



CAPACITY BUILDING FOR PEER SUPPORT

(DIGITAL TRAINING PACKAGE IN PDF FORMAT:
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[HTTP://PEERCONNECT.ORG.AU](http://peerconnect.org.au))

SECTION FIVE: TOOLS & COLLECTION SPECIFICS

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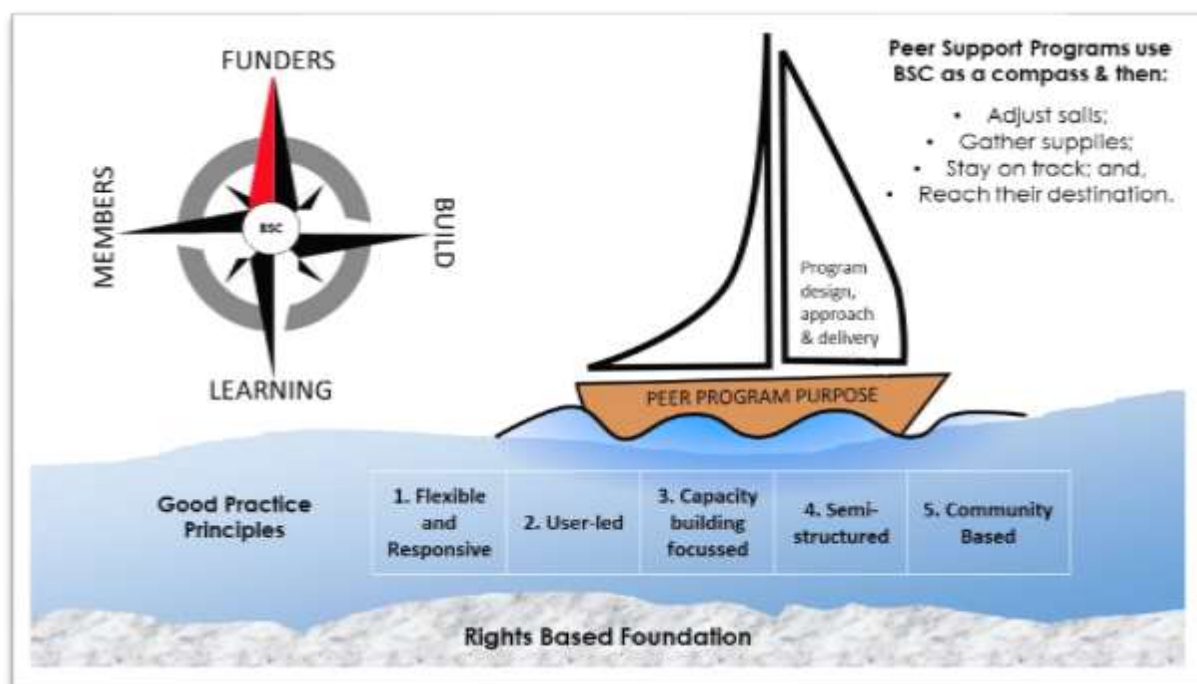
FIVE: TOOLS & COLLECTION SPECIFICS

SECTIONS:

- The Tools and Collection Introduction
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THE TOOLS AND COLLECTION INTRODUCTION

As peer organisations, we need to know where it is we are heading (our vision) and determine the way we will get there. In our journey so far, the Balanced Scorecard (BSC) has been introduced as a way of understanding our destination and of thinking about how we structure our journey there. The BSC enables peer organisations to gather evidence about where they are relative to where they want to be. It acts as a kind of compass to assist each unique peer program to navigate their way based on their purpose, program design and concept of success.



In our last Training Package section ‘*Why, What, Who and When of Gathering Evidence*’, we asked peer organisations to reflect upon what is most important for their success in how they are currently performing (Funders, Members), in which ways it may improve its processes, motivate and educate employees, and enhance systems (Build) as well as, its ability to learn and improve, now and into the future (Learning). Within the four BSC perspectives, you undertook a series of steps and decisions that will be unique to your own peer organisation. You contemplated a range of questions regarding your destination, your concept(s) of success and started to think about the ways in which you can gather the evidence you need to answer these questions.

Every peer organisation chooses its own objectives under each of these four BSC perspectives. Once selected, we then need to consider how we will make a judgement about whether we have met that objective. What will show us if we have reached each of our goals? Is it someone’s opinion, a figure in a financial statement, or even receiving an ILC grant? The BSC enables us to see that it could be all three, along with many others as well. We can assess every objective within each perspective but to do this we need to be clear about what we think is the best way of measuring them all - individually and collectively. In the self study questions, you considered the fundamentals needed to develop tables for each of the four perspectives that listed your objectives and their measures (or ‘indicators’). Some of these indicators were an opinion of someone, others were a collected figure, for example, in the form of group attendance or number of new members. It may be there is a measure of a specific objective, which is already compiled as a component of your regular program management.

It is likely that, for at least some of your objectives, you will be asking for feedback from a stakeholder, such as a peer group participant, one of your team members, or potentially even a donor. In these cases, we need to determine how we will assess the indicator, using some form of tool. Gathering evidence on specific objectives will often require the use of tailored and relevant instruments. Within this section of the Training Package, continue our journey as we contemplate tools, as well as, the specifics of gathering evidence.

Initially we will explore the considerations based around our evaluation planning, including:

- The primary considerations, pertaining to, the ethics of collecting evidence from individuals; and,
- The issue of resources when it comes to gathering evidence.

Once we are comfortable with the fundamental principles, we then move on to thinking about the specific tools and techniques available to us for harvesting the evidence we need for our journey.

CONSIDERATIONS WHEN COLLECTING EVIDENCE FROM PEOPLE

Some of the evidence we gather may be from our systems or recorded information already collected. In many cases, however, we will have chosen indicators that can only be assessed by asking people questions. Before we ponder different ways we can ask questions or gather feedback from people, we need to ensure we understand the rudimentary concepts of ethical collection. There are many online resources, dealing with these issues in more detail but without the peer program focus, you may wish to consult:

OPTIONAL LINKS: <http://mypeer.org.au/monitoring-evaluation/ethical-considerations/> and https://www.betterevaluation.org/en/rainbow_framework/manage/define_ethical_and_quality_evaluation_standards for additional discussion regarding quality and ethics in evaluation more broadly.

Nonetheless, the key issues to think about before asking people to be involved are: informed consent, voluntary participation, do no harm, confidentiality, anonymity and assessing only relevant components.

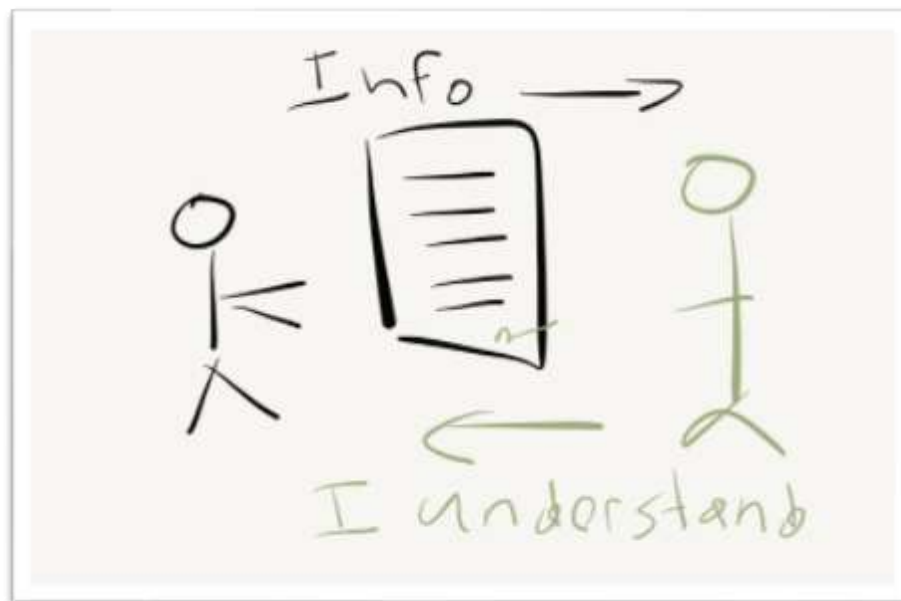
INFORMED CONSENT

Informed consent means the person being asked questions has been fully informed about your evidence gathering.

- Have you told the person all about the reason you want to ask them questions?
- Did you let them know who or what group is paying for the exercise?
- Are you aware of how exactly their answers will be utilised?
- Have you told them this?
- Is your concern that the people you ask questions of, may be negatively impacted by them, reasonable?

If you are worried about this at all, you must be open with the person involved about any potentially adverse reactions to them from being involved. For example, if you are planning to ask, 'Were you lonely before joining the peer group?' it would be reasonable to assume this may bring up feelings of sadness for the person being asked. You need to let them know, some questions may evoke emotional reactions. You should also consider if you are able to reframe the questions you are asking, to minimise such a risk. Do you know exactly who will have access to their answers? Will information be identifiable to the individual respondent? Before you ask the first person a question, you need to be precisely aware of how you will utilise the answers, what format they will take and who will see them.

You need to have high quality accessible information sheets, together with straightforward and user-friendly consent signing sheets. This will ensure you not only deliver the information needed to provide informed consent, but also that you have a record of having done so. Remember, the primary purpose of informed consent is that the responder is able to make an informed decision about whether they want to answer your questions. It is also a good strategy to have additional information and processes in place, in the event the person being asked questions becomes distressed, in any way, during the process. It is also a good idea to ensure that the person asking the questions has access to support mechanisms if they encounter such distress in a respondent. This is important because it would be difficult for both parties if questions cause any distress.



VOLUNTARY PARTICIPATION

Voluntary participation means the people answering questions have made a free choice to be involved in the gathering of information. They should not be coerced into being involved in any way. It is crucial they are able to stop the questions, or change their mind about being involved, at any time. The decision to stop or withdraw must never impact upon their ability to access your peer programs. There cannot be any suggestion that their decision to participate or not will affect their relationship with any of the people asking the questions, or any other group members. It can be challenging to encourage new members to become part of a group. It may be that their insights are highly valued by your team, but you should place

no pressure upon those who choose not to participate. Explanations are not required either. The person must want to answer your questions; if they do not, you must respect their decision.



DO NO HARM

Naturally, when delivering peer programs, we never want to cause negative consequences for involved members. When asking people questions about programs, we also do not want to cause any nature of harm to the people answering the questions (unintended or otherwise). It is therefore important to reflect deeply, prior to commencing your evidence gathering process, about whether there is any potential of adverse effects for those being asked questions. Harm can be both physical and/or psychological. It could take various forms. These could range from, stress and anxiety, diminished self-esteem and self-worth, or a reduced sense of privacy. Each question should be thought about mindfully to avoid any such risks. For example, rather than asking “Were you lonely before you joined the peer group?” it would be safer to ask, ‘What are the benefits of being a peer group member?’. Even if the information gathered is less ‘strong’ or less ‘compelling’, the safety of those being asked is paramount. Your information collection should never cause harm to the people you are asking questions of.



CONFIDENTIALITY & ANONYMITY

We use the word ‘confidential’ a great deal. However, within the disability peer support, information collection space, what does this really mean? We often think that keeping information confidential simply means we need to ensure we do not use a responder’s name in available information. When it fact, it implies so much more than that. Confidentiality means any identifying information is not made accessible to anyone but the person coordinating the collection (or potentially people in their team). Confidentiality also guarantees such identifying information is excluded from any reports or published documents.

In peer support, where some groups involve small numbers of members, just deleting a name may not secure confidentiality. It is very important to consider how collected information is worded to make sure there is no opportunity for people to be identified, even though names are not used. For example, if you have a single member who lives rurally, having 'rural member response' listed separately from metropolitan members will clearly make it easy to identify their comments/answers.



Anonymity is a stricter form of privacy than confidentiality. In this case, the identity of the person answering the questions remains unknown to everyone involved. This is possible to achieve if you use mailed surveys and reply paid addressed envelopes that provide no tracking information to the posting team. Anonymity is usually more difficult to achieve than confidentiality, and is usually not required within the peer program collections we undertake. It may also be difficult to manage in the disability space, given the number of members who may struggle with organisational tasks, such as posting a survey back, or where writing communication is limited. However, you can consider this if it is likely to improve feedback levels or level of security when people seek it.

ONLY ASSESS RELEVANT COMPONENTS

Asking people what they had for dinner is unlikely to be relevant to any peer program evaluation. However, so to, may be questions, relating to gender, marital status and age. It is important to think about what information is actually relevant and required when you are planning its collection. Only ask questions for components which are of relevance to the item you are assessing. In other words, to use our 'boat' example, asking about the colour of the hull is not going to tell us anything about our location (unless of course we want someone in another boat to find us 😊).

People who live with disability are asked, far too often, for their confidential information. This may be by service providers, medical practitioners, governmental bodies (including the NDIS) and other groups. There is usually no need to ask a peer group member for details of their disability or other demographics (e.g. age, gender, marital status, sexuality) not relevant to their peer program experiences and views. As such, before we ask questions, we need to contemplate whether every item is essential. This is particularly relevant because of the likely frustration asking for such details may cause the respondent.

'High risk populations are sometimes being used as guinea pigs or a captive audience to ask all sorts of questions in evaluations that are of interest to groups conducting the program/initiative but not relevant to the program nor will be to the group who are involved in the program.' (My Peer website, 'Ethical Considerations' section – see <http://mypeer.org.au/monitoring-evaluation/ethical-considerations/>)

It is good practice to keep questions, as simple as possible and to limit their number. What information is gathered should be planned with cognisance of the skills and abilities of the people you are questioning. Ensure that the questions you ask remain focused on what purpose you will use the data gathered. If you

are unsure of how you will use some of the information you are collecting; ask yourself, should I really be collecting it at all?

CAPSULE: IF WE WANT TO ASK PEOPLE QUESTIONS WE FIRST MUST CONSIDER CONSENT, VOLUNTARY PARTICIPATION GUIDELINES, CONFIDENTIALITY AS WELL AS WHETHER THE PEOPLE BEING ASKED QUESTIONS BE PLACED AT ANY RISK OF HARM OR COERCED INTO PARTICIPATION?

SELF STUDY Q5.1: Think about the evidence you want to gather directly from people. What are the key ways you will be planning to ensure you meet basic ethical guidelines in your evidence collection journey?

RESOURCES AVAILABLE

Whilst I know some of us get more excited than others about gathering our evidence and working out where we are in the peer support journey, we also need to be realistic. What is the reality of our situation and what resources do we really have available to work out our location? It is easy to set up exciting plans for multiple surveys, individual interviews and feedback loops, but what time and other resources do we really have available? With peer organisations facing the ongoing challenges of rolling out new peer groups, delivering existing programs and meeting grant deadlines and demands, it is important to add a touch of realism to the planning process.

Gathering evidence about a peer program will require resources. Requirements will include: financial/material resources, expertise resources, and time resources. It is important for you to be honest about what is available for this process and think about each of these dimensions. You will then need to balance your available resources with the type of information collection process you undertake. This doesn't mean that you can't do this well. High quality evidence can be collected with very few resources:

'The key is to evaluate your situation realistically, and then choose a project that is practical with the resources that you can devote to it.' (World Health Organisation, Workbook 7, 2000, p.12) (Workbooks available from: http://whqlibdoc.who.int/hq/2000/WHO_MSD_MSB_00.2a.pdf?ua=1).

We need to consider what funding is available for devoting to gathering evidence under financial or material resources. It may be that some of the grant funding for the program is allocated for that purpose, or that you may need to ponder alternative options. For example, do you believe you need a part-time additional team member to undertake the evaluation but are without the resources to fund this? Do you have available space for a person to undertake the role, along with the needed facilities, such as a photocopier and space for securely, and confidentially, storing files? Are you able to recruit a University student to do the assessment, as a placement project? Are you able to attract a local academic in the disability space, who may wish to be involved and cover some of the costs due to the research, as well as, resulting publication opportunities, this evidence may bring?



Within expertise resources we need to consider what knowledge we have available or within our team. This applies in areas such as collecting information, conducting interviews, developing surveys and in the analysis of information. We hope that this training resource may enable the team to upskill if required. However, does your team have the time to work through this self-help program? In addition, are you able to ask questions and gather feedback from external experts? Considering the skills needed throughout the various phases of your evidence collecting process, will inform your thinking and planning.

Finally, within peer program delivery, it is likely our time resources will be reasonably limited. If you are able to secure additional assistance for the evidence collection and analysis, this may be manageable. However, existing team members are still likely to need to be involved, in various aspects of the project. Are they able to devote hours per client for the collection of evidence? What tasks might they need to forego to take this on? How important is this evidence collection for the team? Potentially, this is in fact, more crucial for your long-term viability, than other tasks with a tendency to be treated more urgently.

SELF STUDY Q5.2: Think about your available resources along the various resource dimensions as you consider planning your peer program evaluation:

- a) Is there internal funding that can be devoted to this project? If yes, what amount?
- b) Are there external bodies that may be willing to provide funding for this project? If yes, what amount?
- c) Can you afford to hire new team members, or are existing staff able to do the project?
- d) Is there a computer (and software) available for data entry and data analysis?
- e) Is there printing and scanning facilities available (if required)?
- f) Has anyone involved on the project done this type of project before? If yes, in what capacity?
- g) Has anyone involved on the project worked on a computer before doing similar work?
- h) Do you have access to expert “consultants,” who can provide advice on your project?
- i) How much time will each person have available to devote to this project? How regularly?
- j) If existing team members are doing the project, how much time will they have to devote to this each week?

Reflecting on your resources will assist you in planning your evidence collection. Once you decide your plan, you need to check, once again, to ensure this fits in well with your resources. For now, however, it is sufficient to explore answers to these questions and think about them as we look at the various methods of collecting evidence in the next section.

CAPSULE: GATHERING EVIDENCE ABOUT A PEER PROGRAM WILL REQUIRE RESOURCES AND IT IS IMPORTANT TO CONSIDER YOUR AVAILABLE RESOURCES PRIOR TO MAKING DECISIONS ABOUT WHAT EVIDENCE YOU WILL COLLECT AND HOW YOU WILL COLLECT IT.

METHODS OF COLLECTING EVIDENCE

In our last training area, we developed program objectives within each of the four BSC perspectives. We contemplated the way we could collect information on each objective so that it gave us knowledge about where we were located, relative to our own vision and measures of success.

Objectives within the Funder perspective were set to meet the requirements of the ILC team and other donors. Within the Member perspective, we considered what it is that our members most value and want to experience from our peer groups. We then delved internally in the Build perspective and thought about what our program would need to develop and invest in for meeting those needs. Finally, we considered what knowledge we would need to learn now and in the future for continued success in our peer program delivery through the forward thinking Learning perspective.

Every evaluation (or evidence gathering) program needs clearly defined components and implementation plans. For each objective, you should try to formulate a measure that tells you whether the objective has been met. We have also considered this previously and selected indicators for each objective within the tables under each BSC perspective. By keeping a systematic record of all the indicators associated with each objective, you are systematically measuring how well the programme is doing. This is how we know where it is that we are, on our journey toward our vision.

What exactly are indicators? These are variables, or measurable pieces of information, which signify whether your peer program is achieving an objective. In some cases, you will be collecting evidence on your processes (i.e. have you delivered expected activities?). Others will be about outcomes from your activities. Process evidence informs you of how a peer program is implemented. It takes into account the various program inputs in their entirety. This includes our rights-based foundations, elements of good practice, specific goals and objectives selected, as well as, resources available. Process evidence also relates to the specific activities, such as, the facilitator training you provide, the group topics you discuss, and all other elements, right down to the individual peer support interactions and participant reactions.

Some areas you may contemplate collecting evidence on could include:

- Program context, influential aspects of the disability community
- Summarize evidence on who is participating in your groups;
- Evidence relating to how peer supporters/facilitators, are trained;
- specifics about peer supporter and participant interactions;
- Evidence on whether the delivery occurred as designed/planned.

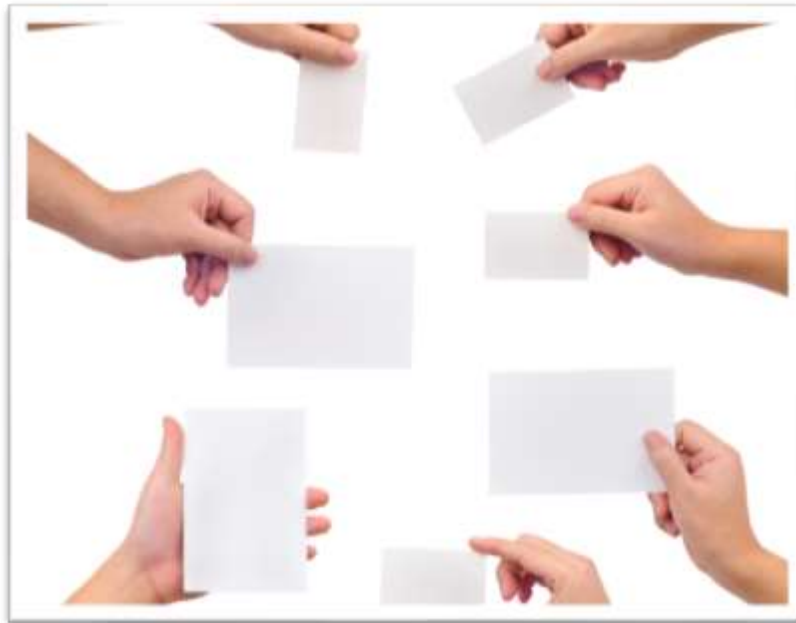
Some ways you might measure these kinds of process objectives consist of:

- Interviews /questionnaires with peer supporters/participants/stakeholders;
- Observation of training sessions and peer support interactions;
- Administrative bookkeeping (such as, how many training sessions were held).

Outcome evidence tells you something about the changes which resulted from those activities and services. We will want to collect information on the impact of the peer support program. This applies both in terms of individual members and, hopefully, in the longer term, overall society attitudes around core concepts such as inclusion and equity. For example, we may want to ask members whether they know more about

accessing the NDIS than before joining the group. Do they feel they now have greater autonomy in their life? Do they feel they have more choice and control?

As you plan the evidence you will collect, you need to consider the best available indicator to assess the achievement of each specific objective. If you collect information on that indicator, are you sure that this will tell you if you have achieved that objective?



Broadly, it is possible to collect two main types of information on an indicator. These are information from secondary data, and information that is primary data. Secondary data involves gathering information from sources that have already been compiled 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 it to measure this objective, then we are using secondary data for this information collection. You should reference secondary information; that way, everyone knows where it has been drawn from (and who prepared it, along with its other uses, if appropriate). Documentation provides an ongoing record of activities. These records can take the form of informal feedback from peer group members, reflections through journals of group facilitators or progress reports. The challenge of documentation is that it requires an ongoing commitment to regularly document thoughts and activities throughout the evaluation process. Sometimes this can be overlooked, particularly given the strict time frames of delivering peer support.

Secondary data is the least expensive way of gathering evidence. This is because the only cost is in collating it for project purposes. The evidence was already being collected; meaning there is no additional outlay or investment required. The risk is that it is being developed for another purpose, so it may not be the most accurate or tailored measure possible for that peer program objective. As is often the case, there will naturally be a trade-off between the information's cost and benefits. This needs to be factored in when planning your overall evaluation, or 'information gathering' project.

Primary data is relevant information that comes from the project using purposeful observations and measurements collected. This evidence will form the basis of each thorough investigation of where your peer program is currently located. Evidence collection projects 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 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

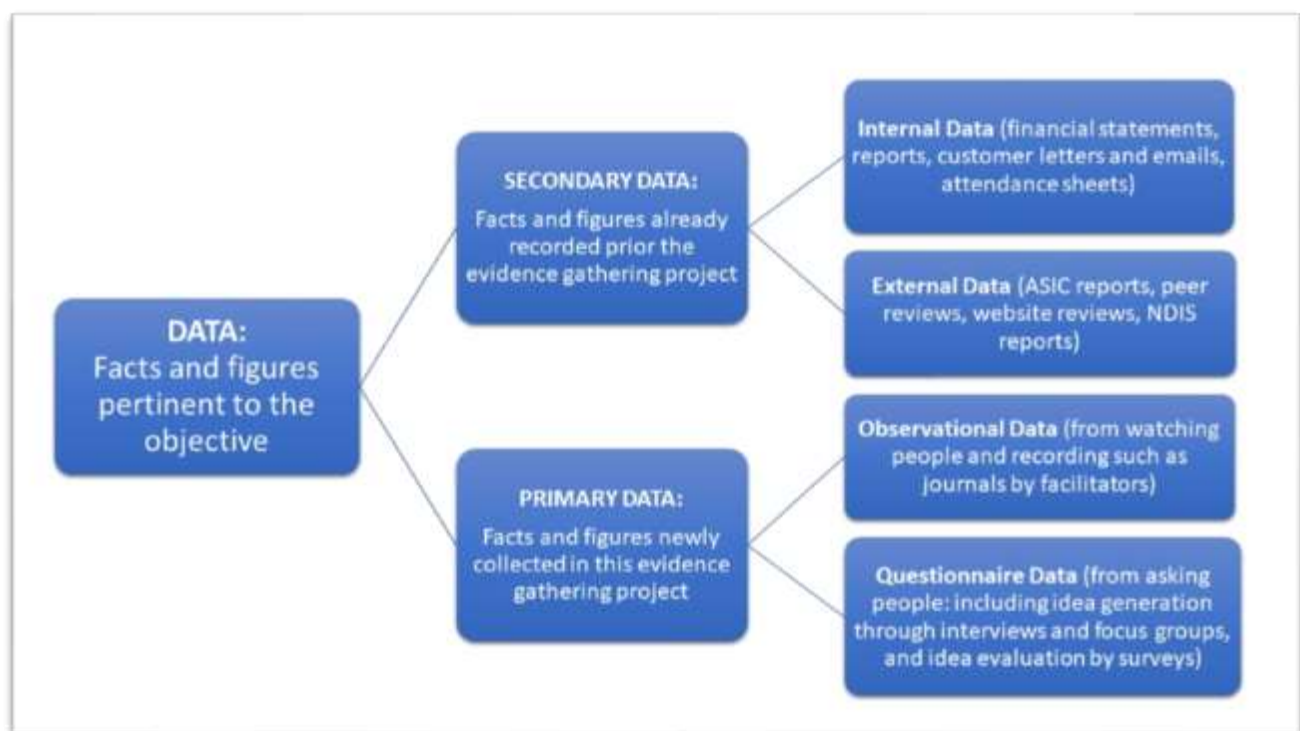
appropriate, or it may be through images or as text (such as quotes by Members, or feedback from Funders). The nature of qualitative data should provide sufficient information for analysis and conclusion. Naturally, the type of information collected should be determined by the objective itself and the indicator selected.

SELF STUDY Q5.3:

Name two sources of secondary data that may be relevant in your evidence gathering process?

Name two sources of primary data that may be relevant in your evidence gathering process?

OPTIONAL LINK: See <https://prezi.com/nim-6877c1r6/describe-and-evaluate-the-use-of-primary-and-secondary-data-in-research/> for a different way of gaining insight into the different data types.



When contemplating collection of information from primary sources, various methods are possible. While we may be able to collect evidence on our peer support via observations, this is generally not used in the peer space. Given our focus here on peer programs, we are going to consider questionnaire data, which is evidence we obtain by asking people. The two key collection methods here are either, from interviews or surveys.

INTERVIEWS

An interview is a formal meeting, where one or more persons question/consult/assess another person, such as in a job interview. When gathering evidence on a peer program, we can use interviews to collect information about how we are performing against a specific objective. Such interviews can be conducted face-to-face or by telephone with key stakeholders such as peer group members, funders and team members. They can range from in-depth, semi-structured to unstructured depending on the information we are wanting to collect.



Each interview method has its advantages. With face-to-face interviews, you can ask questions that are more detailed and probe answers for rich data. In face-to-face situations, non-verbal data can be collected through observation by the interviewer, and issues that are more complex are able to be explored. However, face-to-face interviews are expensive and time consuming. They use more resources, which are already likely to be very limited. The person doing the interviewing also needs training to reduce potential bias and undertake all interviews, in a standardised way. Evidence suggests that telephone interviews can provide just as accurate data as face-to-face ones. They are also cheaper and faster to conduct, use fewer resources, still allow the interviewer to clarify questions from the responder. They also do not require the responder to have literacy skills. Nonetheless, telephone interviews are not without their challenges. These include, having to make repeated calls because they may not be answered the first time, potential bias towards those who are at home, if other interviewees neglect to call back. It is only accessible to those with a telephone and finally, these calls are usually only suitable for short surveys.

SELF STUDY Q5.4:

In what situations/scenarios would you use an interview to collect evidence rather than a survey?

Interviews can generate ideas from one on one discussions. However, they also encompass focus groups, which are another method, sometimes used, in the peer support space. These group discussions are useful for further exploring a topic, providing in turn, a broader understanding of why the target group may think/behave in a particular way. They are usually undertaken with a small number of people from your group and are used to gain greater insights on more complex issues. For example, they may be appropriate if you are trying to gain an understanding of the reasons behind a particular attitude/belief held by people who are not choosing to attend your peer groups. While focus groups do not require participants to be literate, it obviously does not enable anonymity and being in a group means there is a lack of privacy. When planning focus groups it is important to carefully balance participants and ensure each group has a good mix across factors that may affect the feedback gathered. There is a risk of the group result being a 'group think', which does not accurately reflect individual attitudes/beliefs. There is also the potential for the group to be dominated by one or two people. Therefore, the focus group leader needs to be

skilled/experienced in dealing with conflict, drawing out passive participants and creating a relaxed, welcoming environment. Focus groups may be lengthy to plan and conduct. Analysing outcomes from them can also be difficult and time consuming.



SURVEYS

A survey is a research method used for collecting data from a pre-defined group of respondents, to gain information and insights, on a topic of interest. Depending upon the methodology chosen and their purpose; surveys have a variety of functions and can be executed in many ways. A survey involves asking people for information through a questionnaire. You can distribute this on paper, although with the arrival of new technologies, it is more common to distribute them digitally via email or social networks. They can also be administered by telephone or face-to-face. Mail and electronically administered surveys have a wide reach. They are relatively cheap to administer, information is standardised and privacy can be maintained. These approaches do, however, have a low response rate and cannot be used to investigate issues to any great depth. They also require that the target group is literate and do not allow for any observation.

Surveys are just one way of gathering information but in the peer support space, their use has been successful and wide-ranging. They are usually asking people to answer the questions on 'a level playing field' to avoid biased opinions that could influence the evidence we are collecting. As surveys are self-reported by participants, it is vital they are designed and tested for validity/reliability with the target groups who will be completing them. If your resources do not allow for this, then careful attention must be given to the design of the survey. If possible, the use of an already designed and validated survey instrument will ensure that the data being collected is accurate. If you design your own survey, it is necessary to pilot test the material on a sample of your target group to ensure it is appropriate for the target group. Make sure that wherever possible, you use easy English and pictures, particularly, if your respondents are likely to struggle with more complex or wordy communications.



You are able to ask survey questions in several ways. These include: closed questions, open-ended and scaled questions, and multiple-choice questions. Closed questions are usually in the format of yes/no or true/false options. Closed questions give a limited choice of responses, but they are quick and easy to process and collate. 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 difficult to collate or group. 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)? You can also utilise multiple-choice questions. For example, asking respondents to indicate their favourite topic covered in the peer group, or their preferred location.

When constructing a survey, there are a large range of considerations. These consist of: question sequence, layout and appearance, length, language, together with, an introduction and cover letter. The length of the questionnaire will depend on your aims: 7-10 questions (no more than 1-3 pages) is usually an appropriate number. The layout of the questionnaire is equally important. Start by asking relevant background information and then lead into more specific and/or complex questions. It is a good idea to place any sensitive questions near the end of a survey, rather than at the beginning. You should only ask questions, where responses are relevant/required, as well as always being polite, neutral and sensitive to people who might not feel comfortable sharing some information such as age, gender or cultural background. It is important that you "road-test" your survey with similar responders, to those, you plan to survey. Their feedback will help you modify questions, which might be difficult, poorly worded or confusing.

Here is a quick checklist to refer to when writing the questions for a survey (based on listing in WHO, 2000, p.41)):

1. Are the words simple, direct and familiar to your target audience?
2. Is the question as clear and specific as possible?
3. Is it a double question (i.e. are you asking them to answer two things in the same question)?
4. Does the question have a double negative?
5. Is the question too demanding?
6. Are the questions leading or biased?
7. Is the question relevant to all potential respondents?
8. Is the question objectionable (we obviously don't want to offend anyone we are asking questions)?
9. Have you made sure you do not use any abbreviations or acronyms?
10. Have you made sure you offer all possible responses in your closed questions?

SELF STUDY Q5.5:

Surveys are popular for evaluations in the peer support space. Identify three key considerations if you were to develop a survey for your peer group members to explore the reasons they attend the group?

CREATIVE STRATEGIES

There are alternatives to the unadventurous options of questionnaires and observational journal notes for gathering evidence. There are other ways to tell our stories, further understanding of peer program impact and generate disability awareness. Within the peer space, there have been a large number of creative options used to tell peer stories and document the positive outcomes from peer programs. Drama, exhibition, and video are imaginative and attractive alternatives to written surveys. Particularly, if you want to share some of the excitement surrounding peer personal growth, telling stories is a great way to achieve this. For example, on the peerconnect site (<https://www.peerconnect.org.au/>) there are links through to a range of videos on peer support.

OPTIONAL FILMS: Great examples of peer program stories are available at:
<https://vimeo.com/175482986>) (benefits from peer support);
<https://vimeo.com/211823631> (a story on how peer support helped a member build a better life);
<https://vimeo.com/244582509> (on staying connected with peer members);
<https://vimeo.com/210181126> (on establishing new peer support group);
<https://vimeo.com/193004242> (on a youth peer support group);
<https://www.youtube.com/watch?v=z43OWZYKv1k> (on a deafblind peer support group);
<http://www.cdah.org.au/this-is-my-world/> (a hip hop peer support film recently launched; and,
<https://vimeo.com/214936558> (a personal story on peer support and volunteering).

While documenting stories in films appears unrelated to our information gathering, they can in fact make a valuable contribution to the evidence we collate. For example, a video case study may form part of the evidence, we can present to the ILC team when documenting the sense of connectedness peer group members feel.



Many other imaginative new approaches can be used to gather information on an indicator. Embracing creative arts in this process offers opportunities for different ways of understanding programs and building knowledge. The creative arts may be used in designing, interpreting, and communicating our assessment process. Creative strategies are advantageous, as they provide an opportunity for participants to portray experience through different art forms, which often reveals insights that they may not have been able to articulate in words, particularly if they have communication challenges. They are also flexible accommodating for people who learn in different ways, who have different cultural backgrounds and/or who are less articulate. You can employ creative strategies, in conjunction with more traditional methods.

A selection of challenges may arise from creative strategies. Some participants may be fearful of engaging with art, due to a lack of confidence, or past negative experiences. There are multiple forms of creative strategies, as outlined online (<http://mypeer.org.au/monitoring-evaluation/data-collection-methods/>). Examples of specific creative strategies for gathering evidence on peer programs include:

- Photographic based strategies:
 - Photo mapping – the mapping of some sort of infrastructure on a photo map by participants, such as asking peer group participants to outline the different disability supports available in an NDIS Plan or map their future based on what they know about the life choices and options.



- Photo Essays – A technique used by participants to describe themselves or their own view on something. They take photos; create captions and a description. Peer programs could ask participants to capture a photo essay on what their peer group means to them.
- Photo interviewing – this is the use of photographs as talking points during interviews or to structure discussions, such as in a focus group.

Photo mapping, Photo Essays and Photo Interviewing and discussed at: <http://mypeer.org.au/monitoring-evaluation/data-collection-methods/creative-strategies/> **and** <https://adf.org.au/insights/creative-evaluation/> **photo mapping at:**

- Social network mapping
 - Mapping involves the formation of a diagram that shows an individual's social network. This can go towards gaining evidence on the social links peer group members have now that they are in a group. Thereby, highlighting the support network available to the participant, giving them information about their friendships, families, trust and communication. For example, participants can think of up to five people who they could talk to about their NDIS self-management issues, or up to three people, they talk to about other life decisions.



- Through this, you can also describe a participants' 'Circle of Support'. The networks can be hand drawn by participants. Using three concentric circles, the participant places the "you" in the middle circle and the first names of close friends and family in the innermost circle, and those who are less close in the outer circle.



OPTIONAL LINKS: <http://communitylivingproject.org.au/circles-initiative/> and <https://www.asid.asn.au/Portals/0/Conferences/NZ2010/Circles%20of%20Support%20for%20People%20with%20Disability%20-%20Ainslie%20Gee.pdf> for Circle of Support content.

- Scenarios:
 - Using this method, a brief description of a specific situation is read. This is followed by multiple-choice questions or a structured interview, where the participant is asked about the situation and their interpretation of it, alongside potential responses, solutions, and even outcomes. For example, a peer group facilitator could be read a scenario about something that may occur in a peer group. From their responses, we then gain an understanding of their possible reactions. This could be used to assess the training and skills of peer facilitators without any need to either, observe the situation within a real group, or rely on self-rated knowledge scores.

- Collage:
 - Collage is an example of an arts-based technique that can be used in the peer space to gain feedback and insight about an issue or viewpoint. Collage making involves ‘the cutting out, arranging and sticking down of images/text/drawings/colour that can be taken from a variety of sources. Collage can be as technological sophisticated as you want it to be, with the use of Photoshop and the internet, or as simple as resources dictate, for example, using scissors, paper and glue. The collage making process can generate observable information for analysis, as can the collages constructed also.

OPTIONAL LINK: See an example of its use at <https://adf.org.au/insights/creative-evaluation/>.

- Digital storytelling and vox pop:
 - Digital storytelling involves making a film that tells ordinary people’s real life stories. This involves meaningful workshop processes and participatory production methods. The final product tends to be in the first-person narrative. This technique has been discussed above, and is used widely in the peer space, due to the impact such stories of change can have on various stakeholders and within the wider community.
 - The term ‘vox pop’ comes from the Latin phrase vox populi, meaning ‘voice of the people’. Traditionally, the vox pop is a tool used in media research, to provide a snapshot of public opinion. Random participants are asked to give their views on a particular topic: these are then viewed as reflection of popular opinion. This has yet to be used widely within the peer space but could certainly be of interest, if a user-led organisation is trying to gain media content for sharing.
- Other Art forms:
 - Dance and drama has been used as a communication form since its inception. The art of dance and everyday movement provide a pattern of meaningful motions of the body that can convey an interpretation of the world we live in. It is feasible for a theatrical performance to be utilised as a representation of data on a group’s expression of their experience, though this has yet to be used in the peer space. Telling a story through writing and performance can be an effective way to explore personal or group experiences and has been used widely in the disability sector.



OPTIONAL LINK – See stories here: <http://tutti.org.au/>.

- Sculpture techniques have been used as a way to express feelings, and it is possible that peer groups could engage this type of artwork to express information about their peer groups. Sharing the results could form the basis for learning, understanding and action. Clay is a particularly suitable material for this process given its suitability for cutting, pounding, prodding, stabbing, squeezing, shaping, breaking and sticking, making it ideal for the expression of feelings. This may be a helpful strategy, if we are trying to gain insight with individuals, who are unable to communicate in other ways.

OPTIONAL ADDITIONAL LINKS ON CREATIVE STRATEGIES available under ‘Resources’ section.

SELF STUDY Q5.6:

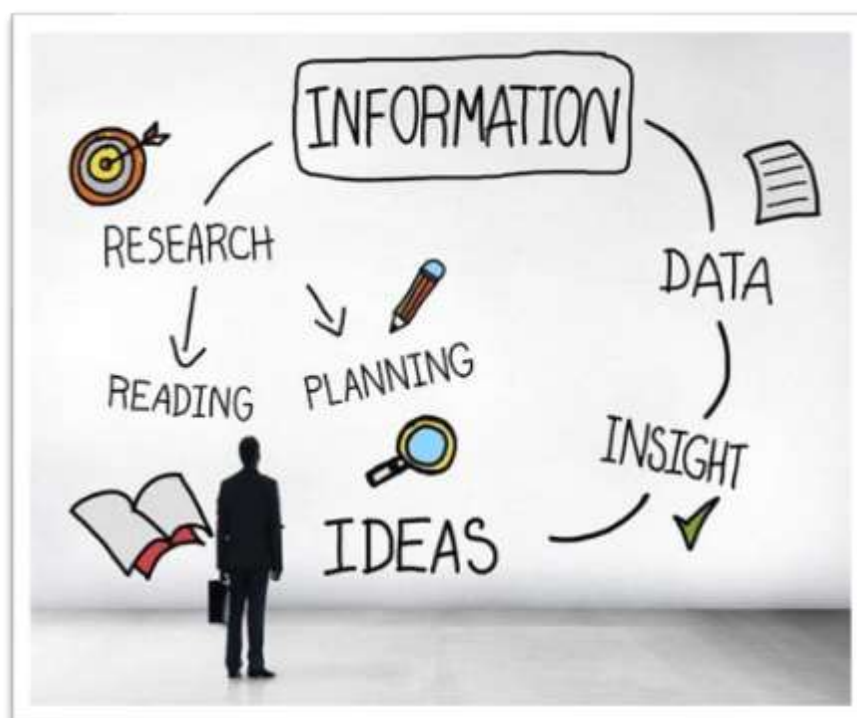
Describe one example of a creative strategy for evidence collection that could be used to explore the reasons your peer group members attend their peer group.

CAPSULE: TO USE OUR COMPASS WE NEED TO SELECT AN INDICATOR FOR EVERY OBJECTIVE. THE INFORMATION WE COLLECT ON THAT INDICATOR WILL TELL US IF WE ARE ON TRACK ON THE JOURNEY TOWARD OUR VISION. WE CAN USE SECONDARY OR PRIMARY DATA TO COLLECT, AND THE MOST COMMON METHOD TO GATHER ATTITUDINAL INFORMATION IS SURVEYS.

When we are gathering evidence, using a single collection method always carries the risk that our data may not be valid. We may be gathering evidence on something we are not expecting. For example, we might think we have evidence of personal growth from peer group attendances but we are actually capturing evidence about the impact of new service provider rollouts. One way of overcoming lack of data validity is triangulation. This is when we use multiple forms of data collection, such as focus groups and surveys as well as, observation, to investigate an objective. Utilising multiple data collection methods leads to more confidence about our findings when evidence from various sources, are comparable and consistent. Using more than one person to collect the data can also increase its reliability. This, however, usually increases the cost of the evaluation.

COLLECTING 'GOOD' INFORMATION

We have now explored many alternative ways of collecting evidence. These will allow us to gain insight into where your program is on your peer support venture. Remember, we are using the Balanced Scorecard (BSC) as a way of structuring our compass for this journey. The four perspectives enable us to think about various dimensions of success, all focussed on our vision, which is our destination ahead. As we previously identified key objectives within each perspective, we were selecting the most important dimensions of our peer program performance. Nevertheless, for our compass to be effective, we need to gather information on every objective, so that we know where exactly we are.



We have now gained an assortment of 'tools', which we can use for gathering this information. Our toolbox now includes: existing documentation, observations, interviews, surveys and a vast array of creative methods for possible use. The question now becomes, how do we choose the most appropriate method(s) to collect our evidence? Naturally, ethical considerations will influence our selections. However, our focus remains on ensuring we capture the best information we can, within our limited resources. What do we mean by 'best information' and what should be considered 'good' information?

'Good information is that which is used and which creates value. Experience and research shows that good information has numerous qualities. Good information is relevant for its purpose, sufficiently accurate for its purpose, complete enough for the problem, reliable and targeted to the right person.'
(www.jhigh.co.uk/Intermediate2/Using%20Information/12_charact_of_info.html)

When deciding upon our information-gathering plan, we therefore want our information to be:

- Relevant;
- Clear;
- Sufficiently accurate;
- As complete as possible;
- Trustworthy;
- Concise;
- Provided (or collected) in a timely manner; and,
- Available to the right person.



Being concise is an important consideration in the peer space, as we could easily find ourselves with too much information and lacking the resources to collate/manage it. We need to continually ask ourselves whether the information we are planning to collect will adequately answer our questions. You need to ask different questions, at each stage of your information gathering process.

1. DEFINING YOUR INFORMATION NEED

Before you start collecting, it is best if you can clearly define what information you need. Defining your information need helps you know where to start looking. How clear is your objective? Do you need to be more specific? If you know exactly what information you are looking for, you will be better able to recognise the best collection plan when you formulate it. To do so, contemplate:

- What information do you need? Define your objective clearly.
- What information do you already have on the subject? What facts/background information do you already know?
- Do you want general or specific information about the subject?
- How much information do you want? A single viewpoint? A single figure?
- What types of information do you want? For example, are you looking for:
 - opinions
 - statistics or data
 - case studies or specific examples
 - historical information
- What sources could help you select the information needed (e.g. your organisation's accountant, a peer facilitator)?

2. EVALUATE THE SOURCE OF INFORMATION

It may be possible to gain insight into some objectives, or the information we need to assess our performance of them, from existing sources. We call this, secondary data. If we are contemplating using this information, we need to be sure that it is trustworthy, accurate and relevant to the specific objective we want to assess. We may need to think about:

- Who compiled the information, and do they have the appropriate education and experience to do this accurately?
- Who is the intended audience for this information? Is it acceptable to use it for your purposes?
- What type of source is it? Is it Board level financial information, or hearsay from the coffee room? Is the information suitable for your needs (e.g. not too simple or too difficult)?
- When was the information produced? Is it still timely enough, or will it be produced again?
- Why was the information produced? Could the purpose result in any bias (e.g. political or cultural)?
- How is the information organised? Does this suit our needs, or will we need the raw evidence to collate it in a useful format ourselves?

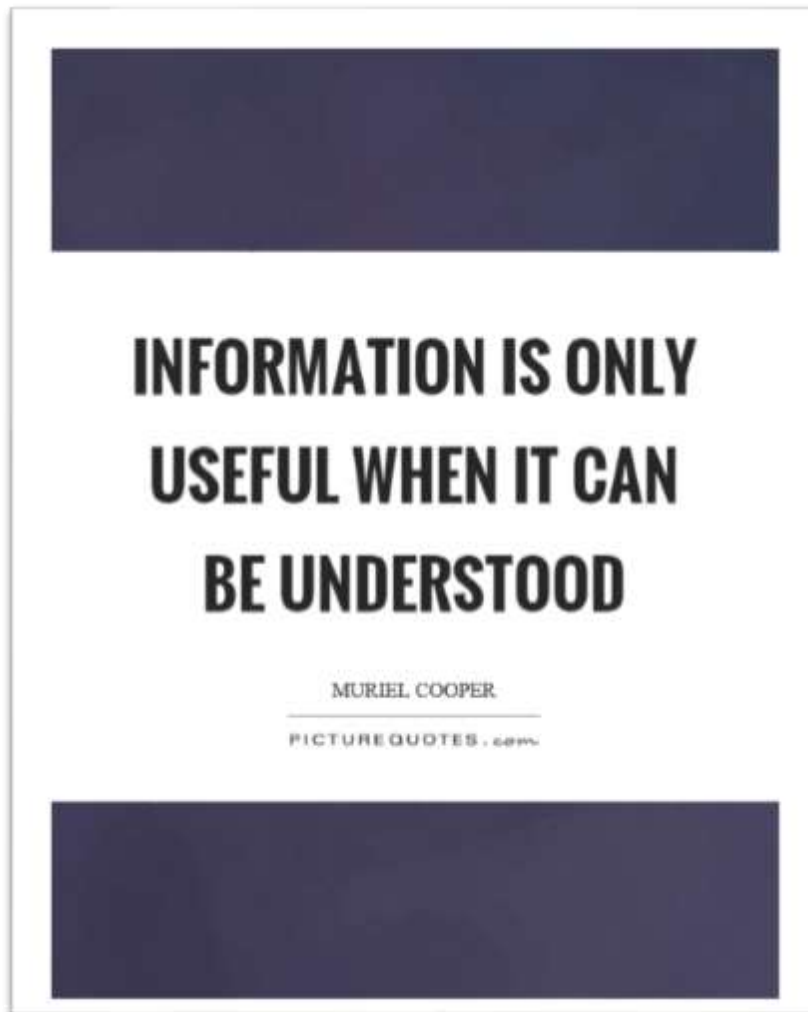
If we are planning to collect our own information, then we need to select the most appropriate collection method. This will be primary information. Resources, including expertise, will influence this but it is likely that there will be low cost options that can be adapted for your use (which we will examine below).

3. EVALUATE THE INFORMATION CONTENT ITSELF

Finally, after you have accessed and collected your required information, you should be able to answer questions about the type and quality of information that it gives.

- Does the information collected meet your wants/needs? Does it provide you with evidence about whether you have achieved your target indicator for the specific objective?
- Does it contain primary data (e.g. from a survey) or is it a compilation or evidence prepared for a different purpose?
- What main concepts do you present in the information? How is it you collate/interpret the evidence?
- What facts or opinions do you present? Do these represent more than one point of view? What are the major findings? Are the facts supportive of these?
- Do any other available sources substantiate the conclusions drawn from this source?

OPTIONAL LINK – You can read further on what makes ‘good evidence’ on the Better Evaluation website, for example: https://www.betterevaluation.org/en/resources/research-paper/what_counts_as_good_evidence.



CAPSULE: USING OUR TOOLBOX OF ALTERNATIVE INFORMATION COLLECTION APPROACHES, WE NEED TO ENSURE WE COLLECT INFORMATION THAT IS RELEVANT, ACCURATE, COMPLETE, RELIABLE AND TARGETED. WE MUST QUESTION OUR INFORMATION COLLECTION THROUGHOUT THE PROCESS TO BE SURE THAT COLLECTED EVIDENCE IS ADEQUATE FOR OUR VARIOUS NEEDS.

SELF STUDY Q5.7:

Identify five important considerations when deciding how we can ensure we collect only 'good' information throughout our evaluation journey?

EXAMPLE: OBJECTIVES AND OPTIONS

It is clear that there is a raft of alternative options surrounding evidence collection. We want to show our funders, we are meeting the needs of our members by focussing on systems and processes that support them, as well as, pondering the future, together with, the growth and development of our peer programs. It may be helpful to seek guidance via a table of options (shown below). This table builds on the content developed during our last section of the training package, with new content shown in the green shaded column. The table can act as a type of smorgasbord, which may entice you to indulge. The buffet option is popular; this is due to its endless possibilities and great value. However, reduced quality is likely, given it is made as a generic offering.

You may like to select the most appropriate items, specific to your program from an A 'la Carte Menu of possibilities. You can then appraise the vast range of basic options, to decipher a combination, which

perfectly suits your preferred style. Naturally, your own peer program will dictate the objectives decide upon. Nonetheless, the table below is provided to illustrate the information collection routes available to assess the objectives, rather than, to assist you with objective choices. Tailoring your evidence gathering is likely to give excellent information. However, designing new tools may utilise a high level of resources. Therefore, the focus on options suggested is on tools likely to be already available (or adaptable) for your needs, as well as, those that can serve multiple purposes.

SELF STUDY: Ensure you have next to you the answers you gave to the following Questions: 4.6, 4.7, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15 and 4.16.
These answers will form the basis for the next collection of self study questions.

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
FUNDERS: TO ACHIEVE OUR VISION, HOW SHOULD WE APPEAR TO OUR FUNDERS?		
OBJECTIVE 1: We are a highly efficient charity; we ensure we have low overheads.	Accounting records are used as we use administration cost %age of program delivery costs as measurement.	Use Accounting system figures to calculate this figure: 'Program Delivery' costs calculated as a percentage 'Administration' costs (target = < 20%). Ask the Finance team to provide figures when Annual Report is finalised.
	We use feedback from donors to gauge funder view of efficiency.	Survey sent out with receipt for each tax-deductible donation asking why they chose our program to donate to. New survey to be developed (simple multi choice, Y/N and rating questions).
OBJECTIVE 2: We have multiple sources of revenue including from investment returns.	Accounting records are used to measure earnings from term deposits – as measured by investment returns in accounts.	CEO to report to Board at monthly meetings on investment returns being >2.8% on prepaid revenue (which is a large source of peer program earnings).
	Investment is only possible if we accurately manage the budget; variances are assessed regularly.	CEO to report to Board at monthly meetings on budgetary variances and large +ve or -ve variances are reported to the evidence gathering team.
	Finance team provides feedback on revenue sources of program.	Use Accounting system evidence. Ask the Finance team to provide number of sources when Annual Report is finalised.
	New funding sources are reported to assessor when they occur by Finance team.	Use Finance team by asking them to report any new revenue sources when they land (and are coded), at least monthly.
OBJECTIVE 3: We offer a welcoming, safe and supportive environment to our peer members (one of the ILC Outcomes).	Gather opinion information from peer group members on how welcomed, safe and supported they feel in the group.	Surveys of peer group members asking 'do you feel welcome in your peer group?' and 'do you feel supported within your peer group?'. Target = 85% of members agree they are welcomed and feel supported in their group. Could be part of an annual member survey.
	Gather opinion information from peer group facilitators on techniques used to build group cohesiveness.	Surveys of peer group facilitators where we ask what they do to build a group where members feel welcomed and supported. Could form part of an annual peer facilitator survey, which can then be used for training planning also.
	Gather opinion information from peer group members who have stopped attending a group.	Surveys of peer group members no longer attending asking 'did you feel welcome in the group?', and 'If not, why?' and 'what could have helped you feel more welcomed?' and alike.
OBJECTIVE 4: We focus on building Individual Capacity in	Gather opinion information from peer group members on information they receive.	Surveys of peer group members asking 'are you provided with relevant information in your peer group?' and 'do you want to receive different information in your peer group?' and perhaps ask them to rate information provided in terms of quality or

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
<p>our members (ILC goal) by (for e.g.):</p> <ul style="list-style-type: none"> Providing high quality, relevant information at our peer group sessions. 		<i>relevant using rating scale question(s). Target = 85% of members agree they receive high quality relevant information. Could be part of an annual member survey.</i>
	Gather opinion information from peer group facilitators on the information they provide.	<i>Surveys of peer group facilitators where we ask about the information they deliver (perhaps its source, how they select it, the role of member feedback in selecting content, etc). Could form part of an annual peer facilitator survey, which can then be used for training planning also.</i>
	Have evidence collectors review content delivered and its rate quality/relevance.	<i>Use information delivery documentation to assess relevance and quality using clear guidelines that are consistently applied. Explore strategies of improving information or sharing the best.</i>
<p>OBJECTIVE 5: We regularly invest in peer program development, learning and group leading training.</p>	Accounting records are used to measure investment in training.	<i>Use Accounting system evidence. Ask the Finance team to provide total training expenditure across peer team when Annual Report is finalised.</i>
	Accounting records are used to measure investment in relevant peer group facilitator training.	<i>Use Accounting system evidence. Ask the Finance team to provide total training expenditure for peer group facilitators (only) when the Annual Report is finalised.</i>
	Gather opinion information from peer group facilitators on the training they receive (and want).	<i>Surveys of peer group facilitators where we ask about training they have been able to access as well as areas of need for future training. Could form part of an annual peer facilitator survey, which can then be used for training planning also.</i>
<p>OBJECTIVE 6: We meet grant requirements (including the collection of accurate Evaluation Evidence) as per ILC Grant Submission.</p>	Utilise opinion data and feedback from the ILC team on program evaluations undertaken.	<i>Request feedback from ILC team provided to CEO/peer team leaders on adherence to plan according to evaluation evidence collection.</i>
	Peer team compares planned evaluation with evidence collected and rates accuracy of plan and quality of process.	<i>Use overall evidence collection plan and process to assess if the ILC Grant submission planned evaluation was accurate and followed. Explore strategies of improving evaluation planning.</i>
	Peer team compares dates of submission with scheduled dates for evidence submission.	<i>Use existing documentation of submission dates as compared to deadlines to assess timeliness of evaluation evidence submitted.</i>
<p>OBJECTIVE 7: We submit acceptable Grant Reports & Workplans on time.</p>	Utilise opinion data and feedback from the ILC team on reports and work plans submitted.	<i>Request feedback from ILC team provided to CEO/peer team leaders on reports and work plans submitted (if this is provided).</i>
	Peer team compares submission with scheduled dates for reports and work plans and searches for evidence of extensions.	<i>Use existing documentation of submission dates as compared to deadlines to assess timeliness of all reports and work plans required within program grant terms.</i>

SELF STUDY Q5.8:

Using your answers to Questions 4.6 and 4.7, complete the first two columns of this table. Next use the examples in the table above and your learnings from this package to complete the table columns:

- Indicators: Define each measure (or indicator) you could use to assess this objective as clearly as possible.
- Evidence Collection Strategy: Here you should list the process you will follow to gather evidence on this measure. Will you use a survey, interview or other method? Is there an existing source of evidence you can access and use?

- Tools & Frequency: Tools to be developed should be listed and described. How frequently you will plan to use the tools or other evidence collection methods should be listed here also for consideration.

QUESTION 4.6: Two FUNDER Objectives	QUESTION 4.7: Measure for each & measurement notes	Indicators: Define Measure to be used	Evidence Collection Strategy	Tools to be developed; Frequency & other notes to be considered
FUNDERS: TO ACHIEVE OUR VISION, HOW SHOULD WE APPEAR TO OUR FUNDERS?				
OBJECTIVE 1:				
OBJECTIVE 2:				
OBJECTIVE _____				

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
MEMBERS: TO ACHIEVE OUR VISION, HOW SHOULD WE APPEAR TO OUR MEMBERS (& POTENTIAL MEMBERS)?		
OBJECTIVE 1: We build the capacity of individual peer group members by providing high quality, relevant information at our peer group sessions (shared with Funders Objective 4).	Gather opinion information from peer group members on information they receive.	Surveys of peer group members asking 'are you provided with relevant information in your peer group?' and 'do you want to receive different information in your peer group?' and perhaps ask them to rate information provided in terms of quality or relevant using rating scale question(s). Target = 85% of members agree they receive high quality relevant information. Could be part of an annual member survey.
	Gather opinion information from peer group facilitators on the information they provide.	Surveys of peer group facilitators where we ask about the information they deliver (perhaps its source, how they select it, the role of member feedback in selecting content, etc). Could form part of an annual peer facilitator survey, which can then be used for training planning also.
	Have the evidence collectors review content delivered and its rate quality/relevance.	Use information delivery documentation to assess relevance and quality using clear guidelines that are consistently applied. Explore strategies of improving information or sharing the best.

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
OBJECTIVE 2: We provide high quality, relevant programs that are easily accessible.	Have the team ensure accurate recording of attendances for all sessions/events within a centrally located (protected) file/portal.	<i>Use the attendance file to analyse attendance across groups and topics to ensure each group (ie location) and topic (for relevance) brings in appropriate/expected attendance levels.</i>
	Evidence collection team checks when all session/event information flyers, group summaries and Calendars are provided to members.	<i>Use the computer and newsletter files to record and analyse when event information was delivered and rate its timeliness. Also, ask team members if there were complaints regarding lack of information or cancellations not provided to members.</i>
	Number of new members across the various peer groups offered.	<i>Ensure attendance file includes recording of new members. Analyse across groups and topics to ensure each group brings in new members regularly. Check they also continue to attend.</i>
OBJECTIVE 3: We educate, inform and upskill via our programs: local support group sessions, special sessions, newsletters, online presence and other.	Have the evidence collectors review newsletter, website and other content delivered, record evidence on delivery and give each item an overall rating.	<i>Use program documentation to record frequency and timeliness of newsletters, feedback received for each item, attendance figures where appropriate, and number of topics covered. Explore strategies for improving any items in need of this focus.</i>
	Gather opinion information from peer group facilitators on member feedback - newsletters, website and other offerings.	<i>Surveys of peer group facilitators where we ask about the feedback that they receive on newsletters, website and other peer program offerings.</i>
	Have the team ensure accurate recording of attendances for all sessions/events within a centrally located (protected) file/portal.	<i>Use the attendance file to analyse attendance across groups and topics to ensure each group (ie location) and topic (for relevance) brings in appropriate/expected attendance levels.</i>
	Gather opinion information from peer group members on program offerings and their benefits.	<i>Surveys of peer group members asking about newsletters, website and other program offerings feedback. Include ratings data to assess if members feel they are learning from them, if they are relevant, etc. Part of annual member survey.</i>
OBJECTIVE 4: We offer informal advocacy and advice resulting in referrals that are accurate and timely.	Number of phone and face-to-face advocacy/advice sessions provided to be recorded.	<i>Have the team ensure accurate recording of attendances for all advocacy/advice sessions or phone calls within a centrally located (protected) file/portal. Investment can then be assessed.</i>
	Gather opinion information from members on advocacy received and referrals provided to them by peer facilitators.	<i>Surveys of peer members asking about any advocacy assistance they have received and about any referrals or other assistance provided by facilitators or other peer team members. Include ratings data to assess if members feel they received what they needed or not. Ask if there were outcomes from the referral or informal advocacy. Include in annual member survey.</i>
OBJECTIVE 6: We offer members a welcoming, safe and supportive environment. <i>NB: Shared with Funders perspective)</i>	Gather opinion information from peer group members on how welcomed, safe and supported they feel in the group.	<i>Surveys of peer group members asking 'do you feel welcome in your peer group?' and 'do you feel supported within your peer group?'. Target = 85% of members agree they are welcomed and feel supported in their group. Could be part of an annual member survey.</i>
	Gather opinion information from peer group facilitators on techniques used to build group cohesiveness.	<i>Surveys of peer group facilitators where we ask what they do to build a group where members feel welcomed and supported. Could form part of an annual peer facilitator survey, which can then be used for training planning also.</i>
	Gather opinion information from peer group members who have stopped attending a group.	<i>Surveys of peer group members no longer attending asking 'did you feel welcome in the group?', and 'If not, why?' and 'what could have helped you feel more welcomed?' and alike.</i>

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
OBJECTIVE 7: New member join our groups and those that depart provide positive feedback on their peer experience.	Gather opinion information from peer group facilitators on the group membership and change in members.	<i>Surveys of peer group facilitators where we ask about the members in their group including who has left (and why) and if new members have joined (and if they know, how they found out about the group OR why they joined). Ask about any other issues that could affect their group membership.</i>
	Gather opinion information from peer group members who have stopped attending a group.	<i>Surveys of peer group members no longer attending asking 'why did you stop attending the group?', and 'what could have been better in the group?' and alike.</i>
	Have the team ensure accurate recording of attendances for each group within a centrally located (protected) file/portal.	<i>Use the attendance file to analyse attendance across groups to ensure each group has appropriate/expected attendance levels.</i>
	Number of new members across the various peer groups offered.	<i>Ensure attendance file includes recording of new members. Analyse across groups and topics to ensure each group brings in new members regularly. Check they also continue to attend.</i>

SELF STUDY Q5.9:

Using your answers to Questions 4.9, 4.10 and 4.11, complete the first two columns of this table. Next use the examples in the table above and your learnings from this package to complete the table columns:

- **Indicators:** Define each measure (or indicator) you could use to assess this objective as clearly as possible.
- **Evidence Collection Strategy:** Here you should list the process you will follow to gather evidence on this measure. Will you use a survey, interview or other method? Is there an existing source of evidence you can access and use?
- **Tools & Frequency:** Tools to be developed should be listed and described. How frequently you will plan to use the tools or other evidence collection methods should be listed here also for consideration.

QUESTIONS 4.9 & 4.10: Four MEMBER Objectives	QUESTION 4.11: Measure for each & measurement notes	Indicators: Define Measure to be used	Evidence Collection Strategy	Tools to be developed; Frequency & other notes to be considered
MEMBERS: TO ACHIEVE OUR VISION, HOW SHOULD WE APPEAR TO OUR MEMBERS (& POTENTIAL MEMBERS)?				
OBJECTIVE 1:				
OBJECTIVE 2:				
OBJECTIVE 3:				
OBJECTIVE 4:				

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
BUILD: TO ACHIEVE OUR VISION, WHAT MUST WE BUILD INTERNALLY?		
OBJECTIVE 1: Our IT infrastructure meet our needs as an innovative, growing charity.	Gather opinion information from program team members on the IT system available to them.	<i>Surveys of peer program team members where we ask about the IT system and IT resources they are using and if they assist them in their role. If not, what do you they need? Do they need training (and, if so, in what areas)? Do they have ideas about IT used?</i>
	Have the evidence collection team collect IT training data, feedback, system investments.	<i>Use information gathered to assess level of investment in IT, use of available resources, overall training and its outcomes and any other feedback evidence to conclude if IT needs are being met.</i>
	Gather opinion information from peer group facilitators on the IT system available to them.	<i>Surveys of peer group facilitators where we ask about the IT system and IT resources they are using and if they assist them in their role. If not, what do you they need? Do they need training?</i>

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
	Gather opinion information from peer organisation Board members on the IT system outputs provided to them.	<i>Surveys of Board members asking about the IT system outputs they receive and if it assists them in their role. If not, what do you they need? Do they need training (and, if so, in what areas)?</i>
OBJECTIVE 2: We effectively manage our member database and the new member process is professional and consistently performed.	Number of new members across the various peer groups offered.	<i>Ensure attendance file includes recording of new members. Analyse across groups and topics to ensure each group brings in new members regularly. Check they also continue to attend.</i>
	Have the evidence collection team collect new members' data, including method and package.	<i>Use information gathered to assess whether new members are joining according to process. Review evidence on where members are coming from (referral source). Review evidence on new member process being followed (and if not, why this could be).</i>
	Number of new members across the various peer groups offered.	<i>Ensure attendance file includes recording of new members. Analyse across groups and topics to ensure each group brings in new members regularly. Check they also continue to attend.</i>
	Gather opinion information from new peer group members on their joining process.	<i>Surveys of new peer group members if they received a new member package and, if so, how soon after joining. Also ask about why they joined, if needs are being met. Part of annual member survey.</i>
OBJECTIVE 3: Our office & session facilities are secure, safe and clean spaces.	Gather opinion information from program team members on their office and other peer program spaces.	<i>Surveys of program team members where we ask about their office and other built environment resources. Are they suitable and, if not, what do you they need?</i>
	Gather opinion information from peer group facilitators on the peer group spaces used.	<i>Surveys of peer group facilitators where we ask about the group space used and if it meets the need of their group. If not, what do you they need?</i>
	Gather opinion information from peer group members on their group space (or other spaces used for the peer program).	<i>Surveys of peer group members asking about their group location space used and any other spaces they access. Could be part of an annual member survey; go to new and departed members also.</i>
OBJECTIVE 4: Our peer program has clear policies and procedures that support, and protect, both our members and our team.	Gather opinion information from program team members on their policy knowledge and the ways they use it in their role.	<i>Surveys of program team members where we ask about their knowledge of specific policies, procedures and the ways in which they enable them to perform their duties. Are they suitable and, if not, what new policies or revisions are needed?</i>
	Gather opinion information from peer group facilitators on their policy knowledge and the ways they use it them in facilitation.	<i>Surveys of peer group facilitators where we ask about their knowledge of specific policies, procedures and the ways in which they enable them to perform their duties. Are they suitable and, if not, what new policies or revisions are needed?</i>
	Gather opinion information from peer group members on items related to policies/procedures.	<i>Surveys of peer group members asking about 1-2 policy applications they should be impacted by, and if it is not working ask questions about what may be missing or not being followed.</i>
OBJECTIVE 5: We continually improve and develop our programs, including our support materials, research expertise and evidence,	Gather opinion data from peer group members on information they receive and programs they attend.	<i>Surveys of peer group members asking questions relating to the information they are provided with, and overall program satisfaction. Could be part of an annual member survey.</i>
	Gather opinion information from peer group facilitators on the information they provide, their expertise and experience.	<i>Surveys of peer group facilitators where we ask about the information they deliver and the training they receive as well as level of facilitation experience. Could form part of an annual peer facilitator survey used for training planning additionally.</i>

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
professional training resources and other materials or program resources.	Gather opinion information from peer team members on program development, their expertise and experience.	<i>Surveys of peer team members asking questions on program development as well as their expertise, experience, training and qualifications. Could form part of an annual peer member survey used for performance review purposes also.</i>
	Have the evidence collectors review content delivered and its rate quality/relevance.	<i>Use information delivery documentation to assess relevance and quality using clear guidelines that are consistently applied. Explore strategies of improving information or sharing the best.</i>

SELF STUDY Q5.10:

Using your answers to Questions 4.12 and 4.14, complete the first two columns of this table. Next use the examples in the table above and your learnings from this package to complete the table columns:

- **Indicators:** Define each measure (or indicator) you could use to assess this objective as clearly as possible.
- **Evidence Collection Strategy:** Here you should list the process you will follow to gather evidence on this measure. Will you use a survey, interview of other method? Is there an existing source of evidence you can access and use?
- **Tools & Frequency:** Tools to be developed should be listed and described. How frequently you will plan to use the tools or other evidence collection methods should be listed here also for consideration.

QUESTIONS 4.12: Two BUILD Objectives	QUESTION 4.14: Measure for each & measurement notes	Indicators: Define Measure to be used	Evidence Collection Strategy	Tools to be developed; Frequency & other notes to be considered
BUILD: TO ACHIEVE OUR VISION, WHAT MUST WE BUILD INTERNALLY?				
OBJECTIVE 1:				
OBJECTIVE 2:				
OBJECTIVE _____:				

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
LEARNING: TO ACHIEVE OUR VISION, NOW & IN THE FUTURE, WHAT MUST WE LEARN?		
OBJECTIVE 1: National and international conference attendances and presentations are sought, secured and funded.	Accounting records are used to measure investment in travel and conference attendance.	<i>Use Accounting system evidence. Ask the Finance team to provide total conference travel and attendance for peer program team and/or facilitators when the Annual Report is finalised.</i>
	Have the evidence collection team gather information on number of presentations, attendances, articles published.	<i>Use documentation to gather evidence on team's output of presentations, publications and research session attendances.</i>
	Gather information from peer team members on their submissions and presentations.	<i>Surveys of peer team members asking questions on program development as well as their expertise, experience, training and qualifications. Could form part of an annual peer member survey used for performance review purposes also.</i>
OBJECTIVE 2: We have a trained, motivated and empowered team including volunteers that are flexible across multiple roles.	Gather opinion information from peer team members on their expertise, satisfaction, flexibility and motivation.	<i>Surveys of peer team members asking questions on their role and organisation satisfaction, flexibility across roles, motivation and plans. Could form part of an annual peer member survey used for performance review purposes also.</i>
	Record number of regular and new volunteers within programs.	<i>Use volunteer registrations and documentation to assess number of volunteers and new volunteers used across peer programs.</i>
	Gather opinion information from peer group facilitators on their expertise, satisfaction and motivation.	<i>Surveys of peer group facilitators where we ask about on their role and organisation satisfaction, flexibility to take on other peer roles, motivation and plans. Could form part of an annual peer facilitator survey used for training planning additionally.</i>
	Gather opinion information from all program team members about their working situation.	<i>Focus group is held for all team members where we discuss the peer organisation's 'internal environment', their flexibility, motivation and checking for any issues that may need resolving.</i>
	Gather opinion information from volunteers on their expertise, satisfaction and motivation.	<i>Surveys of volunteers where we ask about on their role and organisation satisfaction, flexibility to take on other roles, motivation and future plans. Could explore annual volunteer surveys to be used for training planning and other needs.</i>
OBJECTIVE 3: Our organisation develops leading edge information topics.	Number of new topics.	<i>Use documentation and calendar schedule information to record number of new topics offered each year along with analyse the feedback/idea that led to their development.</i>
	Number of new topic deliveries annually.	<i>Use documentation and calendar schedule information to record number of new topic sessions delivered each year along with attendance information by topic (if available).</i>
	Gather opinion information from peer group members on information they receive.	<i>Surveys of peer group members asking 'are you provided with relevant information in your peer group?' and 'do you want to receive different information in your peer group?' and perhaps ask them to rate information provided in terms of quality or relevance using rating scale question(s). Target = 85% of members agree they receive high quality relevant information. Could be part of an annual member survey.</i>
OBJECTIVE 4: Our peer team explores new opportunities and develops new projects.	Number of submissions and the number of those that are successful are collected by team.	<i>Use documentation, such as Board Minutes who would approve new projects, to record number of new submissions each year along with the number of those that are successful.</i>
	Training of a growing number of members in grant submissions	<i>Surveys of peer team members asking questions about submission writing expertise, relevant training received, and</i>

Objectives	Possible Indicators	Possible Collection Strategy &/or Tools NEW
	and them gaining relevant submission writing experience.	<i>number of submissions undertaken each year. Part of an annual peer member survey also used for performance evaluation.</i>
OBJECTIVE 5: We regularly explore organisational collaborations and grow links over time.	Gather opinion information from peer team members on collaborations or other links.	<i>Surveys of peer team members asking questions about the ways in which they link in with, or collaboration with, other organisations. Could form part of an annual peer member survey used for performance review purposes also.</i>
	Gather opinion information from Board members on attitudes on collaboration and linking with other organisations.	<i>Focus group held with members of the peer organisations Board discussing organisational collaborations, links, and future plans regarding both. Also investigate current level of collaboration and whether this is encouraged across the peer organisation or not.</i>

SELF STUDY Q5.11:

Using your answers to Questions 4.15 and 4.16, complete the first two columns of this table. Next use the examples in the table above and your learnings from this package to complete the table columns:

- **Indicators:** Define each measure (or indicator) you could use to assess this objective as clearly as possible.
- **Evidence Collection Strategy:** Here you should list the process you will follow to gather evidence on this measure. Will you use a survey, interview or other method? Is there an existing source of evidence you can access and use?
- **Tools & Frequency:** Tools to be developed should be listed and described. How frequently you will plan to use the tools or other evidence collection methods should be listed here also for consideration.

QUESTIONS 4.15: Two LEARNING Objectives	QUESTION 4.16: Measure for each & measurement notes	Indicators: Define Measure to be used	Evidence Collection Strategy	Tools to be developed; Frequency & other notes to be considered
LEARNING: TO ACHIEVE OUR VISION, NOW & IN THE FUTURE, WHAT MUST WE LEARN?				
OBJECTIVE 1:				
OBJECTIVE 2:				
OBJECTIVE _____:				

CAPSULE: ONCE YOU ARE CONFIDENT THAT YOU HAVE KEY OBJECTIVES IDENTIFIED UNDER EACH PERSPECTIVE, THERE ARE MANY WAYS OF MEASURING YOUR PERFORMANCE AGAINST THEM. FOCUS YOUR ENERGIES AND RESOURCES ON THOSE YOU CONSIDER MOST CRUCIAL FOR THE ONGOING SUCCESS (OR SUSTAINABILITY OR SURVIVAL IF IN DOUBT) OF YOUR PROGRAM.

CHEAP AND CHEERFUL COLLECTION

By now, you are probably wondering how you are going to afford the time and money, as well as the required expertise, to design/establish your own evidence-gathering approach. Doing a completely tailored evaluation does take a great deal of planning and resources. However, sound information can be collected simply and by using existing tools. There are many great options for gathering evidence on peer support programs, which have already been developed by other organisations, available for your use. Some could be used 'off the rack' while others may need a little shaping to ensure you secure the information you need. It all depends on what you are trying to measure, and what is most appropriate for your own program.



One example that can be adapted for your use is a Member survey developed by Families4Families that links in with essential ILC Outcome objectives relevant to their specific peer program.



ILC Outcomes Individual Surveys – Available upon request or from the PeerConnect website.

In addition, this survey was adapted for use at peer support group meetings, where the facilitator could ask the key questions of the whole group and note responses on the form. This can also be adapted for your use if this is relevant to your objectives and your specific peer program.

ILC Outcomes Group Survey – Available upon request or from the PeerConnect website.

The Peer Connect website was collaboratively developed during the NDIA's DSO project and led by JFA Purple Orange, who was the DSO Project Lead Agency (see <https://www.peerconnect.org.au>). The site is full of helpful quick guides, including one, specifically aimed at gathering evidence from peer group members (see <https://www.peerconnect.org.au/setting-and-running-peer-networks/maintaining-network/how-was-it-you-evaluation-form-peer-meetings/>, and <https://www.peerconnect.org.au/setting-and-running-peer-networks/background/peer-networks-what-they-are-and-how-they-can-help/>).

Many peer organisations have shared their tools for use by other like-minded peer organisations and these are available on the PeerConnect package content.

The Chronic Illness Alliance offers a free course online for peer leaders (see <http://www.peerleadersonlinetraining.net/>). This is designed to be used as a resource to help build the capacity of an existing one. The site also includes other training courses, as well as, a range of resources including a peer support evaluation tool. They also offer an excellent peer group handbook including a good summary of evaluations (see <http://www.chronicillness.org.au/wp-content/uploads/2016/06/Best-Practice-Framework-Web.pdf> in section 6).

The 'Youth Worker Evaluation Ideas 2015' resource provides simple and easy ideas for undertaking evaluation with young people. It provides adaptable templates for qualitative evaluation along with engaging participatory activities. You can easily download the Youth Worker Evaluation Ideas 2015 from:

https://siren.org.au/wp-content/uploads/2016/08/Youth-Worker-Evaluation-Ideas_Jun2015.pdf

and

adapt the items for your use as needed.

Internationally there are also a huge range of resources available. For example, the Peers for Progress site (see <http://peersforprogress.org/take-action/evaluate-peer-support/#find>) list a range of resources available online. These include not only example tools but also overall evaluation plans (or 'protocols'):

- [The Peer Education Evaluation and Resources Center \(PEER Center\)](#) is a national resource and evaluation center for people living with HIV and organization interested in PEER education training programs. Its section on [Resources for Peer Programs](#) has evaluation instruments.
- [Peer Outcomes Protocol Project's administration manual](#) was developed as a way to evaluate community-based, mental health peer support programs. Each module in the manual describes how to conduct interviews, use questionnaires, and analyse the data collected in order to better focus on improving quality of life and peer supports for people with psychiatric disabilities
- [The National Diabetes Program Evaluation Framework](#) describes how to design an evaluation of a multifaceted public health education program. This framework has helped program planners and evaluators develop measurable short-term and long-term outcomes.
- This 2006 article from Prevention Chronic Disease describes [methods and approaches to program evaluation](#).
- [Section K: Program Evaluation](#) (pg. 57) of the Mentoring Partnership Program Manual describes how to develop a plan for program evaluation.
- [Annex 2 and Annex 3 of this peer mentor training manual](#) include example pre- and post-training tests to rate the quality of the training and also peer educator and trainer evaluation forms.
- [Appendix 1 \(pg. 176\) of this peer supporter training manual](#) includes a checklist for observers evaluating peer supporters in training.
- [The Robert Wood Johnson Foundation Diabetes Initiative](#) provides resources on project participant assessment, pre-test and post-test questionnaires and other program evaluation tools
- The University of Kansas Community Tool Box provides a number of evaluation resources including [Evaluating Community Programs and Initiatives](#), [Developing Training Programs for Volunteers and Evaluating the Trainees](#), and a Trainee [Evaluation Form](#) and [Checklist](#).
- The U.S Centers for Disease Control and Prevention Evaluation Working Group provides a host of descriptive information and practical tools for a [program evaluation framework](#).

In addition, there are a range of tools provided on the MyPeerToolkit site (<http://mypeer.org.au/tools/>) which are for use when evaluating peer programs delivered in a camp setting to children. Yet many of the tools could be easily adapted for use within peer organisations, and are easily accessed via a range of sub-headings including: tools for external use, participant evaluation, participant use and for staff/volunteer use. The site also conveniently lists tools that they know about but have not themselves developed, and this is another good resource to start with (see <http://mypeer.org.au/participant-use/other-program-evaluation-tools/>).

The World Health Organisation has also published a large number of workbooks that were developed to assist with the assessment of substance abuse treatment programs of which many utilise peer support techniques. The range includes an introductory 'Framework Workbook' but then includes workbooks on planning evaluations and implementing evaluations followed by a series of specialised workbooks (see the http://apps.who.int/iris/bitstream/handle/10665/66584/WHO_MS_D_MSB_00.2b.pdf;jsessionid=5B43605EF50AA58BEB5AD85F1A92996D?sequence=2). These workbooks provide excellent self-help questions and case studies providing a strong knowledge base for those learning these skills.

CAPSULE: UTILISING THE WORK OF YOUR PEER ORGANISATIONS IS A USEFUL TECHNIQUE TO AVOID A LARGE INVESTMENT IN UNIQUE TOOLS. JUST BE SURE YOU ADAPT THEM AS REQUIRED FOR YOUR USE, AND RECOGNISE THE ORIGINAL SOURCE.

IN SUMMARY

Peer support organisations share a common strong rights-based foundation and a philosophy of delivering good practice support. Previously, we have considered where your programs want to be, what evidence we need to understand where you are currently, and how far there is to your desired destination. This involved a series of steps and decisions that will be unique to your own organisation and was guided by the four perspectives of the Balanced Scorecard (BSC).

The BSC and its four perspectives were used to structure our selected objectives. For each objective, we then needed to select an indicator, which will inform us about that objective. Each needs to be able to be measured in some way, so that we can see how close or far away, we are, from our vision. In this module, we have explored the vast array of options available for selecting measures to use, as well as the technique employed to perform the assessment. In addition to gaining an understanding of the various types of tools and method of information collection, we also considered some of the basics involved in developing relevant and tailored tools.

Therefore, we should now have a reasonable understanding of how we can collect our chosen evidence. The time has come for moving beyond these tools and the specifics of gathering evidence. We now continue our journey and investigate in more detail the ways we can utilise the information we have collected.

RESOURCES

- Information on ethical considerations when gathering information from people is discussed at <http://mypeer.org.au/monitoring-evaluation/ethical-considerations/> and on the Better Evaluation site: https://www.betterevaluation.org/en/rainbow_framework/manage/define_ethical_and_quality_evaluation_standards.
- The World Health Organisation Workbooks are available from: http://whqlibdoc.who.int/hq/2000/WHO_MSD_MSB_00.2a.pdf?ua=1.
- Data types are discussed in detail at: <https://sites.google.com/site/geographyfais/fieldwork/data-collection/types-of-data>.
- The peerconnect site (<https://www.peerconnect.org.au/>) provides links through to a large range of videos on peer support: see for example: <https://vimeo.com/175482986> (benefits from peer support); <https://vimeo.com/211823631> (a story on how peer support helped a member build a better life); <https://vimeo.com/244582509> (on staying connected with peer members); <https://vimeo.com/210181126> (on establishing new peer support group); <https://vimeo.com/193004242> (on a youth peer support group); <https://www.youtube.com/watch?v=z43OWZYKv1k> (on a deafblind peer support group); <http://www.cdah.org.au/this-is-my-world/> (a hip hop peer support film recently launched; and, <https://vimeo.com/214936558> (a personal story on peer support and volunteering).
- There are multiple forms of creative strategies outlined online: <http://mypeer.org.au/monitoring-evaluation/data-collection-methods/creative-strategies/> and photo mapping at: <https://adf.org.au/insights/creative-evaluation/>.
- Circle of Support resources are available at: <https://www.asid.asn.au/Portals/0/Conferences/NZ2010/Circles%20of%20Support%20for%20People%20with%20Disability%20-%20Ainslie%20Gee.pdf> AND <http://communitylivingproject.org.au/circles-initiative/>.
- See the Tutti website for examples of performance art for stories: <http://tutti.org.au/>.
- An example of use of Creative Strategies is available (Case Study 4) here: <http://mypeer.org.au/monitoring-evaluation/evaluation-case-studies/> while additional references on 'Creative Strategies' are here:
 - Dennis, S., S. Gaulocher, R. Carpiano and D. Brown. 2009. Participatory photo mapping (PPM): Exploring an integrated method for health and place research with young people. *Health and Place* 15: 466-473.
 - Chio, V. & P. Fandt. 2007. Photovoice in the diversity classroom.

- McCarty, C., J. L. Molina, C. Aguilar and L. Rota. 2007. A comparison of social network mapping and personal network visualization. *Field Methods* 19 (2): 145-162.
- Butts, C. 2008. Social network analysis: A methodological introduction. *Asian Journal of Social Psychology* 11(1): 13-41.
- Foster, S. L., H.M. Inderbitzen and D.W. Nangle. 1993. Assessing acceptance and social skills with peers in childhood: Current issues. *Behavior Modification* 17 (3): 255–286.
- Borbely, C. J. G., Nichols, J.A., Brooks-Gunn, T., Botvin, J., and Gilbert, J. (2005). "Sixth Graders' Conflict Resolution in Role Plays with a Peer, Parent, and Teacher". *Journal of Youth and Adolescence* 34 (4): 279-291.
- Dodge, K. A. and C. L. Frame. 1982. Social cognitive biases and deficits in aggressive boys. *Child Development* 55: 163–173.
- Dodge, K. A., C.L. McClaskey and E. Feldman. 1985. A situational approach to the assessment of social competence in children. *The Journal of Consulting & Clinical Psychology* 53: 344–353.
- <http://www.globalcollage.com/>
- Cancienne, M. B. & C.N. Snowber. 2003. Writing rhythm: Movement as method. *Qualitative Inquiry* 9 (2): 237-253.
- Blumenfeld-Jones, D. S. 1995. Dance as a mode of research representation. *Qualitative Inquiry* 1 (4): 391-401.
- Hughes, S. 2009. Leadership, management and sculpture: how arts based activities can transform learning and deepen understanding. *Reflective Practice* 10 (1): 77–90.
- An overview on the characteristics of good information is available at: www.jhigh.co.uk/Intermediate2/Using%20Information/12_charact_of_info.html.
- You can read further on what makes 'good evidence' on the Better Evaluation website, for example: https://www.betterevaluation.org/en/resources/research-paper/what_counts_as_good_evidence.
- Tools available for adaption include an ILC Outcomes Individual Survey – [available here](#) in PDF format or [available here](#) in WORD format AND an ILC Outcomes Group Survey – [available here](#) in WORD format (for adaption) or [available here](#) in PDF format.
- Peer organisations have shared their tools for use by other like-minded peer organisations and these are available on the Package site (peerconnect.org.au).