



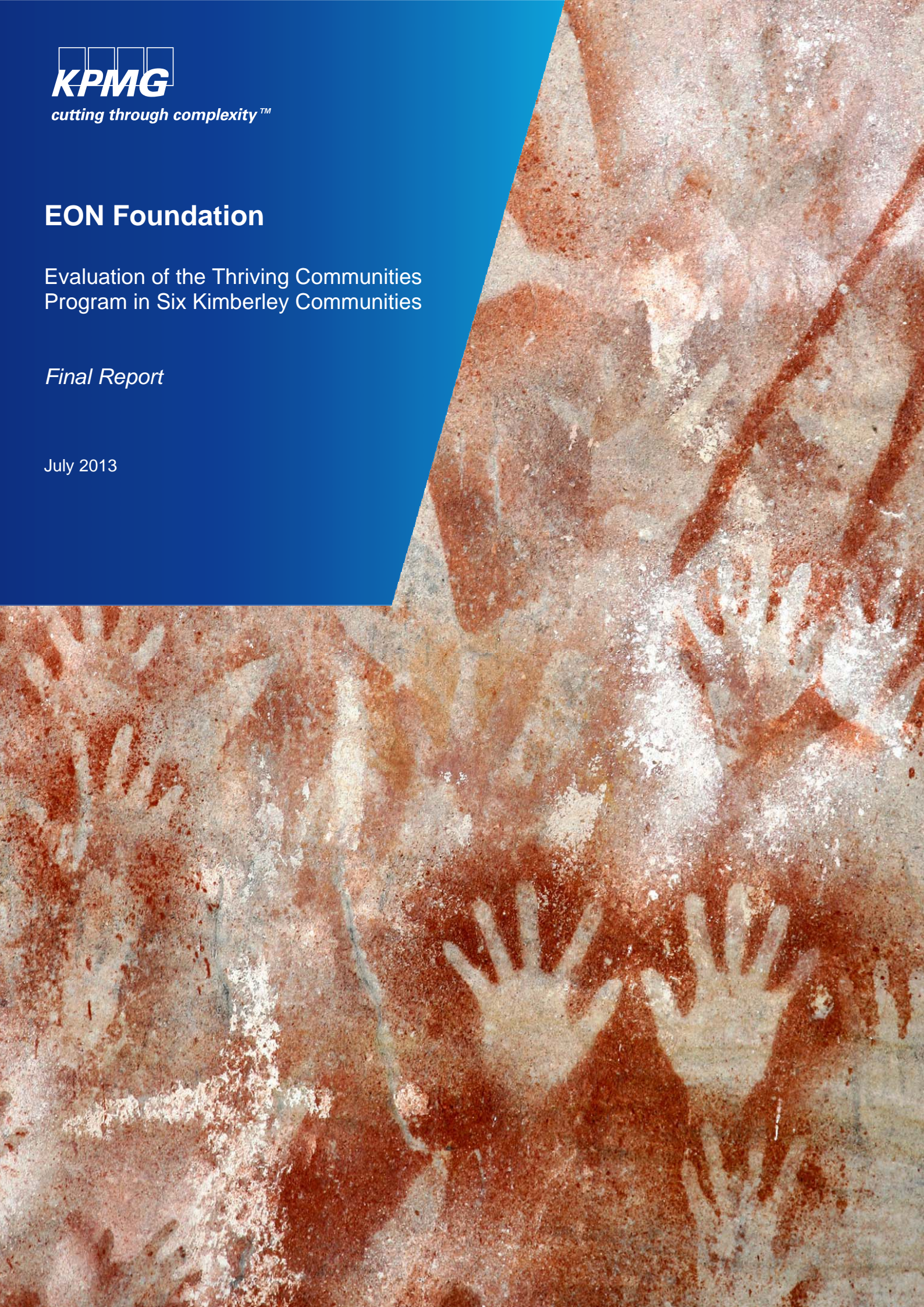
cutting through complexity™

## EON Foundation

Evaluation of the Thriving Communities  
Program in Six Kimberley Communities

*Final Report*

July 2013





# Contents

Executive Summary	i
Introduction	i
Thriving Communities Program Overview	ii
Evaluation Purpose	ii
Method	iii
Evaluation Findings	iii
1. Introduction	1
1.1 Evaluation Purpose	1
1.2 Method	1
1.3 Remainder of the Report	3
2. Background	4
2.1 EON Foundation	4
2.2 Thriving Communities Program	4
2.3 Program Communities	8
2.4 Program Logic	9
3. Evaluation Findings	10
3.1 Appropriateness	10
3.2 Effectiveness	27
3.3 Impact	48
3.4 Sustainability	60
4. Conclusion	78
4.1 Key Findings	78
4.2 Concluding Comments	85
Appendix A: Evaluation Framework	i
Appendix B: List of Stakeholders	i
Initial stakeholder consultations	i
Field-work Consultations	iii
Appendix C: Thriving Communities Program Logic	i

## DISCLAIMER

### ***Inherent Limitations***

This report has been prepared as outlined in the scope section of KPMG's proposal to EON Foundation. The services provided in connection with this engagement comprise an advisory engagement, which is not subject to assurance or other standards issued by the Australian Auditing and Assurance Standards Board and, consequently no opinions or conclusions intended to convey assurance have been expressed.

KPMG have indicated within this report the sources of the information provided. We have not sought to independently verify those sources unless otherwise noted within the report. KPMG is under no obligation in any circumstance to update this report, in either oral or written form, for events occurring after the report has been issued in final form.

The findings in this report have been formed on the above basis.

### ***Third Party Reliance***

This report is solely for the purpose set out in the scope section of KPMG's proposal to EON Foundation and for EON Foundations information, and is not to be used for any other purpose or distributed to any other party without KPMG's prior written consent.

This report has been prepared at the request of EON Foundation in accordance with the terms of KPMG's engagement letter/contract dated. Other than our responsibility to EON Foundation, neither KPMG nor any member or employee of KPMG undertakes responsibility arising in any way from reliance placed by a third party on this report. Any reliance placed is that party's sole responsibility.

# List of Acronyms

AACAP	Army Aboriginal Community Assistance Program
ACCC	Australian Competition and Consumer Commission
AI	Ardyaloon Incorporated
AIEO	Aboriginal and Islander Education Officer
ALT	Aboriginal Lands Trust
AQIS	Australian Quarantine and Inspection Service
BBCI	Beagle Bay Community Incorporated
CDEP	Community Development Employment Projects
CDO	Community Development Officer
CRC	Community Resource Centre
DAC	Djarindjin Aboriginal Corporation
DoHA	Department of Health and Ageing
EON	Edge of Nowhere
HACC	Home and Community Care
JLF	Jimmy Little Foundation
KAMS	Kimberley Aboriginal Medical Services
KCI	Kadjina Community Incorporated
KDC	Kimberley Development Commission
KLC	Kimberley Land Council
KPHU	Kimberley Population Health Unit
KRCI	Kullari Regional Indigenous CDEP Incorporated
KRHPPF	Kimberley Regional Health Planning Forum
KRSP	Kimberley Regional Services Provider
KTI	Kimberley Training Institute
LAC	Lombadina Aboriginal Corporation
LCI	Looma Community Incorporated
LIP	Local Implementation Plan
LOC	Local Operations Centre
MWW	Marra Worra Worra

NAC	Nirrumbuk Aboriginal Corporation
NPA RSD	National Partnership Agreement for Remote Service Delivery
OATSIH	Office for Aboriginal and Torres Strait Islander Health
PCB	Prescribed Body Corporate
PnC	Parents and Carers
RAN	Remote Area Nurse
RJCP	Remote Jobs and Communities Program
UFPA	Unity of First People of Australia
YAC	Yungngora Aboriginal Corporation
WAC	Winun Ngari Aboriginal Corporation
WACHS	Western Australian Country Health Service
WAHSP	Western Australian Health School's Project
YAI	Yungngora Association Incorporated

# Executive Summary

## Introduction

The question of whether behavioural change is occurring in remote Indigenous communities in favour of a healthier life-style is complex and can only be unequivocally answered by long-term health studies of individuals participating in healthy eating programs. What this evaluation demonstrates, however, is that a genuine community development approach that values long term engagement over rapid delivery, local capacity-building over passive hand-outs, and practical cooperation over top-down intervention, is the approach most likely to be effective.

The EON Foundation's approach to community development has been evolutionary and has developed in response to changing local circumstances and the capacity of communities to accommodate change. Attempts are made to secure long-term funding for a community in advance of delivery, in order to provide certainty for the Program and assurance to the community. The speed at which the Program is delivered is consciously dependent on the readiness of the community to progress rather than subject to a rigid timescale. The emphasis is on building local capacity flexibly, by enabling Program Managers (located closest to the context) to make decisions and spend time engaging with individuals and groups in communities to identify local capacity and respond appropriately to local and dynamic circumstances.

Despite substantial progress by EON, significant challenges to the roll-out of this approach in favour of positive health outcomes in remote communities are evident, and rest with the very institutions created to benefit residents.

Poor local governance and lapses in the administration of councils affects the general functionality and social dynamics of a community, and makes broad based engagement with residents difficult.

A complex and shifting policy and funding environment over which residents have limited control disorients communities and leads to apathy, disengagement and a mistrust of outside agents. Only through a persistent and dependable engagement with individuals in communities over several years has EON been able to make progress in this context and develop trusting relationships.

Community stores continue to profit from sales of unhealthy food items and, with few exceptions, have been unable to sustain attempts at improving the quality, price, range and availability of fresh foods relative to calorie dense and processed food items.

Lapses in the commitment of schools can occur which affects the sustainability of the Program. EON's partnership with schools is shown to work best where both Edible Gardens and Healthy Eating are integral components of the school's academic program and are widely utilised by teaching staff.

## Thriving Communities Program Overview

The EON Thriving Communities program was first piloted in 2007 as the Edible Gardens Program, but was later re-named to reflect the Program's broader scope and involvement in remote communities. Thriving Communities seeks to impart practical knowledge and skills to build community capacity, so that participants have the know-how, confidence and resources to be healthy and self reliant.

The Program has four integrated components, namely Edible Gardens; Healthy Eating; Education and Training; and Healthy Homes.

**EON Edible Gardens** – Edible Gardens is the first component of Thriving Communities and is focussed on the establishment of fruit, vegetable and bush tucker gardens in remote communities. The Program is initially based in schools but aims to expand into community homes and gardens through wider community engagement and education.

**EON Healthy Eating** - The Health Eating Program focuses on teaching healthy lifestyle choices, food hygiene, nutrition education and food preparation skills to children and interested community members. EON Program Managers and consultants run practical workshops and cooking classes, often through the local school or community women's centre.

**EON Education and Training** – EON Education and Training Program focuses on transferring knowledge and skills to communities to sustain the Edible Gardens Program and build capacity within the community.

**EON Healthy Homes** - Healthy Homes focuses on linking good hygiene in the home with the skills taught through the Edible Gardens and Healthy Eating Programs. The Program seeks to address the link between home hygiene, critical home repairs and maintenance, the preparation and consumption of fresh food, and individual health and wellbeing.

## Evaluation Purpose

KPMG has been engaged by EON Foundation to undertake an evaluation of Program in six remote Indigenous communities, namely: Djarindjin/Lombadina, Ardyaloon, Beagle Bay, Yungngora, Looma and Kadjina.

The purpose of the evaluation is to provide an assessment of the process and outcomes of the Program to provide clear evidence of benefits to the EON board and potential funders, and to distil lessons learnt.

The evaluation has taken a case study approach, considering in detail the evolution and impact of each of the Program components in all locations. These case studies exist as 'stand alone' documents and are available separately. KPMG recommends these be read in conjunction with this document.

## Method

The evaluation investigates the following themes in the context of each community and with reference to each Program component:

**Appropriateness** - Whether the Program is relevant and aligns its activities with clearly identified local needs and priorities (in the context of other programs that may be operating).

**Effectiveness** - The extent to which the outputs of the Program meet the Program's objectives. This focuses on the immediate effects of the Program's activities on the target group.

**Impact** - The longer-term social and psychological consequences of the program, and in particular whether there is evidence of an improvement in the knowledge and skills, awareness and behaviours of participants, towards a healthier life-style.

**Sustainability** - The capacity of EON and selected stakeholders to sustain the benefits of the Program, so that positive behavioural changes in the communities might endure. The sustainability of the Program is affected by the quality and efficiency of EON's operations, the quality of relationships with stakeholders, and the extent to which communities have the capacity to actively participate and effectively deploy its human and institutional capital.

Three key evaluation methods have informed the assessment of the Program.

**Stage 1: Literature and data review** - The first stage involved desk-top analysis of key data and program documentation, including: health data; school enrolment and attendance data; and program specific documentation in relation to each of the six communities (including available monitoring and reporting information, Sustainability Plans and program schedules).

**Stage 2: Initial stakeholder consultations** - Background material obtained through the desk-top analysis of key data and project documentation informed consultations with EON staff and both whole-of-program and community-specific stakeholders.

**Stage 3: Field-work** - Initial stakeholder consultations were followed in early 2013 with field-visits to five of the six evaluation communities: Djarindjin/Lombadina, Ardyaloon, Beagle Bay, Yungngora and Looma. Due to wet weather conditions, KPMG was unable to visit Kadjina.

## Evaluation Findings

The findings of the evaluation are detailed according to the four evaluation themes. The findings respond to specific evaluation questions identified for each theme, using evidence drawn from case studies prepared for each target community.



## Appropriateness

*To what extent is chronic disease, in particular Type II diabetes, prevalent in the communities?*

Rates of chronic disease in the evaluation communities are high and for the three communities for which data is available, averages 34 percent. High rates of chronic disease provide a strong rationale for health focused interventions in remote Indigenous communities.

*To what extent is the supply of fresh food limited?*

Despite various school-based healthy eating initiatives, the supply of fresh food remains limited and residents continue to rely on community stores as their main source of food. The supply of fresh foods from these stores is irregular and expensive and the availability and affordability of food supplied by community stores is a key determinant of food choices. Efforts to increase the local supply of fresh food and which support school-based healthy eating initiatives are therefore justified.

*Is there widespread evidence of unhealthy eating and life-style choices that may pose a risk to health?*

There remains widespread evidence of unhealthy eating and life-style choices amongst community members that pose a risk to health. A diet of fatty and processed foods, including foods and drinks high in sugar, are widely available and frequently consumed. Given the historically low rates of fresh food consumption amongst Indigenous Australians, strategies to educate and promote fresh food consumption, in conjunction with efforts to improve supply, are an important part of attempts to reduce the prevalence of chronic disease.

*Are projects initiated with the informed consent and involvement of community leaders?*

EON is generally invited to communities at the request of the school, but engages with prominent members of the community early during development of a Sustainability Plan. Initial discussions with the school typically include senior community members, often AIEOs, school groundsmen, or council members. Schools provide a stable entry point to a community, with the benefit of direct and structured access to children in their formative years,<sup>1</sup> as well as the potential for neutral territory (independent from alignments with any particular socio-cultural group in a community).

*Does EON fill a service gap, or is there overlap with other similar services?*

There are currently no active providers of Edible Gardens in the subject communities. While UFPA's nutrition program offers similar elements to those of EON Healthy Eating, the two services are coordinated, both at the point of delivery and through a close working relationship between Directors of the two organisations. There is, however, a lingering

---

<sup>1</sup> Peter Murphy, EON Program Manager, October 2012

perception that there is overlap between EON's Healthy Home Program and Nirrumbuk Aboriginal Corporation's tenancy support program. Documentary evidence provided by EON clarifies that the Foundation has sought to engage with NAC on numerous occasions in order to clarify the distinction between the two programs and to coordinate delivery.

## Effectiveness

### *Are the immediate objectives of EON Edible Gardens being met?*

Edible Gardens remain the foundation of the Program and is the first component to commence in all communities. Edible Gardens are established in the school grounds of all target communities and are utilised to varying degrees by the school's teaching staff. In most cases these gardens have thrived in season and have become successful demonstration projects for other horticulture and healthy eating initiatives in communities.

### *Are the immediate objectives of EON Healthy Eating being met?*

The EON Healthy Eating Program establishes the link between EON Edible Gardens and better nutrition outcomes. The Program is integrated into the school curriculum in all communities except Looma (where the existing program is considered to be sufficient) and children who participated show high levels of enthusiasm for the classes. Healthy Eating workshops are also conducted with interested adults in all communities and are particularly well established on the Dampier Peninsula. These workshops are well regarded by participants and feedback provided was extremely positive.

### *Are the immediate objectives of EON Education and Training being met?*

The educational impact of EON's Edible Garden and Healthy Eating programs in schools is dependent on the commitment demonstrated by the school Principal. In most communities the Principal actively encourages teachers to use the garden for cross-curricular teaching and there is evidence that teachers are responsive and are aware of the benefits of using the garden as an outdoor classroom. In some instances, however, use of the garden as an educational resource is reliant on individual teachers, and Edible Gardens can, therefore, be neglected as a teaching resource from time to time.

In terms of formal education and training, EON continues to offer support and training to Groundsmen employed by the schools to maintain the Edible Garden. The enthusiasm and commitment of these individuals varies, but is generally positive. Low literacy and numeracy skills are a challenge to those undertaking formal horticulture training, and it is commendable that two Aboriginal men at Yungngora have recently completed a Certificate II in Horticulture.

### *Are the immediate objectives of EON Healthy Homes being met?*

The roll-out of Healthy Homes has been slowed by delays in housing construction and refurbishment programs in the communities. A number of Healthy Homes workshops have, however, been successfully conducted in the Dampier Peninsula. Feedback from participants of these in-home workshops has been extremely positive and each of the

women consulted emphasised that EON's hands-on approach to instruction has allowed them to apply the techniques demonstrated independently.

## Impact

*Is there evidence of an improved knowledge and skills base amongst participants around food production, healthy eating and home hygiene?*

The evidence is strong that there has been a demonstrable improvement in the horticultural and healthy eating knowledge and skills of children. Engagement levels with children are strong across all year levels and this is recognised to have had an impact on knowledge and skills transfer. Through the provision of one-on-one support to participants with home gardens, EON has also contributed to a progressive strengthening of the horticultural knowledge and skills of interested adults and women participating in Healthy Eating workshops have reported positive learning outcomes.

*Is there evidence that healthier life-style choices are being made by participants of the Program?*

Both the Edible Gardens and Healthy Eating aim to give children tangible, positive experiences that will form the basis of lifelong habits. The extent to which transformative behavioural change is occurring in communities is, however, unclear. Food costs, housing and entrenched poverty continue to be barriers to change and a transformational shift in behaviours is likely to be generational. Although there have been notable successes within school-based programs, the tendency to consume calorie dense foods from the store remains prevalent.

## Sustainability

*Are EON's operations efficient and effective in delivering Program activities?*

It is widely acknowledged that EON Foundation is operationally efficient and effective. Several EON partners commented on the commitment and professionalism of the Foundation's Directors, the strength of their networks, and on the skill and experience of Program Managers; noting the latter's familiarity with remote Indigenous communities, practical competencies in horticulture and 'rural' skills. Frequent and regular visits to communities by Program Managers have also helped to build trust and enable Program Managers to respond flexibly to dynamic local conditions.

*Do EON's partnerships with schools have the capacity to sustain the benefits of the Program?*

EON has strong support from most Principals and the Healthy Eating component of the Program is integrated within the curriculum in all but one school. The EON Edible Garden is also important part of the school program in Looma, Ardyaloon, Yungngora and Djarindjin. The prospects for the sustainability of the Program is best where (in addition to curriculum integration) there is a broad base of support from the Principal, Garden

Coordinator, groundsman and teaching staff (including AIEOs); and where links between the Edible Garden and healthy eating initiatives operated by the school are well developed.

*Do EON's partnerships with local service providers have the capacity to sustain the benefits of the Program?*

The maintenance of Edible Gardens requires essential infrastructure which can be provided most effectively with in-kind assistance from local service providers. EON is open to these partnerships where they demonstrate practical value and do not risk compromising either the Foundation's reputation or operational autonomy.

*Do EON's partnerships with communities have the capacity to sustain the benefits of the Program?*

Community gardens are currently established in two locations: at Ardyaloon and Yungngora. The broad-based community support necessary to establish and sustain these projects is not without significant challenges given the social dynamics, local politics and uncertain governance arrangements typical of most locations.

# 1. Introduction

## 1.1 Evaluation Purpose

KPMG has been engaged by EON Foundation to undertake an evaluation of the Thriving Communities Program as it is delivered in six remote Indigenous communities, namely: Djarindjin/Lombadina, Ardyaloon, Beagle Bay, Yungngora, Looma and Kadjina.

The purpose of the evaluation is to provide an assessment of the process and outcomes of the Program in order to provide clear evidence of benefits to the EON board and potential funders, and to distil lessons learnt from the current and historical delivery of the Program.

All four components of Thriving Communities are now operational in each of the six communities. In the Dampier Peninsula communities (Djarindjin/Lombadina, Ardyaloon, and Beagle Bay) EON is coming towards the end of its five year period of delivery. The focus of the evaluation in these locations is therefore on a summative assessment of process and outcomes. In the Fitzroy Valley communities (Yungngora, Looma and Kadjina) where the Thriving Communities Program is in the earlier stages of establishment, the evaluation is an opportunity to provide a formative assessment of the program's progress in these locations.

The evaluation has adopted a case study approach, considering in detail the evolution and impact of each of the Program components in all locations. These case studies exist as 'stand alone' documents and are available separately. KPMG recommends these be read in conjunction with this document.

This report draws on the findings of the case studies to provide a whole-of-program assessment with respect to each of the four evaluation themes (detailed below). It presents:

- an historical perspective on the evolution of the Program;
- a comprehensive analysis of outcomes in six subject communities; and
- issues identified through the evaluation for further consideration by EON.

## 1.2 Method

The evaluation investigates the following themes in the context of each community and with reference to each Program component:

- **Appropriateness** - Whether the Program is relevant and aligns its activities with clearly identified local needs and priorities (in the context of other programs that may be operating).
- **Effectiveness** - The extent to which the outputs of the Program meet the Program's objectives. This focuses on the immediate effects of the Program's activities on the target group.

- **Impact** - The longer-term social and psychological consequences of the program, and in particular whether there is evidence of an improvement in the knowledge and skills, awareness and behaviours of participants, towards a healthier life-style.
- **Sustainability** - The capacity of EON and selected stakeholders to sustain the benefits of the Program, so that positive behavioural changes in the communities might endure. The sustainability of the Program is affected by the quality and efficiency of EON's operations, the quality of relationships with stakeholders, and the extent to which communities have the capacity to actively participate and effectively deploy its human and institutional capital.

A detailed Evaluation Framework, detailing the key research questions, indicators and research methods for each evaluation theme is provided at Appendix A.

## 1.2.1 Approach

Three key evaluation methods have informed the assessment of the Program.

### Stage 1: Literature and data review

The first stage involved desk-top analysis of key data and program documentation, including: health data; school enrolment and attendance data; and program specific documentation in relation to each of the six communities (including available monitoring and reporting information, Sustainability Plans and program schedules).

This stage also included the compilation of a brief profile of each community, including stakeholder mapping and demographic details.

### Stage 2: Initial stakeholder consultations

Background material obtained through the desk-top analysis of key data and project documentation informed consultations with EON staff and both whole-of-program and community-specific stakeholders.

During this stage KPMG conducted 32 telephone interviews with EON personnel, funders, partners, community stakeholders, and other key informants.

The purpose of these interviews was to gain a detailed understanding of the operation of the Program in each community, address gaps in evidence not obtainable through the data and project documentation review, and obtain stakeholder views regarding the appropriateness, effectiveness, impact and sustainability of the Thriving Communities Program.

### Stage 3: Field-work

Initial stakeholder consultations were followed in early 2013 with field-visits to five of the six evaluation communities: Djarindjin/Lombadina, Ardyaloon, Beagle Bay, Yungngora and Looma. Due to wet weather conditions, KPMG was unable to visit Kadjina.

The visits were timed with visits by the EON Program Managers and Horticulturalist which provided KPMG with the opportunity to observe program activities first hand.

During the community visits, KPMG conducted formal and informal interviews with community members (both adults and children); school Principals, teachers, Aboriginal and Islander Education Officers (AIEOs) and grounds staff; community council representatives; representatives of community Aboriginal corporations; local service providers (including CDEP providers and municipal services providers); community store operators; and other local stakeholders. The community visits also provided opportunity for further consultation with EON staff.

Details of all stakeholders consulted as part of the evaluation process are included in Appendix B. Evidence obtained through the field work informed the development of detailed case studies on each of the six communities.

## 1.3 Remainder of the Report

This report consists of four sections.

- **Background** - This section provides an overview of EON Foundation and details of each of the four components of the EON Thriving Communities program, including an outline of the Thriving Communities Program Logic. An introduction to six case study communities is also provided.
- **Evaluation Findings** - This section presents the findings of the evaluation with respect to each of the four evaluation themes, namely: Appropriateness; Effectiveness; Impact and Sustainability. Findings are presented on a whole-of-program basis and synthesise findings presented in further detail in the case study reports.
- **Conclusion** - This section summarises the key findings of the evaluation and identifies issues for further consideration by EON. A particular focus is given to enablers, challenges and opportunities for sustaining the benefits of the Program.
- **Appendices** - Appendix A details the study's Evaluation Framework; Appendix B provides details of all stakeholders consulted; and Appendix C provides the full Program Logic for the Thriving Communities Program.

## 2. Background

### 2.1 EON Foundation

The EON (Edge of Nowhere) Foundation was established in 2005 to address health problems in remote Indigenous communities. EON takes a practical and grass-roots approach to working in Indigenous communities that emphasises community capacity-building and empowerment. The EON approach is intended to be community driven and based on long-term local partnerships with local people and organisations.

EON works with communities by invitation only. Before committing funding EON may spend up to a year in discussions with school and community leaderships, in order to understand community needs and the most appropriate way EON can provide support. Community ownership, through the acceptance of community leaders is crucial.

EON aims to improve the wellbeing of Indigenous people in remote communities by providing resources for projects that have sustainable outcomes and community approval and involvement. EON supports innovative, tailored and community-driven 'hand-up not hand-out' services and programs that are not currently delivered by government. The aim is that the community will be equipped with the knowledge and skills necessary to implement the program with minimal outside assistance.

EON seeks to:

- identify and support initiatives designed to address the problems faced by Indigenous individuals and communities. The initiatives and projects are to be self-sustaining, have strong local community backing and well-defined goals;
- provide a wide range of resources in support of such initiatives and goals, including financial resources, technical support, education and training, and mentoring; and
- obtain government and private sector support and corporate sponsorship to help fulfil its aims and objectives.<sup>2</sup>

### 2.2 Thriving Communities Program

The EON Thriving Communities program was first piloted in 2007 as the Edible Gardens program, but was later re-named to reflect the program's broader scope and involvement in remote communities. Thriving Communities seeks to impart practical knowledge and skills to build community capacity, so that participants have the know-how, confidence and resources to be healthy and self reliant.

EON's Program Managers are currently based in Broome and Kununurra and visit the target communities a minimum of once per fortnight. Their role is to coordinate the establishment and maintenance of EON programs and to provide training, education and

---

<sup>2</sup> EON Strategic Plans and Annual Reports



mentoring to children and community members. Program Managers receive technical support from EON's consultant horticulturalist.

The Program has four integrated components, namely Edible Gardens; Healthy Eating; Education and Training; and Healthy Homes. Each component of the Program has a program schedule with expected deliverables and outcomes for each community. EON and local community partners review progress each year. The roles and responsibilities of partners are articulated in a Sustainability Plan. While aspects of the Program are tailored for individual communities, the general objectives of each component of Thriving Communities are described below.

## 2.2.1 EON Edible Gardens

The Edible Garden Program is the first component of Thriving Communities and is focussed on the establishment of fruit, vegetable and bush tucker gardens in remote communities. The Program is initially based in schools but aims to expand into community homes and gardens through wider community engagement and education.

An objective of Edible Gardens is to provide fresh food production and consumption opportunities locally. Fruit, vegetables and bush tucker are grown and supplied free of charge to the community, with a priority given to children. EON Program Managers and consultants teach school children and interested community members how to grow and harvest fresh food so they can manage the garden themselves and be encouraged to grow food at home.

The school provides a stable platform for delivery of the program, direct access to children, and opportunities for the Edible Gardens to function as outdoor classrooms. The program is designed to develop an awareness of the link between fresh foods, a healthy diet and good health and encourages children to reconnect with the land.

The program has specific goals to meet over its five year evolution in each community.

- **Year One:** At commencement, the school and other local stakeholders acknowledge their roles and responsibilities by signing a project Sustainability Plan. Responsible teachers and school gardeners are then formally inducted and made aware of the resources available through the program. Garden infrastructure, such as raised beds, sheds and reticulation is then put in place, and training with the school gardener commences. School children then participate in the construction of the garden and garden classes during fortnightly visits by an EON Program Manager and the consultant horticulturalist.
- **Year Two:** Milestones from year two include that participating children and adults can identify selected fruit and vegetables and begin to understand the difference between healthy and unhealthy foods. A fruit orchard may also be established in the school or community grounds. Participants should be actively involved in all aspects of garden maintenance and cultivation and available produce is used in Healthy Eating classes or in home maker centres or taken home by children.
- **Year Three:** In year three, depending on local circumstances, a Bush Kitchen may be built. Bush tucker species are introduced and community elders are encouraged to

participate in garden classes, through story-telling, use of bush medicine and bush tucker preparation. By year three the garden should be well established as an outdoor classroom, used in cross-curricular activities as well as for gardening and Healthy Eating classes.

- **Year Four:** By this stage community members may be establishing home vegetable gardens and Healthy Eating messages will be extended to community groups, and community members may be engaged in garden maintenance and vegetable growing.
- **Year Five:** The garden is managed and maintained by the school and community members and EON provides only technical advice and occasional support to gardeners during community visits.

## 2.2.2 EON Healthy Eating

The Health Eating Program focuses on teaching healthy lifestyle choices, food hygiene, nutrition education and food preparation skills to children and interested community members. EON Program Managers and consultants run practical workshops and cooking classes, often through the local school or community women's centre. The program intends to reduce rates of chronic disease, such as Type II diabetes, by increasing fruit and vegetable consumption, and by encouraging the consumption of these foods at home.

By connecting the Edible Garden to food consumption, Healthy Eating classes are designed to teach children and their families the nutritional value of fruit and vegetables, how to prepare and cook healthy food and the importance of good nutrition in maintaining good health.

The program has specific goals to meet over its five year evolution in each community.

- **Year One:** Participants recognise different vegetables, know how to grow vegetables, know basic kitchen hygiene and know how to prepare vegetables for cooking.
- **Year Two:** Participants know the difference between healthy and unhealthy foods and understand the role vegetables have in the diet to reduce diabetes.
- **Year Three:** Participants recognise the cost advantage of fresh food as opposed to pre-prepared food, understand what is required for a balanced diet (including food groups and vitamins and minerals) and understand how food contributes to good health.
- **Year Four:** Participants know how to prepare healthy meals, have basic cooking skills and demonstrate knowledge of food hygiene. Participants incorporate local cooking culture into food preparation.
- **Year Five:** Participants know the importance of looking after kitchen equipment, kitchen hygiene and how correct food preparation and food storage contributes to good health.

### 2.2.3 EON Education and Training

The Education and Training Program focuses on transferring knowledge and skills to communities to sustain the Edible Gardens Program and build capacity within the community.

The objective of Education and Training is to ensure that the Edible Gardens will be maintained and that the knowledge-base around gardening and healthy eating is broad enough to ensure a lasting impact. Knowledge and skills transfer activities range from formal Certificate II Horticultural training delivered to adults, to more informal cooking and gardening lessons for children and interested adults.

The Healthy Eating program in schools has been integrated into cross-curricular activities within schools through a formal nutrition education program that leverages the Edible Garden as an outdoor classroom. Support materials have also been developed for teachers and other information resources are available for community members to maintain the Edible Garden, including comprehensive Edible Garden manuals.

### 2.2.4 EON Healthy Homes

The Healthy Homes Program focuses on linking good hygiene in the home with the skills taught through the Edible Gardens and Healthy Eating Programs. The Program seeks to address the link between home hygiene, critical home repairs and maintenance, the preparation and consumption of fresh food, and individual health and wellbeing.

The Healthy Homes program is run by EON Program Managers through workshops and community events with a focus on adults. It supports housing programs by helping to provide homes where healthy food can be stored and prepared safely.

The program has specific goals to meet over its five year evolution in each community.

- **Year One:** Establish community need and identify targeted program initiatives specific to individual communities; build relationships with community members and other service provider groups to avoid duplication of effort and leverage synergies; and establish appropriate delivery mechanisms and deliver pilot workshops based on needs identified by community.
- **Year Two:** Introduce principles and practical techniques to improve conditions in the home and facilitate healthy living environments; build on health and hygiene messages delivered through Edible Gardens and Healthy Eating programs; and train community teams to build community capacity in home hygiene.
- **Year Three:** Transfer skills and techniques to maintain the health hardware associated with healthy living practices to avoid the transmission of diseases, including diarrhoeal disease, respiratory disease, hepatitis and infections.
- **Year Four:** Reduce hazards in the home that cause injury (electrical, gas, fire and structural safety, fire prevention, chemical handling and storage) and reduce incidents of disease and illness (through safe washing, waste water, drinking water, food

preparation and storage); address issues in the home that result in overcrowding and address the impacts resulting from overcrowding.

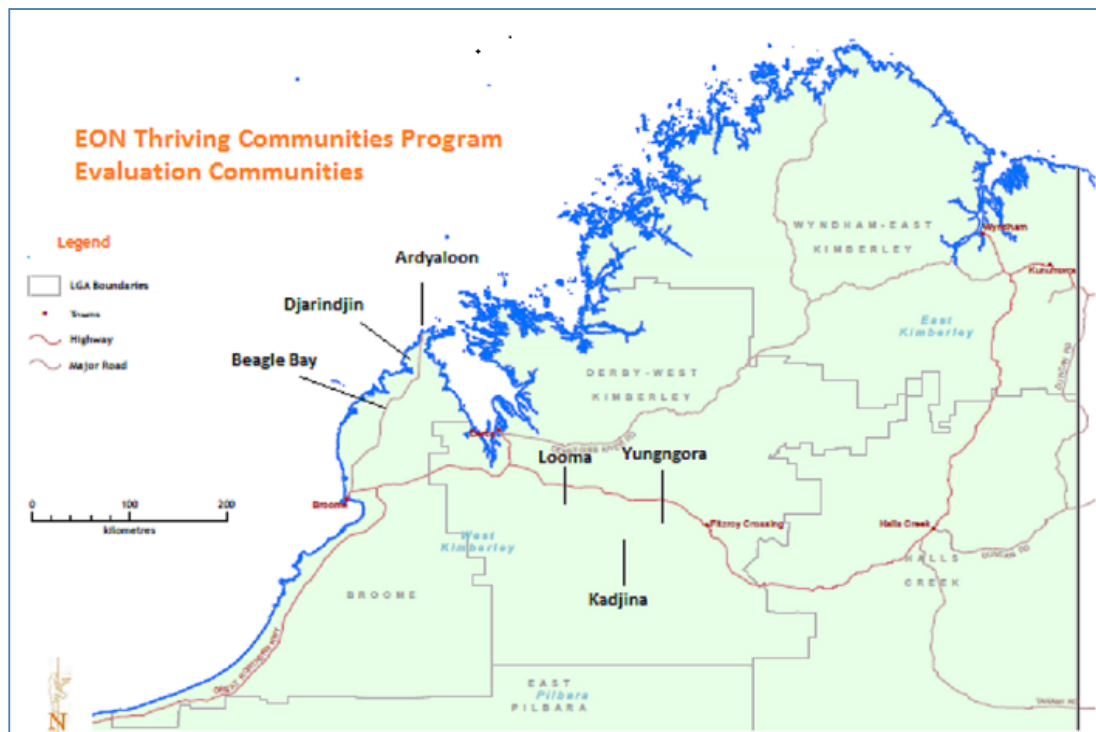
- **Year Five:** Remove the negative effects of animals, insects and vermin; understanding and controlling environmental health (dust suppression, temperature control, rubbish control); and working as a community for community health improvement (planning, landscaping, open areas, community living).

## 2.3 Program Communities

The Thriving Communities Program is operating in eleven remote Indigenous communities in the Kimberley region of Western Australia, including Ardyaloon, Beagle Bay and Djarindjin and Lombadina on the Dampier Peninsula; and Looma, Noonkanbah and Kadjina in the Fitzroy Valley. The Program has more recently commenced in Kalumburu, Doon Doon, Warmun, Wangkatjunga and Ngalapita, although the evaluation is confined to the six Dampier Peninsula and Fitzroy Valley communities only. The Program Managers who deliver to the subject communities are based in Broome.

Readers may refer to the relevant case study for a summary of the location context and history, demographics, local governance and service delivery context for each community.

Figure 1: Location of Thriving Communities Program Evaluation Communities



Source: KPMG 2013 adapted from Department of Indigenous Affairs

## 2.4 Program Logic

The Thriving Communities Program first started in 2008. The Program is in its first iteration and is in its final year (Year 5) in Djarindjin and Lombadina only. While all four components of Thriving Communities are offered in the subject communities, the program's evolution and roll-out is at varying stages in different communities, depending on local social, governance and service provider dynamics, and the extent to which local capacity is developing. In some cases, the lack of suitable trainees means that formal elements of the Education and Training program are not delivered, while the absence of completed new homes in the Fitzroy Valley prevents the full scope of Healthy Homes from being provided.

The expansion of the initial Edible Garden program across these components is driven by requests and invitations from Indigenous and other community-based organisations. To contribute to the sustainability of Thriving Communities, the duration of the program has been extended from three to five years, in order to incorporate more training and education and attempt to embed healthy eating and lifestyle messages in the lives of community participants.

Each community participates in the program according to expressed needs, although the Edible Garden in schools forms the foundation for Thriving Communities and is the first component of the program to commence. The Healthy Eating program is typically delivered in conjunction with the Edible Garden in schools, and, once established, is followed by efforts to broaden the scope of the program by engaging with interested adults across the community. The extent of this engagement varies depending on local contexts, but may involve establishing a community garden, supporting the creation of home gardens, and delivering Healthy Eating or gardening workshops to community members through the women's centre or other grass-roots community groups.

Education and Training is intrinsic to the Program and is delivered as part of every class taken through the garden and during each gardening or Healthy Eating workshop. EON provide targeted formal training to selected school groundsmen as part of the evolution of the Edible Garden. The Healthy Homes is generally the final element of Thriving Communities to become operational and is delivered through workshops in selected new and refurbished homes. The evolution and current status of the Program in each community is discussed in the relevant case study.

A Program Logic (describing the relationship between activities and outputs and expected outcomes and impacts) for each component of Thriving Communities is provided at Appendix C.

## 3. Evaluation Findings

In this chapter the findings of the evaluation are detailed according to the four evaluation themes, namely:

- **Appropriateness** (or fitness for purpose);
- **Effectiveness** (whether results meet Program objectives);
- **Impact** (the Program's long-term consequences); and
- **Sustainability** (the likelihood of lasting benefits).

The findings respond to specific evaluation questions identified for each theme, using evidence drawn from case studies prepared for each target community. Readers may refer to the relevant case study for further details of the Program's inception, evolution and outcomes in each community.

### 3.1 Appropriateness

This section considers the relevance of the Thriving Communities Program: whether it addresses locally defined needs and priorities; whether there is logic to Program activities in terms their alignment with these objectives; and how the Program relates to other similar or complementary services.

#### Research questions

- To what extent is chronic disease, in particular Type II diabetes, prevalent in the communities?
- To what extent is the supply of fresh food limited?
- Is there widespread evidence of unhealthy eating and life-style choices that may pose a risk to health?
- Are projects initiated with the informed consent and involvement of community leaders?
- Does EON fill a service gap, or is there overlap with other similar services?

#### 3.1.1 Summary of Findings

Rates of chronic disease in all subject communities are high. The prevalence of chronic disease, such as Type II diabetes, indicates there is an ongoing need for health-focussed interventions. Community members in each of the locations have limited access to affordable fresh fruit and vegetables. In many locations, school based initiatives help

ensure that children receive at least one nutritious meal per day during term time, but communities continue to rely on local stores as their main source of food. The evaluation found that in each of the locations, the supply of fresh food at an affordable price is constrained and that high sugar, high fat and processed foods are generally cheaper, more widely available and more frequently consumed.

The implication is that effective strategies to reduce the prevalence of chronic disease in remote communities require a two-pronged approach: healthy eating education and awareness activities must be accompanied by strategies to increase the supply of affordable fresh food.

EON has commenced its work in target communities at the request of the local school. While EON's approach to establishing community support varies according to local circumstances, the evaluation found consistent evidence of efforts to inform and involve the broader community at all stages of the Program's development.

Although the concept of community gardens is not new, EON is currently the only organisation providing Edible Gardens in the subject communities. While there is a degree of overlap between EON's activities and the activities of some pre-existing service providers, stakeholders at all levels consider EON's Programs to be complementary rather than duplicative. This reflects EON's coordinated approach to service delivery that is cognisant of the work of other providers.

A small number of stakeholders raised concerns that EON's Healthy Homes Program may unnecessarily overlap with a tenant support program offered by Nirrumbuk Aboriginal Corporation (NAC). EON has sought to engage NAC and clarify the distinction between the two offerings.

Table 1: Appropriateness: High Level Findings by Community

<b>Evaluation Question</b>	<b>Djarindjin / Lombadina</b>	<b>Ardyaloon</b>	<b>Beagle Bay</b>	<b>Yungngora</b>	<b>Looma</b>	<b>Kadjina</b>	<b>Comment</b>
<b>To what extent is chronic disease, in particular Type II diabetes, prevalent in the communities?</b>	Community health assessment conducted by UFPA in 2010 found 29 percent of the population had Type II diabetes.	Potentially lower rates of chronic disease due to widespread consumption of seafood and relatively active lifestyle.	Community level data not available. Case study evidence indicates that the health of the community is generally poor and potentially worse than other Kimberley communities.	Amongst the highest rates of Type II diabetes in the Kimberley, with 41 percent of the population testing positive for the disease.	Community health assessment conducted by UFPA in 2009 found 31 percent of the population had Type II diabetes.	Community level data not available, but rates of Type II diabetes are likely to be similar to those for Yungngora.	Rates of chronic disease in the subject communities are high, providing a strong rationale for health focussed interventions.
<b>To what extent is the supply of fresh food limited?</b>	Djarindjin store is expensive and offers a limited range of fresh fruit and vegetables.  The school operates a breakfast program, provides fresh fruit at recess and is trialling a healthy lunch program.	Ardyaloon has a large community store and fresh foods are cheaper than in other community stores on the Dampier Peninsula.  Residents of Ardyaloon regularly eat fish and bush foods.  The school operates a breakfast program and provides fresh fruit at recess.	The quality and quantity of fresh food available from Beagle Bay's store is less than in other communities visited and prices were frequently not displayed.  The school operates a breakfast club and the store provides fruit trays at school recess and healthy lunches to the school daily.	The store charges a 25 per cent profit margin on fruit and vegetables, but has more than doubled sales of fresh foods over a four month period.  The school operates a FoodBank breakfast program, provides fresh fruit at recess and operates a healthy lunch program.	The store stocks a reasonable selection of fruit and vegetables, at a lower price than other community stores in the Fitzroy Valley.  The school canteen operates a breakfast program and sells affordable and nutritious lunches and snacks at lunch and recess.	The store is not in operation and foods are generally purchased from Fitzroy Crossing or Yungngora.  The school operates a breakfast and lunch program.	School-based initiatives exist to supplement the diet of children, but the supply of fresh foods in stores remains irregular and expensive.  Efforts to increase the local supply of fresh food and which support school-based healthy eating initiatives are therefore justified.



Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<p><b>Is there widespread evidence of unhealthy eating and life-style choices that may pose a risk to health?</b></p>	<p>Observation and consultation with community members confirms that a diet of fatty and processed foods, including foods and drinks high in sugar, are widely available and frequently consumed.</p>	<p>Residents regularly eat fresh seafood, however, consumption of high sugar, high fat and processed foods remains common.</p>	<p>The top five items sold in the store are white bread, milk, pies, coke and cigarettes.</p> <p>Observation at lunch-time outside the store indicates a diet high in calorie-dense, processed foods such as pies and soft drinks.</p>	<p>Observation and consultation with community members confirms that a diet of fatty and processed foods, including foods and drinks high in sugar, is common.</p> <p>Fresh food sales at the store average approximately \$15,000 per month, compared to cigarette sales in excess of \$25,000 per month.</p>	<p>The school canteen, which serves healthy home-cooked foods is popular with children, however, many children continue to purchase a less healthy and more expensive lunch from the store.</p> <p>Fruit and vegetables are popular store items, but consumption of high sugar, high fat and processed foods remains common.</p>	<p>KPMG was unable to undertake field-work in Kadjina, but consumption of high sugar, high fat and processed foods is thought to be common.</p>	<p>Given the historically low rates of fresh food consumption amongst indigenous Australians in remote communities, strategies to promote fresh food consumption are an important part of attempts to reduce the prevalence of chronic disease.</p>

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<p><b>Are projects initiated with the informed consent and involvement of community leaders?</b></p>	<p>EON was invited to the community at the request of the school. EON attended a council meeting and discussed the proposal with the Women’s Group, before submitting a plan to the school.</p> <p>Community workshops were held in the planning stages to encourage community involvement.</p>	<p>EON was invited to the community at the request of the school and was introduced to students, Bardi Jawi rangers, AIEOs and members of the Women’s Group at an early stage.</p> <p>The community CEO (a local Bardi elder) approached EON to help establish a bush-tucker garden in the school grounds and the establishment of a community garden has been at the request of the Women’s Group.</p>	<p>EON was invited to the community at the request of the school.</p> <p>Noting the absence of a community council, EON has worked to keep the broader community informed by circulating open letters and flyers. Introductions to the Women’s Group were facilitated by the Head Aboriginal Teaching Assistant at Sacred Heart School.</p>	<p>EON was invited to the community at the request of the school on the advice of a community committee member. The Sustainability Plan was signed by the school’s community committee Chair.</p> <p>Efforts to re-establish a community garden were initiated by the Women’s Group.</p>	<p>EON was invited to the community at the request of the school and early discussions involved AIEOs (with representation on the council) in the development of the Sustainability Plan.</p> <p>EON also met directly with members of the Women’s Group.</p>	<p>EON was invited to the community at the request of the school and early discussions involved the community Chairperson and prominent community members.</p>	<p>EON is generally invited to communities at the request of the school, but engages with prominent members of the community early during development of a Sustainability Plan.</p> <p>The objective to establish Edible Gardens in the school with the support of the broader community warrants this approach.</p>

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<p><b>Does EON fill a service gap, or is there overlap with other similar services?</b></p>	<p>Status as an RSD site provides a mechanism for service delivery coordination and EON participated in the development of LIP actions.</p> <p>Healthy Eating activities are coordinated directly with those of UFPA and JLF.</p> <p>There remains a perception of overlap between Healthy Homes and Nirrumbuk's tenancy support program, although activities are distinct. EON has actively sort to coordinate with NAC.</p>	<p>Ardyaloon's status as an RSD site provides a mechanism for service delivery coordination and EON participated in the development of LIP actions.</p> <p>EON's Healthy Eating activities are coordinated directly with those of UFPA and complement healthy living classes delivered in school.</p>	<p>Status as an RSD site provides a mechanism for service delivery coordination and EON participated in the development of LIP actions.</p> <p>Healthy Eating activities are coordinated directly with those of UFPA and JLF.</p> <p>There remains a perception of overlap between Healthy Homes and Nirrumbuk's tenancy support program, although activities are distinct. EON has actively sought coordination.</p>	<p>EON's Healthy Eating activities are coordinated directly with those of UFPA and it is intended that the Edible Garden will provide produce for the school's healthy lunch program.</p>	<p>EON's Healthy Eating activities are coordinated directly with those of UFPA and produce from the Edible Garden is routinely used in the school canteen.</p> <p>The school operates a comprehensive healthy living program.</p>	<p>EON's Healthy Eating activities are coordinated directly with those of UFPA.</p>	<p>There are currently no active providers of Edible Gardens in the communities and EON Healthy Eating is coordinated directly with UFPA.</p> <p>The activities are complementary and provide an opportunity for students to link food production, consumption and good health.</p> <p>EON has sought to engage with NAC to clarify the distinction between Healthy Homes and NAC's tenancy support program.</p>

Source: KPMG 2013

### 3.1.2 Findings – Appropriateness

To what extent is chronic disease, in particular Type II diabetes, prevalent in the communities?

Despite a decline in Indigenous mortality rates over the last decade, rates of Indigenous mortality continue to be twice the rate of non-Indigenous Australians. According to the Department of Health and Ageing (DoHA) two-thirds of the current gap in health outcomes between Indigenous and non-Indigenous persons is due to chronic disease; in particular heart disease, kidney disease and diabetes, the most common form of which is Type II.<sup>3</sup>

While data for the Thriving Communities target communities is limited, there is a strong body of evidence which confirms that Type II diabetes is a major cause of death in remote Indigenous communities, accounting for 12 percent of the health gap between Indigenous and non-Indigenous Australians.<sup>4</sup> Type II diabetes is almost twice as likely to be reported by Indigenous persons in remote areas (where 9 percent of the population have the disease) as non-remote areas (with 5 percent) and in selected remote communities the rate is 5 to 10 times higher than in the general community.<sup>5</sup>

In Western Australia, over the period from 2006–10, approximately 8 percent of Indigenous deaths were due to Type II diabetes, with the death rate for Indigenous people calculated at 7 times the rate of non-Indigenous persons (and with no improvement in the mortality rate for the disease over the period).<sup>6</sup> The prevalence of Type II diabetes in the Kimberley region, where close to 50 percent of the population is Indigenous, is 1.5 times greater than for Western Australia as a whole.<sup>7</sup> Moreover, after adjusting for age differences, the observed number of hospital separations from diabetes for Indigenous persons in Broome (statistical local area) was 7 times the national average.<sup>8</sup>

#### Evidence from Case Study Communities

Health assessments of the Looma and Yungngora Indigenous populations conducted by Unity of First People of Australia (UFGA) in 2009 and in Djarindjin/Lombadina in 2010 confirm these findings, with extremely high recorded rates of 31 percent, 41 percent and 29 percent respectively.

---

<sup>3</sup> Department of Health and Ageing (2012) Aboriginal and Torres Strait Islander Health Performance Framework (online) Retrieved from <http://www.health.gov.au/indigenous-hpf> on 26 June 2013

<sup>4</sup> Vos, et. al. (2007) The Burden of Disease and Injury in Aboriginal and Torres Strait Islander peoples, School of Population Health, University of Queensland'; cited in Department of Health and Ageing (2012) Aboriginal and Torres Strait Islander Health Performance Framework

<sup>5</sup> Wang, et. al. (2010) Incidence of Type II diabetes in Aboriginal Australians: an 11 year prospective cohort study, BMC Public Health, Vol. 10, No. 487; cited in Department of Health and Ageing (2012) Aboriginal and Torres Strait Islander Health Performance Framework

<sup>6</sup> Department of Health and Ageing (2012)

<sup>7</sup> KPMG: derived from Social Health Atlas of Australia: Western Australia, July 2012; AIHW (2012) *Risk Factors Contributing to Chronic Disease*; and ABS Census 2011.

<sup>8</sup> FaHCSIA (2010) *Beagle Bay Local Implementation Plan* (online) Retrieved from [http://www.fahcsia.gov.au/sites/default/files/documents/05\\_2012/bardi\\_iawi.pdf](http://www.fahcsia.gov.au/sites/default/files/documents/05_2012/bardi_iawi.pdf) on 26 June 2013

Table 2: Recorded Prevalence of Type II Diabetes for Selected Kimberly Communities

Community	Indigenous Population	Prevalence of Type II Diabetes (%)
Looma	365	31
Noonkanbah (Yungngora)	256	41
Djarindjin/ Lombadina	208	29

Source: KPMG derived from UFPA Health Assessment Data 2009/2010; and ABS Census 2011

These high rates of Type II diabetes for selected remote Kimberley communities are confirmed by the Kimberley Population Health Unit (KPHU), which also notes the high prevalence of other diseases associated with a poor diet, such as anaemia and ear disease.<sup>9</sup> Anecdotally there is some variation between communities, with Ardyaloon noted as having a relatively low incidence of chronic disease because of the widespread consumption of seafood and a relatively more active lifestyle amongst the population.<sup>10</sup>

## To what extent is the supply of fresh food limited?

While various initiatives have been attempted in recent years to improve the quality and quantity of fresh foods available in community stores, several barriers remain, including: unreliable refrigeration infrastructure; irregular and infrequent deliveries (particular in the wet season when access by road is limited); and high prices, which are attributed to freight and handling costs as a consequence of the community's remoteness. High price mark-ups are also a factor, with a margin of 30 percent typically applied to fresh foods.<sup>11</sup>

These barriers typically mean that despite efforts to promote fresh foods, their supply at an affordable price continues to be constrained. According to a Western Australian Department of Health survey, stores in remote communities had the greatest number of foods *not* available; when surveyed many stores did not have fresh fruit or vegetables available. This was attributed to a range of possibilities, such as the timing of the survey and deliveries, a lack of refrigerated shelf space, the perishability of produce and a lack of demand among consumers.<sup>12</sup>

Since food pricing is affected by geographic location and remoteness, people living in remote areas in WA are understood to be at a disadvantage in terms of food affordability, with an increase in prices across all foods compared to metropolitan areas. Price increases were greatest for healthier foods, with the mean cost of fruit found to be 32 percent higher in remote areas compared with major cities.

The implication of these facts for health promotion are recognised by EON, who acknowledge that education and awareness raising alone is insufficient unless at the same time strategies are in place to address the problem of access to affordable fruit and vegetables, for example by increasing a community's supply of fresh foods through its

<sup>9</sup> Interview with KPHU, November 2012

<sup>10</sup> According to Ardyaloon's Remote Area Nurse

<sup>11</sup> Interview with Beagle Bay Store Manager, November 2012

<sup>12</sup> Government of Western Australia (2010) *Food Access and Costing Survey* (online) Retrieved from [http://www.public.health.wa.gov.au/3/1467/1/western\\_australian\\_food\\_access\\_and\\_costing\\_survey\\_pm](http://www.public.health.wa.gov.au/3/1467/1/western_australian_food_access_and_costing_survey_pm) on 25 June 2013

Edible Garden program.<sup>13</sup> This strategy is supported by the schools in each community, who are committed to using excess produce from the Edible Gardens in their breakfast or school lunch programs to supplement the diet of children.

## Evidence from Case Study Communities

Although traditional bush tucker foods are eaten and children attending school may receive at least one healthy meal each day during term time, remote communities continue to rely on community stores as their main source of food. The case study findings show that remote stores continue to have a limited range of fresh foods, particularly perishable foods such as fresh fruit and vegetables. Observation and consultation with service providers, community members and store managers in the case study communities confirms that the supply of affordable fresh food remains limited, and that high sugar, high fat and processed foods are generally cheaper and more widely available than fresh fruit and vegetables.

The National Strategy for Food Security in Remote Indigenous Communities identifies specific actions that can be taken by all relevant jurisdictions to improve food security in remote Indigenous communities, including access to nutritious foods.<sup>14</sup> The community stores in Ardyaloon, Beagle Bay and Djarindjin are each participating in the strategy, with reports of some success at Beagle Bay store which operates a healthy eating school lunch program and where families can 'take away' the ingredients necessary to prepare a healthy meal. Relatively healthy packed lunches are also sold at Looma store.

Since there is usually only one delivery each week, fresh food is typically not available for 3 or 4 days in any given week. For households without refrigeration who tend to buy food on a daily basis, this means going without access to fresh foods for much of the week, even when a delivery has occurred.

## Is there widespread evidence of unhealthy eating and life-style choices that may pose a risk to health?

The Australian Guide to Healthy Eating recommends adults consume two to four serves of fruit and four to eight serves of vegetables per day. Guidelines for adolescents aged 15 to 18 recommend three serves of fruit and four serves of vegetables per day, and two to four serves of fruit and two to four serves of vegetables for children.<sup>15</sup>

Indigenous Australians, however, are twice as likely as non-Indigenous Australians to report no usual daily fruit intake and 7 times as likely to report no usual daily vegetable intake. In remote areas, 20 per cent of Indigenous people aged 12 years and over have reported no usual daily fruit intake (compared with 12 percent in non-remote areas) and 15 percent no usual daily intake of vegetables (compared with 2 percent in non-remote areas).<sup>16</sup> Those Indigenous Australians who reported that they did not eat vegetables daily were more likely to report having diabetes than those who did eat vegetables daily, at 24 percent and 15 percent respectively.<sup>17</sup>

---

<sup>13</sup> Paraphrasing EON Direct Clair Medhurst, quoted in WACOSS (2012) *Submission on the National Food Plan Green Paper*

<sup>14</sup> National Strategy for Food Security in Remote Indigenous Communities, COAG, 2009

<sup>15</sup> See Children's Health Development Foundation and Deakin University (1998) *Australian Guide to Healthy Eating* (online) Retrieved from

[http://www.health.gov.au/internet/main/publishing.nsf/Content/6EC4658F838124CBCA256F1900040509/\\$File/fdbrox.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/6EC4658F838124CBCA256F1900040509/$File/fdbrox.pdf) on 26 June 2013. A serve of fruit is 150 grams and a serve of vegetables is 75 grams.

<sup>16</sup> Australian Bureau of Statistics (2006) *National Aboriginal and Torres Strait Islander Health Survey, 2004-05* (online) Retrieved from <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4715.0/> on 25 June 2013

<sup>17</sup> *ibid.*

As indicated above, the relative cost of fresh foods compared to processed foods may explain much of this difference. Since people in low income households tend to maximise calories per dollar spent on food, the Western Australian Council of Social Service (WACOSS) have concluded that the availability and affordability of food supplied by community stores is a key determinant of food choices.<sup>18</sup> What WACOSS terms 'nutritional poverty' arises when households under financial stress persistently cannot afford nutritious food, and have little option but to make unhealthy choices by buying and consuming less-expensive and less nutritious foods.

The Western Australian Food Access and Cost survey also finds that foods that are higher in kilojoules generally cost less and are more widely available than those that are less energy dense, meaning that the relative pricing of food types in addition to the absolute cost of fresh foods is also a disincentive to healthy food choices. Fats and oils, sugar and foods that are high in added fat and sugar are generally cheapest, while perishable core foods including fruit, vegetables, meats and dairy foods of higher nutritional value cost more by weight than foods of a higher energy density.<sup>19</sup>

An alternative view put forward by Banerjee and Duflo is that supply-side factors and the capacity of individuals to pay go only part way towards explaining why low income households tend to make unhealthy food choices.<sup>20</sup> Although food choices are circumscribed by cost and the range of foods available, their research suggests that increasing incomes or reducing the cost of fresh foods does not necessary lead to improvements in diet, since the extra income is more likely to be spent on sweet and fatty foods than fresh fruit and vegetables. Starved of hope and any alternative means to satisfy longer term ambitions and desires, those in poverty are more likely to eat foods that are bad for us in the long term but taste good, than foods that are good for our future selves but may require greater effort to prepare.

## Evidence from Case Study Communities

Fresh fruit and vegetables do sell in the subject communities when available, but observation and interviews at each of the case study communities confirms that the consumption of high sugar, high fat and processed foods is prevalent. Despite a history of initiatives in stores to educate consumers and improve the visibility of fresh foods – for example by using traffic light health labelling, banning sales of soft drinks to children and by distributing healthy recipes – sales of processed foods continue to outstrip sales of fresh fruit and vegetables.

Although food sales data was not obtained from all stores, observation and discussion with store managers and community members indicates that the top five food items by value sold in stores are typically white bread, milk, pies, coca-cola and cigarettes.<sup>21</sup> While sales of fresh fruit and vegetables to women with children are improving, volumes remain low and the food choices of most children who purchase from the stores continues to be lollies, pies and soft drinks.

Notwithstanding the effects of price on food choices, food education, awareness raising and the transfer of food preparation skills, through initiatives such as EON's Health Eating

---

<sup>18</sup> WACOSS (2012) *Submission on the National Food Plan Green Paper* (online) Retrieved from [http://www.wacoss.org.au/Libraries/P\\_A\\_Cost\\_of\\_Living\\_Food\\_Security/20120928\\_-\\_WACOSS\\_Submission\\_re\\_National\\_Food\\_Plan.sflb.ashx](http://www.wacoss.org.au/Libraries/P_A_Cost_of_Living_Food_Security/20120928_-_WACOSS_Submission_re_National_Food_Plan.sflb.ashx) on 26 June 2013

<sup>19</sup> Government of Western Australia (2010)

<sup>20</sup> Banerjee, A. and Duflo, E. (2012) *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Penguin Press

<sup>21</sup> Interview with Beagle Bay Store Manager, November 2012

Program, are an important factor influencing food choices.<sup>22</sup> Such education involves more than the formal schooling system and includes the development of practical skills that allow individuals to observe and interpret information to better self-manage their health.<sup>23</sup>

Understanding that aspects of health are socially determined means acknowledging that community based responses are important for improving people's health. While education and awareness-raising are important strategies in this regard, the pathways between education and health are complex and are interrelated with factors such as employment status, family, income and the pricing and types of foods commonly available.

## Are projects initiated with the informed consent and involvement of community leaders?

EON has commenced its work in the subject communities at the request of the school, and will only work in a community by invitation and after several months of discussion and negotiation to establish roles and responsibilities and to assess the level of local capacity, including human and physical capital. While EON's approach to establishing community support varies with local circumstances, the Foundation has consistently attempted to create a broad base of support for and participation in program activities. All aspects of involvement are of course voluntary, with the objective of supporting individuals and groups to help themselves, rather than be passive recipients of services.

Initial discussions with the school typically include senior community members, often AIEOs, school groundsmen, or council members. Where there has been initial success in engaging a broadly representative group this has generally been followed by an attempt to establish a local horticulture committee. Signatures for the Sustainability Plan are obtained from community leaders where available, and efforts to inform and involve the broader community at all stages of a project's development are in evidence.

While the full commitment and engagement of the council is highly desirable, the capacity of the council to provide this leadership is often lacking and rates of CEO turnover are usually extremely high. This instability has proven to be a significant challenge, particularly with regards to establishing Edible Gardens in communities rather than in schools. Poor governance and lapses in the administration of local councils also affects the general functionality and social dynamics of the community, making engagement at the family and individual level difficult.

The schools therefore provide a stable entry point to a community, with the benefit of direct and structured access to children in their formative years,<sup>24</sup> as well as the potential for neutral territory (independent from alignments with any particular socio-cultural group in a community).<sup>25</sup> In order to encourage broad-scale community support and practical involvement, in addition to approaching the local council, EON will engage wherever local interest lies, for example with the women's groups and other grass-roots associations. Feedback from all levels of stakeholder during consultation is consistent that EON's approach to community engagement is one of the organisation's major strengths.

---

<sup>22</sup> Department of Health and Ageing (2012)

<sup>23</sup> *ibid.*

<sup>24</sup> Peter Murphy, EON Program Manager, October 2012

<sup>25</sup> Sabrina Hahn, EON Program Manager, October 2012



## Evidence from Case Study Communities

EON's involvement in Djarindjin was at the request of the School in 2007.<sup>26</sup> Prior to making a formal commitment, efforts were made by EON to gain broader community support and over 2007-08 EON personnel met with the Principal to discuss strategies for gaining community approval.<sup>27</sup> During this period EON visited the school, attended a Djarindjin council meeting and discussed the proposal directly with members of the Women's Group before submitting a project description to the school.

During this initial period several community workshops were held to encourage community involvement, and over 2008-09 members of Djarindjin Women's Group and women's rangers participated in gardening workshops, helped maintain the garden and gather native seeds.<sup>28</sup> EON reached out for additional community involvement using open letters posted on community notice boards to promote EON gardening workshops. Community interest continued to develop with the recruitment of a new EON Program Manager with prior and established relationships in the community. The range of community engagement activities was expanded, including through the organisation of a 'Night Market' to distribute seedlings and display the Bardi Food Wheel (which members of the women's group had participated in creating).<sup>29</sup>

Despite this progress, instability at Djarindjin Aboriginal Corporation (DAC) has so far prevented EON from working with the community to establish a community garden. Numerous discussions with various CEOs, Chairs and council members have taken place since 2008 but the limited capacity of the community's leadership structures has so far hindered progress. At the time of KPMG's visit, the CEO position had been unfilled for over 5 months. Despite a lack of practical progress at DAC's end, however, the council remains broadly supportive of EON's work. Notably, part of the land on which the Edible Garden in the school and the bush tucker garden are located is community land; used with the permission of the council.

EON was first contacted by Ardyaloon Community School in 2008, after having heard favourable reports of EON's work at Djarindjin and Beagle Bay. At an early visit to the community, EON personnel were introduced to students, Bardi Jawi rangers, AIEOs and members of the Women's Group. The wider community was made aware of the garden and the broader program through posters and flyers and through a series of community workshops.

Roles and responsibilities outlined in the subsequent Sustainability Plan have a strong emphasis on the establishment of a community reference group, although broad community involvement was limited until mid-2010 when the then community CEO, Peter Hunter (a local Bardi elder) approached EON to help establish a bush-tucker garden in the school grounds.

During that year, EON engaged the community through a series of home garden workshops. EON also promoted the Edible Garden in the school by participating in the school fete, where EON displayed the Bardi Food Wheel, developed with the input of senior local women. In response to feedback from the community that the garden's placement in the school grounds was a barrier to participation, EON installed a spring

---

<sup>26</sup> Involvement with Djarindjin began in 2006 when EON founder, Caroline de Mori, contributed to the cost of funding student attendance at WATIOC. EON Foundation later funded a basketball court at the school in 2007.

<sup>27</sup> Cited in letter from Caroline de Mori to Principal Barry Ennis of Djarindjin Lombadina School, August 2007.

<sup>28</sup> EON community newsletter, November 2008.

<sup>29</sup> Principally developed with women from Ardyaloon and Djarindjin, the interactive Bardi Food Wheel provides a season by season guide for planting vegetables, fruit and bush tucker on the Dampier Peninsula and the types of pests to be managed.

loaded gate; although ongoing differences between the school and some community members have continued to hamper community involvement.<sup>30</sup>

EON has nevertheless continued to engage with the broader community by assisting Ardyaloon Incorporated (AI) with landscaping, and with planting and tree selection for the community playground. Building on strong relationships established with local women whilst developing the Bardi Food Wheel, EON has also been able to expand its delivery of the Healthy Homes Program.<sup>31</sup> A further major development has been the establishment of a community garden adjacent to the Women's Centre, following a request by members of the group in 2011.<sup>32</sup>

EON was invited to establish an Edible Garden in Beagle Bay in September 2008 by the then Principal. Early discussions included the Principal, the school's groundsman and three prominent and senior community members. The outcomes of these discussions were formalised in a letter from EON to the Principal, noting that the absence of a local council prevented a community representative from signing.<sup>33</sup>

Beagle Bay is a designated community under the National Partnership Agreement for Remote Service Delivery (NPA RSD) and EON has participated in the development of its Local Implementation Plan (LIP), which reflects the community's desire for a community garden. EON has also worked to keep the broader community informed of its work by circulating open letters and flyers in the community. Since there is no community council at Beagle Bay, the decision making process is reliant on the coming together of native title claimants from four diverse family groups; in the absence of a local council, government and service providers have tended to work directly with alternative local governance structures wherever these exist, for example, with the School Board, the Health Committee, or the Women's Group. EON's introductions to members of the Women's Group in order to run gardening and Healthy Eating workshops were initially facilitated by the Head Aboriginal Teaching Assistant at Sacred Heart School.<sup>34</sup>

In the case of Yungngora the plan to establish an Edible Garden was initiated by the Kulkarriya School Principal at the time on the advice of a community committee member. Early correspondence shows EON's commitment to establishing the garden with community support and engagement, initially facilitated by the School.<sup>35</sup> The community Sustainability Plan was signed by the school's community committee Chair as well as the school Principal.

Prolonged instability in the governance of Yungngora community has presented a challenge to broad-scale community engagement beyond the School, and the community's social and cultural dynamics are widely acknowledged to make engagement by service providers difficult. There have been several CEOs at Yungngora Association Incorporated (YAI) since EON was first approached in 2009 (including 6 CEOs over 2012-13 alone).

EON nevertheless successfully engaged several senior women from the Women's Centre over 2010 to help establish a small community garden, plan and establish a bush tucker garden and conduct home gardening workshops. With the evolution of the Thriving Communities Program over 2011 this engagement has expanded to include Healthy Eating workshops with women from the school's Homemaker Centre.

---

<sup>30</sup> Suzanna O'Connell and Edwina O'Connell, EON Program Managers, March 2013

<sup>31</sup> Suzanne O'Connell, EON Program Manager, November 2012

<sup>32</sup> Email from Maggie McGuinness, Acting CEO Ardyaloon Inc., dated 13 June 2012

<sup>33</sup> Letter from Principal John Rose to EON, dated 24 March 2009

<sup>34</sup> Progress report to the Kimberley Development Commission, January 2012

<sup>35</sup> Roles and Responsibilities are documented in a letter sent by EON to Luke Royes, former Principal, Kulkarriya Community School, Yungngora, August 2009.

The focus of the new Program Manager is on developing these relationships and EON appears to be having some success in re-establishing the community garden at the Women's Centre.<sup>36</sup> At the time of KPMG's visit several activities were under discussion with YAI, including plans to re-establish the shade house and plant fruit trees throughout the community.

At Looma, EON was first approached by the school Principal following a recommendation by UFPA. The Principal assisted with the process of community engagement by inviting community members to the school to meet EON personnel during the development of a Sustainability Plan. Community support was ensured through the school's Aboriginal and Islander Education Officers (AIEOs) with representation on Looma Community Incorporated (LCI) and their presence continues to provide a strong link between the School and the Council.<sup>37</sup> According to AIEOs consulted, the Edible Garden in the school has widespread support from within the community. During this period EON also met directly with members of the Women's Group with whom EON has made progress developing a bush tucker guide and Food Wheel.

At periods, instability at LCI has presented a challenge to broader community engagement at Looma, although the council is now fully engaged and working closely with EON to establish a community garden. Since August 2012 EON has been working with the community to establish an informal horticulture committee comprising the community CEO, Community Development Officer and interested CDEP participants. Site selection for the garden was undertaken by the CDEP Coordinator and the EON Program Manager and a commitment has been made by at least three members of the Looma CDEP crew to clear the site and assist with erecting fencing and a shade house.

EON was first contacted by Kadjina School in 2009, after the then Principal had heard about the program from the Looma and Yungngora schools. Early discussions regarding the establishment of an Edible Garden involved the community chairperson and prominent community members directly.<sup>38</sup> A community cook-up organised to celebrate the transfer of title required to establish the garden in 2010 was attended by the majority of community members.<sup>39</sup>

The small size of Kadjina makes it less appropriate to distinguish between School and Community involvement. Kadjina School is an independent community school and provides ongoing operational and day-to-day administrative support to the community. Given the close relationship between the community and the school, EON has focussed its activities to date on developing relationships in the community and on 'bringing the community into the school.'<sup>40</sup> Several community members participated in the garden's construction and occasional training and gardening workshops have been provided to interested community members in the school grounds. Other activities have also been well supported, with one workshop in the school's home-maker centre attended by approximately 30 people.<sup>41</sup>

## Does EON fill a service gap, or is there overlap with other similar services?

The concept of community gardens in several of the subject communities is not new, and a tradition of edible gardening amongst senior community members has laid a foundation for

---

<sup>36</sup> Progress Report to the Indigenous Land Corporation, June 2011

<sup>37</sup> Beno Pindan, CEO, Looma Incorporated, Looma, April 2013

<sup>38</sup> Report of Visit to Kadjina by Chris Cassidy and Caroline de Mori, May 2010.

<sup>39</sup> Report of Visit to Kadjina by Chris Cassidy and Caroline de Mori, May 2010.

<sup>40</sup> Peter Murphy, EON Project Manager, November 2012

<sup>41</sup> Annual Report to the Indigenous Land Corporation, June 2011

EON's acceptance and support. Beagle Bay, for example, has a history of market gardens and fresh food production,<sup>42</sup> while Yungngora is located adjacent to a cattle station where extensive vegetable gardens once existed.<sup>43</sup> Some observers have suggested that EON's work can in part be seen as an effort to re-establish these traditions.<sup>44</sup>

While there is a degree of overlap between EON's activities and those of some pre-existing service providers, these activities are widely regarded to be complementary and are delivered by EON in a structured and coordinated approach that is cognisant of the work of other providers. Stakeholders at all levels identified EON's programs as adding value and EON are recognised as leaders in the delivery of edible garden and healthy eating programs in particular.<sup>45 46</sup>

At a structural and policy level, healthy lifestyle education and awareness-raising is an accepted component of the curricula in State and most other schools in Aboriginal communities. To this extent, "EON has not revolutionised the children's education but it has certainly helped"<sup>47</sup> by advocating for practical nutrition and healthy eating classes to be incorporated into school curricula. EON has been able to strengthen what was already in place through an innovative approach to delivering healthy eating messages that link activities in the garden to food preparation and nutrition education in the classroom.<sup>48</sup>

EON's approach is seen to reinforce existing health messages already delivered in the school by teachers and organisations such as UFPA. UFPA runs a number of programs across the Kimberley that complement EON's work, including cooking classes and nutrition education, as well as initiatives in local stores, such as traffic light coding of foods. A UFPA nutritionist visits most EON communities up to twice each term and partners with EON to incorporate produce from the Edible Gardens in healthy eating classes.<sup>49</sup> UFPA also run a number of distinct but complementary activities, including health checks, ante-natal education and physical training. UFPA sees a strong benefit in EON's programs, particularly its efforts to improve local food security.

In addition to running complementary classes, where UFPA has had an existing relationship with a community, EON has been able to use this opportunity to leverage existing goodwill with the school and the community, and seek an introduction with the school Principal or a community member; as was the case with Djarindjin.

There are a range of other primary and preventative health services provided in each community, which disseminate similar and complementary health messages:<sup>50 51 52</sup> including Remote Area Nurses, the Kimberley Population Health Unit, the Western Australian Healthy Schools Project,<sup>53</sup> the Kimberley Aboriginal Medical Services, School Health Nurses, and various chronic disease health workers.

---

<sup>42</sup> Father Bill Christie, Parish Priest, Dampier Peninsula, October 2012

<sup>43</sup> Luke Royes, former Principal, Kulkarriya Community School, Yungngora, October 2012

<sup>44</sup> Chris Ham, Project Manager, La Grange Agriculture and Water Opportunities project, Department of Agriculture and Food, November 2012

<sup>45</sup> Kim Courtenay, Horticultural Lecturer, Kimberley Training Institute, Broome, October 2012

<sup>46</sup> Anthea Fawcett, Remote Indigenous Gardens Network, October 2012

<sup>47</sup> Luke Royes, former Principal, Kulkarriya Community School, Yungngora, October 2012

<sup>48</sup> *ibid.*

<sup>49</sup> Marion Kickett, UFPA, Perth, October 2012

<sup>50</sup> Lesley-Ann Niewoudt, Remote Area Nurse, Ardyaloon, October 2012

<sup>51</sup> Jake Parker, Communicable Disease Resident Medical Officer, Kimberley Population Health Unit, Broome, October 2012

<sup>52</sup> Joseph Gandour, Regional Ear Health Coordinator, Kimberley Population Health Unit, Broome, October 2012

<sup>53</sup> Perhaps the most similar initiative to UFPA's Roadmap to Better Health: Healthy Schools Project Coordinators work with schools to incorporate healthy eating and physical activity into the school curriculum and support the development of a health conscious environment in schools.

EON are active participants in the Kimberley Regional Health Planning Forum (KRHPF), designed to ensure the coordination of health services and manage the allocation of funding awards from the Department of Health. EON is working through this forum to identify areas where the Foundation can increase its engagement with the Aboriginal Medical Services in the target communities. Regular informal meetings between the Department of Health, the Office for Aboriginal and Torres Strait Islander Health (OATSIH) and EON also take place.

In Dampier Peninsula communities these activities are also coordinated through LIPs and governance structures that have been developed for specified Remote Service Delivery communities under the National Partnership Agreement of the same name.

In only one area has EON's work been argued to overlap unnecessarily with the work of another provider: a tenant support program offered by NAC, with a focus on assisting tenants to understand their lease obligations and how to keep fixed appliances in working order. This activity has limited similarity to EON's Healthy Homes Program but it has been suggested that EON's work is not coordinated with Nirrumbuk's and has the potential to confuse tenants. Discussions with EON personnel revealed that Nirrumbuk has been approached on several occasions to discuss ways in which the activities could be coordinated. Furthermore, none of the community members KPMG spoke with who had benefited from EON's Healthy Homes activities had heard of the Nirrumbuk program (while the Nirrumbuk project officer had no details regarding the number of households serviced).<sup>54</sup>

EON has also approached the Department of Housing regarding delivery of Healthy Homes, and Housing Officers in the communities have been consulted for advice on how EON might maximise the operational effectiveness of the Program. For example, in discussions with EON about the roll-out of Healthy Homes at Yungngora, the Department has suggested that given the existence of three tribal groups and two language groups in the community (and to address gender issues) that workshops be delivered to at least one male and one female from each family group.

EON has successfully negotiated various partnerships with local service providers who have traditionally provided complementary services, including CDEP providers and the Kimberley Training Institute (KTI), the details of which are described under the Effectiveness and Sustainability sections of this chapter.

## **Evidence from Case Study Communities**

EON's work in Djarindjin is integrated with existing programs at a whole of community level through the LIP, prepared as part of the whole of government response under the NPA RSD. Each element of the Thriving Communities Program is consistent with the objectives of the LIP, with makes explicit reference to establishing a community garden and to education and training, health and healthy homes outcomes.

Djarindjin is a target community of UFPA's Roadmap to Better Health Program, which conducts food preparation and nutrition classes and exercise classes in the school.<sup>55</sup> The Jimmy Little Foundation (JLF) has also visited Djarindjin to conduct health education and music workshops and to post recipes and other healthy eating messaging in the Djarindjin store. These activities are, however, complementary rather than in competition to EON, which through the Edible Garden and Healthy Eating classes provides additional opportunities for students to make the link between food production, consumption,

---

<sup>54</sup> Interview with Debbie Sibosado, DAC, Djarindjin/Lombadina, March 2013.

<sup>55</sup> Marion Kickett, UFPA, Perth, October 2012

sustainability and good health. EON was invited to the school at Djarindjin to participate in piloting an Edible Garden, specifically, as a means of complementing the school's existing nutrition education program operated by UFPA. It is intended that the garden will help supply produce for the school's new healthy lunch program.

As in other communities, there is a perception amongst some individuals at Djarindjin that EON's Healthy Homes Program overlaps with the tenancy support program operated by NAC. Discussions with the Acting CEO of DAC unearthed this perception, although documentary evidence provided by EON clarifies that the Foundation has sought to engage with NAC on numerous occasions in order to clarify the distinction between the two services and to coordinate programs. The extent to which NAC's program is being delivered in Djarindjin is unclear and none of the community members KPMG spoke with was aware of the Nirrumbuk program.<sup>56</sup>

Ardyaloon is also an RSD site for which improving health services and outcomes is a priority strategy, including though improved access to affordable healthy food and nutrition education.<sup>57</sup> As with Djarindjin, EON was invited to work with the community and the school to assist in promoting education and awareness about the importance of good nutrition and a healthy lifestyle, and to complement the existing work of UFPA in the community. The intention is that EON's Edible Garden and Healthy Eating programs will also complement and provide continuity to the Healthy Living classes delivered by the school's Garden Coordinator. The school Principal reported that, in conjunction with healthy eating and healthy living messages delivered by UFPA and school teachers, the EON Program has expanded the students' knowledge base around food production, healthy eating, hygiene and good health.<sup>58</sup>

EON's contribution to coordinated service delivery at Beagle Bay evidences a similar story: Beagle Bay is also an RSD location, which, amongst other health, education and housing strategies, explicitly identifies the need for a community garden. As with Djarindjin and Ardyaloon, EON's work is considered to complement the activities of UFPA and other service providers such as the JLF. Indeed EON has supported the delivery of the JLF 'Thumbs Up' program at Beagle Bay, by collaborating to conduct cooking and nutrition classes with children. The JLF confirmed that EON had successfully assisted them to make their arrangements locally and to facilitate the initial local engagement.<sup>59</sup>

EON has also worked with the Army at Beagle Bay to deliver cooking classes in children's homes with their families. The Army Aboriginal Community Assistance Program (AACAP) was deployed on the Dampier Peninsula from May to November 2012 to provide dental, environmental health, physical education, and some general medical services to communities. The Army leveraged EON's relationships in the communities to engage with the community and in return assisted EON with practical support, including excavation of a bore hole, erection of garden fencing, and shifting of sand and earth.<sup>60</sup>

Nirrumbuk's tenancy and in-home support program is similarly identified as a strategy in the Beagle Bay LIP. The Beagle Bay Local Operations Centre (LOC) considers there to be significant overlap between the two programs,<sup>61</sup> but as elsewhere none of the recipients of EON's Healthy Homes Program in the community were aware of the existence of Nirrumbuk's program and had no experience of a similar service to the community.

---

<sup>56</sup> Interview with Debbie Sibosado, DAC, Djarindjin/Lombadina, March 2013.

<sup>57</sup> FaHCSIA (2010) *Bardi Jawi People Local Implementation Plan* (online) Retrieved from [http://www.fahcsia.gov.au/sites/default/files/documents/05\\_2012/bardi\\_jawi.pdf](http://www.fahcsia.gov.au/sites/default/files/documents/05_2012/bardi_jawi.pdf) on 26 June 2013

<sup>58</sup> Carol Thorsby, former Principal, Ardyaloon Remote Community School, Ardyaloon, October 2012

<sup>59</sup> Buzz Bidstrup, CEO, Jimmy Little Foundation, October 2012

<sup>60</sup> Captain Greg Wilson, Health Development Officer, Army Aboriginal Community Assistance Program, October 2012

<sup>61</sup> Elizabeth Kelly, Local Operations Coordinator, Beagle Bay, March 2013

Yungngora is another target community of UFFPA's Roadmap to Better Health Program, which complements EON's work in the Fitzroy Valley by delivering cooking and nutrition classes, a school breakfast program, health checks and community education regarding the link between diet, nutrition, exercise and health.<sup>62</sup> EON's Healthy Eating Program was formally introduced to the school on this basis, with approval from the Principal to conduct two cooking classes per term to provide continuity for UFFPA's existing program (as well as providing a heuristic and material link between the Edible Garden, food preparation and nutrition). Like Djarindjin, it is intended that the Edible Garden will provide produce for the school's healthy lunch program.<sup>63</sup>

At Looma a range of strategies have been put in place to support a whole-of-community effort to promote better health outcomes, and EON's work is recognised locally to be an integral part of these efforts. Looma is a target of two recent health promotion programs, including UFFPA's Roadmap Towards Better Health<sup>64</sup> and the Monash Centre for Population Health and Nutrition's 'Looma Healthy Lifestyle Program',<sup>65</sup> which is built around education and awareness raising, leading to lifestyle changes.

Looma's school takes an active role in the fight against diabetes and has a number of strategies in place to support this, including the incorporation of nutrition classes into its curriculum, a strong physical education program, and the adoption of a range of initiatives to promote healthy eating choices. While the school has elected not to formalise the EON Healthy Eating program within the school, given the existence of the UFFPA classes, it continues to be keen for EON personnel to take food and nutrition classes when they can. Furthermore, produce from the garden is routinely used in the school canteen (which hosts the UFFPA health eating program) to prepare healthy breakfasts, snacks and lunchtime meals.

UFFPA also delivers its program at Kadjina, but visits are infrequent and EON's Healthy Eating classes in the school and workshops in the community continue to provide continuity, and complement this program while linking activities in the Edible Garden to these nutrition and healthy lifestyle promotion activities.

## 3.2 Effectiveness

This section considers the extent to which the outputs of the EON Thriving Communities Program are consistent with the Program's objectives. The analysis focuses on the immediate effects of Program activities on the target group. It assesses the effectiveness of each of the project elements in turn, with respect to each of the following research questions.

---

<sup>62</sup> See <http://www.caritas.org.au/learn/programs/australia—diabetes-management-and-care-program>

<sup>63</sup> Record of interview with School Principal Mike ('Ted') Tucker dated April 2013

<sup>64</sup> See <http://www.abc.net.au/news/2009-11-30/indigenous-health-scheme-getting-results/1162504>

<sup>65</sup> See <http://www.monash.edu/pubs/monmag/issue4-99/item-16.html>

### Research questions

- Are the immediate objectives of EON Edible Gardens being met, with regards to the establishment of Edible Gardens, fresh food production and consumption with the participation of children and adults;
- Are the immediate objectives of EON Healthy Eating being met, with regards to community participation in healthy eating classes and events and an increased awareness of healthy eating messages;
- Are the immediate objectives of EON Education and Training being met, with regards to community participation in education and training and an increase in knowledge and skills; and
- Are the immediate objectives of EON Healthy Homes being met, with regards to community participation in healthy homes workshops and events and an increased awareness of the importance of healthy homes to good health.

## 3.2.1 Summary of Findings

EON's Thriving Communities Program is generally regarded as being highly effective by all stakeholder groups. Funders consistently provided positive feedback regarding the effectiveness of the Program.<sup>66 67</sup>

Mature Edible Gardens have now been established in schools in all locations. Community members have been actively involved in their establishment and ongoing development. Outside EON's visits, school Groundsmen and, in some cases, teaching staff are responsible for the garden's oversight and maintenance.

Whilst productivity varies with season, environmental conditions (such as soil quality) and community-specific issues (such as water access), the gardens provide communities with a range of fresh fruit and vegetables on a regular basis and where possible, produce for the EON Healthy Eating cooking activities is sourced from the gardens.

Whilst across all communities there is growing demand from individuals for home gardens, weak and/or unstable community governance and the cultural and social dynamics of some communities has meant that progress towards the establishment of community gardens has been slower and more uneven.

Five of six schools have integrated the EON Healthy Eating program into their curriculum. In some locations, a dedicated 'Garden Coordinator' position has been created to support the delivery of the EON program within the school. In all locations, children regularly participate in Healthy Eating classes delivered by both the EON Program Managers and school teachers. EON also deliver Healthy Eating workshops to adults in the community. These sessions are typically held in a community space such as the women's centres, or in community homes in conjunction with the Healthy Homes Program.

Outside EON's visits, there is variable use of the garden, both in terms of frequency of use and the educational focus of activities. The extent to which the Edible Garden is used as an educational resource is largely dependent on the skills and interests of individual teachers.

---

<sup>66</sup> Kira Meadus, Indigenous Land Council, November 2012

<sup>67</sup> Chris Ham, Project Manager, La Grange Agriculture and Water Opportunities project, Department of Agriculture and Food, November 2012



Encouragement by school Principals, the creation of dedicated 'Garden Coordinator' positions and the presence of a group of teachers who are keen gardeners contribute to more frequent use of the gardens as outdoor classrooms.

EON provide informal targeted horticultural training to groundsman, Garden Coordinators, interested teaching staff and adults. A small number of groundsman (all local Aboriginal men) have taken up the opportunity to undertake formal horticultural training; two of these men have recently completed a Certificate II in Horticulture via EON's partnership with KTI.

In all communities, Healthy Homes is the most recent component of the Thriving Communities program to commence. On the Dampier Peninsula, a small number of workshops have been held in community spaces and in community members' homes and have been very positively received. The completion of the Department of Housing's housing construction and refurbishment program will provide EON with the opportunity to expand the program in these locations and in the Fitzroy Valley.

Table 3: Effectiveness: High Level Findings by Community

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comments
<p><b>Are the immediate objectives of EON Edible Gardens being met?</b></p>	<p>Edible Garden established and currently thriving.</p> <p>Fruit trees and bush tucker plants also established.</p> <p>Produce is used in Healthy Eating sessions. School plans to introduce a Healthy Lunches program in 2013.</p> <p>Garden is overseen by a local Aboriginal groundsman, but not a consistent presence.</p> <p>Several community members are keen gardeners and have sought assistance.</p>	<p>Edible Garden established on school grounds in 2009. Garden suffered due to lack of water over 2012-2013 Christmas break. Has been revived and continues to thrive.</p> <p>Fruit trees recently planted which include bush tucker plants but recently have not been thriving.</p> <p>Produce is used in Healthy Eating sessions.</p>	<p>Edible Garden established on school grounds in 2009. Garden was initially thriving, but has suffered from a lack of water since 2011. Ongoing efforts to resolve this issue.</p> <p>Garden has a low fence which is kept unlocked to facilitate community access.</p> <p>Produce is used in Healthy Eating sessions.</p>	<p>Edible Garden established on school grounds in 2009. Is currently thriving.</p> <p>Bush tucker garden to be established adjacent to Edible Garden and home-maker centre.</p> <p>Garden is gated and locked on school grounds.</p> <p>Produce is used to prepare daily school lunches at new home-maker centre.</p>	<p>Edible Garden established on school grounds in 2009 and is currently thriving.</p> <p>Fruit trees are also established and include a range of bush tucker plants.</p> <p>Garden is open to community during school hours.</p> <p>Produce is used by school canteen to prepare healthy breakfast, recess and lunch meals and snacks.</p>	<p>Edible Garden established on school grounds in 2010. Garden was relocated to a more suitable site in 2012 and has thrived.</p> <p>Fruit trees are also established.</p> <p>Produce is used by local women to prepare community breakfast and lunches.</p> <p>From August to December 2012, EON Program Manager was based at Kadjina.</p>	<p>Mature Edible Gardens have now been established in schools in all locations, with children and adults actively involved in the gardens' establishment and development.</p> <p>While, productivity varies with season, location-specific conditions and community-specific issues, the gardens provide communities with a range of fresh fruit and vegetables on a regular basis.</p>

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comments
<p><b>Are the immediate objectives of EON Edible Gardens being met? [CONT.]</b></p>	<p>Community Garden not established at Djarindjin.</p> <p>Community garden and gubinge plantation are fully operational in Lombadina.</p>	<p>Outside of EON's visits, garden is overseen by a local Aboriginal groundsman and a non-Aboriginal Garden Coordinator.</p> <p>Many community members maintain gardens on outstations. Demand for home gardens.</p> <p>Community Garden established in 2012 adjacent to refurbished Women's Centre.</p>	<p>Outside EON's visits, garden is overseen by a local Aboriginal groundsman and, since early 2013, a non-Aboriginal assistant groundsman.</p> <p>Groundsman and small number of other community members have established home gardens with EON's assistance.</p> <p>Community Garden not established.</p>	<p>Outside EON's visits, garden is overseen by two local Aboriginal groundsman and a non-Aboriginal Assistant Groundsman.</p> <p>Some home gardens established with EON's assistance and increasing demand.</p> <p>Currently working to re-establish a small-scale community garden at the HACC centre.</p>	<p>Outside EON's visits, garden is overseen by a non-Aboriginal Garden Coordinator and a non-Aboriginal school groundsman.</p> <p>Increasing demand for home gardens, particularly among AIEOs.</p> <p>Community Garden to be established in 2013.</p>	<p>Now, outside EON's visits, garden is overseen by two local Aboriginal groundsman.</p> <p>A number of teachers are keen gardeners and regularly use the garden as a teaching resource.</p> <p>Individual support to establish home gardens has been provided on one-on-one basis according to demand.</p> <p>No need for Community Garden.</p>	<p>In a number of communities, produce from the garden supplies the schools' breakfast and lunch programs. Produce for Healthy Eating is sourced from the gardens.</p> <p>There is growing demand for home gardens. EON is responding with one-on-one technical advice and material support.</p> <p>Progress towards the establishment of community gardens is slower. A community garden has been established in two locations, and plans are underway in another.</p> <p>In other locations, weak or unstable governance means communities are some way of from establishing community gardens.</p>

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comments
<p><b>Are the immediate objectives of EON Healthy Eating being met?</b></p>	<p>Healthy Eating program integrated into the school curriculum since 2011.</p> <p>Children regularly participate in Healthy Eating classes delivered by EON Program Managers and classroom teachers.</p> <p>School has recently begun piloting a Healthy Lunches which will make use of garden produce.</p> <p>Periodic gardening workshops delivered in the community include a Healthy Eating component. Healthy Eating lessons are also included as part of the small number of Healthy Homes workshops that have been held.</p>	<p>Healthy Eating program integrated into the school curriculum since 2011.</p> <p>Children regularly participate in Healthy Eating classes delivered by EON Program Managers in addition to weekly 'Healthy Living' classes conducted by the Garden Coordinator that include healthy eating messages.</p> <p>Adults receive Healthy Eating education via community workshops, which are held as stand-alone sessions in conjunction with Health Homes.</p>	<p>Healthy Eating program integrated into the school curriculum since 2012.</p> <p>Healthy Eating classes are delivered by EON in the school's home-maker centre.</p> <p>Community Healthy Eating workshops have also been delivered in the Women's Centre since 2012.</p> <p>A change in membership of the women's group has meant EON now provide the session in community members' homes in conjunction with the Healthy Homes program.</p>	<p>Healthy Eating program integrated into the school curriculum in 2012.</p> <p>There are strong links between the Edible Garden and the Healthy Eating program. There is an expectation that teachers conduct Healthy Eating classes on a regular basis in the garden, and make use of the bush kitchen.</p> <p>Produce from the garden is incorporated into the school recess and lunches prepared in the home-maker centre.</p>	<p>School principal has elected not to formalise the Healthy Eating program within the school as a comprehensive nutrition program is already delivered by UFPA; however EON is encouraged to take healthy eating classes whenever possible.</p> <p>Healthy Eating messages are supported by the school canteen, which sources some produce as possible from the Edible Garden.</p> <p>Informal Healthy eating education provided to community members during workshops.</p>	<p>Healthy Eating program integrated into the school curriculum in 2012.</p> <p>Produce from the EON Edible Garden is used regularly in the home-maker centre to prepare the school's breakfast and lunch program, which is also attended by parents.</p>	<p>The EON Healthy Eating program has been integrated into the school curriculum in five of six schools.</p> <p>Some schools have created a dedicated 'Garden Coordinator' position to support the delivery of the EON program within the school.</p> <p>Children regularly participate in Healthy Eating classes delivered by both the EON Program Managers and school teachers.</p> <p>EON also deliver Healthy Eating workshops to adults. These are typically held in a community space such as the women's centres, or in community homes in conjunction with the Healthy Homes program.</p>

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comments
<p><b>Are the immediate objectives of EON Education and Training being met?</b></p>	<p>Strong relationship with school. Principal encourages teachers to use the garden for cross-curricular activities and teaching staff are generally responsive.</p> <p>Aboriginal groundsman has commenced but made limited progress with Certificate I in horticulture.</p>	<p>Garden Coordinator delivers Healthy Living classes to each year level once a week. Other teachers can also request to take classes into the garden and are supervised by the Garden Coordinator.</p> <p>Non-Aboriginal Garden Coordinator and Aboriginal groundsman not undertaking formal horticultural training.</p>	<p>Garden used relatively infrequently outside EON's visits. Time in the garden is generally dedicated to maintenance rather than cross-curricular activities.</p> <p>EON continue to provide informal, targeted training to Aboriginal groundsman.</p> <p>Lack of confidence and low literacy and numeracy skills have prevented groundsman from undertaking formal horticultural training.</p>	<p>Use of the garden as an educational resource is actively encouraged by the Principal and Assistant Groundsman and teachers typically take classes into the garden at least twice per week to conduct cross-curricular activities.</p> <p>Two school groundsman (local Aboriginal men) completed Certificate II in Horticulture in 2012.</p>	<p>Garden Coordinator holds weekly lessons in the garden, supported by the AIEOs.</p> <p>Garden Coordinator and groundsman (both non-Aboriginal) are competent gardeners. They are not undertaking formal horticultural training but EON continues to provide targeted advice and training as necessary. EON also provides informal training to interested AIEOs.</p>	<p>EON continue to provide informal, targeted training to Aboriginal groundsman.</p> <p>Lack of confidence and low literacy and numeracy skills have prevented groundsman from undertaking formal horticultural training.</p>	<p>The extent to which the Edible Garden is used as an educational resource is dependent on the interests of individual teachers. Encouragement by school principals, the creation of a 'Garden Coordinator' positions contribute to use as an outdoor classroom.</p> <p>A small number of groundsman (all local Aboriginal men) have taken up the opportunity to undertake formal horticultural training; two have now completed Certificate II in Horticulture.</p>

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comments
<p><b>Are the immediate objectives of EON Healthy Homes being met?</b></p>	<p>Healthy Homes program commenced in 2012. Three workshops were held in community homes in 2012 and more are anticipated for 2013.</p> <p>Roll-out of the program on a larger scale has been hindered by delays in the community's housing construction and refurbishment program.</p>	<p>Healthy Homes program commenced in 2012. Several community and in-home workshops held in 2012. There is strong demand for the program and workshops will continue to be delivered in 2013.</p>	<p>Healthy Homes program commenced in 2012. Several community and in-home workshops held. There is strong demand for the program and workshops will continue to be delivered in 2013.</p>	<p>Healthy Homes program to formally commence in 2013 following completion of Yungngora's home refurbishment and construction program.</p>	<p>Initial discussions with the community commenced in late 2012. The program will become operational once Looma's home refurbishment and construction program nears completion in mid-2013.</p>	<p>Healthy Homes program not fully operational. Healthy Homes activities have commenced with the distribution of cleaning products and the conduct of informal workshops.</p>	<p>Healthy Homes is the most recent component to commence.</p> <p>A small number of workshops have been held in the Dampier Peninsula communities over 2012 and 2013.</p> <p>The completion of the Department of Housing's housing construction and refurbishment program will provide EON with the opportunity expand the program in these locations and in the Fitzroy Valley.</p>

Source: KPMG 2013

## 3.2.2 Findings – Effectiveness

### Are the immediate objectives of EON Edible Gardens being met?

Edible Gardens are the foundation of EON's Thriving Communities Program and the first component to commence in all communities. Edible Gardens are now established in all six communities and EON has ensured that community members are actively involved throughout the gardens' establishment and ongoing development. Community members in each of the six locations contributed their time, skills and resources to the establishment of the gardens: for example, clearing land, erecting fencing and shade houses, installing raised beds and reticulation, trucking soil to fill garden beds, and planting. Groups commonly engaged by EON include women's groups, employees of a local service provider, school AIEOs or groundsmen, or CDEP participants.

It is now 4 or 5 years since the first plantings in most communities. Whilst production varies with season, location-specific conditions (such as soil quality) and community-specific issues (such as water access), in most communities the Edible Gardens have delivered several plentiful harvests. With the guidance of the EON Horticulturalist, a range of crops have been planted to reflect local growing conditions and community tastes. The most popular crops are chilli, basil, tomatoes, beans, corn and sweet potato. In many of the communities fruit groves have also been established and the gardens and fruit groves include a range of bush tucker plants.

EON involve the school children in all aspects of the gardens' maintenance and cultivation; from crop selection, to planting, ongoing maintenance and harvesting. During their field visits, KPMG observed children from all year levels enthusiastically and competently completing tasks such as raking, weeding, spreading mulch and planting.

EON and other stakeholders have commented that the children's enthusiasm is highest during harvesting, when they are able to reap and enjoy the literal fruits of their labour. Given KPMG observed relatively high levels of enthusiasm for 'mundane' tasks (such as weeding) this is a very positive indication of the children's overall enthusiasm for the garden.

Garden produce is popular with both school children and community members. During field visit consultations, children and adults in all communities often talked at length to KPMG about their favourite foods from the gardens; chillies were consistently the most popular, followed by foods such as corn and sweet potato.

Although the EON Edible Gardens are not (currently) of a scale to provide a complete solution to food security in remote communities, they do make a significant contribution to enabling regular access to fresh fruit and vegetables. In the majority of communities, produce from the gardens supplies a proportion of the ingredients for school lunch programs. In all communities – when available – produce is used in Healthy Eating classes.

Access arrangements to the gardens differ across communities. In most locations, the garden is locked within the school grounds and only accessible during school time or with permission from the Garden Coordinator, Principal or groundsman. In some communities,

there is open access and community members are welcome to 'help themselves' at any time.

A longer term objective of the Edible Garden Program is that school and community members take responsibility for the garden's management maintenance. EON is working towards this objective in all locations and establishing a sense of ownership among children, school staff and other community members. EON and schools are fostering this sense of ownership and pride amongst school children by giving each class responsibility for maintaining a particular bed.

Responsibility for the gardens' ongoing management and maintenance generally falls to the school gardeners/groundsmen. In most locations, these positions are held by local Aboriginal men. Their commitment to maintaining the garden as part of general grounds-keeping duties is critical to the gardens' success. At the same time, workload, cultural issues, and school holidays have been a barrier to ensuring consistent oversight of the garden in some locations.

The creation of a dedicated 'garden team' – generally comprising the school groundsman/men and another staff member has been an effective strategy. These individuals take responsibility for ensuring the garden is used and maintained on a regular basis.

In most locations, enthusiasm for the school garden is beginning to spill over into community. In one location, a community garden has recently been established (late 2012) and plans for community gardens are underway in two other communities. In two of the three locations where community gardens have been established or are in the process of being established, the support of the community council has been critical to the process. In other locations, fragile and unstable governance and cultural and social dynamics are an ongoing barrier to galvanising support on a broad scale for EON's activities.

Despite these challenges, across all communities EON's presence is generating interest in gardening among adults in the communities. There is growing demand for home gardens and EON is responding to this on a first-come-first-served basis. Support by EON to establish home gardens functions as a reward system for community members who demonstrate commitment to EON's work in the school and community.

## **Evidence from Case Study Communities**

Djarindjin community was the first community to establish an EON Edible Garden. Both the garden and fruit grove – which includes paw paw and gubinge – are now mature and have flourished over the past two and a half years.<sup>68</sup> The garden has the strong support of the Principal (himself an enthusiastic gardener) who actively encourages his teachers to make regular use of the garden. The Principal made note of EON's expertise, encouragement and material support as critical to the garden's establishment and success.<sup>69</sup>

---

<sup>68</sup> Suzanne O'Connell and Edwina O'Connell, EON Program Managers, October 2012

<sup>69</sup> Steve Carroll, Principal, Djarindjin Lombadina Catholic School, March 2013



There are also many keen gardeners among Djarindjin community members and a number of families have established gardens on their properties within the community as well on outstations. EON supports this interest by providing seeds, manure and technical advice and assistance when requested.

A number of stakeholders commented that rather than create duplicative structures, EON tap into existing structures and nurture local interests and skills. An example of this is EON's work with women from Djarindjin Women's Group, several of whom are formally members of the Bardi Women's Rangers. Since 2008 until the end of 2012, at least three of these women were actively involved in the garden's development and maintenance, including participation in school classes.<sup>70</sup> These women, together with women from Ardyaloon, also worked closely with the EON consultant horticulturalist and Program Manager to develop the Peninsular (Bardi) Food Wheel. They contributed their extensive customary knowledge to identify and record native species, collect seed and help with their propagation.

Unfortunately, a cultural taboo has impacted on the ongoing involvement of these women in the garden: one of the women is now the mother in law of the groundsman, which prevents them from being in the garden at the same time.

Whilst interest in and enthusiasm for edible gardens is strong in Djarindjin, instability in the DAC and in the social dynamics of the community mean that Djarindjin is unfortunately regarded as being "some way off" from establishing its own community garden. A community garden and commercial gubinge plantation are fully operational at Lombadina and have received technical advice and support from EON.

Until recently, the EON Edible Garden at Ardyaloon Remote Community School has also been thriving. Unfortunately, a fault with the water pump meant that the garden was unable to be watered via reticulation over the 2012-2013 school holidays. The school gardener does not work on the school holidays and was therefore unavailable to hand-water the garden; the garden suffered as a result. Since KPMG's visit in April 2013, EON has reported that the pump has now been fixed and the garden is thriving once again – illustrating the responsiveness of EON personnel to overcoming challenges encountered in communities.

A major development in Ardyaloon is the establishment of a community garden adjacent to the Women's Centre and Day Care Centre, following a request by women from the Women's Group in 2011. Building commenced in late 2012 with the installation of raised beds and fencing. These were completed with assistance from Kimberley Regional Services Provider (KRSP). Since KPMG's visit in 2013, the EON Program Manager has organised and attended two planting sessions and the first crops are now thriving. It is intended that produce from the community garden will supply ingredients for Healthy Eating workshops and will also be used by members of the Women's Group to prepare healthy lunches for children in the Day Care Centre.

A key enabler of the establishment of the community garden in Ardyaloon has been the support of the current council Chairman, who has formerly been the council's CEO and school's groundsman.

---

<sup>70</sup> EON Director Field Reports, March 2012

EON's commitment to community development was again demonstrated to KPMG during the field visit to Ardyaloon. The state of the school garden prevented EON from working with the children in the school garden. EON quickly found an alternative activity – installing reticulation in the new community garden – to ensure the opportunity for community participation was not lost.

The establishment of the Edible Garden in Beagle Bay has not been as successful as in other Peninsula communities. Since 2011, water pressure from the bore has been insufficient to maintain a reticulated watering system. During 2011, the garden deteriorated substantially due to a lack of water. The groundsman's commitment to hand watering the garden has meant that over 2012 the garden sustained a reasonable crop of tomatoes, chillies and beans. The garden remains, however, significantly less productive than the gardens in other communities, although water issues have not affected the bush tucker garden.

Whilst the garden is not thriving, this has not dampened the children's enthusiasm for the garden, who – according to the groundsman – “love being in the garden” and “would be there every day if they could”.<sup>71</sup> In Beagle Bay, the garden has been established with a low fence to facilitate easy access by school children and community members. Theft and vandalism have not been an issue which suggests that the concerns voiced in Djarindjin about the risks of open access to the garden may be misplaced. It is not clear, however, that open access necessarily leads to increased consumption of the gardens' produce. Some community members indicated to KPMG that they have picked chillies from the garden on occasion, however – generally speaking – there appeared to be limited awareness of the garden amongst community members.

The limited interest of community members in the school garden and challenges experienced to date by EON and other service providers engaging community in Beagle Bay suggest that the community is a long way off from establishing a community garden.

In Yungngora, the EON Edible Garden is overseen by a committed 'garden team' comprising two local Aboriginal groundsman and an Assistant Groundsman, who is the spouse of one of the primary school teachers. The Assistant Groundsman and the Principal encourages teachers to make full use of the garden. Outside EON's visits, teachers typically take the classes into the garden at least twice per week.

Produce from the garden is used to prepare lunches in the school's new home-maker centre. The current Principal sees potential to increase the proportion of lunch ingredients that are sourced from the Edible Garden. Plans are currently underway for EON to assist the school to establish a bush tucker garden adjacent to the Edible Garden and home-maker centre.

It is widely acknowledged that social and cultural dynamics in Yungngora make it difficult for service providers to engage the community. EON has, however, recently begun to gain traction outside the school gates, and is working to re-establish a small Edible Garden in front of the Women's Centre. The women are currently attempting to grow herbs and it is intended that these, plus a number of other vegetables, will be used by the women in the lunches prepared for CDEP participants and Home and Community Care (HACC) clients.

---

<sup>71</sup> 'PJ', Groundsman, Sacred Heart School, Beagle Bay, March 2013

The Edible Garden in Looma is widely regarded as a 'success story'. The garden is considered to be a crucial component of the school's healthy eating strategy and, as such, is supported at all levels of the school: from the Principal and Acting Principal, to the Garden Coordinator, general teaching staff, AIEOs, groundsman, canteen manager, and – of course – the children themselves.

The Edible Garden and fruit grove (which includes a number of bush tucker plants) are thriving. As in Yungngora, the school recognises a role for the garden in the community's food security strategy. During the dry season, the garden is reported to be sufficiently productive to allow the canteen manager to feed the whole school for recess and lunch.<sup>72</sup> The school also hopes to plant additional fruit trees throughout school grounds to further reduce reliance on the store.<sup>73</sup> Although the garden is only accessible during school hours, community members are welcome to take produce from the garden, and produce is often distributed to the community via the AIEOs.

A further similarity between Looma and Yungngora is the presence of a committed and competent garden team. In Looma, this comprises the Garden Coordinator (also the Health and Physical Education Coordinator) and the school groundsman, who has been at the school for a number of years. Outside EON's visits, the Garden Coordinator holds weekly classes in the garden, supported by the AIEOs. These lessons combine gardening and cross-curricular lessons in the garden, and desk-based gardening-themed work.

In the past year, EON's focus in Looma has turned to the development of a community garden. In 2012, EON commenced discussion with the community regarding the establishment of a community garden and since August 2012 have been working with the community to establish an informal 'horticulture committee', comprising the community CEO, Community Development Officer and interested CDEP participants who will be responsible for the oversight of the community garden. The EON Program Manager also reports that there is growing demand for home gardens, in particular from the AIEOs who have worked alongside EON in the school garden.

The small size of Kadjina means that – more so than in other locations – the school is a focal point for the community. As such, EON's efforts are heavily focused on community engagement via the school's Edible Garden. The school is reported to be very supportive of the program although the Principal has been less engaged in recent months.

Community involvement in the garden has driven an interest in establishing home gardens. One of the groundsmen – who played a substantial role in the establishment of the school garden – has developed a strong interest in gardening and, with the help of the EON Program Manager, has now established a home garden. The Program Manager reports that around 10 individuals, who have observed EON working with the groundsmen, teachers and children in the school garden – have now approached him to establish their own edible gardens.

---

<sup>72</sup> 'Stuie', Groundsman, Looma Community School, April 2013

<sup>73</sup> Bevin Paxman, acting Principal, Looma Community School, April 2013

## Are the immediate objectives of EON Healthy Eating being met?

The EON Healthy Eating Program creates the link between EON Edible Gardens and better community health outcomes. The Healthy Eating Program consists of classes delivered to school children as well as community workshops. In the school setting, Healthy Eating messages are delivered as part of every class that EON takes in the EON Edible Gardens. This is usually complemented by time spent in the bush kitchen or home maker centre (depending on the community) focussing on nutrition education and cooking skills. As much as possible, ingredients for these sessions are sourced from the Edible Garden. In some communities, parents also occasionally participate in the school-based sessions.

In all but one location (Looma<sup>74</sup>), schools have now incorporated the EON Healthy Eating program into the school curriculum, which helps ensure that – in conjunction with existing healthy eating messages from services such as UFPA – children are receiving consistent and regular messages about nutrition and healthy lifestyles.

In addition to the classes held with school children, EON run Healthy Eating workshops with community members. Healthy Eating sessions are typically held in community spaces such as the women's centres. More recently, Healthy Eating sessions have been held in conjunction with Healthy Homes demonstrations (both in community spaces and in community members' homes). EON report that Healthy Eating workshop participants are enthusiastic about the sessions and attendance is high. The popularity of the sessions was confirmed by KPMG's conversations with community participants.

Feedback from stakeholders and observation by KPMG suggests that the EON Healthy Eating Program is contributing to an increased awareness of the link between fresh food, nutrition and good health amongst community members. All stakeholders consistently emphasised that EON's practical approach to health and nutrition education sets them apart from other service providers delivering similar messages. EON's messages are not delivered in a vacuum: by using the Edible Garden and 'hands-on' cooking demonstrations adults and children gain a practical understanding of the role of fresh produce in a healthy lifestyle.

### Evidence from Case Study Communities

In Djarindjin, children regularly participate in both Healthy Eating classes delivered by the EON Program Managers during their fortnightly visit and healthy eating lesson delivered by classroom teachers. Inspired by the outcomes of the EON Program, the school has recently begun piloting a healthy lunches program, which will provide a further opportunity to make use of garden's produce and reinforce the health and economic value of producing, preparing and eating healthy foods. EON continue to attempt to engage the wider community in the Edible Garden and Healthy Eating Programs through periodic gardening workshops, held in the Women's Centre and individual homes.

In Ardyaloon, the Healthy Eating Program has been integrated into the school curriculum since 2011, via weekly 'Healthy Living' classes delivered by the Garden Coordinator. The

---

<sup>74</sup> In Looma, the school principal elected not to formalise the EON Healthy Eating program within the school as a comprehensive nutrition program is already delivered by UFPA.

40 minute class involved 20-30 minutes of gardening and 10-20 minutes of healthy eating education, which includes nutrition education and/or a cooking class.

Adults receive Healthy Eating education via community workshops, which are held either stand alone or in conjunction with Healthy Homes sessions. Feedback from members of the women's group who had participated in the workshops was positive. The women reported that they had "learnt lots" by participating in the workshops, including new recipes that they now felt confident to try at home.<sup>75</sup>

In Ardyaloon, KPMG also saw evidence that community members who have participated in EON's Healthy Eating workshops are recognising the cost advantage of fresh food as opposed to pre-prepared food, with women confirming that cost is not a barrier to including more fresh fruit and vegetables in their diets.<sup>76</sup>

In Beagle Bay, the EON Healthy Eating Program has been formally integrated into the curriculum since 2012. At this time EON also commenced the delivery of Healthy Eating workshops in the community. The EON Program Managers reported that a change of membership of the Women's Group in 2012 has made it more difficult for younger women to be included in the Healthy Eating sessions. As a result, the Program Managers have adopted the approach of delivering the session in community homes.

Although KPMG was unable to observe a Healthy Eating class at Beagle Bay, the children are reported to be receptive to EON's messages.<sup>77</sup> A former school Principal also provided positive feedback on the effectiveness of the Healthy Eating Program at the community level, commenting that it has "broadened [the] horizons" of community members as to what constitutes healthy food and how it can be prepared.<sup>78</sup> This feedback was echoed by community members' comments to KPMG. One community member commented that by participating in a Healthy Heating workshop she had learnt new skills and ideas in food preparation.

In Yungngora, there are strong links between the EON Edible Garden and Healthy Eating. When available, produce from the garden is incorporated into the school recess and lunches and excess produce is distributed to children to take home. The Healthy Eating program has also been incorporated into the school curriculum since 2011, with the expectation that teachers conduct Healthy Eating classes on a regular basis in the garden, using the school's bush kitchen built by EON with funding from the Hughes Foundation). Healthy Eating messages delivered by EON in Yungngora are reinforced by the school lunch program which uses produce from the garden. The Principal indicated to KPMG his support for increasing the proportion of ingredients sourced from the Edible Garden to around 25 percent.

During the field visits in April 2013, KPMG was able to observe a Healthy Eating class in the bush kitchen conducted by the Assistant Groundsman, assisted by the Groundsman, EON Program Manager and consultant horticulturalist. Children participated in the class by identifying and harvesting ingredients from the Edible Garden which they then helped prepare with locally caught catfish. KPMG observed the enthusiasm of the children and

---

<sup>75</sup> Interview with Dorothy, Alma and Sissi, members of the Women's Group, Ardyaloon, March 2013

<sup>76</sup> Interview with Maureen and Colleen, Healthy Homes and Healthy Eating workshop participants, March 2013

<sup>77</sup> Ben Doyle, former Principal, Sacred Heart School, Beagle Bay, October 2012

<sup>78</sup> Ben Doyle, former Principal, Sacred Heart School, Beagle Bay, October 2012

sound knowledge about the foods used and their nutritional value (for example, children had learnt to distinguish between the 'good' oil (olive oil) and 'bad' oil). Children not only enjoyed preparing and eating the food, they also assisted in cleaning up at the end of the session and were receptive to food hygiene messages.

As noted above, in Looma, the school principal has elected not to formalise the EON Healthy Eating program within the school, as a comprehensive nutrition program is already delivered by UFPA. The school does, however, encourage EON to take healthy eating classes whenever possible, to complement and reinforce the messages students receive through the UFPA program.

The Garden Coordinator indicated to KPMG that, as a result of EON, UFPA and school-run healthy eating classes, children have developed a far greater awareness and understanding of the links between fresh food, nutrition and good health. This is supported by reports from Josh Byrne from the ABC who visited Looma as part of the Gardening Australia Program. Byrne was impressed by the children's knowledge of the garden produce, commented that children knew which vegetables were which without being prompted.

In Looma, the Healthy Eating messages are further supported by the school's canteen, which plays a key role in the school and community's healthy eating strategy. The canteen has adopted UFPA's traffic light policy and, as much as possible, food prepared by the canteen manager for the school's breakfast, recess and lunch meals is sourced from the EON Edible Garden. The EON Program Manager incorporates Healthy Eating lessons into informal edible gardening workshops held with Looma community members.

In Kadjina, produce from EON Edible Garden is used regularly in the home-maker centre to prepare the school's breakfast and lunch program, which is also attended by parents. Food is prepared by two local elders who have received some informal training in cooking from EON. Surplus produce is distributed to community members.

## Are the immediate objectives of EON Education and Training being met?

Education and Training is intrinsic to all aspects of the EON Thriving Communities Program. The objectives of EON's education and training are to ensure that there is sufficient capacity within communities to maintain the Edible Garden and to ensure the community knowledge-base around gardening and healthy eating is broad enough to ensure the program has a lasting impact.

The active participation of schools is crucial to achieving these objectives. All Principals interviewed by KPMG expressed their support for the EON Edible Garden; not only as a means to facilitate access to fresh fruit and vegetables, but also as a valuable educational resource. In most locations, the principals are actively promoting the use of the garden as an outdoor classroom. As one principal commented, the garden provides "a fantastic opportunity for hands-on and interactive activities that can be linked to a range of curriculum areas", including maths, science and written language.<sup>79</sup>

---

<sup>79</sup> Layla Forte, Principal, Sacred Heart School, Beagle Bay, March 2013

EON provides a range of technical and educational materials to support Principals, teaching staff and grounds staff to make use of the garden's educational potential. These materials are provided both in hard copy and readily available online from the EON website. Feedback on the resources is positive, noting that their utility depends to some extent on the knowledge base and teaching style of individuals (for example, teachers with a background in gardening may find the resources less useful than those with no prior experience). The resources ensure that teachers have the necessary material at their disposal to link activities in the garden to cross-curricular activities.

The extent to which the garden is used in this way, however, depends on the attitudes and preferences of individual teachers. In some schools, regular healthy eating or 'healthy living' classes ensure that children frequently spend structured time in the garden. In other communities, students are in the garden often, but their time spent lacks an education focus. In one community, visits to the garden are infrequent and also lack an educational focus.

An important aspect of EON's Education and Training Program is the facilitation of opportunities for interested adults to undertake formal horticultural training, made possible through EON's partnership with KTI.

In addition to these formal opportunities, EON aim to ensure that education and training is intrinsic to every activity they undertake in communities. EON's focus on community capacity building was evident to KPMG in their hands-on and inclusive approach to teaching both children and adults. An example is the approach the EON Program Manager has taken to the development of the community garden in Looma, where time was taken to involve CDEP participants in discussing the plans for the garden's construction. The EON Program Manager is also hoping that the construction phase will be overseen by a qualified trainer from KTI, which will have the dual benefit of providing an opportunity for on-the-job training as well as ensuring qualified oversight of the construction.

## Evidence from Case Study Communities

In Djarindjin, EON have developed strong and productive relationships with the Principal and teaching staff and there is widespread enthusiasm for the program within the school.<sup>80</sup> Each of the three teachers consulted by KPMG provided comprehensive examples of how they regularly make use of the garden as an outdoor classroom. The Principal also reported that teachers are encouraged to make use of the EON Educational resources when preparing lessons both in the garden and in a traditional classroom setting.

The current groundsman at Djarindjin, a local Aboriginal man, is enthusiastic about the garden. Although he has commenced a Certificate I in Horticulture, he is yet to make substantial progress with the course. EON provide the groundsman with close instruction regarding garden maintenance tasks, including weeding, pruning and fertilising. The groundsman is also a point of contact for the Bardi Rangers to service their AQIS contract.

At Ardyaloon a former Principal commented that the EON Edible Garden provides "a great informal setting for formal learning outcomes."<sup>81</sup> The principal provided KPMG with

---

<sup>80</sup> Interview with Noreen, teacher, Djarindjin Lombadina Catholic School, March 2013

<sup>81</sup> Carol Thorsby, former Principal, Ardyaloon Remote Community School, Ardyaloon, October 2012

positive feedback regarding EON's effectiveness, suggesting that in conjunction with healthy living messages delivered by UFPA and school teachers, the Edible Garden and Healthy Eating program have expanded students' knowledge base around food production, healthy eating, hygiene and good health.

In addition to classes held during EON's visits, as part of the school's 'Healthy Living' program, children spend at least one period per week in the EON Edible Garden, supervised by the Garden Coordinator. It was unclear to KPMG, however, the degree to which EON's educational structure around garden activities is maintained in between visits. The current school Groundsman and Garden Coordinator are not undertaking formal horticultural training. EON continue to provide both individuals with targeted on-the-job training and detailed instructions for the ongoing maintenance of the garden.

Until recently, EON has not received the same degree of support for their work from the Principal of Beagle Bay as they have had in other communities. Whilst the current principal is a strong supporter of the garden as an educational resource, her enthusiasm does not – as yet – appear to have extended to the teaching staff. The school Groundsman reported that, on average, only two classes visit the garden per week and that time in the garden is generally dedicated to maintenance, rather than supporting healthy eating or cross-curricular activities.<sup>82</sup>

The school groundsman is passionate about gardening and committed to his role in maintaining the EON Edible Garden. This commitment has been clearly demonstrated to his dedication to hand watering the garden in the absence of a functioning reticulation system. Whilst he has been encouraged several times by EON to undertake formal horticultural training, a lack of self-confidence and low literacy and numeracy skills have prevented him from doing so. He does, however, maintain a home garden and is developing his horticultural knowledge and skills through informal advice and support from EON.

In both Yungngora and Looma in the Fitzroy Valley, the establishment of a dedicated 'garden team' reflects and promotes the schools' commitment to embedding the EON Edible Garden and Healthy Eating programs in the schools' 'way of doing things'. In Kulkarriya Community School in Yungngora, the groundsman (local Aboriginal man) and Assistant Groundsman (the partner of one of the primary school teachers) play a very active role in the EON Edible Garden. Not only are they responsible for the garden's maintenance, they are committed to facilitating and promoting the use of the garden as an educational resource in the school.

Although – as in most other communities – the use of the garden is at the discretion of individual teachers, the ongoing championing of the garden by the Assistant Groundsman means that the garden is used relatively frequently, with teachers typically taking their classes into the garden at least twice a week.

Yungngora is also the only community in which the grounds staff have completed formal horticultural training: commencing their studies in 2011, both of the current Aboriginal groundsman completed a Certificate II in Horticulture in late 2012. As a result of the training, the groundsman have been able to apply their knowledge in maintaining the

---

<sup>82</sup> 'PJ', Groundsman, Sacred Heart School, Beagle Bay, March 2013



garden and assist in delivering classes.<sup>83</sup> The younger groundsman in particular has shown an interest in progressing to Certificates III and IV which will enable him to take on a more active educational role.

In Looma, a whole-of-school commitment to promoting healthy living has provided the enabling environment to embed the EON programs in the life of the school. The Garden Coordinator delivers weekly lessons to each class in the Edible Garden, with the assistance of the AIEOs. The Garden Coordinator is both a competent gardener and skilled educator and, as such, is able to ensure the garden is used effectively as an educational resource. These regular classes ensure that children in Looma are receiving consistent and structured messages about food production, nutrition and good health.

Both the groundsman and Garden Coordinator in Looma are experienced gardeners. Although gardening, for them, is a “hobby rather than profession”, their experience means they are capable of maintaining the garden with minimal input from EON, requiring only occasional technical advice. The EON Program Manager has therefore been able to focus on the developing the horticultural knowledge and skills of the AIEOs and other interested community members via small community gardening workshops and one-one-one training and support.

As noted above, in Kadjina, one of the groundsmen has played a particularly active role in the establishment of the Edible Garden. Through his involvement, he has developed an interest and considerable skill in gardening. The opportunity to pursue formal horticultural training has been raised with him, however – as is the case for the groundsman in Beagle Bay – lack of self confidence and low literacy and numeracy skills hold him back.

The EON Program Manager indicated to KPMG that individuals in Kadjina are not yet ready to progress to formal education and training. As such, the Program Manager continues to provide informal technical support and training to Kadjina community members to support both the maintenance of the Edible Garden and the development of a small number of home gardens, as well as holding informal discussions and workshops around Healthy Eating.

## Are the immediate objectives of EON Healthy Homes being met?

The EON Healthy Homes Program aims to link the healthy living messages and skills delivered in the Edible Gardens and Healthy Eating program to the home environment. The Program is delivered via workshops in community spaces (for example, the Women’s Centre) and in community members’ homes.

Healthy Homes is in the early stages of delivery across most locations. There are two main reasons why this is the case. On a practical level, formal commencement of has been contingent on the completion of the construction and refurbishment of homes under the Department of Housing’s housing construction and refurbishment program. In the majority of communities, a large proportion of the planned constructions and refurbishments are incomplete. Secondly, the in-home approach to delivery adopted by the Program Manager takes time and requires EON to have established strong and trusting relationships with individuals in the community. Now that EON has been in the communities for a number of

---

<sup>83</sup> Luke Royes, former principal, Kulkariya Community School, Yungngora, October 2012

years, they have been able to build on these relationships to expand delivery of the Program. Since mid-2012, EON has also been able to hold a number of in-home workshops (3-5 in each Dampier Peninsula community).

EON considers that the in-home approach to program delivery is working well on the Dampier Peninsula, but recognises that an open workshop method in a public space may be equally effective and more efficient in terms of reach. Prior to the completion of new home refurbishments, the Program was delivered in community spaces, including the women's centres or community halls. These workshops provided opportunities to pilot the program and generate community interest. Both community and in-home workshops are reported to be popular and typically attract a group of 10-20 community women, and occasionally some men.

A typical workshop usually combines a session on home hygiene with a Healthy Eating session (or 'cook-up'). The workshops are an opportunity to introduce a range of principles, techniques and skills to facilitate a healthy living environment: including healthy living practices to avoid the transmission of diseases (for example, safe washing, food preparation and storage); reduction of home hazards (for example, electrical, gas, fire and structural safety); and controlling environmental health (for example, dust suppression, temperature control and rubbish control).

A major benefit of hosting the workshops in community homes is that it enables EON to ensure the focus of the demonstration is immediately relevant to the needs of the host family. Participants receive a Healthy Homes 'hamper' that includes cleaning products and other items such as scourers, mops and rakes to enable community members to apply the skills and techniques they have learnt during the session.

## **Evidence from Case Study Communities**

In Djarindjin, a small number of workshops have been held in community homes. Whilst KPMG was unable to speak with participants, reports from the EON Program Managers suggest that these workshops have been well received. Although delays in Djarindjin's housing program have stalled the full implementation of the Program, EON plans to accelerate delivery once the construction and refurbishment of homes is completed. In the meantime, the EON Program Managers continue to build interest amongst community members.<sup>84</sup>

Healthy Homes workshops commenced in Ardyaloon in mid-2012. A number of workshops have been held with members of the Women's Group in the Women's Centre and community hall in addition to at least three workshops in community members' homes. The workshops initially involved a core group of women from the Women's Group; however word has spread quickly and EON now receive requests from a range of community members to participate. EON is responding to this demand and more sessions are planned for 2013, including a workshop to be hosted by a senior member of the women's group.<sup>85</sup>

---

<sup>84</sup> Suzanne O'Connell, EON Program Manager, November 2012

<sup>85</sup> Interview with Dorothy, member of the Women's Group, Ardyaloon, March 2013.

At April 2013, EON had delivered 5 in-home Healthy Homes workshops in Beagle Bay. As in other Peninsula communities, the sessions involve both a Healthy Homes demonstration, combined with a 'cook-up'. There is strong and growing demand from the community for these sessions and the EON Program Managers are supporting these on a first-come first-served basis. The completion of additional home refurbishments will provide a further opportunity to expand the number of workshops delivered in community homes in 2013.

KPMG spoke to five community members across Ardyaloon and Beagle Bay who had hosted or participated in in-home Healthy Homes workshops. These women were consistently very positive about their experience. They told KPMG that they found the demonstrations informative, relevant and enjoyable and would be happy to have EON back. Each of the women emphasised that EON's hands-on approach to instruction has allowed them to apply the techniques demonstrated during the session on their own; as one community member commented, EON "go us to do it ourselves, they didn't just do it for us".<sup>86</sup>

The participants also commented on the usefulness of the products in the Healthy Homes hampers. All but one of the participants was aware that the cleaning products are available in the community stores to replace when they run out. The larger cleaning items (for example, heavy duty mops and laundry baskets) were also reported to be particularly useful as they are generally not available in the community stores, and the community members are therefore reliant on transport to Broome to purchase similar items.

Two of the participants highlighted the social dimension of the program, which had encouraged family and friends to meet and address common household concerns in a safe and informal environment. The women agreed that there is strong demand for the Program in their communities and feel that there would be many more in the community who would benefit from the workshop. One participant commented that there are "plenty of people who'd like the EON mob to come over."

The Healthy Homes program is not yet fully active in the Fitzroy Valley communities. Delays in the completion of the Department of Housing's housing construction and refurbishment program have been the major reason for this.

In Yungngora EON plans to roll out the Healthy Homes program once housing construction is completed, which is expected to be some time in 2013. Some individuals have raised concerns that the inter-family conflicts that exist in Yungngora may make it more challenging to deliver in-home workshops in this community.<sup>87</sup> EON have discussed these concerns with the Department of Housing, who suggest that, if EON are to deliver workshops in community homes, given the cultural and social dynamics of the community (being home to three tribal groups and two language groups), EON should ensure that at least one male and one female from each family group is present. Ensuring the presence of both males and females may also be necessary given the EON Program Manager in the Fitzroy Valley is male.

---

<sup>86</sup> Interview with 'Rosemary', community member and Healthy Homes Participant, Beagle Bay, March 2013

<sup>87</sup> Interview with Assistant Groundsman, Kulkarriya School, Yungngora, April 2013

In Looma, preliminary discussions about the Healthy Homes program have been held with community, however the Program is yet to commence. Again, concerns have been raised that, as a male, the EON Program Manager may find it harder to gain access to the homes of Aboriginal women for the purpose of delivering the workshops. Although the Program is not fully operational in Kadjina, Healthy Homes activities have commenced with the distribution of cleaning products and the conduct of informal workshops.

In relation to the approach to delivery of Healthy Homes, the consultations revealed some variation in view on the relative effectiveness of open workshops compared to delivery of the Program in private homes. From an efficiency perspective, delivering the program house-by-house can be more time consuming for EON staff. One community member also expressed reservations about having “people tramping in [her] house” and had a preference for holding the workshops in the community hall, which has the necessary space and facilities.<sup>88</sup>

The most consistent view, however, is that in-home workshops are the most effective format in which to deliver the Healthy Homes messages. Not only does it allow EON to tailor the demonstration to a family’s particular needs, it is also a valuable opportunity for EON to further develop close relationships and trust. The fact that EON staff are now readily welcomed into community members’ homes is an indication of the level of trust and respect they have built.

### 3.3 Impact

This section considers the longer-term social and psychological consequences of the Program, and in particular whether there is evidence of an improvement in the knowledge and skills, awareness and behaviours of participants, towards a healthier life-style.

#### Research questions

- Is there evidence of an improved knowledge and skills base amongst participants around food production, healthy eating and home hygiene?
- Is there evidence that healthier life-style choices are being made by participants of the Program?

#### 3.3.1 Summary of Findings

EON take a practical and experiential approach to learning across all Program elements. As a result, children and adults alike are enthusiastic and engaged participants in all aspects of Thriving Communities. Across all communities there are indications that participants are developing greater knowledge and awareness of healthy eating choices and the role of fresh foods in a nutritious diet, as well as developing practical food preparation and hygiene skills that can be applied at home.

<sup>88</sup> Interview with ‘Alma’, Women’s Group, Ardyaloon, March 2013

The extent to which participants are in fact making healthier lifestyle choices as a result of their increased knowledge and skills is less clear. Although the program has demonstrated that children and adults eat and enjoy healthy food when it is available; food costs and supply, inadequate housing and entrenched poverty remain significant barriers to behavioural change. It is likely that a transformational shift in the eating and life-style behaviours will be generational. Nevertheless, by introducing children and parents to foods that are accessible, affordable, convenient and tasty, the Program remains a valid and integral part of what is necessary to create lasting change for people in remote communities.

Table 4: Impact: High Level Findings by Community

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<b>Is there evidence of an improved knowledge and skills base amongst participants around food production, healthy eating and home hygiene?</b>	There has been a demonstrated improvement in the horticultural and healthy eating knowledge and skills of participating children. Healthy Eating classes in particular are recognised to have improved nutrition awareness and food preparation skills.	Edible Garden and Healthy Eating classes are reported to have expanded the children's knowledge base around food production, healthy eating, hygiene and good health.  Within the broader community, women participating in in-home Healthy Eating workshops have reported positive learning outcomes with regards to new recipes, food preparation and storage.	Engagement levels with children are strong across all year levels and this is recognised to have had an impact on knowledge and skills transfer.  Healthy Eating workshops run with the Women's Group are reported to have had a positive impact on participants' awareness of the link between fresh food production, preparation, consumption and nutrition.	Garden and Healthy Eating classes have contributed significantly to raising student awareness about food choices and nutrition and the link between an edible garden and food preparation.  AIEOs at Kulkarriya School who attended gardening workshops run by EON can now grow their own herbs at home.	Children have developed a greater awareness and understanding of horticulture and healthy eating. Engagement levels with children are strong across all year levels.  Through the provision of one-on-one support to participants with home gardens, EON has contributed to a progressive strengthening of horticultural knowledge and skills.	Children in the school have expanded their knowledge of fresh fruit and vegetables and have become more proficient in gardening.	It is widely acknowledged that EON's practical and experiential approach to learning has engaged children and adults.  There are indications in all communities that knowledge and skills development is occurring.

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<p><b>Is there evidence that healthier lifestyle choices are being made by participants of the Program?</b></p>	<p>Some children have actively encouraged their mothers to prepare dishes taught during Healthy Eating classes, but the tendency to consume calorie dense foods from the store remains prevalent.</p>	<p>Participants of in-home Healthy Eating sessions were positive and confirmed that the range of foods and recipes they cook is expanded.</p> <p>There is a strong and growing demand for home gardens at outstations.</p>	<p>Students engaged in Health Eating classes will voluntarily pick and eat produce from the garden but the pattern of a poor diet at home continues.</p> <p>There is however a growing demand within the community for home gardens and participants of in-home Healthy Eating workshops were positive that these had influenced their diet and purchase habits.</p>	<p>Children and parents have shown few signs of reducing their consumption of high sugar drinks and unhealthy takeaway food, however there has been a large increase in sales of fruit and vegetables at the community store in recent years.</p>	<p>The school's canteen is popular with younger students and children regularly pick fruits from the orchard in the school grounds.</p> <p>Children, however, continue to buy unhealthy items at the store.</p> <p>Community members, including AIEOs, are keen to establish home gardens.</p>	<p>Reports indicate there have been some individual successes, particularly in the case of the school groundsman who EON has supported to establish a home garden.</p>	<p>The extent to which behavioural change is occurring is not clear. Food costs, housing and entrenched poverty continue to be barriers to change. A transformational shift in behaviours is likely to be generational.</p> <p>Interventions which target children and parents by introducing them to foods that are cheap, convenient and tasty, have resulted in some notable successes, and the Program remains a valid and integral part of what is necessary.</p>

Source: KPMG 2013

### 3.3.2 Findings – Impact

#### Is there evidence of an improved knowledge and skills base amongst participants around food production, healthy eating and home hygiene?

Developing the knowledge and skills of individuals in communities is a core focus of EON's work, through an approach which emphasises personal engagement and experiential learning. Several stakeholders, including funders, stated that combined with EON's consistency of personnel and long-term commitment to communities, this approach was the "right mix in this context", and the one most likely to produce lasting impacts in terms of knowledge and skills development. A lecturer from the KTI went on to suggest that the timing of Thriving Communities was also right for the communities, whose interest in engaging in health initiatives with a strong participatory focus had been stimulated by an increased awareness of health issues generally (including through increased media coverage highlighting health problems in remote communities and the various Closing the Gap responses).<sup>89</sup>

It is widely acknowledge amongst stakeholders that EON's approach to leaning has engaged children and adults alike and that over time new knowledge has 'sunk in'.<sup>90 91 92</sup> Each aspect of the program is designed to support knowledge and skills development, including locating Edible Gardens in schools (to integrate with school activities and provide a safe environment); developing bush tucker gardens nearby (to offer a diversity of food experiences and encourage the interaction of participants); and by creating practical pathways that connect the gardens to both Healthy Eating classes run in schools and the community, and to canteen and home-maker facilities, as well as Healthy Homes, where food is prepared and eaten.

Although some commentators have referred to Edible Gardens as effectively demonstration projects,<sup>93</sup> the connections between program elements create a system with greater immanent potential. As stated by a representative of one EON partner organisation, "The program provides a good foundation: people enjoy being involved in the program, learning how to grow food, learning about natural life-cycles, learning healthy eating habits, and they like eating the food!"<sup>94</sup>

#### Evidence from Case Study Communities

In the Dampier Peninsula communities, where the program has been in place the longest, there are various signs of positive change and indications that knowledge and skills development is occurring. The evidence from stakeholders is consistent that children in

---

<sup>89</sup> Chris Ham, Project Manager, La Grange Agriculture and Water Opportunities project, Department of Agriculture and Food, November 2012

<sup>90</sup> Carol Thorsby, former Principal, Ardyaloon Remote Community School, Ardyaloon, November 2012

<sup>91</sup> Father Bill Christie, Parish Priest, Dampier Peninsula, November 2012

<sup>92</sup> Tracey Dann, Head Aboriginal Teaching Assistant, Sacred Heart School, Beagle Bay, November 2012

<sup>93</sup> Anthea Fawcett, Remote Indigenous Gardens Network, November 2012

<sup>94</sup> Joseph Gandour, Regional Ear Health Coordinator, Kimberley Population Health Unit, November 2012



particular are engaged in Edible Garden and Healthy Eating classes and that this has translated to an increased awareness of healthy eating choices and the role of fresh foods in a nutritious diet.

At Djarindjin there has been a noticeable improvement in the knowledge and skills of participating children over the 5 year period of the program: children in Year 4, for example, can now name all the vegetables grown in the garden, determine when they are ripe to pick, and describe some of their nutritional properties.<sup>95</sup> Behaviours in the garden are also reported to have developed, whereby children of all ages are increasingly observant of seasonal changes and confident enough to ask questions or volunteer information.<sup>96 97</sup>

These comments are consistent with KPMG's field observations: while the enthusiasm and interest of older children was generally less than those younger,<sup>98</sup> in each class the majority of children were engaged and demonstrated knowledge about the produce and its role in healthy eating. The more confident children also talked about their experiences growing vegetables obtained from the Edible Garden at home.

Children at Djarindjin school also regularly participate in Healthy Eating classes run by EON. These classes are recognised by the school to have contributed a lasting benefit through improved nutrition awareness and food preparation skills.<sup>99</sup> The Principal firmly believes that "children attending classes are learning the benefits of good food, kitchen hygiene, how to prepare fresh food, food economics and the importance of food in disease prevention."<sup>100</sup>

Findings for Beagle Bay are similar. The EON Program Manager and Horticulturalist have proposed that engagement levels with children are strong across all year levels and that this is beginning to have a real impact on knowledge and skills transfer. This view is consistent with reports from school staff, who confirmed that children "love being in the garden with EON" and had developed a relatively sophisticated horticultural and healthy eating knowledge. Children at the school are reported to be receptive to EON's messages and are a "captivated audience".<sup>101</sup>

At Ardyaloon the school's former school Principal provided positive feedback about the educational benefits of EON's Edible Garden and Healthy Eating classes, commenting that the garden provides a "great informal setting for formal learning outcomes."<sup>102</sup> The Principal reported that the EON program has expanded the student's knowledge base regarding food production, healthy eating, hygiene and good health; and that children who have been involved in the program since inception are now equipped to apply this knowledge at home.<sup>103</sup> Children consulted during KPMG's visit were able to name the various fruits and vegetables they had helped to grow in the Edible Garden.

---

<sup>95</sup> Interview with 'Noreen', teacher, Djarindjin and Lombadina Catholic School, Djarindjin/Lombadina, March 2013

<sup>96</sup> Sabrina Hahn, EON consultant horticulturalist, October 2012

<sup>97</sup> Father Bill Christie, Parish Priest, Dampier Peninsula, November 2012

<sup>98</sup> Males around aged 13 and older may have been initiated into lore, and as a consequence may perceive themselves to be mature men who need not participate.

<sup>99</sup> Letter from Stephen Carroll, School Principal, Djarindjin Lombadina Catholic School, to EON dated 1 September 2012

<sup>100</sup> *ibid.*

<sup>101</sup> Ben Doyle, former Principal, Sacred Heart School, Beagle Bay, November 2012

<sup>102</sup> Carol Thorsby, former Principal, Ardyaloon Remote Community School, Ardyaloon, November 2012

<sup>103</sup> Carol Thorsby, former Principal, Ardyaloon Remote Community School, Ardyaloon, November 2012

There is also evidence of broad-based improvements in the knowledge and skills of adults in the three Dampier Peninsula communities, particularly in regards to healthy eating. At Beagle Bay the Healthy Eating workshops run with the women's group are reported to have had a positive impact on participants' awareness of the link between fresh food production, preparation, consumption and nutrition. Community members who participated in in-home Healthy Eating sessions also provided positive feedback and were able to describe the new skills and cooking ideas learnt,<sup>104</sup> commenting that the EON Program Managers "got us to do it ourselves, they didn't just do it for us".<sup>105</sup> Similarly for Ardyaloon, where women reported they had "learnt lots" by participating in the Healthy Eating workshops, including a variety of food preparation and storage techniques, and recipes and ideas that they felt confident to try at home.<sup>106</sup>

While the extent of such engagement varies between communities, being less in Djarindjin compared to Ardyaloon and Beagle Bay, participating women now seem comfortable in approaching EON for advice about their homes and home gardens following these workshops.<sup>107 108</sup> In all the Dampier Peninsula communities EON is consistently approached for edible plants (or cuttings from shrubs to suppress dust). According to EON this was not the case 5 years ago.

Some adults have in fact developed sophisticated horticulture expertise (such as knowledge of the process for grafting plants); a knowledge-base which EON has helped to revive after several years of neglect in the communities. The establishment of bush tucker gardens and the development of the Bardi Food Wheel is testament to this knowledge, whereby women from Djarindjin and Ardyaloon have contributed extensive customary knowledge to identify and record native species, collect seeds, plant and help with their propagation.<sup>109</sup>

In many instances this familiarity with gardening and a desire for natural foods is expressed by interested community members on their family outstations, where home gardens are being established. While these gardens may or may not have been inspired by EON's program, but EON continues to support this aspiration, with several reports of interested community members demonstrating knowledge by requesting seeds, manure and other specific technical support for their gardens.<sup>110</sup> Gardening knowledge and skills have had the potential to be further developed during EON gardening workshops, offered on a range of topics (such as how to grow chillies) which are well attended by community members.

In the case of the Fitzroy Valley communities the EON Program Manager is of the belief that it is perhaps too early to say if the program is resulting in transformational change, but there is evidence that horticulture and healthy eating-related knowledge and skills amongst children are starting to improve. While gardening-skills remain basic, in each community

---

<sup>104</sup> Interview with 'Rosie', community member and Healthy Homes participant, Beagle Bay, March 2013

<sup>105</sup> Interview with 'Rosemary', community member and Healthy Homes participant, Beagle Bay, March 2013

<sup>106</sup> Interview with Dorothy, Alma and Sissi, members of the Women's Group, Ardyaloon, March 2013

<sup>107</sup> Suzanne O'Connell and Edwina O'Connell, EON Program Managers, November 2012

<sup>108</sup> Suzanne O'Connell and Edwina O'Connell, EON Program Managers, November 2012

<sup>109</sup> Interview with 'Bernadette', 'Jemma' and 'Laurel', members of Djarindjin Women's Group, Djarindjin/Lombadina, March 2013.

<sup>110</sup> Record of interview with Steve Caroll, Principal Djarindjin School, March 2013; record of interview with 'Estelle', AIEO, Djarindjin Lombadina Catholic School, March 2013.

students are able to correctly answer questions about healthy consumption choices; communicate an understanding of the plant life-cycle; and relate to the comparison between plants and humans (which also need healthy food and water to grow).<sup>111 112 113</sup>

As with the Dampier Peninsula communities, stakeholders commented that it is generally more difficult to engage with older children, noting that this is principally a function of the prevailing behaviours and the fact that in the case of males some youth have gone through initiation (and therefore see themselves as adult men who aren't required to listen in school).<sup>114</sup> There remains the prospect, however, that those children who participate in the EON program now will enter their teenage years with some-sort of health living 'tool kit' that they can refer to in later life.

In Yungngora children taken through the Edible Garden during KPMG's visit were engaged and participated enthusiastically in gardening tasks. Children identified and harvested herbs, lemongrass and chillies, which they later helped to prepare. All children in attendance were involved in the process and responded correctly to questions about food hygiene and nutrition.

According to a former Principal of the Kulkarriya School, EON's gardening and Healthy Eating classes have contributed significantly to raising student awareness about food choices and nutrition and the link between the garden and food preparation. The recall of healthy eating messages by students was termed "excellent" and students are able to name a wide range of healthy foods and distinguish between these and less healthy options.<sup>115</sup>

In Looma the Garden Coordinator is confident that the children have developed a far greater awareness and understanding of healthy eating since he and EON have been delivering regular gardening and healthy eating classes.<sup>116</sup> Children attending school in Looma can name each of the fruits, vegetables, and herbs grown in their garden and during KPMG's visit talked at length about their favourite fresh foods.

Children at Looma are also becoming increasingly competent gardeners. The school's Groundsman commented that many children can now use basic gardening tools,<sup>117</sup> while some children have applied their knowledge and skills in home gardens.<sup>118</sup> The practical connection between the garden, the canteen, and theory-based activities in the classroom, ensures that in conjunction with EON's Healthy Eating classes, the children are receiving consistent health messages in support of a healthier life-style.<sup>119</sup>

The evidence base for Kadjina is less extensive, but based on EON reports, as a consequence of the program children in the school are expanding their knowledge of fresh fruit and vegetables and have become more proficient in gardening. The children of

---

<sup>111</sup> Scott Beatty, Health, Physical Education and Garden Coordinator, Looma Community School, October 2012

<sup>112</sup> Lynley Juyboy, AIEO, Looma Community School, November 2012

<sup>113</sup> Lynley Juyboy, AIEO, Looma Community School, November 2012

<sup>114</sup> Scott Beatty, Health, Physical Education and Garden Coordinator, Looma Community School, October 2012

<sup>115</sup> Luke Royes, former Principal, Kulkarriya Community School, Yungngora, November 2012

<sup>116</sup> Scott Beatty, Health, Physical Education and Garden Coordinator, Looma Community School, October 2012

<sup>117</sup> 'Stuie', Groundsman, Looma Community School, April 2013

<sup>118</sup> Scott Beatty, Health, Physical Education and Garden Coordinator, Looma Community School, October 2012

<sup>119</sup> Lynley Juyboy, AIEO, Looma Community School, October 2012

Kadjina are reportedly enthusiastic learners and have become more aware of why fresh foods are important to a healthy diet.<sup>120</sup>

With respect to interested community members in the Fitzroy Valley communities, the EON Program Manager has observed the steady development of skills and knowledge for good health, particularly amongst those who want to establish home gardens. In all three communities the Program Manager has provided one-on-one support to individuals interested to start these, and has observed the progressive development of their confidence and ability to grow edible plants.<sup>121</sup>

There is growing demand in Looma for home gardens and several AIEOs who have been involved in the school garden have sought the Program Manager's assistance to establish them. Through the provision of one-on-one support, EON has been able to contribute to a progressive strengthening of horticultural knowledge and skills, observing that "with each success the community members' confidence in their own skills and abilities grows."<sup>122</sup>

In Yungngora a former Principal reported that several AIEOs at Kulkarriya School had expressed an interest in growing their own fresh vegetables and herbs at home, and had learnt from the gardening workshops run by EON.<sup>123</sup> Where the cost of garden infrastructure and materials is prohibitive to the establishment of home gardens, EON is prepared to work with community members to achieve an outcome, typically by exchanging resources for help with the school or community garden.<sup>124</sup> There are, however, natural limits to domestic horticulture in the Fitzroy Valley, where heavy clay soils require additional infrastructure including raised reticulated beds.

## Is there evidence that healthier life-style choices are being made by participants of the Program?

EON's 'hands on' approach to engagement has encouraged participation on the assumption that a practice over theory-based pedagogy will create the most lasting impact on behaviours. Put simply, participants are more likely to eat and enjoy the healthy foods they have personally grown and prepared, than they are to buy and prepare fresh foods following a theory-based instruction. There is strong evidence to show that this approach has contributed to the development of knowledge and skills in the subject communities, but the extent to which behavioural change is ultimately occurring in favour of healthier life-styles is less clear. The problem is complex, notwithstanding the fact that the program has on occasions increased the supply of fresh foods to the communities.

There are a number of reasons why the Thriving Communities program may not of itself, at current scales of operation, be capable of broad-based transformational behavioural change in the communities. Firstly, as discussed under the Appropriateness theme of this evaluation, the cost and availability of fresh foods in the communities continues to be prohibitive relative to the supply of high sugar, high fat, processed foods (which nudges consumers to favour these foods when making their purchasing decisions). Although

---

<sup>120</sup> Report to the Indigenous Land Corporation, July 2012

<sup>121</sup> Peter Murphy, EON Program Manager, November 2012

<sup>122</sup> Peter Murphy, EON Program Manager, November 2012

<sup>123</sup> Luke Royes, former Principal, Kulkarriya Community School, Yungngora, November 2012

<sup>124</sup> Lynley Juyboy, AIEO, Looma Community School, November 2012

produce from the Edible Gardens is invariably eaten and contributes to food supply in school canteens, home-maker centres and elsewhere, their small scale and variable productivity means they are unable to significantly affect overall food supply. Efforts to educate consumers into buying healthy foods are likely to have limited impact if the cost and availability of fresh foods remains as it is. As one health practitioner commented, “The cost of buying 2 fruit and 5 vegetables per day is the major barrier to a healthy diet.”<sup>125</sup>

Secondly, there are a number of environmental factors limiting the capacity of individuals and families to adopt a healthy life-style, not least of which is the condition of housing. Despite a program of housing refurbishments and construction, families continue to be overcrowded and accommodated in sub-standard dwellings, which has a detrimental impact on health and the ability of households to hygienically and conveniently prepare and eat fresh foods.<sup>126</sup> The take-away meals generally available in communities may consist of processed fried foods, but under these circumstances, it is not surprising that they are bought daily, since they can be eaten immediately and alone outside the home. Where new homes are provided, EON has noted an increase in household pride and a capacity and willingness to engage with the program.<sup>127</sup>

Thirdly, in the context of entrenched family poverty – not only financial poverty, but including a lack of human, social and political capital - consumption habits that may be bad for us and our children can become entrenched simply because they provide relief and comfort in a world that is continually in flux and seemingly beyond the individual’s capacity to control.<sup>128</sup> In family environments where rates of suicide, domestic violence and drug and alcohol abuse are far higher than in Western Australia as a whole (contributing to the neglect of children), the idea of switching to a healthier diet to improve the health of your future self is not likely to be a high priority.

If this analysis holds true, interventions which target parents (in new and refurbished homes) by introducing them to foods and methods of preparation that are cheap, convenient and tasty – as EON is attempting to do – may provide some respite for families and children, but a transformational shift in behaviours is likely to be generational and will require a series of sustained developments in the local economy, in the area of food security, and in housing and related infrastructure (in addition to healthy eating education).

For the most part, stakeholders reported limited evidence of broad-scale and sustained shifts in healthy life-style choices within the subject communities. That said, EON’s persistence in nudging participants in the right direction has resulted in some notable successes, particularly amongst children, and the strategies remain a valid and integral part of what is necessary to create healthier communities. It is hoped that the patterns of behaviour seen in favour of healthy-lifestyle choices will continue to gain traction once the children age and become adults. At the very least they will have the knowledge and skills required to exert a preference should the prevailing environment allow.

---

<sup>125</sup> Lesley-Ann Niewoudt, Remote Area Nurse, Ardyaloon, November 2012

<sup>126</sup> Joseph Gandour, Regional Ear Health Coordinator, Kimberley Population Health Unit, November 2012

<sup>127</sup> Peter Murphy, EON Program Manager, October 2012

<sup>128</sup> See chapter 4 ‘Poverty as Capability Deprivation’ of Amartya Sen’s *Development as Freedom*, April 2001

## Evidence from Case Study Communities

The prospect of sustained behavioural impact is perhaps greatest at Looma, where there is evidence that the EON Healthy Eating program is having an impact on children's choices of food and drink. The school's canteen is popular with younger students at the school and children from the community regularly pick fruits to eat from the orchard planted in the school grounds (rather than buying lollies or chocolate from the shop).<sup>129</sup> One AIEO reported that, prior to EON's Program it was common for children to drink up to 2 litres of soft drinks each day, whereas now some children choose to drink water or fruit juice.<sup>130</sup> Children are also keen to take seedlings home to plant after sessions in the Edible Garden to increase their supply of their favourite healthy foods.

Despite these developments, the Garden Coordinator remains somewhat pessimistic about the extent to which the children's knowledge has translated to behavioural change, in the absence of continuous reinforcement by parents at home. In his view children, on the whole, continue to prefer to buy unhealthy items at the shop, with the tacit consent of parents who give them the money to do so.<sup>131</sup>

There remains, however, a general sense that the people of Looma have a desire to live healthier life-styles, and the commitment of the council to establish a large-scale community garden is testament to this. In addition to the community garden, there is growing demand in Looma for home gardens. A number of the AIEOs who have been involved in the school garden have since sought-out the EON Program Manager's assistance to establish these and one-on-one support to interested community members is provided.

The prospect of lasting beneficial impacts may also be relatively favourable at Ardyaloon, where a strong demand for home gardens is building upon a tradition of eating natural and bush foods.<sup>132</sup> Most notably, women attending Healthy Eating sessions stated that by expanding the range of recipes they are able to prepare, the women and their families are eating fresh foods more regularly, and that the tastiness of the recipes meant they were more likely to substitute fresh for processed foods. With reference to drinks, one woman stated: "we don't drink as much soft drink anymore, just water and watered down juice. We also tell our grandchildren that they shouldn't drink soft drinks anymore."<sup>133</sup> Community members who had participated in the Healthy Eating sessions as part of the in-home Healthy Homes workshops were similarly positive and independently confirmed that the range of foods and recipes they could cook for their families had expanded.<sup>134</sup> KPMG observed that unhealthy lifestyle and food consumption choices continue to be widespread, but participants agreed that a change towards a healthier diet was possible with a combination of improved access to fresh foods and greater healthy eating education.

---

<sup>129</sup> Scott Beatty, Health, Physical Education and Garden Coordinator, Looma Community School, October 2012

<sup>130</sup> Lynley Juyboy, AIEO, Looma Community School, October 2012

<sup>131</sup> Scott Beatty, Health, Physical Education and Garden Coordinator, Looma Community School, October 2012

<sup>132</sup> Suzanne O'Connell and Edwina O'Connell, EON Program Managers, November 2012

<sup>133</sup> Report by community members to Andy Goodall, KPMG, 2012

<sup>134</sup> Interview with 'Maureen' and 'Colleen', Community members and Healthy Homes participants, March 2013

In Beagle Bay impacts through the school have arguably been constrained by the variable productivity and use of the Edible Garden in recent years, and EON Program Managers have observed that children in the community appear less healthy now than two years ago.<sup>135</sup> While there is evidence that students are engaged in Health Eating classes and will voluntarily pick and eat produce from the garden, or take plants home, the pattern of a poor diet at home and unhealthy purchases from the store continues.<sup>136</sup>

Despite discontinuity in local governance at Beagle Bay and difficulties with engagement, there is however, a growing demand from within the community for home gardens. Community members interviewed by KPMG expressed a desire to have their own edible garden and talked of neighbours who had fruit trees or small garden beds.<sup>137 138</sup> The Head Aboriginal Teaching Assistant went on to comment that the demand for home gardens reflects the fact that people are beginning to think, "why would you buy food from the store when you can grow it?"<sup>139</sup> This shift in attitude is further evidenced by comments from Healthy Homes participants that after learning new recipes during an in-home demonstration they now cook these healthy recipes often.<sup>140</sup>

KPMG was unable to observe a Health Eating class at Djarindjin, but there is nevertheless evidence that children have acted on their new-found knowledge and skills at home: actively encouraging their mothers to prepare particular dishes they have prepared and eaten during Healthy Eating classes.<sup>141</sup> According to EON the classes have also exposed children to a wider variety of foods, which has further developed their tastes and encouraged the children to be "less fussy".<sup>142</sup> Although Healthy Eating is currently limited to the school, on occasions interested adults have attended the school-based classes, and efforts are made to ensure that, where possible, the produce used in the classes is available in the garden or from the local store for parents to select.<sup>143</sup>

In Yungngora a former school Principal observed that children have in recent years acquired a relatively sophisticated knowledge of healthy living behaviours, but that it remains "difficult to say whether this has translated into behavioural change outside of the school given what people buy from the store." In his view children and parents have shown few signs of cutting back on their consumption of high sugar drinks and unhealthy takeaway food.<sup>144</sup> The school's new Principal, however, has argued that despite ongoing high levels of consumption of soft drinks and takeaway foods, a large increase in sales of fruit and vegetables at the community store over the last 2 years is strong evidence of progress.<sup>145</sup> a statement validated by sales data obtained from the store by KPMG.

---

<sup>135</sup> Suzanne O'Connell and Edwina O'Connell, EON Program Managers, November 2012

<sup>136</sup> Vanessa Cox, Manager, Community Store, Beagle Bay, October 2012

<sup>137</sup> Interview with 'Rosie', community member and Healthy Homes participant, Beagle Bay, March 2013

<sup>138</sup> Interview with 'Rosemary', community member and Healthy Homes participant, Beagle Bay, March 2013

<sup>139</sup> Tracey Dann, Head Aboriginal Teaching Assistant, Sacred Heart School, Beagle Bay, October 2012

<sup>140</sup> Interview with 'Rosie', community member and Healthy Homes participant, Beagle Bay, March 2013

<sup>141</sup> Suzanne O'Connell reports that a child had asked her for a copy of a crumble recipe that they had made in class a year ago. Broome, October 2012

<sup>142</sup> Suzanne O'Connell, EON Program Manager, October 2012

<sup>143</sup> Suzanne O'Connell and Edwina O'Connell, EON Program Managers, November 2012

<sup>144</sup> Luke Royes, former Principal, Kulkarriya Community School, Yungngora, November 2012

<sup>145</sup> Mike ('Ted') Tucker, School Principal, Kulkarriya Community School, Yungngora, April 2012

Evidence for Kadjina is more limited (given that KPMG was unable to visit the community). Reports from EON's Program Manager indicate there have been some individual successes, particularly in the case of the school groundsman who EON has supported to establish a home garden. It was suggested that this initiative was motivated by a newfound pride in the participant's house together and the positive experience gained from working with EON in the school garden.<sup>146</sup>

## 3.4 Sustainability

This section considers the capacity of EON and selected stakeholders to sustain the benefits of the Program, so that positive behavioural changes in the communities can endure. The sustainability of the Program is affected by the quality and efficiency of EON's operations, the quality of relationships with stakeholders, and the extent to which communities have the capacity to actively participate and effectively deploy its human and institutional capital.

### Research questions

- Are EON's operations efficient and effective in delivering Program activities?
- Do EON's partnerships with schools have the capacity to sustain the benefits of the Program?
- Do EON's partnerships with local service providers have the capacity to sustain the benefits of the Program?
- Do EON's partnerships with communities have the capacity to sustain the benefits of the Program?

### 3.4.1 Summary of Findings

The human and social capital of EON's management and staff is widely acknowledged to be a major strength of the organisation. In particular, funders and partners recognise the commitment and professionalism of the Foundation's Directors, the strength of their networks, and the skill and experience of Program Managers (noting the latter's familiarity with remote Indigenous communities, practical competencies in horticulture and 'rural' skills and pedagogical training). In addition, frequent and regular visits to communities by Program Managers have helped to build the trust of community members and have enabled Program Managers to respond flexibly to dynamic local contexts.

The approach is, however, time intensive and any further increase in their workload could necessitate a trade-off between time spent with individuals in particular communities and the need to maintain the reach of the program.

---

<sup>146</sup> Peter Murphy, EON Program Manager, October 2012



The evaluation has also found EON's operations to be cost-effective: only 14 percent of the Foundation's total expenditure is spent on administrative overheads, fund-raising and promotion, compared to industry benchmarks of 22 to 26 percent.

In all locations, school Principals are supportive of EON's work and in most locations the partnership between EON and the school is strong. Where the partnerships are strongest, the Edible Garden and Healthy Eating Programs are well integrated into the school's academic program; the program is supported by a Garden Coordinator (a member of the teaching staff); the program complements existing healthy eating initiatives in the school; and the garden benefits from the presence of a committed groundsman. High rates of teacher turnover and the varied commitment of some teaching staff nevertheless pose a risk to the Program's sustainability in some locations. In addition, almost all schools rely heavily on EON personnel for teaching support during garden-based activities.

In addition to partnerships with schools, EON has forged a number of partnerships with local service providers as a means to support the sustainability of the Program. The Foundation pursues partnerships that have demonstrable value and where they do not compromise EON's reputation or operational autonomy. The ongoing provision of in-kind assistance from local service providers will be important to the effective and efficient maintenance of the Edible Gardens' infrastructure.

To support the transition to community control, EON has developed a phased exit strategy over a two year period. This strategy involves limiting EON's activities in year two to periodic engagement with a community reference group (and the school) and to the provision of technical support.

EON's goal to establish broad-based and ongoing community support for the Thriving Communities program is not without significant challenges. In the face of complex social dynamics, local politics and uncertain governance arrangements, patience and persistence will be required to achieve the level of support necessary to sustain the benefits of the Program.

Table 5: Sustainability: High Level Findings by Community

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<p><b>Are EON's operations efficient and effective in delivering Program activities?</b></p>	<p>It is widely acknowledged that EON's human and social capital is a major strength of the organisation.</p> <p>The fact that the EON's Program Managers have qualifications and training in the education sector has been crucial for communicating with participants to ensure knowledge and skills transfer. Frequent and regular visits to communities have helped to build trust and Program Managers have been able to respond flexibly to dynamic local contexts.</p> <p>The approach is, however, time intensive and if Program Managers are stretched further this could necessitate a trade-off between time spent with individuals in one community and the need to maintain the reach of the program. The Healthy Homes Program in particular is considered to be resource intensive to deliver. The scale of the Kimberly's geography and intermittent telecommunications adds to this challenge.</p> <p>Using more aggregate measures EON is a cost-effective organisation: just 14 percent of the Foundation's total expenditure is spent on administrative overheads, fund-raising and promotion, compared to industry benchmarks of 22 to 26 percent.</p>						

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<p><b>Do EON's partnerships with schools have the capacity to sustain the benefits of the Program?</b></p>	<p>The Edible Garden and Health Eating are incorporated into classes and the Program has strong support from the Principal.</p> <p>Use of the garden, however, is at the discretion of staff and the Principal has not yet been able to identify a Garden Coordinator to support the Aboriginal groundsman and liaise with teaching staff.</p>	<p>Despite links with the school's Healthy Living classes the Edible Garden has been neglected by the groundsman and Garden Coordinator and is underutilised by teaching staff.</p>	<p>Difficulties engaging a former Principal are reflected in lower levels of enthusiasm for the garden amongst some teachers.</p> <p>The new Principal is, however, a strong supporter of the Edible Garden and will consider making the Program school policy and appointing a Garden Coordinator.</p> <p>The school's groundsman is enthusiastic and will be supported by the Principal's spouse.</p>	<p>The Principal is supportive of EON and the Edible Garden and Healthy Eating are part of the school program, with links to the school's healthy lunch program.</p> <p>The Program has the commitment of the school's Assistant Groundsman and groundsman.</p>	<p>The Program is supported at all levels: from the Principal, to the Garden Coordinator, general teaching staff, AIEOs, the groundsman and the school's canteen manager.</p> <p>The garden is part of the school program and regularly used as a teaching resource by the Garden Coordinator.</p> <p>Food from the garden is used to supply the school canteen.</p>	<p>The school has historically been a strong supporter of the Program but indications are that the quality of engagement with the school has diminished in recent months with reports of limited cooperation from the Principal.</p>	<p>Where partnerships are strong the Program is integrated within the school's academic program; supported by a Garden Coordinator (a teacher); complements other healthy eating activities in the school; and has a committed groundsman.</p> <p>High rates of teacher turnover and the varied commitment of some teaching staff has implications for the sustainability of the Program in some cases.</p> <p>Classes taken through the garden tend also to rely on EON for teaching support.</p>

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<p><b>Do EON's partnerships with local service providers have the capacity to sustain the benefits of the Program?</b></p>	<p>KRCI has provided ad hoc support to EON at Djarindjin to construct the school garden.</p> <p>The Bardi and Jawi Rangers program provides an opportunity for a partnership to use local with qualifications and skills in horticulture.</p>	<p>EON has a close working relationship with KRSP who have assisted EON at Ardyaloon to construct the community garden.</p> <p>The Bardi and Jawi Rangers program provides an opportunity for a partnership to use local community members with qualifications and skills in horticulture.</p>	<p>EON has a close working relationship with KRSP who have assisted EON at Beagle Bay to construct the school garden.</p> <p>KRCI has provided ad hoc support to EON at Beagle Bay helped construct an interactive garden for the playgroup.</p>	<p>The Thriving Communities Program benefits from EON's partnership with KTI with whom EON has an agreement to accredit education and training provided to school Groundsmen. This is available to all communities: two school Groundsman at Yungngora has completed a Certificate II in Horticulture.</p>	<p>KTI has the capability to oversee the construction phase of the prospective community garden and thereby provide on-the-job training opportunities in welding, construction and machinery operation.</p> <p>WAC will provide materials, equipment and labour in support of the prospective community garden.</p>	<p>MWW has supported EON with access to a storage shed at Kadjina.</p>	<p>The maintenance of Edible Gardens requires essential infrastructure which can be provided more effectively with in-kind assistance from local service providers.</p> <p>EON is open to partnerships where they demonstrate value and do not compromise either the Foundation's reputation or operational autonomy.</p>

Evaluation Question	Djarindjin / Lombadina	Ardyaloon	Beagle Bay	Yungngora	Looma	Kadjina	Comment
<p><b>Do EON's partnerships with communities have the capacity to sustain the benefits of the Program?</b></p>	<p>Instability at DAC and in the social dynamics of the community, mean Djarindjin is regarded as being "some way off" from establishing its own community garden, despite successes engaging members of the Women's Group.</p> <p>The opportunity at Djarindjin is to encourage active community involvement the school garden through the Parents and Carers (PnC) committee.</p>	<p>The community garden at Ardyaloon has the full support of the council and it's Chairperson.</p> <p>The garden is an initiative of the Women's Group driven by a desire for a community garden outside of the school.</p>	<p>Aspirations for a community garden exist at Beagle Bay but no specific institution has been identified to initiate and sustain the project in the absence of a community council.</p> <p>CDEP participants have demonstrated limited engagement to date.</p> <p>EON has focused its attention outside the school at the household level, working with women and families to undertake Healthy Eating or Healthy Homes workshops.</p>	<p>Yungngora community council is undergoing a period of dysfunction and instability, while RJCP reforms may be a source of further uncertainty in the medium term.</p> <p>Engagement at Yungngora remains fragile and proposals to establish a community garden have repeatedly been set back by the high turnover of CEOs at the council.</p> <p>EON has continued to make gains with the Women's Group.</p>	<p>Prospects for the proposed community garden are good given the support pledged by LCI and WAC.</p> <p>The group of individuals involved constitutes a broad-based community horticulture committee comprised of the CEO, CDEP Coordinator, and individual CDEP crew and council members.</p>	<p>The impact of the EON Program Manager no longer being resident at Kadjina is yet to be fully assessed, but may mean that the process of establishing strong relationships with community members is slowed.</p> <p>EON has acknowledged the need to continue to work to identify a core group of local people who are enthusiastic enough to assist with the garden's maintenance.</p>	<p>EON has developed a phased exit strategy over a two year time period, limiting activities in year two to periodic engagement with a community reference group (and the school) and to the provision of technical support.</p> <p>The goal of broad-based community support is not without significant challenges given the social dynamics, local politics and uncertain governance arrangements typical of most locations.</p>

Source: KPMG 2013

### 3.4.2 Findings – Sustainability

#### Are EON's operations efficient and effective in delivering Program activities?

It is widely acknowledged by stakeholders (including funders and at the local level) that the human and social capital of EON's Directors and personnel are a major strength of the organisation. Several EON partners commented on the commitment and professionalism of the Foundation's Directors, the strength of their networks, and on the skill and experience of Program Managers; noting the latter's familiarity with remote Indigenous communities, practical competencies in horticulture and 'rural' skills and pedagogical training.<sup>147 148 149 150</sup>

Each of EON's Program Managers has qualifications and training in the education sector, which has been crucial for communicating with beneficiaries in order to transfer knowledge and skills. EON's approach to community development is dependent on recruiting the 'right' people and as the Program expands and more personnel are required this may be more difficult to achieve. Recruitment processes for selecting Program Managers are considered by EON to be rigorous. Program Managers undergo a comprehensive induction and are supported by a detailed program manual.

Areas for consideration in terms of the support provided to them included a suggestion to continue to provide opportunities (through performance management processes) to support their professional development and maintain personal well-being in what is a demanding and complex work environment. A suggestion was also made for EON to create opportunities for greater peer-based support, perhaps through occasional 'away or planning days' that provide an opportunity for Program Managers to reflect on their work and more systematically share ideas and practices about what has worked for them (or not) in their communities.<sup>151</sup> The physical distances between Program Managers in their regions can be a challenge to regular exchanges of practice.

In terms of program delivery, the approach taken by Program Managers at the discretion of Directors is necessarily flexible, enabling those closest to the context to make operational decisions and respond to local and fluid circumstances. Program Manager's are encouraged to spend time engaging with individuals and groups in communities as a crucial aspect of the role, and activities are regarded primarily as a means to build local capacity rather than an end to simply get the task done. Program Managers will generally not engage unless opportunities exist to transfer skills and knowledge.

Frequent visits to communities help to build trust, develop relationships and maintain momentum while allowing communities space to build self-reliance. This sustained involvement and continuity of relationships is highly valued by funders.<sup>152 153</sup> Community

<sup>147</sup> Kira Meadus, Project Advisor - Land Management, Indigenous Land Council, November 2012

<sup>148</sup> Anthea Fawcett, Regional Indigenous Gardens Network, November 2012

<sup>149</sup> Kelvin Barr, Grants and Projects Officer, Kimberley Development Commission, November 2012

<sup>150</sup> Lucy Reynolds, Grants Manager, Lotterywest, November 2012

<sup>151</sup> Treenie, EON Program Manager, Warmun, November 2012

<sup>152</sup> Kelvin Barr, Grants and Projects Officer, Kimberley Development Commission, November 2012

stakeholders in particular commented that the continuity of visits during the wet season is a particularly strong indication of EON's genuine commitment to communities. A number of stakeholders proffered that increasing the frequency and duration of time spent in a community would be beneficial,<sup>154 155 156 157</sup> although these reflections did not take into account the trade-off between time spent with individuals in one community and the need to maintain the reach of the program. In reality time is allocated on the basis of the issues and priorities encountered in each community as the program progresses; for example switching from Edible Gardens in schools (with a focus on school staff and groundsmen to deliver sustainability) to Healthy Homes (where individual households are the priority).

The sheer scale of the Kimberly's geography, intermittent telecommunications and the remoteness of communities, create a communication challenge of its own. For Fitzroy Valley communities in particular, large distances between communities make regular visits difficult. Increased demands on Program Managers to expand the Program into additional communities or increase the frequency and longevity of visits will need to consider these limits. One funder commented that as the demand for EON's Program increases, the Foundation will need to manage its human and financial resources rigorously to ensure that resources are directed to areas of most need.<sup>158</sup>

The Healthy Homes Program in particular is considered to be resource intensive to deliver (in terms of both labour and materials) and once fully operational may have implications for the capacity of Program Managers. The program relies on strong community relationships and relationships at the household level as well as the procurement and delivery of a range of household materials. In response to this reality EON was considering recruiting a second Program Manager for the Fitzroy Valley at the time of KPMG's field-work.

Programs that are labour and materials intensive and which require travel and transportation to remote locations are can also be costly to deliver. While a detailed value for money analysis by program element and community was not within the scope of this evaluation, in general terms the Thriving Communities Program is considered to be cost-effective and a range of EON's funders have provided positive feedback to this effect.<sup>159 160 161</sup>

Data available in EON's 2012 Annual Report shows that just 14 percent of the Foundation's total expenditure is spent on administrative overheads, fund-raising and promotion with the remaining 86 percent spent directly on program delivery: including salaries (45 percent), infrastructure and materials (26 percent) and other remote areas costs (15 percent).<sup>162</sup> This compares favourably to industry benchmarks, with Save the Children, for example spending 22 percent on administration, accountability and

---

<sup>153</sup> Jamie Strickland, Director Community Development, Department of Indigenous Affairs, November 2012

<sup>154</sup> Carol Thorsby, former Principal, Ardyaloon Remote Community School, November 2012

<sup>155</sup> Lawrie Cox, Housing Officer, Beagle Bay, November 2012

<sup>156</sup> Tracey Dann, Head Aboriginal Teaching Assistant, Sacred Heart School, Beagle Bay, October 2012

<sup>157</sup> Kim Courtenay, Horticultural Lecturer, Kimberley Training Institute, November 2012

<sup>158</sup> Chris Ham, Project Manager, La Grange Agriculture and Water Opportunities project, Department of Agriculture and Food, November 2012

<sup>159</sup> Kira Meadus, Project Advisor - Land Management, Indigenous Land Council, November 2012

<sup>160</sup> Kelvin Barr, Grants and Projects Officer, Kimberley Development Commission, November 2012

<sup>161</sup> Lucy Reynolds, Grants Manager, Lotterywest, November 2012

<sup>162</sup> EON Foundation Annual Report 2012

fundraising (78 percent on program delivery)<sup>163</sup> and Oxfam spending 26 percent on administration, fundraising and promotion (74 percent on program delivery and advocacy).<sup>164</sup> The time of EON Directors is unpaid.

## Do EON's partnerships with schools have the capacity to sustain the benefits of the Program?

EON has a strong partnership with the community school in most locations. This is built on a close working relationship with the Principal, but requires a breadth and depth of support from teaching staff for the benefits to be maximised and sustained. Where the relationship is particularly good, for example in the case of Looma, Yungngora and Djarindjin, EON's work is both widely supported by individuals at the school and integrated within the school's academic curriculum and with other school-based healthy eating activities. High rates of teacher turnover, the varied commitment of some Principals and their teaching staff, and an over-reliance on specific individuals continues to have implications for the sustainability of the Program in some cases.

### Evidence from Case Study Communities

EON's work at Looma Remote Community School is supported at all levels: from the Principal and Acting Principal, to the Garden Coordinator, general teaching staff, AIEOs, groundsman and the school's canteen manager. The Garden Coordinator emphasised that a committed group of teachers has been essential to the program's success and observed that AIEOs also contribute to the program's sustainability since they are a continuous presence in the school and the community.<sup>165</sup> In addition to being widely used as a teaching resource, the school sees the Edible Garden at Looma as part of a local food security strategy, whereby produce from the garden is used to supply the school canteen.<sup>166</sup>

The prospects for a sustainable Edible Garden and Healthy Eating Program at the school are good given this combination of support. The Gardening Coordinator role in particular, which encompasses the school's Health and Physical Education Coordinator role, is an effective basis for establishing a direct educational link between the garden and the school curriculum.

Although the current Garden Coordinator will leave the school at the end of 2013, the Principal will ensure that this connection is maintained by including garden duties (as well as healthy eating commitments) in the position description of future Health and Physical Education Coordinators. While the school cannot advertise for staff directly it will screen applicants for their suitability and directly address the Program at interview; as a result, he does not anticipate an interruption to its delivery.

---

<sup>163</sup> Save the Children Australia, Annual Report 2012

<sup>164</sup> Oxfam Australia, Annual Report 2012

<sup>165</sup> Scott Beatty, Health and Physical Education and Garden Coordinator, Looma Community School, November 2012

<sup>166</sup> Bevin Paxman, Acting Principal, Looma Community School, April 2013



The school groundsman is similarly optimistic about the future of the Edible Garden believing that it is now an integral part of the life of the school.<sup>167</sup> The canteen will play a crucial role in supporting the garden financially since canteen profits will be reinvested in the garden so that it can continue to supply the canteen with fresh food.<sup>168</sup>

At Yungngora the school's new Principal is highly supportive of EON's Program and is optimistic about the sustainability of the Edible Garden.<sup>169</sup> Reasons cited include the garden's integration with healthy eating classes run by the Assistant Groundsman (taken in the EON bush kitchen within the garden's grounds); integration with the school's healthy lunch program (which uses produce from the garden and has received support from EON in terms of informal training for its staff); and the commitment of the school's Assistant Groundsman and groundsman. The garden also has the interest of the school's AIEOs who enthusiastically participated in classes during KPMG's visit.

The school's Assistant Groundsman and Aboriginal groundsman are considered the garden's champions and play a crucial role in maintaining the garden and by liaising with teachers, children and interested community members. Both groundsman encourage teachers to use the garden as an educational resource and assist by coordinating classes.<sup>170</sup>

Risks to the sustainability of the Program within Kulkarriya Community School have, however, been identified. While teachers are broadly supportive of the Program, their engagement is largely discretionary and not all teachers use the garden on a regular basis. Classes taken through the garden tend to rely heavily on EON and the Assistant Groundsman for teaching support. Furthermore, the Assistant Groundsman is expected to leave the school and community at the end of 2013, which has created additional uncertainty.

The employment of a Principal with enthusiasm for the garden may change this situation should a Garden Coordinator from amongst the teaching staff be identified. In the meantime the Education and Training component of EON's support may need to be intensified as part of EON's withdrawal strategy.<sup>171</sup>

At Djarindjin and Lombadina Christ the King School, although the overall outlook is positive, several factors pose a risk to the sustainability of the Program and the momentum gained in recent months. The Edible Garden is incorporated into a range of lessons and has strong support from the Principal and some teachers, but its use remains at the discretion of individual staff and the Principal has not yet been able to identify a Garden Coordinator (from amongst the teaching staff) who would be responsible for overseeing the maintenance of the garden and for coordinating classes.

The particular role of teachers taking classes through the garden was also observed to vary. During KPMG's visit some teachers limited their involvement to behaviour management of students rather than contributing to the delivery of content. In these instances the pedagogy was entirely from EON, and although KPMG did not observe

---

<sup>167</sup> 'Stuie', Groundsman, Looma Community School, April 2013

<sup>168</sup> 'Stuie', Groundsman, Looma Community School, April 2013

<sup>169</sup> Mike ('Ted') Tucker, Principal, Kulkarriya Community School, Yungngora, April 2013

<sup>170</sup> Luke Royes, former Principal, Kulkarriya Community School, Yungngora, April 2013

<sup>171</sup> Assistant Groundsman, Kulkarriya Community School, Yungngora, April 2013

teachers in EON's absence, there is a risk that the quality of instruction in the garden may be less effective when EON is not present. Staff turnover is also a major risk to the Program and since there is no guarantee that the next leadership group will have the same level of enthusiasm.

The Principal will, therefore, continue to promote the Program amongst staff and will revisit recruitment practices by making the activity a prominent feature of the school's website and in future recruitment decisions. The Principal acknowledges that a Garden Coordinator would be beneficial and for the garden to be sustainable it is important for the Principal to develop gardening capabilities within the school (assuming that the school Groundsman is not currently in a position to take on this responsibility independently).

A number of challenges to the sustainability of the Edible Garden and Health Eating Program have been encountered at Beagle Bay Sacred Heart School, including ongoing water supply issues. The garden has reportedly been under-utilised by teaching staff and has not generally been used as a resource for cross-curricular activities.<sup>172</sup> EON experienced challenges engaging the former Principal and the lower levels of enthusiasm for the garden amongst teaching staff may be a reflection of this.

The arrival of a new Principal presents a significant opportunity to improve the sustainability of the Program. The new Principal is a strong supporter of edible gardens in schools and has described the Edible Garden as "providing a fantastic opportunity for hands on and interactive activities which can be linked to a range of curriculum areas", including oral and written language, maths and science. To encourage a more effective use of the garden by teaching staff the Principal will consider making the Program school policy under her tenure as well as the appointment of a Garden Coordinator from amongst the teaching staff.

The school's Aboriginal groundsman is also enthusiastic about the garden and has contributed greatly by hand-watering garden beds when the reticulation has been broken. The groundsman's hours of work (12 pm to 5 pm daily) mean that he does not have the opportunity to regularly work alongside EON personnel in the garden, however, the presence of a second groundsman with experience of edible gardens (the spouse of the new Principal) is a positive development. Together with changes instigated by the Principal this should ensure the sustainability of the Program in the school.

The Edible Garden and Healthy Eating Program at Ardyaloon are undergoing several challenges. At the time of KPMG's visit the Edible Garden at the school was overgrown with weeds and there were reports of the garden is underutilised by teaching staff and not effectively used to link with the school's Healthy Living classes. Both the Edible Garden and bush tucker garden have deteriorated during a period of absence by the groundsman and the majority of fruit trees have died. The extent to which the garden will be effectively managed and utilised outside of EON's visits may remain uncertain until the school's new Principal commences and has the opportunity to settle.

A further risk to the program is the departure of the current Garden Coordinator / Healthy Living teacher at the end of 2013 and in addition to the commitment of the new school Principal, the continuation of the program will depend on the school's ability to employ an

---

<sup>172</sup> 'PJ', Groundsman, Sacred Heart School, Beagle Bay, March 2013

individual with similar skills and interests. In the absence of stable leadership at the school,<sup>173</sup> EON is likely to find it challenging to plan for a structured transition within the timeframe, and EON may need to extend its presence at the school until such time as the Principal, Coordinator and groundsman roles are stabilised.

Under these circumstances it is possible that a further 12 to 24 months would be required before the individual in the Coordinator role has the necessary horticultural knowledge and authority within the school for EON to roll-back its support. Reviving the garden and re-establishing the routines of the Groundsman and Garden Coordinator so that classes can re-use the garden will therefore be a focus for EON in the first half of 2013.

In Kadjina the school has historically been a strong supporter of the Program and given the school's role as a focal point in the life of the community this has been crucial in encouraging community engagement through the school.<sup>174</sup> The garden has been used as an educational resource and produce from the garden has been used for the school's breakfast and lunch program.

KPMG was unable to visit and consult with beneficiaries in Kadjina, but indications are that the quality of engagement with the school has diminished in recent months with reports of limited cooperation from the Principal. This poses a real risk to the Program given a reduction in the intensity of support available from EON now that the EON Program Manager no longer lives in the community. One of the two Aboriginal groundsmen who has been heavily involved in maintaining the Edible Garden may continue this good work, but it remains to be seen whether this can be achieved in the absence of the type of intensive support from EON previously available.

## Do EON's partnerships with local service providers have the capacity to sustain the benefits of the Program?

EON has many partnerships with organisations based in the Kimberley who may have similar community development goals and who work with EON's target communities on a regular basis. EON's involvement with health and specifically healthy eating service providers is assessed under the Appropriateness evaluation theme. In this section, relationships with regional service providers who may provide equipment, labour, or other practical support in pursuit of Thriving Communities outcomes, such as KRSP, the relevant regional CDEP provider and other entities, is discussed.

The maintenance of gardens, in particular, requires essential infrastructure including a water supply, reticulation, fencing and garden beds, which can be provided more effectively with the in-kind assistance of service providers operating locally. EON recognises this opportunity, not only because these relationships enable the Foundation to meet its objectives cost-effectively, but because the partnerships established contribute to the legitimacy of the Program and the social capital available; particularly where community members are involved.

---

<sup>173</sup> An interim Principal has been appointed for Term 1 and the replacement Principal is only guaranteed to remain at the school until the end of Term 2

<sup>174</sup> Peter Murphy, EON Program Manager, November 2012

It was suggested during consultations that EON is perceived to be overly cautious in its approach to partnerships with other non-government service providers; however, the weight of evidence indicates that EON has been open to partnerships where they demonstrate value and do not compromise either the Foundation's reputation or operational autonomy (or ability to get the job done).<sup>175</sup> The particular form a partnership may take is contingent on local needs and the capacity of the organisation to assist.

EON has a close working relationship with the Kimberley Regional Service Provider (KRSP) who have assisted EON at Beagle Bay and Ardyaloon, where KRSP employs a small number of Aboriginal residents. The partnership is informal and has not progressed to a Memorandum of Understanding (MoU), but based on EON's relationship with the KRSP CEO and employees locally, KRSP has provided a range of practical support and labour to help establish and maintain Edible Gardens. While this support is informal and provided in-kind it has nevertheless been a crucial element of the sustainability of Edible Gardens at critical points.

At Beagle Bay KRSP has helped establish the Edible Garden by providing access to a front-end loader to transport and top-up soil for the garden beds. EON would look to KRSP to provide similar support in the event that a community garden is established, although the team leader cautioned that any support KRSP may provide would be contingent on the identification of a committed community member (or group) to take responsibility for oversight and day-to-day maintenance of the garden.

KRSP has supported EON's work on a similar basis at Ardyaloon, where KRSP has installed garden beds and shifted soil for the community garden. The service provider is also active at Yungngora where the local relationship with EON is in its early stages of development.

Various CDEP providers have the potential to provide similar types of support; these include Marra Worra Worra (MWW), Winun Ngari Aboriginal Corporation (WAC) and Kullari Regional CDEP Incorporated (KRCI). Support from these organisations has historically been less than that provided by KRSP, but is growing in some communities (where equipment and labour is provided) and where EON is no longer perceived to compete for community development project opportunities.

Current reforms to CDEP and employment services and the implementation of the Commonwealth's Remote Jobs and Communities Program (RJCP) will create uncertainty for these organisations in the short to medium term, but EON remains committed to further develop its relationships where these produce positive outcomes in communities. Thriving Communities has the potential to benefit from new flexible funding opportunities available through RJCP should employment or training opportunities be created in partnership with the new RJCP providers.

EON's relationship with WAC at Looma is progressing well, and WAC's willingness to provide materials and equipment in support of the prospective community garden will aid the sustainability of the project. Local CDEP labour is also being used to support the project and the Looma CDEP crew report that they have the necessary skills and equipment to help EON construct the garden and to maintain it as part of their community

---

<sup>175</sup> Grant Akesson , Manager Community Programs, Drug and Alcohol Office, November 2012

activity project-work.<sup>176</sup> The EON Program Manager's vision is that a paid position can eventually be created with funding from the RJCP (on condition that formal horticulture training is provided and that a proportion of funds can be recouped from sales of seeds and plants).<sup>177</sup>

KRCI has a history of providing *ad hoc* support to the Thriving Communities Program at both Beagle Bay and Djarindjin, including for example, assisting EON to construct an interactive garden for a playgroup at Beagle Bay. At Djarindjin opportunities for enhanced collaboration with KRCI, already identified by EON, include a more productive use of the community shade house for plant propagation and horticultural training.<sup>178</sup> EON is awaiting a definitive response from KRCI and DAC regarding this proposal.

MWW is the major CDEP provider for the Fitzroy Valley, including in Kadjina community where the organisation has supported EON with access to a storage shed. YAI currently operates its own CDEP program but has not applied to deliver RJCP services and will therefore lose its contract for CDEP delivery in Yungngora on the 30<sup>th</sup> June 2012. EON is aware that should MWW become the new RJCP provider at Yungngora it must continue to find opportunities to work successfully with this organisation.

Other opportunities for local partnerships capable of providing materials and labour in support of horticulture projects may materialise through the Bardi and Jawi Rangers program, which is active at Djarindjin and Ardyaloon. Given the close links between land care and horticulture activities there is potential for the Rangers to provide an experienced workforce for Edible Gardens in communities (subject to existing workloads and ongoing funding for the Rangers program). Several Bardi and Jawi Rangers have already undertaken formal Horticulture training to Certificate III or IV level and are well regarded in their communities.<sup>179</sup>

With regards to formal education and training outcomes, the Thriving Communities Program benefits from EON's partnership with KTI with whom EON has an agreement to accredit education and training provided to school groundsmen. Under this partnership training provided by EON, either on-the-job or theory-based, is formally assessed by KTI; noting that each of EON's Program Managers are themselves experienced trainers. By enabling training to be provided in a safe and informal community setting, this arrangement has the potential to improve EON Education and Training outcomes; although the competing priorities of individuals, together with poor levels of numeracy and literacy and low self-esteem, continue to affect rates of commencement and completion.

At Looma, EON's relationship with KTI has further potential since KTI has the capability to oversee the construction phase of the prospective community garden and thereby provide on-the-job training opportunities in welding, construction and machinery operation. This arrangement has the dual benefit of providing an opportunity to train CDEP participants while ensuring there is qualified oversight of the construction.

---

<sup>176</sup> 'Rodney' and 'Winston', CDEP participants, Looma, April 2013

<sup>177</sup> Peter Murphy, EON Program Manager, April 2013

<sup>178</sup> Arnold McKenzie, Manager, KRCI CDEP, Beagle Bay, March 2013

<sup>179</sup> Peter Murphy, EON Program Manager, November 2012

## Do EON's partnerships with communities have the capacity to sustain the benefits of the Program?

It is EON's intention that delivery of the Thriving Communities Program over a period of 5 years will provide sufficient time for Program objectives to be met and for activities to be sustainable upon withdrawal. The process of withdrawal will be phased and access to reference materials, manuals and technical support would continue to be made available. Depending on funding, there may also be scope for Program extensions beyond the 5 years to ensure sustainability objectives are met, so long as this is part of an overarching exit strategy.

In this section of the report the prospects for sustainability with respect to community partnerships are discussed. Several funders have commented on the need for EON to prepare comprehensive exit strategies for each community, addressing factors such as the level of support expected to remain, and identifying those institutions and individual 'champions' willing and able to take on some level of responsibility.<sup>180 181 182</sup> The continued support of schools to integrate the Edible Garden and Healthy Eating components within the schools' academic program, and the consolidation of partnerships with other local service providers, are, of course, also recognised to be important considerations. Aspects of sustainability with regards to these partnerships are discussed in previous sections.

EON has developed a phased exit strategy for communities covering a two year time period, whereby activities in year two are limited to periodic engagement with a community reference group and the school, and the provision of technical support as required. Activities in year one are designed to consolidate EON's previous work and, with respect to community participation, include: discussions with prominent community members and leaders regarding the implications and timing of EON's phased withdrawal and attempts to establish a community reference group; discussions with the community council and grassroots community groups to identify potential areas of practical support; and facilitation of the first reference group meeting. Handover activities at the end of the year will include preparation of a task list and training, and the finalisation of a schedule for ongoing support visits.

It is expected that it will take considerable time (2 years or more) for EON to gain the trust of the wider community and the necessary support to establish and sustain community gardens. For the most part, engagement to date has been with a core handful of people in each community, and while this is an important foundation, EON recognises the need to broaden its base of support to foster broad-based community ownership: a goal that is not without significant challenges given the social dynamics, local politics and uncertain governance arrangements typical of most locations.

Such obstacles are not only confined to local institutions but extend to individuals who in addition to lacking human capital may simply not want to take on a leadership role in the community because of the expectations this creates. The need to identify and support individual Program champions is nevertheless an important component of the strategy. In

---

<sup>180</sup> Kira Meadus, Project Advisor - Land Management, Indigenous Land Council, November 2012

<sup>181</sup> Anthea Fawcett, Regional Indigenous Gardens Network, November 2012

<sup>182</sup> Trevor Brown, Program Manager, Department of Health, November 2012

the opinion of some, this 'champion' needs to be working in a paid (non-CDEP) position: to operate and maintain Edible Gardens on a non-commercial basis because of the health and well-being impacts this would derive.<sup>183</sup>

## Evidence from Case Study Communities

The extent to which the objective of exiting communities on a sustainable basis can be achieved varies between communities. At Djarindjin instability in the governance of DAC and in the social dynamics of the community, mean that Djarindjin is regarded as being "some way off" from establishing its own community garden, despite some considerable successes engaging members of the Women's Group.

Key to the successful engagement of the community at Djarindjin is to broaden the appeal of the Edible Garden in the school and to encourage active community involvement in its maintenance. The school Principal sees a particular role for community members to help maintain the garden during school holidays, while the involvement of parents and interested adults is important to ensure that knowledge and skills acquired in school can gain traction at home. The EON Program Manager suggested that because the school garden is locked by the school the community does not currently feel welcome.<sup>184</sup>

Given the instability in DAC's governance, the most effective strategy for fostering community involvement may be for the school's PnC group (with links to the school lunch program) to form a horticulture committee; although given the longstanding socio-cultural divisions between some families at Djarindjin, securing a sufficient number of volunteers is likely to remain an issue until such time as the initiative can fund a part-time worker. Discussions between EON and the school regarding this opportunity are progressing.

At Ardyaloon substantial progress has been made to introduce a community garden. The project has the full support of Ardyaloon Incorporated (on whose land the garden is located) and its Chairperson, and has the potential to be a successful spill-over from the school into the community.<sup>185</sup> Members of the Women's Group explained that the community garden had been their initiative, driven by a desire to operate community garden outside of the school that would benefit senior women and children from the Day Care Centre. The women planned to grow tomatoes, chillies, carrots, onions, lettuce and cucumbers, and expected to maintain the garden themselves with support from a volunteer who works with the women on arts and craft projects. The women would also ask the former school groundsman, now the community Chairperson, for advice in addition to any technical support provided by EON.<sup>186</sup>

In addition to the community garden, the community CEO sees potential for EON to support a range of community projects, including assistance with landscaping for a hatchery and new service provider accommodation. The CEO saw opportunities for EON to assist with technical support, formal training and on-the-job training for these projects, including training for a paid position within the community to manage the community garden and other garden projects. At the time of KPMG's visit the CEO was yet to have

---

<sup>183</sup> Sabrina Hahn, EON consultant horticulturalist, October 2012

<sup>184</sup> Suzanne O'Connell and Edwina O'Connell, EON Program Managers, October 2012

<sup>185</sup> Suzanne O'Connell and Edwina O'Connell, EON Program Managers, October 2012

<sup>186</sup> Suzanne O'Connell, EON Program Manager, November 2012

detailed discussions with EON about these plans and acknowledged that further consultation with the community council would be necessary.

Beyond the school yard in Beagle Bay, a number of ideas have been raised amongst community members who aspire to expand the Edible Garden concept into the community.<sup>187 188 189</sup> Suggestions include plans to establish a bush fruit and bush medicine 'botanical garden', an option to establish a community garden on a block of land reported to be a community 'trouble spot', and a plan to establish a market garden.

These suggestions remain, however, largely aspirational since no specific institution has been identified to initiate and sustain the projects. Both EON and a number of community members commented that whilst the idea of establishing a community garden is popular, finding community members to be responsible for its ongoing maintenance would be challenging<sup>190 191 192</sup>. CDEP participants have demonstrated limited engagement to date and, in the absence of a community council, decision-making is reliant on four traditional owner families coming together. EON has to date, therefore, focused its attention outside the school at the household level; working with women and families to undertake Healthy Eating or Healthy Homes workshops.

In Looma the outlook is more positive, although the engagement of LCI is a relatively recent development and the community is not without underlying social difficulties that may affect the sustainability of projects. Early indications are, however, that the proposed Looma community garden will succeed given the support pledged by LCI (in a period of organisational stability) and individuals from Looma's CDEP. This group now effectively constitutes a broad-based community horticulture committee comprised of the CEO, CDEP Coordinator, and individual CDEP crew and council members, with the collective capacity and capability to help establish and continue to maintain the garden.<sup>193</sup>

EON's vision is that a paid position can eventually be created to maintain the garden, using funding from the new RJCP provider (on condition that formal horticulture training is provided and that a proportion of funds can be recouped from sales of seeds and plants).<sup>194</sup> The CEO acknowledged that further detailed planning is required but the phased and cautious approach recommended by the CEO is encouraging.<sup>195</sup>

Elsewhere in the Fitzroy Valley, at Yungngora and Kadjina, the risks to Program sustainability when considering the role of the community are high. The governance of both communities is undergoing a period of dysfunction and instability, while reforms to CDEP and employment services, and the creation of a new RJCP provider, is perhaps likely to disrupt Yungngora more than other communities visited for this evaluation. Despite a history of horticulture in the community, engagement at Yungngora remains fragile and proposals to establish a community garden have repeatedly been set back by the high

---

<sup>187</sup> 'PJ', Groundsman, Sacred Heart School, March 2013

<sup>188</sup> Interview with 'Rosemary', Community member and Healthy Homes participant, Beagle Bay, March 2013

<sup>189</sup> Interview with 'Rosie', Community member and Healthy Homes participant, Beagle Bay, March 2013

<sup>190</sup> 'PJ', Groundsman, Sacred Heart School, March 2013

<sup>191</sup> Simon Burrows, Manager, KRSP, Beagle Bay March 2013

<sup>192</sup> Sabrina Hahn, EON consultant horticulturalist, March 2013

<sup>193</sup> Beno Pindan, CEO, Looma Incorporated, April 2013

<sup>194</sup> Peter Murphy, EON Program Manager, April 2013

<sup>195</sup> Beno Pindan, CEO, Looma Incorporated, April 2013



turnover of CEOs at YAI.<sup>196</sup> There are a number of project opportunities which YAI is keen for EON to be involved in, but EON remains understandably cautious. A period of transition and consolidation in the community's governance arrangements will be required before real progress with these initiatives can be made.

In the meantime, EON has continued to make small gains with Yungngora's Women's Group, who are re-establishing a modest community garden to grow herbs for use in cooking at the centre.<sup>197</sup> The garden's location, between the Women's Centre and the Community Resource Centre (CRC, or Telecentre), provides an opportunity for joint responsibility to be taken.

In Kadjina the impact of the EON Program Manager no longer being resident in the community is yet to be fully assessed. It may mean, however, that the process of establishing strong relationships with community members is slowed. While Kadjina's small size negates the need to establish a discrete community garden, a stable knowledge and skills base and regular access to materials and equipment is nevertheless required to sustain the existing garden located in the school. In addition to developing the knowledge and skills of the current Groundsman, EON has acknowledged the need to continue to work to identify a core group of local people who are enthusiastic enough to assist with the its maintenance.<sup>198</sup>

---

<sup>196</sup> Peter Murphy, EON Program Manager, April 2013

<sup>197</sup> Peter Murphy, EON Project Manager, October 2012

<sup>198</sup> Peter Murphy, EON Project Manager, October 2012

## 4. Conclusion

### 4.1 Key Findings

In this section key findings are summarised for each evaluation theme and corresponding evaluation question. Issues identified for further consideration by EON are discussed.

#### 4.1.1 Appropriateness

##### Rates of Chronic Disease

Rates of chronic disease in the subject communities are high. Yungngora has amongst the highest rates of Type II diabetes in the Kimberley, with 41 percent of the population testing positive for the disease. Rates of the disease for Looma and Djarindjin are similar high, at 31 percent and 29 percent respectively.

While community level data was not available for Kadjina, Beagle Bay or Ardyaloon, case study evidence indicates that the health of these communities is generally poor. Only in Ardyaloon, where there is evidence of a more balanced diet, could rates of Type II diabetes be potentially lower.

High rates of chronic disease provide a strong rationale for health focused interventions in remote Indigenous communities.

##### Supply of Fresh Foods

Despite various school-based healthy eating initiatives, the supply of fresh food is limited and residents in the target communities continue to rely on community stores as their main source of food. The supply of fresh foods from these stores is irregular and expensive and the availability and affordability of food supplied by community stores is a key determinant of food choices.

While various initiatives have been attempted in recent years to improve the quality and quantity of fresh foods available in community stores, several barriers remain, including: unreliable refrigeration infrastructure; irregular and infrequent deliveries (particular in the wet season when access by road is limited); and high prices, attributed to freight and handling costs as a consequence of the community's remoteness. High price mark-ups are also a factor, with a margin of 30 percent typically applied to fresh foods.<sup>199</sup>

Given this material barrier, efforts to increase the local supply of fresh food and which support school-based healthy eating initiatives are therefore justified. Education and awareness-raising alone may be insufficient to influence food choices unless at the same time strategies are in place to address the problem of access to affordable fruit and vegetables.

---

<sup>199</sup> Interview with Manager, Community Store, Beagle Bay, November 2012

## Unhealthy Eating and Lifestyle Choices

While school-based healthy eating initiatives now mean that most children receive at least one nutritious meal each day during term time, there remains widespread evidence of unhealthy eating and life-style choices that pose a risk to health. Although sales of fresh fruit and vegetables to women with children are thought to be improving, volumes remain low and the food choices of most children continue to be lollies, pies and soft drinks. Observation and consultation with community members confirms that a diet of fatty and processed foods, including foods and drinks high in sugar, are widely available and frequently consumed. Observation at lunch-time outside several stores indicates a diet high in calorie-dense, processed foods such as pies and soft drinks.

Although food choices are circumscribed by cost and the range of foods available, recent research suggests that increasing incomes or reducing the cost of fresh foods does not necessarily lead to improvements in diet (since the extra income is more likely to be spent on sweet and fatty foods that are perceived to be more satisfying in the short term). The solution is therefore likely to be twofold: to make nutritious foods tasty as well as cheap, convenient and abundant as part of an integrated food supply and education and awareness-raising strategy. Given the historically low rates of fresh food consumption amongst Indigenous Australians, strategies to educate and promote fresh food consumption, in conjunction with efforts to improve supply, are an important part of attempts to reduce the prevalence of chronic disease.

## Community Involvement in Program Initiation

EON is generally invited to communities at the request of the school, but engages with prominent members of the community early during development of a Sustainability Plan. Initial discussions with the school typically include senior community members, often AIEOs, school groundsmen, or council members. Where there has been initial success in engaging a broadly representative group this has generally been followed by an attempt to establish a local horticulture committee. Signatures for the Sustainability Plan are obtained from community leaders where available, and EON has consistently attempted to create a broad base of support for and participation in program activities.

The objective to establish Edible Gardens in the school with the support of the broader community warrants this approach. Schools provide a stable entry point to a community, with the benefit of direct and structured access to children in their formative years,<sup>200</sup> as well as the potential for neutral territory (independent from alignments with any particular socio-cultural group in a community).<sup>201</sup> In order to encourage broad-scale community support and practical involvement, in addition to approaching the local council, EON will engage wherever local interest lies, for example with the women's groups and other grass-roots associations. Where councils are weak, EON has worked to keep the broader community informed by circulating open letters and flyers, followed by attempts to engage the community through workshops and other events.

---

<sup>200</sup> Peter Murphy, EON Program Manager, October 2012

<sup>201</sup> Sabrina Hahn, EON Consultant horticulturalist, October 2012

## Filling a Service Gap

There are currently no active providers of Edible Gardens in the subject communities. While UFPA's nutrition program offers similar elements to those of EON Healthy Eating, the two services are coordinated, both at the point of delivery and through a close working relationship between Directors of the two organisations.

All stakeholders, including UFPA, considered that EON has been able to strengthen what was already in place through its innovative approach to delivering healthy eating messages that links activities in the garden to food preparation and nutrition education in the classroom.<sup>202</sup> The activities are complementary and provide an opportunity for students to make the connection between food production, consumption, sustainability and good health. EON are also active participants in the Kimberley Regional Health Planning Forum, designed to ensure the coordination of health services and manage the allocation of funding awards from the Department of Health.

There is, however, a perception amongst some individuals that there is an overlap between EON's Healthy Home Program and NAC's tenancy support program. Documentary evidence provided by EON clarifies that the Foundation has sought to engage with NAC on numerous occasions in order to clarify the distinction between the two programs and to coordinate delivery.

### 4.1.2 Effectiveness

#### Edible Gardens

Edible Gardens remain the foundation of EON's Thriving Communities Program and are the first component to commence in all communities. The gardens are widely regarded as "essential" to long term health promotion strategies in remote communities.<sup>203 204</sup> Edible Gardens are established in the school grounds of all target communities and are utilised to varying degrees by the school's teaching staff. In most cases these gardens have thrived in season, although problems with the garden's water-supply have in the past hampered progress in Beagle Bay and Ardyaloon.

In addition to supporting school-based horticulture and healthy eating activities, the Edible Gardens in schools have become successful demonstration projects for other horticulture initiatives in communities. In some communities a community garden has been established (for example at Ardyaloon and Yungngora, with one proposed for Looma) and in all communities there is strong demand for home gardens. Most communities also have a bush tucker garden and/or orchard with established fruit trees.

Despite strong interest from individuals in Djarindjin and Beagle Bay, a limited capacity to drive the project and maintain the garden has limited progress towards establishing a community garden.

---

<sup>202</sup> Luke Royes, former Principal, Kulkarriya Community School, Yungngora, April 2013

<sup>203</sup> Chris Ham, Project Manager, La Grange Agriculture and Water Opportunities project, Department of Agriculture and Food, November 2012

<sup>204</sup> Kim Courtenay, Horticultural Lecturer, Kimberley Training Institute, November 2012

## Healthy Eating

The EON Healthy Eating Program establishes the link between EON Edible Gardens and better nutrition outcomes. Healthy Eating classes conducted by EON support existing and comprehensive health and nutrition programs delivered in schools at Looma and Ardyaloon (where established 'healthy living' programs exist) and also support the less formal initiatives currently delivered at Yungngora. The program is integrated into the school curriculum in all communities except Looma (where the existing program is considered to be sufficient). EON's classes at Djarindjin and Yungngora are taken in the school's bush kitchens, which EON has built with funding from the Hughes Foundation.

Children regularly participate in Healthy Eating classes delivered by EON Program Managers. Enthusiasm for these classes amongst children is high and KPMG observed strong levels of enthusiasm in all classes observed. The key to the Program's success compared to other programs is the strong link between Healthy Eating and the EON Edible Garden, which creates a material connection for children between what is grown and what is eaten.

Healthy Eating workshops are also conducted with interested adults in all communities and are particularly well established on the Dampier Peninsula where workshops are increasingly being delivered in homes. These workshops are well regarded by participants and feedback provided to KPMG was extremely positive.

## Education and Training

The educational impact of EON's Edible Garden and Healthy Eating programs in schools is dependent on the commitment demonstrated by the school Principal. In most communities the Principal actively encourages teachers to use the garden for cross-curricular teaching and there is evidence that teachers are responsive and are aware of the benefits of using the garden as an outdoor classroom. This outcome is most evident at Looma, where the Garden Coordinator (a teacher) holds weekly lessons in the garden supported by the AIEOs. The garden is also successfully used for this purpose at Yungngora, and to some degree Djarindjin, where use of the garden as an educational resource is actively encouraged by the Principals.

In many instances, however, use of the garden as an educational resource is reliant on individual teachers, and EON Edible Gardens (as opposed to Healthy Eating) is not currently a formal component of the curriculum in any community; although in practical terms is close to achieving this at Looma and Ardyaloon, and to some extent in Yungngora and Djarindjin. The Edible Gardens can, therefore, be neglected as a teaching resource from time to time. Moreover, during classes taken through the gardens observed by KPMG, the educational input was largely provided by EON personnel rather than the school's teachers, who tended to focus on the behaviour management of students.

In terms of formal education and training, EON continues to offer support and training to groundsman employed by the schools to maintain the Edible Garden as part of their general duties. The enthusiasm and commitment of these individuals varies, but is generally positive and – with notable exceptions - tends to be limited more by confidence and capacity than disengagement. Looma, Yungngora and to some extent Beagle Bay,

benefit from competent and stable arrangements, but a lack of confidence and low literacy and numeracy skills has been a challenge to those undertaking formal horticulture training. It is commendable that two Aboriginal men at Yungngora have recently completed a Certificate II in Horticulture.

### Healthy Homes

The roll-out of Healthy Homes has been slowed by delays in housing construction and refurbishment programs in the communities and is in its very early stages in the three Fitzroy Valley communities.

A number of Healthy Homes workshops have, however, been successfully conducted in Djarindjin, Ardyaloon and Beagle Bay. These have been delivered at women's centres or community halls and latterly in private homes. EON considers that the in-home approach to delivery is working well on the Dampier Peninsula, but recognises that an open workshop method in a public space may be equally effective and more efficient in terms of reach. Because of cultural sensitivities it may be more appropriate for Healthy Homes workshops in the Fitzroy Valley to be conducted in community centres.

Feedback from participants of these in-home workshops has been extremely positive and each of the women consulted emphasised that EON's hands-on approach to instruction has allowed them to apply the techniques demonstrated independently. There evidence of demand for the Program across all communities is strong. While a positive development, EON recognises that there will be additional time and materials costs associated with delivery of the Program and that extending its reach will require the establishment of strong relationships with individuals across the community.

## 4.1.3 Impact

### Knowledge and Skills

It is widely acknowledged that EON's practical and experiential approach to learning has engaged children and adults, and as a consequence there are indications in all communities that knowledge and skills development is occurring. The evidence is strong that there has been a demonstrable improvement in the horticultural and healthy eating knowledge and skills of children. Engagement levels with children are strong across all year levels and this is recognised to have had an impact on knowledge and skills transfer. Healthy Eating classes in particular are recognised to have improved nutrition awareness and food preparation skills amongst students.

Through the provision of one-on-one support to participants with home gardens, EON has contributed to a progressive strengthening of their horticultural knowledge and skills. Within the broader community, women participating in in-home Healthy Eating have reported positive learning outcomes with regards to new recipes, food preparation and storage. Healthy Eating workshops run with the Women's Group are also reported to have had a positive impact on participants' awareness of the link between fresh food production, preparation, consumption and nutrition.

## Behavioural Change

Both the Edible Gardens and Healthy Eating aim to give children tangible, positive experiences that will form the basis of lifelong habits. The extent to which transformative behavioural change is occurring in communities is, however, unclear. Food costs, housing and entrenched poverty continue to be barriers to change and a transformational shift in behaviours is likely to be generational. Although there have been notable successes within school-based programs, the tendency to consume calorie dense foods from the store remains prevalent. Children and parents have shown few signs of reducing their consumption of high sugar drinks and unhealthy takeaway food, despite some increase in sales of fruit and vegetables in recent years.

Interventions which target children and parents by introducing them to foods that are cheap, convenient and tasty are therefore required. EON has led the way in achieving this through its limited number of in-home Healthy Eating workshops, where participants have confirmed that the range of foods and recipes they cook has been expanded. Participants of in-home Healthy Eating workshops were positive that these had influenced their diet and purchase habits.

### 4.1.4 Sustainability

#### Efficient and Effective Operations

It is widely acknowledged that EON Foundation is operationally efficient and effective. Several EON partners commented on the commitment and professionalism of the Foundation's Directors, the strength of their networks, and on the skill and experience of Program Managers; noting the latter's familiarity with remote Indigenous communities, practical competencies in horticulture and 'rural' skills. That EON's Program Managers have qualifications and training in the education sector has been crucial for communicating with beneficiaries to transfer knowledge and skills.

Frequent and regular visits to communities by Program Managers have also helped to build trust and enable Program Managers to respond flexibly to dynamic local conditions. The approach is, however, recognised to be time intensive and Program Managers have indicated that if they are further stretched the time they are able to spend with individuals in any particular community could be affected. The Healthy Homes Program in particular is considered to be resource intensive to deliver given the need to develop strong relationships on a household-by-household basis.

While a detailed value for money assessment was not within the scope of this evaluation, based on aggregate measures EON is a cost-effective organisation: just 14 percent of the Foundation's total expenditure is spent on administrative overheads, fund-raising and promotion, compared to industry benchmarks of 22 to 26 percent. Funders have consistently commented on the cost-effectiveness and efficiency of the organisation.

#### Effective Partnerships with Schools

Effective partnerships with schools in the communities are crucial to the sustainability of Edible Gardens and Healthy Eating. EON has strong support from most Principals and the

Healthy Eating component of the Program is integrated within the curriculum in all but one school. The EON Edible Garden is also important part of the school program in Looma, Ardyaloon, Yungngora and Djarindjin.

The prospects for the sustainability of the Program in these communities vary, however, and are best where (in addition to curriculum integration) there is a broad base of support from the Principal, Garden Coordinator, groundsman and teaching staff (including AIEOs); and where links between the Edible Garden and healthy eating initiatives operated by the school are well developed. Each of these elements is in evidence at Looma, which, in addition to incorporating the garden into its health eating or 'healthy living' program, uses produce from the garden to supply the school's canteen.

Yungngora also exhibits deep linkages, but currently lacks the formal integration experienced at Looma or the breadth of support from teaching staff. At Ardyaloon, despite links with the school's Healthy Living classes, the Edible Garden has unfortunately been underutilised by teaching staff and has recently been neglected.

In all schools, high rates of teacher turnover and the varied commitment of some teaching staff continue to be challenges. Use of the garden generally remains at the discretion of individual teachers and classes observed by KPMG taken through the garden have tended to rely on EON for educational input.

### Effective Partnerships with Service Providers

The maintenance of Edible Gardens requires essential infrastructure which can be provided most effectively with in-kind assistance from local service providers. EON is open to these partnerships where they demonstrate practical value and do not risk compromising either the Foundation's reputation or operational autonomy.

EON has a close working relationship with KRSP who have assisted EON at Ardyaloon and Beagle Bay to construct and maintain Edible Gardens. This partnership is informal but has the potential to support the establishment and consolidation of gardens in communities throughout the Kimberley. Relationships with CDEP providers and participants are considered less reliable, but are likely to become increasingly important to the sustainability of gardens following recent RJCP reforms and as the size and functions of these organisations grow. KRCI has already provided *ad hoc* support to EON at Djarindjin and Beagle Bay, while WAC will provide materials, equipment and labour in support of the prospective community garden at Looma.

The Thriving Communities Program also benefits from EON's partnership with KTI, with whom EON has an agreement to accredit education and training provided to school groundsmen. This service is available to all communities where there is demand.

### Effective Partnerships with Communities

Community gardens are currently established in two locations: at Ardyaloon and Yungngora. At Ardyaloon the community garden has the full support of the council and its Chairperson, as well as the Women's Group and the arts and crafts assistant; while Yungngora's more modest herb garden is supported by the Women's Group and CRC. The broad-based community support necessary to establish and sustain these projects is



not without significant challenges given the social dynamics, local politics and uncertain governance arrangements typical of most locations.

Instability at DAC and in the social dynamics of the community, mean Djarindjin is regarded as being “some way off” from establishing its own community garden, despite successes engaging members of the Women’s Group. Aspirations for a community garden also exist at Beagle Bay, but no specific institution has been identified to initiate and sustain the project in the absence of a community council. Where community governance is weak, EON has focused its attention at the household level and supports the establishment of home gardens in both these communities.

The prospects for establishing a community garden at Looma are, however, good and will draw upon the support of a broad-based horticulture committee comprised of the CEO, CDEP Coordinator and individual CDEP crew and council members.

## 4.2 Concluding Comments

The question of whether behavioural change is occurring in remote Indigenous communities in favour of a healthier life-style is complex and can only be unequivocally answered by long-term health studies of the individuals participating in healthy eating programs. What this evaluation demonstrates, however, is that a genuine community development approach that values long term engagement over rapid delivery, capacity-building over hand-outs, and practical cooperation over top-down intervention, is the approach most likely to be effective.

Significant challenges to the roll-out of this approach in favour of positive health outcomes in remote communities are evident, and rest with the very institutions created to benefit residents.

Firstly, poor local governance and lapses in the administration of councils affects the general functionality and social dynamics of a community, and makes broad based engagement with residents difficult. Dysfunctional governance is intertwined with inter-family disputes and ineffective service delivery or poor use of community assets, which can prevent new and innovative programs from becoming established.

Secondly, a complex and shifting policy and funding environment over which residents have limited control disorients communities and leads to apathy, disengagement and a mistrust of outside agents. Each of the communities visited for this evaluation is affected by significant policy reforms that are not yet fully understood by residents or service providers, but which have far reaching implications for local governance, economic development and individual welfare. Only through a persistent and dependable engagement with individuals in communities over several years has EON been able to make progress in this context and develop trusting relationships.

Such changes also create opportunities, and Thriving Communities has the potential to benefit from new flexible funding opportunities available through RJCP should employment or training opportunities (for example, to maintain community gardens) be identified by EON in partnership with communities and the new RJCP providers.

Thirdly, the priorities of community stores and schools with respect to health messaging and outcomes are frequently misaligned. Stores continue to profit from sales of unhealthy food items and, with few exceptions, have been unable to sustain attempts at improving the quality, price, range and availability of fresh foods relative to calorie dense and processed food items. The effect is that stores essentially compete with schools for the attention of children, literally at lunch times, and the knowledge and skills developed in the classroom seemingly unravel. There may be potential for EON to work more closely with community stores to demonstrate that cost-effective, tasty and convenient foods could be sold that satisfy consumer demand as well as the search for profits.

Finally, while schools are a foundation of Thriving Communities, like community councils, lapses in their commitment can occur that affect the sustainability of the Program. The partnership is shown to work best where both Edible Gardens and Healthy Eating are integral components of the school's academic program and are widely utilised by teaching staff. To ensure that teachers maximise their use of the garden and the benefits of the Program, EON must continue to advocate for formal integration of both elements with the Department of Education, Catholic Education and community councils.

# Appendix A: Evaluation Framework

Research Questions	Indicators	Research Method		
		Literature and Data Review	Initial Stakeholder Consultation	Field-work
<b>Evaluation theme: Appropriateness</b>				
Whether the program is relevant and addresses clearly identified local needs and priorities (in the context of other programs) and whether there is logic to the program in terms of a clear alignment of activities with objectives aimed at satisfying unmet needs.				
<b>To what extent is chronic disease, in particular Type II diabetes, prevalent in the evaluation communities?</b>	<ul style="list-style-type: none"> <li>Incidence of chronic disease, in particular, Type II diabetes.</li> </ul>	✓	✓	
<b>To what extent is the supply of fresh food limited?</b>	<ul style="list-style-type: none"> <li>Price and availability of fresh food in community store</li> <li>Consumption of bush tucker</li> </ul>	✓	✓	✓
<b>Is there widespread evidence of unhealthy eating and life-style choices that may pose a risk to health?</b>	<ul style="list-style-type: none"> <li>Most commonly sold items in community stores</li> <li>Product placement of healthy versus unhealthy items in community stores</li> </ul>		✓	✓
<b>Are projects initiated with the informed consent and involvement of community leaders?</b>	<ul style="list-style-type: none"> <li>Story of the establishment of the program in each community</li> <li>Endorsement of Sustainability Plan and Program Schedule by community elders and leaders</li> </ul>	✓	✓	
<b>Does EON fill a service gap, or is there overlap with other similar services?</b>	<ul style="list-style-type: none"> <li>Endorsement of EON's health messages by other service providers</li> <li>Evidence of synergies between the program and other service providers</li> </ul>		✓	✓

Research Questions	Indicators	Research Method		
		Literature and Data Review	Initial Stakeholder Consultation	Field-work
<b>Evaluation theme: Effectiveness</b>				
The extent to which the outputs of the EON Thriving Communities Program are consistent with the Program’s objectives. It assesses the effectiveness of each of the project elements, focusing on the immediate effects (intended and unintended) of the program’s activities on the intended target group.				
<b>Are the immediate objectives of the EON Edible Gardens project are being met, with regards to fresh food production and consumption with the participation of children and adults?</b>	<p>Establishment of Edible Gardens in remote community schools and communities with the assistance of community members</p> <p>Production and consumption of fresh fruit and vegetables, including a range of bush tucker plants</p> <p>Active involvement of school children and interested community members in all aspects of the gardens’ maintenance and cultivation</p> <p>School and community members are responsible for the garden’s management and maintenance with technical advice and occasional support provided to gardeners during community visits</p>	✓	✓	✓
<b>Are the immediate objectives of the EON Healthy Eating project are being met, with regards to community participation in healthy eating classes and events and an increased awareness of healthy eating messages?</b>	<p>Participation of children and adults in Healthy Eating classes and workshops</p> <p>Increased awareness among children and adults about nutrition and healthy lifestyle</p> <p>Increased knowledge of food hygiene and development of food preparation skills</p> <p>Increased consumption of fruit and vegetables at home</p> <p>Integration of elders’ knowledge of bush tucker</p>	✓	✓	✓

Research Questions	Indicators	Research Method		
		Literature and Data Review	Initial Stakeholder Consultation	Field-work
<b>Are the immediate objectives of the EON Education and Training project are being met, with regards to community participation in education and training?</b>	Use of the EON Edible Garden as an educational resource Integration of EON Healthy Eating program in the school curriculum Provision of appropriate reference materials and technical advice and support by EON Participation of interested adults in formal Certificate II Horticultural training	✓	✓	✓
<b>Are the immediate objectives of the EON Healthy Homes project being met, with regards to community participation in healthy homes workshops and events and an increased awareness of the importance of healthy homes to good health?</b>	Community participation in healthy homes workshops and events Increased awareness among participants of the importance of healthy homes to good health	✓	✓	✓
<b>Evaluation theme: Impact</b>				
The longer-term social and psychological consequences of the program, and in particular whether there is evidence of an improvement in the knowledge and skills, awareness and behaviours of participants, towards a healthier life-style.				
<b>Is there evidence of an improved knowledge and skills base amongst participants around food production, healthy eating and home hygiene?</b>	Participant knowledge regarding food production, healthy eating and home hygiene Gardening, food preparation and home hygiene skills demonstrated by participants	✓	✓	✓
<b>Is there evidence that healthier life-style choices are being made by participants of the Program?<sup>205</sup></b>	Increased consumption of fresh fruit and vegetables Application of food preparation and hygiene skills in the home	✓	✓	✓

<sup>205</sup> This question includes consideration of whether the program has resulted in more fresh food being consumed and evidence of the application of food preparation and hygiene skills in the home.

Research Questions	Indicators	Research Method		
		Literature and Data Review	Initial Stakeholder Consultation	Field-work
<b>Evaluation theme: Sustainability</b> The capacity of EON and selected stakeholders to sustain the benefits of the Program, so that positive behavioural changes in the communities can endure. The sustainability of the Program is affected by the quality and efficiency of EON's operations, the quality of relationships with stakeholders, and the extent to which communities have the capacity to actively participate and effectively deploy its human and institutional capital.				
<b>Are EON's operations efficient and effective in delivering Program activities?</b> <sup>206</sup>	Suitability of fortnightly visits/schedule Time and resources available to EON staff to facilitate the delivery of the program Cost-effectiveness of the program	✓	✓	✓
<b>Do EON's partnerships with schools have the capacity to sustain the benefits of the Program?</b>	Evolution of the Edible Garden in each school Extent to which the program is embedded in school activities Whether the school will continue to support the garden at the end of the 5 year program	✓	✓	✓
<b>Do EON's partnerships with local service providers have the capacity to sustain the benefits of the Program?</b>	Evolution of partnerships Whether service providers will continue to support the garden at the end of the 5 year program		✓	✓

<sup>206</sup> This question includes consideration of the cost-effectiveness of the program in achieving its objectives.

Research Questions	Indicators	Research Method		
		Literature and Data Review	Initial Stakeholder Consultation	Field-work
<b>Do EON's partnerships with communities have the capacity to sustain the benefits of the Program?</b> <sup>207</sup>	<p>EON Edible Gardens are independently maintained by participants and other community members in between EON's visits</p> <p>Community gardens are established outside the school and independently maintained</p> <p>Broad community recognition of the benefits of the program, beyond immediate participants</p> <p>New and recent participants joining the program</p>		✓	✓

Source: KPMG 2013

<sup>207</sup> This question includes consideration of evidence of behavioural change beyond the immediate participants of the program; evidence of demonstrated commitment among participants and other community members to maintain the EON Edible Gardens and evidence of demonstrated willingness and/or commitment amongst community members to maintain community gardens independently.

# Appendix B: List of Stakeholders

## Initial stakeholder consultations

KPMG conducted 32 face-to-face and telephone interviews with EON staff, whole-of-program stakeholders and community specific stakeholders. Details of stakeholders consulted during this process are provided below.

*Table 1: EON Staff*

Name	Position
Suzanne O'Connell	EON Program Manager, Dampier Peninsula
Edwina O'Connell	EON Program Manager, Dampier Peninsula
Peter Murphy	EON Program Manager, Fitzroy Valley
'Treenie'	EON Program Manager, Warmun
Sabrina Hahn	Horticultural Consultant

Source: KPMG

*Table 2: Whole of program interviews*

Name	Position/Organisation	Location
Anthea Fawcett	Director, Remote Indigenous Gardens Network	Perth
Buzz Bidstrup	CEO, Jimmy Little Foundation	Sydney
Chris Ham	Project Manager, La Grange Agriculture and Water Opportunities project, Department of Agriculture and Food	Broome
Grant Akesson	Manger, Community Programs, Drug and Alcohol Office	Perth
Greg Wilsen	Health Development Officer, Army Aboriginal Community Assistance Program	Perth
Jake Parker	Communicable Disease Resident Medical Officer,	Broome



	Kimberley Population Health Unit	
Kathy Ride	Research Officer, Centre for Indigenous Research	Perth
Kelvin Barr	Grants and Projects Officer, Kimberley Development Commission	Broome
Kim Courtenay	Horticultural Lecturer, Kimberley Training Institute	Broome
Kira Meadus	Project Advisor, Land Management, Indigenous Land Corporation	Perth
Lucy Reynolds	Grants Manager, Lotterywest	Perth
Marion Kickett	UFPA	Perth
Trevor Brown	Program Manager, Department of Health	Perth

Source: KPMG

Table 3: Community-specific interviews

Name	Position/Organisation	Location
Arnold MacKenzie	Manager, CDEP	Beagle Bay
Ben Doyle	Former Principal, Sacred Heart School	Beagle Bay
Father Bill Christie	Parish Priest, Dampier Peninsula Catholic Church	Djarindjin/ Lombadina and Beagle Bay
Laurie Cox	Housing Officer, Department of Housing	Beagle Bay
Tracey Dann	Aboriginal Teaching Assistant, Sacred Heart School	Beagle Bay
Vanessa Cox	Manager, Beagle Bay Community Store	Beagle Bay
Carol Thorsby	Former Principal, One Arm Point (Ardyaloon) Remote Community School	Ardyaloon
Lesley-Ann Nieuwoudt	Nurse, Ardyaloon Health Centre	Ardyaloon

Margaret Mitchell	Local Area Coordinator, Australia Government Remote Operations Centre	Ardyaloon
Lynley Juyboy	AIEO, Looma Remote Community School	Looma
Scott Beatty	Health, Physical Education and Garden Coordinator, Looma Remote Community School	Looma
Luke Royes	Former Principal, Kulkarriya Community School	Yungngora

Source: KPMG

## Field-work Consultations

In March and April 2013, KPMG undertook field visits in five of the six evaluation communities. Due to wet weather conditions, KPMG was unable to visit Kadjina. Details of community stakeholders consulted during the visits are listed below.

*Table 4: Stakeholders consulted during field visits, by community*

Name	Position
<b>Dampier Peninsula</b>	
<i>Djarindjin Lombadina</i>	
'Bernadette'	Djarindjin Women's Group
Chris Sampi	Bardi and Jawi Rangers
'Christine'	Teacher Aide, Djarindjin Lombadina Catholic School
Debbie Sibosado	Djarindjin Aboriginal Corporation
'Estelle'	Teacher Aide, Djarindjin Lombadina Catholic School
'Jemma'	Djarindjin Women's Group
Jill Cottle	Djarindjin Day Care Centre
'Laurel'	Djarindjin Women's Group
'Michelle'	Djarindjin Store

'Noreen'	Teacher, Djarindjin Lombadina Catholic School
Steve Carol	Principal, Djarindjin Lombadina Catholic School
'Willie'	Groundsman, Djarindjin Lombadina Catholic School
<i>Ardyaloon</i>	
Terry Wooltorton	CEO, Ardyaloon Incorporated
Peter Hunter	Chairperson, Ardyaloon Incorporated
Carol Thorsby	Former Principal, Ardyaloon Remote Community School
Khelan	Garden Coordinator / Healthy Living teacher, Ardyaloon Remote Community School
'Bernadette'	Community member, Healthy Homes participant
'Maureen'	Community member, Healthy Homes participant
'Colleen'	Community member, Healthy Homes participant
'Dorothy'	Ardyaloon Women's Group, Healthy Homes participant
'Alma'	Ardyaloon Women's Group, Healthy Homes participant
'Sissi'	Ardyaloon Women's Group, Healthy Homes participant
James Brown	Cygnets Bay Pearl farm
Chris Sampi	Bardi and Jawi Rangers
Ben Mouda-Hughes	School Groundsman
Vivian	Conducts art classes in the Women's Centre
Alan Burton	KRSP Supervisor
<i>Beagle Bay</i>	
Angelo Forte	Groundsman, Sacred Heart School
Liz Kelly	Housing Officer, Department of Housing

Lyla Forte	Local Operations Centre Manager
'PJ'	Groundsman, Sacred Heart School
'Rosemary'	Community member, Healthy Homes participant
'Rosie'	Community member, Healthy Homes participant
Simon Burrows	Team Leader, KRSP
Tracey Dann	Head Aboriginal Teaching Assistant, Sacred Heart School
<b>Fitzroy Valley</b>	
<i>Yungngora</i>	
Bryan Miller	CEO, Yungngora Association Inc.
'Bubbly'	Groundsman, Kulkarriya Community School
'Carla'	Yungngora Women's Centre
'Carlos'	Store Manager, Yungngora Community Store
'Jake'	Teacher, Kulkarriya Community School
'Oska'	Assistant Groundsman, Kulkarriya Community School
'Roshina'	Yungngora Women's Centre
Mike ('Ted') Tucker	Principal, Kulkarriya Community School
'Thomasina'	Yungngora Women's Centre
'Sheena'	Yungngora Women's Centre
<i>Looma</i>	
Beno Pindan	CEO, Looma Incorporated
Bevin Paxman	Acting Principal, Looma Remote Community School
Looma Women's Language Group	Looma Remote Community School

Scott Beatty	Health, Physical Education and Garden Coordinator, Looma Remote Community School
'Stuie'	Groundsman, Looma Remote Community School
'Rodney'	CDEP participant
'Winston'	CDEP participant

Source: KPMG

# Appendix C: Thriving Communities Program Logic

***EON Strategy: Empower indigenous communities to reduce the incidence of chronic disease and take up healthy lifestyle choices***

Program	Activity	Outputs	Outcomes	Impacts
<b>Thriving Communities</b> <i>(Whole of program)</i>	<ul style="list-style-type: none"> <li>• Invitation to work in the community considered by EON</li> <li>• Negotiation of agreements and engagement with the community, school and service providers to understand needs, aspirations and existing capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability Plan and Program Schedule signed</li> <li>• Teacher induction and resources provided</li> </ul>	<ul style="list-style-type: none"> <li>• Consent and commitment of stakeholders, including the community</li> <li>• Shared understanding of roles and responsibilities amongst stakeholders</li> <li>• Integration of program in school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Effective community partnerships established that empower individuals</li> </ul>

***EON Strategy: Empower indigenous communities to reduce the incidence of chronic disease and take up healthy lifestyle choices***

<b>Program</b>	<b>Activity</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impacts</b>
<b>Edible Gardens</b>	<ul style="list-style-type: none"> <li>Establishment of an edible garden and associated infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Provision of gardening materials to maintain the garden</li> <li>Recording and integration of bush tucker knowledge of elders by the EON Horticulturalist</li> <li>Fortnightly visits by Program Managers to provide training and support to gardeners, and to take school classes in the gardens</li> <li>Delivery of workshops to improve gardening knowledge and skills in the community</li> <li>Provision of reference materials to maintain the garden</li> </ul>	<ul style="list-style-type: none"> <li>Participation by children in classes taken through the garden</li> <li>Engagement from teachers, gardeners and interested adults who utilise and maintain the garden</li> <li>Engagement from senior women involved in bush tucker projects</li> <li>A supply of free fresh foods with priority given to children</li> </ul>	<ul style="list-style-type: none"> <li>Improved diet of the community</li> <li>Community members empowered to choose to grow their own fresh food</li> </ul>

***EON Strategy: Empower indigenous communities to reduce the incidence of chronic disease and take up healthy lifestyle choices***

<b>Program</b>	<b>Activity</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impacts</b>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>Workshops, classes and informal education to teach food nutrition, hygiene, preparation and cooking</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly visits by EON Program Managers to conduct workshops, classes and provide informal education to children and interested adults</li> <li>Construction of a bush kitchen in the school or community to integrate healthy eating classes with the garden</li> <li>Provision of reference materials and resources for healthy eating classes and programs</li> </ul>	<ul style="list-style-type: none"> <li>Children and interested adults participate in healthy eating classes</li> <li>Broad awareness amongst children and adults of the link between fresh food production, preparation and consumption, and nutritional and health benefits</li> <li>A broad knowledge and skills base around fresh food production, healthy eating and the importance of good nutrition to health</li> </ul>	<ul style="list-style-type: none"> <li>Community empowered to make healthy lifestyle choices and evidence of broad-based behavioural change amongst the community and evidence of healthy life-style choices</li> </ul>
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>Delivery of formal and informal education, training and mentoring to children and interested adults.</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly visits by Program Managers to deliver workshops, classes and informal education to children and adults</li> <li>Targeted training and technical support to school gardeners</li> <li>Production and access to appropriate reference materials teachers and interested adults</li> </ul>	<ul style="list-style-type: none"> <li>Participation and completion of horticulture courses by gardeners</li> <li>Engagement in workshops, classes and informal education opportunities by children and interested adults</li> <li>Use of reference materials by teachers and interested adults</li> </ul>	<ul style="list-style-type: none"> <li>Capability and demonstrated commitment amongst children and interested adults to maintain existing community gardens</li> <li>Capability and interest among interested adults to establish fresh food gardens at home or in the community</li> </ul>



***EON Strategy: Empower indigenous communities to reduce the incidence of chronic disease and take up healthy lifestyle choices***

<b>Program</b>	<b>Activity</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impacts</b>
<b>Healthy Homes</b>	<ul style="list-style-type: none"> <li>• Informal education and training and practical support regarding home hygiene and critical home maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly visits by EON Program Managers to deliver community workshops and informal education and training in the home</li> <li>• Provision of practical in-home support</li> <li>• Provision of resources and materials(e.g cleaning products)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation at workshops and events by community members</li> <li>• Engagement by Program Managers with community members in their homes</li> <li>• Demand for practical support and cleaning products by community members</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of improved knowledge and awareness of the link between good health and a clean and safe home environment</li> <li>• Evidence of the application of new healthy homes skills in the home</li> </ul>

Source: KPMG 2013