



LOCAL EVALUATION

This section includes some tips on how to evaluate your project to find out if what you've done has made an impact. It includes a quick guide to the how and why of evaluation for your program or project.

'What's there to eat?'

nutrition activities evaluation (Page 3)

Evaluation of *'What's there to eat?'* (Page 4)



Evaluation

To work out whether the activities and information in this resource are useful to you - and the families you advise and support in your community, this evaluation section has been included.

Regular evaluation – no matter how informal – should (and probably is) be a regular part of your work as a professional in children's services.

Evaluation can provide you with the information that might be useful for you to present to:

- yourself;
- your peers;
- your supervisor/manager/boss and those who fund your work; and
- your clients.

Evaluation of '*What's There To Eat?*'

It's a case in point: this resource will be evaluated by DHS regularly to work out whether it should keep publishing this guide, and how to modify content to serve professionals in children's services better.

A questionnaire is included here as part of this process (see next page). You should fill in this questionnaire after a period of time, when you have made use of the resource in some way, and more than once if possible.

Evaluation of your own projects and use of this resource

There are points at which project /activity evaluation can take place.

1. Before the project starts.
2. While the project is happening.
3. Immediately following the project.
4. Further down the track, when you have had time to reflect and consider the impact of the project.

In carrying out any project or activity it is important to consider before the project starts:

- whether or not it is feasible
 - What support and resources (time and money) do you have?
 - Do you have the necessary contacts, permission, etc.?
- whether or not it is needed
 - Who needs it?
 - Why do they need it?



Assuming both these questions can be answered positively, the next step is planning. At the beginning of the planning stage it is helpful to define clear aims and objectives.

For example: You think it would be a good idea to put up some of these new posters in the local green grocers shop.

Aim: To hang posters on healthy eating in green grocers to emphasise the importance of eating more fruits and vegetables.

Objective:

Before questions::

- How many green grocers are in your service area?
- Do your clients use them?
- Are the green grocers willing to put up your posters?
- Where will they display them?
- Do you have management support?
- Do you have funding to make multiple copies?

During questions:

- Are the posters in the best position?
- Is it difficult to keep them attached to the wall / corridor?

Soon after questions:

- Did the green grocers receive any comments?
- Did any of your clients notice the posters?

Later questions:

- Was this activity worthwhile?
- How long did the posters have an effect? (that is, were they noticed?)
- Is there a better way of using the posters?

Refer to the section on recording your own case study in *Stories from the field* for further points and questions to consider.



'What's there to eat?'

nutrition activities evaluation

Aims of the kit:

To assist early childhood services professionals to:

- 1** Update their working knowledge of food and nutrition in early childhood
- 2** Access accurate information about food and nutrition that will be useful in their work with parents and families
- 3** Make links with other service providers, and access other sources of information about food and healthy eating that is appropriate for parents and children
- 4** Provide the professionals with practical, hands on activities that promote healthy eating and are appropriate for their service/centre



Evaluation of 'What's there to eat'

Please complete the following evaluation form and send to:

State Public Health Nutritionist
Public Health Division
Department of Human Services
16/120 Spencer Street
Melbourne 3000

This will enable you to receive updates to the 'What's there to eat' kit, and will assist in further development of the kit.

1. Your position/title: _____
2. Your workplace: _____
3. Postcode of workplace:
4. Number of children at centre (if applicable) _____
5. How did you receive this kit?
 - a) at a local training session (please state who ran the session).....
 - b) from a local dietitian
 - c) other (please state) _____
6. Have you used any of the information in the kit?
YES NO
7. Which part(s) of the kit have you used?

8. What is the most useful information contained in the kit for your workplace?

9. Is there any part of the kit that could be left out?

10. Is there anything else you would like more information about?

11. How often do you use the kit?
 Daily Weekly Monthly Less than monthly
12. If you have not used the kit, please describe the main reason



Evaluation of 'What's there to eat'

AIM 1 of 'What's there to eat'
 To assist early childhood services professionals to update their working knowledge of food and nutrition in early childhood.

1. After reading or using the 'What's there to eat' kit, how do you rate your knowledge about children's nutrition?

No change
 a little more knowledgeable
 more knowledgeable
 a lot more knowledgeable

2. What additional information do you need about children's nutrition?

3. Please indicate the areas where you feel your own nutrition knowledge has increased as a result of using 'What's there to Eat'

	Increased knowledge to great extent	Increased knowledge to a small extent	No change
Healthy eating for tots and toddlers			
Infant nutrition and feeding			
DHS "Filling the Gap" nutrition sheets			
Independent eating for young children			
Importance of avoiding fruit juices			
Importance of introducing new foods to children			
Australian Guide to Healthy Eating			
Dietary Guidelines for Children and Adolescents			
Importance of fruit and vegetables			
General nutrition knowledge			
Other (please indicate)			



Evaluation of 'What's there to eat'

AIM 2 of 'What's there to eat'

To assist early childhood services professionals access accurate information about food and nutrition that will be useful in their work with parents and families.

1. Have you given any of the handouts from the kit to parents?

YES NO

2. If yes, which ones?

3. If no, what is the main reason?

4. How often have you used the nutrition information contained in the kit with carers/parents?

Several times each day | daily | a few times each week | weekly | monthly | less than monthly

5. Do you use any other resources with carers/parents

YES NO

If yes, please name those used

(please enclose a copy of any other handouts you use)



Evaluation of 'What's there to eat'

Aim 3 of *What's there to Eat*

To assist early childhood services professionals make links with other service providers, and access sources of information about food and healthy eating that are appropriate for parents and children.

1. Which of the following professionals/groups have you made links with (either new, or existing) since using the 'What's there to eat' kit?

(Please tick all the relevant boxes -multiple response)

	Dietitian	M&CHN	Other childcare Centre	Other preschool	Local government	Community Health Centre	Non-government organisation
For planning nutrition activities							
To obtain more information about nutrition							
For assistance in running nutrition activities							
For ongoing nutrition advice/services							
Please indicate which of these links are new							
Which will you continue to work with?							

2. If no other professionals/groups were involved in nutrition activities you have run, please indicate the main reason(s) (multiple response)

	Dietitian	M&CHN	Other childcare Centre	Other preschool	Local government	Community Health Centre	Non-government organisation Please state
Did not approach because not necessary for activity							
Did not approach because unable to find							
Approached, but were not available							
Approached, but not interested							
Were not available on this occasion, but will be in the future							



Evaluation of 'What's there to eat'

Aim 4 of What's there to Eat

To provide early childhood services professionals with practical, hands on activities that promote healthy eating and are appropriate for their service/centre

Please copy pages 8, 9 and 10 and complete for each activity, case study, 'story from the field that you ran.

1. Did you use any of the activities from the kit in your local centre?

YES NO

If yes,

2. Which activity did you use? _____

Now continue with questions 4-12.

If no,

3. What was the main reason? Tick one box

No time

Not applicable for our group of children

Not interested in any of the activities in the kit

Happy with current activities undertaken

Other (please specify) _____

4. Who was the target group for this activity? (you can select more than 1 group)

Children	
Parents	
Staff	
Community	
Other (please specify)	

5. What worked well?

6. How many children were involved? _____

7. What is the age range of the children involved? (tick all applicable)

under 1 yr 1-2 yrs 2-3 yrs 3-5 yrs



8. What do you think were the benefits of conducting this activity?

	Achieved to a great extent	Achieved	No change
Increased nutrition knowledge of staff			
Increased nutrition knowledge of parents			
Children show a greater interest in new foods			
More positive mealtime experiences			
Children trying new foods			
Children eating more fruits and/or vegetables			
Other (please indicate)			

9. Would you repeat this activity?

YES NO

10. Did you have community support for your activity?

YES NO

11. If yes, which organisation or groups?

12. Did you use any of the information in the kit for your activity?

YES NO

If yes, what?

If no, what did you use?

(please enclose a copy of your resource, if not from the kit)

