaps become more involved with kids schooling lives

Short games that get students working together in developing solutions

Improving interaction between children and volunteers

As long as there are enough volunteers I believe that the program would be beneficial for all government schools

Children from GSBC interact/assist sponsors in promoting benefits of GSBC eg. kids are involved in a GSBC 'community'

A GSBC award at school presentation nights for 'achievement' or positive community participation

To teach children curiosity about food and encourage them to try new things

To see children asking for the healthier options as a preference

To have schools recognise the value of the program and provide a suitable environment and support

Providing the supply of volunteers continues then this is a highly appreciated and worthwhile service

Ongoing

Expansion into regional areas

Expansion into areas of extreme/moderate disadvantage

More healthy alternatives

Continued liaising with school and GSBC staff

Having parents and the community more involved

Having more children accessing the Breakfast Club

Key features / rating out of 10/ comments re rating / willingness to be involved in future evaluation activities

<i>Feature/activity</i>	<i>Rating /10</i>	<i>Comments</i>
<i>(Student volunteer/very willing)</i> <i>Providing breakfast for needy children</i>	<i>10</i>	<i>This is the central and most important aspect. It relates directly to health</i> <i>Provides potential counseling opportunities for children</i> <i>Important in giving volunteers knowledge of what to do</i> <i>Allows coordination and expansion in activities of the breakfast program</i>
<i>Interaction with children</i>	<i>8</i>	
<i>Training volunteers</i>	<i>7</i>	
<i>Development of community partnerships</i>	<i>10</i>	
<i>CS (Student volunteer/quite willing)</i> <i>Providing breakfast</i>	<i>10</i>	<i>This is the fundamental aim of the program</i> <i>This is integral to continued success of the program</i> <i>To keep students excited with the program and to ensure continued success</i>
<i>Good relationship with students</i>	<i>8</i>	
<i>Having adequate resources and variety</i>	<i>7</i>	

<i>DY (Community volunteer/quite willing) Providing breakfast to children in need</i>	9	<i>Children are getting used to the food that is provided and actually ask for more fruit and cereal</i>
<i>Training volunteers</i>	10	<i>The training session was very thorough and raised a number of important possible scenarios</i>
<i>Interaction between children and volunteers</i>	6	<i>There is not much interaction between the volunteers and children after breakfast is provided</i>
<i>Breakfast items</i>	8	<i>The food is generally very healthy, however a lot of the children use a lot of <u>margarine</u></i>
<i>Interaction between children</i>	8	<i>The older students communicate with the younger students</i>
<i>Development of community partnerships</i>	8	<i>Our breakfast club has established a partnership with a local fruit market enabling us to obtain fresh fruit</i>
<i>(Community volunteer/unsure at this stage) Interaction</i>	7	<i>There are quite a few children who feel very comfortable talking to me and asking me to join in with some of their activities eg. Handball, soccer, cricket. But there are those children who probably wouldn't mind coming along and having something to eat but for some reason they believe it's 'uncool'. Therefore because of this interaction between the volunteers and children it is fantastic for a select group of children but on the whole there is definitely room for improvement</i>
<i>Breakfast</i>	6	<i>The children at my primary school only tend to eat a few things, namely toast, honey, MILO. Apart from that they are quite unwilling to try anything else. They very much dislike cereal and marmite. And quite a few won't have strawberry jam because it's a fruit and has</i>
<i>Valuable life</i>	10	<i>those seeds in it. So far, no matter what we say, we can't seem to change their opinions Every time I have a breakfast club session I feel high on life. The children generally have no stresses and just enjoy the finer things in life. And that is something that is lost with age. So in some ways I get to rediscover what it is like to be a kid again. And I feel that is very beneficial for me.</i>
<i>LA(Community volunteer/very willing) Provide breakfast</i>	9	<i>Am not sure that existing menu eg. cereal, toast, spreads is that nutritious and also would like to know the results of breakfast on kids behaviour and concentration – success at school. Hopefully improved!!!</i>
<i>Positive interaction</i>	8	<i>Interaction between volunteers and kids is good but wonder about consistency. We have 'rules' now so hopefully will assist</i>
<i>Teamwork environment</i>	7	<i>Meeting with other volunteers and learning how they organise their clubs/their days is also insightful and inspiring. A volunteers e list is great and this has just started for exchanging ideas!</i>

<i>Community partnerships</i>	6	<i>It's obvious we need different sources of food eg fruit and cheese so support from food distributors would be useful. Also it would be good to approach corporations and encourage them to sponsor GSBC by releasing staff to volunteer on certain days or period of time without docking pay or time</i>
<i>Well defined space</i>	5	<i>Activities are coming!!!</i>
<i>Fun stuff for kids (working on it)</i>	5	
<i>EK (Community volunteer/very willing)</i> <i>Teaching children about healthy eating</i>	7	<i>Limited sponsorship limits the food available. The volunteers themselves provide fresh fruit. The children are a bit wary of anything new, but most will try it</i> <i>Hard to achieve when managing everything else. Tends to come second to providing the food and keeping an eye on general behaviour</i> <i>Really good to see. Outside of the normal class environment the kids often come to breakfast with family members and age barriers don't occur</i> <i>When not in a peak time rush and if there are enough volunteers, the children like sitting at the table and chatting to someone not a teacher</i> <i>You learn which children these are. The only problem is that they are also the ones who will be late or have behaviour problems. They come more when they know the volunteers</i> <i>A dedicated breakfast room would be ideal, but wherever based, the kids know they can be there before class and an adult will be present</i>
<i>Encourage good table manners</i>	6	
<i>Interaction between children of different ages</i>	9	
<i>Interaction between children and volunteers</i>	7	
<i>Giving breakfast to children who have had none at home</i>	8	
<i>Providing a supervised place to be before school</i>	7	
<i>BO (Teacher/quite willing)</i> <i>Providing breakfast for children in need</i> <i>Training volunteers</i> <i>Interaction between children and volunteers</i> <i>Development of community partnerships</i>	10 7 10 9	<i>Very important for our students</i> <i>Useful to you, beneficial to us</i> <i>Great rapport. Kids enjoy the attention – someone else cares about them</i> <i>One of our aims is to work with community organisations</i> <i>Vital for pupils – sustenance to keep them alert and engaged</i>
<i>Improving educational outcomes for children by ensuring adequate nutrition to sustain pupil during instruction</i>	10	
<i>RB (Teacher/quite willing)</i> <i>Providing breakfast</i>	10	<i>Everyone who needs or requests breakfast is involved – no one turned away</i> <i>Great opportunity for sound interaction</i> <i>Volunteers inside school see local school as it really is</i> <i>Kids need chance to chat around table over breakfast like a family</i> <i>Food offered is healthy and provides good model</i>
<i>Social interaction</i>	8	
<i>Community inside schools</i>	7	
<i>Talking around 'kitchen table'</i>	8	
<i>Providing healthy food model</i>	10	

<i>RB (Teacher/quite willing)</i> <i>Providing breakfast</i> <i>Social interaction</i> <i>Community inside school</i> <i>Talking around 'kitchen table'</i> <i>Providing healthy food model</i>	10 8 7 8 10	<i>Everyone who needs or requests breakfast is involved – no one turned away</i> <i>Great opportunity for sound interaction</i> <i>Volunteers inside school see local school as it really is</i> <i>Kids need chance to chat around table over breakfast like a family</i> <i>Food offered is healthy and provides good model</i>
<i>(Teacher/unsure at this stage)</i> <i>Provision of breakfast</i> <i>Reduction of truancy</i> <i>Health benefits for children</i> <i>Child/volunteer interaction</i> <i>Positive start to the day</i>	7 9 10 7 9	<i>Service relies heavily on bread – service provides other ie eggs, milo, milk, condiments</i> <i>Children are better monitored – some children accessing breakfast as early as 7am</i> <i>Have visibly seen health benefits ie even skin tones, reduction in school sores, pus etc</i> <i>Interaction/bonding with new people is a great positive</i> <i>Children have very stressful lives – important to create welcoming/nurturing environment before school starts</i>
<i>LB (Teacher/very willing)</i> <i>Breakfast for those in need</i> <i>Training volunteers</i> <i>Interaction between children and volunteers</i> <i>Development of community partnerships</i>	10 4 6 7	<i>Breakfast is a very important start to the day. Attempting to perform during the day without eating is detrimental</i> <i>Training of volunteers could be improved</i> <i>Interaction could be improved with greater consistency of attendance</i>
<i>(No information provided)</i> <i>Providing breakfast</i> <i>Training volunteers</i> <i>Child and volunteer interaction</i> <i>Involvement of community</i> <i>Volunteers - numbers</i>	10 6 9 5 5	<i>Breakfast is healthy and always available. There is good variety of food</i> <i>Volunteers didn't all attend the training</i>
<i>CS (Teacher/quite willing)</i> <i>Providing breakfast to children in need</i> <i>Interaction between children and volunteers</i> <i>Introducing activities to children</i>	10 8 8	<i>Breakfast is the most important meal of the day and if we only reach a few of the children we have achieved something</i> <i>It's good to have the children recognise the volunteers. Many do things differently. Volunteers always interact well with the students and vice versa</i> <i>There is little to no community involvement</i> <i>On some days we only have 1-2 volunteers, the teacher on duty assists the volunteers</i>

Greater Western Sydney (1 respondent)

Mission

*To provide children with a nutritional start to the day
To allow children to interact whilst eating breakfast
To assist the school in its role of providing for the children*

Vision

*Continue to ensure that the young receive a nutritional start to the day
It can be developed, put into more schools
Maybe grow to include high schools*

Key features / rating out of 10/ comments re rating / willingness to be involved in future evaluation activities

<i>Feature/activity</i>	<i>Rating /10</i>	<i>Comments</i>
<i>JB (Community volunteer/unsure at this stage)</i>		
<i>Providing breakfast to needy children</i>	9	<i>Program works well and is the reason I am there</i>
<i>Interacting with children</i>	8	<i>Allow for interaction which helps children and volunteers</i>
<i>Watching children develop over time</i>	6	<i>Having done this for a few years it is great to see the children and their development over time</i>
<i>Giving healthy food to the young</i>	9	<i>With so much emphasis on what children eat it is good to provide a nutritional breakfast</i>

Tasmania (10 respondents)

Mission

*To give kids a good start to each day by providing them with breakfast.
To help kids learn positive social skills and learn to interact positively with other children and adults
To learn about the importance of breakfast and good nutrition*

Help develop social skills

*Allow students to interact with community members
Improve students' concentration and academic participation*

*It can be a financial benefit to some of the families
Educating children early on healthy eating habits
Offering children a safe and caring environment to gather in before commencing school*

A wonderful start to the day. It helps the children to feel bright and beautiful for the whole day

To give children a healthy breakfast

Foster a safe environment

Develop positive relationships

*To provide the children of the school a nutritional start to their day for better learning power
The main aim is to provide an adequate breakfast for those who need it. Also for some children breakfast club provides a comfortable transition from home to school – a pleasant start to the day*

Make children better learners and healthier people

Vision

Continue to ensure that the young receive a nutritional start to the day

It can be developed, put into more schools

Maybe grow to include high schools

Key features / rating out of 10/ comments re rating / willingness to be involved in future evaluation activities

<i>Feature/activity</i>	<i>Rating /10</i>	<i>Comments</i>
<i>MJ (Community volunteer/very willing) Providing breakfast for kids in need</i>	<i>10</i>	<i>The kids like the breakfasts and they are available to them. I probably don't like the sweet cereal (? Honey wheats (sic) The quantity is good. They like the fruit and ???</i>
<i>Interaction between kids and volunteers</i>	<i>8</i>	<i>I enjoy chatting to the kids and having them get to know me. I think some volunteers don't interact as much (of course they don't have to) ???? People volunteer for so many reasons of course</i>
<i>Giving the kids the chance to meet people from out of their neighbourhood</i>	<i>8</i>	<i>Some kids don't get an opportunity to leave their neighbourhood and so don't get to know what differences exist in the world. This gives the kids a chance for some different experiences to come to them</i>
<i>Developing community partnerships</i>	<i>7</i>	<i>The partnerships between Red Cross, school kids and volunteers is excellent. I guess the relationship between donors of goods must be great too as they keep donating . Not up with any others</i>
<i>The kids learn about eating breakfast</i>	<i>8</i>	<i>Merely by providing good food we are teaching the kids to eat it and we are always reinforcing that this is good. Always room for improvement – perhaps more adults can sit and eat with the kids</i>
<i>Many volunteers meet kids and adults they otherwise would not have</i>	<i>8</i>	<i>I do not live near the school and had never been to this neighbourhood before. I found marvellous well-mannered kids who were happy to see me. I met wonderful local adults who were so positive. I'm privileged to know them.</i>

<i>(Community volunteer/unsure at this stage)</i> <i>Training of volunteers</i>	8	<i>The training I received was comprehensive and prepared me for the actual time spent in the program</i>
<i>Modelling of appropriate behaviour</i>	10	<i>Each volunteer I have seen has encouraged students to use manners and appropriate behaviour through example</i>
<i>Interaction between students</i>	9	<i>Younger and older students tend to mix well during breakfast</i>
<i>Following health and safety guidelines</i>	10	<i>Each volunteer is conscious of washing hands, wearing gloves, storage of food etc</i>
<i>Reinforcing the importance of breakfast</i>	8	<i>Perhaps more 'in-school' advertisements, and some planning with classroom teachers could help this</i>
<i>(Community volunteer/quite willing)</i> <i>Providing breakfast to the needy</i>	10	<i>Successful program</i>
<i>Encouraging good social skills</i>	7	<i>Children have the opportunity to relate to/with people of different sex/age</i>
<i>Encouraging interpersonal skills</i>	8	<i>Children are given the opportunity to interact with different people</i>
<i>Being responsible for own actions</i>	7	<i>Children mostly display appropriate behaviour</i>
<i>Training volunteers</i>	10	<i>I was trained successfully</i>
<i>Interaction between children and volunteers</i>	9	<i>Children mostly display good manners and are appreciative</i>
<i>SR (Community volunteer/quite willing)</i> <i>Providing breakfast to children in need</i>	10	<i>This is the most important reason for the club as it seems to be being found that children with full tummies have good concentration</i>
<i>Encouraging politeness in the children and hygiene</i>	9	<i>This is also a good method to teach them good manners. The children learn how to eat eg mouth closed</i>
<i>Training volunteers</i>	8	
<i>Encouraging the children to help themselves politely</i>	7	
<i>Helping them to realise that they need to help themselves. Not everyone else</i>	6	
<i>RD (Student volunteer/quite willing)</i> <i>Providing breakfast to kids in need</i>	10	<i>Did not respond</i>
<i>Providing positive models of good manners</i>	9	
<i>Providing positive healthy eating habits</i>	10	
<i>Developing links with the community</i>	8	
<i>Training volunteers</i>	10	
<i>Helping kids to establish positive relationships with others (adults and children)</i>	9	
<i>JP (Student volunteer/very willing)</i> <i>Provides healthy breakfast</i>	9	<i>Breakfast club promotes children to have a healthy breakfast by only providing healthy food</i>
<i>Provides safe environment</i>	8	<i>The environment is safe however at times the children themselves can make it unsafe</i>
<i>Partnership with school</i>	8	<i>The school seems happy to have us there</i>
<i>Interaction with volunteers</i>	8	<i>Their interaction with us is important for building positive relationships in children's lives</i>

<i>Good start to the day</i>	8	<i>Stresses the importance of breakfast so students can learn easily and not struggle on an empty tummy</i>
<i>Help students to identify with community by having others in the school</i>	8	<i>Students need to understand their part of a broader community</i>
<i>ML (Community volunteer/unsure)</i>		
<i>Interaction between volunteers and children</i>	4	<i>Interaction between volunteers and children is very limited. Maybe a hello and <u>sometimes</u> small talk. Very poor</i>
<i>Upbeat happy music</i>	2	<i>Music needed – times I have heard music has been mostly news on. Very poor. The mood in the mornings is very dull.</i>
<i>KW (Community volunteer/quite willing)</i>		
<i>Providing breakfast</i>	10	<i>Providing an adequate breakfast to children in need is the main aim of the program and feedback from the teachers tells us this has been successful</i>
<i>Creating a positive environment in the breakfast room</i>	9	<i>A positive environment in the breakfast room encourages those in need of food and also those who need just a glass of juice and a friendly smile. Feedback tells us that the concentration level is higher and the sadness level is lower. I believe the 'everyone is welcome' policy helps to create a good environment</i>
<i>Interaction between children and volunteers</i>	8	<i>The children are animated and forthright which indicates they are comfortable with the volunteers. The few volunteers I've worked with seem to really enjoy their work with the children</i>
<i>School support</i>	8	<i>School support is excellent – the teachers support both the program and the volunteers with feedback and praise. This is important as most of us have no attachment to the school other than GSBC</i>
<i>Training volunteers</i>	8	<i>Training is good and we have to include the most obvious guidelines for food preparation</i>
<i>(Teacher/school coordinator/unsure at this stage)</i>		
<i>Providing breakfast for children in need</i>	8	<i>We feel the program is a great success and will only improve over time provided we can keep our partnership with Red Cross going. This is essential to provide enough trained volunteers</i>
<i>Role modelling healthy breakfast</i>	9	
<i>The development of social interaction skills</i>	8	
<i>Passionate volunteers</i>	9	
<i>Giving something back to the community</i>	7	
<i>Supporting parents</i>	8	
<i>CM (Student volunteer/quite willing)</i>		
<i>Training</i>	6	<i>Did not respond</i>
<i>Breakfast for kids</i>	10	
<i>Interaction</i>	7	
<i>Development of community</i>	8	

Victoria (5 respondents)

Mission

To build rapport and friendship with the kids

To make the children feel safe

To provide the children with a healthy and nourishing breakfast to start the day

To teach healthy eating practices by example

To provide a healthy breakfast for students

To teach children about the importance of eating a good breakfast in order to assist with their concentration and learning

To provide a healthy breakfast for children who, for a variety of social and economic reasons, may not have one at home

To improve student learning outcomes by satisfying basic needs for food

To develop community partnerships which assist schools to provide basic services which enhance opportunities and learning outcomes for students

To enhance students' readiness to learn through eating a healthy breakfast and engaging in positive social behaviour

To provide positive role models from the broader community to engage with students

Assist in the development of social skills of the children (ie the children get to socialise with adults that are not their teachers or relatives, other students, etc)

Assist the children in food education (ie alternatives to traditional and / or cultural breakfast fare, etc)

Make breakfast interesting and fun for the kids

Worthy

Good investment in the future of kids

Rewarding

Vision

I would love to see the program in all primary/special and even secondary schools, and the 'Good Start Breakfast Club' become a household name

We would like to continue to be able to offer a healthy breakfast program for many years to come

We would like to see the further development of community partnerships, perhaps extending to programs beyond the breakfast program

To promote increased social awareness of avenues for private sector support of student wellbeing in our most socially disadvantaged schools

Keep on doing what you're doing – it's wonderful!

Very worthwhile and should be recognised nationally

Ideally, it should be rolled out to all schools

Broader than just a good breakfast

Key features / rating out of 10/ comments re rating / willingness to be involved in future evaluation activities

<i>Feature/activity</i>	<i>Rating /10</i>	<i>Comments</i>
<i>KR (Community volunteer/very willing)</i> <i>Building relationships with the children</i>	8	<i>GSBC provides opportunity for the children to talk to adults as peers instead of only interacting with adults in positions authority ie teachers, parents etc The kids seem to really enjoy exploring this new type of contact Because the relationships developed in point one (above) the children are indirectly encouraged to return the GSBC every week and in doing so are provided with the breakfast they may not otherwise get The food provided by Sanitarium gives the kids a healthy start to the day and the variety in breakfast choices gives them a chance to try different things, which is important in any child's diet The training and screening process undertaken by both schools and the Red Cross is quite extensive and ensures that the people assisting in this environment display good role model behaviour for the children</i>
<i>Providing children in need with breakfast</i>	9	
<i>Teaching healthy eating practices</i>	8	
<i>Providing good role models</i>	8	
<i>TT (Teacher/very willing)</i> <i>Providing breakfast to children in need</i> <i>Developing community partnerships</i> <i>Positive interaction with adults and peers</i> <i>Providing information and practical support of healthy eating</i> <i>Training and engaging of volunteers</i>	10 10 10 10 10	<i>All of the activities are very important features. The program will not be as successful if one or more elements is missing. The children in our school come from economically disadvantaged backgrounds and the GSBC provides a wonderful support to families and children. We believe that learning outcomes for children have improved as a result of the implementation of the program through the support of ARC, and National Bank at KPMG</i>
<i>JB (Teacher/very willing)</i> <i>Providing breakfast to children in need</i> <i>Training volunteers</i> <i>Interaction between children and volunteers</i> <i>Development of community partnerships</i> <i>Flexibility of breakfast program operation</i> <i>Financial support</i>	10 10 10 10 10 10	<i>Each feature is vital however if we had to choose between product and financial support <u>over</u> volunteers I'd select the product and financial support. We just can't do this ourselves</i>

<i>PJ (Community volunteer/very willing)</i> <i>Providing breakfast to the children</i>	7	<i>I gave this a rating of 7 because whilst every child who come to the breakfast program gets a nutritious breakfast and is exposed to different foods, the number of children who attend could be increased</i>
<i>Making breakfast an interesting an fun experience</i>	9	<i>I gave a rating of 9 because school XXXX has set days for special foods (ie Monday is fresh fruit salad day, Tuesday is toast day, Wednesday is pancake day, etc). This keeps the children's interest whilst having the basics of cereal, yoghurt and milo available each day. Also the children are encouraged to get their own breakfast if possible and to help prepare some of the food (ie fresh fruit salad, pancakes etc)</i>
<i>Interaction between children and volunteers</i>	7	<i>I gave this a rating of 7 because whilst the interaction is certainly there and each ANZ volunteer endeavours to do the same six days in a row (ie every Monday for 6 weeks) so that the children get used to us, most of the children are very shy and the volunteers are usually busy helping out in general (ie setting up, preparing food, cleaning up, etc). I do think that the interaction has a positive effect on the children since we are not a relative or a teacher</i>
<i>Training volunteers</i>	6	<i>I gave a rating of 6 because the training that we received was minimal but sufficient. Most of what is required of the volunteers is common sense and being a helping hand. Also we free up the teachers to properly monitor and interact with the children outside a classroom environment</i>
<i>Developing the children's social skills with their peers</i>	8	<i>I gave a rating of 8 because I have seen the children interacting with other children who are not in their group of friends or class. It is interesting to see how their friendships grow</i>
<i>Development of community partnerships</i>	7	<i>I gave a rating of 7 because whilst Sanitarium provides most of the food and ANZ and another company are providing volunteers, more is needed with the community at large, especially if this program is to be expanded</i>
<i>AH (Community volunteer/quite willing)</i> <i>Interaction between volunteers and kids</i>	9	<i>It's difficult getting kids to eat anything sometimes!</i>
<i>Building the self esteem of kids</i>	9	
<i>Healthy breakfast for the kids</i>	7	
<i>Making the kids positive about school</i>	7	
<i>Making the workplace 'real' and achievable</i>	6	

APPENDIX E

Report from empowerment evaluation workshops 18/19 May 2005

Documentation from the Empowerment Evaluation Workshops conducted as part of the Good Start Breakfast Club Forum held on 18 and 19 May 2005 at Red Cross House, Sydney

Wayne Miller
Breakfast Club Researcher
Empowerment Evaluation Facilitator

8 June 2005

Summary

This paper documents work done by 19 Good Start Breakfast Club (GSBC) program personnel who participated in empowerment evaluation workshops held in Sydney on 18 and 19 May 2005. All were Australian Red Cross (ARC) employees with ten being current or previous GSBC Program Coordinators, one assisted a Coordinator, while eight held various managerial positions within ARC. Personnel worked in New South Wales, Victoria, Queensland, South Australia, Tasmania, and the Northern Territory.

Empowerment evaluation (Fetterman, 2001) was chosen as the vehicle to evaluate the Good Start Breakfast Club program currently operating in nearly 100 government primary schools throughout Australia. Red Cross and Sanitarium approached the University of Wollongong for assistance with the evaluation of the breakfast club resulting in this work being undertaken by Wayne Miller as part of his doctoral program in Public Health. Dr June Lennie, an evaluation consultant, facilitated the empowerment evaluation process on 18 and 19 May and was assisted by Wayne on both days, by Robert Perey (evaluation consultant) on 18 May and Dr Heather Yeatman (Graduate School of Public Health, UOW) on 19 May.

Wayne opened the workshops providing an explanation of recent developments with his research project – *Practical methods to evaluate school breakfast programs*. This was important, as many of the GSBC Coordinators assembled had heard Wayne explain the direction of the study, and their possible role in it, during a teleconference convened by (name) on November 30, 2004. Feedback on December 22, 2004 from the examiners of Wayne's proposal led to a significant change in direction, from one that would largely be an evaluation of the GSBC program directed by Wayne, to the use of the empowerment evaluation approach that will see key program personnel identify what they wish to evaluate within the program and be enabled to carry out those evaluations. As the Wandersman et al. (2005, p. 28)² definition explains,

'Empowerment evaluation: An evaluation approach that aims to increase the probability of achieving program success by (1) providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program/organization.

Wayne explained to the group that the following ten principles of empowerment evaluation would be used guide the evaluation process that was about to begin:

- | | |
|--------------|---------------------|
| Principle 1: | Improvement |
| Principle 2: | Community ownership |
| Principle 3: | Inclusion |

Fetterman, D. (2001). *Foundations of Empowerment Evaluation*. Thousand Oaks, California: Sage.

² Wandersman et al. (2005) *The Principles of Empowerment Evaluation, in Empowerment Evaluation. Principles in Practice*. New York: The Guilford Press

See also <http://www.stanford.edu/~davidf/empowermentevaluation.html>

Principle 4:	Democratic participation
Principle 5:	Social justice
Principle 6:	Community knowledge
Principle 7:	Evidence-based strategies
Principle 8:	Capacity building
Principle 9:	Organisational learning
Principle 10:	Accountability

The three steps that guide the Empowerment evaluation approach provided the structure for workshops at Red Cross House.

1. In the first step participants were asked to develop a mission, vision or unifying purpose for the program. This was done even though there is an existing mission statement to allow new ideas to emerge, which could replace or become part of the existing statement. This process also allows participants to become aware of possible divergent views about the program.
2. The second step involved taking stock of the program during which participants determined where the program stands including its strengths and weaknesses.
3. In the third step program personnel engaged in workshops to plan for the future by identifying goals associated with key program activities, developing strategies to accomplish these goals and suggesting evidence that would indicate that goals were being met.

At the end of time allocated to step one, three sub-groups had generated mission/vision statements and lists of outcomes for the GSBC program, which were shared with the entire group. It was agreed that the statements/lists generated would be treated as a work in progress and that there was sufficient common ground to move on to the next step. A working group of four has agreed to continue with the task of developing a common mission statement or list of outcomes that the whole group would be happy to submit to senior management of the ARC for consideration.

During the taking stock exercise ten of the most important activities associated with the GSBC were identified from a larger list compiled by participants. These ten activities will now become the focus of the program evaluation. Activities were rated by individual participants with respect to how well they were doing then they were asked to explain their ratings in small-group discussions. The ten activities identified for investigation by this key stakeholder group are:

<i>Activity</i>	<i>Average Rating /10</i>
Provision of breakfast	8.6
Social interaction and life skills	7.6
Volunteer management and support	7.4
Gaining community support	7.4
Program design	6.7
Seeking sponsorship	6.2
Risk management – child protection, volunteers, health	6.1
Data collection	6.1
Nutritional education	5.5
Sustainability	4.6

The activities were then divided amongst three sub-groups for the planning for the future step. Groups discussed future goals for the activities they were allocated, suggested strategies for reaching those goals and identified evidence that would indicate whether strategies were being successful. The outcomes of these small-group discussions were reported back to the whole group. The record of this step provides base-line data for the work that will now continue with this and other groups to monitor these ten key activities over time.

Empowerment Evaluation Workshops

Step 1 - Mission/Vision of the GSBC program

This section documents the outcome from the first step of the empowerment evaluation process, which is to ask program personnel to define their mission, vision or unifying purpose. Participants were divided into three sub-groups to work on this task before reporting back to the whole group. The statement/phrases/ideas from the three groups listed below provided 'common ground' for the next phases of the evaluation process to proceed.

It was agreed that a working group would take this material and attempt to develop a single mission/vision statement or list of statements that reflects the values of the whole group. (4 names) kindly volunteered to undertake this task.

Group 1 Facilitator - June Lennie.
 Participants – (5 names listed)

Mission

- Provide a healthy breakfast
- Provide education about the importance of healthy breakfast to everyone in the community
- Develop children's social and living skills
- Provide a safe and friendly place for children to access the service
- Engage in and form a partnership between Red Cross, the wider community and the school community
Build the capacity of the community to:
 - identify the needs of the community
 - support each other
 - have empathy with others (without judgement)
 - build community knowledge and skills
- Break down barriers between community groups/generations
To encourage empowerment and leadership in participants (everyone involved)
- To provide good training and support to volunteers
- To encourage volunteering in the community

Vision

- To encourage positive attitudes toward healthy eating and lifestyle
To affect behavioural change in the wider community, school community and program participants
To empower the community to support itself and continually develop and grow
To share responsibility for school programs with community groups and children

Group 2 Facilitator – Wayne Miller
 Participants – (7 names listed)

Mission

- Educating community Volunteers
Identifying welfare issues 'Working with' social change
 1. To alleviate the barriers that prevent children, and thus communities, from achieving their full potential through knowledge about and access to good morning nutrition.
 2. To work with (local) communities to enhance their capacity to address barriers to healthy (morning) nutrition.
 3. Further build capacity in young people to reach their potential through the provision of breakfast to improve health and education outcomes with a whole of community approach.

Vision

- Solutions
Capacity
Nutrition focus
Nutrition
 - Education
 - Behaviour
- Phase out breakfast clubs (5 yrs)
To establish relationships to support breakfast clubs most appropriately
To establish a clear advocacy role

Group 3 Facilitator – Robert Perey
 Participants – (7 names listed)

Mission

- Building capacity and community
- Education
- Facilitating dialogue
- Providing access to resources
- Food
- Educational materials
- Mentoring/role model
- Showing and modelling alternative to current lifestyle/options
- Stimulate them through - new ideas, meeting/interacting with people/environments they don't normally contact
- Responding and adapting to local needs that are specific to them

Educating / empowering

Community / school / families

- Provision and access to resources
- Relationship building
- Responsive to local needs
 - flexibility

Vision

- Every chance for every child is facilitated to enhance their health and well being through the provision of educational, nutritional, social opportunities and life skills
- Building community capacity and ownership
- Self sustaining communities et al 'Feeding our future' Every child receives a healthy breakfast at 'home' GSBC can be gracefully shut down Every child has needs met through at least one nutritious meal/day Social fabric building Build community within a school Increasing community ownership Collective commitment to common goal Integrate marginalised communities into mainstream Community to understand that every child has basic rights to food and the right profile of food Integrate into curriculum (way of working/living) *Step 2 - Taking Stock of the GSBC program*

The second step of empowerment evaluation is taking stock of the program. During the first section, conducted in an open forum, the following key activities crucial to the functioning of the GSBC program were identified by participants.

Key activities

Provision of breakfast

Selecting schools – needs analysis

Seeking sponsorship

Gaining community support

Nutritional education

Social interaction and life skills

Risk management – child protection, volunteers, health

Awareness raising

Evaluation

Family inclusion

Logistics management

Media and promotion

Data collection

Reporting

Volunteer management and support

Complaints and problems

Ongoing management of partnerships

Program design

Fund management
Sustainability
Policy and procedural development

After generating this list participants were asked to prioritise the activities identified. Each was given 5 dot stickers to place beside key activities they wished the evaluation to focus on at this time. They were free to place all stickers on one activity or share them around between activities. The following is the result of the prioritisation exercise:

Prioritisation

Provision of breakfast	● ● ● ● ● ● ● ●	8
Selecting schools – needs analysis	● ● ●	3
Seeking sponsorship	● ● ● ●	4
Gaining community support	● ● ● ● ● ● ● ● ● ● ● ●	11
Nutritional education	● ● ● ● ● ● ● ●	8
Social interaction and life skills	● ● ● ●	4
Risk management – child protection, volunteers, health	● ● ● ● ● ● ● ● ● ● ● ●	9
Awareness raising	●	1
Evaluation	● ● ●	3
Family inclusion		0
Logistics management		0
Media and promotion		0
Data collection	● ● ● ● ● ● ●	7
Reporting		0
Volunteer management and support	● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●	15
Complaints and problems		0
Ongoing management of partnerships		0
Program design	● ● ● ● ● ● ● ●	7
Fund management	●	1
Sustainability	● ● ● ● ● ● ●	6
Policy and procedural development	● ● ●	3

The ten most important activities meriting evaluation identified during the prioritisation process were:

Volunteer management support	15
Gaining community support	11
Risk management - child protection, volunteers, health	9
Nutritional education	8
Provision of breakfast	8
Program design	7
Data collection	7
Sustainability	6
Social interaction and life skills	4
Seeking sponsorship	4

The eleven remaining activities in order of importance were:

Selecting schools – needs analysis	3
Evaluation	3
Policy and procedural development	3
Awareness raising	1
Fund management	1
Family inclusion	0
Logistics management	0

Media promotion	0
Reporting	0
Complaints and problems	0
On-going management of partnerships	0

The second phase of taking stock involved the rating of the activities by each participant in the workshop. Program personnel were asked to rate how well they thought each activity was doing on a scale of 1-10 with 10 being the highest and 1 the lowest. Ratings were recorded on sheets prepared for each breakout group with the following result:

Individual rating of activities by group

Group 1 (June) Participants – (5 names listed)

<i>Activities</i>	<i>SH</i>	<i>JS</i>	<i>SR</i>	<i>RT</i>	<i>AC</i>	<i>Total</i>	<i>Average</i>
Volunteer management and support	7	6	7	10	8	38	7.6
Gaining community support	7	8	7	7	8	37	7.4
Risk management – child protection, volunteers, health	4	7	7	8	5	31	6.2
Nutritional education	5	6	3	6	7	27	5.4
Provision of breakfast	8	9	9	8	10	44	8.8
Program design	7	8	8	5	5	33	6.6
Data collection	3	8	8	6	7	32	6.4
Sustainability	5	6	5	3	5	24	4.8
Social interaction and life skills	9	8	9	9	7	42	8.4
Seeking sponsorship	8	6	8	9	5	36	7.2
Total	63	72	71	71	67		
Average	6.3	7.2	7.1	7.1	6.7		

Group 2 (Wayne) Participants – (7 names listed – one did not rate activities)

<i>Activities</i>	<i>KJ</i>	<i>SM</i>	<i>PO</i>	<i>EL</i>	<i>MP</i>	<i>LV</i>	<i>Total</i>	<i>Average</i>
Volunteer management and support	6	6	10	8	6	10	46	7.7
Gaining community support	7	7	5	7	5	5	36	6.0
Risk management – child protection, volunteers, health	6	5	7	7	6	8	39	6.5
Nutritional education	6	6	5	3	4	3	27	4.5
Provision of breakfast	8	8	9	10	10	9	54	9.0
Program design	8	8	8	7	8	9	48	8.0
Data collection	3	5	5	?	8	7	28 /5	5.6
Sustainability	5	6	1	6	4	3	25	4.2
Social interaction and life skills	9	7	7	6	4	7	40	6.7
Seeking sponsorship	6	6	6	5	6	6	35	5.8
Total	64	64	63	59 /9	61	67		
Average	6.4	6.4	6.3	6.6	6.1	6.7		

Group 3 (Robert) Participants – (7 names listed – one did not rate activities)

<i>Activities</i>	<i>AK</i>	<i>RO</i>	<i>KM</i>	<i>KJ</i>	<i>AR</i>	<i>HF</i>	<i>Total</i>	<i>Average</i>
Volunteer management and support	8	4	8	5	9	8	42	7.0
Gaining community support	6	5	7	7	6	9	40	6.7
Risk management – child protection, volunteers, health	5	5	4	8	8	3	33	5.5
Nutritional education	8	7	6	5	7	6	39	6.5
Provision of breakfast	8	8	8	9	5	10	48	8.0
Program design	7	7	3	8	5	3	33	5.5
Data collection	5	9	5	7	5	7	38	6.3

Sustainability	5	6	4	5	4	5	29	4.8
Social interaction and life skills	9	6	8	7	8	8	46	7.7
Seeking sponsorship	6	7	4	6	5	5	33	5.5
Total	67	64	57	67	62	64		
Average	6.7	6.4	5.7	6.7	6.2	6.4		

The table below shows the combined results of the activity rating by the 3 sub-groups in descending order. This provides the first baseline data for each specific program activity. This can be used to monitor change over time.

<i>Activities</i>	<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>	<i>Average</i>
Provision of breakfast	8.8	9.0	8.0	8.6
Social interaction and life skills	8.4	6.7	7.7	7.6
Volunteer management and support	7.6	7.7	7.0	7.4
Gaining community support	7.4	6.0	6.7	6.7
Program design	6.6	8.0	5.5	6.7
Seeking sponsorship	7.2	5.8	5.5	6.2
Risk management – child protection, volunteers, health	6.2	6.5	5.5	6.1
Data collection	6.4	5.6	6.3	6.1
Nutritional education	5.4	4.5	6.5	5.5
Sustainability	4.8	4.2	4.8	4.6

Discussing the ratings

Groups then met to discuss the ratings. This involved individual participants explaining the reason for giving activities the scores they did, and provided an opportunity for participants to reassess and to change their scores. The following provides an incomplete but valuable insight into the discussion.

Group 1 (June)

Name (NT):

<i>Activities</i>	<i>Comment</i>
Volunteer management and support	The retention of volunteers has 'slipped this year'
Gaining community support	There's a 'positive' attitude and 'good community awareness' of the program
Risk management – child protection, volunteers, health	'We have good procedures in place'
Nutritional education	Our poster competition 'worked well' - it showed that education is working
Provision of breakfast	There are some procedures that need to be developed more. There's a problem with the stock control form
Program design	Each club runs differently – our program design is 'working well'
Data collection	Data is collected on: <ul style="list-style-type: none"> the number of volunteers, the number of children having breakfast etc. stock – what goes out changes in attendance
Sustainability	Problems emerged after a new position was started
Social interaction and life skills	'Everyone is happy'
Seeking sponsorship	There's a limited number of companies in our area, and a lack of time to pursue sponsorship.

Name (Tas.)

<i>Activity</i>	<i>Comment</i>
Volunteer management and support	We have an average of 55 volunteers in 3 schools. Five are young male university students - they 'get on really well' with everyone
Gaining community support	The community is 'quite supportive'
Risk management – child protection, volunteers, health	This 'works well' - reports are provided monthly.
Nutritional education	We have no formal education programs.
Provision of breakfast	There are 'substantial numbers' of children having breakfast
Program design	This is still in the early stages; there are some problems with this.
Data collection	We're not getting enough support from the schools, particularly on changes.
Sustainability	The schools involved are 'very reliant' on the coordinators
Social interaction and life skills	This is 'fantastic' – people relate on a 'first name basis' and older children help the younger children.
Seeking sponsorship	This is 'fantastic' – everything is donated.

Name (National)

<i>Activity</i>	<i>Comment</i>
Volunteer management and support	We do well with this generally but there are some issues from a national perspective. There are gaps in volunteer training
Gaining community support	We do well with this. There are good examples of community support but the program is not as community driven as it could be.
Risk management – child protection, volunteers, health	This is done individually and has not been reviewed. There are 'big gaps'

Nutritional education	This is 'very weak' compared with provision of breakfast in schools
Provision of breakfast	We do well with this.
Program design	This is 'responsive to local needs'. It's done in an 'ad hoc' way but it's done well.
Data collection	This is 'horrible' - the data that's collected is often 'inaccurate'
Sustainability	This is a very expensive program so sustainability is a 'big issue'.
Social interaction and life skills	This is 'one of the real strengths' of the program.
Seeking sponsorship	This is 'done well'. We have large sponsorships with Coles, Sanitarium and local businesses.

Name (SA)

<i>Activity</i>	<i>Comment</i>
Volunteer management and support	We have 'good support', but there are 'challenges' with volunteer recruitment
Gaining community support	Our relations with parents, local government, and community groups is 'good'
Risk management – child protection, volunteers, health	We have 'mandated notification training' but there's no framework for this.
Nutritional education	This is 'really good' – we work in with a local women's health program
Provision of breakfast	We do this 'pretty well'
Program design	
Data collection	We do this well. We've put an evaluation together.
Sustainability	This is in its early stages, schools are 'fairly reliant' on the coordinator's involvement
Social interaction and life skills	We do well with this – it's a big part of volunteer training
Seeking sponsorship	We're 'looking at opportunities' for sponsorship

Name (Hunter, NSW)

<i>Activity</i>	<i>Comment</i>
Volunteer management and support	
Gaining community support	
Risk management – child protection, volunteers, health	
Nutritional education	We have no formal education programs
Provision of breakfast	This is 'done well'
Program design	We do this well
Data collection	We do this well
Sustainability	This needs the 'constant support of coordinators'
Social interaction and life skills	People involved 'get on really well'
Seeking sponsorship	

Group 2 (Wayne) incomplete data

<i>Activity</i>	<i>Comment</i>
Volunteer management and support	'fundamental to viability fundamental to the values of the program fundamental to sustainability'
Gaining community support	'astounding community support in pockets'
Risk management – child protection, volunteers, health	
Nutritional education	
Provision of breakfast	

Program design	
Data collection	
Sustainability	
Social interaction and life skills	
Seeking sponsorship	

Group 3 (Robert)

Note from Robert: This session started as per methodology that is to seek each person's decisions and assessments to each activity allowing them to have a democratic voice. Given the time constraint this was changed to a group discussion on each identified activity. During the discussion the group noted down the general feelings and judgements as well as those that were identifiably local eg practice in Qld or Vic or head office admin. This change was fully agreed to by the whole group beforehand.

<i>Activity</i>	<i>Comment</i>
Volunteer management and support	<ul style="list-style-type: none"> • Vastness of distance from regional office → 3 clubs need support • Extended support and accountability to volunteers – they are doing it • Variable across schools. NT hasn't had a coordinator for 6 months • Qld has a lot of good processes in place (this should help move to isolated areas) • SA has good volunteer base*, diverse and sound process in place. + incentives * true for NSW and Vic.
Gaining community support	<ul style="list-style-type: none"> • Higher scores took a broader view Rural = stronger support (???) urban/city and corporate Looking at the whole of community not 'Bakers Delight' • Lower scores were looking at specific resourcing activities eg direct contribution Volunteers within the community have been hard to attract (there is a negative stigma) 'Why should we feed other people's kids?'
Risk management – child protection, volunteers, health	<ul style="list-style-type: none"> - Program needs a risk mgt assessment to be done - Reputation at risk - Basic OH&S & child protection ed. needed for volunteers <p>Various standards across states</p>
Nutritional education	<ul style="list-style-type: none"> - NSW has a successful pilot that can be extended - Tension within ARC about duplicating expertise from govt. etc. <p>ie what is really needed here?</p>
Provision of breakfast	<ul style="list-style-type: none"> - Low score – inability to meet demand - High score – Looked at balance of the meal as good
Program design	<ul style="list-style-type: none"> - Constrained by sponsorship arrangements - Limited to schools – could go out to other areas - Target group could be expanded & currently inconsistent in application across (Aust) - 'Design' strategy needs development and clarity
Data collection	<ul style="list-style-type: none"> - Inconsistent across all areas - NT: Lack of staff to do this - Methods are good - Needs to support outcomes (Behavioural) ie. Connect quantitative and qualitative
Sustainability	<ul style="list-style-type: none"> - Program still requires ARC
Social interaction and life skills	<ul style="list-style-type: none"> - Model works well - Volunteers need more training to support program

	<ul style="list-style-type: none"> - Good environment for experiential learning for kids, parents, volunteers.
Seeking sponsorship	<ul style="list-style-type: none"> - Relationship with sustainability - Confinement on where people can go & what ARC can offer - Low socio-econ communities can have difficulty providing goods - Competition with others seeking sponsorship

Step 3 - Planning for the future of the GSBC program

The third step of empowerment evaluation took place on May 19 and involved charting a course for the future. During this step, the three groups were asked to list their goals for the activities identified in the taking stock exercise, to identify strategies to accomplish each goal, and to suggest evidence that would indicate whether these goals and strategies were being met. The aim was for each group to discuss three different activities and for all of the groups to discuss data collection. Key activities to be discussed were allocated to each group and group members were rotated from the May 18 groupings to provide an opportunity for participants to work with and share ideas with as many of their colleagues as possible.

Group 1 (June)- Participants – (6 names listed)

This group covered:

- Gaining Community Support
- Sustainability
- Seeking sponsorship/donations
- Data Collection

Gaining Community Support

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
1. Families/parents engaged in program	<ul style="list-style-type: none"> • School ownership • Consultation with key networks/health services and school community • Training of staff and volunteers to engage families and carers • Special events that involve parents • Open access for families 	Volunteers – number plus level of participation <ul style="list-style-type: none"> - teacher volunteers - willingness to support programs
2. Community awareness of good nutrition program and role clubs can play <ul style="list-style-type: none"> - ARC facilitates 	<p>“It takes a whole community to raise a child”</p> <p>Information campaign. Work in partnership with other agencies</p> <ul style="list-style-type: none"> - ARC community – staff etc - business - media - school - community/community groups - government groups/ agencies (ie local government) • Develop relations with media • Sharing info with other coordinators • Create library of info for GSBC website 	<ul style="list-style-type: none"> - Observation of above and volunteers possibly recording observations in a diary - coordinators - Pre-program survey, another 6 months later - Number of inquiries about the program (before and after campaign)
3. Strong linkages with: <ul style="list-style-type: none"> - non-government - government - private sector 	<p>Government - link with relevant government strategies</p> <ul style="list-style-type: none"> - participation of ARC in other departmental forums/input into 	<p>Number of formal partnership agreements</p> <p>Number of forums attended</p>

4. Ownership of program among school community	<p>planning</p> <ul style="list-style-type: none"> - advocate with government, non-government, private organisations for strong support for GSBC <p>Non-government sector: identify key peak bodies and become members</p> <ul style="list-style-type: none"> - seek input and expertise of other relevant organisations (ie community health) plus local business groups <p>Private sector - same strategies as above</p> <ul style="list-style-type: none"> - Consultation before start up of program - Provide resources - Work with school and existing school committees - Get school principal behind the program - Establish forums for youth to facilitate participation - Communicate what the program is about to the whole school 	<p>Membership of relevant groups</p> <p>Number of partners each school has in the community related to program</p> <p>Key school personnel contact others about nutrition, training in food safety etc.</p> <p>Degree to which school is self-sustaining in donations/expertise</p> <p>Level of involvement</p> <ul style="list-style-type: none"> - children - parents <p>Level of support from school</p> <p>Principal and teachers are behind program</p> <p>Level of youth volunteering/participation</p>
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Sustainability (local) – ensure children are having breakfast

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<ul style="list-style-type: none"> • Community stakeholders provide support • Education <ul style="list-style-type: none"> - volunteer recruitment etc. - value of volunteers - enhance access to volunteers • Empowering parents and children to: <ul style="list-style-type: none"> - give themselves breakfast - share responsibility • Assist schools to source long-term funding • To ensure whole of government approach to support for morning nutrition • Reduce amount of reliance on GSBC (to a manageable level) 	<p>Volunteer training</p> <p>People help each other (barter system like the LETS program)</p> <p>Obtain funding information from websites such as www.grantslink.gov.au</p>	<p>Number involved and quality of involvement</p> <p>Number and retention of volunteers</p> <p>Reduced reliance on Red Cross</p> <p>Schools independently contacting other organisations</p> <p>Schools have source of long-term funding</p> <p>Reported increase in children having breakfast</p> <p>Recurring funding from government and development of specific policies in this area</p> <p>Reduction in number of contact hours spent by coordinators</p>

Seeking sponsorship/donations

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
1. Breakfast Clubs supported by a range of sponsors and donors: <ul style="list-style-type: none"> - local - state - national 2. To connect the community to the program	<ul style="list-style-type: none"> - Follow up on information campaign - National sponsorship package - Target organisations that aim to be part of the community - Share information among coordinators on successful sponsorship strategies - Coordinated national approach from national communications team - 'Adopt a club' program 	Have a range of sponsors Amount of: funding provided resources in-kind contributions and support Number of community organisations that contact coordinators

Data collection

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<ul style="list-style-type: none"> • To collect and collate consistent data • To collect relevant and useful data • To change organisational culture of ARC to ensure decisions are based on evidence from data collected • GSBC meets (?) • To identify what data is needed - consult with Sanitarium 	National data package <ul style="list-style-type: none"> - collection - analysis/evaluation - utilizing data Training in data collection/analysis/evaluation Check what data exists already and coordinate with other agencies (schools, education dept. etc.)	

Group 2 (Wayne) Participants – (7 names listed)

This group covered:

- Volunteer management and support
- Risk management – child protection, volunteers, health
- Program design
- Data collection

Volunteer management and support

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<ul style="list-style-type: none"> • Recruitment <ul style="list-style-type: none"> - finding - screening * - suitability • Training <ul style="list-style-type: none"> - Training manual • Retainment • Provide development opportunities for volunteers • Formalise statement of volunteer roles 	<ul style="list-style-type: none"> • Develop training manual for GSBC volunteers • Seek input into national ARC volunteer policy development • * Develop or input into national ARC policy on screening/child protection • Develop volunteer guide 	<ul style="list-style-type: none"> • Induction checklist • Exit interviews <ul style="list-style-type: none"> - report how this has happened • Quarterly reports <ul style="list-style-type: none"> - how many in and out • Qualitative reporting of volunteering issues • Systematic volunteer feedback gathered • Formalise and document volunteering opportunities/milestones

Risk management – child protection, volunteers, health

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<ul style="list-style-type: none"> • Avert disaster (incidents) 	<ul style="list-style-type: none"> • Develop common National Risk Management Policy <ul style="list-style-type: none"> - get sign-off from steering committee - share existing plans 	<ul style="list-style-type: none"> • Risk management document published and signed off and reviewed annually or 6 monthly • Evidence of implementation

Program design

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<ul style="list-style-type: none"> • Common understanding of ‘program design’ • Identify ‘core’ design areas <ul style="list-style-type: none"> - nutritional value of food 	<ul style="list-style-type: none"> • National Business Plan <ul style="list-style-type: none"> - steering group with input from coordinators et al. 	<ul style="list-style-type: none"> • Published National Business Plan linked to the ARC Strategic Plan • KPI’s documented and reached

Data Collection

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<ul style="list-style-type: none"> • Establish and report ways of dealing with food insecurity in communities • Access to ‘better’ data • Collection of <u>accurate</u> data • Of what, for what? <ul style="list-style-type: none"> - numbers - reporting - funding - product - product usage - behavioural changes • Build relationship with school re data collection 	<ul style="list-style-type: none"> • National data collection policy • What to collect and why? • Steering group to drive • Seek external support 	<ul style="list-style-type: none"> • Accurate and relevant data collected • Publish quarterly reports • Data used to: <ul style="list-style-type: none"> - improve program design and redesign if necessary - identify risks and best practice - guide program design - seek and maintain funding - contribute to the ‘breakfast club’ intellectual landscape via publications • Published data collection policy

Group 3 (Heather) Participants – (6 names listed)

This group covered:

- Provision of breakfast
- Nutrition education
- Social interaction and life skills

Where are we at the moment?
Sharing experience
Set goals for next stage

Provision of breakfast

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
<ol style="list-style-type: none"> 1. Sufficient food for number of children <ul style="list-style-type: none"> - specific program goals (as per GSBC) 	<ol style="list-style-type: none"> Put systems in place to be able to provide data re evidence required. 	<ol style="list-style-type: none"> 1. Sufficient food – as per program (GSBC) goals <ul style="list-style-type: none"> - Stock control - Stock usage forms - volunteer - coordinator - Summary of stock usage/school - Quarterly – Sanitarium – monthly (?) - Student numbers – volunteers

		<p>weekly monthly</p> <p><u>Weekly</u> – stock/child ? wastage – spills, etc - Leftovers - Spoilage * Apparent consumption</p>
<p>2. Stock management plan (effective systems and processes)</p> <ul style="list-style-type: none"> - sourcing stock (incl. locally) - stock transport – to appropriate delivery points - food safely/storage - timelines - clarifying roles of different players 	<p>Develop and implement stock management plan</p>	<p>2. Stock management plan – details listed</p> <ul style="list-style-type: none"> - Present/not - Implementation - Rating/evaluation (essential areas) - responsiveness/flexibility/timeliness - amount of stock used (quarterly) - who responsible
<p>3. Reaching children in need</p> <ul style="list-style-type: none"> - most ‘needy’ children – increase participation - most ‘needy’ schools – increase participation - increase appeal (strategy) - decrease stigma 	<p>MOU - improving linkage between GSBC and school system.</p> <p><u>Statement</u></p> <ul style="list-style-type: none"> - identify children - increase communication with parents - roll out ‘Let’s Eat’ (appropriate linkage with school curriculum) 	<p>3. Reaching children in need</p> <p>Statement – linkage between GSBC and school system</p> <ul style="list-style-type: none"> - Are key areas identified in Statement? - Statement present Y/N? • rating re key areas <ul style="list-style-type: none"> - qualitative feedback re effectiveness/appropriateness (school staff) - quantitative – attendance numbers - [? % ‘at needs’ children] <p>Relationship with key school contact person – positive? Constructive?</p>
<p>4. Volunteers</p>	<ul style="list-style-type: none"> - min. number (2) - positive role of volunteers - position description (volunteer coordinators position monitors performance) - informal reporting 	<p>4. Volunteers – Performance</p> <p>Description</p> <ul style="list-style-type: none"> - Present: Y/N - Monitoring action against PD - volunteer files/record maintenance <p>Quantitative: - volunteer hours, etc</p>
<p>5. <u>Safety</u> re food provision - volunteers/children/ environment</p> <ul style="list-style-type: none"> • child protection (state legislation varies) <ul style="list-style-type: none"> - costs - mandatory - PED form? - FS requirements 	<ul style="list-style-type: none"> - safety plan - adherence to OHS legislation - basic personal hygiene training - school policy to include food safety - environment – compliant; promotes food safety, eg posters - processes in place to ensure child protection laws are known and enacted 	<p>5. Safety plan</p> <ul style="list-style-type: none"> - Pres: Y/N - Cover key areas – rating? - How is it monitored? <ul style="list-style-type: none"> - review schedule - individual school-based/regional/state

Nutrition education

Goals	Strategies	Evidence
1. School and GSBC goals complementary and do not duplicate	<p><i>Statement</i></p> <p>Reflect state-based nutritional education agendas</p> <p>Foods provided reflect nutrition goals in school and canteen</p> <p>[Issue – coordination between agencies alliances]</p> <ul style="list-style-type: none"> - delivery - enablers - participate rather than lead <p>Main goals should focus on <u>practical</u>/life skill education and patterns of eating</p> <p>Volunteer education – nutrition principles</p>	<p><i>Statement</i></p> <p>– GSBC goals vis-à-vis school goals and curriculum/ canteen/other state-based agencies</p> <p>GSBC - complement</p> <ul style="list-style-type: none"> - practical/skill-based <p>Statement - Y/N?</p> <ul style="list-style-type: none"> - content rating - GSBC Role <p>Peer evaluation from other agencies/school</p> <p>Children's skill markedly improved</p> <p>Are there children who are no longer attending as they have their own skills? – teacher feedback]</p> <p>Feedback from children re wider use of skills and observations by volunteers</p> <p>Time of volunteers is allocated to teaching students</p> <p>Quantitative analysis of children using skills</p>

Social interaction and life skills

Goals	Strategies	Evidence
<ul style="list-style-type: none"> - children know and follow social rules - mealtime behaviour and processes - personal hygiene - general behaviour - respect for others (behaviour code) - helpfulness/responsibility actions - appropriate skills in using equipment - involvement of parents (need to identify agreed level of parental involvement) - role modelling - assisting /appropriate behaviours - volunteering (work within guidelines) 	<p>Behaviour Code in place – supported by posters, role modelling by volunteers,</p> <p>Behaviour code for volunteers</p> <p>Behaviour code for parents</p> <p>Skill development activities – using equipment; personal hygiene; mealtime behaviour; etc</p>	<p>Children know and follow rules</p> <ul style="list-style-type: none"> - posters, etc - skills identified/observed - Posters available and utilised - Volunteer training manual has relevant detail - Playground and classroom behaviour - sharing - decreased bullying - behaviour eg sitting - Observation of volunteers <p>Involving parents</p> <ul style="list-style-type: none"> - number of parents attending - and/or volunteering - demonstrating appropriate behaviour - volunteer training of parents - increase breakfast consumption at home - increased volunteer parents - increased parent engagement in school
- Level of participation of school eg re role of canteen (issue of contracts, hours of opening)		
<p>Role of volunteers</p> <ul style="list-style-type: none"> • training re social skills/behaviour 	<p>Activities which support volunteers</p> <ul style="list-style-type: none"> - comprehensive 	<p>Volunteers - social skills</p> <ul style="list-style-type: none"> - training - selection

<ul style="list-style-type: none"> • selection criteria <ul style="list-style-type: none"> - setting up children support systems (eg buddies, etc) - sharing volunteer strategies eg retirees, 'old mates' program (Dept of Ageing) <p>Volunteers provide a positive environment, and support development of children's social skills.</p> <p>-</p>	<p>selection criteria</p> <ul style="list-style-type: none"> - networked with other volunteers - training provided - orientation package for volunteers 	<p>- applying skills</p> <ul style="list-style-type: none"> - selection criteria - recruitment process Y/N? - training package includes as social skills as key areas? - networked with volunteers elsewhere - observations - survey of children - grievance procedures - mentoring and counselling
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Where to from here?

Once this report has been disseminated, participants are invited to discuss outcomes from the empowerment evaluation workshops at the next teleconference and/or via email.

Working parties will then be formed to work on various aspects of the evaluation (for example nutrition education, risk management, data collection policy and procedures) and to develop monitoring and evaluation tools such as checklists, surveys, interview proformas or volunteer feedback forms.

In July, empowerment evaluation workshops will be conducted with a selected group of teachers and community volunteers from GSBC programs in NSW. June and Wayne will work with ARC managers and coordinators in NSW to work out the best way forward with this plan. One suggestion is that from 8 -10 participants could be assembled in one location and the same number in another location and hold one day empowerment evaluation workshops with each group. Most of the time with these groups would be spent on the second (Taking stock) and third (Planning for the future) steps. If people who have returned questionnaires were invited to participate, the key activities would already have been identified and rated so this could be summarised beforehand providing the bulk of the time to work on designing evaluation methods for the activities they have targeted for investigation. The outcomes from the May 18/19 workshops will be combined with those from these workshops and will form baseline documentation that will drive the evaluation process.

Pilot sites to implement the first round of evaluations will need to be identified. Once this is done, work will be undertaken with coordinators and volunteers in these pilot sites to collaboratively design the evaluation of selected key program activities and to build evaluation capacity within the group.

Finally, flexible, appropriate and practical ways of incorporating various evaluation or monitoring processes into the GSBC program will be identified and implemented across all program sites

APPENDIX F

Feedback from participants in empowerment evaluation workshop 18/19 May 2005

Report on the Evaluation of the Good Start Breakfast Club Program Empowerment Evaluation Workshops held on 18 and 19 May 2005

June Lennie
Evaluation Consultant

8 June 2005

Summary

This report presents an analysis of feedback questionnaires completed by 18 Australian Red Cross personnel (15 women and 3 men) who participated in the Good Start Breakfast Club (GSBC) empowerment evaluation workshops held in Sydney on 18 and 19 May 2005.

The analysis indicates that:

- The empowerment evaluation method was considered valuable for evaluating the GSBC program. Fifty percent of respondents considered that the method was 'very' or 'extremely' valuable. However, there were some concerns about issues such as how the whole range of program participants can be adequately involved in the evaluation process.
- Most participants appreciated the opportunity for information sharing and group discussion. Several valued the small group work and the diversity of the groups. However, some things did not work very well. Issues identified included: a lack of time to complete activities, time management, and problems with the mission/vision activity.

Suggestions for improving the workshops included:

- Allow more time for various activities.
- Use better time management practices.
- Hold the evaluation workshops after the information sharing sessions.
- Provide clearer definitions of the terms 'mission' and 'vision'.
- Provide clearer workshop directions.
- Convert strategies into actions and identify teams to work on particular issues.

The majority of respondents enhanced their knowledge and understanding of participatory program evaluation, even those with a high level of prior knowledge. This indicates that the method is effective in building at least some evaluation capacity in a relatively short time. Most respondents were very willing to engage in future activities related to the evaluation of the program.

Introduction

This report presents an analysis of responses to a feedback questionnaire distributed to Australian Red Cross staff at the conclusion of the National Good Start Breakfast Club (GSBC) Program Forum held in Sydney on 18 and 19 May 2005. This two day Forum included three empowerment evaluation workshops which aimed to begin the process of collaboratively evaluating the GSBC program. Further details of the empowerment evaluation methodology and the outcomes of these workshops are detailed in the report prepared by Wayne Miller.

Most of the workshop activities were conducted in three small groups which were facilitated by Dr June Lennie (Evaluation Consultant), Wayne Miller (PhD student, University of Wollongong), Robert Perey (Independent Consultant) and/or Heather Yeatman (Associate Professor, University of Wollongong).

This report covers the following topics:

- A profile of the workshop participants in terms of gender, age group, role in the program, and location in Australia.

- The perceived value of the empowerment evaluation method for evaluating the GSBC program.
- What worked well in the empowerment evaluation workshops.
- What did not work so well in the workshops.
- How the workshops could have been improved.
- Participants' changes in knowledge and understanding of participatory program evaluation.
- Participants' willingness to participate in future evaluation activities.

Profile of the workshop participants

Eighteen workshop participants (15 women and 3 men) completed feedback questionnaires out of the 19 who received a form (one male Manager did not submit a feedback form). All of the questionnaire respondents either provided their name or could be readily identified.

The majority (72%) were in the 20 - 39 age group, while 16% were in the 40 - 49 age group and 11% were 50 years or over. The respondents undertook a variety of roles in the GSBC program. Ten respondents (all women) were current or previous Coordinators, one woman provided support to a Coordinator, while seven (4 women and 3 men) held various managerial positions - 4 at a state level and 3 at a national level. One third of the respondents (6) worked in various regions of New South Wales. Others worked in Victoria (1), Queensland (1), South Australia (2), Tasmania (2) and the Northern Territory (3), while three worked in various cities at a national level.

Value of the empowerment evaluation method for evaluating the GSBC program

All respondents considered that the empowerment evaluation method was valuable, to varying degrees, for collaboratively evaluating the GSBC program. Fifty percent of the respondents considered that it was either 'reasonably' or 'quite' valuable while the other 50% considered that it was either 'very' or 'extremely' valuable, as Table 1 illustrates.

	No.	% (n= 18)
Not at all valuable	0	0
Reasonably valuable	4	22.2
Quite valuable	5	27.7
Very valuable	6	33.3
Extremely valuable	3	16.6
Total	18	100

Table 1: Value of the empowerment evaluation method for collaboratively evaluating the GSBC program

The majority of comments on the empowerment evaluation method and the process used in the workshops were positive. However, a number of problems or issues with the methodology and method were also raised by several participants, most of whom considered that the model was useful. Positive comments on the value of the method included:

Empowerment evaluation method is very valuable. The model is definitely in line with the principles of our program and empowering the community.

If implemented effectively and with an honest focus on self-determination and decision-making the empowerment evaluation method is most effective for this type of program.

It is an extremely useful model and I see it can be used effectively in many differing communities.

A good starting point ... for getting people to step back and look at the bigger picture stuff.

Problems and issues with the methodology and methods used in the workshops raised by some respondents included:

I think the method is a sound one in theory, but am rather doubtful that all participants in the program (staff, school staff, school community, volunteers from diverse backgrounds, parents and students) across the country can be adequately involved in the evaluation to make it as meaningfully collaborative and wholly participatory as the theoretical model explained to us would seem to require.

Very useful, however I think it is essential to define clearly what we mean by 'mission' and 'vision' to make the discussion productive.

A difficult process to see to completion – time ran out and it is extremely difficult to get consensus.

Valuable input from participants re various aspects of GSBC but my concern is lack of specific outcomes of workshop groups and national guidelines.

One Coordinator was particularly critical of the processes used in the workshops, which she thought was 'a waste of time'. She also commented that 'missions and visions are really not that relevant in programs driven at grassroots levels'. A female Manager also thought that 'facilitators need to be more skilled at drawing out valuable input and keeping it moving, developing the concepts'.

What worked well in the workshops

Most participants appreciated the opportunity that the empowerment evaluation workshops provided for information sharing and discussion, while several also valued the small group work and the diversity of the small groups.

Information sharing: Seven respondents commented on the value of the workshops for information sharing, hearing ideas and experiences and learning, as the following quotes illustrate:

Great opportunity for information sharing and collaborative problem solving. Also fantastic to see how needs vary and therefore demand a flexible program model.

The opportunity to hear ideas and experiences from other states and to learn how other staff have overcome challenges and obstacles. I thought this kind of sharing was the best thing about the conference...

Group discussion: Five respondents particularly appreciated the opportunity for group discussions and exchanging ideas in the workshops:

Good opportunity to discuss and tease out so many aspects of the program.

Everyone had plenty of opportunity to give input into discussions and these covered most aspects of GSBC.

Discussion and exchanging of ideas in small groups. Presentations on state/territory programs allowed for effective information exchange.

Small group activities: Five respondents commented on the value of the small group activities and the diversity of participants in each group. One woman thought this was good as it was ‘time-saving’, provided ‘diversity’, and took people ‘out of [their] comfort zone’. Another woman thought that mixing the groups provided ‘different ideas’. A further comment from a female Manager was that the ‘groupings’ seemed ‘to allow individuals enough time to discuss reflect and consider’.

Other comments on what worked in the workshops included:

...fantastic to see how needs vary and therefore demand a flexible program model.

2nd workshop - giving scores for importance, particularly sustainability.

.... thinking about how to gather evidence.

I thought the evaluation workshops focusing on key activities was extremely helpful but we really needed a lot more time of course to do this well.

Facilitators were very professional.

What did not work so well in the workshops

Things that some participants considered to have not worked very well in the evaluation workshops included a lack of time for the activities, time management, and the mission/vision workshop. Expectations about the workshops were also not met for a few participants.

Lack of time: Fifty-three percent of respondents considered that there was either not enough time and opportunity to discuss everything they wanted to or not quite enough time. However, as Table 2 illustrates, 47% thought that there was ‘enough time’ or ‘more than enough time’.

	<i>No.</i>	<i>% (n=17)*</i>
Did not have enough time	5	29.4
Did not have quite enough time	4	23.5
Had enough time	5	29.4
Had more than enough time	3	17.6
Total	17	100

* One participant gave no response

Table 2: Extent to which participants had enough time and opportunity for discussion in the workshops

Lack of time for each of the workshop activities was mentioned by five participants in response to the question ‘what did not work so well in the workshops?’ Comments on this included:

Rushed time frame.

No time to ever finish any points - no time to really write down all that was said - overview will be a general opinion.

Not enough time.

Time management: Five participants also considered that time management during the workshops could have been improved:

I think that time was not well managed in some workshops (especially where we rated the program activities and the adding up took about half an hour).

Time management a problem, discussions were more productive when they were focussed and stuck to time limits.

No real time guide (each activity broken down into time slots e.g. 5 mins, 10 mins etc)

However, a few participants thought that too much time was spent on some activities such as providing feedback to the whole group and the mission/vision activity.

Mission/vision workshop: Seven participants commented specifically on problems with the mission/vision activity. A Coordinator and a male Manager thought that the terms ‘mission’ and ‘vision’ needed to be more clearly defined before the workshop began. Another Coordinator thought that the mission and vision statements had been ‘hard to define in a short time’, while another commented that the directions for this activity ‘lacked clarity’. A male Manager also thought that the activity ‘left people a little frustrated as we didn’t get very far with it’.

Expectations not met: Two Coordinators indicated that their expectations for the workshop were not met. One commented: ‘I did not realise that the whole emphasis of this forum was on evaluation - I thought we were looking at the program as a national program and discussing aspects of it’. The other commented: ‘...I thought we were coming together to discuss how we all roll out our programs and learn other ways of achieving goals’.

Other comments on things that did not work so well in the workshops included:

I think the participants and facilitators where coming at that process from two very different perspectives and I’m not sure that the objective which made the process meaningful to us was adequately explained.

The topics weren’t necessarily linked to key strategic issues in all areas which should have been addressed at this forum.

A lot of discussion was very remedial for the coordinators it seemed to me - they were keen to get to a higher level of discussion/strategy but facilitators seemed to be going over very basic themes.

Accurate recording of comments by members of groups.

Groups being in same room at times hard to hear each other.

Too much animosity from some corners.

How the workshops could have been improved

Suggestions for ways to improve the evaluation workshops included providing more time, better time management, scheduling the evaluation workshops to come after information sharing sessions, clearer definitions of key terms, and clearer workshop directions.

Provide more time: Four participants thought that more time should be allocated to the workshops and/or the Forum. One woman commented ‘If we are going to do it, it needs to be done to completion. I believe the forum should be 2.5 - 3 days long’.

Better time management: Five participants suggested that better time management would improve the workshops. Comments included that facilitators needed to ‘keep to the time’

scheduled and to 'keep track of how much time we had', and that each activity should be 'broken down into time slots e.g. 5 mins, 10 mins etc.'. One Coordinator also suggested that calculating the ratings for each activity could have been undertaken in another room while participants engaged in another activity - this would have been 'more constructive than sitting and waiting'.

Two other Coordinators suggested that the workshops should have been shorter: One commented that they should be 'shorter, more outcome focussed and how they could be directly applied to nationalising the program'; while the other thought they should be 'shorter and more concise' and commented that 'some things felt like they were being rehashed over and over'.

Re-schedule evaluation workshops: Two participants (a female and a male Manager) suggested that the process would have worked better if participants had shared information (ie. through the divisional presentations) and discussed 'operational priorities' first and then taken part in the evaluation workshops with the facilitators. This would have helped with 'timeframes and outcomes for the evaluation side' and a 'clearer picture'.

Clearer definitions and directions: Two participants suggested that clearer definitions were needed of the terms 'mission' and 'vision'. However one of them thought there were 'benefits to the flexibility of the format'. Another suggested that the directions for some workshops needed to be clearer.

More prior consultation: One Coordinator suggested that more prior consultation with participants was needed:

More consultation with States/Territories about the agenda or purpose of the forum. I think there was not a prior understanding that this forum was solely for management purposes, instead of as a support meeting for states.

Other suggestions for improvements included:

Maybe a couple of energisers throughout the two days (in the afternoons at least).

Better room ventilation and layout. Less reliance on Powerpoint - time wasting.

More sophisticated facilitation methods - I suspect the researchers/evaluators are not the people to facilitate (no offence!!), it is a very specific skill.

Needed more time but also an opportunity to discuss all the strategy/activity components rather than just a handful (4) of them. They also needed to be solidly converted to action points and teams identified that would work on the development of particular issues.

Changes in knowledge of participatory program evaluation

Participants were asked to indicate what level of knowledge and understanding of participatory forms of program evaluation they had before they took part in the workshops. They were then asked to assess how well the workshops had enhanced their knowledge and understanding of participatory program evaluation.

As Table 3 shows, the workshop participants had various levels of prior knowledge and understanding of participatory program evaluation. Fifty percent of respondents had a 'very low' or 'low' level of prior knowledge and understanding, 22% had a 'moderate' level, while 28% had either a 'high' or 'very high' level.

	No.	% (n=18)
Very low	2	11.1
Low	7	38.8
Moderate	4	22.2
High	3	16.6
Very high	2	11.1
Total	18	100

Table 3: Participants' prior level of knowledge and understanding of participatory program evaluation

The majority of respondents indicated that participation in the workshops had enhanced their knowledge and understanding of participatory program evaluation, to varying degrees. As Table 4 illustrates, just over half the respondents (55%) considered that their knowledge and understanding had been enhanced 'reasonably well' or 'quite well', while a third (33%) thought their knowledge had been enhanced 'very well' or 'extremely well'. However, two female participants (a Coordinator and a Manager) with very low and low levels of prior knowledge reported that the workshops had not enhanced their knowledge at all.

	No.	% (n=18)
Not at all	2	11.1
Reasonably well	8	44.4
Quite well	2	11.1
Very well	5	27.7
Extremely well	1	5.5
Total	18	100

Table 4: How well the workshops enhanced participants' level of knowledge and understanding of participatory program evaluation

Changes in knowledge for respondents in each of the five categories of prior knowledge were compared. This found that respondents in all five categories of prior knowledge considered that the workshops had increased their knowledge from 'reasonably well' to 'extremely well' (see table in Appendix 1).

Some participants provided further comments on the value of the empowerment evaluation methodology. They included:

Very worthwhile, best people to assess the program is often those delivering it, however structure and direction is very important.

It has widened my knowledge and given more choices re how to handle issue.

I can see many other areas in which I can use this framework.

However, while she thought the method seemed 'really powerful and meaningful', one Coordinator indicated a range of possible problems with moving from theory to practical application of the methodology in the GSBC program:

I think the outline provided by Wayne at the start gave a great deal of information and did a great deal to enhance my knowledge of the empowerment evaluation model. It seems like a really powerful and meaningful way of doing things. However, I felt that the following workshops did more to illustrate how problematic the method is in practice than to demonstrate its efficacy. The workshops seemingly struggled to incorporate the full range of experiences etc practitioners have. I'm a bit dubious as to

how a meaningful cross section of all other program participants can be incorporated. I think it's possible to do this, I just think it will require far more work than might have been anticipated!

A female Manager with a very low level of prior knowledge of participatory program evaluation also commented: 'I really didn't see a methodology beyond arriving at quantifying things or clarifying ways in which evidence could be collected'.

Willingness to participate in future evaluation activities

Participants were asked how willing they were to take part in future workshops or other activities related to the collaborative evaluation of the GSBC program. As Table 5 illustrates, the majority of respondents (65%) were very willing to take part in future evaluation activities. A further 29% were quite willing while one respondent was unwilling to participate in the evaluation.

	No.	% (n=17)*
Very willing	11	64.7
Quite willing	5	29.4
Unwilling	1	5.8
Unsure at this stage	0	0
Total	17	100

* One respondent did not reply as she is no longer a Coordinator

Table 5: Participants' willingness to take part in future GSBC program evaluation activities

Conclusion

The empowerment evaluation method was considered valuable for collaboratively evaluating the GSBC program. Some participants thought the method fitted well with the ethos and principles of the program and could be used in many different communities. However, others expressed concerns about issues such as how all program participants can be adequately involved, obtaining consensus from workshop participants, and a lack of specific outcomes from the workshops.

Most of the workshop participants appreciated the opportunity for information sharing and discussion with other program staff from different regions. Several also valued the small group work and the diversity of the small groups as this provided time for exchanging different ideas and 'took people out of [their] comfort zone'. However, participants identified a number of things that did not work so well in the workshops, particularly the lack of time to complete the activities, the management of time, and the mission/vision workshop, which 'left people a little frustrated' and took up considerably more time than anticipated.

Various suggestions were made for improving the workshops including:

- Allow more time for various activities - one suggestion was that the Forum should be 2.5 - 3 days long.
- Use better time management practices (ie. keep to the time scheduled, keep better track of the time, and break activities down into very short time components).
- Hold the evaluation workshops after the information sharing sessions.
- Provide clearer definitions of the terms 'mission' and 'vision'.
- Provide clearer workshop directions.
- Convert strategies into actions and identify teams that will work on developing particular issues.

The analysis indicated that participation in the workshops was effective in enhancing knowledge and understanding of participatory program evaluation for the majority of respondents, even those with a high level of prior knowledge. This indicates that the methodology is effective in building at least some evaluation capacity in a relatively short time.

The majority of the questionnaire respondents were very willing to engage in future activities related to the evaluation of the program. Combined with participants' mostly very positive assessment of the value and worth of the empowerment evaluation method, this will help to ensure the success of the collaborative evaluation of the GSBC program.

Appendix 1: Changes in individual participants' knowledge of participatory program evaluation

<i>Questionnaire respondent number</i>	<i>Level of prior knowledge</i>	<i>How well knowledge was enhanced</i>	<i>Summary (number in each category who gave this response)</i>
15	very low	reasonably well	1: not at all
16	very low	not at all	1: reasonably well
1	low	not at all	1: not at all
2	low	very well	2: reasonably well
5	low	very well	1: quite well
6	low	reasonably well	3: very well
10	low	very well	
11	low	reasonably well	
17	low	quite well	
7	moderate	very well	2: reasonably well
8	moderate	reasonably well	2: very well
9	moderate	reasonably well	
12	moderate	very well	
13	high	reasonably well	1: reasonably well
14	high	quite well	1: quite well
18	high	extremely well	1: extremely well
4	very high	reasonably well	2: reasonably well
3	very high	reasonably well	

APPENDIX G

Report from empowerment evaluation workshops 26/28 July 2005

Documentation from the Empowerment Evaluation Workshops conducted in Sydney and Dubbo during July 2005 with Good Start Breakfast Club Volunteers and Teachers

Wayne Miller
Breakfast Club Researcher
Empowerment Evaluation Facilitator

17 August 2005

Summary

This paper documents work done by 12 Good Start Breakfast Club (GSBC) volunteers and teaching staff who participated in empowerment evaluation workshops held at Red Cross House in Sydney on 26 July and at the CWA rooms in Dubbo on 28 July 2005.

Empowerment evaluation (Fetterman, 2001) was chosen as the vehicle to evaluate the Good Start Breakfast Club program currently operating in nearly 100 government primary schools throughout Australia. Red Cross and Sanitarium approached the University of Wollongong for assistance with the evaluation of the breakfast club resulting in this work being undertaken by Wayne Miller as part of his doctoral program in Public Health. Dr June Lennie, an evaluation consultant, facilitated the empowerment evaluation process on 26 and 28 July and was assisted by Wayne on both days.

At the beginning of each workshop Wayne provided an overview of the empowerment evaluation approach that is designed to have key program personnel identify what they wish to evaluate within the program and be enabled to carry out those evaluations. As the Wandersman et al. (2005, p. 28)² definition explains,

‘Empowerment evaluation: An evaluation approach that aims to increase the probability of achieving program success by (1) providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program/organization.

Wayne explained to each group that the following ten principles of empowerment evaluation would be used to guide the evaluation process that was about to begin:

- | | |
|---------------|---------------------------|
| Principle 1: | Improvement |
| Principle 2: | Community ownership |
| Principle 3: | Inclusion |
| Principle 4: | Democratic participation |
| Principle 5: | Social justice |
| Principle 6: | Community knowledge |
| Principle 7: | Evidence-based strategies |
| Principle 8: | Capacity building |
| Principle 9: | Organisational learning |
| Principle 10: | Accountability |

The three steps that guide the Empowerment evaluation approach provided the structure for the workshops.

Fetterman, D. (2001). *Foundations of Empowerment Evaluation*. Thousand Oaks, California: Sage.

² Wandersman et al. (2005) *The Principles of Empowerment Evaluation, in Empowerment Evaluation. Principles in Practice*. New York: The Guilford Press

See also <http://www.stanford.edu/~davidf/empowermentevaluation.html>

1. In the first step participants were asked to review the mission and vision for the program. This was done even though there is an existing mission statement to allow new ideas to emerge, which could replace or become part of the existing statement. This process also allows participants to become aware of possible divergent views about the program.
2. The second step involved taking stock of the program during which participants determined where the program stands including its strengths and weaknesses.
3. In the third step participants spent time planning for the future by identifying goals associated with key program activities, developing strategies to accomplish these goals and suggesting evidence that would indicate that goals were being met.

During step one the Sydney and Dubbo groups examined mission and vision statements about the GSBC taken from three sources. In May 2005 a questionnaire was sent to volunteers and teachers working with breakfast clubs at participating schools. Respondents were asked to write three to four phrases that captured their mission or main aims of the program and two to three phrases that expressed their vision for the future of the program. The Sydney group examined a summary of key themes from the questionnaire completed by 11 teachers and volunteers in the Sydney and Greater Western Sydney areas. The Dubbo group examined the key themes mentioned by 11 teachers and volunteers in the Western District of NSW. They were invited to accept, modify or reject these themes.

Both groups then examined the key themes put forward about the mission and vision of the program by 19 ARC managers, and coordinators during an evaluation workshop with that group in May 2005. They were invited to compare and contrast these themes with those offered by volunteers and teachers in their respective districts. The final exercise in step one was to examine the official mission and vision statements (Appendix to this document) for the program published by ARC. Both groups agreed with the plan to share their suggestions with a working party that has agreed to continue with the task of developing a common mission statement or list of outcomes that all the workshop groups would be happy to submit to senior management of the ARC for consideration.

During the 'taking stock' exercise each group identified four of the most important activities associated with the GSBC. The four key activities were taken from a larger list compiled from responses to a question on the May questionnaire that asked respondents to identify which program activities they thought were most important. The four activities chosen became the focus for the rest of the workshop. The activities were rated by individual participants with respect to how well they were doing, then they were asked to explain their ratings to the group. The four activities identified for investigation by the Sydney and Dubbo groups representing volunteers and teachers working with the GSBC are:

<i>Sydney/Greater Western Sydney</i>	
<i>Activity</i>	<i>Average Rating /10</i>
Providing a healthy breakfast to children in need and a positive start to the day	8.7
Sustainability of the program	7.5
Having adequate and reliable resources and variety of food	7.0
Understanding and providing a healthy food model	7.0
<i>Western New South Wales</i>	
<i>Activity</i>	<i>Average Rating /10</i>
Providing breakfast to children in need	9.6
Learning nutritional skills through providing healthy eating examples or habits	9.4
Interaction/relationship between children and volunteers (providing opportunity for informal welfare contact)	9.0
Recruiting and retaining volunteers	4.6

The four activities chosen at each site then became the focus for the 'planning for the future' step. Groups discussed future goals for the activities, suggested strategies for reaching those goals and identified evidence that would indicate whether strategies were being successful. This record provides base-line data for the work that will now continue with these and other groups to monitor key activities over time.

Empowerment Evaluation Workshops

Step 1 - Mission/Vision of the GSBC program

This section documents the outcome from the first step of the empowerment evaluation process, which is to ask program personnel to define their mission, vision or unifying purpose. Participants were asked to examine themes and statements drawn from three sources and to accept, modify or reject those statements. The statement/phrases/ideas from the three sources listed below provided 'common ground' for the next phases of the evaluation process to proceed.

Themes developed will be passed on to the working group that has been set up to develop a mission/vision statement or list of statements that reflects the values of program personnel responsible for its day-to-day operation.

Sydney Group Participants – (7 names listed)

Participants reviewed the following summary of themes from questionnaires completed by 11 teachers and volunteers in the Sydney and Greater Western Sydney area in May 2005.

Mission

To provide a nutritious breakfast to children who don't have access at home so that they can

- *reach their educational potential*
- *develop positive behaviours and healthy habits*
- *engage in positive social interaction with fellow students and community members in a safe and caring environment*
- *discuss nutrition and other issues with others*

To educate children about healthy living, nutrition and life skills

Vision

- *The program is very successful in supporting children and changing their behaviour towards healthy nutrition*
- *Children are actively involved in a supportive GSBC community that promotes the benefits of the program*
- *Schools provide greater recognition, support and resources for the program*
- *There are enough volunteers to effectively continue this highly appreciated and worthwhile service*
- *The program expands into areas of disadvantage to benefit children in all government schools*

Participants then reviewed the following summary of key mission and vision themes from the May workshop with coordinators and managers.

Mission

To work in partnership with families, schools and the community to:

- *improve children's health and educational outcomes through providing a healthy breakfast*
- *alleviate barriers that prevent children from reaching their full potential*
- *provide access to education about the importance of a healthy breakfast*
- *provide mentoring, training and support to program volunteers and participants*
- *encourage the empowerment and leadership of all program participants*

- *increase their knowledge, skills and capacities to address barriers to healthy morning nutrition*
- *build capacity to identify community needs and support each other.*

Vision

- *The health and wellbeing of every child is enhanced through providing educational, nutritional and social opportunities and life skills.*
- *The needs of every child are met through receiving a healthy breakfast every day.*
- *Program participants, the school community and the wider community adopt positive behaviours and attitudes towards healthy eating and lifestyles*
- *The community is empowered to be self-sustaining, to continually develop and grow, and to increase its ownership, commitment, shared responsibility and support for the program, which is eventually phased out.*

The published ARC mission and vision statements for the program (Appendix this document) were also reviewed before participants provided the following themes for inclusion in the present discussions.

Mission

- Nutrition – Healthy food
- Inclusion
- Social behaviour improved
- Social interaction and friendship
- Emotional and physical safety or trust
- Education
- Input from community

Vision

- Education
- Improving children's lives – physical/social/emotional needs
- Healthy children and positive future
- Positive social change
- Sustainable program
- Good breakfast > change attitudes

Western NSW Group Participants – (5 names listed)

Participants reviewed the following summary of themes from questionnaires completed by 11 teachers and volunteers from the Western District of NSW in May 2005.

Mission

- *To provide children with a healthy and nutritious start to the day to improve their learning outcomes and behaviour*
- *To teach children about nutritional values and good eating habits*
- *To develop children's social and life skills in a safe and caring environment*
- *To build positive relationships between children and the teachers and volunteers*
- *To help the community and form school-community partnerships*

Vision

- *The program provides all children with a healthy breakfast and contributes to the improved health, learning and nutrition of the future generation*
- *Children learn good eating habits, how to prepare food, and better social and life skills*
- *The community recognises the importance of breakfast to children*
- *An increased number of schools, teachers and community members participate in the program*

- *The government provides financial support to this highly valuable program*

Participants then reviewed the summary of key mission and vision themes from the May workshop with coordinators and managers and the published ARC mission and vision statements for the program. The group endorsed the themes put forward by the 11 respondents from their district making small changes to two of the mission statements.

To build positive relationships between children and the teachers and volunteers became 'To build positive relationships between children, volunteers and teachers'

To help the community and form school-community partnerships became 'Help the community form school-community partnerships'

Step 2 - Taking Stock of the GSBC program

The second step of empowerment evaluation is taking stock of the program. Respondents to the April questionnaire identified the following key activities crucial to the functioning of the GSBC program.

Key activities (Sydney/Greater Western Sydney)

Providing breakfast to children in need
 Interaction between children and volunteers
 Development of community partnerships
 Recruitment and training volunteers
 Interaction between children
 Understanding and providing a healthy food model
 Improving educational outcomes
 Providing a positive start to the day
 Encouraging good table manners
 Teaching children about healthy eating
 Having adequate resources and variety of food
 Providing healthy breakfast food
 Enhancing volunteer's enjoyment of life
 Teamwork environment
 Providing fun activities for children
 Providing a well-defined space
 Providing a supervised space before school
 Opportunity to talk like family at breakfast
 Reduction of truancy
 Sustainability of GSBC

During a review of the list by workshop participants the following activities were removed from the list and/or combined with other activities.

Teaching children about healthy eating

Providing healthy breakfast food

Providing fun activities for children

Providing a supervised space before school

Opportunity to talk like family at breakfast

Having adequate resources and variety of food became 'Having adequate and reliable resources and variety of food'.

Enhancing volunteer's enjoyment of life and *Teamwork environment* were combined to become: 'Enhancing volunteers' fulfillment and teamwork'

Providing a well-defined space and *Providing a supervised space before school* were combined to become 'Providing a well-defined and welcoming supervised space'

Reduction of truancy became 'Reducing truancy'

Key activities (Western NSW)

Providing breakfast to children in need
Development of community partnerships
Interaction/relationships between children and volunteers
Training volunteers
Learning or behaviour outcomes
Interaction/relationships between children
Developing life or social skills
Providing healthy eating examples or habits
Teaching good table manners
Development of community
Recruiting volunteers
Involvement of teachers
Learning nutritional skills
Goodwill between school/parents/students
Nurturing environment
Volunteer teamwork
Informal welfare contact
Safety for children

During a review of the list by workshop participants the following activities were removed from the list and/or combined with other activities.

Development of community

Recruiting volunteers

Learning nutritional skills

Informal welfare contact

Safety for children

Development of community partnerships became 'Development of community partnerships to support the program'

Interaction/relationships between children and volunteers became 'Interaction/relationships between children and volunteers (providing opportunity for informal welfare contact'

Training volunteers became 'Recruiting and training volunteers'

Providing healthy eating examples or habits became 'Learning nutritional skills through providing healthy eating examples or habits'

Nurturing environment became 'Nurturing environment for children'

After reviewing and adjusting the list participants were asked to prioritise the activities identified. Each was given 5 dot stickers to place beside key activities they wished the evaluation to focus on at this time. They were free to place all stickers on one activity or share them around between activities. The following is the result of the prioritisation exercise:

Prioritisation (Sydney/Greater Western Sydney)

Providing breakfast to children in need	● ● ● ● ● ● ● ●	9
Interaction between children and volunteers	● ●	2
Development of community partnerships		0
Recruitment and training volunteers		0
Interaction between children		0
Understanding and providing a healthy food model	● ● ● ●	4
Improving educational outcomes	● 1	1
Providing a positive start to the day	● ● ● ●	4
Encouraging good table manners		0
Having adequate and reliable resources and variety of food	● ● ● ● ● ● ● ●	8
Enhancing volunteers' fulfilment and teamwork	● ● ●	3
Providing a well-defined and welcoming supervised space		0

Sustainability of GSBC	• • • •	4
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With three activities receiving 4 stickers each, the group decided to combine *Providing breakfast to children in need* and *Providing a positive start to the day*. This resulted in the following four activities being identified for evaluation during the prioritisation process:

Providing a healthy breakfast to children in need and a positive start to the day	13
Having adequate and reliable resources and variety of food	8
Understanding and providing a healthy food model	4
Sustainability of GSBC	4

The 8 remaining activities in order of importance were:

Enhancing volunteers' fulfilment and teamwork	3
Interaction between children and volunteers	2
Improving educational outcomes	1
Development of community partnerships	0
Recruitment and training volunteers	0
Interaction between children	0
Encouraging good table manners	0
Providing a well-defined and welcoming supervised space	0

Prioritisation (Western NSW)

Providing breakfast to children in need	• • • • •	5
Development of community partnerships to support the program	• •	2
Interaction/relationships between children and volunteers (Providing opportunity for informal welfare contact)	• • • • •	5
Recruiting and training volunteers	• • • •	4
Learning or behaviour outcomes	• • 2	
Interaction/relationships between children	• • •	3
Developing life or social skills		0
Learning nutritional skills through providing healthy eating examples or habits	• • • •	4
Teaching good table manners		0
Involvement of teachers		0
Goodwill between school/parents/students		0
Nurturing environment for children		0
Volunteer teamwork		0

The following four activities were identified for evaluation during the prioritisation process:

Providing breakfast to children in need	5
Interaction/relationships between children and volunteers (Providing opportunity for informal welfare contact)	5
Recruiting and training volunteers	4
Learning nutritional skills through providing healthy eating examples or habits	4

The 9 remaining activities in order of importance were:

Interaction/relationships between children	3
Development of community partnerships to support the program	2
Learning or behaviour outcomes	2
Developing life or social skills	0

Teaching good table manners	0
Involvement of teachers	0
Goodwill between school/parents/students	0
Nurturing environment for children	0
Volunteer teamwork	0

The second phase of ‘taking stock’ involved the rating of the activities by each participant in the workshops. Volunteers and teachers were asked to rate how well they thought each of the four key activities was doing on a scale of 1-10 with 10 being the highest and 1 the lowest. Ratings were recorded on sheets prepared for each group with the following result:

Individual rating of activities (Sydney/Greater Western Sydney)

ACTIVITIES	PL	LA	LB	RA	WW	MS	MK	Total	Av'ge
Providing a healthy breakfast to children in need and a positive start to the day	8	8	8	7	10	10	10	61	8.7
Having adequate and reliable resources and variety of food	6	7	8	7	8	8	8	52	7.4
Sustainability of program	8	7	5	8	9	8	9	54	7.7
Understanding and providing a healthy food model	5	6	7	8	8	8	7	49	7.0
Total	27	28	28	30	35	34	34		
Average	6.8	7.0	7.0	7.5	8.8	8.5	8.5		

Individual rating of activities (Western NSW)

ACTIVITIES	JL	VM	RH	LB	KG	Total	Av'ge
Providing breakfast to children in need	10	9	10	10	9	48	9.6
Interaction/relationships between children and volunteers (providing opportunity for informal welfare contact)	9	9	9	8	10	45	9.0
Recruiting and retaining volunteers	4	3	6	5	5	23	4.6
Learning nutritional skills through providing healthy eating examples or habits	9	9	9	10	10	47	9.4
Total	32	30	34	33	34		
Average	8.0	7.5	8.5	8.3	8.5		

The table below shows the combined results of the activity rating by the 2 groups in descending order. This provides the first baseline data for each specific program activity identified by this stakeholder group. This can be used to monitor change over time.

<i>ACTIVITIES</i>	<i>Sydney Group</i>	<i>WNSW Group</i>	<i>Average</i>
Provision of breakfast	8.7	9.6	9.2
Interaction/relationships between children and volunteers (providing opportunity for informal welfare contact)		9.0	9.0
Understanding and providing a healthy food model/Learning nutritional skills through providing healthy eating examples or habits	7.0	9.4	8.2
Sustainability of program	7.7		7.7
Having adequate and reliable resources and variety of food	7.4		7.4
Recruiting and retaining volunteers		4.6	4.6

Discussing the ratings

Groups then spent time discussing the ratings. This involved individual participants explaining the reason for giving activities the scores they did, and provided an opportunity for participants to reassess and to change their scores. The following provides insight into these discussions.

Sydney Group

<i>ACTIVITY</i>	<i>COMMENT</i>
Providing a healthy breakfast to children in need and a positive start to the day	WW – a brilliant program that runs really well
Sustainability of program	LB – concerned that program will not continue – makes me insecure (special needs schools are unique in that they have no community support) MS – doing well – no worries about club PL – concerned about durability of the program RA – there will be a problem if ARC no longer supported club LB – recruitment of volunteers works well at school (Alexandria Park) Email group provides support amongst volunteers
Having adequate and reliable resources and variety of food	MK – improvement could be made LB – would like more variety of food WW – ARC coordinator is new and still learning. The food runs out sometimes but we are not complaining RA – Some food doesn't turn up on time (fruit is very important – donated by a local company) Kids like it. PL – fluctuating regularity. Staff did not put in order when they were meant to
Understanding and providing a healthy food model	MS – message is getting across. Has been behaviour change – especially in the boys MK – there are new kids that need teaching WW – we have some days when spaghetti is provided (less healthy) We are providing healthy food – we use skim milk RA – centre needs to know more about healthy food and recipes. Would like to provide more variety of food – especially bulk meals PL – the knowledge provided in training is not transferred to the club (she works alone) There seemed to be a mixed understanding of the rules related to volunteers working alone etc WW said she always has two teachers present PL believes the program is unsustainable unless enough resources are provided

WNSW Group

ACTIVITY	COMMENT
Providing breakfast to children in need	LB – club is providing breakfast to a range of different children including special need children – ‘it’s working’ JL – has volunteered at school for 10 years – siblings coming know VM – nothing’s perfect - not a 10 RH – it’s important that kids have breakfast and are using the club KG – there are still children in need who have not made contact with the club
Interaction/relationships between children and volunteers (providing opportunity for informal welfare contact)	LB – getting better – still some kids who are shy to speak JL – we have one older male volunteer who is on a different wavelength VM – well done – is good interaction RH – children interact with adults KG –the interaction is ‘absolutely brilliant’ – manners of children – role modelling of volunteers – positive interaction especially when washing up – very relaxing/therapeutic; social relationship building
Recruiting and retaining volunteers	LB – kids don’t necessarily want their parents coming in JL – hard – most volunteers are her friends – been there a long time – need to advertise – kids are good at training new volunteers VM – not so good – short of volunteers on some days – need more publicity RH – need more volunteers – need people to ring at short notice KG – problems – the club doesn’t operate on some days – the kids are disappointed
Learning nutritional skills through providing healthy eating examples or habits	LB – club makes sure kids have something to eat – supplies Milo herself – gets kids to help prepare Milo – educates them about the healthy food model – we control what kids eat – when they’ve eaten their cereal they can then have toast JL – some kids come with sweets – we do trains made of fruit – a healthy food pyramid is on display – we’ve changed to low sugar fruit juice VM – we can’t do things like displaying info on good nutrition – we are changing eating habits RH – working OK KG – the club is a healthy choice environment

Step 3 - Planning for the future of the GSBC program

The third step of empowerment evaluation involves charting a course for the future. During this step, the groups were asked to list their goals for the activities identified in the taking stock exercise, to identify strategies to accomplish each goal, and to suggest evidence that would indicate whether these goals and strategies were being met.

Sydney Group

Providing a healthy breakfast to children in need and a positive start to the day

Goals	Strategies	Evidence
1. Maintain current successful program	1. Maintain current communication and organisational strategies - Maintain multi-stranded communication with school personnel including principal and maintain promotion of the program	1. Number of positive news stories - Regular attendance by teachers/parents/community leaders at breakfast clubs
2. Develop and implement an effective organisational/daily routine	2. Sharing procedures - Write a plan to guide daily operations	2. – Maintain accurate attendance records - Publish procedures including recruiting for the whole

<p>3. Enlist/encourage adequate support (volunteers/teachers) to be able to provide breakfast</p> <p>4. Encourage regularity and consistency from volunteers</p>	<p>3. Talk to teachers at staff meetings</p> <ul style="list-style-type: none"> - Identify teacher/BC Coordinator at the school - Clarify process involved in recruiting volunteers <p>4. Contact Volunteering Australia</p> <ul style="list-style-type: none"> - Better education about ARC and services - Encourage corporates and others to get involved 	<p>program</p> <ul style="list-style-type: none"> - Sharing successful stories on 'volunteer' link on GSBC website - Establishment and regular use of email network set up for volunteers <p>3. ARC Coordinator talks to teachers at staff meetings</p> <p>4. ARC Coordinator contacts Volunteering Australia (VA) and VA shows awareness of GSBC need</p> <ul style="list-style-type: none"> - Maintain minimum number of volunteers to run program - Increase number and diversity of corporates and others that have become involved in the program and increase ways they are involved in the program
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Having adequate and reliable resources and variety of food

Goals	Strategies	Evidence
<p>1. Set range of food products available</p> <p>2. Set resourcing guidelines – Identify quality of menu</p> <p>3. Maintain adequate supply of food items</p>	<p>1. Consult with Nutrition Australia (NA) and Sanitarium Nutrition Service re product suitability</p> <ul style="list-style-type: none"> - Provide nutrition education as part of volunteer training - Face-to-face and website communication of nutrition education - Ask NA for advice re more variety and quantity of food items <p>2. – Set resourcing guidelines</p> <p>3. – Communication of needs to ARC and fulfilment of needs</p>	<p>1. Consultation with NA and SNS has occurred</p> <ul style="list-style-type: none"> - Nutrition ed has become part of volunteer training - website inclusion set up - Advice received from NA by ARC <p>2. Guidelines published, distributed and used</p> <p>3. Goods received</p>

Sustainability

Goals	Strategies	Evidence
<p>1. Continuing management of program</p> <p>2. Ongoing promotion of program and recruiting of volunteers and sponsors</p> <p>3. Ongoing review of sustainability of program</p> <p>4. Disadvantaged schools are</p>	<p>1. Send a strong message from volunteers to ARC re commitment to GSBC</p> <p>2. website development</p> <ul style="list-style-type: none"> - Communication re activity #2 <p>3. Workshops with volunteers, coordinators, managers and sponsors</p> <ul style="list-style-type: none"> - managerial review <p>4. Provide permanent support to</p>	<p>1. Message sent and received and acted upon</p> <p>2. Website further developed</p> <ul style="list-style-type: none"> - Communication produced and distributed - (see Starlight Foundation website for eg re registration of volunteers) <p>3. Workshop conducted on annual basis</p> <ul style="list-style-type: none"> - Volunteers who leave program complete feedback form <p>4. Disadvantaged schools are</p>

fully supported (special needs schools)	special needs schools – treat them as a special case - Promote and publicise activities in special needs schools ('cornerstone' schools)	fully supported by the program
5. Identify key indicators of sustainability 6. Supply adequate resources across the board	5. Identify at workshop (see #3 above) 6. Obtain adequate people and physical resources - explore other resourcing possibilities –ie Out of school hours program funding (see Rob for info) - requires quality assurance process	5. Key indicators have been identified 6. Food is provided - Attendance at club - Survey of records/resources – check they meet standards - ARC has explored and taken advantage of funding opportunities
7. Make schools accountable for program	7. Enforce agreement (MOU) - Schools engage in ongoing evaluation process	7. Volunteers can identify school coordinator - All volunteers feel supported by the program - Schools become part of the evaluation process and commit to it fully

WNSW Group

Providing breakfast to children in need

Goals	Strategies	Evidence
1. Continue breakfast club	1. More advertising - local newspaper (The Liberal) through 'school' section - positive news story - school newsletter - P & C meetings - K-6 assemblies - In-school promotion by children from GSBC	1. Welfare teacher coordinates advertising strategies
2. More schools with breakfast club	2. Talk to District Guidance Officer (DGO)	2. Welfare teacher has spoken to and engaged DGO with BC's in district
3. – 5 day/week breakfast clubs	3. More volunteers for breakfast clubs	3. More volunteers have been engaged to assist with BC's and attend regularly
4. – Identify should be participating 'escapees' and get them to participate	4. – Target non-participants by teachers - Oral survey of children re breakfast consumption	4. Increase in numbers of 'in need' children participating

Interaction/relationships between children and volunteers (providing opportunity for informal welfare contact)

Goals	Strategies	Evidence
1. Continue good work (role modelling etc)	1. Encourage attendance by volunteers so interaction can take place 2. Achieve continuity of volunteers and process as much as possible	1. Regular attendance 2. Continuity is demonstrated - rosters - dairies/journals

	3. – Volunteers to provide children with opportunities to chat	<ul style="list-style-type: none"> - volunteer sign-on book with space for comments 3. Number of communications with staff
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Recruiting and retaining volunteers

Goals	Strategies	Evidence
More volunteers are recruited and retained	1. Raise awareness by: <ul style="list-style-type: none"> - volunteers speaking at forums eg the K-6 assembly (student interviews with volunteers) or corporate/business assemblies – encourage them to give staff time off - work for the dole - CDEP - word of mouth - speaking at meetings of community organisations and groups (shire council, bushfire, service clubs etc) - advertising (see strategies for Providing breakfast to...above) 2. Provide support, make them feel comfortable, part of a team, appreciated – give out certificates at assembly	1. Communication has happened – notes or minutes of meetings
	3. Gatherings of volunteers every year to share experiences	2. Volunteers have received certificate of appreciation or other methods (morning tea brought by teachers) 3. Gathering takes place – story in local newspaper

Learning nutritional skills through providing healthy eating examples or habits

Goals	Strategies	Evidence
1. Maintain current practices by: <ul style="list-style-type: none"> - providing good choices – healthy foods – consistent but some variation once a month (pancakes, scrambled eggs) - keeping it simple 2. Heighten awareness and understanding of good nutrition	<ul style="list-style-type: none"> - Laminated placemats with nutritional info. - Continue providing good examples but allowing occasional treats - Informal information from volunteers about good breakfast nutrition - Chart with key facts about nutrition and its benefits ‘Did you know?’ (eg Nutrition Aust. to provide info.) - Continually reinforce info. - Local coordinator to gather info on nutrition – info pack for display in club - Sample packets of cereal provided to children 	<ul style="list-style-type: none"> - Place mats created by students and used - Adherence to set menu but occasional treat provided - Quick quiz on nutritional knowledge - Children refer to charts - Info is gathered and packs are displayed in clubs

Late in the day with energy to burn and not a Mintie in sight, the Dubbo group focussed on the 'Providing breakfast to children in need' activity and spent some time planning its evaluation by asking, 'Who would be involved?' and 'How will the evaluation proceed?'

Planning the evaluation

Activity - Providing breakfast to children in need

Who will be involved?

- Welfare teacher coordinator (collate information)
- District guidance officer
- School learning support team
- Students
- Volunteers
- Teachers (awareness of children in need)
- Principal
- Parents/carers/family
- Community organisations and businesses
- GSBC coordinator
- ARC regional manager

How will the evaluation proceed?

- Initiate strategies identified in the workshop today
- DGO – talk to other learning support teams
- Students do performances; give talks
- Distribute surveys at club
 - keep it simple, appropriate for children and volunteers
 - coordinator at each school to prepare and distribute with help from the evaluation consultants
- Reflect on what's working and what's not at an annual forum of volunteers, coordinators, etc.
- Convene a half-day follow-up morning workshop in two WNSW locations with volunteers etc – group believe there would be a willingness to become involved

Where to from here?

Once this report has been disseminated, participants are invited to discuss outcomes from the empowerment evaluation workshops amongst themselves and with their ARC coordinators.

The outcomes from the May 18/19 workshop with managers and coordinators will be combined with those from these workshops and will form baseline documentation that will drive the evaluation process.

Working parties will be formed to work on various aspects of the evaluation and to develop monitoring and evaluation tools such as checklists, surveys, interview proformas or volunteer feedback forms.

Pilot sites to implement the first round of evaluations will need to be identified. Once this is done, work will be undertaken with coordinators, teachers and volunteers in these pilot sites to collaboratively design the evaluation of selected key program activities and to build evaluation capacity within the group.

Finally, flexible, appropriate and practical ways of incorporating various evaluation or monitoring processes into the GSBC program will be identified and implemented across all program sites.

Appendix

Existing Mission Statement

The mission of the Good Start Breakfast Club is to:

1. Provide children in need with their basic right to adequate daily nutrition.
2. Provide the means for children in areas of most need to improve their learning and concentration at school through improved nutrition.
3. Create a service that fosters the development of nutritional, social and living skills for children under its care, through the delivery of quality service and the role modelling of its volunteers.
4. Facilitate the development of a club that promotes a safe and warm environment that the children have ownership of and can associate with the practice of healthy eating on a regular basis.
5. Educate children, families and communities of the need for a regular and healthy diet (particularly breakfast), to support the education, growth and development of Australian children.

Existing Vision Statement

- a) The Good Start Breakfast Club program will continue to strive to provide assistance to the education of children through the provision of healthy food and voluntary community support.
- b) The Feeding Our Future initiative will become an agent of positive social change that educates children, families, organisations, government and consumers of the importance of the development of healthy nutritional decision making practices for Australia's children.

APPENDIX H

Feedback from participants in empowerment evaluation workshops 26/28 July 2005

Report on the Evaluation of Good Start Breakfast Club Program Empowerment Evaluation Workshops held in Sydney and Dubbo in July 2005

June Lennie
Evaluation Consultant

5 August 2005

Summary

This report presents an analysis of feedback questionnaires completed by 12 volunteers and teaching staff who took part in empowerment evaluation workshops on the Good Start Breakfast Club (GSBC) program in Sydney and Dubbo in July 2005. Some additional feedback was obtained by telephone and email.

The feedback indicates that:

- The empowerment evaluation method was seen as valuable for collaboratively evaluating the GSBC program and for sharing knowledge and experiences about breakfast clubs.
- Participants appreciated the opportunity to discuss the program, to interact with other volunteers and school staff, to better understand how other clubs operate, and to overcome common problems.
- Some participants found the workshop very interesting, enlightening and enjoyable.

Suggestions for improving the workshops included:

- Conduct as a two-day residential program.
- Make it shorter or slightly faster-paced.
- Have longer breaks.
- Involve more volunteers and schools.

Most respondents reported that their knowledge and understanding of participatory program evaluation was enhanced, even those with a high level of prior knowledge. This indicates that the method is effective in building some evaluation capacity in a relatively short time. The majority of respondents (75%) were willing to engage in future activities related to the evaluation of the GSBC program. However, sufficient time, resources and notice are required to facilitate the participation of volunteers and teaching staff in future workshops.

Introduction

This report presents an analysis of responses to feedback questionnaires distributed to participants at the end of two empowerment evaluation workshops with volunteers and teaching staff involved in the Good Start Breakfast Club (GSBC) program. This program is conducted by the Australian Red Cross. Further, more detailed feedback on the workshop process was obtained from four participants (3 in Sydney and 1 in Dubbo) by phone or email after the workshops. All of the 12 workshop participants (11 women and 1 man) completed feedback questionnaires. They comprised seven participants at the workshop in Sydney (6 women and 1 man) and five women at the workshop in Dubbo. All of the questionnaire respondents provided their name.

The workshops were held at Red Cross House in Sydney on 26 July and at the CWA Hall in Dubbo, Western New South Wales, on 28 July 2005. In both locations, the workshops were facilitated by Dr June Lennie, Principal Evaluation Consultant and Wayne Miller, PhD student, University of Wollongong.

The workshops aimed to continue the process of collaboratively evaluating the GSBC program by obtaining input from volunteers and teaching staff involved in school breakfast clubs in the Sydney and Western New South Wales areas. Further details about the empowerment

evaluation methodology used in the workshops and the outcomes of these workshops are detailed in a separate report by Wayne Miller.

This report covers the following topics:

- A profile of the workshop participants in terms of gender, age group, role in the program, occupation, the school they work in and its location.
- The perceived value of the empowerment evaluation method for evaluating the GSBC program.
- Time and opportunity for discussion.
- What worked well in the workshops.
- What did not work so well in the workshops.
- How the workshops could have been improved.
- General comments on the workshops.
- Participants' changes in knowledge and understanding of participatory program evaluation.
- Participants' willingness to participate in future evaluation activities.

Profile of the Sydney and Dubbo workshop participants

Eleven women and one man took part in the workshops. The majority of participants (58%) were aged 50 or over, 25% were aged 40-49, one woman was in the 30-39 age group, and another woman was in the 20-29 age group. Seven participants (58%) were volunteers in breakfast clubs, four (33%) were school coordinators of breakfast clubs and one was the welfare contact for a school. Four participants had various paid positions in schools with breakfast clubs, three had other paid occupations, while five were retired or worked as volunteers. The workshop participants represented breakfast clubs in eight schools – five in the Sydney and Greater Western Sydney region and three in the Western New South Wales region.

Sydney workshop participants:

- Six women and one man took part.
- Five participants (4 women and 1 man) were aged 50 years or over, one woman was in the 40-49 age group, and one woman was in the 20-29 age group.
- Two women were breakfast club coordinators and five participants (4 women and 1 man) were volunteers. One woman was a corporate volunteer and one of the breakfast club coordinators was a Teacher's Aide at the Special School where her club operated.
- Two participants were retired, one worked as a Children's Librarian and another worked as a Personal Assistant in a large pharmaceutical company.
- The participants represented breakfast clubs in five schools in the Sydney area:
 - School 1 (Central Sydney area) – one participant
 - School 2 (Central Sydney area) – one participant
 - School 3 (Central Sydney area) – one participant
 - School 4 (North Sydney area) – one participant
 - School 5 (Greater Western Sydney area) – three participants.

Dubbo workshop participants:

- Five women took part.
- Two participants were aged 50 years or over, two were in the 40-49 age group, and one was in the 30-39 age group.
- Two participants were coordinators of breakfast clubs, two were volunteers, and one was the Assistant Principal and welfare contact at their school. One of the breakfast club coordinators was a Tutor at the school where her club operated, while the other coordinator was a volunteer.
- Two participants were retired while another worked in a convenience store.
- They represented breakfast clubs in three schools in the Western New South Wales area:

- School 1 – three participants
- School 2 – one participant
- School 3 – one participant

Value of the empowerment evaluation method for evaluating the GSBC program

All of the questionnaire respondents considered that the empowerment evaluation method was valuable for collaboratively evaluating the GSBC program. The majority (66%) considered that the method was either ‘extremely’ or ‘very’ valuable while 33% considered that it was ‘quite’ valuable, as Table 1 illustrates.

	<i>No. (Sydney)</i>	<i>No. (Dubbo)</i>	<i>Total</i>	<i>% (n= 12)</i>
Not at all valuable	0	0	0	0
Reasonably valuable	0	0	0	0
Quite valuable	3	1	4	33.3
Very valuable	4	3	7	58.3
Extremely valuable	0	1	1	8.3
Total	7	5	12	100

Table 1: Value of the empowerment evaluation method for collaboratively evaluating the GSBC program

Five of the Sydney participants and two of the Dubbo participants thought the method was an effective way to collaboratively assess various aspects of the GSBC program and to share different knowledge and experiences about the operation of breakfast clubs and their impacts on children. Comments included:

I think it is a very fair way to gain a vast overview of very different socio-economic areas and to consider all our opinions. (Sydney)

It's a very valuable method because it gets people together with different experiences in this operation. They're able to exchange those experiences then as you go through the structure of the process, people can expand on their experiences so that you [the evaluation consultants] as outsiders and we [the workshop participants] as insiders can make judgements on our operations. (Sydney)

The process seemed to create a consensus of direction considering the variety of experiences and levels of ownership in the GSBC schools. (Sydney)

It's quite a valuable method because it gives a better understanding of how things work [in other clubs]. The information that was given out and the questions asked were good; all the people's knowledge and information was shared. (Sydney)

The method was really good. Getting different views was good. (Dubbo)

Other comments on the methodology and the workshop process included:

Good forum for discussion (Dubbo)

I think this method worked very well with the group. (Dubbo)

It's broken down to be understood in easier terms (Sydney)

Under the time constraints I think every exercise reaped some value. (Sydney)

Time and opportunity for discussion

As Table 2 below illustrates, the majority of participants (83%) considered that they either had enough time or more than enough time and opportunity to discuss everything they wanted to in

the workshops. However, two women at the Sydney workshop thought there was not quite enough time.

	<i>No. (Sydney)</i>	<i>No. (Dubbo)</i>	<i>Total</i>	<i>% (n=12)</i>
Did not have enough time	0	0	0	0
Did not have quite enough time	2	0	2	16.6
Had enough time	4	3	7	58.3
Had more than enough time	1	2	3	25
Total	7	5	12	100

Table 2: Extent to which participants had enough time and opportunity for discussion in the workshops

What worked well in the workshops

Many participants (4 in Sydney and 4 in Dubbo) indicated that they appreciated the opportunity for sharing experiences, interaction with others involved in the program, and for discussion and feedback. The following comments on what worked well in the workshops illustrate this:

General feedback from everyone [was] “great” (Dubbo)

Discussion flowed freely. (Dubbo)

Exchanging different experiences and perceptions – a good forum for such (Sydney)

Sharing everyone’s input and experiences (Sydney)

Two Sydney participants particularly appreciated the ‘Planning for the future’ session, with one woman commenting:

Teasing out goals, strategies and evidence was the most practical and valuable exercise towards managing our key activities.

Other comments on what worked well included:

The step by step process was well organised. (Dubbo)

I thought it worked well. Covered quite a lot of topics. (Sydney)

The explanation of empowerment evaluation process and methodology. (Sydney)

It also provided a good constructive forum for overcoming common difficulties. (Sydney)

What did not work so well in the workshops

Three Sydney participants and two Dubbo participants commented on some things that did not work so well in the workshops. They included some questions or issues being asked ‘over and over’ again (one comment from Sydney and one from Dubbo), that ‘strategies were difficult to compile’ (Sydney), and that ‘some topics went on for too long and I was left wondering where we had begun’ (Sydney). Another Sydney participant thought that the ‘Reviewing the program’ session did not work so well while a Dubbo participant suggested that ‘thinking of new ideas to bring in new volunteers’ did not work so well.

How the workshops could have been improved

Suggestions for ways to improve the Sydney workshop included conducting it as a two day residential program and ‘at a more leisurely pace’, having longer breaks (three respondents), making it ‘slightly faster-paced’, and having ‘less topics to talk about’. Two Dubbo participants thought that the workshop could have been improved by making it shorter. Other suggested improvements from the Dubbo respondents were:

To get the other schools that have breakfast clubs to meet

I think it would have been more valuable if there were more breakfast volunteers at the workshop.

Minties in the afternoon.

Other general comments on the workshop

Three participants (two in Dubbo and one in Sydney) thought it was a pity that more people could not take part in the workshops. One Dubbo participant commented:

It's a shame more could not attend because of the benefit of heightened awareness and ideas sharing that occurred – strategies can be taken back to schools.

Three participants (two in Sydney and one in Dubbo) reported that they found the workshop very interesting, enlightening and enjoyable. Comments on this included:

Very interesting and knowledgeable. I enjoyed class and the company (Dubbo)

It was a really enjoyable and very informative day. The workshop was invaluable and we learnt a lot. It was good to see how other schools run their clubs. We thought that our club was run more efficiently than the clubs in other schools. I walked into the workshop feeling unsure and walked away feeling really good [about how their club is operating]. (Sydney)

Considering the many facets and stakeholders of the GSBC program, I feel the workshop was very productive and enlightening for volunteers who so often are limited to understanding the needs of their immediate environment. Everyone got a greater understanding of GSBC's diversity. (Sydney)

Changes in knowledge of participatory program evaluation

Participants were asked to indicate what level of knowledge and understanding of participatory forms of program evaluation they had before they took part in the workshops. They were then asked to assess how well the workshops had enhanced their knowledge and understanding of participatory program evaluation.

As Table 3 shows, the workshop participants had various levels of prior knowledge and understanding of participatory program evaluation. Two respondents had a 'very low' or 'low' level of prior knowledge and understanding, 50% had a 'moderate' level, while 33% had a 'high' level.

	<i>No. (Sydney)</i>	<i>No. (Dubbo)</i>	<i>Total</i>	<i>% (n=12)</i>
Very low	1	0	1	8.3
Low	0	1	1	8.3
Moderate	4	2	6	50
High	2	2	4	33.3
Very high	0	0	0	0
Total	7	5	12	100

Table 3: Participants' prior level of knowledge and understanding of participatory program evaluation

The majority of respondents at both workshops indicated that participation in the workshop had enhanced their knowledge and understanding of participatory program evaluation, to varying degrees. As Table 4 illustrates, 67% considered that their knowledge and understanding had been enhanced 'very' or 'extremely well', while 25% thought their knowledge had been enhanced 'quite well' and one Sydney participant thought her knowledge was enhanced

‘reasonably well’. A Sydney participant made the following comment about the new skills she obtained through taking part in the workshop:

Attending was one of the many benefits of volunteering and learning skills that can be applied beyond GSBC.

	<i>No. (Sydney)</i>	<i>No. (Dubbo)</i>	<i>Total</i>	<i>% (n=12)</i>
Not at all	0	0	0	0
Reasonably well	1	0	1	8.3
Quite well	2	1	3	25
Very well	2	3	5	41.6
Extremely well	2	1	3	25
Total	7	5	12	100

Table 4: How well the workshops enhanced participants’ level of knowledge and understanding of participatory program evaluation

Changes in respondents’ knowledge in each of the four categories of prior knowledge, from ‘very low’ to ‘high’ were compared. This found that workshop participants all four categories of prior knowledge considered that the workshops had increased their knowledge from ‘reasonably well’ to ‘extremely well’ (see table in Appendix).

Willingness to participate in future evaluation activities

Participants were asked how willing they were to take part in future workshops or other activities related to the collaborative evaluation of the GSBC program. As Table 5 shows, the majority of respondents (75%) were willing to take part in future evaluation activities. Half of them were ‘quite willing’ to participate in future activities, 25% were ‘very willing’, while a further 25% were ‘unsure at this stage’ due to ‘other commitments’. However, in a subsequent phone discussion with one of these three Sydney workshop respondents, she indicated that she thought they would all be interested in taking part in future workshops as they had found it ‘really enjoyable’ and ‘very informative’.

Some respondents qualified their indications of willingness to participate in future activities with comments such as ‘provided [the future workshop] is in my home town’, and ‘depending on available time’.

	<i>No. (Sydney)</i>	<i>No. (Dubbo)</i>	<i>Total</i>	<i>% (n=12)</i>
Very willing	1	2	3	25
Quite willing	3	3	6	50
Unwilling	0	0	0	0
Unsure at this stage	3	0	3	25
Total	7	5	12	100

Table 5: Participants’ willingness to take part in future GSBC program evaluation activities

Conclusion

The majority of workshop participants thought the empowerment evaluation method was valuable for collaboratively evaluating the GSBC program and for sharing different knowledge and experiences about the operation of breakfast clubs. Most of the questionnaire respondents considered that the workshop process worked well and they had enough time and opportunity for discussion. Participants at both the Sydney and Dubbo workshops also valued the opportunity to discuss the program, to interact with other volunteers and school staff, to gain a better understanding of how things work in various clubs, and to ‘overcome common difficulties’. Some participants commented that they found the process very interesting, enlightening and enjoyable.

However, a few participants commented on things that did not work so well. They included some topics going on for too long and the repetition of some issues and questions. Suggestions for improving the workshops included:

- Conduct it as a two-day residential program.
- Make it shorter or slightly faster-paced.
- Have longer breaks.
- Involve more volunteers and schools.

The results indicate that participation in the workshops was effective in enhancing knowledge and understanding of participatory program evaluation for most respondents, including those with a high level of prior knowledge. This indicates that the method used in the workshops was effective in building some evaluation capacity in a relatively short time.

The majority of respondents (75%) were willing to engage in future workshops and other activities related to the evaluation of the program. Combined with the generally positive feedback on the workshops, this suggests that the empowerment evaluation method is likely to be effective for engaging community volunteers and others in the evaluation of the GSBC program. However, a key learning from the process of encouraging participation in the workshops is that sufficient time, resources and notice are required to facilitate the participation of volunteers and teaching staff in future evaluation workshops.

Appendix: Changes in individual participants' knowledge of participatory program evaluation

Questionnaire respondent number	Level of prior knowledge	How well knowledge was enhanced	Summary (number in each category of prior knowledge who gave this response)
5(S)*	very low	very well	1: very well
2(D)**	low	very well	1: very well
2(S)	moderate	quite well	1: reasonably well
3(S)	moderate	extremely well	1: quite well
4(S)	moderate	extremely well	2: very well
7(S)	moderate	reasonably well	2: extremely well
3(D)	moderate	very well	
5(D)	moderate	very well	
1(S)	high	very well	2: quite well
6(S)	high	quite well	1: very well
1(D)	high	quite well	1: extremely well
4(D)	high	extremely well	

* S = Sydney workshop

** D = Dubbo workshop

APPENDIX I

Briefing notes for empowerment evaluation workshop with Research Partnership Group 24 October 2005

Proposed program and briefing notes for GSBC evaluation workshop with research management group on October 24, 2005

ADRA Offices
Fox Valley Road
Wahroonga

Workshop participants:

GSBC Spokesperson, Australian Red Cross
GSBC National Coordinator, Australian Red Cross
National Business Partnerships Manager, Australian Red Cross
Corporate Communications Manager, Sanitarium
PR Officer, Brand and Community Partnerships, Sanitarium
Strategic Research Manager, Sanitarium
National Program Manager, ADRA Australia

Workshop facilitators and evaluation team:

June Lennie (independent evaluation consultant and principal facilitator)
Wayne Miller (evaluation coordinator and co-facilitator, University of Wollongong)
Heather Yeatman (Chief investigator, University of Wollongong)

Purpose of the workshop:

To enable participants to better understand empowerment evaluation, the methodology being used to evaluate the GSBC program.

To enable participants to have an input into this evaluation by:

- briefly reviewing various mission and vision statements for the program
- identifying four key program activities that should be evaluated at this time
- discussing the strengths and weaknesses of these four key activities
- collaboratively planning the evaluation of these four key program activities.

Before the workshop

In order to make the maximum use of the time available, we request that you undertake the following before the workshop:

1. Please familiarise yourself with the present mission and vision statements for the GSBC program and with the mission and vision themes that emerged from workshops with GSBC coordinators and managers in May and with volunteers and teaching staff in July. The statements represent the perspectives of various people working in the program, developed as part of the workshop process to orient them to the evaluation discussions that subsequently took place. We will spend no more than 10 minutes seeking comments on these statements and themes when we meet on 24 October.
2. Please complete the questionnaire attached and return to Wayne by **Thursday 20 October** so that your responses can be collated and used to expedite the stock-take of the program activities step in the workshop.

Proposed workshop program

We would appreciate it if you could arrive at 1.50pm so that we can start at 2.00pm. Please let Wayne know if this is not possible.

1.50 – 2.00

Registration

2.00 - 2.20

Welcome and introductions

- Workshop facilitators and participants introduce themselves
- Workshop purpose, methods and program
- Empowerment evaluation process and principles

- Activities conducted to date
- 2.20 – 2.30 **Review mission and vision of GSBC program**
- Comments on mission and vision statements
- 2.30 – 3.10 **Taking stock**
- Review list of key activities and ratings for these activities previously identified by workshop participants via questionnaires
- Prioritise the list of key activities to identify the 4 key activities to be evaluated
- Present reasons for ratings given to each key activity and briefly discuss
- Adjust ratings as desired
- 3.10 - 3.20 Afternoon tea
- 3.20 – 4.45 **Planning for the future**
- Brainstorm goals and strategies for the 4 key activities
- Identify and critically assess the forms of documentation or evidence needed to monitor or evaluate the 4 key activities
- 4.45 – 5.00 **Conclusion**
- Where to from here
- Complete workshop feedback form

APPENDIX J

Questionnaire for Research Partnership Group prior to empowerment evaluation workshop 24 October 2005

Evaluation of the Good Start Breakfast Club Program

Fieldwork for the research-based evaluation of the GSBC program began during May 2005 when questionnaires were sent to volunteers and teaching staff asking for their views on the program. Data that has proved to be very useful in subsequent evaluation activities was received from 40 respondents. This work continued on May 18/19 when evaluation workshops were conducted with 19 coordinators and managers employed by ARC. On July 26 and 28 further workshops were conducted with 12 volunteers and teaching staff in Sydney and Dubbo. On Monday 24 October the GSBC research management group will meet in a similar workshop to review the GSBC program and associated research activities. A condensed version of the following three-step empowerment evaluation approach to program evaluation employed in all of the workshops to date will be used to facilitate this activity.

1. The participants consider the GSBC program's mission, vision or unifying purpose (Step 1). The document that accompanies this questionnaire has been prepared so that input into this step can be expedited.
2. The program and associated research activities are discussed, including identification of the strengths and weaknesses of the key program activities (Step 2). Questions 1 and 2 of this questionnaire will help to fast-track this step at the workshop.
3. Plans for the future are made, through setting goals, identifying strategies to accomplish these goals and evidence that the goals have been achieved (Step 3).

To be as efficient as possible at next Monday's workshop, the evaluation team seeks your input using the questionnaire below. We would be grateful if you could complete and return this questionnaire by **Thursday 20 October**.

PART A - Your views on the GSBC program

1. Program features/activities

(a) Which features and/or activities of the program do you think are the most important to the functioning of the program and should be the focus of the evaluation at this time? Please list up to six features or activities.

(b) For each of the features or activities you have listed, please rate their effectiveness, using a scale of 1 - 10, where 10 is the highest and 1 is the lowest.

Program feature/activity	Rating out of 10
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

2. Please comment briefly on why you gave each activity this rating.

Feature/activity

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

PART B – Participation in future evaluation activities

How willing are you to take part in future workshops or other activities connected with the evaluation of the program? (Please place an X next to the number)

- 1 very willing
- 2 quite willing
- 3 unwilling
- 4 unsure at this stage

Thank you very much for completing this questionnaire. Please return it by **Thursday 20 October** to Wayne Miller at wayne_m@bigpond.net.au This will enable us to make the best use of the time available at the workshop on 24 October.

APPENDIX K

**Report of empowerment evaluation
workshop with Research Partnership
Group
24 October 2005**

Documentation from the Empowerment Evaluation Workshop conducted at Wahroonga on 24 October with the Good Start Breakfast Club Research Management Group (later changed to Research Partnership Group)

Wayne Miller, GSBC Researcher; June Lennie, Evaluation consultant

Executive Summary

Facilitators: Dr June Lennie, evaluation consultant, Wayne Miller and Associate Professor Heather Yeatman, University of Wollongong.

Participants: Three from Sanitarium and two from the Australian Red Cross (ARC).

Apologies: One from ARC and one from the Adventist Development and Relief Agency (ADRA)

Introduction to workshop: June provided an overview of the EE approach, identified that it was designed to have key program personnel identify what they wish to evaluate within the program and to be enabled to collaboratively plan those evaluations. The three steps that guide the EE approach would provide the structure for the workshop but that it would be a condensed version.

1. The group discussed the mission and vision for the program.

AGREED: The existing statements would be reviewed, in light of suggestions by GSBC managers, coordinators, teaching staff and volunteers made during discussions of the mission and vision for the program at previous EE workshops.

2. Participants spent time taking stock of the program by identifying key program activities and discussing their strengths and weaknesses.

AGREED: Five activities were singled out for evaluation attention at this time. Each activity was rated by each participant and then by the group, with respect to how well they were doing,

<i>Activity</i>	<i>Average Rating /10</i>
Positively changing or influencing the eating habits of children	6.6
Improve the learning capacity / environment of children attending GSBC	7.6
Local and school community adopts changed attitudes and behaviour towards breakfast	6.0
Addressing the needs of the most vulnerable	5.6
Improve the lifeskills of children attending the GSBC / Social interaction in GSBC environment	8.4

3. The third step was not accomplished during the workshop. This would have seen the group identify goals associated with the five program activities chosen for attention, develop strategies to accomplish the goals and suggest evidence that would indicate that goals were being met.

AGREED: This step would be completed by distance with Wayne assisting the process by sending everyone documentation on the same or similar program activities during step three at previous EE workshops.

Conclusion of workshop: Wayne reiterated the proposal to conduct workshops at six school pilot sites. This would involve undertaking further intensive work with coordinators, volunteers and teaching staff on the development of evaluation tools for the GSBC, incorporating the outcomes of all the previous EE workshops.

Workshop details

Step 1 - Mission/Vision of the GSBC program

This section documents the outcome from the first step of the empowerment evaluation process, which is to ask program personnel to define their mission, vision or unifying purpose. Prior to the workshop the management group were asked to examine themes and statements drawn from three sources and to come prepared for a brief discussion. The statement/phrases/ideas from the three sources listed below provided 'common ground' for the next phases of the evaluation process to proceed.

Existing Mission Statement

The mission of the Good Start Breakfast Club is to:

1. Provide children in need with their basic right to adequate daily nutrition.
2. Provide the means for children in areas of most need to improve their learning and concentration at school through improved nutrition.
3. Create a service that fosters the development of nutritional, social and living skills for children under its care, through the delivery of quality service and the role modelling of its volunteers.
4. Facilitate the development of a club that promotes a safe and warm environment that the children have ownership of and can associate with the practice of healthy eating on a regular basis.
5. Educate children, families and communities of the need for a regular and healthy diet (particularly breakfast), to support the education, growth and development of Australian children.

Existing Vision Statement

1. The Good Start Breakfast Club program will continue to strive to provide assistance to the education of children through the provision of healthy food and voluntary community support.
2. The Feeding Our Future initiative will become an agent of positive social change that educates children, families, organisations, government and consumers of the importance of the development of healthy nutritional decision making practices for Australia's children.

From ARC coordinators and managers May, 2005

Mission

To work in partnership with families, schools and the community to:

- *improve children's health and educational outcomes through providing a healthy breakfast*
- *alleviate barriers that prevent children from reaching their full potential*
- *provide access to education about the importance of a healthy breakfast*
- *provide mentoring, training and support to program volunteers and participants*
- *encourage the empowerment and leadership of all program participants*
- *increase their knowledge, skills and capacities to address barriers to healthy morning nutrition*
- *build capacity to identify community needs and support each other.*

Vision

- *The health and wellbeing of every child is enhanced through providing educational, nutritional and social opportunities and life skills.*
- *The needs of every child are met through receiving a healthy breakfast every day.*
- *Program participants, the school community and the wider community adopt positive behaviours and attitudes towards healthy eating and lifestyles.*
- *The community is empowered to be self-sustaining, to continually develop and grow, and to increase its ownership, commitment, shared responsibility and support for the program, which is eventually phased out.*

From volunteers and teaching staff - Sydney and Greater Western Sydney, July 2005

Mission

To provide a nutritious breakfast to children who don't have access at home so that they can,

- *reach their educational potential*
- *develop positive behaviours and healthy habits*
- *engage in positive social interaction with fellow students and community members in a safe and caring environment*
- *discuss nutrition and other issues with others*

To educate children about healthy living, nutrition and life skills

Vision

- *The program is very successful in supporting children and changing their behaviour towards healthy nutrition*
- *Children are actively involved in a supportive GSBC community that promotes the benefits of the program*
- *Schools provide greater recognition, support and resources for the program*
- *There are enough volunteers to effectively continue this highly appreciated and worthwhile service*
- *The program expands into areas of disadvantage to benefit children in all government schools*

The group provided the following themes for inclusion in the present discussions:

Mission

- *Nutrition – Healthy food*
- *Inclusion*
- *Social behaviour improved*
- *Social interaction and friendship*
- *Emotional and physical safety or trust*
- *Education*
- *Input from community*

Vision

- *Education*
- *Improving children's lives – physical/social/emotional needs*
- *Healthy children and positive future*
- *Positive social change*
- *Sustainable program*
- *Good breakfast > change attitudes*

From volunteers and teaching staff - Western District of NSW, July 2005

Mission

- *To provide children with a healthy and nutritious start to the day to improve their learning outcomes and behaviour*
- *To teach children about nutritional values and good eating habits*
- *To develop children's social and life skills in a safe and caring environment*
- *To build positive relationships between children, volunteers and teachers'*
- *Help the community form school-community partnerships'*

Vision

- *The program provides all children with a healthy breakfast and contributes to the improved health, learning and nutrition of the future generation*
- *Children learn good eating habits, how to prepare food, and better social and life skills*

- *The community recognises the importance of breakfast to children*
- *An increased number of schools, teachers and community members participate in the program*
- *The government provides financial support to this highly valuable program*

The research management group agreed to examine the original mission and vision statements in the light of the work done during step one by ARC managers, coordinators, GSBC teaching staff and volunteers at the EE workshops convened in May and July 2005 and to recommend changes deemed appropriate.

Step 2 - Taking Stock of the GSBC program

The second step of empowerment evaluation is taking stock of the program. Five of the management group returned questionnaires sent out prior to the workshop. The following list of activities was provided by them in response to the question, *Which features and /or activities of the program do you think are the most important to the functioning of the program and should be the focus of the evaluation at this time? Please list up to six features or activities:*

Positively changing or influencing the eating habits of children
 Improve the learning opportunities/environment for children attending GSBC
 Improve the life skills of children attending GSBC
 Generate community support and adoption of the program
 Build sustainability through local and national sponsorships and Government funding
 Broader community adopts changed attitude and behaviour towards breakfast
 Students 'feel' they have had an adequate meal
 Students' self esteem improved
 Students feel they have an improved capacity to cope with school
 Students' classroom and playground behaviour improved
 Students' participation in classroom activities improved
 Students feel an improved sense of belonging/acceptance with the group – breakfast club
 Children receive a healthy breakfast daily
 Children sit down at a table with adults
 Breakfast is eaten before school starts
 Education – 'Let's do it' program
 Washing up dishes after breakfast
 Provision of healthy breakfast
 Children are nutritionally empowered / education enhanced
 Positive role modelling promotes positive decision making
 Positive behavioural change in regard to nutrition, truancy, social behaviour etc
 Increase in number of parents providing a healthy breakfast to kids
 Positive nutritional choices made by whole of school community
 Impact on breakfast behaviour of children
 Impact on learning capacity of children including concentration, disciplinary measures, attendance and punctuality
 Engaging Government, Business and the community into the initiative
 Raising awareness in the public of the program's key issues
 Educational initiatives
 Addressing the needs of the most vulnerable

This list along with the 10 key activities that had been identified by ARC managers and coordinators in May (see below) was displayed so that the group could identify common themes and work toward short-listing activities that would be subject to the prioritisation exercise to follow.

Provision of breakfast
 Social interaction and life skills
 Volunteer management and support
 Gaining community support
 Program design
 Seeking sponsorship
 Risk management – child protection, volunteers, health
 Data collection
 Nutritional education
 Sustainability

The following list was the result:

Positively changing or influencing the eating habits of children
 Improve the learning capacity / environment of children attending GSBC
 Generate community support and adoption of program
 Improve the life skills of children attending GSBC
 Local and school community adopts changed attitudes and behaviour towards breakfast
 Students' self esteem improved
 Children receive a healthy breakfast regularly
 Social interaction in GSBC environment
 Nutritional education
 Addressing the needs of the most vulnerable

Participants were then asked to prioritise the activities in order to identify four activities to be investigated during the initial EE process. Each was given 5 dot stickers to place beside key activities they wished the evaluation to focus on at this time. They were free to place all stickers on one activity or share them around between activities. The following is the result of the prioritisation exercise:

Positively changing or influencing the eating habits of children	● ● ● ● ●	5
Improve the learning capacity / environment of children attending GSBC	● ● ● ● ●	5
Generate community support and adoption of program	●	1
Improve the life skills of children attending GSBC	● ● ●	3
Local and school community adopts changed attitudes and behaviour towards breakfast	● ● ● ● ●	5
Students' self esteem improved		
Children receive a healthy breakfast regularly		
Social interaction in GSBC environment	● ●	2
Nutritional education		
Addressing the needs of the most vulnerable	● ● ● ●	4

With this result the group decided to combine *Improve the life skills of children attending GSBC* and *Social interaction in the GSBC environment* to create a fifth program feature for attention at this time. This resulted in the following five activities being identified for evaluation during the prioritisation process:

Positively changing or influencing the eating habits of children	5
Improve the learning capacity / environment of children attending GSBC	5
Local and school community adopts changed attitudes and behaviour towards breakfast	5
Improve the life skills of children attending GSBC / Social interaction in GSBC environment	5
Addressing the needs of the most vulnerable	4

The remaining activities in order of importance were:

Generate community support and adoption of program	1
Students self esteem improved	0
Children receive a healthy breakfast regularly	0
Nutritional education	0

The second phase of ‘taking stock’ involved the rating of the activities by each member of the group. They were asked to rate how well they thought each activity was doing on a scale of 1-10 with 10 being the highest and 1 the lowest. Ratings were recorded with the following result:

ACTIVITIES	JP	JA	RH	MT	SH	Av'ge
Positively changing or influencing the eating habits of children	6	10	6	5	6	6.6
Improve the learning capacity/environment of children attending GSBC	8	10	7	6	7	7.6
Local and school community adopts changed attitudes and behaviour towards breakfast	4	10	5	6	5	6.0
Addressing the needs of the most vulnerable	5	5	6	6	6	5.6
Improve the life skills of children attending GSBC / Social interaction in GSBC environment	8	10	8	8	8	8.4
Average	6.2	9.0	6.4	6.2	6.4	

Discussing the ratings

The group then spent time discussing the ratings. This involved individual participants explaining the reason for giving activities the scores they did, and provided an opportunity to reassess and to change their scores. The following provides insight into these discussions.

ACTIVITY	COMMENT
Positively changing or influencing the eating habits of children	JP 6/10 because this goal is hard to quantify. We may be able to do it in the short term but how can we influence what food is being bought for the family? JA 10/10 because my intuition says the program must be having an impact on this. RH 6/10 because we need solid evidence that this is happening. MT 5/10 because we need quality data to prove this value. SH 6/10 because we don't <u>really</u> know that this is happening.
Improve the learning capacity/environment of children attending GSBC	JP 8/10 because while there is good anecdotal evidence this can't be quantified. Reports from the NT that class attendance is up 10% in GSBC schools would be a pointer but... JA 10/10 because my intuition says the program must be having an effect here. RH 7/10 because there are reports coming in that GSBC attendance is affecting classroom behaviour. MT 6/10 because the GSBC is a good environment but I'm not sure of improvement in learning. SH 7/10 because we are doing quite well with this with reports of truancy being reduced.
Local and school community adopts changed attitudes and behaviour towards breakfast	JP 4/10 because the broader nutrition education program hasn't kicked in. JA 10/10 because of intuition again that it must be working. RH 5/10 because habits may not be changing. MT 6/10 because we haven't got evidence that this is happening. SH 5/10 because we are <u>getting good press</u> on this at the local and regional level.
Addressing the needs of the most vulnerable	JP 8/10 because while there appears to be some success there are probably areas like Mt Druit and Wyong that are not being serviced. JA 5/10 because the program must be helping but more needs to be known about this. RH 6/10 because this is happening but more needs to be done. MT 6/10 because this is hard to measure. It's good we are in schools with the BC but how do we know this is happening?

	SH 6/10 because we need to be sure we are in the high need areas such as remote and indigenous communities.
Improve the life skills of children attending GSBC / Social interaction in GSBC environment	JP 8/10 because we are unable to quantify this very well. JA 10/10 on intuition again. RH 8/10 because the program must be having an influence. MT 8/10 because there are strong anecdotal reports of the this happening. SH 8/10 because spectacular effects are reported.

Step 3 - Planning for the future of the GSBC program

The third step of empowerment evaluation involves charting a course for the future where participants are asked to list their goals for the activities identified in the taking stock exercise, to identify strategies to accomplish each goal, and to suggest evidence that would indicate whether these goals and strategies were being met. Because this step could not be addressed due to time constraints the group agreed to work on it by distance. To assist this process Wayne would compare the results of work done during step three by earlier EE workshop groups with respect to program activities that were the same or at least similar to some or all of the activities chosen by the management group. This would be emailed to each member of the group. The following tables have been taken from earlier workshop reports with relationships shown in *italics* (see also Appendix this document which shows the many similar views held across all of the stakeholder groups about the most important aspects of the program. It needs to be remembered that the current evaluation activity is largely about building capacity within the program to be able to come back to all of the activities identified as key to the programs success and to investigate each aspect using the skills developed in this first round of evaluation activity conducted within the program).

Learning nutritional skills through providing healthy eating examples or habits /

Positively changing or influencing the eating habits of children

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
1. Maintain current practices by: - providing good choices – healthy foods – consistent but some variation once a month (pancakes, scrambled eggs) - keeping it simple 2. Heighten awareness and understanding of good nutrition	- Laminated placemats with nutritional info. - Continue providing good examples but allowing occasional treats - Informal information from volunteers about good breakfast nutrition - Chart with key facts about nutrition and its benefits ‘Did you know?’ (eg Nutrition Aust. to provide info.) - Continually reinforce info. - Local coordinator to gather info on nutrition – info pack for display in club - Sample packets of cereal provided to children	- Place mats created by students and used - Adherence to set menu but occasional treat provided - Quick quiz on nutritional knowledge - Children refer to charts - Info is gathered and packs are displayed in clubs

Improve the learning capacity/environment of children attending GSBC

New activity

Local and school community adopts changed attitudes and behaviour towards breakfast

New activity

Providing a healthy breakfast to children in need and a positive start to the day /

Addressing the needs of the most vulnerable

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
1. Maintain current successful program	1. Maintain current communication and organisational strategies - Maintain multi-stranded communication with school personnel including principal and maintain promotion of the program	1. Number of positive news stories - Regular attendance by teachers/parents/community leaders at breakfast clubs
2. Develop and implement an effective organisational/daily routine	2. Sharing procedures - Write a plan to guide daily operations	2. Maintain accurate attendance records - Publish procedures including recruiting for the whole program - Sharing successful stories on 'volunteer' link on GSBC website - Establishment and regular use of email network set up for volunteers
3. Enlist/encourage adequate support (volunteers/teachers) to be able to provide breakfast	3. Talk to teachers at staff meetings - Identify teacher/BC Coordinator at the school - Clarify process involved in recruiting volunteers	3. ARC Coordinator talks to teachers at staff meetings
4. Encourage regularity and consistency from volunteers	4. Contact Volunteering Australia - Better education about ARC and services - Encourage corporates and others to get involved	4. ARC Coordinator contacts Volunteering Australia (VA) and VA shows awareness of GSBC need - Maintain minimum number of volunteers to run program - Increase number and diversity of corporates and others that have become involved in the program and increase ways they are involved in the program

Providing breakfast to children in need / Addressing the needs of the most vulnerable

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
1. Continue breakfast club	1. More advertising - local newspaper (The Liberal) through 'school' section - positive news story - school newsletter - P & C meetings - K-6 assemblies - In-school promotion by children from GSBC	1. Welfare teacher coordinates advertising strategies
2. More schools with breakfast club	2. Talk to District Guidance Officer (DGO)	2. Welfare teacher has spoken to and engaged DGO with BC's in district
3. 5 day/week breakfast clubs	3. More volunteers for breakfast clubs	3. More volunteers have been engaged to assist with BC's

4. Identify should be participating 'escapees' and get them to participate	4. Target non-participants by teachers - Oral survey of children re breakfast consumption	and attend regularly 4. Increase in numbers of 'in need' children participating
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Provision of breakfast

<i>Goals</i>	<i>Strategies</i>	<i>Evidence</i>
1. Sufficient food for number of children - specific program goals (as per GSBC)	Put systems in place to be able to provide data re evidence required.	6. Sufficient food – as per program (GSBC) goals - Stock control - Stock usage forms - volunteer - coordinator - Summary of stock usage/school - Quarterly – Sanitarium – monthly (?) - Student numbers – volunteers weekly monthly <u>Weekly</u> – stock/child ? wastage – spills, etc - Leftovers - Spoilage * Apparent consumption
2. Stock management plan (effective systems and processes) - sourcing stock (incl. locally) - stock transport – to appropriate delivery points - food safely/storage - timelines - clarifying roles of different players	Develop and implement stock management plan	7. Stock management plan – details listed - Present/not - Implementation - Rating/evaluation - (essential areas) - responsiveness/flexibility/timeliness - amount of stock used (quarterly) - who responsible?
3. Reaching children in need / <i>Addressing the needs of the most vulnerable</i> - most 'needy' children – increase participation - most 'needy' schools – increase participation - increase appeal (strategy) - decrease stigma	MOU - improving linkage between GSBC and school system. <u>Statement</u> - identify children - increase communication with parents - roll out 'Let's Eat' (appropriate linkage with school curriculum)	8. Reaching children in need Statement – linkage between GSBC and school system - Are key areas identified in Statement? Statement present Y/N? • rating re key areas - qualitative feedback re effectiveness/appropriateness (school staff) - quantitative – attendance numbers - [? % 'at needs' children] Relationship with key school contact person – positive? Constructive ?
4. Volunteers	- min. number (2) - positive role of volunteers	9. Volunteers – Performance Description

	<ul style="list-style-type: none"> - position description (volunteer coordinators position monitors performance) - informal reporting 	<ul style="list-style-type: none"> - Present: Y/N - Monitoring action against PD - volunteer files/record maintenance <p>Quantitative: - volunteer hours, etc</p>
<p>5. Safety_re food provision - volunteers/children/ environment</p> <ul style="list-style-type: none"> • child protection (state legislation varies) <ul style="list-style-type: none"> - costs - mandatory - PED form? - FS requirements 	<ul style="list-style-type: none"> - safety plan - adherence to OHS legislation - basic personal hygiene training - school policy to include food safety - environment – compliant; promotes food safety, eg posters - processes in place to ensure child protection laws are known and enacted 	<p>10. Safety plan</p> <ul style="list-style-type: none"> - Pres: Y/N - Cover key areas – rating? - How is it monitored? - review schedule - individual school-based/regional/state

Interaction/relationships between children and volunteers (providing opportunity for informal welfare contact) / *Improve the life skills of children attending GSBC / Social interaction in GSBC environment*

Goals	Strategies	Evidence
1. Continue good work (role modelling etc)	<p>1. Encourage attendance by volunteers so interaction can take place</p> <p>2. Achieve continuity of volunteers and process as much as possible</p> <p>3. Volunteers to provide children with opportunities to chat</p>	<p>1. Regular attendance</p> <p>2. Continuity is demonstrated</p> <ul style="list-style-type: none"> - rosters - dairies/journals - volunteer sign-on book with space for comments <p>3. Number of communications with staff</p>

Social interaction and life skills / Improve the life skills of children attending GSBC / Social interaction in GSBC environment

Goals	Strategies	Evidence
<ul style="list-style-type: none"> - children know and follow social rules - mealtime behaviour and processes - personal hygiene - general behaviour - respect for others (behaviour code) - helpfulness/responsibility actions - appropriate skills in using equipment - involvement of parents (need to identify agreed level of parental involvement) - role modelling 	<p>Behaviour Code in place – supported by posters, role modelling by volunteers,</p> <p>Behaviour code for volunteers</p> <p>Behaviour code for parents</p> <p>Skill development activities – using equipment; personal hygiene; mealtime behaviour; etc</p>	<p>Children know and follow rules</p> <ul style="list-style-type: none"> - posters, etc - skills identified/observed - Posters available and utilised - Volunteer training manual has relevant detail - Playground and classroom behaviour <ul style="list-style-type: none"> - sharing - decreased bullying - behaviour eg sitting - Observation of volunteers <p>Involving parents</p> <ul style="list-style-type: none"> - number of parents attending - and/or volunteering

<ul style="list-style-type: none"> - assisting /appropriate behaviours - volunteering (work within guidelines) 		<ul style="list-style-type: none"> - demonstrating appropriate behaviour - volunteer training of parents - increase breakfast consumption at home - increased volunteer parents - increased parent engagement in school
<ul style="list-style-type: none"> - Level of participation of school eg re role of canteen (issue of contracts, hours of opening) 		
<p>Role of volunteers</p> <ul style="list-style-type: none"> • training re social skills/behaviour • selection criteria - setting up children support systems (eg buddies, etc) - sharing volunteer strategies eg retirees, 'old mates' program (Dept of Ageing) <p>Volunteers provide a positive environment, and support development of children's social skills</p>	<p>Activities which support volunteers</p> <ul style="list-style-type: none"> - comprehensive selection criteria - networked with other volunteers - training provided - orientation package for volunteers 	<p>Volunteers:</p> <ul style="list-style-type: none"> - social skills - training - selection - applying skills - selection criteria - recruitment process Y/N? - training package includes as social skills as key areas? - networked with volunteers elsewhere - observations - survey of children - grievance procedures - mentoring and counselling

Where to from here?

Once this report has been disseminated, participants are invited to discuss outcomes from the workshop amongst themselves and with the evaluation team. We invite your questions, comments and particularly your criticisms. If anyone has been misrepresented we apologise and are happy to make adjustments to the report.

The outcomes from all the EE workshops conducted to date will be combined to form baseline documentation that will drive the evaluation process.

Working parties will be formed to work on various aspects of the evaluation and to develop monitoring and evaluation tools such as checklists, surveys, interview proformas or volunteer feedback forms.

Six pilot sites have been identified where work will be undertaken with coordinators, teachers and volunteers to collaboratively design the evaluation of selected key program activities and to build evaluation capacity within the group.

Finally, flexible, appropriate and practical ways of incorporating various evaluation or monitoring processes into the GSBC program will be identified and implemented across all program sites.

APPENDIX L

**Goals, strategies and evidence developed by ARC
and Sanitarium executive group for five key
program activities following workshop in
October 2005**

Good Start Breakfast Club



Measurable Strategies and Tactics

Target Audience	Strategies	Tactics	Measurable Outcomes
1. Positively changing or influencing the eating habits of children (GSBC children, volunteers & teachers, parents)			
Children	Continually ensure the foods at GSBCs are of the highest/best nutritional value (<i>Coordinators Workshop 2.1</i>)	<ul style="list-style-type: none"> ➤ SNS establish GSBC guidelines for the selection of breakfast foods with nutritional benefit statements ➤ Secure commitment from all GSBC coordinators to provide only food of the highest nutritional value ➤ Secure commitment from all GSBC coordinators to serve only SHF breakfast cereals 	<ul style="list-style-type: none"> ▪ Nutrition guidelines are adopted and coordinators and volunteers can articulate to each other and GSBC children the nutritional benefits of breakfast foods. Measure via volunteer survey ▪ 100% of volunteers participate in the nutrition education training ▪ GSBC provide wholegrain breads, increase availability of fruit and/or fruit juices, SHF provide a <i>variety</i> of breakfast cereals ▪ Only SHF breakfast cereals are served at GSBC
	Improve GSBC children's awareness of healthy food choices, particularly breakfast (<i>Coordinators Workshop 2.1</i>)	<ul style="list-style-type: none"> ➤ Involve GSBC children in the preparation of their club's breakfast (including fun breakfast days – pancakes) ➤ Produce a range of visual aids for GSBC areas such as posters, placemats, and charts (BP 3.1.3, 3.1.4, 3.1.7) ➤ Let's Eat and/or other related and agreed nutrition programs to be endorsed by SNS and Department of Education and developed in a ways that is involving, engaging and useful for teachers (linked to curriculum) 	<ul style="list-style-type: none"> ▪ Resources are available, visible to children attending GSBC and referred to by GSBC volunteers ▪ Children respond positively to resources and understand their message ▪ Let's Eat and/or other related and agreed nutrition program is rolled out to 80% of GSBC schools
Volunteers	Support volunteers & teachers to engage GSBC children in talking about healthy eating choices (BP 1.1.6)	<ul style="list-style-type: none"> ➤ SNS to develop simple volunteer (and teacher) training packs to assist in talking with children about healthy eating choices (with reference to visual aids) ➤ Review and develop volunteer nutrition training program (BP 3.1.1) 	<ul style="list-style-type: none"> ▪ All volunteers are equipped and trained in talking to children about healthy eating ▪ Majority of volunteers (depending on skill and interest) feel comfortable and confident to speak to children and/or answer their questions about nutrition ▪ Volunteers receive nutrition training and resources.

Parents	Generate awareness and appeal for breakfast at home	<ul style="list-style-type: none"> ➤ GSBC coordinators/volunteers report to local schools/parents at P&C, through newsletters, etc on breakfast club and the benefits the children gain from having breakfast ➤ Organise special events like GSBC open days for parents. ➤ Develop and provide take-home resources (eg SNS brochures) for children to take home to their parents about healthy eating choices. 	<ul style="list-style-type: none"> ▪ One - two P&C type reports, newsletter articles, other school communiqués annually ▪ Special events held with a number of parent attendees ▪ Penetration of healthy eating messages with parents (via survey to parents) ▪ One resources available and provided to children to take-home
2. Equip GSBC children with a greater learning capacity (enhance the ability to learn)			
Club	Create a safe, warm and appropriate environment where children feel socially comfortable, accepted and content to practice healthy eating habits	<ul style="list-style-type: none"> • Develop a behaviour code and other resources (such as posters that communicate appropriate behaviours in the club. 	<ul style="list-style-type: none"> • Greater – Class room concentration, attendance, attentiveness
3. Local and school Community adopts changed attitudes and behaviour towards breakfast (broader community education on breakfast & healthy eating – targeting local/community business, community leaders/KOLs, general community & media)			
All Target Groups	Develop/influence nutrition education resources for all schools	<ul style="list-style-type: none"> ➤ Work with/align with state Department of Education to develop/influence school curriculum based nutrition education resources for all schools ➤ All nutrition resources are available through the GSBC website. 	<ul style="list-style-type: none"> ➤ Resources developed and integrated into 45% of school nutrition curriculum. ➤ Resources are published on website and communications drive audience to website for “teachers aid” resources.
	Communicate to the community the importance of breakfast and healthy eating choices.	<ul style="list-style-type: none"> ➤ Create national media stories utilising KOLs/celebrities, Newspoll, nutrition week/nutrition stories, public forums, etc. (BP 3.1.5, 3.1.6) ➤ SHF promotes benefits of breakfast on/in pack ➤ GSBC website publishes information on the importance of breakfast with message about eating before you start your school day. 	<ul style="list-style-type: none"> ➤ 4 major stories per year (one each term) ➤ Generate 60% awareness amongst parents/community about the adoption of healthy breakfasts for kids at home/before each school day. ➤ SHF pack promotion each year ➤ Website information published regularly ➤ Increased website visitors
		<ul style="list-style-type: none"> ➤ Continue to drive local news stories from GSBC case studies, acknowledging support of local businesses, local volunteers and the results 	<ul style="list-style-type: none"> ➤ Increased local media presence promoting the benefits of breakfast and community involvement in GSBC
	Moving individual GSBCs to be adopted by local communities.	<ul style="list-style-type: none"> ➤ Develop business support guidelines for GSBC coordinators to help them seek appropriate local community support ➤ Place emphasis on coordinators engaging community partners and sponsors 	<ul style="list-style-type: none"> ➤ Guidelines developed and adopted ➤ Increased number and funding from community partners and sponsors

		<ul style="list-style-type: none"> ➤ GSBC management group to seek one or two key sponsors ➤ ARC to actively seek national and/or local government funding for GSBC programs to shift clubs to Tier 2 program and progressively move to Tier 3 (community adoption) in the future. ➤ Government funding and national/local sponsorship shifts GSBC funding to 60% operational 40% communication and resource funding split 	<ul style="list-style-type: none"> ➤ Key sponsors signed and contributing to program ➤ Increased government funding and increased number of clubs in Tier 2 program with potential to shift to Tier 3. ➤ Increased funding results in achieving 60/40 split
4. Addressing the needs of the most vulnerable			
Club	Ensure that each club is opened in areas of greatest need	<ul style="list-style-type: none"> • Continue to forge strong relationships with state education departments and work collaboratively to identify areas of greatest need for expansion. • Develop and implement a review process to identify ongoing level of need in current clubs • Standardise each Divisions school need's analyses templates into a national pro forma. 	<ul style="list-style-type: none"> • New clubs identified in consultation with Education departments and selected according to relevant state ratings. • Process and template in place to guide review of level of need's within the school • National School need's analysis template in place and utilised by all divisions
Community	Ensure that the children in most need within the school are attending the club.	<ul style="list-style-type: none"> • Work with teachers to identify and encourage those most in need to attend • Develop an evaluation process that analyses if the children most in need within the school are utilising the service 	<ul style="list-style-type: none"> • Teachers engaged in the process of ensuring those most in need access the service • Evaluation process in place and utilised regularly to analyse the club's patronage.
5. Improve the life skills of children attending the GSBC/Social interaction in GSBC environment			
Club	Ensure that children are able to develop and practice life skills (personal hygiene, social interaction, meal preparation etc) with the assistance and role-modeling of volunteers.	<ul style="list-style-type: none"> • Review and develop National training manual for volunteers ensuring appropriate attention and modules are given to life-skills and the role of volunteers in developing these. 	<ul style="list-style-type: none"> • National training manual contains adequate modules on life skills development and the role of volunteers in imparting these. • Noticeable differences in life skills – before and after, observed by teachers and volunteers. • Behaviour code in place and displayed in all clubs through relevant resources.

APPENDIX M

Report of six pilot site empowerment evaluation workshops, December 2005

Summary Reports of Six Good Start Breakfast Club Program Pilot Evaluation Workshops held
in December 2005

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Introduction

This report presents details about six Good Start Breakfast Club (GSBC) program pilot evaluation workshops held from 5 - 9 December 2005, summaries of the outcomes from each workshop, and a summary of participants' feedback on the workshops. Two workshops were held in Sydney while the others were held in Greater Western Sydney, and in Western New South Wales. All of the workshops were facilitated by June Lennie and Wayne Miller.

The main aims of the workshops, as outlined in the invitation to the event, were:

- To collaboratively plan and design the evaluation of the selected GSBC program activities based on the work done in previous workshops
- To identify which other people or organisations should be invited to take part in the evaluation and what everyone involved can contribute
- To begin looking at the types of methods that could be used to conduct the evaluation
- To identify training or other resources that might be needed to conduct the evaluation.

The workshops involved participants in each group identifying key evaluation goals and questions and collaboratively planning the evaluation of the following key GSBC activities:

<i>Workshop group</i>	<i>Key GSBC activity</i>
Sydney A	Providing a healthy breakfast to children in greatest need
Sydney B	Positively changing or influencing the eating habits of children
Western Sydney	Local and school community adopts changed attitudes and behaviour towards breakfast and Gaining community support
WNSW A	Improving the life skills of children attending the GSBC / Social interaction in GSBC environment
WNSW B	Recruiting, training and retaining volunteers
WNSW C	Improving the learning capacity / learning environment of children attending GSBC

Consultations were conducted via teleconference and email in the week before the workshops and at the start of each workshop to reach agreement on the key activities that would be the focus of each workshop.

Profile of the workshop participants

The following provides some details about the workshop participants.

- As Table 1 shows, the majority (81.5%) of participants were women. A small number of men took part in every workshop except WNSW B.

Location	Gender		Total
	Female	Male	
Sydney A	6	1	7
Sydney B	8	2	10
Western Sydney	7	1	8
WNSW A	5	2	7
WNSW B	4	-	4
WNSW C	5	2	7
Total	35	8	43
Percentage	81.5	18.5	100

Table 1: Number and gender of workshop participants

- Around half were aged 18 - 49, while the other half were 50 or over. The Sydney B workshop group had the greatest number in the 18 -29 age group, while the WNSW C workshop had the greatest number who were aged 60 or over.
- Most participants (64.5%) were GSBC volunteers or school coordinators, while 16% were school staff (including senior staff and teaching staff), and 16% were Australian Red Cross (ARC) coordinators or managers.
- Of the volunteers or volunteer coordinators, 11 held professional or semi-professional positions, 3 held non-professional positions, 4 undertook home or parental duties, 1 was a university student, and 7 were retired.
- Participants in each location had various levels of prior knowledge and understanding of participatory program evaluation, from very low to very high. The majority (65.5%) had a low or moderate level of knowledge, while 31.5% had a high or very high level.

Workshop process

A similar process was used at all of the workshops except WNSW C, where no prior work had been done on the key GSBC activity selected. Most of the WNSW C workshop therefore involved developing the goals, strategies and evidence related to the evaluation of the key activity that the group had agreed to work on. The workshop process involved:

- Each participant introducing themselves
- The facilitators providing an overview of the workshop aims and process, brief information on the evaluation method, the work previously undertaken in the evaluation, and the key activities which the pilot workshop groups were working on
- Reviewing the goals, strategies and evidence related to the evaluation of the key activity that the group had agreed to work on
- Deciding on the key goals, aims or focus of the evaluation
- Brainstorming the evaluation questions and methods
- Identifying who could be involved in the evaluation and what they could contribute
- Discussing any risks involved in undertaking the evaluation
- Working on other questions that could be included in evaluation tools such as surveys (if time was available).
- Deciding on the next steps involved in planning the evaluation
- Distributing workshop feedback questionnaires.

A summary of the key issues discussed and the outcomes of each workshop are now presented.

Sydney A workshop

Location and time: Red Cross House, Sydney on Monday December 5, 2005 from 9.30am – 12.30pm

Participants representing three school: BA (Teacher), RA (Volunteer and President of Child Care Centre Management Committee), LB (School GSBC Coordinator and Teacher's Aide), MB (GSBC Coordinator, Child Care Centre), AD (Corporate Volunteer), KG (Volunteer), MR (Corporate Volunteer). AR sat in on the workshop for professional experience as part of her Community Welfare course

Apologies: KJ, Regional GSBC Coordinator, Australian Red Cross

Summary of key issues and outcomes

Following a consultation process, the workshop participants agreed to plan an evaluation of the key activity: *Providing a healthy breakfast to children in greatest need.*

Two additional goals for the evaluation were suggested during the workshop:

- *Create a linkage from the GSBC primary school to the high schools where children in greatest need attend.*
- *Identify access and participation issues that surround providing a healthy breakfast to children in greatest need.*

The stigma associated with providing breakfast to children in greatest need was a key issue. To reduce any stigma it is vital that everyone feels welcome to participate in the breakfast club. Clubs need to actively promote this message. As well as food, children need a sense of belonging, identity and connection with others. Such social benefits of the club need to be promoted.

Several participants argued that any fee associated with participation in the clubs would be inappropriate as it would deny access to the most vulnerable. It would also be difficult to administer the collection of the fee.

Methods suggested to undertake the evaluation included:

- A survey to be distributed to service delivery personnel (ie breakfast club coordinators and volunteers) which aimed to identify the extent to which children in greatest need are attending the breakfast clubs and whether there was any stigma associated with coming to the clubs.
- A survey distributed to children in the school asking about such things as: breakfast eating at home, attendance at the breakfast club, reasons for not attending, what they like about the club, changes they would like in the club, and what time they get to school. There would be a greater chance of teachers taking part in the evaluation if it was seen as a curriculum resource that could contribute to a variety of subject areas, including nutrition education. Black line masters could be provided.

Other methods that could be effective included: Getting older students to ask survey questions to younger students and involving the leaders of Peer Support programs in schools.

Potential risks identified were:

1. The evaluation would go nowhere - a lot of work could be done for little gain or benefit to the program or participating children.
2. That a strong focus on the key activity may result in losing sight of the bigger picture of social disadvantage and dysfunction.

Strategies to avoid these risks included seeking the involvement of many different agencies such as the Aboriginal Teachers Aid Office, the NSW Department of Education Home School Liaison Office, and various community and youth service agencies.

Numerous methods were suggested for promoting the program and forming a better link between teachers and volunteers so as to identify children in need. They included: school newsletters, local media, P&Cs, churches, articles produced by children and a calendar that would be sent home to parents. Corporate assistance with advertising and curriculum materials could be obtained from organisations such as the law firm which is already supporting the program at one Sydney A school. However, as there is no P&C at one Sydney A school this strategy would not be effective.

Wayne will work with the participants and the ARC coordinator to develop and trial the proposed surveys in early 2006.

Sydney B workshop

Location and time: Red Cross House, Sydney on Monday December 5, 2005 from 6.30pm – 10.00pm

Participants representing two schools (one from a school represented at the Sydney A workshop): AA (Volunteer), HB (Volunteer), JC (Volunteer), CC (Volunteer), KJ (GSBC Regional Coordinator, ARC), EK (Volunteer), MN (Volunteer), HP (Volunteer), DR (Volunteer), ES (Volunteer team leader). AR sat in on the workshop for professional experience as part of her Community Welfare course

Apologies: PL (Volunteer)

Summary of key issues and outcomes

Following a consultation process, the workshop participants agreed to plan an evaluation of the key activity: *Positively changing or influencing the eating habits of children.*

A large number of evaluation methods and associated questions were suggested which could enable an assessment of changes in participating children's eating habits. They included:

- Systematic observations of changes in individual children or groups of children by volunteers
- Surveys of participating children which would compare choices made in the breakfast club with those in other food contexts such as school canteens and home
- Surveys conducted by teachers in the classroom that compared the breakfast eating habits of children attending the breakfast clubs with other children
- The use of hypotheticals about buying lunch for someone you love
- Asking children to keep simple food diaries then having a nutritionist analyse them
- Asking children to draw food they have eaten
- Children putting a star beside the food they've eaten in the breakfast club.
- Recording the number of children choosing 'breakfast club choices' in the school canteen
- Volunteers recording the food eaten in the breakfast club on particular days, in the children's sign out book or on a whiteboard
- Using a plate waste technique to analyse the average nutrient uptake of children
- Recording the number of bowls of cereal eaten at baseline then six months later as a way of assessing improvements in the intake of fibre
- Assessing children's willingness to try different, healthy foods at the beginning and end of the year.

Changes in children's nutritional knowledge and understanding could be assessed by:

- Testing children's knowledge of a 'Fact for the day' displayed in the breakfast club
- Having children play the 'My Pyramid' nutritional education computer game at various intervals of time.

Other evaluation methods and topics suggested were:

- School councillors administering tests of concentration so that children develop an understanding of the benefits of good nutrition
- Surveys of principals to gather information on the beneficial effects of eating breakfast
- Evaluating an agreed strategy to limit sugar intake in the breakfast clubs
- Evaluating the quality and consistency of nutritional information provided to children in breakfast clubs.

The key features of the evaluation were that it needs to be simple and straight forward to do, to fit in with existing tasks, and be fun for those involved. Interactive methods were considered to work best with children. Some incentives may be needed. A good evaluation was seen as

including trying out new and innovative ways of getting nutrition information across to children.

Some of the issues that need to be considered are:

- It might be difficult to know whether the breakfast club was responsible for changing children's eating habits
- Children's knowledge and behaviours related to eating needed to be considered separately
- Whether it is possible for children to keep accurate food diaries
- Training is needed for some evaluation methods such as observations to ensure there are no dangers to children
- An agreed system for recording data such as food consumed in breakfast clubs needs to be worked out to provide consistent, reliable data
- Working out the average food consumed in the breakfast club does not take into account variation in meals eaten by individual children.

Potential risks associated with the evaluation and the various groups and organisations that could contribute to the evaluation were identified. As well as volunteers, these groups included: teachers, school councillors, university students, student helpers and junior volunteers. Corporations with community programs may be willing to sponsor parts of the evaluation. Children also need to be involved in the evaluation. Extra volunteers or student helpers may be able to provide the assistance needed on 'evaluation days'.

MN agreed to take on the role of evaluation coordinator for the pilot site. ES will organise a further meeting of the group in late January 2006. Various evaluation methods would be trialled at the school for different periods of time in the first term of 2006, after the meeting in January. Subject to agreement with the GSBC team, JC will implement data collection of total food consumed at the breakfast club. This will allow him to analyse the nutritional quality of this food and to report the average nutritional uptake for participating children.

Wayne will be in contact with the group early in 2006 to discuss the progress of the evaluation.

Western Sydney workshop

Location and time: Tallowood Community Centre, Ambarvale on Tuesday December 6, 2005 from 2.30 – 5.15pm

Participating school: Rosemeadow Public School

Participants representing one school: KB (Volunteer), AC (Volunteer), FC (Volunteer), MK (Volunteer), SM (GSBC Regional Coordinator, ARC), WM (Community Facilitator for local Schools as Community Centres), JS (Manager, Greater Western Sydney, ARC), WW (Breakfast Club Coordinator)

Summary of key issues and outcomes

Following consultations via teleconference and discussions at the workshop, participants decided to plan an evaluation of the key activity: *Local and school community adopts changed attitudes and behaviour towards breakfast.*

Participants made the following comments:

- Baseline data was collected in 2002 on the breakfast eating behaviour of students at the school. This showed that 50% of students did not eat breakfast or their breakfast was not nutritionally balanced.
- A survey of parent's attitudes to the establishment of the breakfast club was also conducted in 2002. Four of the 150 who responded did not want the club.

- Some parents think the breakfast club is only for ‘poor children’.
- Noticeable changes in community attitudes and behaviour regarding healthy food and drinks have been observed at community events such as BBQs as a result of children and parents taking part in the breakfast club.
- The club encourages parents and children to spend time together which may not happen at home.
- It is difficult to expect to change community attitudes to breakfast and good nutrition quickly.
- The evaluation needs to take a holistic approach that looks at food choices beyond breakfast and the ‘filter effects’ of the breakfast club.

A variety of methods were suggested for undertaking the evaluation including:

- A simple survey distributed to children in classrooms asking what they eat for breakfast on weekends and on the two days that the club does not operate.
- A survey distributed via local churches to collect information on children’s breakfast eating habits. This may enable comparisons to be made between children at this school and at other schools.
- A survey distributed to participating children’s families, other family members of participating children, breakfast club volunteers, volunteers’ families, parents and families of children who do not attend the breakfast club. This would aim to show if there has been any direct or indirect ‘filter effect’ in changing attitudes and behaviour as a result of the breakfast club.
- Asking all the children at the school to prepare a breakfast menu and comparing the menus of those who attend the club with those who do not.
- Gathering information about the groceries community members are buying and changes in children’s knowledge of nutrition.
- Recording observations of changes in the food provided at community events.
- Undertaking a trend analysis of health and medical data provided through local GPs or health centres to assess changes in ailments such as children’s constipation since the introduction of the breakfast club.
- Assessing the number of health centres and surgeries that display information about healthy breakfasts.

A range of other agencies could contribute to the evaluation, including Nutrition Australia, local GPs, Community Health Centres, other health services and health workers.

A number of potential risks associated with the evaluation were identified, including:

- The sensitivity of medical data
- Could contribute to reinforcing stereotypes such as parents of children attending the breakfast club being seen as being ‘neglectful’
- Some people may have a negative view of evaluation
- The human resources needed
- Unnecessary replication of data already gathered.

Next steps in the evaluation:

- The new Principal at the school needs to be briefed about the breakfast club by the retiring Principal.
- SM, WM and WW will work on developing the surveys in Terms 1 and 2, 2006, ready for distribution in Term 3 at latest. These surveys would aim to find out about breakfast and general eating habits and patterns in the community and among the children at the school.
- SM and JS will explore the idea of using medical/health-related data in the evaluation.

Wayne will be in contact with the group early in 2006 to discuss the progress of the evaluation.

Western NSW A workshop

Location and time: CWA Rooms, Wingewarra Street, Dubbo on Thursday 8 December, 2005 from 9.00am – 12.30pm

Participants representing two schools: LB (GSBC Coordinator and Tutor), ME (ARC Assistant Community Services Coordinator, Assistant GSBC Coordinator, Western NSW), RO (ARC Community Services Coordinator, GSBC Regional Coordinator, Western NSW), GS (Principal), GS (ARC Manager, Western NSW), AT (Volunteer), PT (Volunteer)

Apologies: KH (Volunteer), RH (Volunteer)

Summary of key issues and outcomes

Following consultations via teleconference, participants agreed to plan an evaluation of two key activities: *Improving the lifeskills of children attending the GSBC and Social interaction in the GSBC environment.*

Participants made the following comments:

- Results of surveys conducted prior to the introduction of the GSBCs in the area are available for the evaluation.
- Some children only attend the club at the school to help, rather than to eat breakfast.
- Examples were provided of the impacts of the breakfast clubs on children's empowerment and in improving their lifeskills.
- Consistency by volunteers in applying rules and setting routines and boundaries is important.
- Why do we need to measure everything before it is believed?
- There is a need to consider the cultural and religious beliefs of students and parents.
- Knowledge of healthy food choices was seen as an important lifeskill.
- Some parents expressed a negative view about the idea of their child attending the breakfast club.
- Strategies are needed to increase the number of volunteers at breakfast clubs.
- Male role models in breakfast clubs may be a factor that influences the development of children's social skills.

Various methods suggested to conduct the evaluation included:

- Case studies of child 'helpers' in breakfast clubs.
- Interviews with individual children who appear to have positively changed their lifeskills and behaviour through attending breakfast clubs.
- Changes in the number of welfare cases identified as a result of children's interaction with volunteers in the breakfast club.
- Analysis of the correlation between improving children's social behaviours in the breakfast club and elsewhere, and the consistency and reliability of volunteers' implementation of rules about these behaviours.
- Surveys of children concerning the breakfast club and how it can be improved.
- Surveys of teachers about changes they have observed in children's behaviour.
- Surveys of parents or carers about the benefits of breakfast clubs and what their children say about them.
- Using proformas to record observations of children's behaviour and interactions in the breakfast club at set intervals, to assess changes over time.

Possible risks associated with the evaluation: While general questions about the breakfast club could be put to parents, it is important to avoid stepping over the fine line between appropriate

and inappropriate questions. The potential impact of some parents finding out that their child attended the breakfast club also needs to be considered.

The following groups were seen as useful to involve in the evaluation: parents, volunteers, students, the Principal, and teachers.

Next steps:

- The first meeting of the School 1 evaluation group will be held in the second week of Term 1, 2006, possibly from 1.30 – 2.30pm on February 10.
- The first meeting of the School 2 evaluation group will be held in the third week of Term 1, in the period February 13-17.
- A meeting will be held as early as possible in 2006 with all staff in School 1 to tell them about the evaluation and invite their involvement.
- The first task will be to develop observation proformas to gather information about social interaction in the breakfast clubs and the incidence of behaviours contributing to improving the lifeskills of participating children.

Wayne will be in contact with the group early in 2006 to discuss the progress of the evaluation.

Western NSW B workshop

Location and time: Library, Warren Central School on Thursday 8 December, 2005 from 3.50pm – 7.00pm

Participants representing one school: JL (GSBC Coordinator), BM (Volunteer), KM (Assistant Principal), GS (ARC Manager, Western NSW).

Summary of key issues and outcomes

The four workshop participants agreed to plan an evaluation of the key GSBC program activity: *Recruiting, training and retaining volunteers*.

General issues:

- There was agreement that the problems with recruiting and retaining volunteers at their GSBC would be similar everywhere and that strategies to evaluate and improve their volunteers base would be relevant across the whole program.
- Employing JL as the school GSBC coordinator has made a huge difference to the program.

Recruiting volunteers:

- The most successful strategy for recruiting volunteers is word-of-mouth – ie personally asking people.
- Strategies to recruit male volunteers are important because men have been found to have a positive socialising effect in breakfast clubs. Rotary and Lions Clubs are possible sources of male volunteers.

Training volunteers:

- The existing GSBC training manual is seen as ‘very good’ and covers all areas of involvement in the breakfast clubs.
- However, some volunteers are uncomfortable about reporting child welfare matters and some discuss these matters inappropriately with others. Awareness about issues of disclosure and child protection was seen as an extremely important component of training.
- The suggestion that training could be followed by an assessment of competency associated with the training was rejected due to volunteers being unwilling to undertake more onerous or time-consuming training programs.

- It would be useful to have a simple mission statement about the GSBC on the walls of breakfast clubs but they need to be appropriate to both volunteers and children (ie care needs to be taken with wording that could stigmatise participating children).
- A possible strategy for making the existing GSBC Training Manual more user-friendly is to rename it 'Guidelines for Volunteers' or similar.

Retention of volunteers:

- Volunteers left because they either became too old or they left the district. The main reason volunteers have left WNSW A is because they have found it too difficult to cope with the children.
- The existing exit interview process may need to be tightened up.
- Senior school students could assist in the breakfast club through the Duke of Edinburgh program or the ARC Youth Challenge program.
- A proposal was made that volunteers be asked to agree to attend two meeting per year to share concerns about the breakfast club and ask questions. Such meetings have been found effective in retaining volunteers.

The various methods suggested to conduct the evaluation were:

- Monitoring changes in the number of volunteers to assess whether target numbers for each club had been reached.
- Improving the current record keeping system to enable new recruits to be tracked and to record when volunteers leave the program.
- Analysing the number of responses to a volunteer slip in the school newsletter that asked people to indicate the number of days they would volunteer at the breakfast club.
- Asking volunteers where they heard about the breakfast club on the volunteer application form.
- A survey for school coordinators about training GSBC volunteers.
- A survey for volunteers about their training experiences, their views about proposed strategies for retaining volunteers, why they became involved with the program, and why they stay involved with the club. Reasons for staying with the club could be ranked.
- Analysis of volunteer exit interview data.
- A questionnaire for all school breakfast club coordinators to find out the current practice across the whole program in relation to holding regular meetings for volunteers.

Next steps:

The evaluation team will hold their first meeting early in the first term of 2006. The team will decide on priorities for the evaluation at that meeting. KM agreed to be the email contact person for the group.

Wayne will be in contact with the group early in 2006 to discuss the progress of the evaluation.

Western NSW C workshop

Location and time: Red Cross House, Kable Avenue, Tamworth on Friday December 9, 2005 from 2. 25 – 5.45pm

Participants representing three schools: SB (Volunteer), AB (Volunteer Coordinator), KH (Retired Deputy Principal / Casual Teacher/ Volunteer), NH (Volunteer), HR (Volunteer), JS (Volunteer), LS (Volunteer Coordinator)

Apologies: MH (Teacher), GS (Regional Manager, Australian Red Cross)

Summary of key issues and outcomes

Following consultations via teleconference and at the workshop, participants agreed to plan an evaluation of the key activity: *Improving the learning capacity or learning environment of children attending the GSBC*. However, there was some initial concern about the groups' capacity to undertake this evaluation, given that none of them were teachers at the primary schools involved.

Participants made the following comments:

- They have observed several benefits of the breakfast clubs for participating children, including improved behaviour and manners, opportunities for social interaction and learning proper hygiene.
- Teachers have reported improvements in children's learning capacity and behaviour.
- Both children and volunteers get a lot out of the program.
- Some parents and staff are not in favour of the breakfast club at their school.
- The breakfast cafe at the high school has run successfully for 6 years. It is seen as an important part of the school community.
- Students have commented on the role of the cafe in their success at high school.

The workshop group agreed that the breakfast club played a crucial role in the learning capacity and learning environment of participating children.

The group decided on goals for the key activity, proposed strategies for reaching these goals, and identified the forms of documentation or evidence required to assess how well these goals and strategies were met. The three key goals set by the group were:

1. Promote the breakfast club as an integral part of the school.
2. Promote the breakfast club as a safe, positive and happy start to the day.
3. Promote the breakfast club participant as a whole person (body, mind and spirit or emotions).

Suggested strategies to reach these goals included:

- Obtain support from school staff and the Principal.
- Empower volunteers to promote the breakfast club in various ways.
- Promote an open seating plan with a pleasant, welcoming, 'family-like' breakfast club environment.
- Promote children as volunteers in the breakfast club.

Methods proposed to evaluate the effectiveness of the goals and strategies included:

- Recording the number of new teachers involved in the club and the number of visits to the club by the Principal of the school.
- Analysis of attendance data for participating children.
- A survey of a sample of teachers and children that aims to show the linkages between breakfast club attendance and changes in inappropriate social behaviours.
- A survey of Year 7 students about the transition from the primary school's breakfast club to the high school's breakfast café.

The following groups were seen as able to contribute to the evaluation: Teachers from the participating schools and volunteer coordinators from two schools. KH will act as an evaluation consultant and provide a linkage between the primary and high school sectors.

Next steps:

The evaluation team plan to meet in the third week of Term 1, 2006 to progress the evaluation further. AB will call the meeting but would like the support of teachers at the three schools to help implement the evaluation process.

Wayne will be in contact with the group early in 2006 to discuss the progress of the evaluation.

APPENDIX N

Feedback report from six pilot site empowerment evaluation workshops December 2005

Feedback report from Six Empowerment Evaluation workshops in December, 2005.

June Lennie
Evaluation Consultant

Wayne Miller
GSBC Evaluation Researcher

December 2005

Summary of feedback provided by participants in the workshops

Feedback on the workshops and some background information on participants was provided via questionnaires distributed at the end of the workshops. Responses were obtained from 35 of the 43 participants (29 women and 6 men), making the overall response rate 81.5%. The following is a summary of the analysis of the feedback questionnaires which is set out in more detail in a report prepared by June Lennie for the GSBC Research Partnership Group.

Workshop methods and outcomes

- Most respondents (70.5%) thought the methods used in the workshop were either 'quite' or 'very' effective for collaboratively planning the evaluation of key GSBC activities and developing the evaluation tools. Just over 20% thought the methods were 'reasonably' effective. Comments included: 'The workshop was very focused and the presenters very dynamic, involving everyone present' (Sydney A); 'Clearly stated purpose of meeting; effective chairing to keep "on task"' (WNSW B); 'I think it was good that the meeting was about brainstorming and promoting ideas from the participants' (Sydney B).
- Three Western Sydney respondents assessed the workshop methods as 'not at all' effective. They provided various reasons for this, including that the language and topic was not appropriate for volunteers, and they or others did not understand the discussion. Two respondents thought the volunteers who participated did not need to be there as 'Red Cross and the school contact' had 'more knowledge and understanding for these areas'.
- Most respondents (89%) thought they had either 'enough time' or 'more than enough' time and opportunity for discussion.
- The most valuable outcomes included the evaluation methods, strategies and plans developed, the discussion of issues and concerns, better understanding of the program or other breakfast clubs, more awareness or understanding of issues related to the program or the views of others, and meeting other staff and volunteers. One Sydney A respondent valued the 'opportunity to assist in making GSBC more effective'; a WNSW C respondent appreciated 'Discussing problems and how to hopefully overcome them'; while a participant at the WNSW B workshop gained a 'greater appreciation of the "big picture"'.
- A few respondents expressed concerns or uncertainty about various aspects of the evaluation or felt confused about the workshop. One WNSW C respondent commented that the least valuable outcome was 'Being unable to assess the value of breakfast club in the classroom and playground because there were no teachers present'.
- General comments on the workshops included: 'Plenty of time was allowed for participatory discussion. I thought the session was effective and good data was obtained' (WNSW C); 'June and Wayne did a great job and worked well together. I think the outcomes were useful for the project' (Sydney B); and 'Very informative and a great "eye opener", especially on the different roles of participants in the program, their aspirations, problems encountered etc.' (Sydney A).

Suggestions for improvement included:

- Undertake more prior consultation and planning to ensure the time and location of the workshops and the workshop topics and schools represented are appropriate.
- Further clarify the workshop aims and agenda and provide clear explanations of the evaluation process.
- Simplify the language used in written and verbal communication as much as possible to include all participants.
- Use a wider range of communication and participation methods to engage and involve participants and build evaluation capacity.
- Increase the representation of ARC managers, other senior staff, and teaching staff as appropriate.

Changes in knowledge of participatory evaluation

- Forty percent thought their knowledge and understanding had been enhanced ‘very’ or ‘extremely well’.
- Twenty-three percent thought their knowledge was enhanced ‘quite well’, while 26% thought their knowledge was enhanced ‘reasonably well’.
- Four respondents from Western Sydney thought their knowledge was ‘not at all’ enhanced.
- Respondents with both high and low levels of prior knowledge reported that the workshops had increased their knowledge and understanding.

Willingness to continue taking part in the evaluation

- Most respondents (71%) were willing to take part in future evaluation activities.
- Forty-eight percent were ‘quite willing’ to participate in future activities, while 23% were ‘very willing’. Some respondents qualified their indications of willingness to participate with comments such as: ‘I would be happy to be involved – just unsure how heavily I can commit myself’ and ‘Time is sometimes hard but I think it’s important to address these issues’.
- A quarter were ‘unsure at this stage’, while one WNSW C respondent was ‘unwilling’ as she was not continuing as a volunteer.
- This outcome was very similar to that obtained at the workshops with volunteers and teaching staff in July 2005.

Conclusion

Despite the fairly limited time for consultation and distribution of invitations, and the time of year in which they were conducted, most of the workshops were attended by a relatively high number of people. They included volunteers, school coordinators, school staff (including some senior staff), ARC coordinators and managers. As was expected, the majority of participants were female volunteers. Six respondents from two of the workshops thought the representation of more ARC managers or school staff would have improved their workshops.

A wide range of methods have been proposed to undertake the evaluation at the six pilot sites, including surveys of various groups, observations, analysis of data on food consumption and nutritional information, case studies, and analysis of the correlation between children’s behaviour and breakfast club activities.

A total of 15 survey instruments are planned to be developed across the six pilot sites. These surveys will be designed to gather various types of information from:

- students participating in the GSBC program and those who are not participating;
- school Principals and teaching staff, including those who play a role with the club at their school and those who do not;
- parents and carers of children participating in the club and not participating;

- ARC coordinators and managers of the GSBC program; and
- GSBC volunteers.

These survey instruments will aim to gather information about the impacts the club is assessed as having on outcomes such as the nutrient intake of children who participate, their social behaviours, and their ability to learn. They will also gather information from Principals and teaching staff about benefits of the breakfast club they have observed in relation to issues such as access and participation by the most vulnerable children, and the possible links between the club and improvements in the learning capacity and social behaviours of participating children. There are also plans to survey GSBC coordinators and volunteers about their views of the current volunteer training program.

The matrix summarising the proposed evaluation methods indicates the potential for some pilot groups to work together on developing specific evaluation tools. For example, the two Sydney evaluation teams and the Western Sydney team, and the WNSW A and C teams could work together on surveys that would gather the information each of the sites aims to collect. The Sydney A and WNSW C teams could also work together on their idea that children and their teachers could produce surveys within the classroom environment which would then become a normal part of the school curriculum.

Three pilot sites have plans to develop observation proformas that will gather information about changes over time in the eating habits and social behaviour of children attending breakfast clubs, possible links between the breakfast club and learning in the classroom, and the support shown for the club by the Principal and general school staff.

Four sites have plans to link the evaluation with the school curriculum. As well as the idea already mentioned about the Sydney A and WNSW C teams working together, the Sydney B and Western Sydney teams have proposed developing and trialling resources for use in the classroom that could indicate changes in children's knowledge and understanding about good nutrition as a result of participating in the breakfast club.

The Sydney B and Western Sydney teams have also proposed developing simple and appropriate ways to collect and analyse data about the food being served at the breakfast club and about the food choices being made by participating children and their families, possibly as a result of the breakfast club.

The WNSW A team plans to develop case studies to assess the role of the breakfast club in providing opportunities for some unexpected outcomes in the lives of participating children. This group also aims to analyse the correlation between participating children's improvement in social behaviours and the consistency by which volunteers enforce behaviour-related rules.

Analysis of the feedback on the workshops indicates that most of the respondents thought the methods used in the workshops were effective for collaboratively planning the evaluations and developing evaluation tools, and that they had enough time and opportunity for discussion. As well as the evaluation methods, strategies and plans developed, the most valuable outcomes of the workshops identified were: the discussion of issues and concerns about the GSBC program, gaining a better understanding of the program or other's views on the program, and meeting other participants or volunteers.

However, as with the previous GSBC empowerment evaluation workshops, there were some unintended outcomes, and aspects of the workshops that did not work well. A few participants were confused about the workshop aims and process, a few were uncertain or concerned about the evaluation process, while some Western Sydney participants thought

the process was not 'volunteer-friendly' or that they did not have the knowledge to contribute effectively.

Feedback from the Western Sydney respondents was significantly less positive than the feedback from the other five workshops, even though the workshop and consultation process was very similar to that used with the other workshop groups. There appeared to be several explanations for this outcome. They included that it was more difficult for the volunteers who attended to contribute to the workshop discussion compared with the ARC staff and the school representative, and that most of the previous work on the key activity discussed was done by the GSBC management group and ARC coordinators and managers, rather than by volunteers.

Although some aspects of the workshops could have been more effective, participation in the workshops enhanced knowledge and understanding of participatory program evaluation for most of the questionnaire respondents, including those with a high level of prior knowledge. This indicates that the methods used were effective in building some evaluation capacity. Knowledge, understanding and skills in participatory evaluation will be further enhanced through the evaluation activities and meetings that have been planned by each group for early 2006. However, to be most effective, input from others with a high level of knowledge in evaluation is required at these meetings.

The majority of respondents (71%) were willing to continue taking part in activities related to the evaluation of the program while 25% were 'unsure at this stage'. This result was very similar to that obtained at the empowerment evaluation workshops held in July 2005 with volunteers and school staff.

The mainly positive outcomes and feedback on the workshops indicates that the empowerment evaluation method was effective for engaging community volunteers, school and ARC staff and others in the evaluation and building further knowledge and understanding about evaluation. However, significant time and adequate resources are required to effectively plan such workshops, consult relevant groups, prepare materials, and engage with diverse community and stakeholder groups. Along with the various suggestions for improvement, this needs to be taken into account in using participatory evaluation methods.

The next steps in the evaluation will involve the designated people at each pilot site undertaking further work on the evaluation tools they have proposed. Where there is similarity and overlap between these tools, we suggest that groups meet via teleconference or other appropriate means to work together on the particular evaluation tool so as to avoid duplication. Wayne will work closely with each team on the evaluation strategies planned. During the process of developing and trialling the evaluation tools for use in the GSBC program he is committed to providing support, possible examples of surveys and other tools that could be used, and connection with others who might be able to assist with the pilot evaluation work.

We envisage that by the end of Term 1 2006, a significant number of the evaluation tools will have been trialled and will start to become available to the broader GSBC community via the GSBC website during Terms 2 and 3, after any required revisions are made based on the outcomes of the pilot testing work.

Summary of proposed evaluation methods

The following matrix provides a summary of the various methods proposed to undertake the evaluations at the six pilot sites.

<i>PROPOSED EVALUATION METHODS</i>	<i>Sydney A</i>	<i>Sydney B</i>	<i>W Sydney</i>	<i>WNSW A</i>	<i>WNSW B</i>	<i>WNSW C</i>
Survey of participating children						
- assessment of breakfast club	X			X		
- eating habits	X	X	X			
- social behaviours						X
- transition from primary school to high school						X
Survey of students (sample in school)						
- use of club	X			X		
- eating habits	X	X	X			
Survey of Principals						
- benefits of the breakfast club		X				
Survey of teachers (general)						
- eating habits of children		X				
- social behaviour of children				X		X
Survey of teachers (GSBC)						
- access and participation by 'greatest need children'	X					
Survey of parents and others						
- changing attitudes and behaviours about food choices as a result of the club			X			
- benefits of club and what children say about the club				X		
Survey of GSBC coordinators (school and ARC)						
- training of volunteers					X	
- regular meetings with volunteers					X	
Survey of volunteers						
- training experience for GSBC involvement by volunteers					X	

<i>PROPOSED EVALUATION METHODS cont.</i>	<i>Sydney A</i>	<i>Sydney B</i>	<i>W Sydney</i>	<i>WNSW A</i>	<i>WNSW B</i>	<i>WNSW C</i>
Observational analysis						
- analysis of attendance data for participating children						X
- changing eating habits		X				
- changes in social behaviours and interactions over time				X		
- ability to concentrate in class		X				
- number of new teachers involved in the club						X
- number of visits to the club by the Principal						X
<i>Evaluation materials as curriculum resource</i>						
- use of hypotheticals. 'Buy breakfast/lunch for someone you love.'		X				
- surveys for children while in class (prepared to fit in with school curriculum)	X					X
- produce resource for use in the classroom to test changes in children's knowledge and understanding about nutrition		X	X			
<i>Analysis of food consumed</i>						
- food diaries kept by children		X				
- children draw food eaten at meals		X				
- children place star beside food eaten at club		X				
- analysis of healthy food choices at school canteen		X				
- analysis of food consumed by children on a particular day at the club.		X				
Volunteers to collect data						
- plate waste technique used to analyse nutrient uptake by children attending club		X				
- count bowls of cereal consumed at baseline, 6 months, 12 months etc.		X				
- analyse acceptance by children of new foods		X				
- compare breakfast menu prepared by breakfast club participants and non-participants			X			
- analysis of groceries community members are buying			X			
- observation of changes in the quality of food being brought to and provided at community events			X			

<i>PROPOSED EVALUATION METHODS cont.</i>	<i>Sydney A</i>	<i>Sydney B</i>	<i>W Sydney</i>	<i>WNSW A</i>	<i>WNSW B</i>	<i>WNSW C</i>
<i>Analysis of sugar intake at the breakfast club</i>						
- trial an agreed strategy to limit intake of sugar at the breakfast club		X				
<i>Analysis of nutritional information provided to children at the breakfast club</i>						
- analysis of the quality and consistency of nutritional information provided to children at the breakfast club		X				
<i>Analysis of health/welfare-related data</i>						
- trend analysis of children's health data for such indicators as changes in constipation since the introduction of the breakfast club			X			
- survey of the number of health centres and surgeries displaying nutrition information			X			
- analysis of welfare cases identified by volunteers in the breakfast club				X		
<i>Case studies</i>						
- child 'helpers' in the breakfast club				X		
<i>Correlation analysis</i>						
- analysis of the correlation between improved social behaviours in the breakfast club and elsewhere and the consistency and reliability of volunteers' implementation of rules about social behaviour				X		
Analysis of volunteer satisfaction with their experience in the breakfast club						
- analysis of volunteer exit interview data					X	

As the above matrix indicates, there are a number of similarities and overlaps in the proposed evaluation methods:

- Survey of participating children about their assessment of the club by Sydney A and WNSW A
- Survey of participating children about their eating habits by Sydney A and B and Western Sydney
- Survey of a sample of the general student population at the school about the use of the breakfast club by Sydney A and WNSW A
- Survey of a sample of the general student population at the school about their eating habits by Sydney A and B and Western Sydney
- Survey of general teaching staff at the school about the breakfast club and the social behaviours of participating children by WNSW A and WNSW C
- Preparation of surveys as curriculum resources by Sydney A and WNSW C
- Preparation of resources for use in the classroom to test for changes in children's knowledge and understanding about nutrition by Sydney B and Western Sydney.

APPENDIX O

“Greatest need” and stigma survey

Your name (optional): _____

Breakfast Club Location: _____

Day and Date: _____

I am a Volunteer ☐ OR I am a Teacher ☐



Good Start Breakfast Club Survey

We would like to know whether children in greatest need are attending the breakfast club and how we can better attract this group of children to attend and whether there is a stigma associated with attending the club.

All comments and information will be kept confidential and only used by the team involved in the evaluation of the GSBC program.

1. What two main characteristics are associated with children 'in greatest need':

2. How effective is the breakfast club in attracting children in greatest need? (Please circle the number that best describes your opinion)

1 2 3 4 5
not at all effective somewhat effective quite effective very effective extremely effective

Please comment further: _____

3. How could the club improve its ability to attract children in greatest need?

4. What is the main reason for these children to attend this breakfast club (please tick one box only):

- ☐ Because they are hungry from not eating before school.
- ☐ Because they want to 'top up' after some form of breakfast meal having already had something to eat at home or on the way to school.
- ☐ Because it is unlikely that appropriate food was available to the child before school.
- ☐ Because the quality of the food available at the breakfast club is better than they would get at home or on the way to school.

- ☐ Because it is more convenient to have breakfast at the breakfast club than to have it at home or on the way to school.
- ☐ Other. Please provide reason:

5. Please indicate two examples of consequences from any stigma that might exist about breakfast club attendance:

6. What level of stigma do you believe is present in your school environment about breakfast club attendance?

1	2	3	4	5
very low	low	moderate	high	very high

7. What strategies best counteract any stigma that might be associated with breakfast club attendance?

8. Please add any further comments you'd like to make about these two issues (needs and stigma):



Thank you very much for completing this survey.

The survey is part of an evaluation of the Good Start Breakfast Club program being conducted by stakeholder groups in association with the Australian Red Cross and the School of Health Sciences at the University of Wollongong. Information derived from this survey will be used to assist the sponsors of the program to maximise the benefit of the service to participating school communities.

If you are unable to hand in the survey at the time it was administered please fax it to: 02 4980 2166

Or send to: Wayne Miller (Address and phone numbers provided)

APPENDIX P

Responses to “Greatest need” and stigma survey—Sydney A

Responses to a pilot survey that asked teachers at Sydney A Schools 1&2 and Central Coast of NSW school about whether children in greatest need are attending the GSBC and whether there is a stigma associated with attending the club.

Total number of surveys returned: Sydney A School 2 – 2, Sydney A School 1 – 13, Central Coast School - 11.

Q1. What two main characteristics are associated with ‘children in greatest need’?

SA/2T2 Tired during the day. Dirty/unclean clothes/lack of home care

SA/1T1 Poverty, lack of knowledge/information

SA/1T2 High need because of poverty. High need because it is of importance

SA/1T3 They are hungry and can’t concentrate in class

SA/1T4 Poverty, disorganised families

SA/1T6 Not provided breakfast at home. Get up too late to have breakfast at home

SA/1T7 Hungry, not appropriately clothed. Not adequately supervised

SA/1T9 Aren’t provided with the basic necessities

SA/1T10 Money, time

SA/1T13 Poor, disadvantaged

CCT1 The need for love. The need for security (i.e. knowledge that basic requirements; food, shelter, clothing) will be available

CCT2 Poor concentration, low income families the school is aware of which needs further support

CCT3 Lack of home support, both in resources and emotionally

CCT4 Hunger – lethargy/distracted from task. Depression

CCT5 Children who are not fed. Children with financial issues

CCT6 Low socio-economic background. No awareness of financial planning to provide nutritious breakfast etc.

CCT7 They often arrive to school without breakfast and in dirty, unkempt clothes

CCT8 Poor concentration due to lack of suitable nutrition. They will tell us they haven’t had breakfast and sometimes have no lunch either

CCT9 Poor nutrition. Poor home – management

CCT10 Students come to school late. Students come to school tired, hungry and lacking variety/amount of food to see them through the day

CCT11 Low socio-economic background. Knowledge of food choice

Q2. How effective is the breakfast club in attracting children in greatest need?

	<i>SydneyA School 2 n=2</i>	<i>Sydney A School 1 n=13</i>	<i>CC School n=11</i>	<i>Total n=26</i>	<i>%</i>
1. Not at all effective					
2. Somewhat effective	2			2	7.7
3. Quite effective		4	3	7	26.9
4. Very effective		6	2	8	30.8
5. Extremely effective		1	6	7	26.9
6. No response		2		2	7.7

Teachers were asked to comment further.

SA/2T1 They didn’t know until recently that it was free

SA/2T2 Great idea to advertise in the Newsletter or to talk at assembly

SA/1T5 Some children still don’t go

SA/1T10 Good way of checking that kids eat

- CCT1 We find children who need the security and consistency of Breakfast Club are attending
- CCT2 The Breakfast Club positively promotes healthy eating and nutrition and provides the opportunity for all children to attend and to socialise with their friends
- CCT4 Students look forward to each school day morning. Class teacher receives positive feedback from students
- CCT6 Students with the greatest need continue to use the breakfast club
- CCT7 Breakfast club always looks busy. Carol and her team do a wonderful job
- CCT10 Most of the ‘need’ children would miss out on the ‘basic’ start to the day if we did not provide for them
- CCT11 Support and communication about the club with the community, must be uplifting and ongoing

Q3. How could the club improve its ability to attract children in greatest need?

SA/2T2 Promote breakfast club. Increase table size. Posters

SA/1T2 More connection with school – advertising what is on at breakfast club menu, and to the community via school newsletter

SA/1T3 Already attracts many of these children

SA/1T4 I think the children are aware and value it highly – some miss out because they arrive late (and have had no breakfast

SA/1T5 Not sure they are open to everyone so maybe sending out letters to parents informing them of what’s going on

SA/1T11 Direct contact with child/family

SA/1T13 No idea

CCT1 Affirm parents of their right to send children – no stigma attached. Help children whose parent/s may...

CCT3 Our Breakfast Club does a GREAT job! They make the children feel welcome and part of the breakfast club family

CCT4 Ask some participating students to review their experiences – what’s there to eat?

CCT6 See Mrs S

CCT7 Encourage children already participating in breakfast club to share with others, bring a friend etc.

CCT8 I think promotion is the key and not only to ‘greatest need’ children, but to all children so that these ‘greatest need’ kids don’t feel singled out

CCT9 Word of mouth/publicity through school?

CCT10 Some buses arrive just before the bell – students can’t access breaky – maybe snack for fruit break (bowl of fruit for class – cut up) only small. 2. Extra/variety of cereals 3. More topping/spreads for toast

CCT11 Atmosphere = to make breakfast club the place to be. Involvement = visit from staff and community members. Safe = Good place to be

Q4. What is the main reason for these children to attend this breakfast club?

	<i>Sydney A School 2 n=2</i>	<i>Sydney A School 1 n=13</i>	<i>CC School n=11</i>	<i>Total n=26</i>	<i>%</i>
1. Because they are hungry from not eating before school	1	6	4	11	42.3
2. Because they want to ‘top up’ after some form of breakfast meal having already had something to eat at home or on the way to school					

3. Because it is unlikely that appropriate food was available to the children before school		1	2 1 added sometimes no food	3	11.5
4. Because the quality of food available at the breakfast club is better than they would get at home or on the way to school					
5. Because it is more convenient to have breakfast at breakfast club than to have it at home or on the way to school		3		3	11.5
6. Other reason. Please provide reason		3 1 said 1, 2, 3 1 said 1, 2 1 said 1, 3, 5	5 2 said all of above 2 said 1, 3, 4 of above 1 said 1, 3 of above	8	30.8
7. No response	1			1	3.8

Q5. Please indicate two examples of consequences from any stigma that might exist about breakfast club attendance.

SA/2T2 Feeling that they are different from the rest of the children

SA/1T1 No stigma

SA/1T2 No stigma that I know of at our school

SA/1T3 None that I am aware of

SA/1T4 Doesn't exist at Glebe as most are needy

SA/1T6 It's a part of our school life so no stigma

SA/1T7 No stigma

SA/1T8 Not that I know of

SA/1T9 Parent perception – staff will think that children aren't being fed enough at home therefore think it is a case of bad parenting

SA/1T10 I don't think this is applicable due to our large numbers who attend

SA/1T11 na

SA/1T12 No stigma attached. Quite accepted at this school

SA/1T13 None

CCT1 We reduce stigma vigorously, however the possible consequences are not reaching children who need help

CCT2 Minority – few children comment about 'it is only for the poor'

CCT3 There have been no mention of 'teasing/commenting'. There hasn't been any stigma attached because of the way it has been introduced into our school

CCT4 None – that I'm aware of

CCT5 Some children comment that it is for poor children

CCT6 na – used forward planning

CCT7 Students may be perceived as 'bludging' or being poor OR parents can't be bothered providing food. This is not really apparent at Wyong Grove, however

CCT8 Not seen any

CCT9 Being poor (perception). Eating extra food they 'don't need?'

CCT10 Parents feel uncomfortable about their children attending breakfast club. Parents worried about children getting into trouble with other students. Teachers? Duty?

CCT11 We don't have any. We worked on 'stigma' 6 months prior to club starting

Q6. What level of stigma do you believe is present in your school environment about breakfast club attendance?

	<i>Sydney A School 2 n=2</i>	<i>Sydney A School 1 n=13</i>	<i>CC School n=11</i>	<i>Total n=26</i>	<i>%</i>
1. Very low	1	10	7 1 - none	19	73.1
2. Low	1	1	2 1 low – very low	5	19.2
3. Moderate		1		1	3.8
4. High					
5. Very high					
6. No response		1		1	3.8

Q7. What strategies best counteract any stigma that might be associated with breakfast club attendance?

SA/2T2 Make it fun. Discuss/encourage friends to come

SA/1T1 na Breakfast club is part of school life. Accepted by school community

SA/1T6 na

SA/1T7 Everyone can attend

SA/1T8 na

SA/1T9 More information going home

SA/1T12 na

SA/1T13 No idea

CCT1 Inviting everyone along continuously. Continually reminding children that it doesn't matter if you have had breakfast – you can have another

CCT2 For the school to continually promote that having breakfast is important for our health and wellbeing and ensure children feel comfortable and happy to attend. Promote the positives of being able to eat with friends

CCT3 Beginning positive, enthusiastic and motivated. Invitations open to all students and their family. Educate students about healthy eating and breakfast club

CCT4 na

CCT6 Forward planning – intro fruit and fitness and healthy eating programmes – consultation with community

CCT7 Students from all backgrounds being involved. Perhaps parents/teachers participating too

CCT8 The way Breakfast Club is 'promoted' will alleviate any stigma. eg Healthy eating, fruit, exercise, BREAKFAST etc. Teachers and staff also attend

CCT9 Seems OK at WGPS – Socially fun place

CCT10 I attend myself to talk and share the experience with students (not as often as I would like)

CCT11 It's all in how you promote it, how you feel about it, and have the ability to change points of view

Q8. Please add any further comments you'd like to make about these two issues (needs and stigma).

SA/2T2 Encourage good manners

SA/1T4 Need is very high – many children do not have breakfast as families are poor, disorganised, not well educated in good nutrition

- SA/1T13 Needs: Governments should spend more money to eradicate poverty and support public initiatives not private! Breakfast club should be a public initiative not private (ARC)
- CCT1 I believe we have some children (a few) who we would like to come to Breakfast Club but are not yet accessing this. They have the need – however their issue is more about empowering children to get themselves ready and here, than it is about stigma.
- CCT3 If children are not divided into groups of ‘needy’ and ‘not so needy’ by the whole school environment there will not be stigmas attached
- CCT4 na
- CCT6 na
- CCT7 Students are learning great life skills i.e. respect for providers, cleaning up after themselves, personal hygiene
- CCT10 The breakfast club has been a bonus to our school. The general overall atmosphere is one of caring and sharing not just with each other but with the wider community. Visitors have commented about the improved atmosphere at the school
- CCT11 Children have a right to healthy eating. If Mum and Dad don’t practice healthy eating maybe schools should make it part of education. How you look at stigma and educate will determine outcome. My question is – DO YOU believe in this program – I do

APPENDIX Q

Food surveys for breakfast club participants and non-participants

School: _____

Class: _____

Day and Date: _____



Food Survey (bc)

We would like to know about the food and drink you have in the morning at breakfast club, and the food and drink you have at other times of the day.

I am a Boy ☐ OR I am a Girl ☐

Please don't worry if you are not sure how to spell something, we will understand what you mean.

1. What did you eat and drink today between the time you woke up and when you arrived at the breakfast club?

(Please write down everything you had to eat and drink before breakfast club)

Food	Drinks

2. What did you eat and drink today at the breakfast club?

(Please write down everything you had to eat and drink at breakfast club)

Food	Drinks

3. What did you eat and drink yesterday between the time you left the breakfast club and the time you went to sleep last night?

(Please write down everything you had to eat and drink for snacks, lunch and tea/dinner yesterday)

SNACKS

Food	Drinks

LUNCH	
Food	Drinks

TEA/DINNER	
Food	Drinks

4. Do you usually eat breakfast on the weekends? (Circle only one answer)
- a) No
 - b) On one weekend day
 - c) On both weekend days
5. Do you sometimes skip breakfast on school days? (Please circle No or Yes)
- No
- Yes Answer question 6
6. Why do you skip breakfast? (you may circle more than one answer)
- a) Don't feel hungry.
 - b) Don't like breakfast at the breakfast club
 - c) Don't have enough time.
 - d) Can't be bothered.
 - e) To lose weight.
 - f) To gain weight.
 - g) Any other reason -please write



Thanks you've finished!

School: _____

Class : _____

Day and Date: _____



Food Survey (non-bc)

We would like to know about the food and drink you have in the morning and at other times of the day.

I am a Boy ☐ OR I am a Girl ☐

Please don't worry if you are not sure how to spell something, we will understand what you mean.

4. What did you eat and drink today between the time you woke up and when you arrived at school?

(Please write down everything you had to eat and drink before school today)

Food	Drinks

5. What did you eat and drink yesterday between the time you arrived at school and the time you went to sleep last night?

(Please write down everything you had to eat and drink for snacks, lunch and tea/dinner yesterday)

SNACKS	
Food	Drinks
LUNCH	
Food	Drinks

APPENDIX R

Responses to food survey by breakfast club participants and non-participants

Responses to pilot surveys that asked students (breakfast club and non-breakfast club) at the Sydney B school about their food and drink choices throughout the day.

Total number of surveys returned from combined breakfast club and non-breakfast club students: 141.

Total number of surveys returned from breakfast club students: 19
Total 160

Responses from all students (141)

Q1. What did you eat and drink today between the time you woke up and when you arrived at school?

See following Q5.

Q2. What did you eat and drink yesterday between the time you arrived at school and the time you went to sleep last night?

See page 3 and following

Q3. Do you usually eat breakfast on the weekends?

	<i>G1</i> <i>n=18</i>	<i>G2</i> <i>n=15</i>	<i>G4</i> <i>n=15</i>	<i>G5.1</i> <i>n=11</i>	<i>G5.2</i> <i>n=25</i>	<i>G6</i> <i>n=11</i>	<i>G7.1</i> <i>n=15</i>	<i>G7.2</i> <i>n=3</i>	<i>G8.1</i> <i>n=6</i>	<i>G8.2</i> <i>n=3</i>	<i>G8.3</i> <i>n=15</i>	<i>Total</i> <i>n=137</i>	<i>%</i>
No		1	2	3	2	4	2		1		3	18	13.1
On one weekend day		2	1	2	2	2	6		1	1	1	18	13.1
On both weekend days	18	12	12	6	21	5	7	3	4	2	11	101	73.7

Q4. Do you sometimes skip breakfast on school days?

	<i>G1</i> <i>n=18</i>	<i>G2</i> <i>n=14</i>	<i>G4</i> <i>n=15</i>	<i>G5.1</i> <i>n=11</i>	<i>G5.2</i> <i>n=25</i>	<i>G6</i> <i>n=15</i>	<i>G7.1</i> <i>n=15</i>	<i>G7.2</i> <i>n=3</i>	<i>G8.1</i> <i>n=6</i>	<i>G8.2</i> <i>n=3</i>	<i>G8.3</i> <i>n=16</i>	<i>Total</i> <i>n=123</i>	<i>%</i>
No		10	6	1	18	6	2		2	1	7	53	43.1
Yes	<i>X*</i>	4	9	10	7	9	13	3	4	2	9	70	56.9

* Not included in calculation

Q5. Why do you skip breakfast?

	<i>G1</i> <i>n=18</i>	<i>G2</i> <i>n=4</i>	<i>G4</i> <i>n=9</i>	<i>G5.1</i> <i>n=10</i>	<i>G5.2</i> <i>n=7</i>	<i>G6</i> <i>n=9</i>	<i>G7.1</i> <i>n=13</i>	<i>G7.2</i> <i>n=3</i>	<i>G8.1</i> <i>n=4</i>	<i>G8.2</i> <i>n=2</i>	<i>G8.3</i> <i>n=9</i>	<i>Total</i> <i>n=70</i>	<i>%</i>
Don't feel hungry		3	8	6	5	6	8	3	2	2	4	47	67.1
Don't like the breakfast foods at home		1	2	2			1	1				7	10.0
Don't have enough time	<i>X*</i>		5	7	4	8	8	3	3	1	8	47	67.1
Can't be bothered		1	3	2	1	5	3	1	2	1	3	22	31.4
To loose weight			1			1	2					4	5.7
To gain weight		1	1									2	2.9
Any other reason – please write			1			2	1		1		2	7	10.0

* Not included in calculation

Other reasons for Q5.

- 1 I don't like breakfast.
2. Because it tastes yuk.
3. Watching TV.
4. Sleep in until 8.45am.
5. Wake late – no time, feel sick, don't eat.
6. None (assume breakfast food wm)
7. Too tired and don't feel like it.

Grade 1 Surveyed as a group (n=18, 8 boys, 10 girls)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 Nothing	Green drink	From the following:	From the following:	10 buy from the following:	From the following:	Eggs	Lemonade
S2 Weeties	Water	Party pies	Apple juice	Party pies	Water	Eggs and rice	Water
S3 Rice bubbles	Milk	Sao fruit	Water	Pizza pockets	Chocolate milk	Eggs on toast	Water
S4 Rice bubbles	Milk shake	Chips	Arouna drink	8 have sandwiches		Chops and vegies	Juice
S5 Rice bubbles	Water	JJ's	Orange juice			Chops and salad	Lemonade
S6 Toast, bacon	Orange juice	Pizza round	Chocolate Moove			Salad	Lemonade
S7 Bacon and eggs	Orange juice	Noodles				Soup	Water
S8 Rice bubbles	Water					Chops and vegies	Water
S9 Rice bubbles	Apple juice					Meat and rice	Solo
S10 Nutri-grain	Orange juice					Meat and vegies	Milk shake
S11 Rice and quails	Water					Eggs	Water
S12 Nutri-grain	Orange juice					Vegies and chops	Orange juice
S13 Coco pops	Apple juice					Meat and eggs	Lemonade
S14 Weetbix	Milk					Spagetti	Water
S15 Toast, bacon and eggs	Orange juice					Steak and vegies	Lemonade
S16 Corn flakes	Milk shake					Rice	Juice
S17 Fruit loops	Strawberry milk					Rice and chicken	Lemonade

Grade 2 (n=18, 9 boys, 9 girls)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (B) Cereal	Nothing reported	Nothing reported	Nothing reported	Fruit	Milk	Pasta	Nothing reported
S2 (G) Toast, Sandwich	Water Juice , Milk	Nothing reported	Juice	Corn	Nothing reported	Noodles	Water
S3 (B) Nothing reported	Nothing reported	Chips	Tea	Chinese food	Milk	Nothing reported	Nothing reported
S4 (B) Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported
S5 (G) Nothing reported	Nothing reported	Lollies	Juice	Orange	Orange juice	Noodles	Water
S6 (G) Toast	Juice	Lollies	Cordial	Nothing reported	Nothing reported	Salad sandwich	Cordial
S7 (B) Nutri-grain	Orange juice	Fish, Cereal, JJ's Cakes, Lollies	Milk	Chips Chicken	Nothing reported	Chops Vegies	Ribena
S8 (B) Toast, Cereal	Nothing reported	Lollies	Milk	Weet-bix	Milk	Soup	Milk
S9 (G) Sausage Watermelon, Lollie	Water Juice	Cereal Fruit	Water	Sandwich Pack-a-snack	Water	Fish fingers Chocolate Egg	Water
S10 (G) Cereal	Water	Chips	Juice Water	Sandwiches	Juice Water	Nothing reported	Water
S11(G) Nothing reported	Nothing reported	Toast	Juice	Jam and peanut butter	Fruit juice	Curry	Cold water
S12 (G) Nothing reported	Nothing reported	Toast	Juice	Jam	Fruit juice	Curry	Water
S13 (B) Cup of noodles	Milk	Nothing reported	Water	Bread Sandwich	Water	Rice Chicken	Juice
S14 (G) Noodles, Burger Sandwich	Water Cordial	Toast Watermelon Rice and chicken	Tea Orange juice	Noodles Cereal Le Snack	Milk Water	Lasagne Cookies Cream, Ice-cream	Apple Juice
S15 (G) Nothing reported	Cordial Fruit juice	Nothing reported	Cordial Milk	Pasta	Cordial	Pasta	Milk
S16 (B) Toast	Milk	Weet-bix	Milk	Jellies	Juice	Rice	Water

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S17 (G) Cereal	Apple juice	Sandwiches and lunch snak	Apple juice	Toasted sandwich	Orange juice	Noodles	Milk
S18 (B) Weet-bix	Cordial	Nothing reported	Nothing reported	Cereal	Milk	Nothing reported	Nothing reported

Grade 4 (n=15, 9 boys, 6 girls)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (B) Rice bubbles Sausage roll Lollies	Moove Soft drink	McDonalds Pasta Noodles Fish	Coke Coke Water Sunkist	Pie	Orange Juice	Take away	Soft drink
S2 (B) Egg and bacon	Dairy milk	Fried rice	Orange juice Lemonade	Steak Red meat	Nothing reported	Meat pies	Sprite
S3 (B) Nutri-grain	Apple juice Milk	Spring rolls Sandwich Spaghetti bolognaise	Apple juice Lemonade	Nothing reported	Nothing reported	Spaghetti bolognaise Spring rolls	Lemonade
S4 (B) Rice bubbles	Glass of milk	Le snack	Apple juice	Sandwich	Water	Fish and chips	Orange juice
S5 (B) Nothing reported	Water	Nothing reported	Nothing reported	Cheese, pineapple, ham roll	Water	Take away pizza	Apple juice
S6 (G) Cornflakes Bread, nutella Biscuits	Milo Water Honey water	Chips Sultanas Ice cream Apple	Water Ribena Honey drink	Bread, nutella Banana Chocolate	Apple juice Water Honey water Soya drink	Rice, bun Meat Spinach, cheese Beans, peas	Soup Chinese drink
S7 (G) Weet-bix	Water	Cookies	Ice lemon tea	Hot dog	Ice lemon tea	Chicken Chips	Coke, Fanta Water
S8 (B) Nothing reported	Red torbeto (?)	Finger bun Teenys	Nothing reported	Fried rice and nuggets	Red torbeto	Spaghetti bolognaise	Green cordial
S9 (B) Nothing reported	Water	Fried rice	Water	Nothing reported	Water	Noodles	Soup
S10 (B) JJ's	Aroona Cola Water	Twisties Icy pole	Thorpedo	Rice	Cola	Sausage	Lemonade

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S11 (B) Crunchy nut cornflakes	Milk	Rice, Spam, Egg Sausage roll Party pie	Water Orange Juice	Nothing reported	Nothing reported	Meat Curry Potato, rice	Water Orange juice
S12 (G) Cereal	Water	Chips	Water	Sandwich	Orange juice	Soup Rice, fish	Water
S13 (G) 2 slices of toast and vegemite	Orange cordial	Bubble bar	Raspberry poppa	Cheese and bacon pizza pocket	Raspberry poppa	KFC kids meal	Orange cordial
S14 (G) Weet-bix	Water	Vegetables and meat	Apple juice	Prawns	Cordial	Noodles	Water
S15 (G) Cereal	Milk	Biscuit	Orange juice	Sandwich	Water	Rice, meat, cabbage	Soup

Grade 5.1 (n=12, 11 boys, 1 girl)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (B) Nothing reported	Milo	Chips	Cola	Tuna	Cola	Chops, peas, corn, mashed potato	Cola, Water Apple juice
S2 (B) Spring roll	Chocolate milk	Corn flakes	Nothing reported	Sneakers bar	Coke	Avacado salad KFC chicken Coleslaw	Pepsi
S3 (B) Cereal	Milo	Pizza pocket	Milo	Chicken sandwich	Cola	Nothing reported	Nothing reported
S4 (B) Spaghetti	Orange drink Water	BBQ Chips Chocolate frog	Creaming soda	Meat pie and sauce	Banana moove	Biscuit Spaghetti with garlic bread	Water
S5 (B) Cereal	Milk and Milo	Chocolate McDonalds	Hot Milo Coke	Sandwich	Cordial	Pizza	Pepsi
S6 (G) Weet-bix Minties Vegemite sandwich	Milo Cola (Aroona mineral)	Apples	Water Orange juice	Oranges Sandwiches Toast	Water	Home made lasagne Rice	Water Cordial
S7 (B) Special K Milky way bar Nutella	Nothing reported	Noodles Tiny teddies K-time bar	Nothing reported	Nothing reported	Nothing reported	Beef rissoles Chips Salad	Orange juice with lemonade

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S8 (B) Weet-bix	Milk	Pizza pocket	Water	Lasagne 2 x liquorice	Water	Pasta	Water
S9 (B) Pizza pocket	Gatorade	Cookie	Glass of Coke and water	A baked dinner Mamie noodles	Nothing reported	Nothing reported	Nothing reported
S10 (B) Cereal	Coca Cola	JJ's	Coke	Twisties	Coke	Chips	Coke
S11(B) Cereal Toast	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Spaghetti	Chocolate moove
S12 (B) Cereal and eggs on toast	Orange juice	Sandwich with some hello panda	Cola (Aroona mineral)	A chicken sandwich	Chocolate	A baked dinner Ice-cream	Nothing reported

Grade 5.2 (n=25, 12 boys, 13 girls)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (B) Toast , Egg	Water	Cheese and crackers Packet of chips	Water	Crème cheese sandwich	Water	Nothing reported	Water Sprite
S2 (B) Small bowl of Milo cereal with milk	Milk	Nothing reported	Nothing reported	Potato pie from canteen Icy pole	Nothing reported	Scrambled eggs Half a fish fillet with tomato sauce	Iced tea
S3 (B) 1 toasted muffin Kellogggs Crunchy-nut cornflakes	Orange juice Water	Nothing reported	Water	1 corn 1 party pie	Creaming soda Chocolate milk	1 plate of salad	Apple juice
S4 (B) Almond dumpling	Water Orange juice	Almond dumpling	Water Chocolate milk Orange juice	Noodles	Chocolate milk Water	Spring roll Soup with noodles	Aloe
S5 (G) Chinese rice Porridge 1 slice baked bread Jam on bread	Nothing reported	1 Le Snack Strings A peach 1 packet of sea weed	Water	Meat pie Strings 1 packet of sea weed	Water	Boiled rice Sweet and sour pork White cabbage	Orange juice
S6 (B) 2 slices of bread Tomato	Milk Water	1 serve ice-cream Rice Apple, pear	Milk Water	1 beef pie 2 x corn	Flavoured milk	Bowl of cabbage Pork Rice	Nothing reported

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S7 (G) Breakfast bar	Milk (one cup)	Biscuits Grapes Chips	Orange juice (one cup)	Yoghurt 2 sandwiches	Water (one cup)	Rice, tofu, chicken, beans, cauliflower, tomatoes	Soup
S8 (B) Rice, kimchee, seaweed	Water Soup	Chips	Yakult	Bread with cheese and bacon	Water	Rice Chicken Kimchee	Soup
S9 (B) Cornflakes with milk	Water	Nothing reported	Nothing reported	Sandwich with peanut butter	Water	Watermelon Grapes Spaghetti – one bowl	Water
S10 (G) Milo cereal Sausage bun	Milk Water	An apple	Apple juice	A sausage bun	Water	Spaghetti Rice, spinach Prawns Sweet and sour pork Porridge	Water Soup
S11(B) 2 slices of cheese and bacon sandwich	Water	Chips	Water	Cheese and bacon sandwich Fried rice	Water Pepsi max	A plate of cooked seaweed and rice (kangkung)	Pepsi Water
S12 (B) 1 slice toast with jam	Water Milk	Packet of Sohos like from canteen	Nothing reported	Pizza pocket	Small apple fruit juice	Rice crackers 1 normal small bowl of chicken, snow peas, beef	Tea with lots of sugar in a mug
S13 (G) Banana and cornflakes	Milk	Cheese and ham	Milk	2 sandwiches with cheese and ham	Water	Rice, eggplant, cabbage, chicken, beans	Soup (egg with seaweed)
S14 (G) Cereal (Frosties)	Milk	Packet of chips, Twisties Hello panda packet of biscuits	Orange juice	Party pie	Orange juice	Bowl of noodles with Chinese cabbage 1. Chinese pork bun 2. King prawns 3. Paddle pop, ice-cream.	Water
S15 (G) Weeta –bix with milk 1 apple	Orange juice	1 meat pie	Water	Biscuit Cheese, carrots Yakult, Apple	Water	A bowl of spaghetti Rockmelon	Milk Water
S16 (G) A Chinese bun	Water	4 Wheelie biscuits 1 banana	Water	Pizza round	Moove chocolate milk	Vegetables, fish, rice x 1 spoonful	Tea

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S17 (G) Raisin toast x 1 slice	Water	Grapes	Juice x 1	Vegetarian pizza x 2	Juice x 1	Chicken meat, Rice (2 big spoonfuls)	Lemonade x 1 cup
S18 (B) Nutri-grain	Water	Nutri-grain Noodles	Water Tea	2 x sandwiches	Nothing reported	Spaghetti bolognese	Water
S19 (B) Fruit cereal	Juice	Fruit cereal Toast	Water	Sandwiches	Nothing reported	Lasagne	Cordial
S20 (G) Toast	Water	Chips	Juice	A cheese and ham sandwich	Water	A bowl of rice with broccoli Sweet and sour pork A bowl of ice-cream some days	Soup
S21 (B) A small loaf of bread	Milk	Watermelon Chocolate	Yakult Orange juice	Pizza round Seaweed	Water	Rice, eggplant, tomatoes, eggs, beef	Water
S22 (G) Toast	Orange juice	An apple, a packet of chips, JJ's	Water	A beef pie An ice-cream mini	Water	Pizza, an orange, Fuji fruit	Sprite zero Water
S23 (B) Rice Eggs, salami	Apple juice	Nothing reported	Milk Water	Roll with squid and carrot	Milk Water	1 big bowl of rice Bok choy Chicken	Apple juice Water
S24 (G) A piece of toast with butter and vegemite	Fresh squeezed from grapes, oranges, apples, carrots and beetroot	Grapes 2 small Kit kat 1 packet of chips	Water Lychee juice	Lasagne	Apple juice	Chinese cabbage with chilli A bowl of rice Salted fish Cucumbers and sauce	Water
S25 (G) 2 Weet-bix and honey	Milk Water	Grapes Mandarin	Water	Sandwich Grapes Fruit biscuit	Water	1 plate of rice with curry and beans Kidney beans and yoghurt 1/2 bowl of ice- cream some days	milk

Grade 6 (n=15, 7 boys, 8 girls)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (G) Cereal, Chips Muesli bar	Water Strawberry Moove	Biscuits Bar Chips	Water Juice	Pizza Sandwich	Juice	Pizza	Water

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S2 (B) Nothing reported	Milk	Chips Chocolate	Nothing reported	Sandwich Apple	Apple drink	Pasta	Water
S3 (G) Porridge, Fruit	Milo	Nothing reported	Nothing reported	Ice block	Water	Pasta bake Toast, Fruit	Soft drink Water
S4 (B) Nothing reported	Ice lemon tea	2 party pies	Ice lemon tea Cola (Arouna mineral)	Hot dog Ice cream	Ice lemon tea	Rice and fish Roasted duck Hot chilly noodles	Ice lemon tea
S5 (B) Nothing reported	Water	Toast	Coca Cola Orange juice	Nothing reported	Nothing reported	Nothing reported	
S6 (B) Pancakes	Nothing reported	Pancakes	Orange juice	Pizza pocket	Lemon soft drink	Chicken and hot potato chips	Sprite
S7 (B) Toast	Apple and blackcurrant	Cereal Chips Apricot	Water	Salad from Subway	Strawberry milk	Pizza	Apple and blackcurrant
S8 (B) Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Pizza	Nothing reported
S9 (G) Tosse (? WM) Chips, Ice-cream	Hot drink Apple drink	Chips Fruit	Cold drink Water	Pie Chocolate Ice-cream	Chocolate milk Soft drink	Vegetables Meat	Cold drink Fizzy
S10 (G) Cereal, Toast	Milo milk	Vegemite sandwich Pear	Milo Water , Milk	Popcorn	Water	Pasta	Diet Coke
S11 (G) 2 slices of toast	Water	Chips Shapes	Juice	Nothing reported	Drink	Steak Potato salad	Lemonade
S12 (G) Grapes	Water	2 slices of toast Apple, Muesli bar	Water Milk	Sandwich Muesli bar	Orange juice Water	Fish and mashed potato	Water
S13 (G) Cereal, Toast	Orange juice	A packet of Sohoh	Small orange juice	Nutella sandwich Snakes and Sohoh	Large orange juice	Stir fry with rice	Coca Cola
S14 (G) 1 slice of toast Banana, Grapes	Milk	1 slice of toast Apple Lychees	Apple juice	Sandwich Plum	water	Kantong chinese and vegies	Water Milk
S15 (B) Cereal	Water	Hot dog	Milk Chocolate milk	Apples Bananas	Chocolate milk	Egg Pizza	Water

Grade 7.1 (n=15, 6 boys, 9 girls)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (B) Milo breakfast 2 x toast	Water Milk	Nothing reported	2 x Milo 2 x Poppas	Nothing reported	Water	Pizza – cheese, ham and pineapple	Coke Water
S2 (B) 1 x bowl cornflakes	2 x Milo	Nothing reported	Pop top apple flavour	2 x ham sandwiches	3 x little cups of coke zero 1 x pop top apple flavour	2 x carrot and spinach soup 1 x ham sandwich 1 x egg and noodles	1 x orange soda with ice cream 2 x cock zero 2 x orange drink
S3 (B) Cereal	Tea Milk	Corn chips Salsa	Coke 1.25 litre Red Bull	Pie, Party pie Noodles	Orange juice	Rice and mince x 3	Orange juice, Coke Chocolate milk
S4 (G) Weet-bix 1 x toast, Pear	Orange juice Water	Vegemite sandwich Ice-block	Cordial	Sandwich Piece of fruit	Water	Spaghetti	Nothing reported
S5 (G) Weet-bix Toast	Orange juice	Apple Oranges	Coke Coke	Sandwiches	Chocolate milk	Mashed potato, sausage, gravy	Coke Water
S6 (G) Nothing reported	Water Orange and mango juice	Popcorn Chips Cookies	Water	Chicken, lettuce and mayo sandwich	Ice lemon tea Water	Meat and rice Fish and rice	Water Sprite
S7 (G) Bread with spam Lollie – just today	Water	Cookies Orange Rice cake	Jelly drink Orange juice	Ice block	Jelly drink Water	Meat and rice Conge	Jelly drink Water
S8 (G) Packet of Kettle Chilli Chips	Nesquick chocolate milk	Sandwich with sweetened milk	Hot chocolate milk	Sandwich with sweetened milk	Water	1 x bowl noodles and wanton Rice with chicken	Water Water
S9 (G) Special K Cereal Apple	Hot drink Apple drink	Chips	Water	Rice and nuggets	Water	Mexican – Nachos with salsa and tacos	Fanta
S10 (B) 3 x toast with marmite	Milo milk	Kit kat Chocolate ice-cream	Water	Nothing reported	Water	Two steaks 5 mini sausages Vegies (peas, corn, carrot)	Orange soda Chocolate milk
S11 (G) 2 x honey ham rolls	Orange poppa Red poppa Strawberry moove	Vegemite sandwich Oreos	Orange Poppa	Honey ham roll Oreos	Red Poppa	KFC	Sunkist

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S12 (B) Rice, meat, tomato, cucumber	Water	Sandwich	Orange juice Water	Sandwich	Water	Meat, rice, porridge, sour vegetables, fish	Soup stock Water
S13 Toast	Tea Orange juice	No school	No school	No school	No school	No school	No school
S14 (B) Chicken pie	Gatorade orange juice	Nothing reported	Water	Chicken roll Smoked chicken leg	Water	Nothing reported	Nothing reported
S15 (G) Toast	Cup of tea	Apple, snakes, chocolate Salt and vinegar chips	Coke 600 ml Water Cordial Lemonade	Pizza round	Chocolate moove	Vegetable, meat, potatoes	Lemonade

Grade 7.2 (n=7, 3 boys, 4 girls) Suspect some spurious answers *

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (B) Vegetable sandwich Twisties, chips	Orange juice	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported
S2 (G) Sandwich	Orange juice	Fruit salad	Orange juice	Pizza pocket Fruit salad	Orange juice	Pasta An apple	Water or Apple juice
S3 (G) Toast with vegemite Apple	Apple juice	Cookies Chocolate blocks	Chocolate milk		Chocolate milk	Chicken, chips Pocita (?) bake with gravy	Coca cola
S4 (B) Cereal	Orange juice Water	Breakfast cereal	Milk Water, Coke	Nothing reported	Nothing reported	Nothing reported	Nothing reported
S5 (B) * Chicken, rice, meat, KFC, McDonalds, chips, burgers	Coca Cola Fanta, Sunkist Pepsi, Mountain Dew Lemonade	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported
S6 (G) Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported
S7 (G) Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported

Grade 8.1 (n=6, 2 boys, 4 girls)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 Toast	Water	Toast with eggs	Orange juice	Toast	Apple juice	Eggs and toast	Water
S2 Toast Pizza Orange, apple	Water Orange juice	Toast Chips	Water Orange juice Cordial	Pizza Apple, orange Chocolate Bread	Orange juice Apple juice Water Cordial	Toast Weet-bix Chicken, chips	Water
S3 Toast	Orange juice	Toast Apple	Orange juice	Sandwich with ham	Water	Steak with chips	Orange juice
S4 Coco pops Toast, Banana	Chocolate milk	Chips Le snack Muesli bar	Tropical poppa	Pie Le snack Tuna sandwich	Apple juice Chocolate milk	Fish fingers Pie Bolognaise	Lemonade Tea Chocolate milk
S5 A hot cheese and bacon roll	Chocolate Moove	Nothing reported	Water	Nutella sandwich	Nothing reported	Nothing reported	Cordial
S6 Cornflakes	Nothing reported	Nothing reported	Orange juice	Party pie	Chocolate Moove	Pizza, garlic bread	Coca Cola

Grade 8.2 (n=3, 1 boy, 2 girls)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (G) Toast with jam 2 cookies from Subway	Hot chocolate Water	2 cookies from Subway 4 x liquorice Sandwich	Water Chocolate Moove	Beef noodles 2 x liquorice	Strawberry Moove	Raw fish with spring onions Cooked green banana Corn beef Apple, orange	Water Peach iced-tea Milk
S2 (G) Bacon and eggs 1 pancake	Water Orange juice	Apple	Water	Chicken and lettuce sandwich	Water	Eggplant with rice Soup Chocolate Easter bunny	Water
S3 (B) Toast	Water	Packet of chips	Small apple juice Can of Coke	Potato pie	Water	Biscuits Rissoles, broccoli, potato, sweet potato	Tea Water

Grade 9 (n=19, 13 boys, 4 girls, 2 dnr)

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S1 (B) Cereal Toast	Water	Cheese pasta Fruit/vegetable	Pepsi	Chocolate spread on wholemeal bread	Water	Cheese pasta	Water
S2 (G) Vegemite sandwich A raspberry twister 4 chocolate biscuits	A cup of water	2 Weet-bix with milk 2 butter menthol packets Le snack	Nothing reported	Chicken sandwich	Small apple juice	Potato Lasagne Silverside	Water
S3 (B) Nutri-grain	Milo	Plum Grapes Brunch bar	Breaka	Vegemite sandwich String poppers	Water	Rice Curry Yoghurt	Ribena
S4 (B) Bread with nutella	Water	Chips, Biscuits Ice-cream Grapes, watermelon	Coke Water	Salami with bread, noodles, rice	Water	Nothing reported	Nothing reported
S5 Plum, Sushi x 2	Water	Viet sweet thing Biscuits	Water	Chicken pie	Chocolate milk	Rice and side dishes – fish and vegetables	Taro and meat soup
S6 Nothing reported	Milk Tea	Nothing reported	Nothing reported	Dim Sim Rice, noodles	Lemon tea	Steak with fried rice Fish with soy sauce, vegetables	Soy milk
S7 (G) Bread and nutella	Milo Water	Biscuit Banana	Water	Sandwich Biscuit	Water	Mini sausage roll Mini pie Soto curry Chicken and soup mixed with coconut milk, Rice, tofu	Water
S8 (B) Rice, meat	Water	Egg white cake and bread (cinnamon doughnut)	Water	Beef noodles	Soup Water	Pasta, cheese, tomato sauce, vegetables and meatballs Rice with prawns and green vegetables	Water Chinese medicine and water
S9 (B) Nothing reported	Up & Go	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported	Nothing reported
S10 (B) Weet-bix, Sohos	Milk Ribena	Icy pole	Ribena	Pizza round Rice	Mango juice	Rice Tuna	Water

<i>Breakfast</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Tea/Dinner</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S11 (B) Bread and nutella Crunchy-nut cornflakes	Milk Apple juice	Cornetto Chips Doughnut	Milk Water	Lettuce, cucumber, butter and mayo sandwich Rice – tomato and boiled egg	Moove Water	Eggplant, rice and egg	Water and sugar cane juice Milk
S12 (B) Dumpling, Rice	Milk Juice	Dumpling Rice	Water Soft drink	Dumpling Rice	Water Soft drink	Rice, dumplings, meat, vegetables	Soft drink
S13 Toast, Egg	Milk Water	Chips Muesli bars	Water Soft drink	Rice and beans	Water	Tofu, Rice Pumpkin	Soft drink Water
S14 (B) Noodles	Water, Coffee Fruit juice	Nothing reported	Water Coffee	Sandwich	Water	Rice	Soup
S15 (B) Bread with butter	Milk Water	Apple Chips	Cordial Water x 3	Chicken roll with salad	Water x 2	Rice with vegetables and meat	Water Coke x 2
S16 (B) Noodles Cereal and yoghurt	Water	Nothing reported	Water	Pie	Water	BBQ chicken Pizza	Water Lemonade
S17 (B) Noodles	Tea	Nothing reported	Nothing reported	Sandwich Fruit, yoghurt	Water	Nothing reported	Water
S18 (B) Bacon, eggs, toast, cereal	Orange juice	Sausage rolls Pies Pizza Salad rolls	Water Soft drink Juice	Chicken salad roll Chicken wings Drumsticks Fried rice	Orange juice	Fried noodles, Fried rice, Dim Sims Dumplings Steak, lamb chops, pork chops, vegetables	Juice
S19 (G) Oreo, Chips Cough lollies Le snack	Ovaltine	Cough lollies	Water	Chicken, lettuce and mayo sandwich	Water	Tomato soup	Milkshake

Responses from students who attend the Good Start Breakfast Club (19)

Q1. What did you eat and drink today between the time you woke up and when you arrived at the breakfast club?

See table following Q6.

Q2. What did you eat and drink today at the breakfast club?

See table following Q6

Q3. What did you eat and drink yesterday between the time you left the breakfast club and the time you went to sleep last night?

See table following Q6

Q4. Do you usually eat breakfast on the weekends?

	<i>G2</i> <i>n=4</i>	<i>G3</i> <i>n=1</i>	<i>G4</i> <i>n=2</i>	<i>G5</i> <i>n=1</i>	<i>G6</i> <i>n=3</i>	<i>G7</i> <i>n=4</i>	<i>G8</i> <i>n=3</i>	<i>G9</i> <i>n=1</i>	<i>Total</i> <i>n=19</i>	<i>%</i>
No	1		1			2			4	21.1
On one weekend day				1	1	1	1		4	21.1
On both weekend days	2		1		2		1		6	31.6
No response	1	1				1	1	1	5	26.3

Q5. Do you sometimes skip breakfast on school days?

	<i>G2</i> <i>n=4</i>	<i>G3</i> <i>n=1</i>	<i>G4</i> <i>n=2</i>	<i>G5</i> <i>n=1</i>	<i>G6</i> <i>n=3</i>	<i>G7</i> <i>n=4</i>	<i>G8</i> <i>n=3</i>	<i>G9</i> <i>n=1</i>	<i>Total</i> <i>n=19</i>	<i>%</i>
No	2		1		1	1	2	1	8	42.1
Yes	1			1	2	1	1		6	31.6
No response	1	1	1			2			5	26.3

Q6. Why do you skip breakfast?

	<i>G2 n=4</i>	<i>G3 n=1</i>	<i>G4 n=2</i>	<i>G5 n=1</i>	<i>G6 n=3</i>	<i>G7 n=4</i>	<i>G8 n=3</i>	<i>G9 n=1</i>	<i>Total n=19</i>	<i>%</i>
Don't feel hungry			1	1	1	1	2	1	7	36.8
Don't like breakfast at the breakfast club										
Don't have enough time	2			1	2	1	1		7	36.8
Can't be bothered					2	1	1		4	21.1
To loose weight										
To gain weight										
Any other reason – please write										
No response	2	1	1						4	21.1

Grade 2 (n=4, 1 boy, 3 girls)

<i>Before Breakfast Club</i>		<i>Breakfast Club</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Dinner/Tea</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>		
S1 (G) Nothing	Nothing	Toast with butter	Nothing	Biscuits/ crackers	Nothing	Sandwich with peanut butter	Nothing	2 minute noodles	Water
S2 (B) Nothing	Nothing	Cereal, toast, fruit	Nothing	Snack	Poppa	Sandwich with peanut butter, apple	Nothing	Chicken soup, bread	Apple juice
S3 (G) Nothing	Nothing	Cornflakes	Milk	Fruit	Nothing	Fruit	Water	Burrito, tomato, chicken, lettuce	Cordial
S4 (dnr*) Banana	Apple juice	Toast	Water	Chips	Nothing	Sandwich	Water	Broccoli, mashed potato, chicken wings	Nothing

Grade 3 (n=1, 1 girl)

S5 (G) Toast	Water	Toast, grapes	Milk	Skippy ricies, egg, toast	Milk	Sandwich, apple	Water	Noodles	Apple juice
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Grade 4 (n=2, 2girls)

S6 (G) Nothing	Water	Toast	Water	Nothing	Milk	Nothing	Nothing	Nothing	Nothing
S7 (G) Nothing	Nothing	Toast	Milk, water, milo	Sandwich	Water	Sandwich	Water	Pasta with bolognaise sauce	Water

Grade 5 (n=1, 1 boy)

<i>Before Breakfast Club</i>		<i>Breakfast Club</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Dinner/Tea</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S8 (B) Nothing	Nothing	Toast	Nothing	2 Pizza pockets	Isotonic	2 Pizza pockets 1 pie	Powerade	Soup, meat, bread	Nothing

Grade 6 (n=3, 1 boy, 2 girls)

S9 (G) Cereal, fruit	Hot drink	Fruit, toast	Nothing	Chips, sandwich, fruit	Cold drink, hot drink, water	Fruit, sandwich, chips	Cold drink, water	Meat, vegetables	Water, hot drink
S10 (G) Nothing	Water	Weet-bix Crunch	Milk	Bread	Water	Ice block	Water	Pasta bake	Cordial
S11 (B) Toast	Water	Pineapple, watermelon, grapes, cornflakes	Nothing	Crackers	Water	Sandwich	Nothing	Pasta	Nothing

Grade 7 (n=4, 1 boy, 3 girls)

S12 (G) Nothing	Water	2 slices of toast with butter	Water	Nothing	Nothing	Hot chips	Soft drinks	Nothing	Nothing
S13 (B) Nothing	Water	Toast, cornflakes with sugar	Water	Cough lollies	Water	2 minute noodles	Water	Steak, veges, mashed potato	Red cordial, water
S14 (G) Nothing	Nothing	Toast	Nothing	Pizza pocket	Strawberry milk	Nothing	Nothing	Nothing	Nothing
S15 (G) Weet-bix	Water	Weet-bix	Water	Weet-bix	Water	Pizza	Water	Pizza	Water

Grade 8 (n=3, 1 boy, 1 girl, 1 dnr)

S16 (B) Cheese tomato, toasted burrito	Water	Fruit	Water	Nothing	Water	Sandwich	Water	Soup, bread	Water
S17 (G) Nothing	Water	2 pieces of toast with butter, watermelon, pineapple	Nothing	Hello panda	Water	2 x beef noodles, 1 chocolate yoghurt	Nothing	Vegetables (peas, corn, carrots, potatoes, corned beef)	Water

Grade 8 (n=3, 1 boy, 1 girl, 1 dnr) cont.

<i>Before Breakfast Club</i>		<i>Breakfast Club</i>		<i>Snacks</i>		<i>Lunch</i>		<i>Dinner/Tea</i>	
<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>	<i>Food</i>	<i>Drink</i>
S18 (dnr) Toast	Water	Toast	Water	Toast	Water	Pizza	Water	Pizza	Orange juice

Grade 9 (n=1, 1 girl)

S19 (G) Nothing	Water	Toast	Milk	Milo	Nothing	Nothing	Nothing	Nothing	Water, hot drink
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*dnr: Did not report

APPENDIX S

Revised food surveys for breakfast club participants and non-participants

School: _____

Class: _____

Day and Date: _____



Food Survey (bc)

We would like to know about the food and drink you have in the morning at breakfast club, and the food and drink you have at other times of the day.

I am a Boy ☐ OR I am a Girl ☐

1. Please write down everything you had to eat and drink before breakfast club today.

Food	Drinks

2. Please write down everything you had to eat and drink at breakfast club today.

Food	Drinks

3. Please write down everything you had to eat and drink at recess, lunch and after school yesterday

RECESS	
Food	Drinks
LUNCH	
Food	Drinks
AFTER SCHOOL	
Food	Drinks

4. Do you usually eat breakfast on the weekends? (Tick only one answer)

- ☐ No
- ☐ On one weekend day
- ☐ On both weekend days

5. Do you sometimes skip breakfast on school days? (Tick No or Yes)

- ☐ No
- ☐ Yes Answer question 6

6. Why do you skip breakfast?



Thanks you've finished!



School: _____

Class : _____

Day and Date: _____



Food Survey (non-bc)

We would like to know about the food and drink you have in the morning and at other times of the day.

I am a Boy ☐ OR I am a Girl ☐

Please don't worry if you are not sure how to spell something, we will understand what you mean.

1. What did you eat and drink today between the time you woke up and when you arrived at school?

(Please write down everything you had to eat and drink before school today)

Food	Drinks

2. What did you eat and drink yesterday between the time you arrived at school and the time you went to sleep last night?

(Please write down everything you had to eat and drink between meals, for lunch and for tea/dinner yesterday)

BETWEEN MEALS	
Food	Drinks

LUNCH

Food	Drinks

TEA/DINNER

Food	Drinks

3. Do you usually eat breakfast on the weekends? (Tick only one answer)
- ☐ No
 - ☐ On one weekend day
 - ☐ On both weekend days
4. Do you sometimes skip breakfast on school days? (Please tick No or Yes)
- ☐ No
 - ☐ Yes Answer question 5
5. Why do you skip breakfast?



Thanks you've finished!



APPENDIX T

Social behaviour and learning capacity survey for teachers

Your name (optional): _____

School: _____

Day and date: _____



Good Start Breakfast Club Survey

We would like to know how the breakfast club affects the social behaviour and learning capacity of participating children.

1. How would you rate the breakfast club's success in positively influencing the social behaviours of participating children?

1	2	3	4	5
very low	low	moderate	high	very high

2. What social behaviours in your students do you believe are affected by their participation in the breakfast club? (you may circle more than one answer)

- a) None
- b) Meal-time etiquette
- c) Politeness
- d) 'Getting on' with other children
- e) Helpfulness
- f) Friendliness to other students
- g) Friendliness to adults
- h) Happiness
- i) Bullying
- j) Other behaviours -please write

3. Please think of one actual case where you believe the breakfast club has affected the social behaviour of a student and explain the reason for this belief.

4. How would you rate the breakfast club's success in positively influencing the learning capacity of participating children?

1	2	3	4	5
very low	low	moderate	high	very high

5. What behaviours associated with student learning do you believe are impacted by their participation in the breakfast club? (you may circle more than one answer)

- a) None
- b) Time-on-task (Attentive)
- c) Sustained concentration
- d) Time-off-task (Disruptive)
- e) Cooperativeness
- f) Other behaviours -please write



6. Please think of one actual case where you believe the breakfast club has affected the learning capacity of a student and explain the reason for this belief.

Thank you very much for completing this survey.

The survey is part of an evaluation of the Good Start Breakfast Club program being conducted by stakeholder groups in association with the Australian Red Cross and the School of Health Sciences at the University of Wollongong. Information derived from this survey will be used to assist the sponsors of the program to maximise the benefit of the service to participating school communities.

If you are unable to hand in the survey at the time it was administered please fax to:

APPENDIX U

Breakfast club survey for K-2

School: _____

Day and Date: _____

Breakfast Club Survey

We would like to know what you think about the breakfast club.

My Class is _____ I am a Boy ☐ OR I am a Girl ☐

Here are some statements about breakfast and breakfast club. Read the statement and then decide whether you agree with it ☺, do not agree with it ☹, or if you don't know how you think about it ☹. Please circle one face.

1. Breakfast club is a happy place to be.

☺ ☹ ☹

2. Breakfast club helps me to do well at school.

☺ ☹ ☹

3. Eating breakfast gives me energy for the morning.

☺ ☹ ☹

4. Eating breakfast helps me to concentrate in class.

☺ ☹ ☹

5. Eating breakfast helps me to be a healthy weight.

☺ ☹ ☹

6. Eating breakfast helps me to behave better.

☺ ☹ ☹

7. Breakfast club teaches me about healthy eating.

☺ ☹ ☹

8. Breakfast club teaches me about proper behaviour at mealtime.

☺ ☹ ☹



9. Breakfast club helps me to make friends with other kids.



10. Breakfast club helps me to make friends with the adult helpers.



11. Breakfast club gives me somewhere to go before school.



12. We would like to know what score you would give the breakfast club out of 10
(1 = very poor; 5 = okay; 10 = really terrific).

Please circle the score you would give the Club.

☹ 1

2

3

4

5

6

7

8

9

10 ☺

Thanks you've finished!

APPENDIX V

Breakfast, breakfast café survey for high school students

School: _____

Class: _____

Day and Date: _____

Breakfast Survey

We would like to know what you think about breakfast and school breakfast cafés.

I am a Male ☐ OR I am a Female ☐

About breakfast

1. What did you eat and drink today between the time you woke up and when you started your first class?

(Please write down everything you had to eat and drink)

Food	Drinks

2. On how many school days do you usually eat something between the time you wake up to when you start your first class?

- ☐ One school day a week
- ☐ 2 school days a week
- ☐ 3 school days a week
- ☐ 4 school days a week
- ☐ Every school day
- ☐ Never

3. If you had breakfast today, where did you have it?

- ☐ At home
- ☐ At the breakfast café at school
- ☐ At a shop like McDonalds
- ☐ Somewhere else, please state where.....
- ☐ I didn't have breakfast

4. Do you usually eat breakfast on the weekends?

- ☐ No
- ☐ On one weekend day
- ☐ On both weekend days

Please turn the page.

5. Why do you eat breakfast? (You may tick more than one answer)
- ☐ I'm hungry
 - ☐ I don't want to be hungry before recess
 - ☐ I feel sick if I don't
 - ☐ My mum or dad (or someone else) makes me
 - ☐ I enjoy mealtimes with my family
 - ☐ I enjoy eating with my friends at breakfast club/café
 - ☐ Other reason, please state.....
 - ☐ I don't eat breakfast
6. Do you sometimes skip breakfast on school days?
- ☐ No
 - ☐ Yes - Answer question 7
7. Why do you skip breakfast? (you may tick more than one answer)
- ☐ I don't feel hungry
 - ☐ I don't like the breakfast foods at home
 - ☐ I don't like the breakfast foods at breakfast club/café
 - ☐ I don't have enough time
 - ☐ I can't be bothered
 - ☐ There is no food around at home
 - ☐ To lose weight
 - ☐ To gain weight
 - ☐ Any other reason -please write

About breakfast club/café

8. Was there a breakfast club operating at the primary school you attended?
- ☐ No - Go to question 10
 - ☐ Yes - Answer question 9
9. Did you regularly attend the breakfast club at your old primary school?
- ☐ No
 - ☐ Yes
10. Is there a breakfast café/club at your present school?
- ☐ No - Go to question 12
 - ☐ Yes - Answer question 11
11. Do you regularly attend the breakfast café/club at your school
- ☐ No
 - ☐ Yes
12. Has having no breakfast café/club at your present school made it difficult for you to have breakfast?
- ☐ No
 - ☐ Yes Please list difficulties

Please turn the page.

13. Is there anything else you would like to tell us about breakfast and the breakfast club/café?

If you *do not* have a breakfast café/club operating at your school you've finished. Thanks!
If you *have* a breakfast café/club operating at your school, please continue.

14. Here are some statements about the breakfast café/club. Read the statement and then decide if you agree with it (true), do not agree with it (false) or if you don't know how you think about it (don't know). Please tick True, False or Don't know

- Breakfast café/club plays an important role in my academic success at school
 - ☐ True
 - ☐ False
 - ☐ Don't know
- Breakfast café/club plays an important role in my daily nutrition
 - ☐ True
 - ☐ False
 - ☐ Don't know
- Breakfast café/club has helped me with my behaviour at school
 - ☐ True
 - ☐ False
 - ☐ Don't know
- Breakfast café/club is a warm, nurturing and safe place to be
 - ☐ True
 - ☐ False
 - ☐ Don't know
- Breakfast café/club is a place where I can form friendships that wouldn't happen otherwise
 - ☐ True
 - ☐ False
 - ☐ Don't know
- Breakfast café/club is a place where I get to see teachers in a different light
 - ☐ True
 - ☐ False
 - ☐ Don't know
- Breakfast club teaches me about healthy eating.
 - ☐ True
 - ☐ False
 - ☐ Don't know

15. We would like to know what score you would give the breakfast club out of 10.

(1 = very poor; 5 = okay; 10 = really terrific). Please circle the score you would give the Club.

1 2 3 4 5 6 7 8 9 10

Thanks you've finished!

APPENDIX W

Results of breakfast and breakfast café survey for high school students

Responses to a pilot survey that asked students at a WNSW C High School about breakfast and breakfast clubs/cafes.

Total number of surveys returned: 110

Q1. What did you eat and drink today between the time you woke up and when you started your first class? See table following Q15.

Q2. On how many school days do you usually eating something between the time you wake up to when you start your first class?

	<i>G7.1</i> <i>n=23</i>	<i>G7.2</i> <i>n=19</i>	<i>G8.1</i> <i>n=18</i>	<i>G8.2</i> <i>n=28</i>	<i>G9</i> <i>n=18</i>	<i>Total</i> <i>n=106</i>	%
One school day a week	3		2	3	1	9	8.5
Two school days a week	2	1		3		6	5.7
Three school days a week	2	8		2	3	15	14.2
Four school days a week			2	2	1	5	4.7
Every school day	13	10	14	15	13	65	61.3
Never	6			3		9	8.5

Q3. If you had breakfast today, where did you have it?

	<i>G7.1</i> <i>n=25</i>	<i>G7.2</i> <i>n=21</i>	<i>G8.1</i> <i>n=17</i>	<i>G8.2</i> <i>n=26</i>	<i>G9</i> <i>n=19</i>	<i>Total</i> <i>n=108</i>	%
At home	17	17	11	19	15	79	73.1
At the breakfast club/café at school	1		2	1	1	5	4.6
At a shop like McDonalds			3			3	2.8
Somewhere else, please state where	3				1	4	3.7
I didn't have breakfast	4	4	1	6	2	17	15.7

Q4. Do you usually eat breakfast on weekends?

	<i>G7.1</i> <i>n=22</i>	<i>G7.2</i> <i>n=21</i>	<i>G8.1</i> <i>n=23</i>	<i>G8.2</i> <i>n=28</i>	<i>G9</i> <i>n=19</i>	<i>Total</i> <i>n=113</i>	%
No	7	4	9	6	1	27	23.9
On one weekend day	2	1	4	5	3	15	13.3
On both weekend days	13	16	10	17	15	71	62.8

Q5. Why do you eat breakfast?

	<i>G7.1</i> <i>n=24</i>	<i>G7.2</i> <i>n=21</i>	<i>G8.1</i> <i>n=19</i>	<i>G8.2</i> <i>n=28</i>	<i>G9</i> <i>n=18</i>	<i>Total</i> <i>n=110</i>	%
I'm hungry	10	11	9	10	15	64	58.2
I don't want to be hungry before recess	8	9	6	5	3	31	28.2
I feel sick if I don't	4	7	8	8	8	35	31.8
My mum or dad (or someone else) makes me	4	4	5	2	3	18	16.4
I enjoy mealtimes with my family	2	2	5	1	1	11	10.0
I enjoy eating with my friends at breakfast club	1	2	4		1	8	7.2
Other reasons, please state				5	6	11	10.0
I don't eat breakfast	4			6	1	11	10.0

Other reasons:

G8.2

S1. It's just normal and I'm hungry.

S2. I don't eat breakfast normally, only when I have time.

S3. I want to stay healthy and loose weight.

S4. Because I want to.

S5. As a snack.

G9

S1. To keep me going until recess.

S2. To get energy, duh!

S3. I'm healthy.

S4. Because I need to eat.

S5. Because you have breakfast.

S6. To keep healthy.

Q6. Do you sometimes skip breakfast on school days?

	G7.1 n=22	G7.2 n=20	G8.1 n=19	G8.2 n=27	G9 n=18	Total n=106	%
No	9	8	11	10	6	44	41.5
Yes	13	12	8	17	12	62	58.5

Q7. Why do you skip breakfast?

	G7.1 n=13	G7.2 n=12	G8.1 n=8	G8.2 n=17	G9 n=12	Total n=62	%
<i>I don't feel hungry</i>	8	7	6	9	5	35	56.5
<i>I don't like the breakfast foods at home</i>		4	2	2	3	11	17.7
<i>I don't like the breakfast foods at breakfast club/cafe</i>				1	1	2	3.2
<i>I don't have enough time</i>	8	5	4	9	6	32	51.6
<i>I can't be bothered</i>	8	6	3	4	8	29	46.8
<i>There is no food around at home</i>			1		1	2	3.2
<i>To loose weight</i>			2	1	2	5	8.1
<i>To gain weight</i>							
<i>Any other reason – please write</i>				1		1	1.6

Other reason:

G9

S1. Because sometimes I'm running late.

Q8. Was there a breakfast club operating at the primary school you attended?

	G7.1 n=22	G7.2 n=20	G8.1 n=19	G8.2 n=27	G9 n=18	Total n=106	%
No	9	13	14	17	9	62	58.5
Yes	13	7	5	10	9	44	41.5

Q9. Did you regularly attend the breakfast club at your old primary school?

	G7.1 n=13	G7.2 n=7	G8.1 n=6	G8.2 n=11	G9 n=11	Total n=48	%
No	9	7	5	10	10	41	85.4
Yes	4		1	1	1	7	14.6

Q10. Is there a breakfast café/club at your present school?

	<i>G7.1</i> <i>n=23</i>	<i>G7.2</i> <i>n=21</i>	<i>G8.1</i> <i>n=19</i>	<i>G8.2</i> <i>n=27</i>	<i>G9</i> <i>n=18</i>	<i>Total</i> <i>n=108</i>	<i>%</i>
No	3		4	1		8	7.4
Yes	20	21	15	26	18	100	92.6

Q11. Do you regularly attend the breakfast café/club at your school?

	<i>G7.1</i> <i>n=21</i>	<i>G7.2</i> <i>n=20</i>	<i>G8.1</i> <i>n=17</i>	<i>G8.2</i> <i>n=27</i>	<i>G9</i> <i>n=18</i>	<i>Total</i> <i>n=103</i>	<i>%</i>
No	17	18	12	27	14	88	85.4
Yes	4	2	5		4	15	14.6

Q12. Has having no breakfast café/club at your present school made it difficult for you to have breakfast?

NB. A breakfast café operates at their high school.

						Total n=	%
No							
Yes							

Q13. Is there anything else you would like to tell us about breakfast and the breakfast club/café?

G7.1

S1. Yes, it needs nothing more. It is the best.

S2. No because sometimes I don't eat breakfast and I don't go to the club.

S3. I enjoy it!

G7.2

S1. Although I don't use the breakfast club lots of students do and it's a great service for those who don't have time in the morning.

S2. I do not go but it would be hard for the younger ones if they have to catch a bus (Thanks for hosting this).

S3. Thanks even though I don't attend it.

S4. It is very helpful and it does help a lot of people.

S5. It's a friendly place to be in the morning, it helps get into a good breakfast routine, even though I don't have time to go in the morning.

S6. I think it's great for kids that don't have enough time at home in the morning to have breakfast, and it's very cheap at 30 cents.

S7. It's a great service to the school.

S8. Even though I don't use the service, I'd like to thank the organisers for it.

S9. Although I don't use this facility, I think it is a grand idea.

S10. Even though I don't go, you should.

S11. Thanks for organising the breakfast café.

S12. Thank you very much for providing the breakfast café.

G8.1

S1. I don't like going there because there are too many people in there.

S2. It's a very nice breakfast café. I enjoy going there. The Red Cross people that run it are very nice to put their time together and to buy the food.

S3. I go there when I'm hungry.

S4. Friendly people you can talk to. Nice food. Important part of school life.

S5. I only go when I'm hungry.

Q14. Here are some statements about the breakfast café/club. Read the statements and then decide if you agree with it (true), do not agree with it (false) or if you don't know how you think about it (don't know).

Statement 1. Breakfast café/club plays an important role in my academic success at school.

	<i>n=20</i>	%
Agree with statement	10	50.0
Do not agree with statement	2	10.0
Don't know what to think about the statement	8	40.0

Statement 2. Breakfast café/club plays an important role in my daily nutrition.

	<i>n=21</i>	%
Agree with statement	10	47.6
Do not agree with statement	3	14.3
Don't know what to think about the statement	8	38.1

Statement 3. Breakfast café/club has helped me with my behaviour at school.

	<i>n=21</i>	%
Agree with statement	7	33.3
Do not agree with statement	7	33.3
Don't know what to think about the statement	7	33.3

Statement 4. Breakfast café/club is a warm nurturing and safe place to be.

	<i>n=20</i>	%
Agree with statement	14	70.0
Do not agree with statement	1	5.0
Don't know what to think about the statement	5	25.0

Statement 5. Breakfast café/club is a place where I can form friendships that wouldn't happen otherwise.

	<i>n=21</i>	%
Agree with statement	12	57.1
Do not agree with statement	2	9.5
Don't know what to think about the statement	7	33.3

Statement 6. . Breakfast café/club is a place where I get to see teachers in a different light.

	<i>n=21</i>	%
Agree with statement	8	38.1
Do not agree with statement	7	33.3
Don't know what to think about the statement	6	28.6

Statement 7. Breakfast café/club teaches me about healthy eating.

	<i>n=21</i>	%
Agree with statement	9	42.9
Do not agree with statement	4	19.0
Don't know what to think about the statement	8	38.1

Q15. We would like to know what score you would give the breakfast club/café out of 10.

	<i>n=18</i>	%
1		
2		
3		
4	1	5.6

5		
6	2	11.1
7	2	11.1
8	2	11.1
9	1	5.6
10	10	55.6

Q1. What did you eat and drink today between the time you woke up and when you started your first class?

	<i>G7.1 (n= 23, 12 M/11 F)</i>	<i>G7.2 (n=21, 11 M/9 F)</i>	<i>G8.1 (n=19, 6 M/13.F)</i>	<i>G8.2 (n=28, 1 M/F 27)</i>	<i>G9.1 (n=18, 17 M/1 F)</i>
	S1 (M)	S1 (F)	S1 (F)	S1 (F)	S1 (M)
Food	Muffins – peanut butter	2 Weet-bix with sugar, an apple	Nothing reported	Nothing reported	Nothing reported
Drink	Strawberry milk	Orange juice, milo milk, water	Milo	Nothing reported	Nothing reported
	S2 (M)	S2 (F)	S2 (M)	S2 (F)	S2 (M)
Food	Weet-bix Lolly-pop	Noodles	Weet-bix	Nothing reported	Weet-bix
Drink	Milk	Warm water	Juice	Nothing reported	Milo
	S3 (M)	S3 (M)	S3 (F)	S3 (F)	S3 (M)
Food	Nothing reported	Nutri-grain	Easter bun	Toast	Cornflakes, 2 little lollies
Drink	Water	Milk	Orange juice Coffee	Water	Milk
	S4 (F)	S4 (F)	S4 (M)	S4 (F)	S4 (F)
Food	Pancakes	Nesquik cereal	2 x raisin toast	Chocolate	Spag., tst, chn. snd., bar, chips
Drink	Milkshake	Water, milk	Orange juice	Water	Choc. milk, coke, water
	S5 (M)	S5 (M)	S5 (M)	S5 (F)	S5 (M)
Food	Toast	Toast, chips, lollies	Nothing reported	Toast Cheesels	Bowl of Coco- pops
Drink	Orange juice Water	Water	Nothing reported	Cup of tea	Milk Water
	S6 (F)	S6 (M)	S6 (F)	S6 (F)	S6 (M)
Food	Toast and jam	Nothing reported	Raisin toast	Toast	3 pieces of toast
Drink	Lemonade	Water	Water	Milo Water	Milo, orange juice, water
	S7 (F)	S7 (M)	S7 (F)	S7 (F)	S7 (M)
Food	Coco pops	Rice bubbles	McDonalds	Bowl Sultana Bran	Summer roll (chte), hot dog
Drink	Hot Milo	Nothing reported	Milk	Glass orange juice	Nothing reported
	S8 (M)	S8 (F)	S8 (M)	S8 (F)	S8 (M)
Food	Cake, cereal, noodles	Nothing reported	Seafood Toast	Toast	1 bowl Sustain 2 x hot crs buns
Drink	Water	Nesquik	2 x apple juice	Water	2 glasses milk 1 glass OJ

	G7.1	G7.2	G8.1	G8.2	G9
	S9 (M)	S9 (F)	S9 (F)	S9 (F)	S9 (M)
Food	Kraft Easy Mac Fr'ch onion dip	Bubble and squeak	Natural grain cereal	Toast	Weet-bix Toast
Drink	Milo LA ice cold	Water	Nothing reported	Milk	Milk Water
	S10 (M)	S10 (M)	S10 (F)	S10 (F)	S10 (M)
Food	Pancakes, cereal, banana	Bowl Nesquik cereal with milk	Weet-bix	2 Weet-bix	Nothing reported
Drink	Milk, o'ge juice, water, milo	Lg glass of milk with lots of Milo	Orange juice	Juice	Nothing reported
	S11 (M)	S11 (M)	S11 (F)	S11 (F)	S11 (M)
Food	Nothing reported	Avocado on toast	Toast with jam	Bowl Milo cereal	Bowl of Milo cereal
Drink	Nothing reported	Water	Milk	Cup of coffee Water	Milk
	S12 (F)	S12 (F)	S12 (F)	S12 (F)	S12 (M)
Food	Milo cereal, choc's, lollies	Nothing reported	Hot cross bun	Toast Fruit	Weet-bix Cheese on tst.
Drink	Popper Juice	Nothing reported	Milk	Water	Water
	S13 (F)	S13 (F)	S13 (F)	S13 (F)	S13 (M)
Food	Milo and rice bubbles	1 piece of toast	Coco pops	Nothing reported	Honeycomb cornflakes
Drink	Milk Juice	Milo	Milk	Water	Apple juice
	S14 (M)	S14 (F)	S14 (M)	S14 (F)	S14 (M)
Food	Bacon and cheese bun	Kellogs cornflakes	Toast, sausage Weet-bix	Nothing reported	1 piece toast
Drink	Creaming soda	Milk, water	Orange juice	Water	Orange juice
	S15 (M)	S15 (F)	S15 (F)	S15 (F)	S15 (M)
Food	Cereal, toast	Nothing reported	Rice bubbles Toast, veg'mte	Chocolate Chips	Slta bran, chte, skittles, ly pop
Drink	Milk	Nothing reported	Apple juice	Orange punch	OJ, milk, soft drink
	S16 (M)	S16 (M)	S16 (F)	S16 (F)	S16 (M)
Food	Chips	Just Right	Nothing recorded	1 weet-bix	Pizza bread
Drink	Water	Water	Cordial	1 apple juice	Water
	S17 (F)	S17 (M)	S17 (F)	S17 (F)	S17 (M)
Food	Chips Strawberries	Sp'l K, 4 bis'cts 3 pcs chicken	Muffin	Bowl Milo cereal, Milo bar	Toast, Weet- bix lamington
Drink	Tropical juice	Nothing reported	?	Orange juice Water	Milo Water
	S18 (F)	S18 (M)	S18 (M)	S18 (F)	S18 (M)
Food	Nut'-grain, toast 2 pks chips	Toast	Fish	Nothing reported	Weet-bix skittles
Drink	Apple juice, milk, coke	Passionfruit drink	Hot chocolate	Apple juice	Coffee

	<i>G7.1</i>	<i>G7.2</i>	<i>G8.1</i>	<i>G8.2</i>	<i>G9</i>
	S19 (F)	S19 (M)	S19 (F)	S19 (F)	
Food	Muffin, hot cross bun	Crunchy-nut cornflakes	Chocolate yoghurt	Nothing reported	
Drink	Milk	Milo	Nothing reported	Water	
	S20 (M)	S20 (M)		S20 (F)	
Food	Nothing reported	Toast		2 pieces of toast	
Drink	Chocolate milk	Juice		Milo Daily juice	
	S21 (F)	S21 (M)		S21 (F)	
Food	Crumpets/honey C'c pops/m'fruit	Corn flakes		Nothing reported	
Drink	Orange juice	Water, V energiser drink		Juice	
	S22 (M)			S22 (F)	
Food	Toast			1 lolly An apple	
Drink	Water			Water A coffee	
	S23 (F)			S23 (F)	
Food	Coco pops Biscuit			Weet-bix	
Drink	Milk			Water	
				S24 (F)	
Food				Cornflakes	
Drink				Coke	
				S25 (F)	
Food				Weet-bix	
Drink				Orange juice	
				S26 (F)	
Food				Tstd hot cross buns, ice cream	
Drink				Vnla milk, choc. milk, water	
				S27 (M)	
Food				Crunchy nut, Weet-bix	
Drink				Juice Milk	
				S28 (F)	
Food				2 x toast and jam	
Drink				Juice Water	

APPENDIX X

Sanitarium media release

MEDIA RELEASE

Brett Lee gives Territory Kids a Good Start

For Release: Tuesday June 20, 2006

Kids in the Northern Territory have been given a great start to the day, following a visit from eminent Aussie cricket star Brett Lee, who took time out to visit two schools in the area to celebrate their successful progress and involvement with the Good Start Breakfast Club program.

Providing breakfast and nutritional education to primary school children in areas of greatest need around Australia, the Good Start Breakfast Club (GSBC) is a community initiative run by Australian Red Cross in partnership with Sanitarium Health Foods.

Doing what he does best, rolling his arm over and playing cricket with the kids, Brett Lee also served up some bowls of the breakfast variety, encouraging kids to choose the best start in life by eating a healthy breakfast every day, a major aim of the program.

Research suggests over 40 percent of Australian school children miss breakfast¹. Not eating a nutritious breakfast can adversely affect a child's ability to concentrate, their social behaviour and early physical development.² More importantly skipping breakfast is now considered a major contributor to obesity in children.³

Chatting to kids at Ludmilla Public School in Darwin and Yipirinya School in Alice Springs, Lee said educating kids about adopting healthy lifestyles is something he is passionate about.

"The Good Start Breakfast Club is such a fantastic initiative, and one of those programs where you can actually see the positive difference it's making in communities all over Australia," said Lee.

"What started out as a program giving kids in areas of most need a healthy breakfast everyday, has turned into something much greater and more positive than ever imagined," Lee said.

Recent research suggests an overwhelming 80% of teachers where a Good Start Breakfast Club is operating, report a higher rate of concentration, attentiveness in the classroom, and improved social behaviours in those kids who regularly attend the breakfast club program⁴.

¹ Children's Nutrition and Physical Activity Study, The University of Sydney, 2001

² Resincow, K. *The Relationship Between Breakfast Habits and Plasma Cholesterol Levels in School Children*, J. Sch Health 1991; 61:81-5, cited in Robyn E Young and Peter J Wilson, *Providing Breakfast at School: the NSW Experience*, Australian Journal of Nutrition and Dietetics (2000) 57:2; and Pollit, E, Does breakfast make a difference in school? J Am Diet Assoc 1995; 95:1134-93, cited in Robyn E Young and Peter J Wilson, *Providing Breakfast at School: the NSW Experience*, Australian Journal of Nutrition and Dietetics (2000) 57:2

³ "The Breakfast Book", Sue Radd, Hodder, Australia, 2003, p59.

⁴ Practical Methods to evaluation Breakfast Club school programs, Wayne Miller, Health Sciences Wollongong University, 2006

General reports on the program are indicating valuable community benefits such as a reduction in petty-theft of food prior to school starting as reported by local Police, and a sustained increase in school attendance as reported by school principals.

Darwin's Ludmilla Public School principal Graham Chadwick said the program has been making some fantastic inroads in their community.

"There's no doubt the breakfast club has been making waves in our classrooms in terms of better concentration and co-operation. Kids across all year levels have been coming into the classroom full of energy and enthusiasm, and are really ready to engage in learning," Chadwick said.

"But it's not only in the classroom where we've been noticing their progress – in the playground at lunchtime and recess as well, the kids generally seem a lot happier, and are getting on well with each other, their teachers and with the wider community in general," noted Chadwick.

Australian Red Cross Youth and Education Services Manager Shaun Hazeldine said the breakfast club now serves up approximately 400,000 healthy breakfasts across Australia each year. Since its launch in New South Wales, the program has expanded into Victoria, Queensland, South Australia, Tasmania, the Northern Territory and will extend into Western Australia and ACT in 2007 with the support of Sanitarium Health Foods.

Whilst playing cricket with their hero Brett Lee was a major highlight for the kids, a special game of 'Nutrition Mission' trivia also thrilled the eager youngsters. Brett Lee shook hands with lucky prize-winners who were awarded a range of Sanitarium goodies for answering special questions about nutrition and healthy lifestyles.

Lee also presented the schools with two new cricket kits donated by Kookaburra, and the first copies of the Good Start Breakfast Club "Nutrition Mission" books, an educational resource designed to assist children in understanding the importance of healthy eating.

Yipirinya School Principal Ken-Langford Smith confirmed the positive impact of the program on their community.

"We've noticed a whole range of improvements in the kids, however the most visible has been an impact on their health and physical well-being, and a great improvement in attendance rates as a result of the breakfast club," suggested Langford-Smith.

"We are incredibly proud of the kids' continued progress, and a visit from Brett Lee is an exciting reward for all their improvements," Langford-Smith reflected. "I've no doubt the program will continue to grow from strength to strength following Brett's inspiring visit."

Sanitarium Health Foods General Manager Dean Powrie attended the Ludmilla Public School breakfast event.

"Working with the local community is a really important part of our vision at Sanitarium. We're committed to providing happy, healthy lives, and want to ensure the kids in our community have every opportunity to start developing healthy habits from an early age."

Powrie reflected, - “This is more than just a feeding program- it’s about nourishing the minds of growing bodies, and teaching kids positive habits that will stay with them for life, ensuring the brightest futures.”

*Everyone can be a part of the **Good Start Breakfast Club** by:*

- *Enjoying a healthy breakfast every day*
- *Volunteering for a local GSBC*
- *Donating cash or healthy foods for breakfast such as wholegrain breads, milk and/or fruit juice.*
- *Making a tax-deductible donation to Australian Red Cross to support the Good Start Breakfast Club- visit www.redcross.org.au*

For more information visit www.goodstartbreakfastclub.com.au or call 1800 015 044.

-ENDS-

For all media enquiries and interviews call Anna Dear on 0433 995 855 or Vivian Schenker from Australian Red Cross on 0419 497 103 or 02 9229 4206.

About Sanitarium

Sanitarium’s enduring mission is to inspire and resource the community to experience happy, healthy lives. Commencing operations in Melbourne in 1898 Sanitarium remains proudly 100% Australian owned. Sanitarium is one of Australia’s most trusted brands and has a reputation for producing quality health foods. Weet-Bix is Australia’s No. 1 selling breakfast cereal and So Good, is the leader in the soymilk category.

Sanitarium’s Nutrition Service is a free advisory service for consumers and health professionals. Highly trained nutritionists and dietitians provide friendly, helpful unbiased advice and easy to follow recipes to help people make healthy food