LA TROBE UNIVERSITY

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Australian Research Centre in
Sex, Health and Society

W3 Framework Guide

Part 2: The W3 Framework application process

https://w3framework.org

W3 Framework

Australian Research Centre in Sex, Health and Society

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W3 Framework Guide Part 2: The W3 Framework application process

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Preamble

Acknowledgements

The Australian Research Centre in Sex, Health and Society (ARCSHS) and the W3 Project Team thank all those involved over the life of the project for their ideas, feedback, reflections, and other support.

Creating this guide was possible because of the participation, collaboration, and contributions of peers and peer-led organisations across Australia, including our past and current partner organisations:

- ACON
- Australian Federation of AIDS Organisations (AFAO)
- Australian Injecting and Illicit Drug Users League (AIVL)
- Harm Reduction Victoria (HRVic)
- Living Positive Victoria
- National Association of People with HIV Australia (NAPWHA)
- NSW Users and AIDS Association (NUAA)
- Peer Based Harm Reduction WA
- Positive Life NSW
- Queensland Positive People
- Scarlet Alliance, Australian Sex Workers Association
- Thorne Harbour Health
- WAAC

These organisations helped develop and shape the concepts that underpin the W3 Framework and led the piloting of W3 indicators and tools.

Many thanks, in particular, to Chris Howard, Gari-Emma Perry, Jude Byrne, Sara Graham, and Timothy Krulic for your invaluable feedback on this guide.

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Terminology and acronyms

Adaptation: The W3 Function about how peer responses change the way they work to keep up with their changing environment

AFAO: Australian Federation of AIDS Organisations

AIVL: Australian Injecting and Illicit Drug Users League

Alignment: The W3 Function about how the peer responses interact with, partner with, and learn from the broader health sector and policy environment

ARCSHS: Australian Research Centre in Sex, Health and Society

Community: One of the systems that peer work is a part of – it includes diverse individuals, families, social networks, cultures, tensions, community spaces, and grassroots organisations and businesses with shared (or overlapping) backgrounds, experiences, identities, attitudes, and/or interests

Engagement: The W3 Function about how peer responses interact with, participate in, and learn from their communities

Health sector and policy environment: One of the systems that peer work is a part of – it includes government, health services, social services, other community organisations, research, politics, media, policies, laws, enforcement practices, and any other formal structure or system that can impact the health of communities

Influence: The W3 Function about how peer responses achieve or mobilise change within their communities and the health sector and policy environment

MEL: Monitoring, evaluation, and learning

Peer: Someone who both considers themselves a member of a community and is recognised by that community as one of its members

Peer insight: The uniquely nuanced understanding of their communities and community members that peers gain from being part of, and constantly engaging with, their communities

Peer response: Any organisation, program, project, intervention, or activity that fulfils all the following conditions:

- Developed and led by peers (or at least involving strong and authentic participatory processes, consultation, and leadership from peers)
- Implemented by peers (or a mix of peers and non-peers)
- With the purpose of improving the wellbeing of the peer response's community

Peer skill: The ability of peer workers to combine personal lived experience with their own and other people's peer insights to develop and maintain a broad, up-to-date understanding of their communities, allowing them to develop rapport and work effectively with diverse community members

PLHIV: People (or person) living with HIV

PWUD: People (or person) who use (uses) drugs

About the W3 Project

The aim of the W3 Project – also known as the 'What Works and Why (W3) Project' – is to improve our understanding of the peer response to HIV and hepatitis C.

Background

Peer-led approaches are vital to the HIV and hepatitis C response. These approaches have strong and positive impacts in their communities. They also help shape the health systems and policies that affect the health of their communities (1).

The type of evaluation asked for by funders often focusses on individual-level factors. These evaluations do not measure system-level impacts and synergies (2). This makes it hard for peer-led responses to show the full impact and value of their work.

What is the W3 Project?

The W3 Project's goal is to help peer-led responses show the full extent of their impact and value. W3 stands for 'What Works and Why?' The idea is that by understanding what works and why, we can find a better way of evaluating peer-led responses.

To do this, ARCSHS has partnered with national and state peer-led and community-based organisations in Australia. These are organisations that work with:

- People living with HIV (PLHIV)
- Gay and bisexual men, and other men who have sex with men
- People who use drugs (PWUD)
- People who work in the sex industry

What have we achieved?

Since 2014, the W3 Project has worked closely with staff from peer-led organisations and programs in the HIV and hepatitis C sectors. Peer workers and academics work together as researchers and collaborators.

In Stage 1 (2014-2016), we drew on insights from peer workers from a range of areas, including:

- Outreach
- Workshop facilitation
- Community development and leadership
- Policy reform, participation, and advice
- Management and governance

We found that people from different areas had different perspectives about their work. It was as though peer-led responses were a picture but that picture was a dismantled jigsaw puzzle. Working with peers from diverse areas helped us put the puzzle together and see the 'big picture' of how peer responses worked. That picture became the W3 Framework.

In Stage 2 (2016-2019), we trialled and refined the W3 Framework in PLHIV-led and PWUD-led organisations and programs. We built and adapted tools to help peer workers collect data about the impacts they have (3).

Stage 3 (2020-current) is a national study. We plan to pool resources and data from selected peer-led responses across Australia. The data will be analysed using the W3 Framework as a lens. We hope this will generate stronger and clearer evidence of the impact that peer-led responses are having.

For more information, visit our website at https://w3framework.org.

About the W3 Framework Guide

The W3 Framework is a tool to help peer responses enhance their monitoring, evaluation, and learning (MEL) practice. It supports the production of more meaningful evidence to show the full impact and value of peer work. We designed the W3 Framework Guide ('the guide') to help you understand the W3 Framework and apply it to your peer response.

Using the guide

The guide is presented in three parts:

1. About the W3 Framework for peer work in public health ('W3 Framework Guide Part 1')
2. The W3 Framework application process ('W3 Framework Guide Part 2')
3. The W3 Framework application toolkit ('the toolkit')

Part 1: About the W3 Framework for peer work in public health

Part 1 is for people:

- With little to no knowledge of the W3 Framework
- Who understand the W3 Framework and want more information about when and why to use it

It provides background information about:

- The role of peer work in a public health response
- Effectively evaluating peer work
- Understanding the W3 Framework
- Using the W3 Framework at different levels of a peer response to enhance evaluation and inform organisational change

Part 2: The W3 Framework application process

Part 2 is for people looking to apply the W3 Framework:

- Within existing peer programs (run by peer or non-peer organisations)
- Across whole peer organisations

It provides:

- Step-by-step guidance for applying the W3 Framework
- Tips and suggestions for achieving successful organisational change

Part 3: The W3 Framework application toolkit

Part 3 is for people who would like to use the tools and examples referenced in Part 2 to help them work through the activities.

It contains:

- W3 Framework application tools
- Worked examples of completed W3 Framework application tools
- Examples of final products from completing the W3 Framework application process

Do you have feedback?

This is the first version of the guide. The information herein is based on what we have learned so far in the W3 Project.

The guide is still a work in progress. We will continue to gather feedback about:

- How easy the guide is to use
- How we can make the guide easier to use
- Other extra information or examples we should include to make the guide more helpful

If you have any thoughts or feedback on the guide, please send them through to Petrina Hilton at p.hilton@latrobe.edu.au.

Check the W3 Framework website (https://w3framework.org/w3-framework-guide) for updates.

About the W3 Framework application process

The W3 Framework application process outlines how you can apply the W3 Framework to a whole peer organisation (organisation-level application) or to a single peer program (program-level application).

We recommend the same general process for both organisation- and program-level application. The key difference between each approach is the scope of focus.

For simplicity, we refer to both peer organisations and peer programs collectively as 'peer responses' throughout the W3 Framework application process unless there is a specific reason to differentiate between the two levels.

The W3 Framework enhances the way peer responses convert peer insights into organisational knowledge.

Peer responses that have more knowledge – gained through **peer insights** from both **engagement** and **alignment** – are in a much stronger position to confidently make good, timely decisions and defend them.

You can use the knowledge you gain from applying the W3 Framework to:

- Support understanding and decision-making at different levels of a peer response
- Enhance evaluation of peer responses
- Inform organisational change processes

How we developed the W3 Framework application process

To develop an application process that is likely to be successful, we drew on a combination of:

- Organisational change theories, including Stage Theory and Organizational Development Theory (4)
- Real experiences from the peer workers who piloted the W3 Framework during Stage 2 of the W3 Project (3)

We used organisational change theories predominantly to help us structure the process. The stages of the process are based on the four stages outlined in organisational change Stage Theory:

1. Define problem (Awareness stage)
2. Initiate action (Adoption stage)
3. Implement change
4. Institutionalise change (4)

The process itself, however, draws most heavily from the experiences of peer workers who have applied the W3 Framework to their own work, including:

- Their success stories, lessons learned, and tips
- Tools they created to help them apply the W3 Framework
- Examples of the real work and activities they completed as they applied the W3 Framework

The W3 Framework application process

How to work through the W3 Framework application process

Applying the W3 Framework to your peer response is not a single event but a process of organisational change. This kind of change is complex and takes time and commitment.

The process involves:

- Analysing and understanding your current practices
- Defining your goals
- Developing and implementing strategies to achieve your goals
- Developing mechanisms to ensure that changes are successful and long-lasting

As such, successful application of the W3 Framework needs peer responses to dedicate sufficient resources (predominantly staff and time). This requires buy-in and commitment at all levels of the peer response where the W3 Framework will be applied.

In order to simplify the task of applying the W3 Framework, we have:

- Split the process into a series of stages, objectives, and activities
- Developed a W3 Framework application toolkit ('the toolkit') with templates and examples to help you use the W3 Framework to complete the activities

All the suggested activities, tools, examples, and tips for working through the process were modelled from the way peer responses have applied the W3 Framework to their own work.

Allocating sufficient time

Be prepared to allocate enough time to each of the stages to ensure that you can complete them thoroughly and effectively.

It may be possible to apply the W3 Framework to a new program in a relatively short period of time.

However, applying the W3 Framework to whole organisations or long-running programs will involve making changes to established systems, habits, and/or organisational culture. This level of change can take multiple months of preparation and implementation.

As with any change, maintaining the change will require ongoing work after the initial application process.

Involving the right people

The most important thing is to **ensure that peer knowledge and peer skill guide the process**. You should never find yourself in a situation or space where peers do not have a strong voice.

It is also important to involve and seek input from a diverse range of peers and other people from across all levels and areas of your peer response.

Try to involve (as appropriate):

- As many different people as possible (e.g. peers and non-peers and paid and unpaid staff/volunteers)
- From as many different areas as possible (e.g. front of house, outreach services, workshop facilitation, community development and leadership, policy reform and advocacy, and management and governance)
- From as many different levels as possible (e.g. team members, management, senior leaders, boards, and advisory committees)

Seeking input from as diverse a range of people as possible will increase the chance that the process will be successful in the long run, through helping to:

- Build a clearer understanding of the 'big picture' by drawing together the perspectives of people who see different parts of the picture or who see it from different angles
- Meet the needs and constraints of the peer response's current reality, context, and available opportunities
- Enable the process to stay true to the cultures and values that underpin peer work, including support, person-centredness, and using strengths-based approaches
- Cultivate staff support by fostering a sense of ownership over the process and its outcomes

In the overview information for each stage, we include a section about 'key actors'. These are the people who can strongly influence the success of that stage.

Finding and encouraging champions

Throughout the process, identify people who are both motivated and able to motivate others. These are your champions.

Champions can play a key role in creating successful organisational change. They may emerge at various times throughout the process of change, and they can help:

- Drive its inception
- Support its early phases
- Maintaining energy and support during implementation

They achieve this through:

- Showing their commitment to the new system
- Role-modelling evaluation practice
- Communicating outcomes

You can support and encourage champions and their influence by:

- Identifying them as they organically emerge throughout the process
- Bringing them into the formal groups leading the change process

Completing the stages

This guide outlines four stages (numbered 1, 2, 3, and 4).

- We recommend working through the stages through in order. Each stage lays the foundation for the next.
- Stage 4 should help ensure that the changes created are not only long-lasting but also able to adapt to and inform future organisational needs.

Completing the objectives

Each stage has a series of objectives (numbered 1.1, 1.2, 2.1 etc.).

- Aim to achieve all of the objectives in each stage before moving to the next stage.
- Familiarise yourself with the objectives in each stage before starting work to decide how best to work through them.
- You can work through the objectives in the order that suits your needs. This may mean working on multiple objectives at

the same time or skipping objectives that you have already achieved.

Completing the activities

To help you achieve the objectives, we suggest a series of activities (numbered 1.1.1, 1.1.2, and so on).

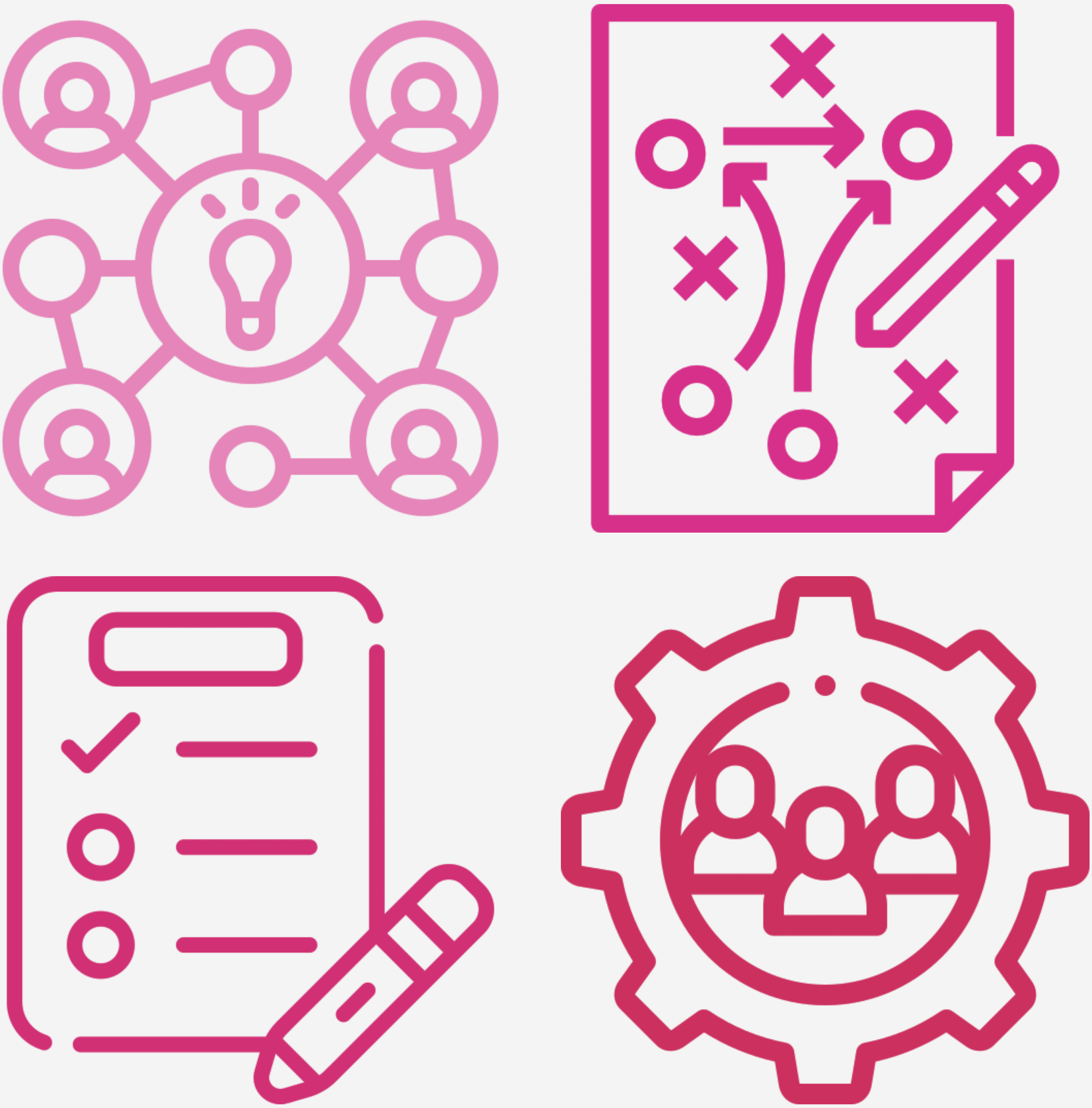
- In each activity, we provide:
  - Information about the activity
  - Tools and examples of completed work
  - Suggested actions, tips, prompts, questions, and/or examples for you to think about
- The activities (and their associated tools etc.) are flexible.
  - Because every peer response is different, no one set of activities and tools can be perfect for every peer response in all situations.
  - If something doesn't quite fit with the way your peer response works, change it, adapt it, or skip it.
  - As long as you're hitting the objectives for each stage (and where relevant, using the W3 Framework to help you do so), you're on the right track.
- Stage 4 does not have suggested activities. Instead, we provide recommendations, suggestions, and examples to help you achieve the objectives.

Using the W3 Framework application toolkit

You should use this guide in combination with the *W3 Framework Guide Part 3: The W3 Framework application toolkit* ('the toolkit').

- The toolkit contains:
  - W3 Framework application tools
  - Worked examples of the W3 Framework application tools
  - W3 Framework–informed tools and outputs
- The **W3 Framework application tools** are there to help you use the W3 Framework to complete the activities in the W3 Framework application process.
- The **worked examples of the W3 Framework application tools** are there to show you how other peer responses worked through the activities while applying the W3 Framework to their work.
- The **W3 Framework–informed tools and outputs** are all examples of real work produced using the W3 Framework by peer responses. We included these to help illustrate the kinds of things you are working towards.
- Everything in the toolkit is modelled on the work of real peer workers who have applied the W3 Framework within their own peer response.
- Like the activities, the tools are flexible.
  - You do not have to use them. They are simply available to help you if they work for you.
  - If a tool doesn't quite fit with the way your peer response works, you can change or adapt it. However, **you should not change the tools by removing W3 Functions**. The point of applying the W3 Framework is to make sure you are collecting information across all the W3 Functions.
  - The *W3 Framework Guide Part 1: About the W3 Framework for peer work in public health* has more information on the four W3 Functions and why they are all important for peer work.

Stages and objectives of the W3 Framework application process



STAGES		OBJECTIVES
1 MOBILISE SUPPORT AND DEFINE GOALS	1.1	Gain support from leaders and staff (Mobilise support)
	1.2	Understand how you know when your work has impact
	1.3	Understand how you make decisions about change
	1.4	Know what you are working towards (Define goals)
2 IDENTIFY RESOURCES AND PLAN ACTIONS	2.1	Define tailored W3 Framework–informed outcome measures
	2.2	Understand your current data collection processes (Identify resources)
	2.3	Build a plan to develop data collection processes (Plan actions)
3 APPLY THE CHANGES	3.1	Develop processes for collecting W3 Framework–informed data
	3.2	Develop a system to manage your W3 Framework–informed data
	3.3	Build staff capacity to collect and manage your W3 Framework–informed data
4 MAINTAIN THE CHANGES	4.1	Embed the W3 Framework into workplace culture
	4.2	Foster a culture of W3 Framework–informed information sharing
	4.3	Maintain and continue to build staff capacity

Overview of the objectives for applying the W3 Framework

Stage 1 Mobilise support and define goals

Objective		What do you want to achieve?	Why is this important?
1.1	Gain support from leaders and staff (Mobilise support) *See page 22*	Support from leaders for applying the W3 Framework	• They have the authority to make applying the W3 Framework a priority • They can allocate time and resources • They help maintain momentum and motivation
		Enthusiasm from the rest of the staff about applying the W3 Framework	• They are the ones who will be doing most of the work • They are where a lot of the best ideas will come from • They are key sources of peer insights and peer skill that will help you successfully apply the W3 Framework
1.2	Understand how you know when your work has impact *See page 28*	A clear understanding of how your peer response knows when it is having an impact and where this knowledge comes from	• This will support you to: - Identify what data you already collect - Recognise what information is captured through peer skill but not used in your current evaluation processes - Find gaps in the data you collect - Decide what extra data you should collect
1.3	Understand how you make decisions about change *See page 42*	A clear understanding of how peer workers and your peer response decide when and how to make changes to the way they work	• Understanding why and how you made changes in the past can help you identify the depth of data you already have and what to actively monitor in the future
1.4	Know what you are working towards (Define goals) *See page 54*	A clear understanding of what your peer response wants to achieve throughout the process of applying the W3 Framework	• This will allow you to help you map out your next steps • It is easier to gain support and maintain motivation if everyone feels like they are working towards common goals

Stage 2 Identify resources and plan actions

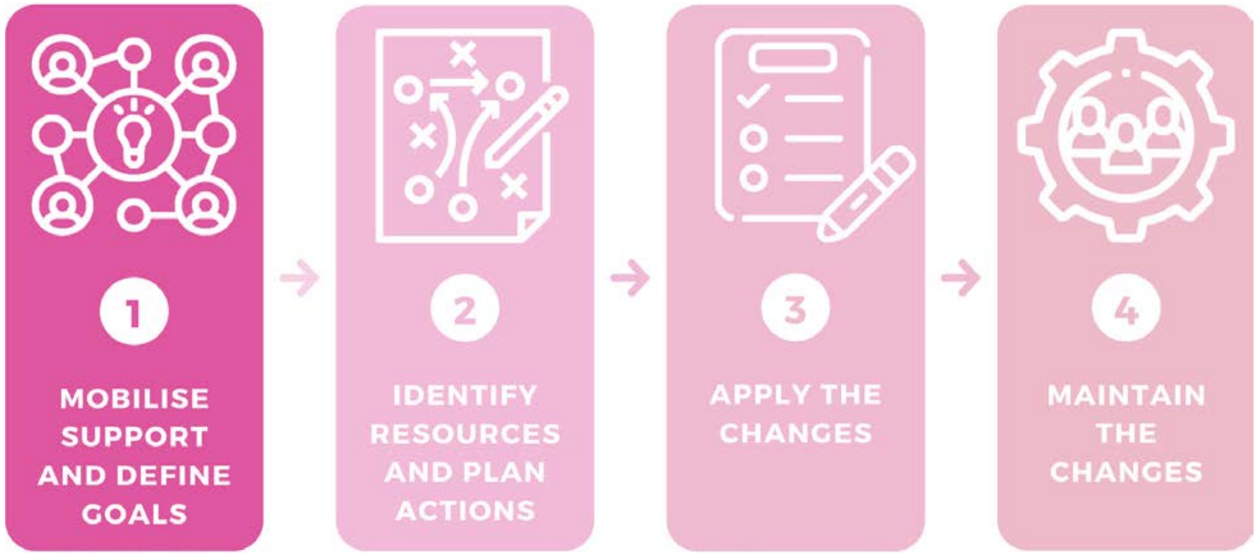
Objective		What do you want to achieve?	Why is this important?
2.1	Define tailored W3 Framework–informed outcome measures *See page 70*	• A complete list of outcome measures (evaluation indicators) that cover everything that you would see happening if: - Your peer response were performing effectively - All four W3 Functions were occurring strongly at a system level	• Tailoring your outcome measures to your specific context (instead of just using the ones given to you by your funders) ensures that they: - Are relevant to your peer response - Provide useful information to help your peer response improve its work • Using the W3 Framework to tailor your outcome measures ensures that you are measuring the full impact of your work
2.2	Understand your current data collection processes (Identify resources) *See page 88*	• A clear understanding of the data that your peer response already collects and how they map to the W3 Framework–informed outcome measures • At least one identified source of information for each of the W3 Framework–informed outcome measures	• This will support you to: - More effectively use the data you already collect - Identify gaps in your current data collection processes
2.3	Build a plan to develop data collection processes (Plan actions) *See page 94*	• Compile a list of all your peer response's current and proposed data collection processes, including: - The outcome measures about which they collect information - When and where you will use them - What you will do with the information you collect • Develop a plan of what you need to do to achieve this	• This will allow you to: - Know what current processes to adapt - Know whether you need to develop any new processes - Make sure you can collect all the data you need - Make sure you are using all the data you collect to their full potential

Stage 3 Apply the changes

Objective		What do you want to achieve?	Why is this important?
3.1	Develop processes for collecting W3 Framework–informed data *See page 108*	• A streamlined set of data collection processes that: - Collects all the information your peer response needs for regular reporting - Covers all of the W3 Functions	• This will support you to: - Make data collection easier for staff and clients - Demonstrate your impact and value to your stakeholders - Understand where you can make improvements to your work
3.2	Develop a system to manage your W3 Framework–informed data *See page 122*	• Systems, tools, and processes required to easily enter, store, analyse, and use your data	• This will support you to: - Make analysing and reporting on data easier - Generate meaningful information from your data - Easily access the information you need when you need it
3.3	Build staff capacity to collect and manage your W3 Framework–informed data *See page 132*	• Build staff ability and confidence to: - Understand the changes - Use the new tools - Understand the new data - Make suggestions to improve data collection processes	• This will: - Support staff to feel comfortable with the new processes - Promote enthusiasm among staff for the new processes - Increase the likelihood of successful adoption of the new processes - Decrease the risk of improperly collected or handled data

Stage 4 Maintain the changes

Objective	What do you want to achieve?	Why is this important?
4.1 Embed the W3 Framework into workplace culture *See page 146*	• W3 Framework–informed data collection, management, and analysis are the 'new norm' • Using the 'language' of the W3 Framework to explain and describe your work is second nature within your peer response	• Processes that are embedded and 'normalised' are more likely to be successfully sustained long term
4.2 Foster a culture of W3 Framework–informed information sharing *See page 150*	• Staff, board members, and other stakeholders are kept up to date with what the new W3 Framework–informed data are telling you	• Promote the understanding that applying the W3 Framework to your work is not just a 'one-off' activity but an ongoing process of improving, monitoring, evaluating, learning, and improving • Gives peer workers an opportunity to lend their insights to your data analysis and facilitates timely and effective adaptation • Motivates staff who are involved in data collection by showing them that this work is being used and giving results
4.3 Maintain and continue to build staff capacity *See page 154*	• Staff maintain and continually improve their ability and confidence to: - Understand how the W3 Framework relates to their work - Effectively use the W3 Framework–informed data collection tools - Analyse the W3 Framework–informed data to generate meaningful information - Suggest improvements to data collection processes	• Ensures that your peer response maintains the necessary capacity for continued success • Supports the continued use of peer skill to inform adaptation and improvement in response to changes in the community and/or health sector and policy environment



Stage 1 Mobilise support and define goals

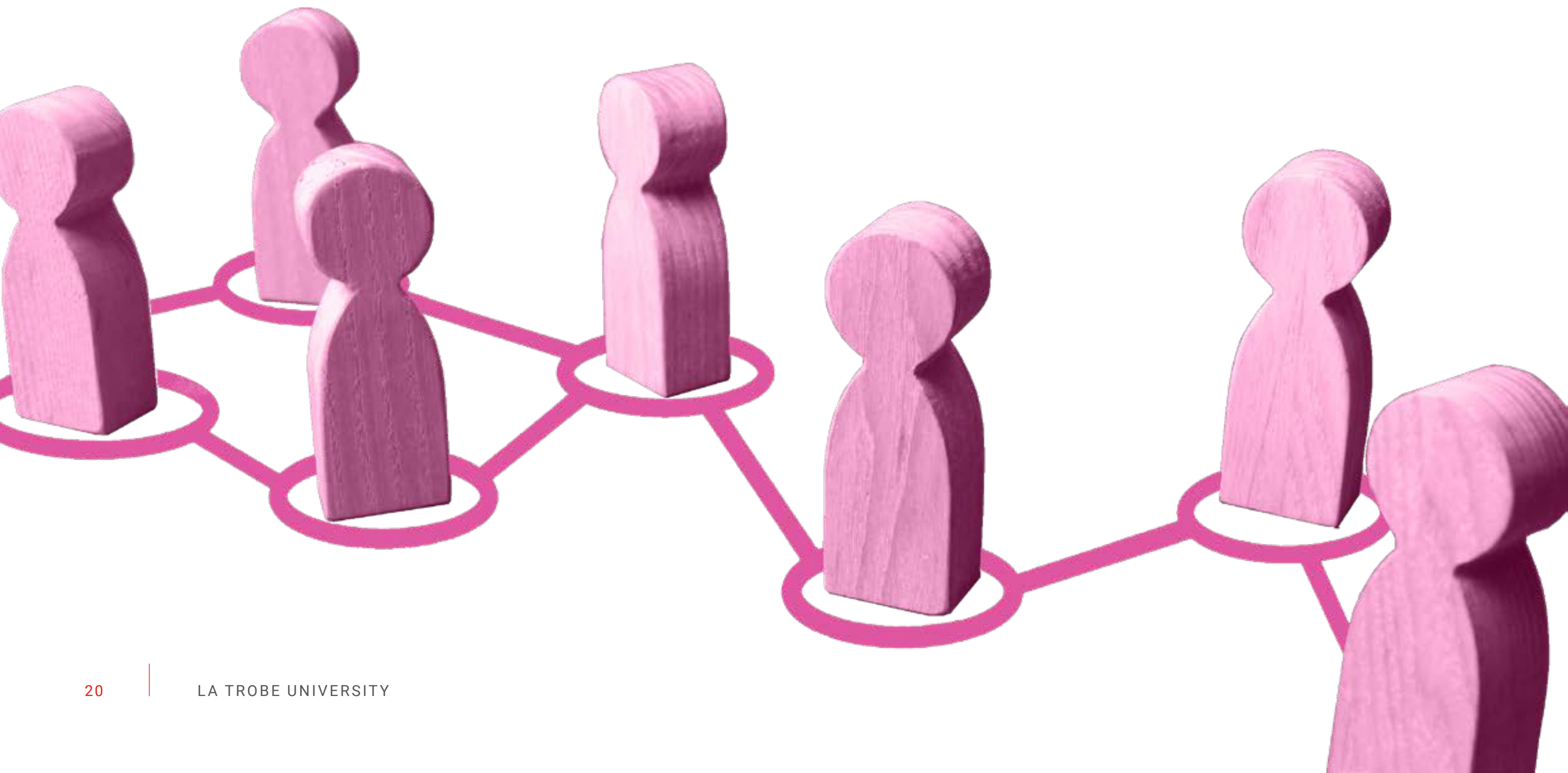
The overall purpose of this stage is to:

- Ensure that you have the support you need from others in your peer response to successfully apply the W3 Framework
- Gain deep understanding of your peer response's strengths, weaknesses, and gaps in relation to the way it collects and uses information
- Know exactly what your peer response hopes to achieve through applying the W3 Framework

Objective		What do you want to achieve?	Why is this important?
1.1	Gain support from leaders and staff (Mobilise support) *See page 22*	Support from leaders for applying the W3 Framework	• They have the authority to make applying the W3 Framework a priority • They can allocate time and resources • They help maintain momentum and motivation
		Enthusiasm from the rest of the staff about applying the W3 Framework	• They are the ones who will be doing most of the work • They are where a lot of the best ideas will come from • They are key sources of peer insights and peer skill that will help you successfully apply the W3 Framework
1.2	Understand how you know when your work has impact *See page 28*	A clear understanding of how your peer response knows when it is having an impact and where this knowledge comes from	• This will support you to: - Identify what data you already collect - Recognise what information is captured through peer skill but not used in your current evaluation processes - Find gaps in the data you collect - Decide what extra data you should collect
1.3	Understand how you make decisions about change *See page 42*	A clear understanding of how peer workers and your peer response decide when and how to make changes to the way they work	• Understanding why and how you made changes in the past can help you identify the depth of data you already have and what to actively monitor in the future
1.4	Know what you are working towards (Define goals) *See page 54*	A clear understanding of what your peer response wants to achieve throughout the process of applying the W3 Framework	• This will allow you to help you map out your next steps • It is easier to gain support and maintain motivation if everyone feels like they are working towards common goals

Working through Stage 1

- The best way for you to approach this stage will depend on your context and how much support you already have for applying the W3 Framework to your peer response
- It may make sense to work on some objectives at the same time. For example, the process could look something like this:
  - Mobilise support (1.1) to conduct workshops to better understand where the W3 Framework can help make improvements to your peer response (1.2 and 1.3)
  - Use information the information gained from 1.2 and 1.3 as part of your consultations with leaders and staff about what improvements are most important to them (1.1.1)
  - Compile the information learned from consultations (1.1.1) and the workshops (1.2 and 1.3) into a plan or strategy for the rest of the W3 Framework application process (1.4)
  - Use this plan or strategy as part of your case for applying the W3 Framework to mobilise support from leaders and build enthusiasm among staff (1.1.2)



Key actors in Stage 1

Leaders

Leaders are important for maintaining momentum and motivation throughout the W3 Framework application process.

They have the influence and authority to:

- Ensure that staff know that applying the W3 Framework is an organisational priority
- Allocate sufficient time and resources towards applying the W3 Framework
- Direct key staff members to participate in or help facilitate the process of applying the W3 Framework

Who your peer response leaders are and which leaders' support you will need depends on the structure of your workplace and the scope of the work you hope to undertake.

Examples of people you might need to engage with at this stage include:

- Board members
- Executive leaders (e.g. president, CEO, COO, vice president, and deputy CEO)
- Program managers and coordinators

All staff and volunteers

Encourage involvement from all staff and volunteers at your peer response.

It is important to have as many voices and perspectives as possible because:

- Involvement in the early stages will promote a sense of ownership over and support for the process
- Different people have different experiences, perspectives, understanding, and knowledge
- The more diverse opinions and ideas you can gather at this stage, the more complete your understanding will be
- It will help you define strong, relevant, achievable goals

1

MOBILISE SUPPORT AND DEFINE GOALS

1.1 Gain support from leaders and staff (Mobilise support)

1.2 Understand how you know when your work has impact

1.3 Understand how you make decisions about change

1.4 Know what you are working towards (Define goals)

Objective 1.1 Gain support from leadership and staff (Mobilise support)

- Support from leaders for applying the W3 Framework
- Enthusiasm from the rest of the staff about applying the W3 Framework

What do you want to achieve?

- Leaders:
  - Have the authority to make applying the W3 Framework a priority
  - Can allocate time and resources
  - Help maintain momentum and motivation
- Other staff are:
  - The ones who will be doing most of the work
  - Where a lot of the best ideas will come from
  - Key sources of peer insights and peer skill that will help you successfully apply the W3 Framework

Why is this important?

- The activities in this objective involve consulting with other people in your peer response
- They are designed to help you generate support through by helping you:
  - Understand the goals and priorities of other people in your peer response
  - Determine how applying the W3 Framework to your peer response can help achieve these goals and priorities
  - Communicate to other people in your peer response how applying the W3 Framework can help them achieve their goals and priorities
- Information you gather from Objectives 1.2 and 1.3 might help you complete this objective, but those objectives involve conducting workshops, so you will need to already have a degree of support in order to achieve them

General information and tips

Activity 1.1.1 Consult with leaders and staff (p24)

Activity 1.1.2 Present your case for applying the W3 Framework (p26)

Suggested activities

- W3 Framework application tool:
  - W3 Framework application process overview and checklist (toolkit p12)
- Final output example:
  - Communicating the W3 Framework to different audiences (toolkit p64)

From the toolkit

Activity 1.1.1 Consult with leaders and staff

About this activity

- This activity is about talking to the people whose support you want and finding out what is important to them
- You can use the information you obtain in this activity to help you:
    - Mobilise support among your colleagues by directly addressing their priorities and values
    - Define goals that will help achieve these priorities and values
- Focus your consultations on things that applying the W3 Framework can help with:
    - See 'Using the W3 Framework' (W3 Framework Guide Part 1, p18) for ideas about what these may be
- The table on the next page suggests some questions you could ask (these draw from our experiences of what leaders and staff wanted in the peer responses we worked with)

From the toolkit

- W3 Framework application process overview and checklist (toolkit p12):
    - Use this tool to help keep track of where you are in the overall W3 Framework application process
- Communicating the W3 Framework to different audiences (toolkit p64):
    - Adapt these descriptions for different audiences to help you explain what the W3 Framework is (and how applying it can benefit your peer response)

Suggested questions for Activity 1.1.1

Action	Purpose	Questions to ask
• Find out what leaders want to improve	• They will be much more likely to be supportive if they see applying the W3 Framework as an opportunity for improvement	• Do our evaluation processes showcase everything we do? • Do we struggle to secure adequate funding for our activities? • Do our current data collection tools put too much strain on staff and communities?
• Find out what other staff want to improve	• They will be more enthusiastic about applying the W3 Framework if they can see it benefiting their work or their clients	• Do you find current data collection tools and processes inadequate or cumbersome? • What changes would support you in your work? • What current processes work well that you should enhance? • Do you want to simplify existing processes to help reduce your workload? (Which ones, why, and how?) • Do you want to make our evaluation processes less onerous for clients? (Which ones, why, and how?) • Do you want to better understand how you can improve your programs and make them more relevant to your community?
• Find out whether peer workers feel like their peer insights and knowledge are valued and utilised by their workplace	• A strength of the W3 Framework is converting peer insights into usable evidence • This consultation will help you understand how this is or is not currently happening	• Are your peer insights and knowledge captured in current data collection and evaluation processes? • Do you see your peer knowledge and insights having an impact on your work? • Do you see your peer insights impacting your workplace's priorities?

Activity 1.1.2 Present your case for applying the W3 Framework

About this activity

- This activity is about gaining support by showing leaders and staff how applying the W3 Framework will help make the improvements that are important to them
- Focus on what you learned in Activity 1.1.1:
  - Use the potential to make wanted improvements to generate enthusiasm and motivation among leaders and staff
- Put information together in a way that shows how applying the W3 Framework can help make the improvements leaders and staff want:
  - Tailor the way you describe the potential benefits of applying the W3 Framework to the needs, interests, and concerns of each audience
  - Refer to information in 'Using the W3 Framework' (W3 Framework Guide Part 1, p18), which may be helpful
- The table on the next page provides examples of how to respond to specific concerns or issues that may have been raised in Activity 1.1.1 or that may be raised now (these examples draw from our experiences of what leaders and staff wanted in the peer responses we worked with)

From the toolkit

- Communicating the W3 Framework to different audiences (toolkit p64):
  - Adapt these descriptions for different audiences to help you explain what the W3 Framework is (and how applying it can benefit your peer response)

Example responses to concerns raised by leaders and staff

Concerns	How applying the W3 Framework might help
• Your current evaluations do not showcase everything you do	• Applying the W3 Framework can help you generate evidence of the true impact and value of your work • The W3 Framework application process involves: - Creating custom outcome measures (evaluation indicators) across all four of the W3 Functions - Developing data collection processes to capture data across all four of the W3 Functions
• You struggle to secure adequate funding for your activities	• Applying the W3 Framework can help you generate evidence of the true impact and value of your work • Evidence of your impact and value will strengthen your future funding proposals
• Peer insights are not well captured or utilised	• The W3 Framework application process involves: - Looking at how peer insights are captured and utilised - Identifying where they could be better captured and utilised - Developing data collection methods to convert peer insights into evidence for informing evaluations and decision-making
• Your current data collection and evaluation tools processes are too cumbersome • Collecting more data across all four W3 Functions could make data collection even more cumbersome	• The W3 Framework application process involves: - Auditing data collection tools and streamlining them - Looking at what data and knowledge you already collect or have access to, but are not using to their full extent • Other peer responses found that applying the W3 Framework to their evaluation processes: - Helped make the evaluation processes more meaningful and impactful - Made data collection easier on them and on their clients/communities
• Monitoring, evaluation, and learning (MEL) is for reporting to funders, and funders do not want this extra information • You have to keep asking people to fill out tedious surveys, the results of which never seem to make any discernible difference	• The primary purpose of MEL should be to help understand and improve your work and its impact. Reporting to funders should be secondary to this. • Applying the W3 Framework can help ensure that: - Your MEL processes work for you and your funders - The data you collect are used to improve your work and benefit your communities (while still reporting what funders want to know)

1
MOBILISE SUPPORT AND DEFINE GOALS

1.1 Gain support from leaders and staff (Mobilise support)

1.2 Understand how you know when your work has impact

1.3 Understand how you make decisions about change

1.4 Know what you are working towards (Define goals)

Objective 1.2 Understand how you know when your work has impact

- Understand how your peer response knows it is having an impact, and where this knowledge comes from
- Identify what data you already collect
- Recognise what information you gain through peer insights and peer skill
- Find gaps in the data you formally collect
- Decide what extra data you need to formally collect

What do you want to achieve?

- Understanding where the gaps are in your current practice will guide you to how you can make effective improvements
- Understanding how peer skill is utilised (or not) by your peer response will help you strengthen the impact of peer skill and knowledge in your work

Why is this important?

- The activities in this objective are designed to:
  - Help you use peer skill to reflect on and analyse your peer response's work and the different types of information it uses
  - Be completed during a workshop (or series of workshops)
  - Involve as many people (especially peers) as possible, from as many different levels of your peer response as possible
- Depending on the size of, and dynamics within, your peer response, consider the pros and cons of holding a single workshop with everyone or separate workshops for people from different levels or areas of your peer response:
  - Workshops involving everyone can promote lively discussion and expand everyone's understanding
  - Staff and volunteers may be intimidated and less likely to contribute as openly to workshops that include people from leadership positions
- You may be able to use what you learn here to help mobilise support (Objective 1.1)
- Objective 1.3 is also designed to be completed during a workshop, and it may be useful to complete both objectives in the same workshop(s)

General information and tips

Activity 1.2.1 Identify everything your peer response seeks to achieve (p30)

Activity 1.2.2 Identify everything you know your peer response is achieving (p32)

Activity 1.2.3 Identify everything your peer response does to achieve impacts (p34)

Activity 1.2.4 Identify how you know your peer response is achieving impacts (p36)

Activity 1.2.5 Identify all your formal evaluation processes (p38)

Activity 1.2.6 Identify gaps in your data collection processes (p40)

Suggested activities

- W3 Framework application tool:
  - Peer response reflection tool (toolkit p14)
- Worked example:
  - Peer response reflection tool (organisation-level application) (toolkit p38)

From the toolkit

Activity 1.2.1 Identify everything your peer response seeks to achieve

About this activity

- This activity is about understanding the core purpose of your peer response
- You can use the information you obtain in this activity to:
  - Help you determine whether your data collection processes capture information about everything your peer response seeks to achieve
- This is a brainstorming exercise:
  - It is not about getting a right answer
  - It is about understanding the big picture of what the people involved in the peer response are working towards
- You should include:
  - The peer response's official aims and objectives
  - People's opinions and understandings of what the peer response seeks to achieve
- It is common for staff from different levels of the peer response to have different ideas, understandings, and priorities
  - Ensure that workshop participants understand that they are safe and welcome to express opinions that deviate from the peer response's or funder's official statements
- The table on the next page suggests some questions to think about to help get you started

From the toolkit

- Peer response reflection tool (toolkit p14):
  - Start filling out column 1
  - See page 38 of the toolkit for a completed example of the tool

Questions to think about to help get you started in Activity 1.2.1

Question	What this will tell you
• What are your vision and your mission statement?	• Your peer response's official stance on what it wants to achieve
• What are you funded to do?	• What funders want you to achieve
• What do your board members think you are trying to achieve?	• What the experts you have chosen to govern your organisation want you to achieve
• What do your peer response's executive leaders and managers think you are trying to achieve?	• What the people who are responsible for the day-to-day running of the peer response want to achieve
• What do your peer response's service delivery staff and volunteers think you are trying to achieve?	• What the people doing the day-to-day work want to achieve • What the people doing the day-to-day work are actually working towards achieving
• What do you tell different audiences (e.g. clients, funders, and partner organisations) you are trying to achieve?	• What (you think) the people you are accountable to want you to achieve
• Are the answers to these questions different?	• How people with different perspectives understand or view your peer response

Activity 1.2.2 Identify everything you know your peer response is achieving

About this activity

- This activity is about understanding the impacts your peer response actually has (as opposed to what it seeks to have)
- You can use the information you obtain in this activity to help you:
  - Determine whether your data collection processes capture information about everything your peer response is achieving
- Once again, this is a brainstorming exercise, so:
  - Draw from your official information (such as reports and evaluations), as well as staff opinions and understandings
  - The more different perspectives you draw from, the more complete your picture will be
- The table on the next page suggests some questions to think about to help get you started

From the toolkit

- Peer response reflection tool (toolkit p14):
  - Continue filling out column 1
  - See page 38 of the toolkit for a completed example of the tool

Questions to help get you started in Activity 1.2.2

Question	What this will tell you
• Do you improve the lives of the people you work with? (E.g. their health, knowledge, behaviour, resilience)	• What you know about the individual-level impacts of your work, particularly in terms of engagement and community influence
• What impacts do you have on communities? (E.g. creating safe community spaces, community events, community cohesion)	• What you know about the community-level impacts of your work, particularly in terms of engagement and community influence
• What impacts do you have on other organisations? (E.g. the way other services respond to the needs of your communities)	• What you know about the organisational-level impacts of your work, particularly in terms of alignment and health sector and policy environment influence
• What impacts do you have on society? (E.g. decreasing stigma and discrimination, influencing the way the media interacts with or portrays your communities, influencing policy)	• What you know about the societal- and policy-level impacts of your work, particularly in terms of alignment and health sector and policy environment influence
• How well known is your peer response (within and outside of your communities)?	• What you know about your peer response's capacity to reach people (related to engagement, alignment, and influence)

Activity 1.2.3 Identify everything your peer response does to achieve impacts

About this activity

- This activity is about understanding your peer response's actions and activities
- You can use the information you obtain in this activity to help you:
  - Determine whether your data collection processes capture information about everything your peer response does
- Be sure to draw on anything you identified in Activities 1.2.1 and 1.2.2, and brainstorm how you achieve them or how you work towards achieving them
- Think about anything else your peer response does:
  - If these things have any impacts that are not in the previous lists, add them
- The table on the next page suggests some things to think about to help get you started

From the toolkit

- Peer response reflection tool (toolkit p14):
  - Fill out column 2
  - Add any new impacts you think of to column 1
  - See page 38 of the toolkit for a completed example of the tool

Things to think about to help get you started in Activity 1.2.3

Think about	Why this is useful?

• For organisation-level application
  - The types of programs you run
• For program-level application
  - The type of program you are
	• Gets you thinking broadly about what your peer response does

• The types of services you offer (e.g. clinical, educational, social connection)	• Drills down a little further into what your peer response does and how
• The behind-the-scenes activities (e.g. social media, advocacy, research activities, partnerships with other organisations)	• Drills even further into how your peer response works • Gets you to start thinking about the different activities that have positive impacts but do not involve direct service provision for clients
• All the actions and steps that happen from the point in time a person comes into contact with your peer response until they leave	• Taps into the more granular details to help understand how your practice and processes help achieve positive impacts

Activity 1.2.4 Identify how you know your peer response is achieving impacts

About this activity

- This activity is about understanding how you know that your peer response is achieving the impacts you have identified so far
- You can use the information you obtain in this activity to:
  - Help you determine whether your data collection processes capture all the information your peer response has access to about its impact
- Be as broad as possible
- Draw from your experiences as peer staff:
  - Tap into peer skill by paying particular attention to the ways staff innately know that the peer response is making a difference
  - Do not worry at this point whether you have records, evidence, or other tangible proof
- The table on the next page suggests some things to think about to help get you started

From the toolkit

- Peer response reflection tool (toolkit p14):
  - Fill out column 3
  - See page 38 of the toolkit for a completed example of the tool

Things to think about to help get you started in Activity 1.2.4

Think about	Examples and why this is useful?
• Information you have collected or things you've measured	• Peer responses collect a lot of information: - About things they can count (e.g. number of condoms distributed, number of Facebook likes, how many clients came through the door last month) - Directly from clients (e.g. intake data, pre-workshop and post-workshop questionnaires, satisfaction surveys)
• Things you have heard, seen, noticed, or been told	• Peer workers hear and see a lot in their day-to-day work and during their interactions with communities • Knowledge that comes from peer skill is often not formalised or collected in evaluation • This knowledge can be a powerful evidence base if collated strategically • The most common missed opportunity for peer responses is how peer insights can guide adaptation of programs and inform advocacy and policy advice

Activity 1.2.5 Identify all your formal evaluation processes

About this activity

- This activity is about:
  - Identifying all the formal ways you record your peer response's quality and impact
  - Understanding how you show that your peer response is achieving positive impacts
- You can use the information you obtain in this activity to help you identify potential gaps are in your data collection processes
- In this activity you are only interested in the things you could pick up or print out and show someone
  - Some of these will duplicate the things you identified in Activity 1.2.4
- The table on the next page suggests some things to think about to help make sure you don't miss anything

Tips for going through this activity

From the toolkit

- Peer response reflection tool (toolkit p14):
  - Fill out column 4
  - See page 38 of the toolkit for a completed example of the tool

Things to think about to help get you started in Activity 1.2.5

Think about	Examples
• Routine data collection, for example: - Client intake and exit surveys - Pre-activity and post-activity surveys	• Gets you thinking about how you collect information from stakeholders about your programs and services
• What external reports do you generate and where does the information that goes into them come from? For example: - Progress reports for funders - Annual reports - Results, reports, and articles from research collaborations - Staff and membership information	• Gets you thinking about information that comes from places other than routine data collection
• What kinds of internal reports do you generate and where does the information that goes into them come from? For example: - Updates for line managers - Activity logs - Case notes	• Taps into sources of information that you routinely use to produce reports but that you may not think of as 'data'

Activity 1.2.6 Identify gaps in your data collection processes

About this activity

- This activity is about understanding:
  - How well your current data collection practices work for you
  - How well your current processes capture and utilise peer insights
- You can use the information you obtain in this activity to help you:
  - Define your goals for the W3 Framework application process (Objective 1.4)
  - Complete Stage 2, especially Objectives 2.2 (understanding your current data collection processes) and 2.3 (building a plan to develop data collection processes)
- Compare the lists you generated during Activities 1.2.4 and 1.2.5
- Make notes about any identified:
  - Gaps in your data collection processes
  - Data collection processes that you can improve, streamline, or remove
  - Information that you receive that you could use in different ways
- The table on the next page suggests some questions to think about to help get you started

From the toolkit

- Peer response reflection tool (toolkit p14):
  - Compare columns 3 and 4
  - See page 38 of the toolkit for a completed example of the tool (the section ‘What this example shows’ is particularly relevant to this activity)

Questions to think about to help get you started in Activity 1.2.6

Question	What can this tell you?

• Is there anything in column 3 that is not in column 4?	• Ways you know that you are having an impact that are not being captured in formal data collection processes:
	  - Points to gaps in your data collection processes
	• Useful information that you have access to but that you do not record (or that you could record better):
	  - Points to places you can improve your data collection processes

• Is there anything in column 4 that is not in column 3?	• This might point to data you collect that you do not really need or to places you can streamline your data collection processes
• Is there anything in columns 1 or 2 that nothing in columns 3 or 4 relates to?	• Things you are doing or achieving (or should be achieving) but about which you have no records or data: - Points to gaps in your data collection processes
• What are your most important achievements as a peer response? • If you had to prove them, would you be able to?	• This might point to possible first priorities for improving your data collection processes

1 MOBILISE SUPPORT AND DEFINE GOALS

1.1 Gain support from leaders and staff (Mobilise support)

1.2 Understand how you know when your work has impact

1.3 Understand how you make decisions about change

1.4 Know what you are working towards (Define goals)

Objective 1.3 Understand how you make decisions about change

- Understand how peer workers and your peer response decide when and how to make changes to the way they work

What do you want to achieve?

- Understanding why and how you made changes in the past can help you identify the depth of data you already have and what to actively monitor in the future
- This will help you identify gaps in what your peer response monitors and how you share new insights and information to promote positive change.

Why is this important?

- The activities in this objective are designed to:
  - Help you use peer skill and the W3 Framework to analyse way your peer response uses different types of information – including peer insights – to inform change
  - Be completed during a workshop (or series of workshops)
- It may be useful to complete this objective and Objective 1.2 in the same workshop(s)
- As for Objective 1.2:
  - The activities in this objective are designed to be completed during a workshop (or series of workshops)
  - Decide how you would like to conduct your workshop with regard to the size of and dynamics within your peer response
  - You might be able to use what you learn here to help mobilise support, but you will need to already have some support to complete this objective
- The activities in the objective ask you to think about changes in your peer response
- Think about all kinds of changes, including:
  - Changes individual peer workers made to the way they worked
  - Minor changes, such as how your peer response runs a particular workshop
  - Major changes, such as restructuring, culling, or starting new programs

General information and tips

Activity 1.3.1 Identify how your peer response uses insights from engagement (p44)

Activity 1.3.2 Identify how your peer response uses insights from alignment (p46)

Activity 1.3.3 Explore your peer response's adaptation processes (p48)

Activity 1.3.4 Describe how your adaptations influence your community (p50)

Activity 1.3.5 Describe how your adaptations influence the health sector and policy environment (p52)

Suggested activities

- W3 Framework application tool:
  - Understanding decisions about change (toolkit p16)
- Worked example:
  - Understanding decisions about change (program-level application) (toolkit p41)

From the toolkit

Activity 1.3.1 Identify how your peer response uses insights from engagement

About this activity

- This activity is about tapping into what insights from engagement your peer response use to inform adaptation
- You can use the information you obtain in this activity to help you determine whether your data collection processes capture these insights
- In this activity think about:
    - Times when something came up through community engagement that prompted change, or made people in your peer response think that change was needed
    - Specific changes that were made as a result of things that came up through community engagement
- The table on the next page has some suggestions to help get you started

From the toolkit

- Understanding decisions about change (toolkit p16):
    - Fill out the yellow engagement table
    - See page 41 of the toolkit for a completed example of the tool

Things to think about to help get you started in Activity 1.3.1

Think about	Examples
• What, where, and how you learned, heard, saw, or picked up what was happening in your community that made you consider the change	• Were there new topics of conversations coming up a lot in the community or in your work with community members? • Did your communities start engaging differently with your programs or social media? • Were past participants popping up again? • Were participation rates or feedback changing?
• Potentially missed opportunities	• Are there other ways you could have gained insights from communities but didn't? • Are there times when you did not act on insights gained from communities?
• Gaps in your data collection	• Do you have formal data collection processes that cover all of the different ways you gain (or could gain) insights from engaging with your communities? • If you have gone through and completed the 'peer response reflection tool', you should have a list of your formal data collection processes in column 4 – it may be helpful to highlight anything that helps (or could help) you collect peer insights from engagement

Activity 1.3.2 Identify how your peer response uses insights from alignment

About this activity

- This activity is about tapping into what insights from alignment your peer response use to inform adaptation
- You can use the information you obtain in this activity to help you determine whether your data collection processes capture these insights
- In this activity think about:
  - Times when something came up within the health sector and policy environment that prompted change, or made people in your peer response think that change was needed
  - Specific changes that were made as a result of things that came up as a result of changes in the health sector and policy environment
- The table on the next page has some suggestions to help get you started

From the toolkit

- Understanding decisions about change (toolkit p16):
  - Fill out the blue alignment table
  - See page 41 of the toolkit for a completed example of the tool

Things to think about to help get you started in Activity 1.3.2

Think about	Examples
• What, where, and how you learned, heard, saw, or picked up what was happening in the sector or policy environment that made you consider the change	• Did you get feedback from other services or partners? • Were new research findings released? • Were there new themes or discussions coming up in the media or in parliament?
• Potentially missed opportunities	• Are there other places you could have gained insights but didn't? • Are there times when you did not act on insights gained from the health sector and policy environment?
• Gaps in your data collection	• Do you have formal data collection processes that cover all of the different ways you gain (or could gain) insights from the health sector and policy environment? • If you have completed the 'peer response reflection tool', you should have a list of your formal data collection processes in column 4 – it may be helpful to highlight anything that helps (or could help) you collect peer insights from alignment

Activity 1.3.3 Explore your peer response's adaptation processes

About this activity

- This activity is about describing:
  - Changes in your peer response
  - Changes to the way peer workers in your peer response do their work
  - Why the changes were made
- You can use the information you obtain in this activity to help you determine:
  - The kinds of insights you rely on most heavily to inform change
  - Whether your data collection processes capture these insights
- The point of this activity is to understand if and how you use (or could use) the information you talked about in Activities 1.3.1 and 1.3.2 to inform change:
  - You do not need to try to capture every change that ever happened
- The table on the next page suggests some questions to think about to help get you started

From the toolkit

- Understanding decisions about change (toolkit p16):
  - Fill out the green adaptation table
  - See page 41 of the toolkit for a completed example of the tool

Questions to think about to help get you started in Activity 1.3.3

Question	What will this tell you?
• What did you change?	• The kinds of adaptations you make
• How useful were the insights from your community in guiding your decisions?	• How effectively your engagement informed adaptation
• How useful were insights from the health sector and policy environment in guiding your decisions?	• How effectively your alignment informed adaptation
• Did the change improve your peer response's processes or outcomes?	• How effective the adaptation was in improving engagement, alignment, and influence
• Were there organisational or practical impediments, limitations, or restrictions on what you could change or adapt? • Where there changes that you would like to have made but could not?	• How supportive of adaptation your environment is • When you could benefit from better evidence to support the changes you want to make
• From where do you gain the most helpful insights to guide change? • Do you have formal data collection processes to tap into these sources of information?	• Where you might like to consider strengthening data collection processes to ensure these insights are documented and converted into usable evidence
• What extra evidence or information would help you overcome the barriers to implementing changes that you would like to make?	• What kinds of new data collection processes you should develop

Activity 1.3.4 Describe how your adaptations influence your community

About this activity

- This activity is about tapping into how (or whether) you know if changes in your peer response influence your community
- You can use the information you obtain in this activity to help you determine whether your data collection processes capture the impacts of adaptation on community influence
- Think about any changes you have made and whether they had positive, neutral, or negative impact (or no impact) on your community
- Include impacts:
  - You were trying to achieve
  - That were unintended or unexpected
  - On your clients
  - On your clients' immediate networks
  - On the community as a whole
- The table on the next page suggests some questions to think about to help get you started

From the toolkit

- Understanding decisions about change (toolkit p16):
  - Fill out the purple community influence table
  - See page 41 of the toolkit for a completed example of the tool

Questions to think about to help get you started in Activity 1.3.4

Question	What will this tell you?
• How did you find out about the impacts your changes had on your community?	• Where you usually get your information about the impacts of changes you make
• Did or do you have formal data collection processes that can capture both intended and unintended impacts?	• How well your formal data collection processes capture the impacts of your work
• Did or do you have formal data collection processes that can capture broader impacts on your clients' networks and communities?	• How well your formal data collection processes are to capture information that goes beyond the immediate, direct, individual-level impacts of your work
• Does your community know about the changes you make to the way you work? • If so, do you have formal processes for tracking if and how the community responds to this information?	• How well your data-sharing processes feed back into your community • How well your data collection processes capture feedback from your community
• Do you have formal data collection processes to monitor the quality of the relationships you have with your community?	• How well your data collection processes capture information about how your work is impacting the strength of your engagement

Activity 1.3.5 Describe how your adaptations influence the health sector and policy environment

About this activity

- This activity is about tapping into how (or whether) you know if changes in your peer response influence the health sector and policy environment
- You can use the information you obtain in this activity to help you determine whether your data collection processes capture the impacts of adaptation on health sector and policy environment influence
- Think about any changes you have made and whether they had positive, neutral, or negative impact (or no impact) on your community
- Include:
    - Impacts you were trying to achieve
    - Unintended or unexpected impacts
    - Impacts on your relationships with your partners and others in the health system and policy environment
    - Impacts on your partners and their networks
    - Impacts on the policies you target for policy advice
    - The broader flow-on effects of your policy participation
- The table on the next page suggests some questions to think about to help get you started

From the toolkit

- Understanding decisions about change (toolkit p16):
    - Fill out the purple health sector and policy environment influence table
    - See page 41 of the toolkit for a completed example of the tool

Questions to think about to help get you started in Activity 1.3.5

Question	What will this tell you?
• How did you find out about the impacts your changes had on the health sector and policy environment?	• Where you usually get your information about the impacts of changes you make
• Did or do you have formal data collection processes that can capture both intended and unintended impacts?	• How well your formal data collection processes capture the impacts of your work
• Did or do you have formal data collection processes that can capture broader impacts on the health sector and policy environment?	• How well your formal data collection processes are to capture information that goes beyond the immediate, direct impacts of your work
• Does the sector know about the changes you make to the way you work and why you made them? • If so, do you have formal processes for tracking if and how the health sector an policy environment responds to this information?	• How well your data-sharing processes feed back into the health sector and policy environment • How well your data collection processes capture feedback from the health sector and policy environment
• Do you have formal data collection processes to monitor the quality of the relationships you have within the sector?	• How well your data collection processes capture information about how your work is impacting the strength of your alignment

1 MOBILISE SUPPORT AND DEFINE GOALS

1.1 Gain support from leaders and staff (Mobilise support)

1.2 Understand how you know when your work has impact

1.3 Understand how you make decisions about change

1.4 Know what you are working towards (Define goals)

Objective 1.4 Know what you are working towards (Define goals)

- Define what your peer response wants to achieve throughout the process of applying the W3 Framework

What do you want to achieve?

- It helps you map out your next steps
- It is easier to gain support for a defined strategy and set of goals
- It is easier to maintain motivation if everyone feels like they are working towards common goals

Why is this important?

- The activities in this objective are designed to help you:
  - Look at everything you have learned throughout Stage 1
  - Decide exactly what it is you want to achieve by applying the W3 Framework to your peer response
- Continue to work and liaise with leaders and staff from your peer response while you go through the activities to ensure you accurately capture and address the most important points from your discussions
- Remember that applying the W3 Framework should enhance the way you already work:
  - Applying the W3 Framework is about using peer insights and peer skill to their best effect
  - This will help you successfully capture and communicate your knowledge, influence, and impact

General information and tips

Activity 1.4.1 Collate the information you have gathered so far (p56)

Activity 1.4.2 Look for themes or patterns within your collated information (p60)

Activity 1.4.3 Identify priority areas for improvement (p62)

Activity 1.4.4 Define and share your goals (p64)

Suggested activities

This objective has no corresponding tools or examples

From the toolkit

Activity 1.4.1 Collate the information you have gathered so far

About this activity

- This activity is about pooling all of the information you have gained so far and starting to organise it in a meaningful way
- This will help you identify trends and areas to prioritise for improvement
- The best way to organise your information will depend a lot on what the actual information is:
  - Organise it in a way that makes sense to you based on the information you've collected
- It is possible for just one person to do this activity, however:
  - It can be helpful to have multiple people working together
  - There should be at least one peer worker involved to add their peer insights to the process
- Although it is not possible for us to tell you the best way to organise your information without seeing it, the table on the next page offers some suggestions that might be helpful

From the toolkit

- There are no corresponding tools or examples for this activity

Potential ways of sorting your information

Potential ways to sort your information	Examples of what to include and where you may have gathered that information
• Areas you identified as needing improvement	• Priorities expressed by others: - What leaders want to improve – Activity 1.1.1 - What other staff want to improve – Activity 1.1.1 • Gaps in your data collection processes: - Things you know but have no evidence for – Activity 1.2.6 - Useful information that you receive but do not record – Activity 1.2.6 - Achievements or impacts your data collection processes do not capture effectively – Activity 1.2.6 - Information you do use that is not formally collected (from engagement or alignment) – Activities 1.3.1 and 1.3.2 - Where are you lacking information – Activity 1.3.3 • Other ways of improving ways you collect or use data: - Data you collect unnecessarily – Activity 1.2.6 - Peer insights that you do not use as effectively as you could (from engagement or alignment) – Activities 1.3.1 and 1.3.2
• How you use (or do not use) the information you have access to	• Whether peer workers feel like their peer insights and knowledge are valued and utilised by their workplace – Activity 1.1.1 • Peer insights that you do not use as effectively as you could (from engagement or alignment) – Activities 1.3.1 and 1.3.2 • Whether and how you use information from engagement and alignment to inform adaptation – Activity 1.3.3 • How well you keep your community informed – Activity 1.3.4 • How well you keep the sector informed – Activity 1.3.5

Potential ways of sorting your information (continued)

Potential ways to sort your information	Examples of what to include and where you may have gathered that information
• Where your information comes from	• What you know (heard, saw, noticed, or were told) – Activity 1.2.4 • What you collect formally – Activity 1.2.5 • Things you know but have no evidence for – Activity 1.2.6 • Useful information that you receive but do not record – Activity 1.2.6 • Where peer insights comes from (engagement or alignment) – Activities 1.3.1 and 1.3.2 • Peer insights that you do not use as effectively as you could (from engagement or alignment) – Activities 1.3.1 and 1.3.2 • Information you use that you do not formally collected (engagement or alignment) – Activities 1.3.1 and 1.3.2 • Where the most useful information comes from – Activity 1.3.3 • Where information about community influence comes from – Activity 1.3.4 • Where information about health sector and policy environment influence comes from – Activity 1.3.5

Potential ways of sorting your information (continued)

Potential ways to sort your information	Examples of what to include and where you may have gathered that information
• Gaps or areas for improvement in your formal data collection processes	• Things you know but have no evidence for – Activity 1.2.6 • Useful information that you receive but do not record – Activity 1.2.6 • Things you collect unnecessarily – Activity 1.2.6 • Achievements or impacts your data collection processes do not capture effectively – Activity 1.2.6 • Information you use that is not formally collected (engagement or alignment) – Activities 1.3.1 and 1.3.2 • Whether or not you have information and evidence to support decisions – Activity 1.3.3 • Whether your formal data collection processes capture the most useful information – Activity 1.3.3 • Where you lack information – Activity 1.3.3 • Whether formal data collection processes can capture both intended and unintended impacts (community and sector) – Activities 1.3.4 and 1.3.5 • Whether formal data collection processes can capture broader impacts (community and sector) – Activities 1.3.4 and 1.3.5 • Communication with, and feedback from, your community and the health sector and policy environment – Activities 1.3.4 and 1.3.5

Activity 1.4.2 Look for themes or patterns within your collated information

About this activity

- This activity is about looking for and identifying patterns or themes in the information you collated in Activity 1.4.1
- This will help you identify priority areas for improvement and define your goals for the W3 Framework application process
- It is possible for just one person to do this activity, however:
  - You should involve more than one person, if possible, to benefit from diverse perspectives
  - There should be at least one peer worker involved to add their peer insights to the process
- The table on the next page offers some questions to think about that might help you identify themes or patterns in your information

From the toolkit

- There are no corresponding tools or examples for this activity

Questions to help you identify themes or patterns in your information

Question	What can this tell you?
• Do you notice anything interesting or surprising in your collated information?	• These kinds of reactions about data are a good starting point for further investigation
• What types of information[1] do you rely on most to make decisions about how to improve your work?	• Where to focus on maintaining or strengthening your data collection processes
• When you look at the gaps in your data collection processes, are there particular types of data that often get missed?	• Areas to strengthen existing data collection processes • New data collection processes you might need to develop
• Are there particular types of information you tend not to use that much?	• Areas to cut back or streamline data collection

1. Examples of what we mean by 'types of information' are: peer insights and knowledge, information from engagement or alignment, and information collected from intake or evaluations.

Activity 1.4.3 Identify priority areas for improvement

About this activity

- This activity is about reflecting on everything you have discussed and learned so far, and deciding what you most need to work on improving
- This will help you develop strong goals for the W3 Framework application process that the leaders and staff in your peer organisation will support
- Reflect on:
  - All the types of data and information you have identified that you have access to (whether or not you have processes in place to collect them formally)
  - How much knowledge the types of data create for your peer response
  - All the ways you could harness that knowledge to benefit your communities and influence the health sector and policy system
- Do not forget to consider the things your leaders and other staff identified as areas for improvement
- As you work through this process, liaise with leaders and staff to ensure that you are:
  - Adequately addressing their priorities
  - Correctly interpreting the information you have gathered
- The table on the next page offers some examples of priorities:
  - These are drawn from what was identified by the peer responses we have worked with when they were applying the W3 Framework

From the toolkit

- There are no corresponding tools or examples for this activity

Examples of potential priorities that might come out of Stage 1

Example priority	Rationale

• Make sure peer insights are captured by your data collection processes	• A lot of your understanding and decisions are driven by peer skill and peer insights
	• Not collecting and recording peer insights in formal ways:
	  - Limits your ability to use them effectively
	  - Leads to missed opportunities to gain more funding and to improve and expand work
	• Leaders indicated that the peer response struggles to secure adequate funding for all its activities

• Streamline data collection processes	• Your data collection processes currently collect or ask the same thing in multiple different ways at multiple different times and places • This creates unnecessary burden for staff and clients • Leaders and other staff members expressed a need for less onerous data collection processes

Activity 1.4.4 Define and share your goals

About this activity

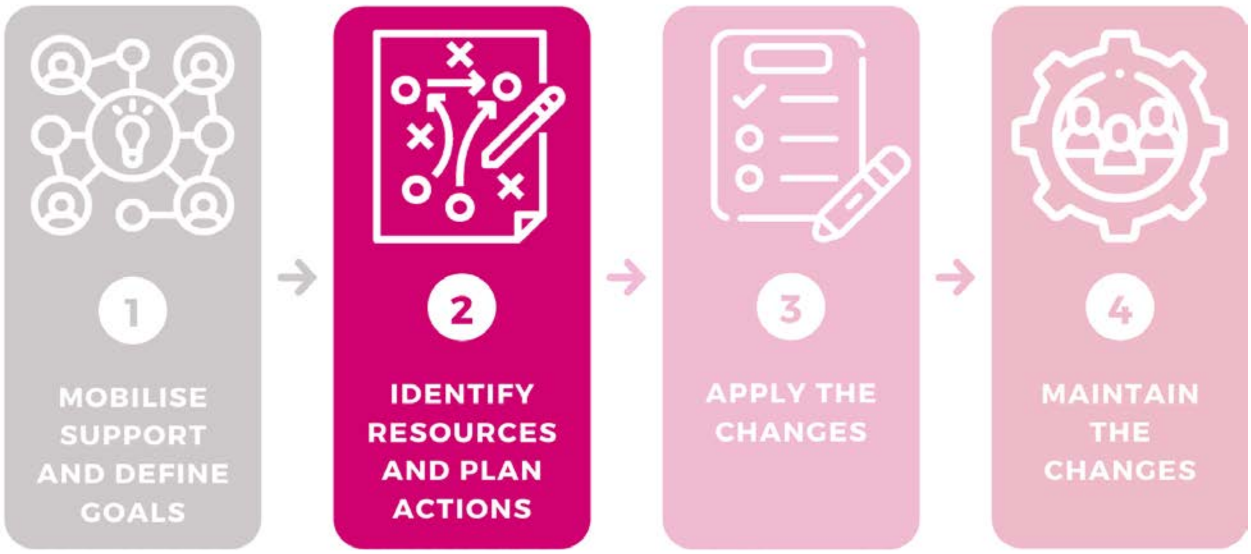
- This activity is about turning the priorities areas for improvement (that you identified in Activity 1.4.3) into a refined set of goals to share with peer response leaders and other staff
- This will help you:
  - Gain and maintain support and motivation for applying the W3 Framework
  - Plan your strategy for applying the W3 Framework
- Move between refining objectives and consulting with leadership and staff until you achieve consensus about what you are working towards (or as close to a consensus as you can get)
- The more support and enthusiasm you can generate at this point, the easier it will be to maintain support and generate enthusiasm through the next stages
- The table on the next page offers some ideas for creating strong goals

From the toolkit

- There are no corresponding tools or examples for this activity

Tips for creating strong goals

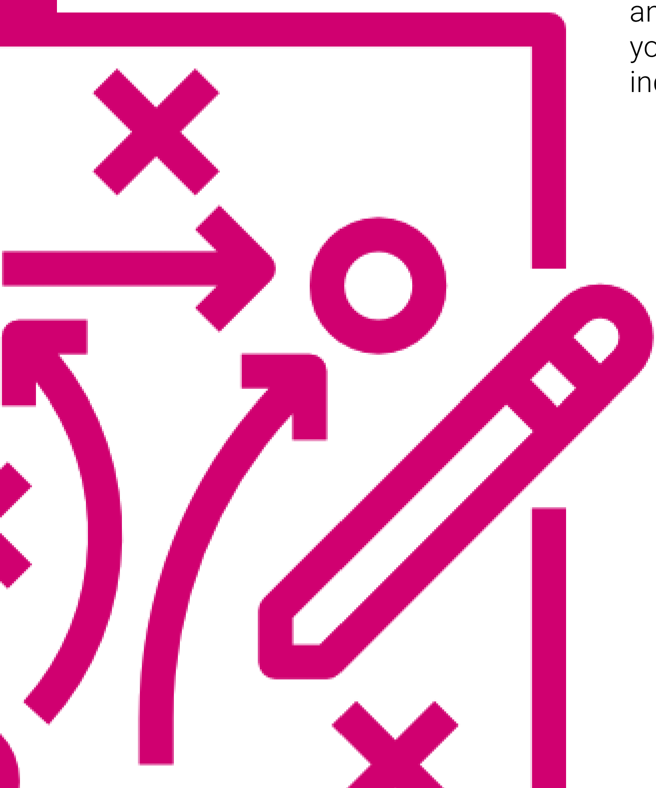
Tip	How this will help
• Make goals specific	• Clear goals that tell people exactly what you're planning to do will: - Be easy for everyone to understand (even if they are not familiar with the W3 Framework) - Attract more support - Make it easier to plan actions - Make it easier to identify when you have achieved your goals
• Make goals achievable	• People will be more likely to support, and be motivated to work towards, goals that they believe are attainable and realistic
• Link goals to your peer response's official mission, objectives, values and so on	• Demonstrating how your goals will help achieve your peer response's overall goals will help you: - Gain support from leaders - Justify using time and resources to apply the W3 Framework to your peer response
• Link goals to the priorities that leaders and staff told you about	• People will be more motivated to support: - Goals that they feel are addressing their priorities - The goals and the process overall if they feel that their input is valued and acted upon
• Demonstrate how goals will benefit your community	• Demonstrating this will help: - Gain support and motivation from leaders and other staff - Justify using time and resources to apply the W3 Framework to your peer response



Stage 2 Identify resources and plan actions

The overall purpose of this stage is to:

- Define a comprehensive set of outcome measures (evaluation indicators) that:
  - Cover all the W3 Functions
  - Are specifically tailored to your peer response
- Develop a plan to adapt your current data collection tools and processes to ensure they collect all the information your peer response needs to measure the new evaluation indicators



<table>
<tr><th colspan="2">Objective</th><th>What do you want to achieve?</th><th>Why is this important?</th></tr>
<tr><td>2.1</td><td>Define tailored W3 Framework–informed outcome measures

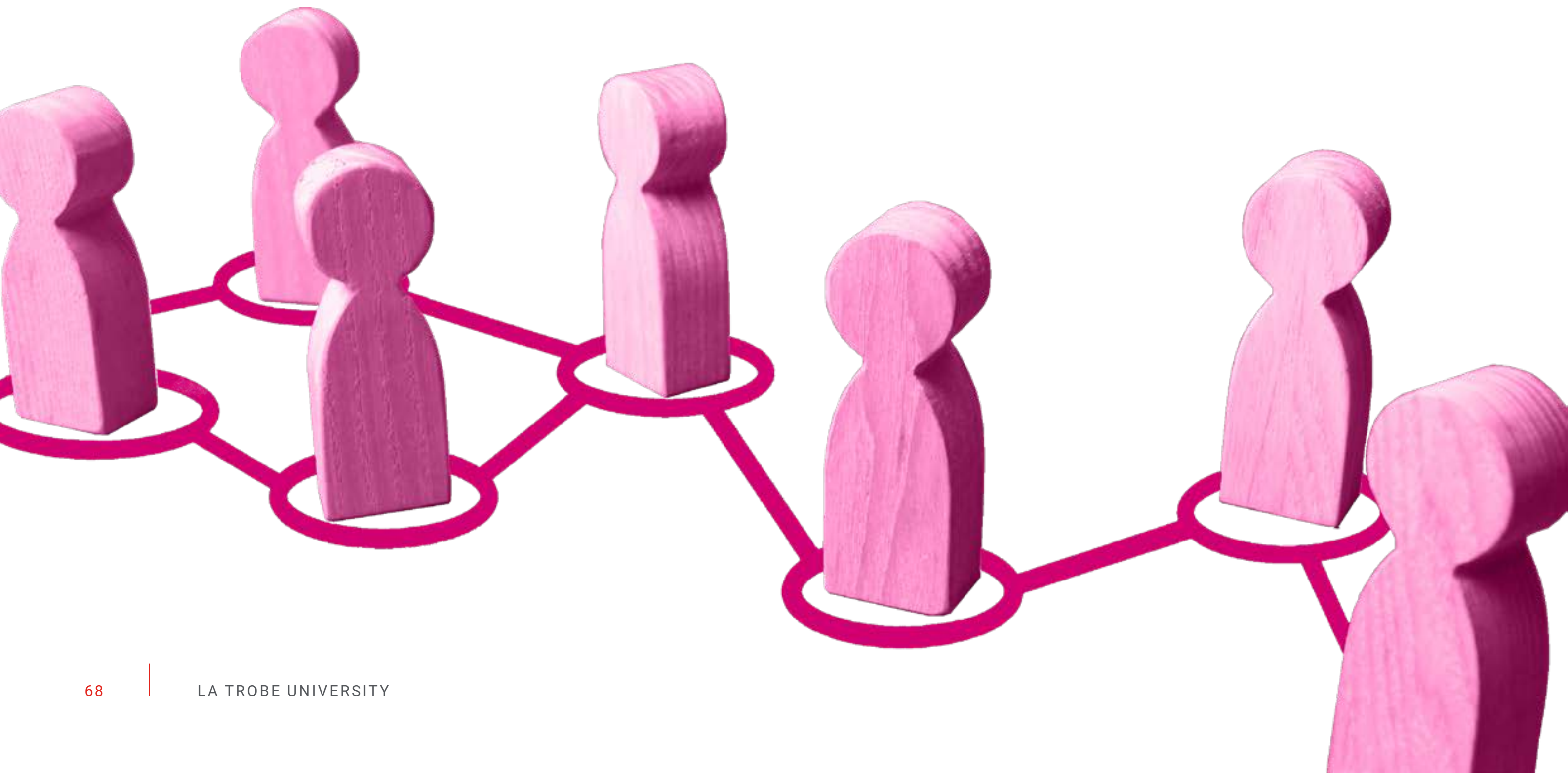
See page 70</td><td>• A complete list of outcome measures (evaluation indicators) that cover everything that you would see happening if:
- Your peer response were performing effectively
- All four W3 Functions were occurring strongly at a system level</td><td>• Tailoring your outcome measures to your specific context (instead of just using the ones given to you by your funders) ensures that they:
- Are relevant to your peer response
- Provide useful information to help your peer response improve its work
• Using the W3 Framework to tailor your outcome measures ensures that you are measuring the full impact of your work</td></tr>
<tr><td>2.2</td><td>Understand your current data collection processes (Identify resources)

See page 88</td><td>• A clear understanding of the data that your peer response already collects and how they map to the W3 Framework–informed outcome measures
• At least one identified source of information for each of the W3 Framework–informed outcome measures</td><td>• This will support you to:
- More effectively use the data you already collect
- Identify gaps in your current data collection processes</td></tr>
<tr><td>2.3</td><td>Build a plan to develop data collection processes (Plan actions)

See page 94</td><td>• Compile a list of all your peer response's current and proposed data collection processes, including:
- The outcome measures about which they collect information
- When and where you will use them
- What you will do with the information you collect
• Develop a plan of what you need to do to achieve this</td><td>• This will allow you to:
- Know what current processes to adapt
- Know whether you need to develop any new processes
- Make sure you can collect all the data you need
- Make sure you are using all the data you collect to their full potential</td></tr>
</table>

Working through Stage 2

- The information you gain through achieving each objective will help with the next objective
- It will, therefore, make the most sense to work through the objectives in the order presented
- The suggested activities in each objective assume that you have completed the activities and tools recommended in previous objectives
- Using the suggested W3 Framework application tools will help you keep all four W3 Functions in mind as you work through the objectives and activities



Key actors in Stage 2

People responsible for preparing funding applications and contracts

They have valuable insights about the information they need to help them write strong applications.

People responsible for data analysis, evaluation, and preparing reports

They have valuable insights about what kinds of data need to be collected (and how often) to generate useful, meaningful information for both internal and external stakeholders.

Program designers and managers

They have valuable insights about the kind of information they need to help them:

- Develop relevant and successful programs
- Assess and improve program quality and effectiveness
- Adapt programs in response to changes in the context or environment the program is working in

People who work directly with clients and/or who collect data

They will have valuable insights about what kinds of data collection tools and methods will and won't work in the real world. This is particularly important when it comes to data collected from clients.

2

IDENTIFY RESOURCES AND PLAN ACTIONS

2.1 Define tailored W3 Framework–informed outcome measures

2.2 Understand your current data collection processes (Identify resources)

2.3 Build a plan to develop data collection processes (Plan actions)

Objective 2.1 Define tailored W3 Framework–informed outcome measures

What do you want to achieve?

- Develop a list of outcome measures (evaluation indicators) that cover everything that you would see happening if:
  - Your peer response were performing effectively
  - All four W3 Functions were occurring strongly at a system level
- Identify what actions your peer response needs to take to achieve strong engagement, alignment, adaptation, and influence

Why is this important?

- Tailoring your outcome measures to your specific context (instead of just using the ones given to you by your funders) will ensure that they are
  - Relevant to your peer response
  - Provide useful information to help your peer response improve its work
- Using the W3 Framework to tailor your outcome measures will ensure you are measuring the full impact of your work

- The activities in this objective are designed to:
  - Help you use peer skill and the W3 Framework to develop relevant, meaningful, and useful outcome measures (evaluation indicators) for your peer response
  - Be completed during a workshop (or series of workshops)
- You will use the outcome measures you develop during this objective in Objectives 2.2 and 2.3
- While completing this objective:
  - It will be helpful to have a list of anything you have to report on (for example, for your board or funders) to make sure you include these measures
  - You will need to be familiar with the W3 Framework (W3 Framework Guide Part 1, p16) and the W3 Functions (W3 Framework Guide Part 1, p12) to complete this objective
- In going through this process of applying W3, you are likely to identify better or more relevant measures than those you already have:
  - Be open to the possibility of changing from current measures to more meaningful outcome measures
  - You may need to consider discussing potential new outcome measures with your funder(s)
- If you are taking a whole-of-organisation approach to applying the W3 Framework, you should:
  - Complete this objective at both an organisation level and a program level for each of the programs you run
  - Look for ways your program-level outcome measures can feed up into and provide evidence against organisation-level outcome measures
  - Look for places where you can use the same or similar outcome measures across different programs (to help you compile information for organisation-level analysis)
- When organising your workshops:
  - As for the workshops in Stage 1, decide how you would like to conduct your workshop with regard to the size of and dynamics within your peer response
  - Bring anyone who was not involved in the workshops in Stage 1 up to date with what you have done and learned so far

General information and tips

Activity 2.1.1 Define what each W3 Function means for your peer response (p74)

Activity 2.1.2 Sort your current outcome measures by W3 Function (p76)

Activity 2.1.3 Identify what outcomes you would see if your peer response were performing strongly within each W3 Function (p78)

Activity 2.1.4 Identify what you would need to do to achieve positive outcomes within each W3 Function (p82)

Activity 2.1.5 Refine your tailored outcome measures (p84)

Suggested activities

- W3 Framework application tools:
  - W3 indicators brainstorming tool (toolkit p22)
  - W3 indicators sorting tool (toolkit p24)
- Final output example:
  - Tailored definitions for the W3 Framework (toolkit p68)
  - W3 indicators for PLHIV-led and PWUD-led organisations and programs (toolkit p70)

From the toolkit

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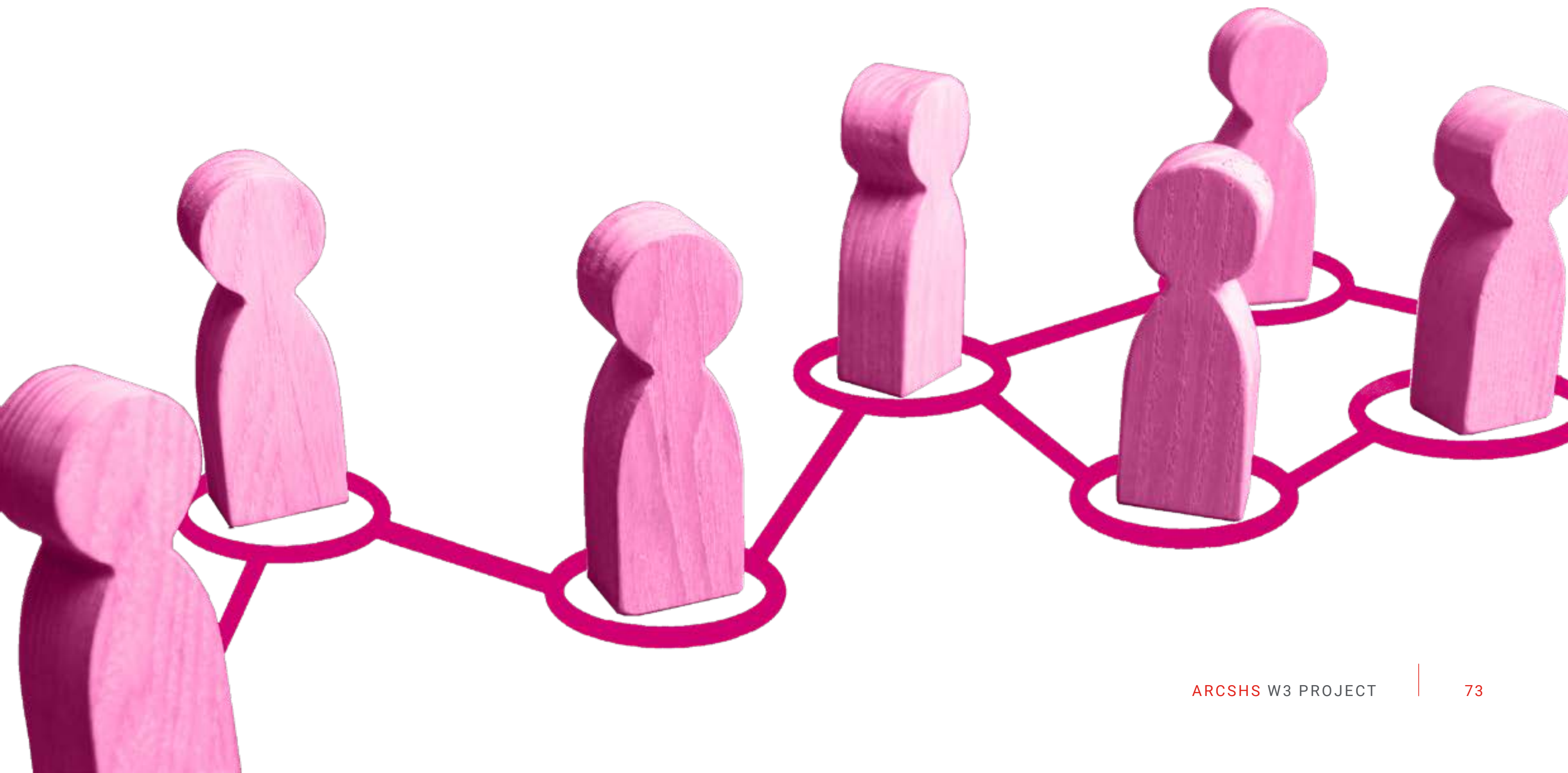

Activity 2.1.1 Define what each W3 Function means for your peer response

About this activity

- This activity is about defining what each W3 Function means:
  - In the specific context of your peer response and community
  - Using language that resonates with your community
- This will help you explain to others in your peer response and to your sector partners and communities:
  - What the W3 Functions are
  - How they relate to your work
- These 'definitions' will provide the foundation for the rest of the activities in this objective, but be open to refining and modifying them as you go through the rest of the activities
- Use the explanations of the W3 Functions as a starting point (W3 Framework Guide Part 1, p12)
- The table on the next page provides some prompts to help you

From the toolkit

- W3 indicators brainstorming tool (toolkit p22):
  - Fill out column 2
- Tailored definitions for the W3 Framework (toolkit p68):
  - Check out this example to see how a peer-led PWUD organisation defined the W3 Functions for its work

Prompts to help you in Activity 2.1.1

W3 Function	Things to think about
Engagement	• How does your peer response interact with, participate in, and learn from your community? • How do you engage with your community's sub-cultures? • Where are your communities, and where do you do your work? • How do you reach your most vulnerable community members? • What support do peer workers in your peer response need to learn from each other's peer insights from engagement?
Alignment	• How does your peer response fit and work within the broader health sector and policy environment? • What kind of relationships or interactions would you like to have with other organisations that impact the health and wellbeing of your communities? • What support do peer workers in your peer response need to learn from each other's peer insights from alignment?
Adaptation	• How do you make your peer response more responsive to changes in your communities and the health sector and policy environment? • How do you do this using peer skill and peer insights from engagement and alignment?
Community influence	• How does your community benefit from your work? • What changes are you trying to create within your community? • What support do peer workers in your peer response need to become peer leaders within their community?
Health sector and policy environment influence	• How does the health sector and policy environment benefit from your work? • How does your work help improve the health sector and policy environment? • What would you change about the health sector and policy environment to improve the way it serves your community? • What support do peer workers in your peer response need to be involved in policy participation?

Activity 2.1.2 Sort your current outcome measures by W3 Function

About this activity

- This activity is about making sure that your final list of W3 Framework–informed outcome measures includes everything you have to measure to report to internal and external stakeholders
- For each thing that you report on (such as outcome measures, metrics, topics, indicators, and so on), decide which W3 Function it should sit under
- It is normal to feel like some things could sit under more than one W3 Function. This is because:
  - The W3 Framework is a system
  - The functions flow in and out of, and influence, each other
  - There is some conceptual overlap between the functions
- Put each thing under every W3 Function you feel it should go under (don't be afraid of putting it in more than one place for now):
  - You will go through the list and refine it in a later activity
- The table on the next page provides some examples of what to include

From the toolkit

- W3 Framework application tool: W3 indicators brainstorming tool (toolkit p22):
  - Fill out column 3

Examples of outcome measures you might need to include

Where to look	What will this tell you?
• Funding contracts	• What you need to report to funders
• Public-facing reports (e.g. annual reports)	• Current external reporting expectations
• Planning reports and documents (public and internal)	• The kinds of information you rely on for planning
• Other internal reports (e.g. weekly updates for managers, reports to the board)	• Current internal reporting expectations

Activity 2.1.3 Identify what outcomes you would see if your peer response were performing strongly within each W3 Function

About this activity

- This activity is about brainstorming what outcomes, impacts, or achievements you would need to see to feel confident that your peer response is performing strongly under each W3 Function
- This will help you when it comes to developing impact and quality indicators
- You can choose to do this activity and Activity 2.1.4 (identify what you would need to do to achieve outcomes) at the same time
- Use the W3 Function definitions you created in Activity 2.1.1 to guide you
- This is a brainstorming activity. Do not:
  - Worry if the list feels too long at this point
  - Spend time trying to make your outcomes 'SMART' or 'SMARTER' (specific, measurable, achievable, relevant, timely, explainable, relative)
- Use the W3 Framework to help you make sure you do not miss anything important:
  - Look at where the arrows come from and go to for each W3 Function and think about what you would see happening if the flows of knowledge and influence along each arrow were strong and positive
  - The table on the next page provides some information and examples to help you do this

From the toolkit

- W3 indicators brainstorming tool (toolkit p22):
  - Fill out column 4

Information and examples to help you with Activity 2.1.3

W3 Function	Arrow	Example of something you might see if you peer response is performing strongly
Engagement	(To) Communities	• Community members recognise the peer response as peer led and as an important part of and resource to their community
	(From) Communities	• Participants share their experiences and insights with peer workers because: - They feel their contribution adds value to the peer response - They know it is a safe and supportive environment - They trust the peer response will act on their concerns
	Peer-based activities	• Relationships with different community members and networks are built or strengthened as a result of the peer response's activities
	Practitioner learning	• The peer program's understanding of its community is kept up to date and strengthened through its on-the-ground work
	Organisational knowledge, practices, and resources	• Policy advice and peer leadership is based on current community needs and experience

Information and examples to help you with Activity 2.1.3 (continued)

W3 Function	Arrow	Example of something you might see if you peer response is performing strongly
Alignment	Health sector and policy environment	• Key players from the broader health sector and policy environment recognise the peer response as credible, trustworthy and an essential partner in the overall public health response
	Peer-based activities	• The peer response creates, supports, strengthens, or streamlines referral pathways and service linkages
	Organisational knowledge, practices, and resources	• The peer response is informed about changes within the health sector and policy environment and assesses how they might affect its communities and/or its work
Adaptation	Practitioner learning	• The peer response learns from peer insights and evaluation and adapts accordingly
	Organisational knowledge, practices, and resources	• The peer response adapts priorities and strategies to the changing needs of its community
	Peer-based activities	• The peer response draws on community and sector insights to improve (update and refine) services and policy advice

Information and examples to help you with Activity 2.1.3 (continued)

W3 Function	Arrow	Example of something you might see if you peer response is performing strongly
Community influence	Communities	• Community-level research indicates a trend of improvements in priority health-related outcomes (e.g. quality of life, resilience, health behaviours, knowledge, behaviour)
	Peer-based activities	• Activity participants report increases in the outcome objectives of the peer response (e.g. quality of life, resilience, health behaviours, knowledge, behaviour)
	Organisational knowledge, practices, and resources	• Peer response materials are adapted and incorporated by people from the target community's different networks and cultures
Health sector and policy environment influence	Health sector and policy environment	• The contribution of peer leadership in consumer representation and policy advocacy is recognised and sought out
	Peer-based activities	• Other programs and sector stakeholders adapt their approach to support the effectiveness of the peer program
	Organisational knowledge, practices, and resources	• The peer response maintains control over the use and interpretation of the information they share with external stakeholders (data sovereignty)
	Communities (through health sector and policy environment)	• Policy, media, and funding environments support (or do not impede) innovative and culturally relevant approaches to community health

Activity 2.1.4 Identify what you would need to do to achieve positive outcomes within each W3 Function

About this activity

- This activity is about brainstorming what outcomes, impacts, or achievements you would need to see to feel confident that your peer response is performing strongly under each W3 Function
- This will help you when it comes to developing process and structure indicators
- For each of the items you identified in Activity 2.1.3, ask yourself, 'What would we need to be doing for this to happen?'
- The table on the next page provides a couple of examples to get you started:
    - You do not need to list them next to each other one-for-one as we have
    - In reality, it is likely that actions will help you achieve multiple outcomes, and outcomes will be achieved through multiple actions

From the toolkit

- W3 indicators brainstorming tool (toolkit p22):
    - Fill out the last column

Examples to get you started in Activity 2.1.4

Example outcome	Something you might need to do to achieve this
• Community members recognise the peer response as peer-led and as an important part of and resource to their community	• The peer response is staffed and governed by a diverse group of well-trained peers who are connected to diverse peer communities
• Key players from the broader health sector and policy environment recognise the peer response as credible, trustworthy, and an essential partner in the overall public health response	• The peer response actively communicates with sector partners to improve each other's understanding of emerging issues and practices, how these might impact communities, and how best to respond
• The peer response learns from peer insights and evaluation and adapts accordingly	• The peer response uses information and insights from engagement and alignment to identify and to guide reorientations and responses to emerging priorities
• Community-level research indicates a trend of improvements in priority health-related outcomes (e.g. quality of life, resilience, health behaviours, knowledge, behaviour)	• The peer response supports peer leaders to build their confidence, skill, and experience in community and personal advocacy
• The contribution of peer leadership in consumer representation and policy advocacy is recognised and sought out	• The peer response has policy advice ready when needed, and peer leadership is responsive to opportunities for policy participation

Activity 2.1.5 Refine your tailored outcome measures

About this activity

- This activity is about creating a manageable and practical list of working W3 Framework–informed outcomes measures (indicators or metrics) for your peer response
- During Activities 2.1.2 to 2.1.4, it's likely you have generated a list:
  - With too many items to be practical
  - With multiple items that capture the same or very similar things
- We recommend first sorting your list, for example:
  - Grouping or colour-coding anything that describes, captures, or measures the same or very similar things, to help you identify which items you can combine or cull
  - Sorting or colour-coding on the basis of priority, to help you ensure that nothing essential drops off the list
- You can use the W3 Indicators Sorting Tool to help you sort your list (the table on the next page provides some information to help you use this; if necessary, modify the table to match the language your peer response uses when referring to evaluation)
- After sorting your list, refine it by going through each item and answering the questions in the table on page 86

From the toolkit

- W3 indicators sorting tool (toolkit p24):
  - Use this tool to help you organise your lists and compile your final outcome measures list
- W3 indicators for PLHIV-led and PWUD-led organisations and programs (toolkit p70):
  - This is a set of W3 Framework–informed outcome measures (W3 indicators) developed by PLHIV-led and PWUD-led organisations and programs during Stage 3 of the W3 Project

Using the W3 Indicators Sorting Tool

Column in template	Description
• Theme	• This column is for the items on your list that are broad or seem a bit abstract (e.g. 'The peer program's understanding of its community is kept up to date and strengthened through its on-the-ground work') • The items in this column will become your indicator list • Insert a new row for each item in this column
• Specific metric	• This column is for the items on your list that are specific and measurable (e.g. '# of services delivered', 'Improve quality of life') • The items in this column will define how you measure your indicators • Put these items in the rows with the theme item or items that they would help measure • If anything from the W3 Indicators Brainstorming Tool 'What do we already measure or report on?' column does not fit next to anything in the Theme column: - Determine why you are measuring it - If it is necessary, refine one of the existing themes or develop a new one - If it is unnecessary, consider refining your data collection processes to prevent unnecessary data collection • Do not be concerned at this point if there is a theme with no specific metrics beside it
• Indicator type columns (check boxes)	• These columns will help you sort your indicators • Use these columns to identify what kinds of indicator the items in your theme column are • If necessary, modify these columns according to your peer response's requirements and the language that you use or are used to • In the W3 Indicators Brainstorming Tool: - Items in the 'What outcomes or impacts should we see?' column will generally be impact or quality indicators - Items in the 'What should we be doing to achieve this?' column will generally be process or structure indicators

Tips for refining your list of W3 Framework–informed outcome measures

<table>
<tr><th>Tips (in recommended order)</th><th>How each tip might help</th></tr>
<tr><td>

Go through each of the items in your list and ask ‘Is this relevant and useful for us?’
The answer ‘Yes’ should mean:
This works and we will be able to collect information to measure it
The answer ‘Maybe or not sure’ should mean:
This might work but the wording is not quite right
This works but collecting information to measure it would be a problem
This doesn’t make sense
The answer ‘No’ should mean:
This does not work
There is no way we could collect information to measure this

</td><td>

This is a quick and easy approach to:
Shortlist items to keep (if most people answered ‘Yes’)
Identify and remove items (if most people answered ‘No’)
Refine items that already stand out as not being quite right (if most people answered ‘Maybe or not sure’)

</td></tr>
<tr><td>

Go through each of the items in your list and ask:
Does this make sense?
Is this important to our ability to demonstrate our work’s quality or impact?
Do we collect data to demonstrate achievement of this – or would it be easy to refine our practice in order to collect this data?
Is there a better way of wording this?

</td><td>

This can help you:
Build a priority list based on perceived importance
Refine and clarify indicators further
Think about what kinds of data collection processes you may need in place to demonstrate achievement

</td></tr>
</table>

Tips for refining your list of W3 Framework–informed outcome measures

Tips (in recommended order)	How each tip might help
• Go through each W3 Function and look at all of the items you have listed under that function as a group and ask: - Is there an important aspect of this W3 Function that these items do not capture? - Would you change, combine, or remove any of these items?	• Looking at all the items within each W3 Function as a set can help you ensure that: - They work well together - They capture everything about that W3 Function that is important in your work (and nothing that is not important) - There is no duplication or redundancy

2

IDENTIFY RESOURCES AND PLAN ACTIONS

2.1 Define tailored W3 Framework–informed outcome measures

2.2 Understand your current data collection processes (Identify resources)

2.3 Build a plan to develop data collection processes (Plan actions)

Objective 2.2 Understand your current data collection processes (Identify resources)

- Identify what data your peer response already collects and how they map to the W3 Framework–informed outcome measures (developed in Objective 2.1)
- Identify at least one source of information for each of your W3 Framework–informed outcome measures

What do you want to achieve?

- To more effectively use the data you already collect
- To identify gaps in your current data collection processes

Why is this important?

- The activities in this objective are designed to:
  - Help you use peer skill to ensure that your peer response's evaluation processes effectively utilise the full scope of available information
  - Be completed during a workshop (or series of workshops)
- This work builds directly on the list of outcome measures developed in Objective 2.1
- It will be helpful to also have on hand:
  - A list of your current formal data collection tools (such as intake forms and workshop surveys)
  - Notes from Stage 1 about existing knowledge and data collection processes
  - Notes from Stage 1 about gaps in current knowledge or data collection processes
- When organising your workshop or workshops:
  - Decide how you would like to conduct your workshop with regard to the size of and dynamics within your peer response (as for the previous workshops)
  - Bring anyone who was not involved in the previous workshops up to date with what you have done and learned so far
  - Consider also completing Activity 2.3.1 at the same time

General information and tips

Activity 2.2.1 Identify current and potential sources of information from within your peer response (p90)

Activity 2.2.2 Identify current and potential sources of information from outside your peer response (p92)

Suggested activities

- W3 Framework application tool:
  - MEL assessment tool (toolkit p26)
- Worked example:
  - MEL assessment tool (organisation-level application) (toolkit p48)

From the toolkit

Activity 2.2.1 Identify current and potential sources of information from within your peer response

About this activity

- This activity is about where you get information about each of the indicators and metrics you defined in Activity 2.2.1
- This will help you identify what data collection processes you need to adapt or develop to ensure you can demonstrate achievement for all of your W3 Framework–informed outcome measures
- You might find it easier to also work through Activities 2.2.2 and 2.2.3 for each indicator before moving onto the next indicator
- First, go through all of your current sources of information and identify which of your indicators or metrics they give you information about:
  - If you used the peer response reflection tool in Stage 1, you can use the lists in columns 3 and 4 to help you with this
- Next, go through each indicator one by one and brainstorm any other potential sources of information you can think of
- Sources of information will often give you data about more than one indicator or specific metric:
  - Make sure you include each source of data against every relevant indicator or specific indicator (in other words, most sources of data should appear more than once)
  - This will be important in Activity 2.3.1
- The table on the next page provides some things to think about to help you as you go through each indicator

From the toolkit

- MEL assessment tool (toolkit p26):
  - Fill out the 'Where we get (or could get) this information: Internal' column
  - See page 48 of the toolkit for a completed example of the tool

Some things to think about as you work through Activity 2.2.1

For each indicator, think about	What we mean	Example (data source indicated in pink)
• Ways you collect this information on purpose through formal processes	• Current processes: - Designed to capture this information - You do use to measure this indicator or metric	• Your indicator is about reaching diverse communities • Your **intake forms** ask for demographic information that helps you understand who you are reaching
• Ways you collect this information on purpose but not for this reason	• Current processes: - Designed to capture this information - You do not use to measure this indicator or metric	• Your indicator is about your peer response being aware of current attitudes in the communities • Your **pre-workshop evaluation forms** ask about current attitudes and practices • This information is used to compare attitudes and practices before and after workshops but not to identify or keep the peer response informed of trends in community attitudes
• Ways you collect this information ‘accidentally’ through formal processes	• Current processes: - Not designed to capture this information - That capture this information anyway	• Your indicator is about being aware of current trends within the sector • During **staff meetings**, your staff bring up things they learned at recent inter-agency meetings (but usually only if it’s relevant to the agenda items being discussed at the time)
• Ways you find out this information ‘accidentally’ through informal processes	• Things that tend to happen among staff or at the workplace • That are not official work processes	• Your indicator is about being aware of current attitudes in the communities • **Staff** tend to chat on Monday mornings about their weekends, including their peer insights about new trends and issues they are picking up on in their community

Activity 2.2.2 Identify current and potential sources of information from outside your peer response

About this activity

- This activity is similar to the previous activity (Activity 2.2.1) except this time you're thinking about information you get (or could get) from external sources
- This will help you identify what data collection processes you need to adapt or develop to ensure you can demonstrate achievement for all of your W3 Framework–informed outcome measures
- The table on the next page provides some things to think about to help you go through each indicator

From the toolkit

- MEL assessment tool (toolkit p26):
  - Fill out the 'Where we get (or could get) this information: External' column
  - See page 48 of the toolkit for a completed example of the tool

Some things to think about as you work through Activity 2.2.2

Potential external data sources	Examples of how these might be helpful
• Government (e.g. health reports, statistics reports, policy documents) • Sector partners (e.g. official reports, newsletters) • Sector networks (e.g. advisory committees, communities of practice) • Academia (e.g. peer-reviewed journal articles, research reports, research blogs) • Media (e.g. radio, news broadcasts) • Any other trusted sources of information	• Information to help inform your priorities for engagement, adaptation, and community influence, such as: - Community-level and society-level health trends and outcomes within your community - Relevant medical, epidemiological, or social research findings • Information about your alignment, or to help inform your priorities for adaptation, and health sector and policy environment influence, such as: - Trends or emerging practices within the sector that have the potential to impact your community - Examples of examples of external advisory committees or boards acting on your peer response's advice - Evidence of the incorporation of your peer response's messages into government health policies and strategies or mainstream health services and health promotion

2.1 Define tailored W3 Framework–informed outcome measures

2.2 Understand your current data collection processes (Identify resources)

2.3 Build a plan to develop data collection processes (Plan actions)

Objective 2.3 Build a plan to develop data collection processes (Plan actions)

What do you want to achieve?

- Compile a list of all your peer response's current and proposed data collection processes (and tools), including:
  - The outcome measures about which they collect information
  - When and where you will use them
  - What you will do with the information you collect
- Develop a plan of what you need to do in order to achieve this

Why is this important?

- This will allow you to:
  - Know what current processes and tools to adapt
  - Know whether you need to develop any new processes or tools
  - Make sure you can collect all the data you need
  - Make sure you are using all the data you collect to its full potential

- The activities in this objective are designed to help you draw everything you have learned so far together into an actionable plan:
  - We recommend completing Activity 2.3.1 as part of the Objective 2.1 workshop(s) or at least in close consultation with leaders and staff from within your peer response
  - While completing Activity 2.3.2, continue to work and liaise with leaders and staff from your peer response to ensure your plan is realistic and feasible
- This work builds directly on the work from Objective 2.2
- Remember that the W3 Framework represents a system:
  - Your peer response is part of a system
  - When trying to evaluate a system, it is important to look at all of its parts together
  - Your data collection processes should examine the W3 Functions together and at the same time (rather than examining and evaluating each W3 Function separately)
- Where possible, try to make sure that each data collection tool provides information across multiple W3 Functions:
  - This will help streamline evaluation practice by reducing the number of tools you use that do not help provide data on your W3 Indicators
- Likewise, you may need to measure W3 Indicators using a combination of data collection tools:
  - This will help streamline evaluation practice by avoiding the collection of excessive amounts of data with a single tool
- When deciding what tools to adapt and develop, it is important to remember that the aim is for the fewest, most useful tools that:
  - Are sustainable
  - Do not change the way the program is run
  - Do not negatively impact peer interactions and relationships
- To this end:
  - Stay focussed on why you are collecting data and what you will use them for
  - Plan to collect only the data that you need
  - Consider opportunities that already exist in your programs that could enable gathering data or observations (you should already have identified some of these during Objectives 1.2 and 1.3)
  - Ensure your data collection and management plan is realistic within the resources of your peer response (involving the people we mentioned in ‘Key actors in Stage 2’ on page 69 should help)

General information and tips

Activity 2.3.1 Identify necessary actions to close gaps in your current data collection processes (p98)

Activity 2.3.2 Develop an action plan to close gaps in your current data collection processes (p102)

Suggested activities

- W3 Framework application tools:
  - MEL assessment tool (toolkit p26)
  - Data collection processes development plan (toolkit p28)
- Worked example:
  - MEL assessment tool (organisation-level application) (toolkit p48)
- Final output examples:
  - Peer facilitator reflection tool (toolkit p88)
  - Peer insight tool (toolkit p92)

From the toolkit

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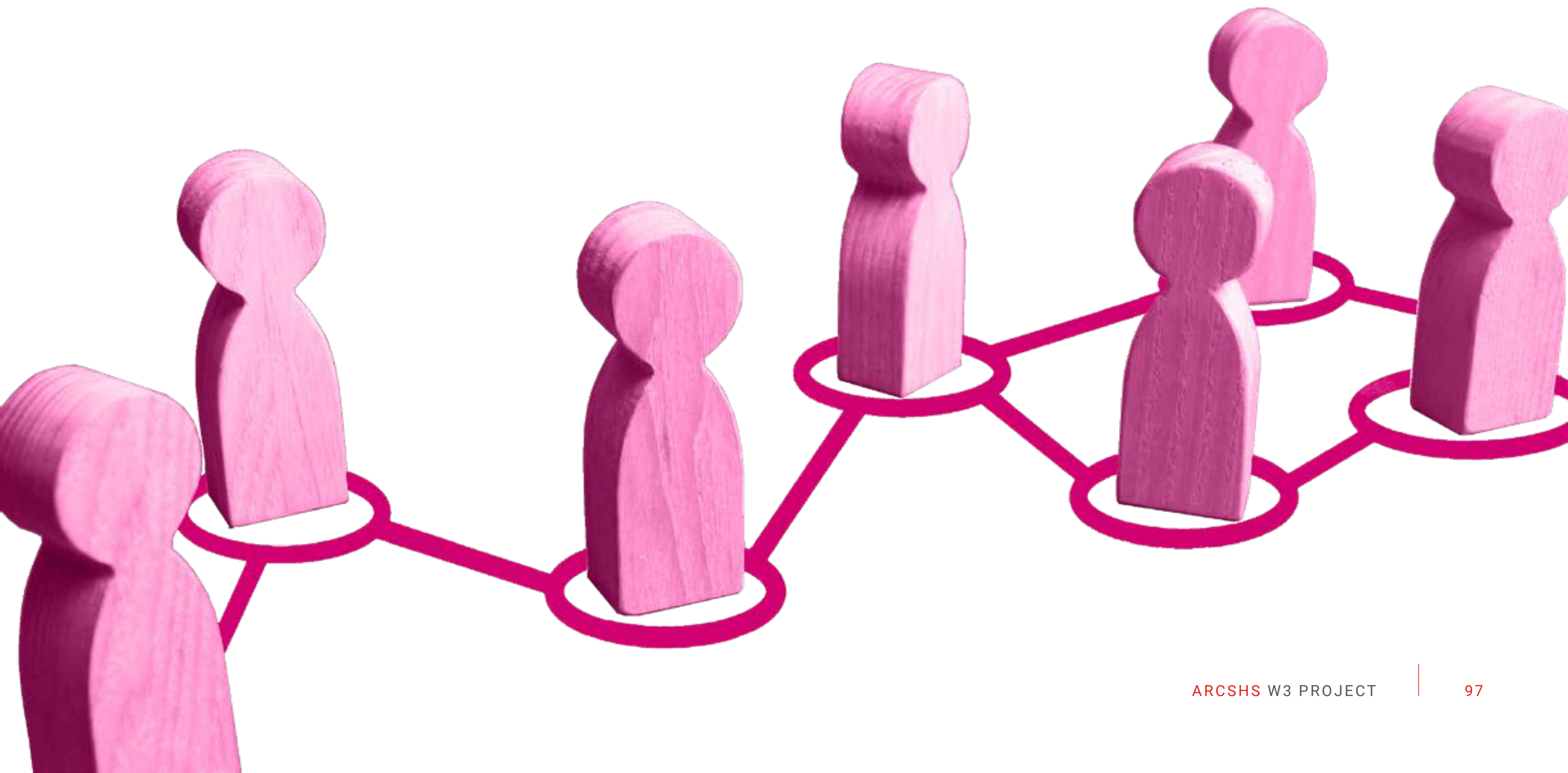


Activity 2.3.1 Identify necessary actions to close gaps in your current data collection processes

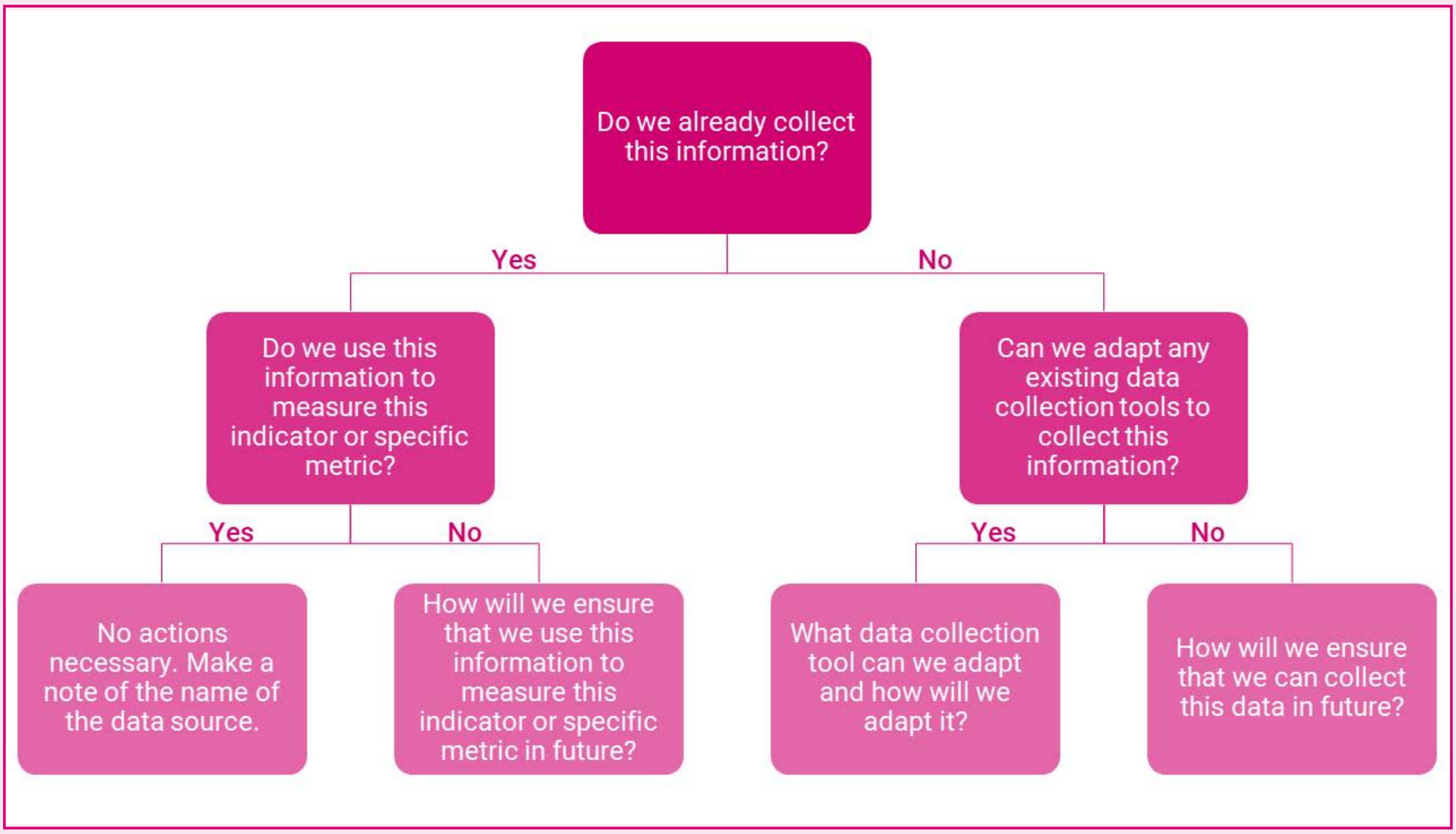
About this activity

- This activity is about identifying exactly what you need to do to make sure you have the necessary tools to collect all the information you need
- The decision tree on the next page can help with the process of identifying and defining what actions you need to take in order to ensure that you are:
  - Collecting data against all of your W3 Framework–informed outcome measures and their specific metrics
  - Using the data that you already collect to their full potential
- The table on page 100 provides selected examples of how peer responses we worked with during Stage 2 of the W3 Project enhanced existing data collection tools
- The table on page 101 provides selected examples of new tools that peer responses have developed

From the toolkit

- MEL assessment tool (toolkit p26):
  - Go through each item in the 'Where we get (or could) get this information' column and fill out the 'Action/comments' column
  - See page 48 of the toolkit for a completed example of the tool
- Examples of tools that peer-led responses have developed to close gaps in their data collection:
  - Peer facilitator reflection tool (toolkit p88)
  - Peer insight tool (toolkit p92)
  - Staff meeting agenda and minutes template (toolkit p94)

For each indicator and specific metric, go through each of the internal and external sources of information that you identified in Objective 2.2 and ask:



Examples of how peer-led responses adapted their existing data collection processes to help them collect W3 Framework–informed data

Tool	Adaptations	How this helps
• Meeting Minutes	• Minute takers annotate meeting minutes to highlight when discussions relevant to the W3 Functions arise, for example with: - EN for engagement - AL for alignment - AD for adaptation - IC for community influence - IP for health sector and policy environment influence	• Makes it possible to perform a search across multiple files for information about the W3 Functions • Facilitates easy compilation of information by W3 Function • Keeps the W3 Functions at the forefront of people's minds • Promotes a culture of recognising, acknowledging, and documenting peer insights
• Participant feedback tools	• Items are included that measure the quality of peer-to-peer interactions, for example: - 'The discussions allow me to talk about my experiences' - 'I've been able to get or share some practical ideas and solutions for problems'	• A strength of peer-led programs is providing people the opportunity to interact and engage with peers in a meaningful way • Adding questions like this can tap into whether participants have felt: - Comfortable and safe sharing their experiences - As though sharing their experiences added value - That they gained value from the experiences shared by others • This helps evaluate engagement quality

Examples of new tools developed by peer-led responses to help them collect W3 Framework–informed data

Tool	Description	How this helps
• Peer facilitator reflection tool (toolkit p88)	• Facilitators complete tool at the end of peer-led educational and other workshops • Can be adapted for use in workshops delivered to community members or to mainstream health workers	• Captures insights from peer workers on such things as: - The quality of interactions in the workshop - Shifts in participant mood and attitudes - Topics of conversation that came up • This helps the peer response: - Understand whether the workshops are meeting participant needs - Identify trends (for example, if a new topic of conversation is starting to come up repeatedly) - Identify if peer facilitators require additional support in their work - Evaluate the quality of engagement or alignment - Make informed decisions about adaptation
• Peer insight tool (toolkit p92)	• Tool that captures peer insights from staff meeting discussions	• Can be used to inform senior management, staff, and sector partners of emerging trends and issues • Helps inform adaptation • Regularly collected information can help peer responses take appropriate and swift actions in response to critical issues • Compiled data can help annual planning

Activity 2.3.2 Develop an action plan to close gaps in your current data collection processes

About this activity

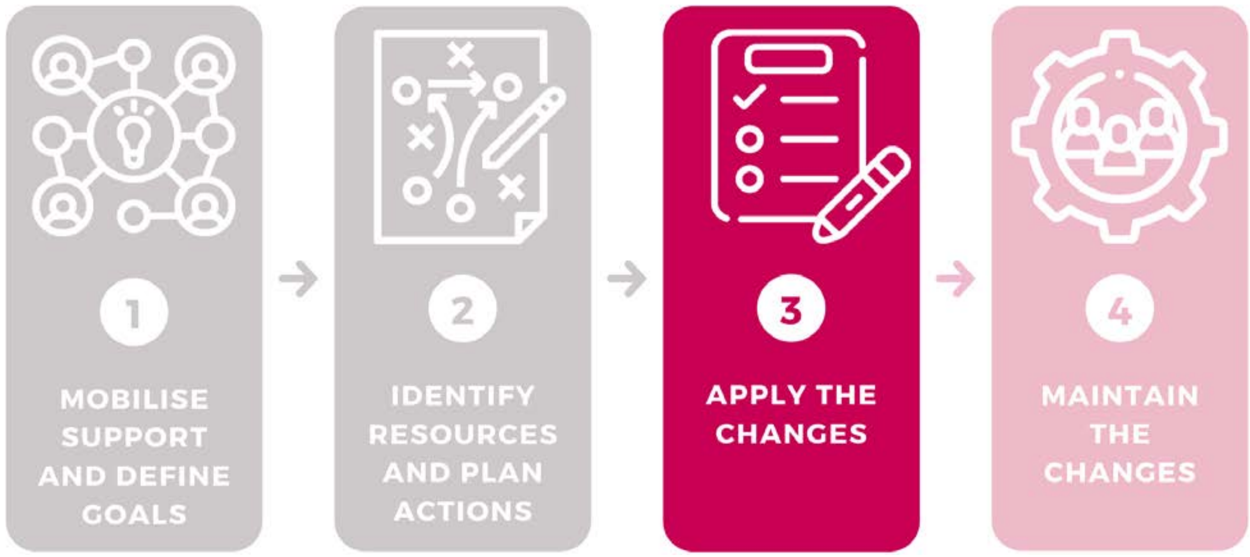
- This activity is about consolidating everything you discussed in Activity 2.3.1 into a concise action plan
- You will use this plan to help you complete Stage 3
- If you completed Activity 2.3.1 as suggested, you will have a list:
  - Of information sources along with a list of necessary actions
  - With instances where the same information source is listed against multiple indicators or specific metrics (sometimes with actions and sometimes without)
- In this activity, you will swap this around so that:
  - Each information source is mentioned only once
  - All of the necessary actions related to that information source are together
- The table on the next page provides some information to help you use the tool provided

From the toolkit

- Data collection processes development plan (toolkit p28):
  - Use this tool to help you complete this activity

Using the Data Collection Processes Development Plan

Column in template	How to use this column
• Data collection tool	• Name the data collection tool • Create a new row for each tool • Make sure you include every current tool and every tool you intend to develop
• Indicator (specific metric)	• Specify which indicator (and specific metric) this tool will collect data about
• Intended use	• Specify where and when you will use this tool. For example: - At educational workshops for community members (where) - Before and after the workshop (when)
• Information collection and analysis	• Specify how you think you will collect, store, and analyse your information (how you will use this information so it tells you something useful) • This is just to prompt you to consider the practicalities of collecting and using this information • You do not need to go into too much detail, for example: - Paper and/or online surveys (how collected) - Excel spreadsheet (how stored) - Comparing pre-workshop and post-workshop data (how analysed)
• Action	• Choose from the options in the table: - This tool already exists and is ready to go in its current form - This tool exists but needs to be modified (describe modifications that need to be made) - This is a new tool that needs to be developed - The more detail you can include about modifications that need to be made or new data collection tools, the more useful this action plan will be



Stage 3 Apply the changes

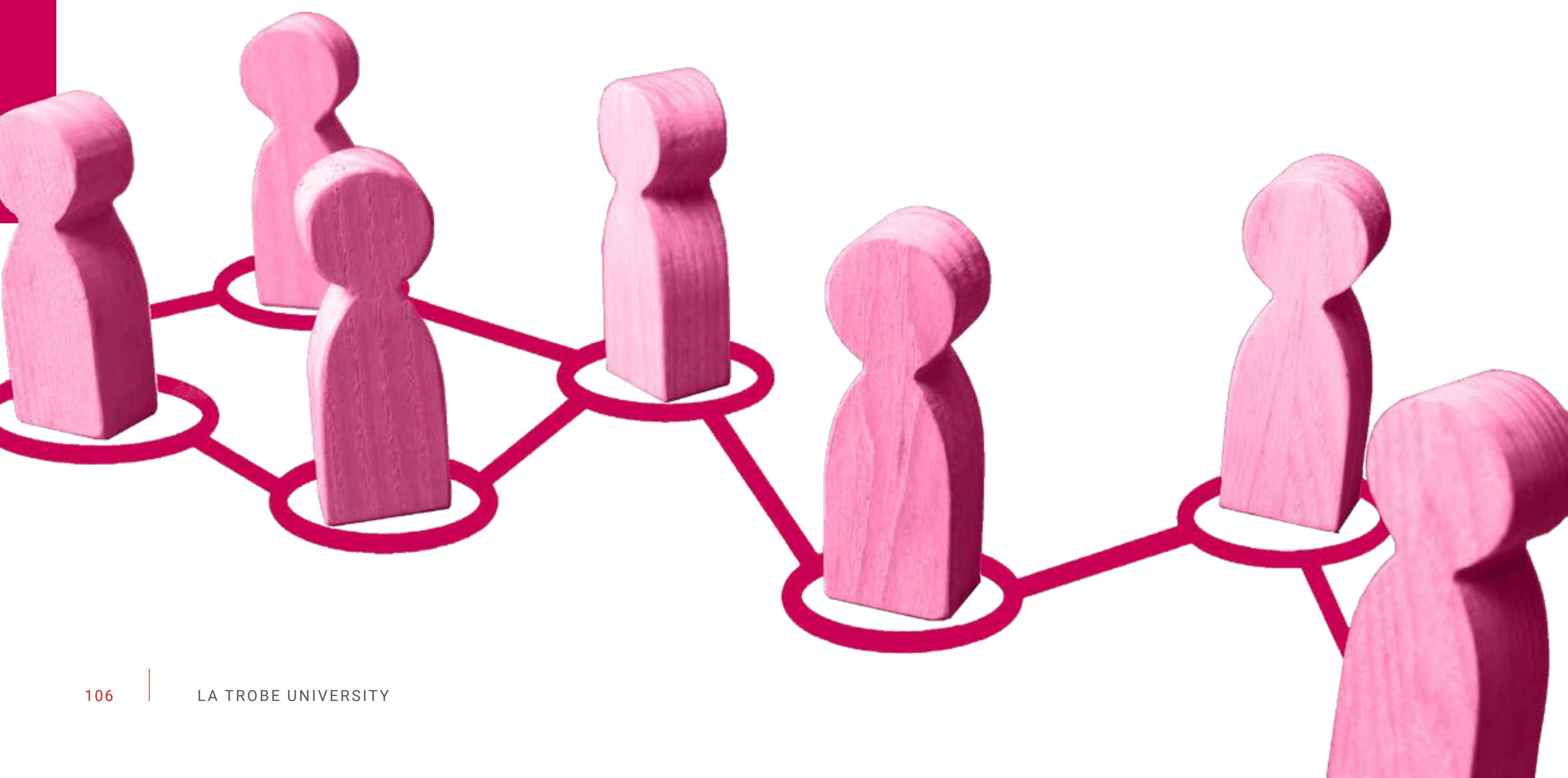
The overall purpose of this stage is to:

- Implement the action plan you developed during Stage 2
- Ensure that staff understand and can apply the changes in the context of their work

Objective	What do you want to achieve?	Why is this important?
3.1 Develop processes for collecting W3 Framework–informed data *See page 108*	• A streamlined set of data collection processes that: - Collects all the information your peer response needs for regular reporting - Covers all of the W3 Functions	• This will support you to: - Make data collection easier for staff and clients - Demonstrate your impact and value to your stakeholders - Understand where you can make improvements to your work
3.2 Develop a system to manage your W3 Framework–informed data *See page 122*	• Systems, tools, and processes required to easily enter, store, analyse, and use your data	• This will support you to: - Make analysing and reporting on data easier - Generate meaningful information from your data - Easily access the information you need when you need it
3.3 Build staff capacity to collect and manage your W3 Framework–informed data *See page 132*	• Build staff ability and confidence to: - Understand the changes - Use the new tools - Understand the new data - Make suggestions to improve data collection processes	• This will: - Support staff to feel comfortable with the new processes - Promote enthusiasm among staff for the new processes - Increase the likelihood of successful adoption of the new processes - Decrease the risk of improperly collected or handled data

Working through Stage 3

- The best way for you to complete the activities in Stage 3 is going to be highly dependent on your specific needs and the outcomes of your work through Stages 1 and 2
- Therefore, instead of providing specific instructions or guidance on how best to complete the activities, we provide:
  - Links to external resources that provide relevant tips and guidance that may be helpful
  - Examples of work that other peer responses have done while applying the W3 Framework to their work
- It may make sense to work on all three of the objectives at the same time
- Working on Objectives 3.1 and 3.2 at the same time can make it easier for you to develop tools and processes that work well together, for example:
  - Data collection tools and processes that provide sufficient data or data points for easy and meaningful analysis
  - Data storage systems (databases) that can store (and facilitate analysis of) data from across multiple tools
- If you involve the right people in Objectives 3.1 and 3.2, you will begin to achieve Objective 3.3 (building staff capacity)
  - For example, piloting your tools (part of Objective 3.1) provides an opportunity for staff to practise using them.



Key actors in Stage 3

The same key actors from Stage 2

The same people and reasons apply to this stage as in Stage 2 (p69).

All staff who will be involved in using the tools

This includes staff involved in:

- Data collection, entry, and analysis
- Reporting on the results of analysis

They will have valuable insights about what kinds of data collection tools:

- Are easy and appropriate to use with clients
- Lend themselves to easy data entry and storage
- Provide data that can be analysed easily
- Provide data that generate useful, meaningful information

They can also provide valuable guidance about their training needs and how best to meet them.

Front-of house peer workers and peer workers involved in direct service delivery

They have the most frequent direct contact with your clients and they, themselves, are peers. This makes them an ideal group of people with whom to pilot and test your tools before using them with clients.

Clients

If appropriate and feasible, it is a good idea to pilot your new tools with clients. This gives you an opportunity to make sure that:

- The tools work as expected
- Clients find them appropriate and easy to understand
- Clients do not find them invasive or burdensome

3.1 Develop processes for collecting W3 Framework–informed data

3.2 Develop a system to manage your W3 Framework–informed data

3.3 Build staff capacity to collect and manage your W3 Framework–informed data

Objective 3.1 Develop processes for collecting W3 Framework–informed data

- Develop a streamlined set of data collection processes that:
  - Collects all the information your peer response needs for regular reporting
  - Covers all the W3 Functions

What do you want to achieve?

- This will support you to:
  - Make data collection easier for staff and clients
  - Demonstrate your impact and value to your stakeholders
  - Understand where you can make improvements to your work

Why is this important?

- The activities in this objective are about enacting the Data Collection Processes Development Plan that you developed in Stage 2
- Adapting and creating W3 Framework–informed data collection tools will most likely:
  - Take some time
  - Be an ongoing, iterative process
- Do not expect to get your tools perfect on the first go:
  - Peer responses that have already been through this process went through a few versions before they were satisfied that they had refined tools that worked for them
  - As your peer response adapts to changes, the tools will also need to evolve and adapt
  - Encourage and act upon recommendations from peers about changes and adaptations
- Your data collection tools are the backbone of your monitoring, evaluation, and learning processes
- Tools need to balance usability and functionality by being:
  - Simple enough for staff to use easily
  - Short enough that clients and consumers won't become overburdened
  - Detailed enough that the information you gain is of value
- Where possible, try to identify and use validated measures that were developed with and for your community to help you:
  - Ensure that the data you collect are true and meaningful
  - Compare your data with state or national data
  - Align your data collection with measures already being used within the sector
  - For example, the PozQoL Scale for measuring quality of life among PLHIV is used by Australian PLHIV organisations to evaluate their programs and is also used in the HIV Futures study, which informs the Australian National HIV Strategy
- Where possible, try to develop new program tools:
  - That can be adapted for used across multiple different programs
  - With organisation-level indicators in mind
  - This will help collate and use data from across programs at an organisation level

General information and tips

Activity 3.1.1 Make adaptations to existing data collection processes (p112)

Activity 3.1.2 Develop new data collection processes (p118)

Activity 3.1.3 Pilot your new and adapted data collection processes (p120)

Suggested activities

- W3 Framework application tools:
  - MEL data collection plan (toolkit p30)
  - Administration plan for data collection tools (toolkit p34)
- Worked examples:
  - MEL data collection plan (program-level application) (toolkit p53)
  - Administration plan for data collection tools (organisation-level application) (toolkit p58)
- Final output examples:
  - Peer facilitator reflection tool (toolkit p88)
  - Peer insight tool (toolkit p92)
  - Staff meeting agenda and minutes template (toolkit p94)

From the toolkit

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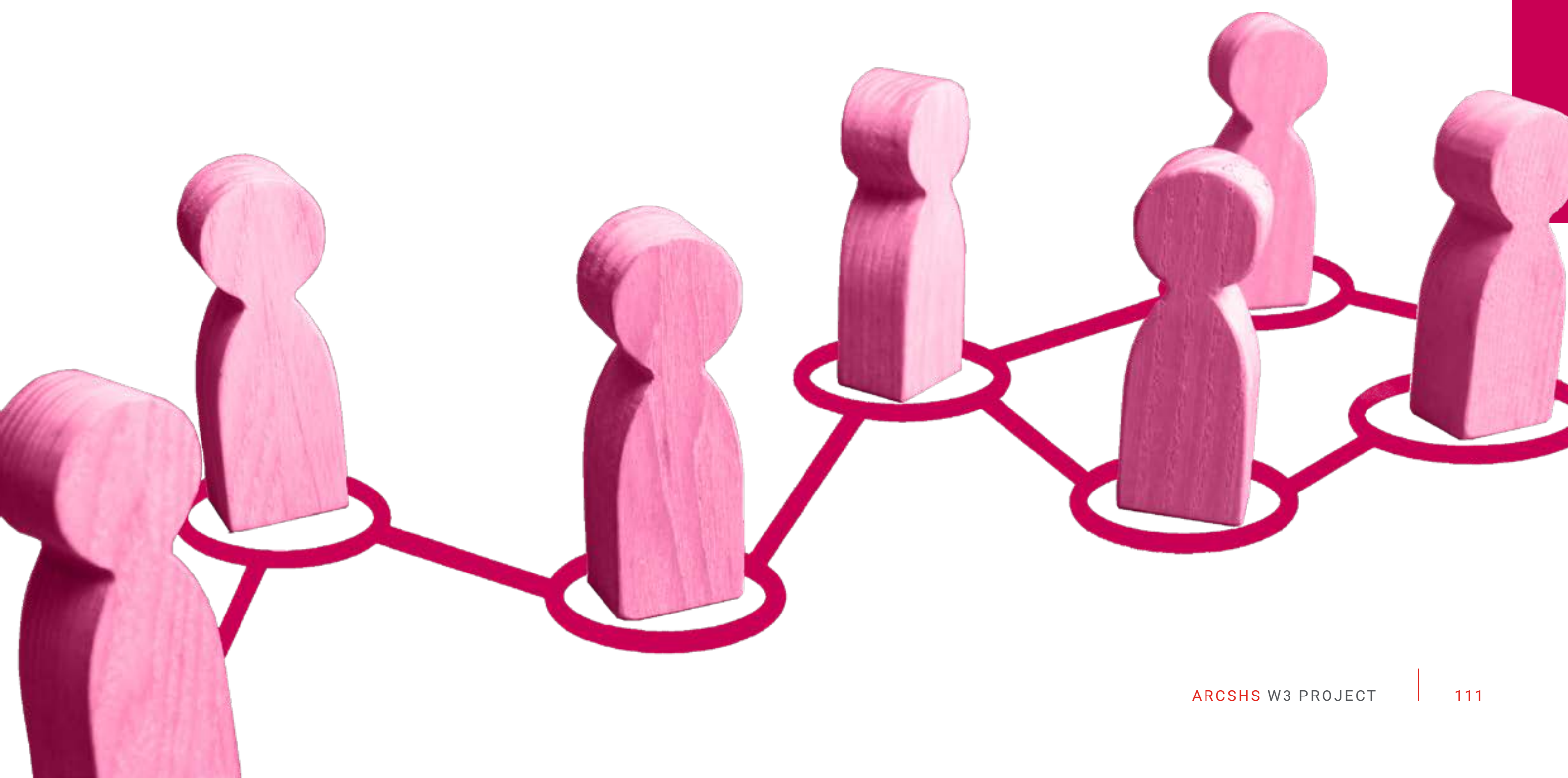

Activity 3.1.1 Make adaptations to existing data collection processes

About this activity

- This activity is about adapting and enhancing your existing tools
- We recommend starting by adapting existing tools because it may:
    - Be an easier starting point than building new tools from scratch
    - Provide some practice for people without prior experience developing data collection tools
- If you used the 'Data collection processes development plan' in Activity 2.3.2:
    - Go through the data collection tools marked 'This process or tool exists but needs to be modified'
    - Make the described modifications
- The table on the next page lists some resources that might help you adapt and develop data collection tools in this activity and Activity 3.1.2

From the toolkit

- MEL data collection plan (toolkit p30):
    - This tool can help you organise and keep track of your tailored outcome measures and which data collection processes gather information about them
    - See page 53 of the toolkit for a completed example of the tool
- Administration plan for data collection tools (toolkit p34):
    - Maintain a list of your final tools and processes with this tool
    - This tool can help you help organise and keep track of what tools and processes you have, and how you plan to use them
    - See page 58 of the toolkit for a completed example of the tool

Recommended resources to help you adapt and develop data collection tools in Activities 3.1.1 and 3.1.2

Source	Resource	Description
• My-Peer Toolkit (MyPeer.org.au)[1]	• 'Data collection methods'[2]	• Provides descriptions and links to further resources about common data collection methods for evaluation: - Qualitative and quantitative methods - Mixed methods - Surveys - Interviews - Focus groups - Documentation - Triangulation
	• 'Creative strategies'[3]	• Provides descriptions and links to further resources about creative strategies that can be used for evaluation, including: - Photographs - Group discussions using card procedures - Simulation - Social network mapping - Role-plays - Scenarios - Collage - Digital storytelling and vox pop - Dance and drama - Sculpture

1. The My-Peer Toolkit was developed by the Western Australian Centre for Health Promotion Research at Curtin University in Perth, Western Australia. The toolkit contains information for practitioners who are either interested in starting a peer-based youth program or are currently running one and would like ideas and support to improve its implementation and evaluation.
2. https://mypeer.org.au/monitoring-evaluation/data collection-methods/
3. https://mypeer.org.au/monitoring-evaluation/data collection-methods/creative-strategies/

Recommended resources to help you adapt and develop data collection tools in Activities 3.1.1 and 3.1.2 (continued)

Source	Resource	Description
• BetterEvaluation (BetterEvaluation.org)[4]	• 'Collect and/or retrieve data'[5]	• Provides information with links to further resources on ways to collect and/or retrieve data about activities, results, contexts, and other factors: - Information from individuals - Information from groups - Observation - Physical measurements - Reviewing existing records and data
• Centre for Social Impact (csi.edu.au)[6]	• *Roadmap to social impact*[7]	• Section 6 (pp27-31) is about data collection and monitoring, and provides information about: - Quantitative data designs - Surveys - Administrative data - Secondary data - Qualitative methods designs - Interviews - Focus groups - Case studies - Mixed or multiple methods - Responsibility for data collection and monitoring - Ethics and politics of data collection and outcomes measurement

4. BetterEvaluation is a not-for-profit organisation and registered charity that operates globally. Its mission is to work collaboratively with the global community to create, share, and support use of knowledge about how to better plan, manage, conduct, and use evaluation.
5. https://www.betterevaluation.org/en/rainbow_framework/describe/collect_retrieve_data
6. The Centre for Social Impact is a collaboration of four universities: UNSW Sydney, Swinburne University of Technology, the University of Western Australia, and Flinders University. Its purpose is to catalyse positive social change to help enable others to achieve social impact.
7. *Roadmap to social impact* is a step-by-step guide to planning, measuring, and communicating social impact. https://www.csi.edu.au/media/uploads/csi_roadmap_to_social_impact.pdf

Recommended resources to help you adapt and develop data collection tools in Activities 3.1.1 and 3.1.2 (continued)

Source	Resource	Description
• Our Community (OurCommunity.com.au)[8]	• *Measuring what matters: An introduction to project evaluation for not-for-profits*	• The first sections in the chapter on 'Gathering the data' (pp27-30) provide information about: - Quantitative data - Qualitative data - Milestones (baseline, input, output, and endpoint measurement) - Data collection tools (interviews, focus groups, and surveys)
• tools4dev (tools4dev.org)[9]	• 'How to write awesome survey questions – Part 1'[10]	• Explains how to write clear, concise survey questions to collect accurate data. • It is relevant for: - Basic quantitative surveys such as feedback forms, needs assessments, and simple baseline and end-line surveys - Written surveys completed by individuals who are literate
	• 'How to write awesome survey questions – Part 2'[11]	• Explains how to write answers for people to choose from in a way that improves accuracy and reduces bias. • It is relevant for the following types of survey answers: - Numerical - Multiple choice - Scales

8. Our Community creates and disseminates practical, affordable training, leadership, and technological solutions for not-for-profit and grant-making organisations.
9. tools4dev provides templates, reviews, and how-to guides for international development professionals and aid workers. Although its target audience is international development and aid workers, a lot of the information on the site can be applied more broadly.
10. https://tools4dev.org/resources/how-to-write-awesome-survey-questions-part-1/
11. https://tools4dev.org/resources/how-to-write-awesome-survey-questions-part-2/

Recommended resources to help you adapt and develop data collection tools in Activities 3.1.1 and 3.1.2 (continued)

Source	Resource	Description
• (tools4dev continued)	• 'How to design survey forms for quick data entry'[12]	• Explains how to design survey forms that: - Make the data entry process as easy and quick as possible - Can improve the accuracy of data entry - Can save time (and money, if you're paying other people to enter data)
	• 'How to do great semi-structured interviews'[13]	• Explains how to plan and conduct semi-structured interviews: - Of program stakeholders (such as participants, staff, community leaders, and government officials) - To collect information on people's ideas, opinions, or experiences - As part of an internal needs assessment or program evaluation
	• '5 ways to measure qualitative results'[14]	• Provides information on how to measure impacts that can't be counted (such as empowerment, confidence, and improved capacity)

12. https://tools4dev.org/resources/how-to-design-surveys-and-forms-for-quick-data-entry/
13. https://tools4dev.org/resources/how-to-do-great-semi-structured-interviews/
14. https://tools4dev.org/resources/5-ways-to-measure-qualitative-results/

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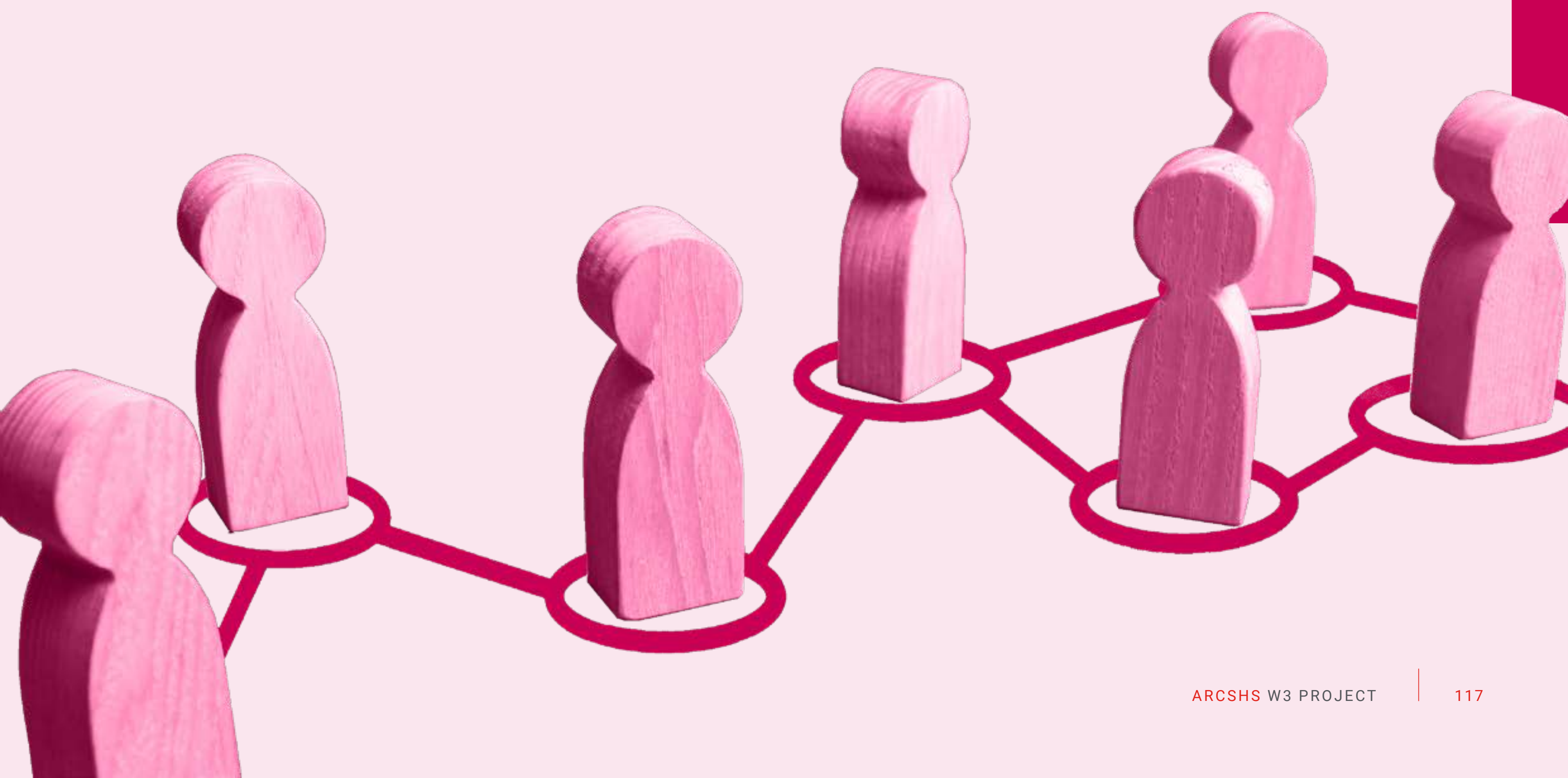

Activity 3.1.2 Develop new data collection processes

About this activity

- This activity is about closing gaps in your data collection tools by developing new tools to collect data that your existing tools do not collect
- If you used the 'Data collection processes development plan' in Activity 2.3.2:
  - Go through the data collection tools marked 'This is a new process or tool that needs to be developed'
  - Develop the tools
- The best types of tools to develop and the way you develop them will depend entirely on:
  - What kind of information you need
  - Where, when, and whom you want to collect it from
  - How often you need to collect it
  - What you want to do with it
- The resources listed in the table starting on page 113 might help you:
  - Choose what kind of tool(s) to create
  - Determine the best way to go about designing them.

From the toolkit

- Administration plan for data collection tools (toolkit p34):
  - Maintain a list of your final tools and processes with this tool
  - This can help you organise and keep track of what data collection tools and processes you have, and how you plan to use them
  - See page 58 of the toolkit for a completed example of the tool
- Examples of tools that peer-led responses have developed to close gaps in their data collection:
  - Peer facilitator reflection tool (toolkit p88)
  - Peer insight tool (toolkit p92)
  - Staff meeting agenda and minutes template (toolkit p94)

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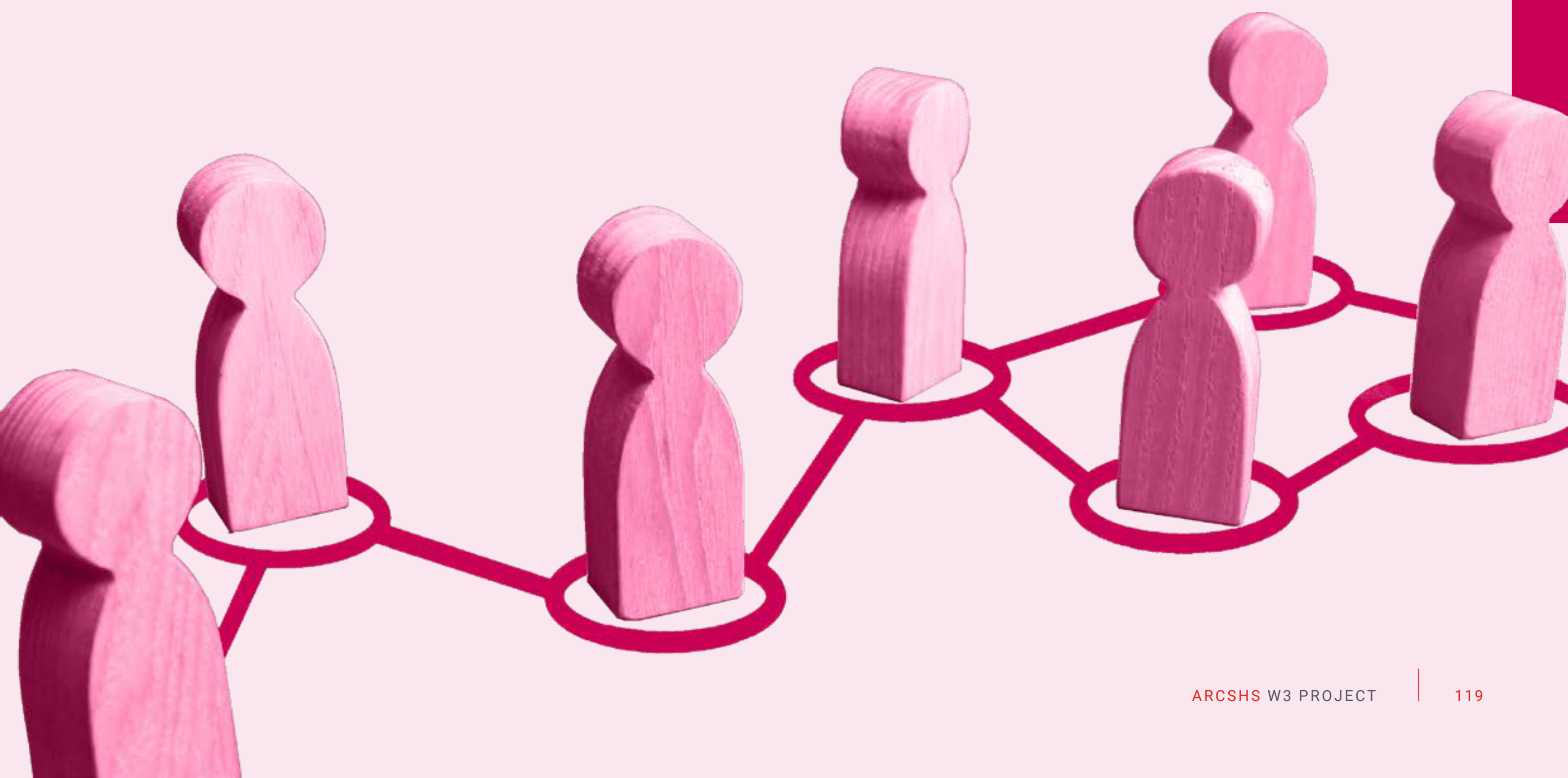

Activity 3.1.3 Pilot your new and adapted data collection processes

About this activity

- This activity is about ensuring that your tools do what you want them to do without:
  - Impacting negatively on the people who will be using them to collect or provide data
  - Changing the way the program is run
  - Impacting negatively on the peer interactions and relationships
- You should pilot your new and adapted tools before you start using them for data collection and evaluations
- For forms and other tools that will be completed by clients, we recommend piloting them on peer workers first and then on a small group of clients
  - Only pilot your tools with clients if it is appropriate to do so
- The table on the next page lists some resources that might help you with piloting your tools

From the toolkit

- There are no corresponding tools or examples for this activity

Recommended resources to help you with piloting your tools

Source	Resource	Description
• Centre for Social Impact (csi.edu.au)	• *Roadmap to social impact*[1]	• Page 31 includes an information box about 'Piloting: why, when, how many?'
• tools4dev (tools4dev.org)	• 'How to pretest and pilot a survey questionnaire'[2]	• Explains how to conduct basic pre-testing and piloting for a survey • You could apply a lot of the information here to piloting other types of data collection tools
• Qualtrics (qualtrics.com)[3]	• '7 ways to pretest your survey before you send it'[4]	• Explains: - What a survey pre-test is - Why you should pre-test your survey - How to prepare for a survey pre-test (including deciding what to focus on) • Describes survey testing methods, including: - Respondent debriefing - Cognitive interviewing - Expert evaluation - Focus groups - Experiments - Pilot surveys - Data analysis - Acting on what you learn

1. *Roadmap to social impact* is a step-by-step guide to planning, measuring, and communicating social impact. https://www.csi.edu.au/media/uploads/csi_roadmap_to_social_impact.pdf
2. https://tools4dev.org/resources/how-to-pretest-and-pilot-a-survey-questionnaire/
3. Qualtrics is a technology company that offers software to help businesses improve customer and employee experiences. Although its information is aimed at a corporate audience, the information can be applied more broadly.
4. https://www.qualtrics.com/blog/6-ways-to-pretest-your-survey-before-you-send-it/

3

APPLY THE CHANGES

3.1 Develop processes for collecting W3 Framework–informed data

3.2 Develop a system to manage your W3 Framework–informed data

3.3 Build staff capacity to collect and manage your W3 Framework–informed data

Objective 3.2 Develop a system to manage your W3 Framework–informed data

- Develop the systems, tools, and processes required to easily enter, store, analyse, and use your data
- Understand how you are going to analyse and report on your data

What do you want to achieve?

- This will support you to:
  - Make analysing and reporting on data easier
  - Generate meaningful information from your data
  - Easily access the information you need when you need it

Why is this important?

- The activities and information in this objective are designed to help you create ways of managing your data that work for your peer response
- The way you store, analyse, and report on your data will depend on:
  - What kind of data they are
  - How complex your data are
  - Why you are collecting them
  - What you want to do with them
- Adapting and creating data management processes will:
  - Take time
  - Be an ongoing, iterative process
  - Need to occur alongside and keep up with the development and adaptation of your data collection tools
- As you develop your processes:
  - Think about anything you know or expect you may need in the future (even if you don't need it right now)
  - Design your systems in a way that will let you expand them in the future without needing to re-create them
- If you are applying the W3 Framework at an organisational level, ensure you can easily collate and compare data from across different programs or areas of your peer response
- If you are applying the W3 Framework at a program level, consider whether you want (or will want in the future) to be able to collate and compare data from across other programs in your organisation

General information and tips

Activity 3.2.1 Adapt your data management processes to manage your W3 Framework–informed data (p124)

Activity 3.2.2 Develop a data analysis plan for your W3 Framework–informed data (p126)

Activity 3.2.3 Understand how you will use your analysed data (p130)

Suggested activities

This objective has no corresponding tools or examples

From the toolkit

Activity 3.2.1 Adapt your data management processes to manage your W3 Framework–informed data

About this activity

- This activity is about making sure that you can:
  - Store your data safely and securely in a way that protects client privacy
  - Easily access your data when you need to
  - Effectively use all the data you collect
  - Generate meaningful information from your data
- How you do this will depend entirely on:
  - Your existing data management processes
  - The kind and volume of data you collect
  - How you want to use them going forward
- The table on the next page provides a list of resources about how to manage your data

From the toolkit

- There are no corresponding tools or examples for this activity

Recommended resources to help you adapt your data management processes

Source	Resource	Description
• BetterEvaluation (BetterEvaluation.org)	• 'Manage data'[1]	• Information and links to further resources about good data management, including developing processes for: - Consistently collecting and recording data - Storing data securely - Backing up data - Cleaning data - Modifying data so they can be transferred between different types of software for analysis

1. https://www.betterevaluation.org/en/rainbow_framework/describe/manage_data

Activity 3.2.2 Develop a data analysis plan for your W3 Framework–informed data

About this activity

- This activity is about making sure that you can effectively fulfil your responsibility and commitment to your communities to analyse and use the data that you collect
- You are aiming to make sure you can:
  - Effectively analyse your data
  - Generate accurate and meaningful information from your data
- The way you do this will depend entirely on:
  - The kind and volume of data you collect
  - Why you are collecting your data (what exactly do you want to know?)
- We do recommend incorporating a process whereby you 'code' your data to the W3 Functions to help you:
  - Easily search for and analyse all information relating to particular W3 Functions
  - Structure your reports (if you decide to do so based on the W3 Framework)
- The table on the next page provides a list of resources about analysing different types of data and understanding what your analysis is telling you

From the toolkit

- There are no corresponding tools or examples for this activity

Recommended resources to help you develop your data analysis plan

Source	Resource	Description
• BetterEvaluation (BetterEvaluation.org)	• 'Analyse data'[1]	• Explains and provides links to further resources on different ways of analysing data, including: - Quantitative data (numeric analysis) - Qualitative data (textual analysis)
	• 'Combine qualitative and quantitative data'[2]	• Explains and provides links to further resources on how (and why) to use a combination of qualitative and quantitative data
	• 'Visualise data'[3]	• Explains and provides links to further resources on different ways to present your data graphically to help you: - Identify trends and patterns - Bring clarity during analysis
	• 'Understand causes'[4]	• Provides information and links to further resources to help you make sense of what your data actually tell you about what is happening in the real world
	• 'Synthesise'[5]	• Provides information and links to further resources to help you draw data together from different places and develop overall conclusions
• Centre for Social Impact (csi.edu.au)	• *Roadmap to social impact*[6]	• Section 7 (pp32-33) is about analysing impact

1. https://www.betterevaluation.org/en/rainbow_framework/describe/analyse_data
2. https://www.betterevaluation.org/en/rainbow_framework/describe/combining_qualitative_and_quantitative_data
3. https://www.betterevaluation.org/en/rainbow_framework/describe/visualise_data
4. https://www.betterevaluation.org/en/rainbow_framework/understand_causes
5. https://www.betterevaluation.org/en/rainbow_framework/synthesise
6. *Roadmap to social impact* is a step-by-step guide to planning, measuring, and communicating social impact. https://www.csi.edu.au/media/uploads/csi_roadmap_to_social_impact.pdf

Recommended resources to help you develop your data analysis plan (continued)

Source	Resource	Description
• Our Community (OurCommunity.com.au)	• *Measuring what matters: An introduction to project evaluation for not-for-profits*[7]	• The section on 'Listening to the data' (p31) and the chapter on 'Dealing with complexities' (pp32-33) provide some useful tips to help you look out for, avoid, and work with things that can go wrong. • These sections include information about: - Inadequate data - Misinterpreting the data - 'Fiddling' the data - Teaching to the test - Wasting resources

7. https://www.ourcommunity.com.au/files/books/MeasuringWhatMattersBooklet.pdf

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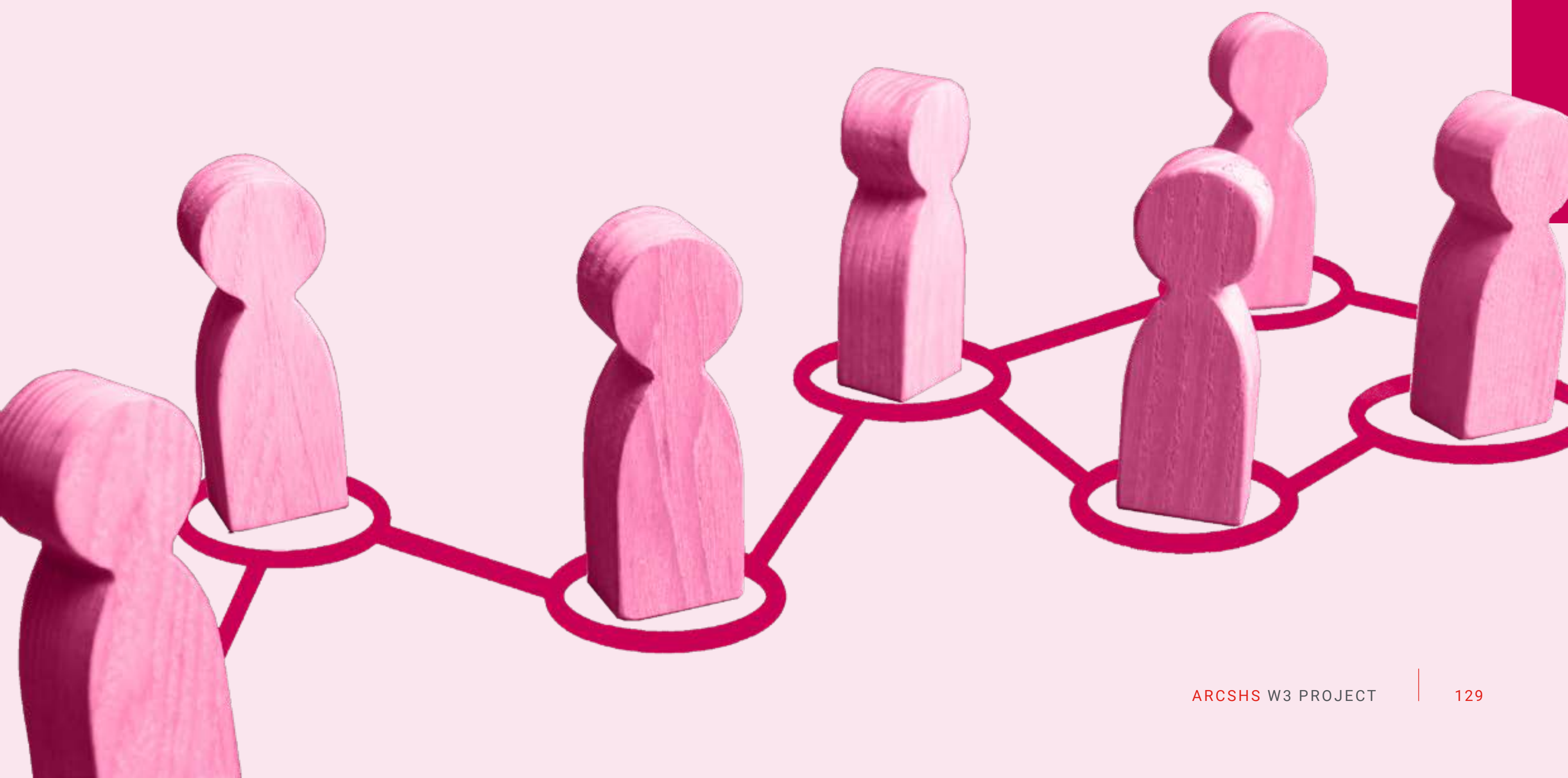

Activity 3.2.3 Understand how you will use your analysed data

About this activity

- This activity is about making sure that you effectively communicate the information you generate from your W3 Framework–informed data in order to:
  - Generate reports based on your findings
  - Use your findings to improve your work
  - Explain to stakeholders what impacts your peer response achieved and how you achieved them
  - Develop strong, evidence-based funding proposals
- The table on the next page has a list of resources about how to effectively use and present your data

From the toolkit

- There are no corresponding tools or examples for this activity

Recommended resources to help you understand how you can use your data

Source	Resource	Description
• BetterEvaluation (BetterEvaluation.org)	• 'Visualise data'[1]	• Explains and provides links to further resources on different ways to present your data graphically to help you communicate your data more clearly
	• 'Report and support use'[2]	• Provides information and links to further resources on how to: - Identify reporting requirements - Develop reporting media - Ensure accessibility - Develop recommendations - Support people to make decision and take action on the basis of findings
• Centre for Social Impact (csi.edu.au)	• *Roadmap to social impact*[3]	• Section 8 (pp34-35) is about communicating impact and implementing change
• Our Community (OurCommunity.com.au)	• *Measuring what matters: An introduction to project evaluation for not-for-profits*[4]	• The chapter on 'The evaluation cycle' (pp34-40) provide some useful tips to help you use the results of your evaluations • Information includes: - Ways to share your lessons - Eight ways to enhance evaluation impact - Sample evaluation reports

1. https://www.betterevaluation.org/en/rainbow_framework/describe/visualise_data
2. https://www.betterevaluation.org/en/rainbow_framework/report_support_use
3. *Roadmap to social impact* is a step-by-step guide to planning, measuring, and communicating social impact. https://www.csi.edu.au/media/uploads/csi_roadmap_to_social_impact.pdf
4. https://www.ourcommunity.com.au/files/books/MeasuringWhatMattersBooklet.pdf

3

APPLY THE CHANGES

3.1 Develop processes for collecting W3 Framework–informed data

3.2 Develop a system to manage your W3 Framework–informed data

3.3 Build staff capacity to collect and manage your W3 Framework–informed data

Objective 3.3 Build staff capacity to collect and manage your W3 Framework–informed data

- Build staff ability and confidence to:
  - Understand the changes
  - Use the new tools
  - Understand the new data
  - Make suggestions to improve data collection processes

What do you want to achieve?

- This will:
  - Support staff to feel comfortable with the new processes
  - Promote enthusiasm among staff for the new processes
  - Increase the likelihood of successful adoption of the new processes
  - Decrease the risk of improperly collected or handled data

Why is this important?

General information and tips

- The activities and information in this objective are designed to help you ensure that staff in your peer response can effectively use the new tools and processes
- Building staff capacity is not a one-off objective but an ongoing need
  - In the first instance, it will help ensure that your changes can be applied effectively
  - On an ongoing basis, it will help maintain staff skills, build their confidence and ability, and allow for constant improvement
- Your priorities for completing this objective will depend on the specific needs and capacities of your staff
- You should involve staff in the development of training to ensure that:
  - The training makes sense to them
  - The training addresses what they need from you to help them feel confident applying the new processes
  - They can continue to provide feedback about how to make the processes better or easier to use

Suggested activities

Activity 3.3.1 Deliver training for staff (p134)

Activity 3.3.2 Allow staff to spend time completing self-guided learning modules during their work hours (p136)

Activity 3.3.3 Allocate time and space for staff to practise their new skills and processes (p140)

From the toolkit

- W3 Framework application tools:
  - MEL data collection plan (toolkit p30)
  - Administration plan for data collection tools (toolkit p34)
- Worked examples:
  - MEL data collection plan (program-level application) (toolkit p53)
  - Administration plan for data collection tools (organisation-level application) (toolkit p58)

Activity 3.3.1 Deliver training for staff

About this activity

- We have not provided any specific advice about how to go about this activity because we believe you will know better than us how best to go about delivering training and capacity building for your staff
- Table 32 provides some staff training priorities we recommend

From the toolkit

- The completed tools can be used when delivering training to help staff understand when, why, and how to use the new data collection processes:
  - MEL data collection plan (toolkit p30)– see page 53 of the toolkit for a completed example of the tool
  - Administration plan for data collection tools (toolkit p34) – see page 58 of the toolkit for a completed example of the tool

Recommended training topics to prioritise when delivering training for staff about the new W3 Framework–informed tools and processes

Priority topic	Who it is for	Why we think this is important
• W3 Framework and Functions	• All staff	• The W3 Framework and Functions are the foundation of the new processes • Understanding the W3 Framework and Functions will help workers better understand the changes and why you made them • This will also help to give your peer response a common 'language' to help you describe your work and its impact
• Your new tools and processes	• All staff	• Even if people are not going to use the tools or processes in their own work, it will promote a sense of cohesion and common understanding if everyone is aware of them
• How to use the new tools and processes	• Relevant staff	• Providing training for staff who will be using the new tools and processes has the dual advantage of providing a space for them to practise with and learn from each other
• Simple data analysis skills	• Relevant staff	• Providing this training can give staff more confidence in their ability to perform simple analysis of the data they collect • Knowing how data are used and analysed may help promote better data collection practices and prevent data entry errors • It can also promote more enthusiasm about data collection and evaluation when staff can see and understand: - How the data they collect are actually used - What the data can tell them about their work

Activity 3.3.2 Allow staff to spend time completing self-guided learning modules during their work hours

About this activity

- This activity is about providing opportunities for people who:
  - Prefer to go through self-guided learning modules at their own pace and at a time when they are in the right headspace
  - Are interested in improving their skills beyond the in-person training you can provide
- The table on the next page provides some different online learning options to consider recommending or providing to staff

From the toolkit

- There are no corresponding tools or examples for this activity

Recommended online resources for self-guided learning

Source	Resource	Description
• Curtin University UniSkills (libguides.library.curtin.edu.au/uniskills)[1] (free access, no account required)	• 'Statistics and probability'[2]	• Provides information to help give you the skills to perform simple statistical analysis on your data, including how to: - Calculate and interpret statistics for categorical data - Calculate and interpret statistics for continuous data - Interpret graphs - Write and interpret Microsoft Excel formulas - Calculate probabilities and create sample spaces to solve probability problems
	• 'Introduction to statistics'[3]	• This is a learning module that provides more in-depth information to help you interpret statistics • This may be helpful if: - You are using published academic research as an information source and need additional support to understand the methods and results - You would like to build your own data analysis skills • It teaches how to interpret and critically evaluate published statistics as well as how to understand and use: - Data and variables - Descriptive statistics - Normal distribution - Inferential statistics

1. UniSkills was created (and is maintained) by Curtin University Library to help students acquire the skills they need to be successful at university. Although the target audience is university students, the information is also useful in other contexts.
2. https://libguides.library.curtin.edu.au/uniskills/numeracy-skills/numeracy-fundamentals/statistics-probability
3. https://libguides.library.curtin.edu.au/uniskills/numeracy-skills/statistics/introduction

Recommended online resources for self-guided learning (continued)

Source	Resource	Description
• Coursera[4]	• Various	• Coursera provides access to a mixture of free and paid courses from universities and other organisations • Paid courses are generally free to 'audit' (this means you can access all the course materials but you are not graded on assignments and will not earn a certificate) • You need to sign up for an account to access the courses
• LinkedIn Learning[5]	• Various	• LinkedIn Learning is not free, and it does require a LinkedIn account - Organisations can purchase subscriptions that provide unlimited access for all staff • Courses range in length from a few minutes to several hours - Longer courses comprise multiple short videos • Users can access 'training paths', which comprise multiple courses on a particular topic and usually: - Progress from beginner-level courses to expert-level courses on a single topic or - Cover a range of related topics in a certain area • All courses and training paths can be completed at the user's own pace

4. Coursera is a global online learning platform that offers anyone, anywhere access to online courses and degrees from world-class universities and companies. https://www.coursera.org/
5. LinkedIn Learning provides access to on-demand, video-based learning courses and modules delivered by experts in the relevant fields. https://www.linkedin.com/learning/

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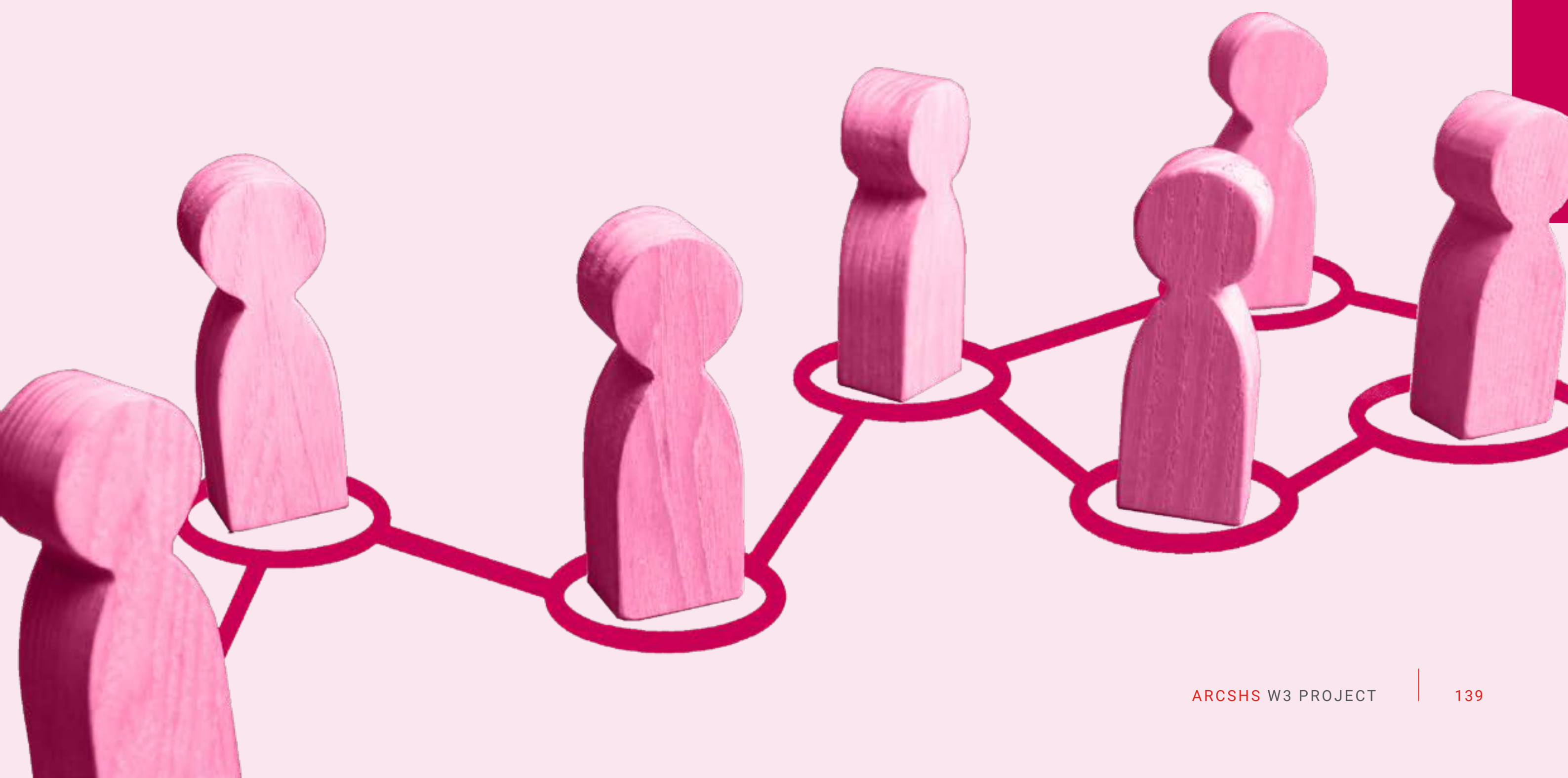

Activity 3.3.3 Allocate time and space for staff to practise their new skills and processes

About this activity

- This activity is about supporting staff to ensure they do not forget what they learn during training if they don't have the chance to use it in their work straightaway
- Some tips for promoting long-term retention of knowledge and skills include:
    - Supporting people to practise their skills
    - Providing a range of various practice activities
    - Distributing practice over extended periods of time

From the toolkit

- There are no corresponding tools or examples for this activity

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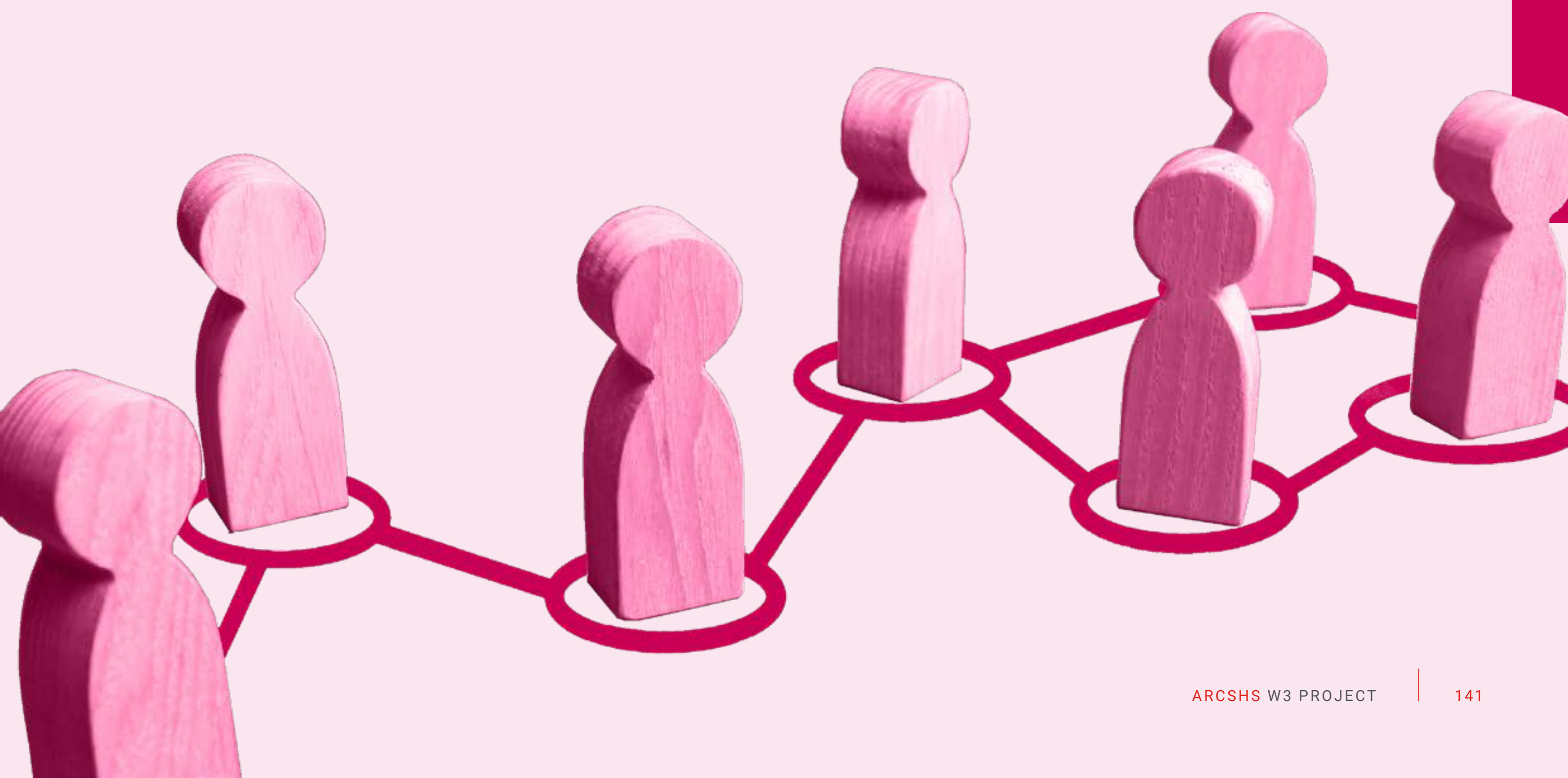
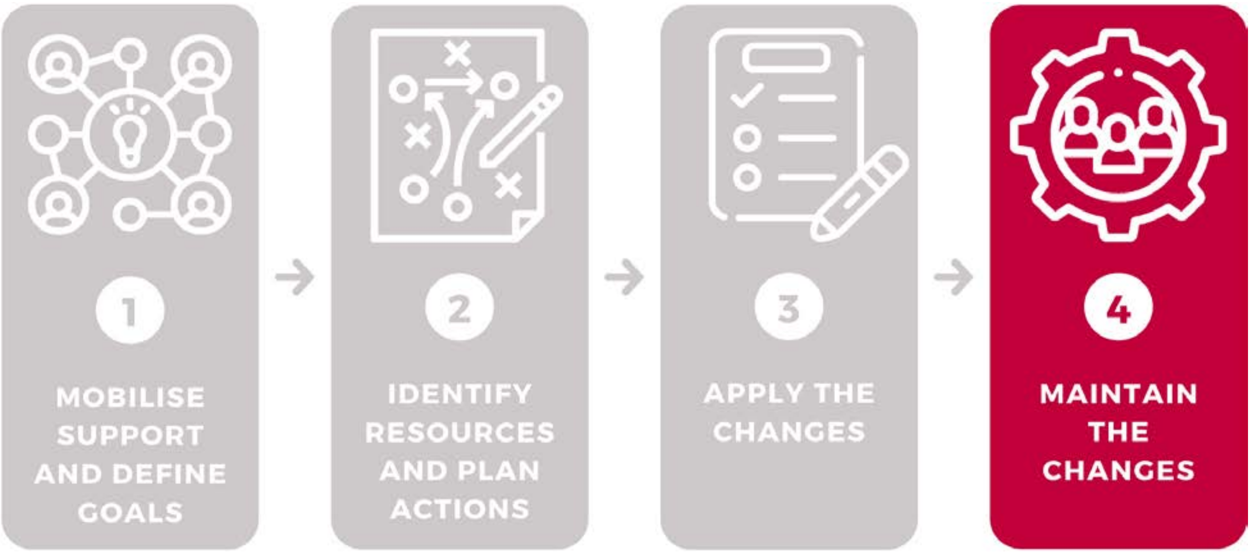




Stage 4 Maintain the changes

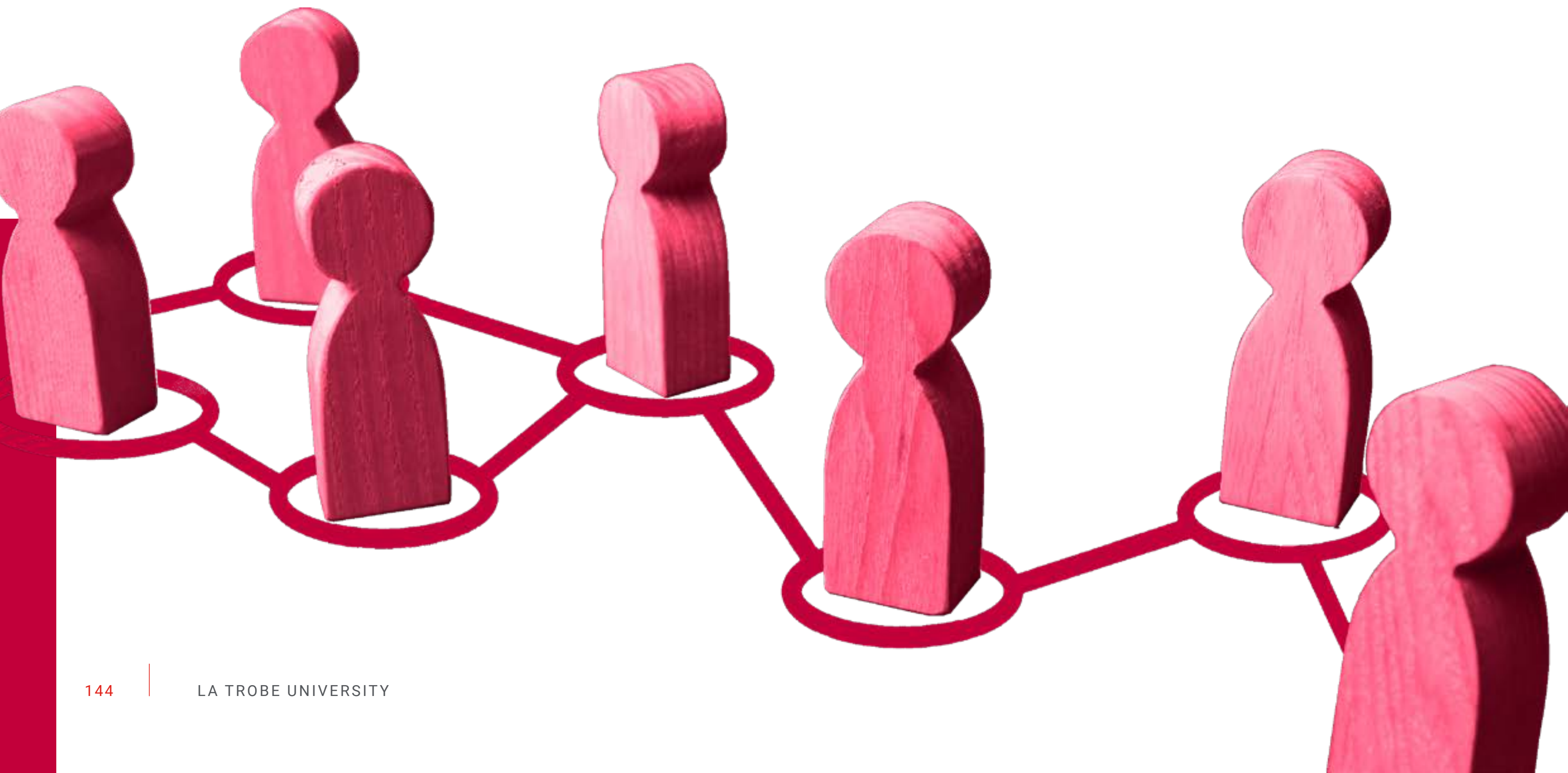
The overall purpose of this stage is to:

- Ensure that all the work you have done throughout the first three stages of this process is successfully maintained into the future
- Ensure that the information generated by your peer response's new processes is used to inform and improve its work
- Maintain staff enthusiasm and support for the new W3 Framework–informed processes

Objective		What do you want to achieve?	Why is this important?
4.1	Embed the W3 Framework into workplace culture *See page 146*	• W3 Framework–informed data collection, management, and analysis are the 'new norm' • Using the 'language' of the W3 Framework to explain and describe your work is second nature within your peer response	• Processes that are embedded and 'normalised' are more likely to be successfully sustained long term
4.2	Foster a culture of W3 Framework–informed information sharing *See page 150*	• Staff, board members, and other stakeholders are kept up to date with what the new W3 Framework–informed data are telling you	• Promote the understanding that applying the W3 Framework to your work is not just a 'one-off' activity but an ongoing process of improving, monitoring, evaluating, learning, and improving • Gives peer workers an opportunity to lend their insights to your data analysis and facilitates timely and effective adaptation • Motivates staff who are involved in data collection by showing them that this work is being used and giving results
4.3	Maintain and continue to build staff capacity *See page 154*	• Staff maintain and continually improve their ability and confidence to: - Understand how the W3 Framework relates to their work - Effectively use the W3 Framework–informed data collection tools - Analyse the W3 Framework–informed data to generate meaningful information - Suggest improvements to data collection processes	• Ensures that your peer response maintains the necessary capacity for continued success • Supports the continued use of peer skill to inform adaptation and improvement in response to changes in the community and/or health sector and policy environment

Working through Stage 4

- As Stage 4 is an ongoing process of maintenance, the objectives should be viewed as ongoing needs rather than as one-off things to achieve
- The best way for you to approach this stage (now and into the future) depends entirely on:
  - Your specific context
  - Your peer response's needs and capacity
  - Staff needs
- Instead of suggested activities in this stage, for each objective we provide recommendations, suggestions, and examples for you to think about



Key actors in Stage 4

Leaders

Leaders are instrumental in embedding processes into culture. For example, they will need to:

- Approve expenditure or other resources for ongoing capacity building
- Approve changes in organisational or programmatic processes made to embed the W3 Framework into workplace culture
- Approve W3 Framework–informed adaptations to the way the peer response works or delivers services
- Model the new W3 Framework 'language' in the way they communicate with the rest of the peer response

Administrators

By 'administrators', we mean any people within your peer response who are responsible for practicalities relevant to the ongoing success of your work throughout this process, such as:

- Adapting the peer response's resources, processes, policies, templates, and so on in order to embed the W3 Framework into workplace culture
- Designing and delivering training (induction and ongoing professional development) related to the W3 Framework and the new W3 Framework–informed processes

Other staff

On an ongoing basis, you should continue to seek input from:

- All staff to understand their ongoing needs
- Peer workers to ensure peer skill continues to guide your work

Clients

Seeking ongoing input from clients will help ensure that the new processes:

- Continue to be acceptable
- Do not cause unexpected stress or 'survey fatigue'

4

MAINTAIN THE CHANGES

4.1 Embed the W3 Framework into workplace culture

4.2 Foster a culture of W3 Framework–informed information sharing

4.3 Maintain and continue to build staff capacity

Objective 4.1 Embed the W3 Framework into workplace culture

- Make W3 Framework–informed data collection, management, and analysis the 'new norm'
- Foster a culture within your peer response whereby using the 'language' of the W3 Framework to explain and describe your work is second nature

What do you want to achieve?

- Processes that are embedded and 'normalised' are more likely to be successfully sustained long term

Why is this important?

- The information in this objective is designed to give you ideas about ways you can embed the W3 Framework within your peer response
- To be successful long term, the way the W3 Framework is applied to your peer response will need to be adaptable to changes in the way your peer response works:
  - Peer responses continually learn, adapt, and change with their communities
  - The signs that you are having positive impact within your communities or the health sector and policy environment can also change
  - As your peer response changes to meet the changing needs of your communities and the wider health sector and policy environment, your indicators and tools need to change to reflect these changes
- Achieving long-term success may involve occasionally repeating the W3 Framework application process (or parts thereof) to ensure continued relevance of your W3 Framework–informed outcome measures and data collection processes

General information and tips

Stage 4 has no suggested activities

Suggested activities

- W3 Framework application tools:
  - MEL data collection plan (toolkit p30)
  - Administration plan for data collection tools (toolkit p34)
- Worked examples:
  - MEL data collection plan (program-level application) (toolkit p53)
  - Administration plan for data collection tools (organisation-level application) (toolkit p58)
- Final output examples:
  - Peer insight tool (toolkit p92)
  - Staff meeting agenda and minutes template (toolkit p94)
  - Including W3 Framework–led KPIs in funding contracts (toolkit p96)

From the toolkit

Recommendations for achieving Objective 4.1

- Basic training about the W3 Framework and your W3 Framework–informed MEL processes should be a standard part of onboarding
- for new staff, volunteers, and board members
- Create guides and how-to documents that help staff understand and use the W3 Framework–informed MEL processes
- Encourage peers to suggest changes and adaptations to your indicators, tools, and processes (and to suggest new ones) – and act upon their recommendations – to ensure that:
  - Peer insights are continually driving adaptation of your W3 Framework–informed MEL processes
  - Your processes stay relevant
  - Your peer workers understand that their insights are important, valued, and acted upon
- Create spaces for regular W3 Framework–related discussion to facilitate continual adaptation and improvement, for example:
  - Hold regular meetings (for example, every 12 months, during annual planning or all-of-staff professional development events) to revisit the W3 Framework application process and address emerging gaps and issues
  - Make W3 Framework–led discussions a standing agenda item on regular team meetings so possible issues can be addressed as they arise
  - Doing both of the above would allow you to make minor changes on a regular basis and bigger changes every year during strategic planning
- Annotate staff meeting minutes and actions with relevant W3 Functions to help find discussions and track progress
- Use the W3 Framework to help structure annual and other reports
- Discuss your W3 Framework–led indicators with your funders and include them in funding contracts and key performance indicators (KPIs)

From the toolkit

- When completed, these tools can be used as part of onboarding for new staff, volunteers, and board members to help them understand the W3 Framework–informed MEL processes:
  - MEL data collection plan (toolkit p30) – see page 53 of the toolkit for a completed example of the tool
  - Administration plan for data collection tools (toolkit p34) – see page 58 of the toolkit for a completed example of the tool
- The following are examples of tools that embed the W3 Framework into processes surrounding meetings that peer staff attend:
  - Peer insight tool (toolkit p92)
  - Staff meeting agenda and minutes template (toolkit p94)
- The following example shows how W3 Framework–led KPIs can be incorporated into funding contracts
  - Including W3 Framework–led KPIs in funding contracts (toolkit p96)

Other examples not in the toolkit

- These two examples show how peer-led organisations have used the W3 Framework to help them present the information they included in their annual reports:
  - Harm Reduction Victoria's annual report for 2019-2020[1]
  - Living Positive Victoria's annual report for 2018-2019[2]

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1. https://www.hrvic.org.au/_files/ugd/ebb8bf_c0a8346188d0451cb59c3093645c5dd1.pdf
2. https://livingpositivevictoria.org.au/wp-content/uploads/2021/05/Annual-Report-2018-2019.pdf

4

MAINTAIN THE CHANGES

4.1 Embed the W3 Framework into workplace culture

4.2 Foster a culture of W3 Framework–informed information sharing

4.3 Maintain and continue to build staff capacity

Objective 4.2 Foster a culture of W3 Framework–informed information sharing

- Ensure staff, board members, and other stakeholders are kept up to date with what the new W3 Framework–informed data are telling you

What do you want to achieve?

- It promotes the understanding that applying the W3 Framework to your work is not just a 'one-off' activity but an ongoing process of improving, monitoring, evaluating, learning, and improving
- It gives peer workers an opportunity to lend their insights to your data analysis and facilitates timely and effective adaptation
- It motivates staff who are involved in data collection by showing them that this work is being used and giving results

Why is this important?

- The information in this objective is designed to give you ideas about ways you can leverage your new processes to improve the way you communicate about your work
- Quite often, staff involved in direct service provision collect a lot of data from clients but never see what happens to the data afterwards – this results in:
  - At best, apathy
  - At worst, resistance towards data collection and evaluation
- Sharing the results of data analysis and keeping staff up to date with what the data they collect is telling you can:
  - Reassure staff that you do actually use the data they collect
  - Show staff that the data they collect generate meaningful information
  - Show staff that the data they collect help inform adaptation and improvement
  - Give staff an opportunity to provide their peer insights to help you understand what the data are showing you
  - Give staff an opportunity to provide their peer insights to help guide adaptations or improvements in response to the data
  - Promote enthusiasm among staff about data collection and evaluation (or at the very least, avoid apathy or resistance)

General information and tips

Stage 4 has no suggested activities

Suggested activities

This objective has no corresponding tools or examples

From the toolkit

Recommendations for achieving Objective 4.2

- Regularly share updates about the results of evaluation (for example, at team meetings)
- Provide space for peer workers to provide their insights, feedback, and recommendations in light of evaluation results
- Ensure that peer workers are encouraged to question results or point out when, based on their real-world observations, results do not feel right.
- Depending on the reasons that the results do not meet expectation, this discussion might provide:
  - Insights into ways you can improve your data collection tools to capture better data (for example, adding some qualitative questions to an otherwise quantitative survey)
  - Insights into ways you can improve your services
  - Learning opportunities for workers around how data are analysed, how results are obtained, and why results do not always match what we think is happening

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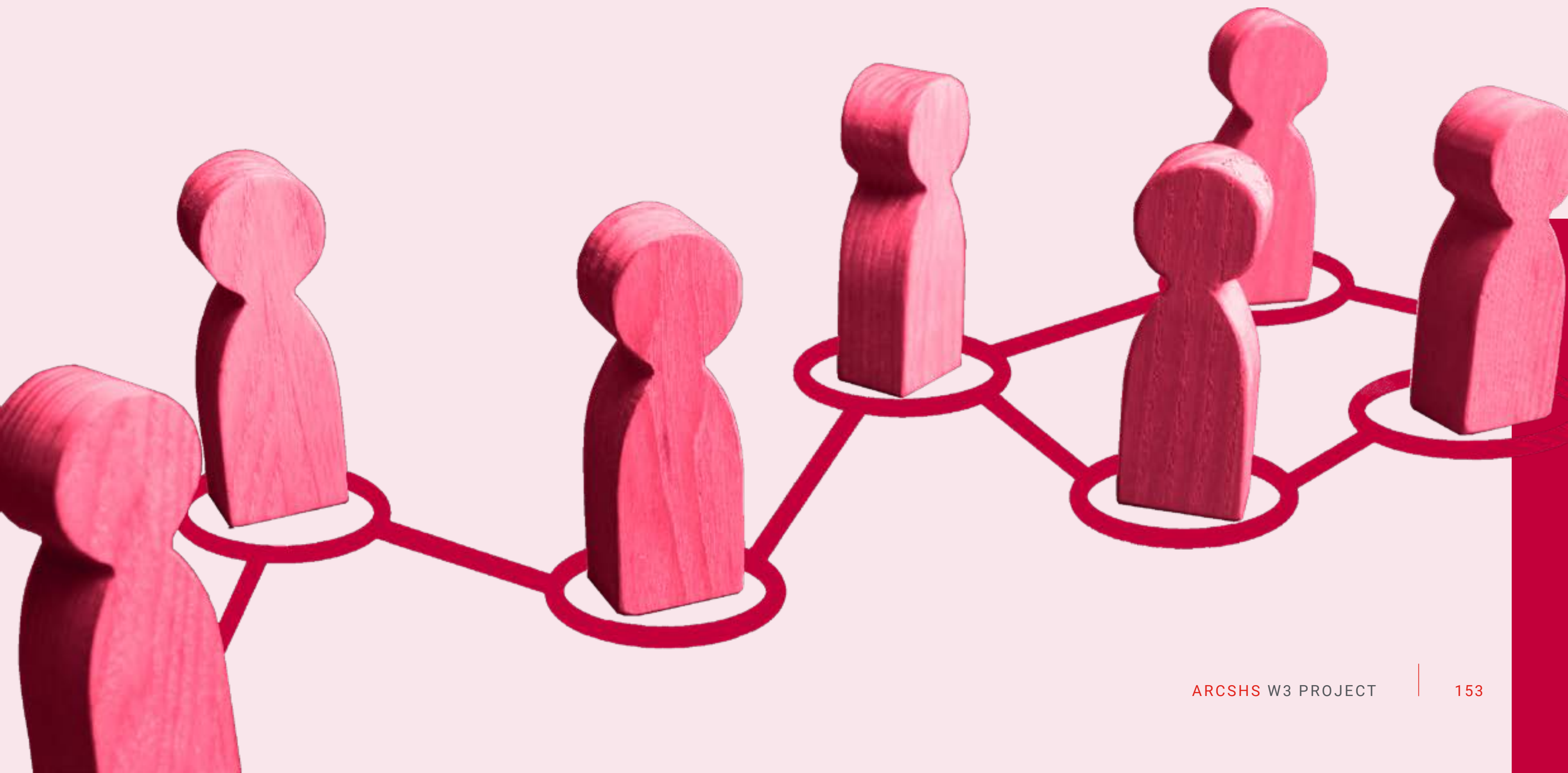

4

MAINTAIN THE CHANGES

4.1 Embed the W3 Framework into workplace culture

4.2 Foster a culture of W3 Framework–informed information sharing

4.3 Maintain and continue to build staff capacity

Objective 4.3 Maintain and continue to build staff capacity

- Enable and encourage staff to maintain and continually improve their ability and confidence to:
  - Understand how the W3 Framework relates to their work
  - Effectively use the W3 Framework–informed data collection tools
  - Analyse the W3 Framework–informed data to generate meaningful information

What do you want to achieve?

- Ensures that your peer response maintains the necessary capacity for continued success
- Supports the continued use of peer skill to inform adaptation and improvement in response to changes in the community and/or health sector and policy environment

Why is this important?

- This objective is a continuation of Objective 3.3 'Build staff capacity to collect and manage your W3 Framework–informed data' (p132)
- As mentioned in Objective 3.3, staff capacity building is not a one-off activity but an ongoing need
- Providing regular, ongoing training and other opportunities for professional development:
  - Allows you to constantly build on what staff already know, further increasing their capacity (and consequently that of your peer response)
  - Builds staff confidence and motivation, and leads to constant improvement – not only for your staff but also for your peer response
- Providing ongoing training or information sessions about how you analyse and report on W3 Framework–informed data will also assist in fostering the culture changes from Objectives 4.1 and 4.2

General information and tips

Stage 4 has no suggested activities

Suggested activities

This objective has no corresponding tools or examples

From the toolkit

Recommendations for achieving Objective 4.3

- Provide refresher training on an ongoing basis to build and maintain staff skills
- Keep asking staff if there is more that they would like to know and understand about the W3 Framework and/or MEL
- The tables of suggested topics and resources from Objective 3 may also be relevant here, in particular:
  - Recommended training topics to prioritise when delivering training for staff about the new W3 Framework–informed tools and processes (p135)
  - Recommended online resources for self-guided learning (p137)

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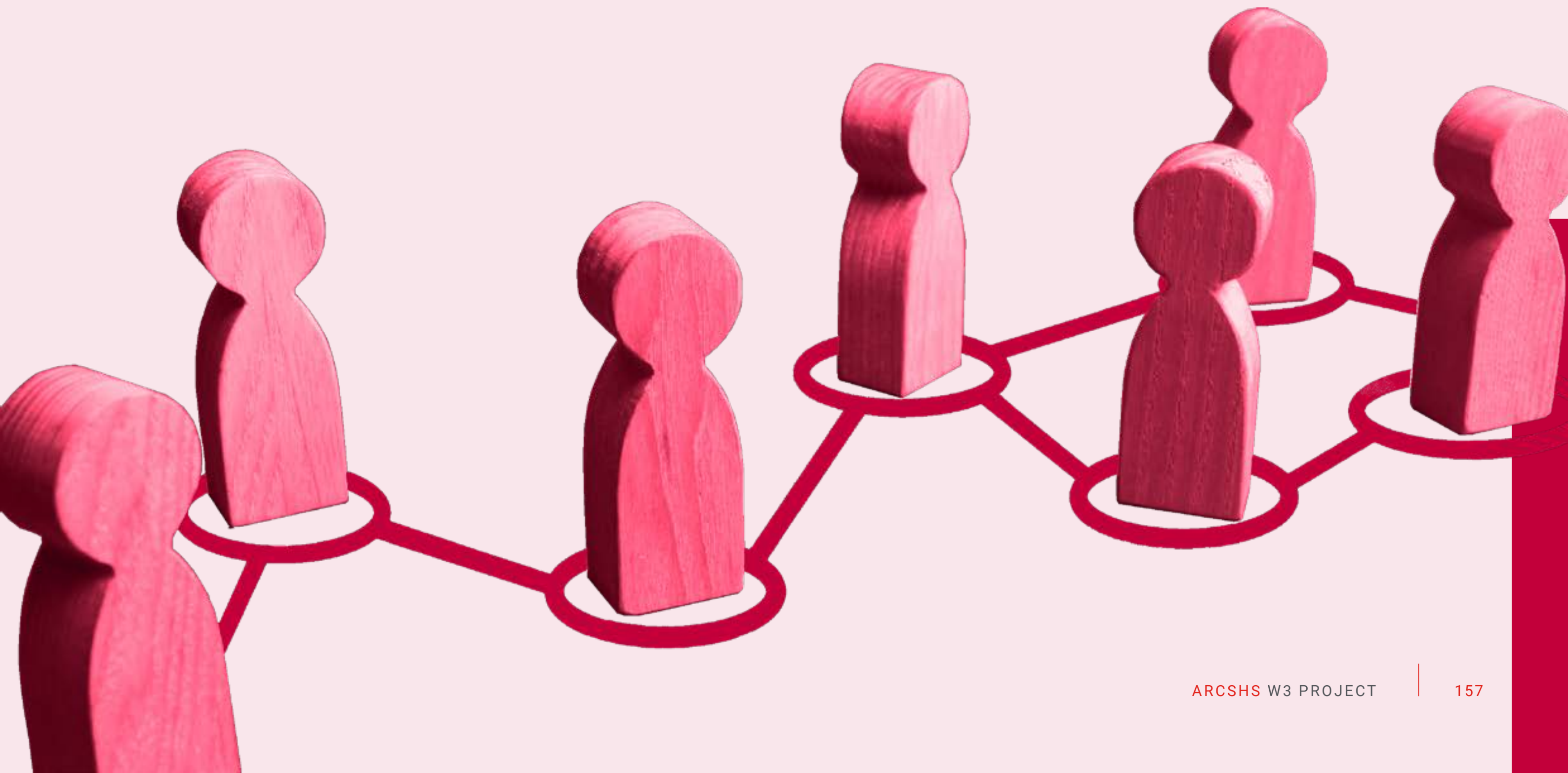

Where to next?

Find Parts 1 and 3 of the W3 Framework Guide on our website.

Visit the W3 Framework website at:
https://w3framework.org

The website has further information about peer work and the W3 Framework, including:

- Updates, resources, and publications from the W3 Project
- Examples and stories from real peer responses using the W3 Framework
- Information on how to get in touch if you would like to help other peer responses by sharing your experiences using the W3 Framework

References

1. Brown G, Reeders D, Cogle A, Madden A, Kim J, O'Donnell D. A systems thinking approach to understanding and demonstrating the role of peer-led programs and leadership in the response to HIV and hepatitis C: findings from the W3 Project. Frontiers in Public Health. 2018;6:231. DOI:10.3389/fpubh.2018.00231.
2. Brown G, Reeders D, Dowsett GW, Ellard J, Carman M, Hendry N, et al. Investigating combination HIV prevention: isolated interventions or complex system. Journal of the International AIDS Society. 2015;18(1):20499. DOI: 10.7448/IAS.18.1.20499
3. Dunne J, Brown G. What Works and Why (W3) Project: understanding what works and why in peer-based and peer-led programs in HIV and hepatitis C - impact analysis. Melbourne, Australia: Australian Research Centre in Sex, Health and Society, La Trobe University; 2019. Available from: https://www.latrobe.edu.au/__data/assets/pdf_file/0020/1073117/What-Works-and-Why-W3-Project-Impact-Analysis-2019.pdf
4. Butterfoss FD, Kegler MC, Francisco VT. Mobilising organizations for health promotion: theories of organizational change. In: Glanz K, Rimer BK, Viswanath K, editors. Health behavior and health education: theory, research, and practice. San Francisco, USA: Jossey-Bass; 2008. p. 335-61.

La Trobe University proudly acknowledges the Traditional Custodians of the lands where its campuses are located in Victoria and New South Wales. We recognise that Indigenous Australians have an ongoing connection to the land and value their unique contribution, both to the University and the wider Australian society.

La Trobe University is committed to providing opportunities for Aboriginal and Torres Strait Islander people, both as individuals and communities, through teaching and learning, research and community partnerships across all of our campuses.

The wedge-tailed eagle (*Aquila audax*) is one of the world's largest.

The Wurundjeri people – traditional owners of the land where ARCSHS is located and where our work is conducted – know the wedge-tailed eagle as Bunjil, the creator spirit of the Kulin Nations.

There is a special synergy between Bunjil and the La Trobe logo of an eagle. The symbolism and significance for both La Trobe and for Aboriginal people challenges us all to 'gamagoen yarrbat' – to soar.

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