



## **CAPACITY BUILDING FOR PEER SUPPORT**

(DIGITAL TRAINING PACKAGE IN PDF FORMAT:  
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### **SECTION SIX: BEYOND THE TOOLS**

*This resource has been developed within the NDIA Peer Resources project with: funding provided by the NDIA (ILC), delivered by ANZSOG (in collaboration with SPRC and numerous co-design parties), authored by Dr Jennifer Job (Life Upcycled) and released 2019.*

# CAPACITY BUILDING FOR PEER SUPPORT

## SIX: BEYOND THE TOOLS

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### BEYOND THE TOOLS INTRODUCTION

We started our journey into evidence collection considering where you want your peer program to be. This has involved a series of steps and decisions unique to each peer organisation. The four perspectives of the Balanced Scorecard (BSC), which structured our program objectives, guided these. We then thought about what we would assess and how we would assess them. The whole purpose is to ensure we can gather the evidence we need for the ongoing success of each customised program.

We have explored a vast array of options available for selecting measures to use as well as the techniques used to perform the assessment. In addition to gaining an understanding of the various types of tools and method of information collection, we also contemplated some of the basics involved in developing relevant and tailored tools. Hopefully you now feel a greater confidence about gathering evidence and have a reasonable understanding of the ways we can harvest the information we want.

In this section of the training package we move beyond these tools and the specifics of gathering evidence and delve into how we can utilise the information we have accumulated. We will focus on simple information presentation techniques. Naturally, the nature of information we pull together will determine the way we draw upon it. I am sure it pleases many of you that this is not a statistics course. Therefore, even if you have a large pool of quantitative data, we will limit our coverage to simple presentation methods, including Excel spreadsheets, for analysing it and applying your valuable evidence. This is because very few peer organisations will have access to statistical software or data analysis expertise.

**If you require additional data analysis information, there are significant resources available online. See for example [https://www.betterevaluation.org/en/rainbow\\_framework/describe/analyse\\_data](https://www.betterevaluation.org/en/rainbow_framework/describe/analyse_data) which provides an excellent overview of data analysis methods for both quantitative and qualitative data within evaluation.**

### COLLATING DIFFERENT EVIDENCE TYPES

At every stage of the evidence gathering process, being able to plan-ahead means it becomes possible to make precise decisions about our evidence usage. Then, we will be more likely to only gather relevant, useable and required evidence and ensure our tools are ideal for our needs. Remember, we only want to gather information if it tells us something about where we are on our journey. If evidence doesn't help us with our navigation then it is doubtful we should be spending our precious, limited resources, on its

collection. As noted in their recent report, Amaze (2018, p.30) confirm the importance of quality data acquisition:

#### (d) Evaluation

Robust evaluation is essential to quality program design and implementation, as well to demonstrating impact and ensuring program sustainability (Peers for Progress, 2018; Dykes F et al, 2005). However, a lack of methodological rigor and robust evaluation has limited the quality of evidence regarding peer support programs to date.

There is consistent emerging evidence that a more systematic, rigorous and robust approach to evaluation of peer support programs is required, including the following core elements: identification of evaluation model(s) at the outset; mixed-methods evaluation; realistic and holistic measures/ indicators; quality data collection; and economic evaluation.

Engagement by participants and other relevant stakeholders in the development and implementation of an evaluation model is essential.

We have previously discussed the types of information we hope to collect. We differentiated between primary and secondary information based on its source. Secondary data involves gathering information which has been already compiled previously in some way. For example, if a peer program objective is responsible budgetary management, a selected indicator may be a variance (i.e. the difference between budgeted spending and actual spending). This information is likely already calculated for Board or Finance Committee meetings and reporting. If we use this variance data to assess this objective then we are using secondary data for this evaluation. Secondary evidence may be numerical or in the form of quotes from reports or emails, or comments in a reflection journal. Primary data is relevant information that comes from the project using purposeful observations and measurements collected (such as from a survey).

Evidence will form the basis of each thorough investigation of where your peer program is currently located and may involve the collection of qualitative and/or quantitative primary information. Quantitative information is collected through measurement and is able to be processed using computational, statistical or other techniques. This contrasts with qualitative information which is gathered using observation or subjective judgment and does not involve measurement (at least immediately). Qualitative information may be processed or quantified where appropriate or it may be presented through images or as text (such as quotes by Members, or feedback from Funders). The type of information collected should be determined by the objective itself and the indicator selected. The following table provides an excellent overview of the core differences between qualitative and quantitative information in relation to its aim, characteristics, data collection methods and data analysis focus (Save the Children booklet, 2017, p.10). In the context of this resource for peer disability support, when it comes to gathering information from primary sources, we have been focussing on key collection methods including the popular tool of 'surveys'.

**SELF STUDY Q6.1: Refer to the tables you developed in Questions 5.8, 5.9, 5.10 and 5.11.**  
**What types of evidence gathering tools are you planning to use in your planned evaluation?**  
**If this includes a survey, what types of questions can you ask?**  
**What sort of information will you collect from each of the different types of questions you will ask?**

You can ask numerous kinds of questions in a survey; this results in a variety of information. Questions within the survey can be: closed, open-ended, scaled or multiple-choice. As discussed in earlier sections of this training package, each provides us with very distinctive evidence. Therefore, the way we analyse the responses to each are different.

	Qualitative research	Quantitative research
Type of knowledge	Subjective	Objective
Aim	Exploratory and observational	Generalisable and testing
Characteristics	Flexible	Fixed and controlled
	Contextual portrayal	Independent and dependent variables
	Dynamic, continuous view of change	Pre- and post-measurement of change
Sampling	Purposeful	Random
Data collection	Semi-structured or unstructured	Structured
Nature of data	Narratives, quotations, descriptions	Numbers, statistics
	Value uniqueness, particularity	Replication
Analysis	Thematic	Statistical

As noted already, how you employ your data will depend on its type and the way you collected it. This section covers some basic information on how to work with the evidence you have collected with your surveys. One of the sample surveys available for download earlier in this training package included an Individual ILC Survey developed by the author whilst responsible for delivery peer programs within Families4Families (available on the PeerConnect site). We will now analyse data that could have collected from this survey, using simple techniques. The first questions are open-ended and includes a range of closed ended ratings questions.



**Families4Families Inc.**  
Acquired Brain Injury Peer Support Network

1. Why did members present join Families4Families & the Local Support Group?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What benefits do the group members present receive from being a member of Families4Families and this Local Support Group?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How many people present believe they are likely to be assessed (or have already been assessed) as eligible for an NDIS Individual Funded Package? (please complete each box)

NDIS YES  NDIS NO  MAYBE

Any Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Have the members present gained skills, knowledge and/or abilities from being a Families4Families member?

YES  NO  MAYBE

Please tell us more: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Have members present gained knowledge about their rights and/or entitlements from being a Families4Families member?

YES  NO  MAYBE

Please tell us more: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Surveys often feature an assortment of different questions: closed, open, multiple-choice and rating ones. Closed questions are usually in the format of yes/no or true/false options giving limited responses making

them quick and easy to process and collate. After you have collected survey data, you will need to put it into a format ready for analysis. For close-ended data, this means converting answers to surveys into numbers. For example, if the question is ‘Do you like attending your peer support group?’ and you offer only ‘Yes’ or ‘No’ as responses, you can decide to enter all the ‘Yes’ answers as 1 and ‘No’ answers as 0. You now have data, which you can collate and use in different ways. For example, you can easily now determine the percentage of responding group members who ‘like attending their peer support group’. Once the numbers are entered into a simple spreadsheet, creating a database, you can use it to analyse the data. Typically, databases have the names of each survey question in columns along the top row, and each survey response is entered as a row. An example of this is shown below and is presented as an incomplete spreadsheet (with the questions in the top column) [available here](#):

Q1. Why did you join Families4Families and your Local Support Group?	Q2. What benefits do you receive from being a member of Families4Families and your Local Support Group?	Q3. Do you believe you will be assessed (or have already been assessed) as eligible for an NDIS Individual Funded Package?	Yes	No	Maybe	Q4. Have you gained skills, knowledge and/or abilities from being a Families4Families member?	Yes	No	Maybe
I needed social contact with other carers and a network of support for my daughter.	The social interaction for both of us and the ongoing support of people with similar problems is immeasurable. Every outing or meeting has always been full of love and laughter and the knowledge that we are never alone.	We have recently began having a cleaner fortnightly but that is the only servocde we have access since rehab in 2006.	0	0	1	Despite not needing to access available services it is reassuring knowing that we have the ability of finding any we may need in the future thanks to information available through F4F staff and members.	1	0	0
To be among peers facing similar challenges.	Laughter!		1	0	0	To appreciate what my brain & body can still do for me.	1	0	0
The information provided. Shown how to negotiate govt depts. General education of the ABI field.	Support that you are not alone. You are not isolated.		0	1	0	Learnt to cope with support workers. Having support of other members as well as volunteer staff.	1	0	0
Was introduced to Families4Families and our local support group by a friend.	I love our monthly get togethers and he support and information I receive, and our family, is invaluable.		0	1	0	Knowledge and support from Families4Families is brilliant.	1	0	0

Open-ended questions leave the answer entirely up to the respondent and therefore provide a greater range of responses. While open questions enable the respondent to answer freely and gives greater choice of responses, the data is then more difficult to collate or group. Open-ended data can also be entered into a spreadsheet in the same format, with wider columns to make space for larger amounts of text. Alternatively, you could type survey responses into a text document (Microsoft Word, Google Docs, or Open Office) and organise them there. When you’re typing written survey responses, be sure to type the responses exactly as they are written so you can be sure you are preserving the person’s intended meaning. You can also then show them as quotations in your reports or in your other publications and materials. If you can’t read a person’s writing, you can indicate that in the data entry box or document using brackets or notes.

#### SELF STUDY Q6.2:

Give two advantages of using a closed ended question in a survey, and two disadvantages.

Give two advantages of using an open ended question in a survey, and two disadvantages.

#### SELF STUDY Q6.3:

What types of questions will you include in any surveys you need to develop to gather your evidence?

Surveys can also utilise scales to assess attitudes. Semantic scales (where responders are asked to rate subjectively something from 1 to 5) are also widely used. For example, ‘how connected do you feel with your peer group’ on a scale of 1 to 5 (when 1 is not at all connected, and 5 is extremely connected)? Most scales include this information so the respondent knows exactly how to answer each question. Scales ranging from 1 to 5 (or 1 to some other number) are commonly used and may be called ‘Likert Scales’. We may also wish to assess a scale for questions such as those shown below. In this case, we offer an alternative to only YES or NO which we can call MAYBE or UNSURE.

**For further information on Likert (or rating) scales see <http://www.peerrespite.net/toolkit/#Step3>.**

For an example, let’s view the Individual ILC Survey developed by the author whilst responsible for delivery peer programs within Families4Families (available on the site). We will now analyse data that could have collected from this survey, using simple techniques. The first questions are open-ended and the survey also includes a range of closed ended questions.

Question			
6. Do you feel that Families4Families effectively promotes the independence and full participation of people with ABI in the community?			
7. Has being a Families4Families member enabled you to access information that help you to better understand ABI?			
8. Does Families4Families offer high quality peer support?			
9. From your member experiences, do you believe that the Families4Families team are well qualified, knowledgeable and have the experience to effectively deliver peer support?			
10. Has being a member helped you to know more about what services and supports are available to in enabling you to live your best life?			
11. Has being a member given you the information you need to make decisions in your life?			

We can again code these responses into numbers in the spreadsheet. We may decide that YES can be coded as 2, MAYBE as 1 and NO as 0. As long as we use these numbers with caution as it may not be true that a yes response is the same as double the maybe response. We may instead prefer to code them in different columns, as shown below. When this survey was used within Families4Families we set up columns for each possible response and were able to then calculate response percentages. The spreadsheet used for this analysis illustrates the use of this coding option:

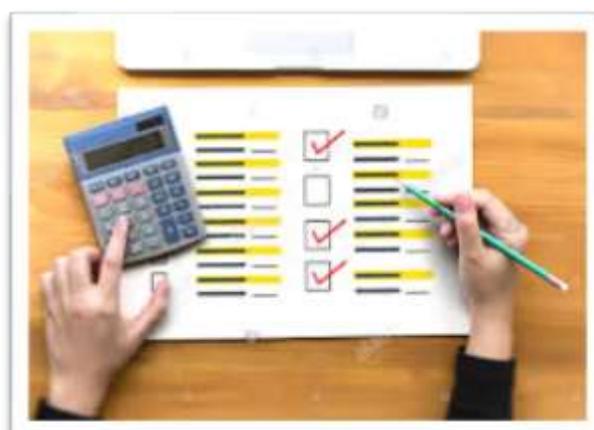
Q6. Do you feel that Families4Families effectively promotes the independence and full participation of people with ABI in the community?	Yes	Maybe, Not sure	No	Q7. Has being a Families4Families member enabled you to access information that help you to better understand ABI?	Yes	Maybe, Not sure	No	Q8. Does Families4Families offer high quality peer support?	Yes	Maybe, Not sure	No
	1	0	0		1	0	0		1	0	0
	1	0	0		1	0	0		1	0	0
	1	0	0		0	1	0		1	0	0
	1	0	0		1	0	0		1	0	0
	1	0	0		1	0	0		0	1	0
	1	0	0		1	0	0		1	0	0
	1	0	0		1	0	0		1	0	0

Multiple-choice questions can also be used. For example, we could ask respondents to indicate their favourite topic covered in the peer group, or their preferred location. Again, we can convert these answers into a number. For something like the favourite topics question, it might make sense to scale the topic selected as favourite as 1, the next 2, etc. Then we could sort according to most popular by person and across all respondents from the same group, and across all respondents. Once more, this will depend upon the objective we are trying to assess via this question within this tool.

Using this approach assumes that you have access to a computer and a spreadsheet program for your data analysis. While most peer organisations are likely to use Microsoft Excel for this purpose, there are also some free programs available such as Google Sheets (see: <https://www.google.com/sheets/about/>) or Open Office (see: <http://www.openoffice.org/>).

**The Better Evaluation has a LINK to a tool which assists in calculating basic statistics within the EXCEL package: [https://www.betterevaluation.org/resources/tools/summary\\_statistics/calc\\_mean\\_st\\_dev](https://www.betterevaluation.org/resources/tools/summary_statistics/calc_mean_st_dev).**

In addition, it is possible to set up a large table within a word processing package and enter the data using this method. Finally, it is also possible to analyse data using simple pencil and paper. Draw up a table with a box for each answer, and either tick or write the response for each.



There are a range of online survey development options also available; perhaps you have you heard about 'Survey Monkey' or another similar option? Many will offer a range of sophisticated options for paid

versions but also offer simple and free alternatives. There are also online resources which compare the various options available.

See for example: <https://www.wordstream.com/blog/ws/2014/11/10/bestonline-survey-tools-for-an-excellent-and-quick-overview-of-the-available-options>.

Google Forms is currently a leading option in terms of offering excellent features within its lowest cost version: unlimited surveys and respondents, survey answers and data are automatically collected in Google Spreadsheets, great design options including themes and ability to use your own logo or add images, as well as the ability to imbed surveys into both emails and websites.

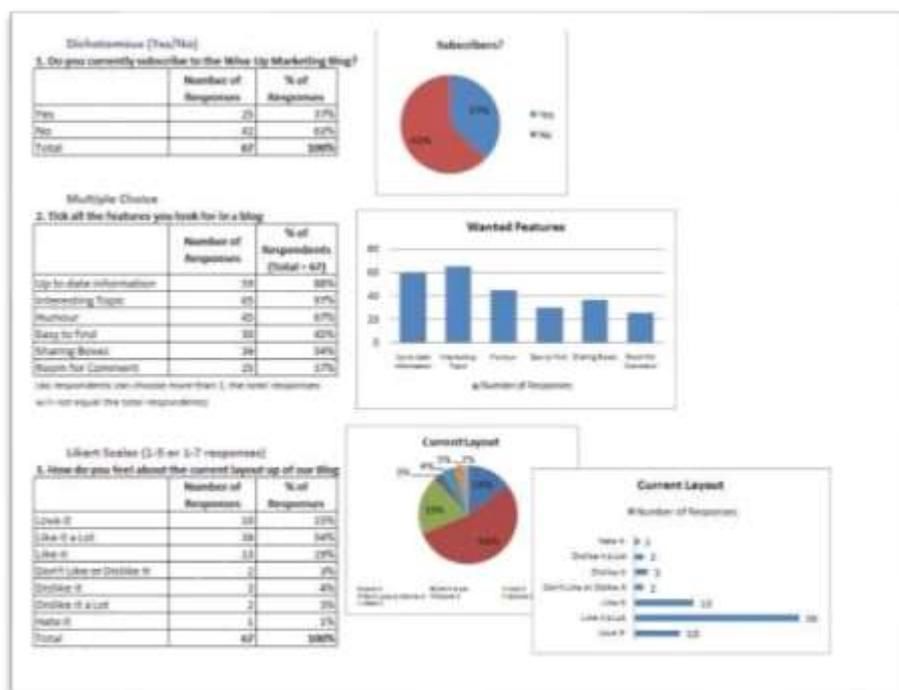
Google Forms information is available on their site [https://gsuite.google.com/intl/en\\_au/products/forms/](https://gsuite.google.com/intl/en_au/products/forms/) where it is also possible to sign up and login.

Google also offer special options available for non-profits. This means, if your peer organisation has membership with Connecting Up, you will likely receive the package at greatly reduced rates. Therefore, when developing your data collection tools, you should factor in your resources. If you have the computer skills and required internet access, you should explore the use of free online survey programs. These will provide ease of access for most respondents, ensuring a straightforward data analysis process.

Once you have your evidence within a spreadsheet, you can use the basic spreadsheet functions to analyse the data. Some surveys may gather evidence on a specific item, which gives a score. However, in most cases, you will want to, simply tally responses by participant over time or by all respondents across questions. For surveys that involve scales and sub-scales, you will be looking to create summary statistics such as the minimum, maximum, and mean (average). You can use spreadsheets to calculate summary statistics (including simple tallies and percentages as shown below, but also other statistics if required).

Q6. Do you feel that Families4Families effectively promotes the independence and full participation of people with ABI in the community?	Yes	Maybe, Not sure	No	Q7. Has being a Families4Families member enabled you to access information that help you to better understand ABI?	Yes	Maybe, Not sure	No	Q8. Does Families4Families offer high quality peer support?	Yes	Maybe, Not sure	No
	23	0	0		21	2	0		21	2	0
	100%	0%	0%		91%	9%	0%		91%	9%	0%

The Better Evaluation has a LINK to a tool which assists in calculating basic statistics within the EXCEL package: [https://www.betterevaluation.org/resources/tools/summary\\_statistics/calc\\_mean\\_st\\_dev](https://www.betterevaluation.org/resources/tools/summary_statistics/calc_mean_st_dev).



There are many tutorials and resources available online that provide step-by-step guidance and tools, depending on the type of spreadsheet you are using. Once you have been gathering data over time, you can also compare responses for the same responder over time to see if scores change over their group attendances. If you are using a survey software (like SurveyMonkey or Google Forms), you can also create simple summaries within the web browser. You can also download your data in a spreadsheet format and work with it yourself.

While there are clearly many options for analysing closed ended questions, we will often have an assortment of open-ended questions encompassed within program surveys. In the peer support space, open-ended questions can be very helpful for attaining greater insight compared to their closed-ended counterparts. For example, if we ask a member whether they find the topics discussed in groups helpful with Yes/No closed ended responses, we can follow up asking why. This will give us a richer understanding of the reasons motivating responses. A survey process with open-ended questions gives members and other key stakeholders, the opportunity to provide a range of feedback, ideas and information.

Open-ended responses can help the peer program team to identify new and different ways of thinking about program design decisions. For these same reasons, working with open-ended data can be challenging. One way to organise open-ended responses is to sort them into themes – or common threads across different responses (see: <http://www.peerrespite.net/toolkit/>). In this process, we put our efforts into finding similarities. If we can achieve this, we are then more able to draw overall conclusions from the varied comments provided. We shall explore a relatively straightforward example. Let us assume you want to know what aspects of the peer support group members find important. As such, you have included the following survey question in your member survey: “What did you like best about your peer support group?”. If you received the following ten responses:

1. Getting to know Sam [another member]
2. Meeting new friends
3. NDIS information
4. Having coffee with other members
5. Morning tea is yummy
6. Taking a break from being home
7. Restful
8. Skills I learn
9. Getting out and about with group members
10. The facilitator is great and I learn a lot

You might divide the responses into the following themes:

- Connecting with others (1, 2, 4, 9, 10)
- Food (4, 5)
- Rest/taking a break (6, 7, 9)
- Gaining skills/knowledge (3, 8, 10)

Note that some responses are included in multiple themes. For example, ‘Getting out and about with group members’ is included in ‘Connecting with others’ as well as ‘taking a break’. You may also need to create an ‘Other’ theme to which you place any responses that are difficult to group with others.

Example adapted from the <http://www.peerrespite.net/toolkit/> site content at: <http://www.peerrespite.net/toolkit/#Step3>.

Once you have created a list of themes, you can report on the most common ones and count the responses under each to see how many times an issue or concept came up. This gives a general sense of how your group members responded to the question overall. We should also note that although counts can be useful to see how most people feel about the question posed, it might be that only one guest responded in a way,

you feel is particularly important. These responses could be highlighted somehow to appropriately represent one person's unique experience (without any identification of course), such as using a quote in a report or promotion.

Q21. If Families4Families and its Local Support Groups didn't exist, do you think you would need greater funded support (eg. Support workers, ABI training, counselling, NDIS Planning meetings etc)	Yes	No	Maybe	Q22. Do you have any other comments you would like to make about being a Families4Families member? Are there things you would like to see changed? Are there things you really like and find helpful you would like to tell us about?
Without the session such as F4F there would be a greater need for funded support. Many individuals would need counselling/support to find out about services.	1	0	0	Many of the groups come together to have a social chat and to have an open chat about any info to assist them. This type of support is helpful to many people to just have a social get together for support.
I now have a sense of self and purpose. I am encouraged to try things and not be disheartened. I would probably still be unable to leave the house.	1	0	0	Without Families4Families I would not be around today - understanding of my injuries and the changes in my personality and abilities. Keep on going with F4F and as new information comes to light please keep bringing it to the membership. The friendship and understanding, information and encouragement are priceless.



*'Without Families4Families I would not be around today - understanding of my injuries and the changes in my personality and abilities. Keep on going with F4F and as new information comes to light please keep bringing it to the membership. The friendship and understanding, information and encouragement are priceless.'*

The process of drawing out themes from qualitative data can be undertaken in a more formal way. There are some excellent online resources, which provide quality step-by-step guides to doing this (see for example <https://www.sciencedirect.com/science/article/pii/S1877129717300606>). This booklet on thematic analysis (TA) illustrates detail around this data analysis strategy that is a commonly used approach when working with qualitative evidence. In this resource, Castleberry and Nolen (2018) define thematic analysis as a method of *'identifying, analysing, and reporting patterns (themes) within data'*, which reduces data complexity enabling it to be flexible enough to dovetail with other data analysis methods. They provide an overview of the stages in qualitative data analysis: compiling, disassembling, reassembling, interpreting, and concluding.

**Qualitative data analysis tools include:** <https://www.sciencedirect.com/science/article/pii/S1877129717300606> and **Better Evaluation also has excellent resources including:** <https://www.betterevaluation.org/evaluation-options/thematiccoding>.

It is clear that both quantitative and qualitative data can be analysed, ensuring we are best able to assess performance against our targets. For each specific objective within the four Balanced Scorecard perspectives, we can gather evidence, deciding where we are located, respective to our vision. By analysing our data effectively, we get the best possible indication of our location, positioning us well to adapt our journey if we are going slightly off track. This is obviously hugely beneficial within the peer space.

**CAPSULE: PLAN FOR DATA ANALYSIS AHEAD INCLUDING HOW YOU WILL USE YOUR EVIDENCE WHATEVER TYPE OF INFORMATION YOU HAVE COLLECTED. ANALYSED DATA ENABLES YOU TO REPORT TO YOUR PEER ORGANISATION'S KEY STAKEHOLDERS.**

#### **SELF STUDY Q6.4:**

**Based on your planned evidence gathering (including your answers to question 6.3), will you have qualitative or quantitative data to analyse, or both?**

#### **SELF STUDY Q6.5:**

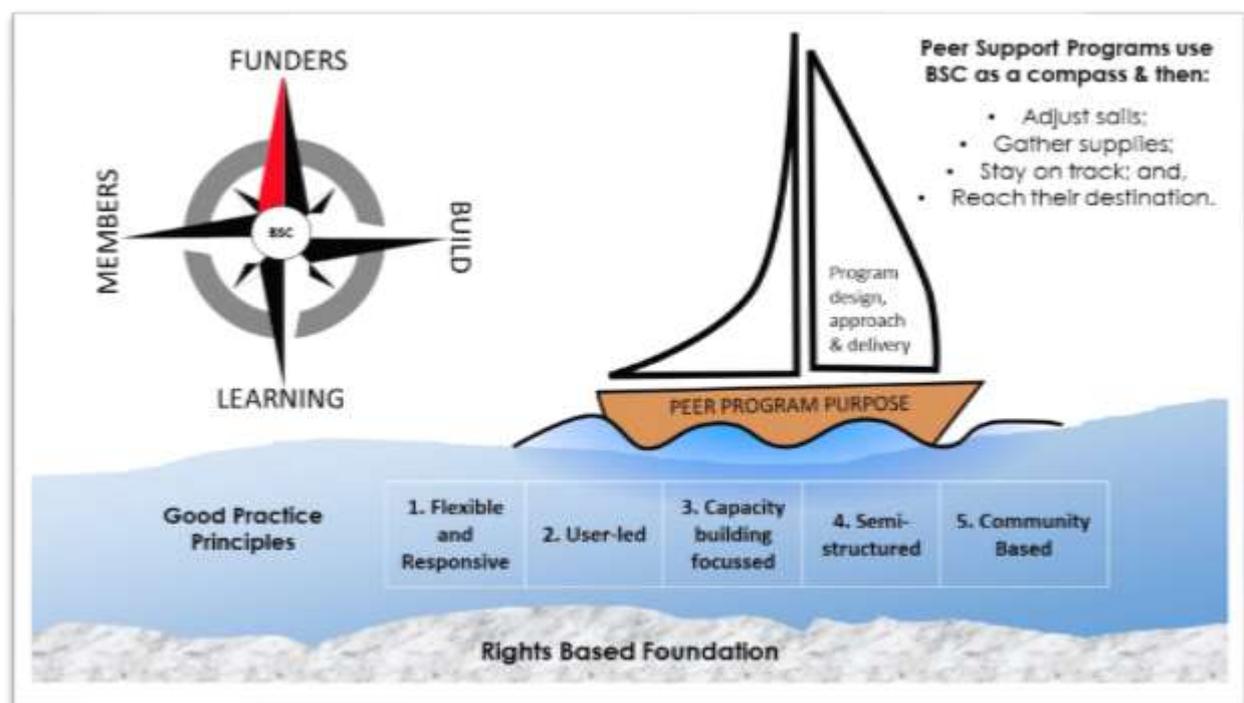
**What broad steps will you follow to analyse this data once you have collected it?**

#### **SELF STUDY Q6.6:**

**Why is it important to think about what you will use your data for prior to actually collecting it?**

## **COLLATING EVIDENCE FOR DIFFERENT AUDIENCES**

We have many different types of data to analyse, we are likely to need to utilise analysis findings for an array of diverse purposes. We have many objectives we are measuring, and these sit under the various Balanced Scorecard perspectives. We expect this data to give feedback, information and updates to your key stakeholders, in the form of, members, peer organisation team members including group facilitators, funders, the NDIA and their ILC team, as well as our broader disability sector and community. In some cases, the same information will be relevant to many different stakeholders. However, the way we collate, analyse and then present that information is likely to need to be different depending upon your audience.



Historically, many peer programs collected and reported data for a simple reason: the funder required it and it formed part of the grant requirements. You are now equipped with a greater understanding about the potential benefits of having this 'compass' to guide your journey (as shown above). This means you may now be undertaking your evidence collection for a range of different reasons. You might be conducting an evaluation or monitoring data to keep the community informed, or to contribute to the evidence about peer programs nationally. You may want to share group member experiences with other groups, and vice versa. You may want to benchmark with other peer programs. You may aspire to comprehend what is

working well and what needs improvement. Holistically, you may also want to know, how you are progressing toward your vision. How you report your data will depend on why you are collecting it in the first place.

In our next and final section of the Training Package, we will discuss, in additional detail, the various audiences for which you can collate and report evidence.

**CAPSULE: YOUR PEER ORGANISATION WILL HAVE MANY DIFFERENT AUDIENCES FOR THE EVIDENCE YOU COLLECT IN ADDITION TO THE INTERNAL ASSESSMENT OF OBJECTIVES INFORMING YOU ON YOUR LOCATION RELATIVE TO YOUR DESTINATION.**

**SELF STUDY Q6.7:**

**Who are going to be the main audiences for your planned evidence gathering reporting?**

## **EXAMPLE: OBJECTIVES, MEASURES AND ANALYSIS OPTIONS**

Assuming you have tailored your evidence collection, you will likely have excellent information ready to analyse. Our focus here is on providing you with a choice of options for your reports. In the following table, we have expanded upon the example table we have built to date and focus on analysis methods and options here also. This table highlights how adaptable our evidence can be and its ability to serve multiple purposes. As in the previous module, we have identified the new content focussed on within the current section by showing it as a green shaded column.

<b>Objectives</b>	<b>Measures and Tools Used</b>	<b>Analysis Methods/Options (NEW)</b>
<b>FUNDERS: TO ACHIEVE OUR VISION, HOW SHOULD WE APPEAR TO OUR FUNDERS?</b>		
OBJECTIVE 1: We are a highly efficient charity.	New survey developed and sent to donors to gather their view of our efficiency via multi choice, Y/N and rating questions.	<i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents. Feedback collated into a report to the CEO and internal team annually.</i>
OBJECTIVE 2: We have multiple revenue sources including investment returns.	Evidence team gains access to CEO report to Board including variance analysis. Significant variances (positive or negative) are recorded and analysed.	<i>Variances from CEO report will be analysed likely via entry of variances into an 'evaluation evidence' database. Main focus in this objective is accuracy of the budgetary planning process and investment returns. Once data is analysed accuracy will be clear. If not accurate, may need to revisit budget and adjust/improve.</i>
OBJECTIVE 3: We offer a welcoming, safe and supportive environment to our peer members.	Survey developed and sent to existing members and those no longer attending, including questions on how welcomed, safe, supported they feel in the group via multi choice, Y/N and rating questions.	<i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents and against the two groups – current attendees and other. Feedback collated into a report to the CEO and internal team (including relevant facilitators) to enable adjustments and improvements and ILC reporting/submissions to illustrate ILC Outcome evidence.</i>
OBJECTIVE 4: We focus on building Individual Capacity by providing high quality, relevant information at peer sessions.	Survey developed and sent to existing members and those no longer attending, including various questions on information provided via multi choice, Y/N and rating questions.	<i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents including information quality and relevance using rating scale question(s). Target = 85% of members agree they receive high quality relevant information. Feedback collated into a report to the CEO and internal team (including relevant facilitators) to enable adjustments and improvements and ILC reporting/submissions to illustrate ILC Outcome evidence.</i>

Objectives	Measures and Tools Used	Analysis Methods/Options (NEW)
<p><b>OBJECTIVE 5:</b> We regularly invest in peer program development and group leader training.</p>	<p>Survey developed and sent to peer group facilitators including questions on training received and requested/needed via multi choice, Y/N and rating questions.</p>	<p><i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents including training received and unmet needs. Feedback collated into a report to the CEO and internal team to enable training planning during budgeting process, improvements if needed and ILC reporting/submissions to illustrate ILC Outcome evidence.</i></p>
<b>MEMBERS: TO ACHIEVE OUR VISION, HOW SHOULD WE APPEAR TO MEMBERS?</b>		
<p><b>OBJECTIVE 1:</b> We focus on building Individual Capacity by providing high quality, relevant information at peer sessions.</p>	<p>Survey developed and sent to existing members and those no longer attending, including various questions on information provided via multi choice, Y/N and rating questions.</p>	<p><i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents including information quality and relevance using rating scale question(s). Target = 85% of members agree they receive high quality relevant information. Feedback collated into a report to the CEO and internal team (including relevant facilitators) to enable adjustments and improvements and ILC reporting/submissions to illustrate ILC Outcome evidence.</i></p>
<p><b>OBJECTIVE 2:</b> We provide high quality, relevant programs that are easily accessible.</p>	<p>Attendance sheets developed for use in each session. Have system in place for centrally recorded data into spreadsheet (centrally located (protected) file needed).</p>	<p><i>Data to be entered into an Attendance database with NEW member numbers noted, total attendance per event also along with event details (group, location, time etc). Analyse across groups and topics to ensure each group brings in new members regularly (and continue to attend). Use internally/externally.</i></p>
<p><b>OBJECTIVE 3:</b> We educate, inform and upskill via: peer group sessions, special events, website and newsletters.</p>	<p>Survey developed and sent to existing members and those no longer attending, including questions on value of peer program components using multi choice, Y/N and rating questions.</p>	<p><i>Data to be entered into a database with component orders and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents including program components most valued. Feedback collated into a report to the CEO and internal team to enable adjustments, budgetary decisions and ILC reporting/ submissions illustrating ILC Outcome evidence.</i></p>
<p><b>OBJECTIVE 4:</b> We offer informal advocacy and advice resulting in referrals that are accurate and timely.</p>	<p>Survey developed and sent to all members including on whether they have received informal advocacy/referrals and opinions of it using multi choice, Y/N and rating questions.</p>	<p><i>Data to be entered into a database with Y/N and opinion ratings coded including 'do members feel they received what they needed or not, and were there outcomes from the advocacy? Statistics on coded responses are collated including %age of members getting and/or gaining from this. Feedback collated into a report to the CEO and internal team to enable adjustments, budgetary decisions and ILC reporting/ submissions illustrating ILC Outcome evidence.</i></p>
<p><b>OBJECTIVE 5:</b> We offer members a welcoming, safe and supportive environment.</p>	<p>Survey developed and sent to existing members and those no longer attending, including questions on how welcomed, safe, supported they feel in the group via multi choice, Y/N and rating questions.</p>	<p><i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents and against the two groups – current attendees and other. Feedback collated into a report to the CEO and internal team (including relevant facilitators) to enable adjustments and improvements and ILC reporting/submissions to illustrate ILC Outcome evidence.</i></p>
<p><b>OBJECTIVE 6:</b> New member join our groups and those that depart provide positive feedback on their peer experience.</p>	<p>Survey developed and sent to group facilitators including questions on the group membership and changes in membership via multi choice, Y/N and rating questions.</p>	<p><i>Surveys of peer group facilitators data to be entered into a database with Y/N and ratings coded. Statistics on coded responses were collated. Feedback collated into a report to the CEO and internal team to enable adjustments and improvements and ILC reporting/submissions to illustrate ILC Outcome evidence.</i></p>

Objectives	Measures and Tools Used	Analysis Methods/Options (NEW)
<b>BUILD: TO ACHIEVE OUR VISION, WHAT MUST WE BUILD INTERNALLY?</b>		
OBJECTIVE 1: IT infrastructure meets our needs as an innovative, growing charity.	Survey developed and sent to team members including questions on the IT system available and their use of it via multi choice, Y/N and rating questions.	<i>Surveys of team members (including peer facilitators) including questions on IT system, IT resources they are using, if it assists them in their role. If not, what do you they need? Do they need training?. Data to be entered into a database with Y/N and ratings coded. Feedback collated into a report to the CEO and internal team to enable IT improvements.</i>
OBJECTIVE 2: We effectively manage new members professionally and consistently.	Survey developed and sent to new members including various questions on their joining process, new member package receipt and if needs are being met by peer group via multi choice, Y/N and rating questions.	<i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages. Feedback collated into a report to the CEO and internal team to enable adjustments and improvements and ILC reporting/submissions to illustrate ILC Outcome evidence.</i>
OBJECTIVE 3: Our office and session facilities are secure, safe and clean spaces.	Survey developed and sent to team members including facilitators, with questions on their office and other peer program spaces via multi choice, Y/N and rating questions.	<i>Surveys of team members (including peer facilitators) including data collected on opinions about program facilities. Data to be entered into a database with Y/N and ratings coded. Feedback collated into a report to the CEO and internal team to enable IT improvements.</i>
OBJECTIVE 4: Our peer program has clear policies and procedures that support, and protect, both our members and our team.	Survey developed and sent to members including questions on 1-2 policy applications they should be impacted by and, if it is not working questions about what may be missing or not being followed. Use multi choice, Y/N and rating questions.	<i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages to gain evidence on the consistent application of policies and procedures. Feedback collated into a report to the Board, internal team to enable improvements and possibly ILC reporting to illustrate adherence to policies such as accessibility, equity and access to complaints and feedback mechanisms.</i>
OBJECTIVE 5: We continually improve and develop our programs, expertise and evidence, training resources and other materials or program resources.	Focus group attended by a range of peer group members that have attended various groups for some time is held. Discussion is recorded and transcribed. Training focus group facilitator directs discussion around evolving program, changes they have experienced, if these are good and ideas for beneficial change.	<i>Data is entered into a program (QDA Miner Lite) enabling all the transcribed discussions to be put through a process of thematic analysis. The output from the program provides the key themes in the content, enabling conclusions of improvements and positive change to be confirmed or not. Feedback and the key themes, along with key quotes and comments, are then collated into a report to the Board, internal team and possibly ILC reporting to illustrate a commitment to continual improvement and evidence of including peer members in feedback and peer program development over time.</i>
<b>LEARN: TO ACHIEVE OUR VISION, HOW and IN THE FUTURE, WHAT MUST WE LEARN?</b>		
OBJECTIVE 1: National/overseas conference attendances and presentations are sought, secured and funded.	Survey developed and sent to team members with questions on submissions, attendances and presentations via multi choice, Y/N and open-ended questions.	<i>Surveys of team members including data collected on conference and other attendances, submissions and presentations on the peer program and related content. Data to be entered into a database with Y/N coded and open-ended comments included. Feedback collated into a report to the CEO and ILC reporting as this illustrates ongoing program development and a research/evaluation focus.</i>
OBJECTIVE 2: We have a	Survey developed and sent to team members, volunteers and	<i>Surveys of team members (all, including volunteers and group leaders) including data collected on their expertise, satisfaction in their role(s), flexibility (ability to operate in other roles) and</i>

Objectives	Measures and Tools Used	Analysis Methods/Options (NEW)
trained, motivated and empowered team that are flexible across multiple roles.	facilitators with questions on their expertise, satisfaction, flexibility and motivation via multi choice, Y/N, ratings and open-ended questions.	<i>motivation. Data to be entered into a database with Y/N, multi choice and ratings all coded and open-ended comments included. Feedback collated into a report to the CEO and ILC reporting as this illustrates team member attributes essential for ongoing program success. Could also be used for performance review purposes.</i>
OBJECTIVE 3: Our organisation develops leading edge information topics.	Survey developed and sent to existing members and those no longer attending, including various questions on information provided via multi choice, Y/N and rating questions.	<i>Data to be entered into a database with Y/N and ratings coded. Basic statistics on coded responses are collated including %age of each answer and ratings averages across respondents including information quality and relevance using rating scale question(s). Feedback collated into a report to the CEO and Internal Team (including relevant facilitators) to enable input to topic selections and ILC reporting/submissions to illustrate ILC Outcome evidence.</i>
OBJECTIVE 4: We regularly explore organisational collaborations and grow links over time.	Survey developed and sent to team members, volunteers and facilitators with questions on collaborations or other links they develop via multi choice, Y/N, ratings and open-ended questions.	<i>Surveys of team members (all, including volunteers and group leaders) including data collected on the ways in which they link in with, or collaborate with, other organisations. Data to be entered into a database with Y/N, multi choice and ratings all coded and open-ended comments included. Feedback collated into a report to the CEO and ILC reporting to illustrate collaboration and evidence of this approach being used.</i>

We had developed, for each of the four BSC perspectives, tables that listed measures for each objective. Some of these indicators were from secondary sources and others, primary sources. A portion were collected opinions from key people via surveys or interviews. Others included figures, namely, group attendance or number of new members. For at least some of your objectives, you will be asking for feedback from a stakeholder such as a peer group member, one of your staff, potentially a donor. In these cases, we need to develop, or utilise a pre-existing, tool like a survey to collect this tailored evidence.

However, collecting the evidence is by no means the end of the process. We then need to follow our data analysis basics for presenting the evidence collected in the most suitable and powerful way possible. This module has focussed on the analysis of data and the various ways we can best manage the different types of data gathered within our peer organisation. The table of examples illustrates the kind of brief notes and planning required for our data analysis during our data collection planning. Consideration of how we will undertake this process should commence very early in evaluation planning, rather than when we have already completed data collection.

**CAPSULE: DATA CAN BE ANALYSED IN VARIOUS WAYS DEPENDING UPON ITS PURPOSE, ITS AUDIENCE AND ITS DATA TYPE. YOUR OWN RESOURCES WILL ALSO DETERMINE THE AVAILABLE OPTIONS. UTILISING YOUR DATA FOR VARIOUS PURPOSES ENSURES IT BRINGS YOUR PEER PROGRAM MAXIMUM POSSIBLE BENEFITS.**

#### **SELF STUDY:**

You previously responded to questions 5.8, 5.9, 5.10 and 5.11 providing information on each objective and measure (identified in questions 4.6 & 4.7 (Funder), 4.9, 4.10 & 4.11 (Member), 4.12 & 4.14 (Build) and 4.15 & 4.16 (Learning) and used a formatted table to list Indicators, Evidence Collection Strategy and Tools & Frequency. Now, please complete the following table with your planned data analysis details based on the content covered in this section of the Training Package.

#### **SELF STUDY Q6.8:**

Complete the Funder objectives, measured and tools used (as per 5.8) and then add in data analysis methods and options being considered.

**SELF STUDY Q6.9:**

Complete the Member objectives, measured and tools used (as per 5.8) and then add in data analysis methods and options being considered.

**SELF STUDY Q6.10:**

Complete the Build objectives, measured and tools used (as per 5.8) and then add in data analysis methods and options being considered.

**SELF STUDY Q6.11:**

Complete the Learning objectives, measured and tools used (as per 5.8) and then add in data analysis methods and options being considered.

Objectives	Measures and Tools Used	Analysis Methods/Options
<b>FUNDERS: TO ACHIEVE OUR VISION, HOW SHOULD WE APPEAR TO OUR FUNDERS?</b>		
OBJECTIVE 1:		
OBJECTIVE 2:		
<b>MEMBERS: TO ACHIEVE OUR VISION, HOW SHOULD WE APPEAR TO MEMBERS?</b>		
OBJECTIVE 1:		
OBJECTIVE 2:		
OBJECTIVE 3:		
OBJECTIVE 4:		
<b>BUILD: TO ACHIEVE OUR VISION, WHAT MUST WE BUILD INTERNALLY?</b>		
OBJECTIVE 1:		
OBJECTIVE 2:		
<b>LEARN: TO ACHIEVE OUR VISION, HOW and IN THE FUTURE, WHAT MUST WE LEARN?</b>		
OBJECTIVE 1:		
OBJECTIVE 2:		

## IN SUMMARY

The Balanced Scorecard (BSC) is a way of structuring the key objectives for your own peer organisation. Assessing each objective involves us selecting key measures for which we then gather information, enabling its analysis resulting in our conclusions. These will inform us about where we are, in comparison with where we want to be. They can also assist our thinking around how we structure our journey to get there. Our analysed evidence gives us insight and feedback essential to our success. We have seen that by using the BSC, peer organisations can gather tailored evidence, as a kind of ‘compass’ to assist each program to navigate their way based on their purpose, program design and concept of success.

Data analysis is a key component of using collected evidence to inform, learn and improve our peer programs. We previously developed an understanding of the tools that peer programs can use to gather evidence. We have now discussed ways of managing, collating and utilising this evidence. Data analysis can be a simple process, usually with a focus on exploring ways of interpreting the evidence as cleanly and completely as possible. Upon determining an appropriate coding method, the most common technique for survey data involves entering responses into a database or employing an online survey tool and then exporting the completed database. For qualitative evidence, you will want to explore emerging themes and discuss them in your reporting. These, combined with quotes and unedited responses, can serve as powerful illustrations of performance.

Next in the training package we present our final new content and conclude our journey into learning and improving disability peer programs through evidence collection. We will discuss utilisation of analysed evidence and the various ways we can use this, both internally and externally. Our findings should be significant and relevant to a range of different audiences. We will also explore how to approach the reporting of these conclusions. Our goal is to display simple ways of producing strong evidence of your success which your peer organisation can embrace, both internally and externally.

## RESOURCES:

- Amaze (2018), Literature Review: Best Practice Peer Support. See: <http://www.amaze.org.au/uploads/2018/05/Final-Amaze-peer-support-literature-review-April-2018.pdf> .
- Save the Children (2017), MEAL project – <https://resourcecentre.savethechildren.net/library/savechildrens-monitoring-evaluation-accountability-and-learning-meal-introductory-course>. Table from ‘save the children’ booklet - <https://www.scribd.com/document/282849699/6-methods-of-data-collection-pdf> - 6 methods of data collection.pdf - Download as PDF File (.pdf), Text File (.txt) or read ... common methods and data analysis techniques for both quantitative and qualitative .... quantitative surveys can include open-ended questions.
- Bogdan, R. C. and Biklen, S. K. (2006). Qualitative research in education: An introduction to theory and methods. Allyn and Bacon. ISBN 978-0-205-51225-6. – see [https://en.wikipedia.org/wiki/Triangulation\\_\(social\\_science\)](https://en.wikipedia.org/wiki/Triangulation_(social_science))
- Families4Families Report for DSO Project, [Survey](#), data analysis and [tables provided](#).
- Other reports also – Dropbox links possibly to be added in here.
- If you require additional data analysis information, there are significant resources available online. See for example: [https://www.betterevaluation.org/en/rainbow\\_framework/describe/analyse\\_data](https://www.betterevaluation.org/en/rainbow_framework/describe/analyse_data) which provides an excellent overview of data analysis methods for both quantitative and qualitative data within evaluation.
- For further information on Likert (or rating) scales see <http://www.peerrespice.net/toolkit/#Step3>.
- The Better Evaluation has a LINK to a tool which assists in calculating basic statistics within the EXCEL package: [https://www.betterevaluation.org/resources/tools/summary\\_statistics/calc\\_mean\\_st\\_dev](https://www.betterevaluation.org/resources/tools/summary_statistics/calc_mean_st_dev).
- See for example: <https://www.wordstream.com/blog/ws/2014/11/10/bestonline-survey-tools> for an excellent and quick overview of the available options.

- Google Forms information is available on their site [https://gsuite.google.com/intl/en\\_au/products/forms/](https://gsuite.google.com/intl/en_au/products/forms/) where it is also possible to sign up and login.
- Example adapted from the <http://www.peerrespite.net/toolkit/> site content at: <http://www.peerrespite.net/toolkit/#Step3>.
- Qualitative data analysis tools include: <https://www.sciencedirect.com/science/article/pii/S1877129717300606> and Better Evaluation also has excellent resources including: <https://www.betterevaluation.org/evaluation-options/thematiccoding>.