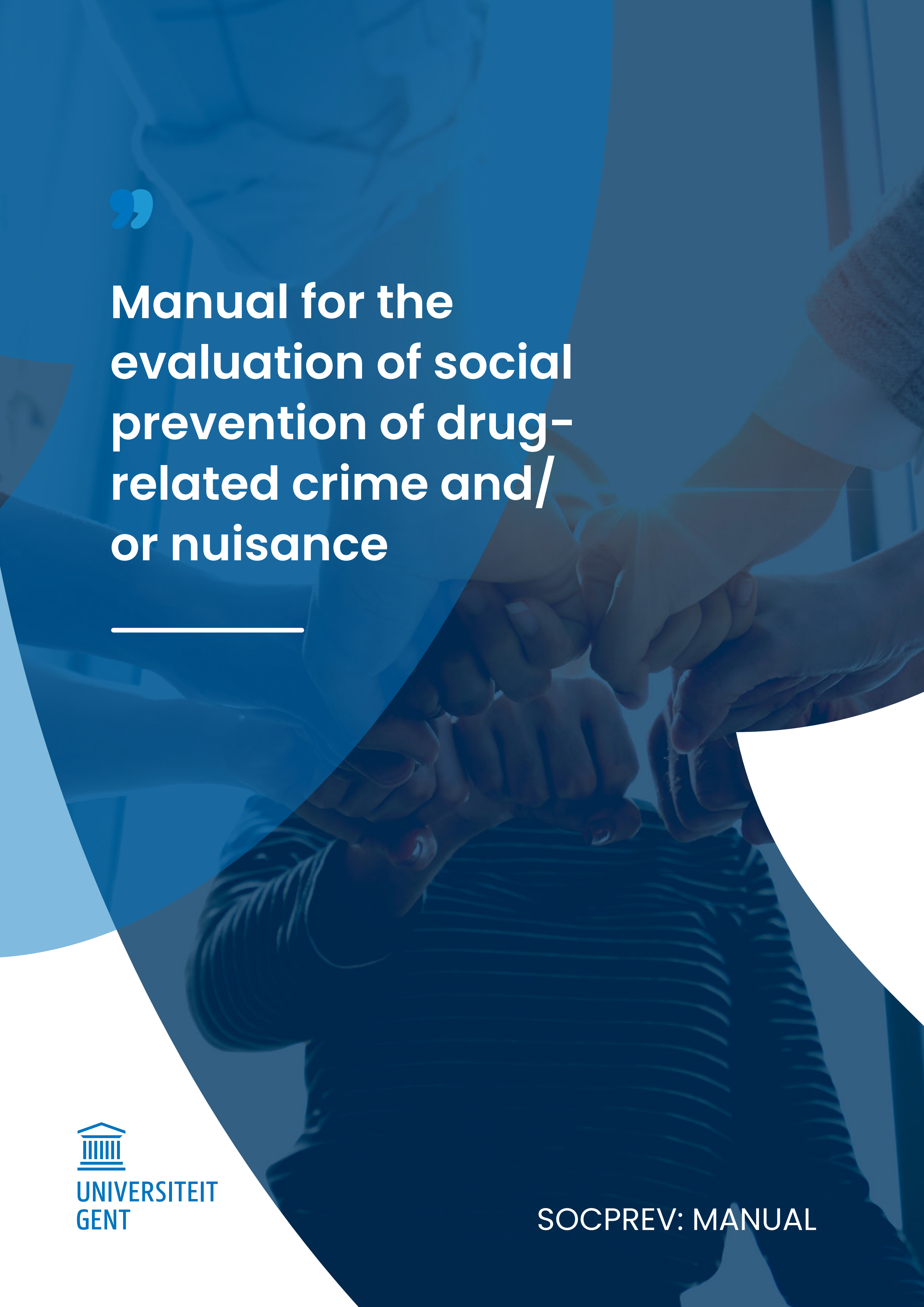


Manual for the evaluation of social prevention of drug-related crime and/or nuisance

UNIVERSITEIT GENT

SOCPREV: MANUAL

UNIVERSITEIT GENT

REFERENCE

Colman, C., Vanhee, J., Pauwels, L., Vander Laenen, F. *Manual for the evaluation of social prevention of drug-related crime and/or nuisance*. Brussel: Federaal Wetenschapsbeleid 2022

ibz

belspo

Table of contents

General introduction

Do you want to know whether you are achieving the objectives of your prevention project or do you want to improve your project's operation? Is the funding agency asking you to demonstrate the results of your project?

Then you need to evaluate your project.[1] This manual and accompanying workbook will guide you through the various steps of this process and help you to conduct a high-quality registration and evaluation of your project.

This manual was created within a scientific study[2] into the social prevention of drug-related crime and nuisance. As part of this study, along with actors in the field, we developed this manual to help you evaluate projects within the theme of social prevention.

However, it is especially important to remember that this manual is based on general principles. There is no magic formula by which you can evaluate all prevention projects. Each intervention is unique, with a specific effect that acts on concrete and local situations. The key, then, is to translate the principles and examples in this manual to your local situation.[3]

What projects can be evaluated through this manual?

This manual[4] supports the evaluation of specific interventions and thus guides project evaluations.[5] This manual focuses on the evaluation of projects aimed at the **social prevention of drug-related crime and/or nuisance**.

These broad concepts include several aspects, namely "(1) negative consequences for problem users, (2) acquisition crime and trafficking of small amounts of drugs for self-sufficiency, (3) negative consequences for the citizen and society of problem use such as auditory and visual nuisance, and (4) drug-related systemic crime (maintaining drug markets) for profit in (especially) border and transit municipalities."[6]

Such a project or intervention is a deliberate action aimed at reducing the risks of drug-related crime and/or nuisance and its potential harmful consequences.[7] Thus, a project has a clear and preventative purpose here. This may range from a temporary project to a more embedded operation. Social prevention prevents problematic behaviour from developing and/or escalating further by addressing the underlying social causes of this behaviour.[8] These relate to vulnerabilities within different areas of life, such as (mental) well-being, employment, education, as well as to norms and values, cognitive abilities, social interactions, etc. [9]

Unlike situational prevention, with its focus on immediate environmental factors and triggers, social prevention focuses on the 'causes of causes'. As a result, it is often difficult to evaluate the effects of social prevention, especially in the short term. The effects often become noticeable only after several months or even years.[10] These effects also often go beyond initial expectations. Indeed, underlying social factors also drive other forms of behaviour. For example, in addition to a decrease in drug-related crime, you can also find positive effects on employment, level of education, mental well-being, etc.[11] These broader effects also mean that some projects do not explicitly focus on drug-related crime and/or nuisance. They do so to avoid potential stigmatisation, but in addition, the main goal of these projects lies precisely in those broader positive effects. In other words, they have an indirect effect on drug-related crime and/or nuisance. This manual supports both types of projects. In other words, your project may have both **direct and indirect** effects on drug-related crime and/or nuisance.

None of this means that you can only apply this manual to the topic of drug-related crime and/or nuisance. Even though our guidelines, advice and tasks were primarily drawn up for the evaluation of projects that prevent drug-related crime and/or nuisance, you can also use this manual as instructions for the evaluation of social prevention of other phenomena, such as domestic violence, truancy or problematic drug use.

Who is this manual for?

This manual will guide practitioners, project coordinators, policy officers, or others closely involved in project implementation and monitoring during the evaluation of their intervention.

The demand for evaluation may come from the funding authority, but it can also be started at one's own initiative. In addition to creating transparency and accountability, evaluations also allow you to continue what is going well within your project and to make adjustments if necessary. In this way, evaluations provide valuable information for knowledge-based practice.[12]

How do I use this manual?

An evaluation consists of several steps. This manual will guide you through these various steps and translate them into **four modules**. In so doing, you will learn, in order:

1. Module 1: What evaluation involves and how to get started;
2. Module 2: What data to measure to evaluate your project and how to do this;
3. Module 3: How to bring this data together in an evaluation and what statements can be made this way;
4. Module 4: How to further disseminate and use the results.

Evaluating in this way seems like a straightforward process, but it certainly is not. Each project will ideally schedule an evaluation at the start as an integral part of its operation, so that people do not perceive it as an additional task to be performed at the end.[13] In other words, evaluation is not an add-on, but an integral part of project operation. In addition, it is also a **repetitive process**, especially as the project moves forward. Projects do not take place in a vacuum, and the context in which these projects operate is constantly changing.[14] It is therefore advisable to continue to evaluate and make adjustments where necessary. An evaluation is part of building change and change takes time.[15] Evaluation allows us to steer that change in the right direction.

To aid you further, you will also find several **boxes** throughout the manual. Depending on the colour, they offer the following information:

GREEN BOX

Objectives per module

BLUE BOX

Frequently Asked Questions,
Tips & tricks

YELLOW BOX

Example

PINK BOX

Task

'Take care of the nuisance'
our guide through the manual

Throughout the modules, we will use a fictional example, under the name 'Take care of the nuisance'. Using this example, we will translate the theory from the various modules into a practical situation. It will enable you to better understand the modules and to be able to get to work with this knowledge yourself. We will briefly sketch the background to our example here and refer to it regularly throughout the manual.[16]

The project 'Take care of the nuisance' aims to tackle drug-related nuisances and feelings of insecurity in certain neighbourhoods in a medium-sized city. Several local residents have been reporting for years that there is regular noise pollution, but also that fights take place. The neighbourhood has several run-down houses and there is also the public sale and use of drugs.

Through a collaboration between the police, local housing authorities, health professionals and neighbourhood leaders, we are drawing up action plans along with several households. This includes agreements on when to turn down the music, but at the same time the various partners are working with the families to address underlying problems such as debt, psychological difficulties, drug use, etc. A case manager is coordinating these plans and their implementation. Cases are closed when no new signs of nuisance are occurring.

You will be given a **task** after each module. This is how you put the new knowledge into practice and get to work with the manual. You will find these tasks in the **workbook.** Together, these exercises provide a high-quality evaluation of your project.

Before we begin with the first module, here is an initial preparatory task. These questions will get you thinking about your project and its evaluation. In order to answer them, you may need to speak to other people. This way, you will learn from the outset which partners you could work with throughout the evaluation process.

Preparatory task

Think about the following questions. They will help you prepare to start the first module

» What are the objectives of your prevention project?
» What activities will be carried out to achieve these objectives?
» What is the project's running time?
» What data is the project tracking now?
» Has an evaluation been carried out previously? If so, what type of evaluation and over what period?
» What is the aim of this (new) evaluation?

MODULE

1

Preparing for evaluation

Module 1

Learning objectives

In module 1, we will outline the basics of evaluation and explore the benefits of evaluation. In addition, we will prepare the evaluation and formulate the evaluation framework. Indeed, without this framework and proper planning, we are flying blind and risk never reaching our destination: a high-quality evaluation.

At the end of this module:

- you will understand what evaluation means and know the different types;
- you will know how to plan an evaluation and who will keep what records;
- you will be able to establish an evaluation framework.

1.1. What is evaluation and what types of evaluation are there?

Evaluation means checking at specific times whether your project is achieving its concrete objectives and in what way you are pursuing them. This will help you assess whether your project is effectively preventing the defined problem and, in addition, learn exactly how your project is achieving that. In other words, evaluations teach us whether your project has worked or not, as well as whether you have carried out the project correctly and on schedule.[17] In doing so, we can distinguish two central types of evaluation by **what** we evaluate: a process evaluation and an outcome evaluation.[18]

A **process evaluation** probes the process and the way you are carrying out the project. The result of such a process evaluation then teaches you whether the execution or **implementation** went according to plan, as well as whether the intended target group was reached, what unexpected problems arose, whether staff received sufficient training and support, etc.[19] It also teaches you some valuable lessons: after all, a process evaluation helps to understand how the results of a project were achieved, whether the project was fully and correctly carried out and implemented, how the target group and employees found the project, and what the limitations of a chosen project are/were. Thus, a process evaluation is often the first step before an outcome evaluation. When a project does not achieve its goals, it is possible that the project was only partially or incorrectly implemented, was unable to reach enough individuals from the target group, or that the available budget was insufficient.[20] A process evaluation is needed to assess this and identify improvements. Indeed, the conclusions of a process evaluation provide some important guidance on how to improve your project.

'Take care of the nuisance' process evaluation

The creation and implementation of action plans between local residents and the various partners is a central aspect of the 'Take care of the nuisance' project. However, we find that 40% of the agreed action plans are not being followed. For example, thanks to a process evaluation, we can find out that participating community residents routinely drop out when there is too much time between drawing up these plans and getting help. Confidence in the project drops and the target group loses motivation. Acting quickly is the valuable lesson we learn from this!

An **outcome evaluation** probes the **effectiveness** of your project and whether or not it achieved its objectives.[21] In other words, you examine what changes have occurred in respect of the problem thanks to your project and whether those changes are consistent with the project's stated aims.[22] In order to notice these changes, an outcome evaluation requires you to study and compare the situation before and after the start of your project. This therefore presupposes that you should ideally begin the evaluation before your project starts. Only this way can you truly verify whether the operation of your project has had a positive impact on the concrete issue and thus achieved its objectives.[23] Do not panic if you do not have this initial data and if your project has been running for some time now. We can also simulate that initial situation and start the outcome evaluation later on. We will return to this later in Module 2 (see "2.1.2. Indicators that align with an outcome evaluation" p.32).

In addition to the intended effects, the outcome evaluation may also provide you with information around unintended side effects in some cases. These may be both positive (strengthening neighbourhood cohesion) and negative (stigmatisation).[24] An outcome evaluation further teaches you not only whether your project achieved its goals and effectively produced an improvement, but also why it did or did not. Indeed, in this manual we will also look for the underlying principles or mechanisms of a project.[25] These may explain why your project led to the changes to your initial problematic situation. You will thus gain some further points of reference for adjusting the project where necessary. We will return to these mechanisms further in this module (see "1.4.3. Mechanisms: how does the project plan to achieve these objectives?" p.22).

'Take care of the nuisance' outcome evaluation

The aim of 'Take care of the nuisance' is obviously to reduce nuisance issues at the neighbourhood level. However, the outcome evaluation shows that after two years, we are achieving results within one particular neighbourhood, but not in a number of others. Thus, despite the positive conclusion of several cases, the project did not have the same effects everywhere. What do we find? In the neighbourhood where positive results were recorded, the city had launched a broader safety plan. This combination created the right context and facilitated the positive effects of our project. With this knowledge, we can also work in the other neighbourhoods and implement the broader safety plan there as an important precondition for the success of our project!

1.2. Plan your evaluation

An outcome evaluation probably appeals to you the most. You want to demonstrate that your project is working and is having an impact in the field. However, it is important to be realistic about achieving these results and not to skip any steps.

Process evaluations, as a first step, are crucial for understanding how you arrived at results and indicate why that did or did not happen.[26] In other words, they offer an insight into how your project works and what factors are influencing that operation. As mentioned above, a process evaluation also provides concrete tools for then improving your project.

In addition, conducting an outcome evaluation is no easy task. This manual may support you, but conducting an outcome evaluation requires significantly more time, resources and expertise than a process evaluation. In other words, you need to make the right trade-off between how much time and effort it takes to complete the outcome evaluation and the time and resources you have available.[27]

In addition, this question also depends on what stage your project is at.[28] Prevention – and social prevention in particular – takes time to produce demonstrable effects. It therefore comes down to both correctly assessing your available time and resources, as well as determining which evaluation is most appropriate at this time. In short, a clear and realistic schedule is essential.

1.2.1. A realistic schedule

Therefore, before proceeding with the actual evaluation, establish a clear distribution of tasks around data collection and the final evaluation and think carefully about the time and resources available. Just like the evaluation framework we will discuss later (see "1.4. How to develop an evaluation framework" p.19), these factors are unique to each project.[29] That makes it difficult to develop a realistic schedule for each project in this manual. This is because it varies from project to project. In order to achieve a high-quality evaluation, we will give some important preconditions below.[30]

» You ensure a smooth exchange of information by ensuring **good collaboration and a shared vision** between the different levels and policy areas, as well as at the project level and between the different staff. In addition to strengthening the evaluation framework and the conduct of your evaluation, this also increases the usability and support for the results;

» Build in evaluation from the start of your project and provide **adequate time and resources** right away. This will prevent a great many difficulties and avoid the sense that evaluation is being perceived as an extra task. If you do not think about evaluation until the end of a project, you will miss out on a lot of data. This data is particularly necessary for the outcome evaluation. Do not panic if this did not happen – we will provide some tips on how to fix this later in the handbook;

» You must provide enough **available personnel** to conduct the evaluation and also give people the time they need to perform this task. An evaluation does not happen by itself. This manual provides a handhold and ensures that the evaluation will be conducted in an informed manner.

How much time and resources are needed to complete my evaluation successfully?

Each project is unique and so is its evaluation. Thus, depending on the type of evaluation and the level of detail desired, you will need to provide more or less time and resources. However, do remain realistic and ensure it is feasible. There is little point in developing an ambitious plan, only to stop it halfway through implementation due to a lack of time or manpower. As you make your various choices now, also keep in mind the extent to which you already have some relevant data. The less data that is already in place, the more time you need to schedule to collect it. Therefore, do work through the full manual first so that you can properly assess all the steps and avoid any surprises.

In this manual and through the various tasks, you will do your own evaluation. You obviously know the project inside out and are therefore in an excellent position to collect the right data. However, this also poses a danger to the **objectivity** and completeness of the evaluation. Do not just assume that your opinion is correct, but back it up with sources.[31] These may be scientific sources, best practices, internal documents or newly collected data (see module 2). It is also best to divide the tasks among several people. Another option is to be assisted by a scientific research team or an external partner. Do remember to include the cost for this in your budget.

Distribution of tasks

Several different roles are involved in the development, implementation and coordination of a project. Each of these roles has a good view of a particular aspect of the project. Tap into that knowledge and engage them during the evaluation! It also immediately increases the support for the later results. In any case, make clear agreements as to who will do what and when you will report to each other. It is best for one person to take the lead in this regard. Some potential roles are:

- Practitioner
- Urban or regional (drug) coordinator or city administration
- Project coordinator
- Stakeholders
- Partners
- Steering group
- Etc.

1.2.2. Choosing a process or outcome evaluation.

Choosing a process or outcome evaluation also largely determines your evaluation schedule. Depending on the type of evaluation, you will need to collect and analyse different data. The time it takes to conduct either a process or an outcome evaluation also changes. If you choose an outcome evaluation, then you should certainly provide a longer implementation period than for a process evaluation. In an outcome evaluation, you compare the situation before and after the start of the project. In order to give that potential change a chance and then capture it in your evaluation, you need to collect data at two different times. Some projects only show any effects after several months or even years, so you need to take that into account.

This does not mean you should not define a timeframe for a process evaluation. It is important to draw up a realistic schedule for both types. In this scheduling process, you review what you want to evaluate and determine the time period to which this evaluation should relate. For example, a process evaluation after one year of operation may identify the strengths and weaknesses of the project. We will return to this later when we discuss the evaluation framework (see "1.4. How to develop an evaluation framework" p.19).

So, in addition to practical considerations around available time and resources, choosing a process or outcome evaluation also depends on the phase your project is at. Depending on the **timing**, either a process or an outcome evaluation will be more appropriate.[32]

» **Before starting a project**, you can figure out what actions you want to take, what the anticipated costs are, what impact you expect, and what other options, if any, will also address the problem. This way, you evaluate whether what you wish to achieve is realistic,

“Some projects only show any effects after several months or even years, so you need to take that into account.”

achievable, relevant and affordable before the project is actually carried out and avoid difficulties during its implementation. A **plan evaluation** is recommended here.

- **During that execution or implementation**, you study how the plan is put into practice, whether people are following the predetermined steps and whether it is going in the right direction. This allows you to make any timely and necessary adjustments. At this point, **process evaluations** are more appropriate.
- At the **end** of the project or when you can expect any potential effects, you can pass judgement on the effectiveness and efficiency of the project. **Outcome evaluations** serve this purpose. Often, people only think about evaluation at this point, because they want to know whether the project has improved the problem. To do it this way, of course, makes the evaluation rigid because no records, or not enough of them, have been kept since the process began. Therefore, as we mentioned earlier, it is crucial to consider a potential outcome evaluation from the very beginning of the project. The outcome evaluation is also further complicated when one has deviated from the planned trajectory during project implementation in such a way that it is impossible to determine exactly what led to those observed effects. Obviously, you cannot adjust or improve the project this way. Thus, a well-defined evaluation framework, delineating exactly what is being evaluated, is fundamental to providing clear direction and a handhold for evaluation (see “1.4. How to develop an evaluation framework” p.19).

This manual will enable you to conduct **process and outcome evaluations**. Are you at the start of a new project and wanting to conduct a plan evaluation? Then you can also use the task from this first module as a guide for developing this new project. However, we will not return to this plan evaluation in the course of the manual.

A good start is half the battle!

Recording data at the start of a project makes it easier to evaluate. You would therefore do well to commence evaluation right away too. In addition, capturing and tracking goals and indicators increases the quality of the project itself. You become more aware of the structure and tasks of the project, and periodic recording ensures that you are more focused on the goals. So a strong project and a thorough evaluation go hand in hand![33]

1.3. Developing a realistic evaluation framework

Before you can evaluate your project, you need an evaluation framework as well as a clear and realistic schedule. This is the compass of correct evaluation and it delineates what exactly you are evaluating. This evaluation framework guides the entire evaluation and translates your project into a measurable framework.

This manual uses a theoretical model as a stepping stone for the evaluation framework. We are therefore talking about a **theory-driven evaluation**.[34] Indeed, to demonstrate whether a project works and in what way, these evaluations are guided by a theory and can also explain *why* a project works and under what *conditions*.[35] Once again, there are several types of theory-driven evaluations. In this manual, however, we choose to **evaluate realistically**, with a specific theory guiding our direction.

Indeed, within a realistic evaluation, we assume that a project will only produce effects (*Outcomes*) if it succeeds in successfully activating certain underlying mechanisms (*Mechanisms*). This activation, in turn, depends on the specific social context (*Context*) in which the project takes place.[36] In other words, a realistic evaluation finds out under what conditions (*Context*) and in what way (*Mechanisms*) a project affects and changes the situation (*Outcomes*). Consequently, this realistic evaluation framework translates your project into a measurable framework that we call the Context-Mechanisms-Outcomes model (*CMO model*). This will allow you to check the conditions under which the project is working and potentially optimise these conditions based on the results of your evaluation. Indeed, prevention projects are not working in a clinical laboratory, but in a complex social reality. It is therefore natural that we include this context in the evaluation and take it into account continuously.[37]

'Take care of the nuisance'
The CMO model

We will make it a little less abstract. Imagine that our prevention project works like a car and we want to drive from place A (a neighbourhood with a nuisance problem) to place B (a neighbourhood with less or no nuisance). Place B symbolises the **outcome** or desired outcome within the CMO model.

Our car's engine allows it to move towards place B. It is important to consider the distinction between the car and its engine. The car is the entire project, with all its various activities. 'Take care of the nuisance' is an attempt to reduce the level of nuisance in the neighbourhood by agreeing on several action plans with a number of local residents. With these action plans, we hope to instil a sense of responsibility among residents. The action plans give them the key to addressing their underlying issues and are the means to get the engine going. In this project, the sense of responsibility is the working **mechanism** or engine of our car.

However, a car is always on a road and is not the only one in the traffic. For example, a prevention project will always work within a particular policy framework and may involve other parties interacting with the neighbourhood. The characteristics of the neighbourhood and its residents also influence the operation of the project. These factors and more determine the **context** in which the project operates and create the preconditions in which the engine will or will not start, propelling it towards place B.

1.4. How to develop an evaluation framework

Task 1 will help you create the realistic evaluation framework for your project. You lay the groundwork here for the remainder of your evaluation, indicating very precisely how your project aims to improve the problematic situation during the period you will be evaluating. In the subsequent module, we will then check whether this plan became a reality, both in terms of effects (outcome evaluation) and in terms of the project's execution (process evaluation).

Using some themes and guiding questions, this task will walk you through the various elements of the evaluation framework. These elements consist of the problem analysis on the one hand and the Context-Mechanisms-Outcomes model on the other. Below, we will elaborate upon each of these components and explain the different sub-aspects for each.

In order to develop your evaluation framework, you can make use of policy documents, meeting reports, police databases, data or reports from other organisations, scientific literature, your own knowledge or what you have already recorded yourself. Sometimes, however, it is necessary to collect new data or to rework existing data. Take a look at module 2 in advance if you need to. There, we discuss the different methods of data collection.

1.4.1. Problem analysis: what is the project aiming to solve?

Developing the evaluation framework starts with the **problem analysis**. This analysis delves into the problem for which your project seeks to provide a preventative solution and describes the nature of the drug-related crime and/or nuisance. This description may include scale, size, distribution, trends, perpetrators, victims.[38] If possible, information is also provided on those taking the initiative or requesting parties for your preventative project.[39] In doing so, you emphasise the need for your project at the same time.

In addition, you also provide a **description of the target group**. This is the group to which the project applies and who will be worked with in the project. It is a great added value to your evaluation when you have an eye for potential sub-target groups in the process. These are part of the general target group, but are differentiated, for example, by age, gender, socio-economic characteristics, specific location, or trust in government. Indeed, these underlying differences may affect the operation of the project. If you take it into account during the evaluation, you can not only verify that your project is working, but also that it is for everyone.[40]

'Take care of the nuisance'
Sub-target groups

'Take care of the nuisance' is active in several city neighbourhoods, but the process evaluation shows that we are not reaching everyone in the same way. In one particular neighbourhood, the project failed to motivate single mothers to prepare an action plan. Their reality is apparently not reflected in our approach, so we are not responding to their needs, or doing so inadequately. By keeping an eye on this sub-target group within the evaluation, we can make some more targeted adjustments to the project and better address the specific needs of these single mothers.

1.4.2. Objectives: what does the project aim to achieve?

After the problem outline, describe the objectives of the project. **End goals** define what changes you desire with respect to the previously defined problem and/or within the target group. In other words, if you achieve these strategic goals, then the project achieves its purpose. This could include, for example, a decrease in drug-related nuisance in the city or an improvement in certain areas of life (employment, social relationships, housing situation, etc.) for the target group. **Intermediate goals**, on the other hand, are more operational and establish the objectives of specific actions. Achieving these goals is necessary to achieve the end goals. For example, we could argue that in order to obtain a decrease in drug-related nuisance, we want to see fewer used hypodermic needles lying around in city parks. As another example, if our end goal is to have higher-quality social relationships for our target group, a potential intermediate goal could be a reduction in feelings of loneliness.

End and intermediate goals are, of course, crucial for evaluation, but establishing them also helps the project work in a more focused way.[41] Thus, an immediate added value to the operation of the project. To correctly estimate their achievement, set these end and intermediate goals using the SMART[42] principles. SMART is an acronym and stands for

- **Specific:** formulate clear goals so they are not open to interpretation;
- **Measurable**: link certain figures or opinions, perceptions or behaviours to the achievement of the objective. Thus, this can be both quantitative and qualitative;
- **Acceptable**: ensure that all those involved agree with the objective;
- **Realistic**: ensure feasibility, but remain ambitious;

- **Time-bound**: set a clear start and end point at which achievement of the goal can be measured. Remember that in social prevention, effects often do not show up for several months or even years.

Consequently, the examples we just cited here do not meet these SMART criteria. The final objective concerning drug-related nuisance can be formulated SMART as 'a 30% decrease in the number of reports concerning drug-related nuisances to the police within 6 months'. The intermediate goal then translates to 'a weekly average of 60% fewer syringes found in parks X and Y within 6 months'. We can translate the improvement in our target group's social relationships into the SMART end goal of 'after 6 months of participating in the project, the target group indicates that they experience an improvement in the quality of their social life'. To achieve this, we set the SMART intermediate goal as 'after 6 months of participating in the project, the target group indicates that they feel less lonely than at the beginning of the project'. So you can also formulate qualitative objectives SMART.

For both examples, we have now formulated SMART end and intermediate goals provided, of course, that they are acceptable to all those involved and it is realistic to achieve them. The time-bound nature of these goals helps you establish a relevant timeframe for your evaluation. If necessary and feasible, you will need to adjust your previously formulated schedule accordingly. In our examples, we expect to record results after 6 months. It is at this point that we must schedule our second measurement for the outcome evaluation (see "2.1.2. Indicators that align with an outcome evaluation" p.32).

To establish these goals, you may have drawn inspiration from **theoretical and/or practical knowledge**. In the evaluation framework, you also describe these sources of inspiration.

What are the end and intermediate goals of my project?

Setting goals is not an easy job. Particularly within social crime prevention, there can be confusion between the end and intermediate goals of the project. The following rule of thumb can help you do this. **End goals** focus on preventing or reducing the problem being addressed. In other words, they focus directly on crime and/or nuisance and its underlying factors. However, this can also be done indirectly, where the project addresses the same factors without explicitly focusing on crime.[43] **Intermediate goals** define the steps that must be achieved to reach the end goals. Each intermediate goal is thus linked to an end goal.

End and intermediate goals indicate what your project explicitly aims to achieve. In addition to those predetermined goals, your project may also cause **unintended side-effects**. These unintended effects can be both desirable (strengthening neighbourhood cohesion, breaking stigma, etc.) and undesirable, some of them even harmful (various displacement effects, stigmatisation, etc.), but in any case it pays to have regard to this before and during the implementation and evaluation of your project.[44] Indeed, the effects of social prevention are often broader than what the project originally envisioned. Social prevention acts on processes that underlie various forms of behaviour.[45] So in addition to having the desired effect on drug-related crime or nuisance, your project may also affect other issues. If you are mindful of these unintended side-effects in the evaluation framework, you can check during the evaluation to see whether the project is producing any additional positive effects. At the same time, it allows you to evaluate whether the project is doing any damage and then prevent that later.[46]

1.4.3. Mechanisms: how does the project plan to achieve these objectives?

In order to achieve the predetermined objectives within a certain time, the project plans a number of **specific activities**.[47] Naturally, the possibilities are broad and different for each project: individual motivational talks, debt mediation, training, etc. Some activities you perform separately, but others build upon one another. Indeed, certain projects follow a step-by-step plan in which one activity does not start until another is completed. These **relationships between the activities** are therefore important to include in the evaluation as they collectively determine the outcome of the project and thus must also be respected during the implementation of the project.

How those activities achieve their objectives is determined by the activation of underlying **mechanisms**.[48] These mechanisms are the working principles of your project and explain why your project is or is not effective within a particular context.[49] Compare it to gravity. You cannot simply observe this force, but it does explain why a ball falls when you open your hand. In other words, it explains why this object moves from your hand to the ground. In prevention projects, we can find that underlying strength as increasing social control, building up positive norms and values or reintegration. These are just a few examples of mechanisms that may be active in a project.[50] It is important to remember here that mechanisms differ from activities, but are linked to them. In fact, the activities set these mechanisms in motion. Releasing your hand causes gravity to do its work, causing the ball to fall. Releasing your hand is the activity in this example. For example, a preventative project can raise the social control in a neighbourhood once more by organising various neighbourhood activities that bring the neighbourhood closer together.

Finally, you also describe the **theoretical or practical basis** for these activities and mechanisms. For example, you may have drawn inspiration from previous projects in your city or town or from *good practices*, as they are known, from other cities, municipalities or countries. However, never simply adopt something without considering whether you can apply it in your own context.

1.4.4. Context: in what context is the project taking place?

That context is important because a project can only achieve its objectives within a particular context and in optimum conditions.[51] This is why we also identify that context within the evaluation framework. Four clusters determine the context: the policy framework, collaboration with partners, available resources and personnel, and the target group. We will briefly explain them here.

Within the 'policy framing' cluster, describe how the project fits into the broader policies of your city or municipality. That policy context, of course, will strongly influence the operation of the project.[52] The alignment with the **local drug and crime policy**, as well as the place of the project within the **general local policy**, constitute a first layer. Alongside that local embedding – or lack thereof – also indicate whether and how the project fits into **supra-local policy (regional, provincial, regional, federal)**. Finally, you define the **gaps in provision**, describing why the project was set up within this policy context and why your project fills this gap. This emphasises the necessity and added value of your project.

A second contextual aspect is the involvement of different actors: the partners.[53] In doing so, it is of primary importance to identify all the **local stakeholders** and see which services come into contact with the target group. The next step identifies the **collaborating partners** and what added value they can bring to the project. You then discuss how that collaboration will ideally take place and to what extent an **integrated operation** will be guaranteed during the period under evaluation. In addition to that practical alignment, you also designate the substantive alignment and thus the **integral operation**. In other words, you describe the ways in which the partners can bring their different perspectives to bear on the target group's areas of life.

The available resources and personnel are a third cluster. First, you indicate the **funds and resources** available to the project. This includes financial resources as well as personnel, materials or spaces used. You then expand upon the necessary profile for staff, coordinators, volunteers. You identify the necessary **expertise**, experience and practical knowledge so that they can successfully implement the project and its activities.

The fourth and final contextual cluster addresses the target group and its relationship to the project. You discuss how the target group itself views the problem and how it **defines the problem**. Furthermore, you indicate whether the target group supports the objectives of the project and their **willingness** to cooperate in the project. If there is any **involvement** during the development of the project too, describe this here as well.

Module 1

Task 1
Evaluation framework

Task 1 consists of filling in a sheet. You can find this in the workbook. In this task, you will determine the compass for your evaluation and draw up the evaluation framework.

An evaluation framework is the basis for your evaluation. It provides a direction for all the subsequent steps, so it is crucial that you complete this framework as fully as you can. You indicate exactly how your project aims to improve the problematic situation during the period you will be evaluating. In the subsequent tasks, we will then check whether this plan became a reality, in terms of the project's execution (process evaluation) and/or in terms of effects (outcome evaluation).

For each 'theme', we set out some 'guiding questions' that you can use as a guide for the 'answer'. Do not forget to indicate the source on which the answer is based each time. This will increase the objectivity of the evaluation. The last column provides further explanation and indicates what your answers need to meet in order to make it possible to measure them in the subsequent tasks. In order to answer the guiding questions, you can make use of existing policy documents, meeting reports, police databases, data or reports from other organisations, scientific literature, your own knowledge or what you have already recorded yourself. Sometimes, however, it is necessary to collect new data and/or to rework existing data. Consult module 2 for this, which discusses the various methods for data collection.

CHECKLIST

Before moving on to the next module, check these things

- You have chosen one or both types of evaluation (process and/or outcome evaluation)
- You have determined who will conduct the evaluation, jointly or otherwise, and in what manner you will do so
- Task 1 was completed correctly and completely in the workbook

NOTE:

MODULE

2

Defining and measuring indicators

Module 2

Learning objectives

In module 1, you established a clear schedule and also delineated the evaluation framework. After these preparatory steps, it is now time to measure and analyse data over a period of time so you can evaluate the project. Systematic data recording is the core task throughout an evaluation. Without this data, an evaluation is not possible.

At the end of this module:

- you will know the importance of indicators;
- you can draw up additional indicators yourself;
- you will know how to measure indicators and what information this can provide;
- you can collect data for both the process and outcome evaluation.

2.1. Defining indicators

Now you have delineated the evaluation framework in the first module, it is time to consider whether the project was implemented as planned (process evaluation) and/or whether it achieved its objectives (outcome evaluation). We do this by means of indicators. These are the **measurable puzzle pieces** that provide information about a particular component in your evaluation framework.[54] The key now is to choose the right puzzle pieces so you can put these together in the process and/or outcome evaluation. In short, you must correctly determine these indicators and record the associated data to arrive at a high-quality evaluation.[55]

For example, for the purposes of process evaluation, you will collect information about the actual collaboration in the project and how this went in practice. For the outcome evaluation, you can record whether the predetermined objectives were achieved. Without the evaluation framework, you would not have a fixed reference point at this stage. Therefore, throughout this second module, we will often refer back to the evaluation framework you drew up in task 1.

Thus, in task 2, you will start working based on your specific evaluation framework, but you do not need to start from a blank sheet. For both process and outcome evaluation, we provide a great many existing indicators in this manual that you can adopt for your measurement. We will go through them below. You decide which indicators are relevant, always taking into account your evaluation framework and the time and resources available (module 1). However, the more indicators you record, the richer your evaluation will be later on.

The indicators we discuss here are based on scientific research and are frequently used in evaluations. However, you can also add your own indicators, relating to your project's evaluation framework. Indeed, each project is unique and so is its evaluation. You may certainly want to measure some additional items. Process indicators address your project's operation, while outcome indicators are more about gauging whether or not the objectives are being met. When you develop new indicators, always make sure they are SMART: specific, measurable, acceptable, realistic and time-bound ("see also module 1" p.20).[56]

New indicators

You will likely draw up new indicators during the outcome evaluation, as each project presents its own problem, specific goals, operation, unintended side-effects or mechanisms. In order to evaluate these, you have to set indicators for them. Go back to task 1 and base it on the things you clarified there. What does your project want to achieve and what do you need to measure to do so? What activities does the project carry out? These are your indicators and they need to be measured now.

Also, take a look at annex 7. We list a number of process and outcome indicators for specific projects there.

2.1.1. Indicators that align with a process evaluation

The process evaluation evaluates the implementation of the project. We divide the indicators you use for this into three groups: 1) the steering of the project; 2) the implementation of the project; 3) the involvement and support from the target group. In doing so, it is important that you also continue to monitor the context and indicate any changes compared to the description from task 1. For example, local policy may choose to pursue other priorities, causing your project to lose importance. This may, of course, affect the operation of the project.

You then measure the indicators we discuss below during a particular, delineated period. In the ideal scenario, this is where you follow the timeframe in which you hope to achieve the project's objectives. However, you may also choose to analyse the operation of the project over a different period, such as several months or years. For example, this may be the explicit demand from the funding authority.

1) The steering of the project gauges how the project was supervised during this period.[57] Firstly, determine how the project was steered and which relevant stakeholders were actually involved as partners. In addition, you can check what the **goals** of this steering were and what **tasks** the various actors took on in the process. In doing so, it is also important to record whether these goals and tasks were clear to everyone. This is, of course, a necessary condition for the proper **performance** of those tasks. Other indicators delve even deeper into the steering of the project and gauge, among other things, the various **visions** the actors had for the implementation of the project and whether there was a coherent vision. Furthermore, you can also choose indicators on the **exchange of information** and the application of **ethical rules** during this exchange. You might check whether professional secrecy was respected and, for example, information was only shared between the various partners at a case-transcending level.[58]

The steering group: a key success factor

A good project is steered by a particular group of actors and partners. This group coordinates and closely monitors the implementation of the project.[59] This is often called a 'steering group', but not every project uses this terminology. Sometimes, people opt for terms like 'project team', 'core group' or 'working group'.

In task 1, you indicated the ways in which the project would ensure an integrated and comprehensive operation. In task 2, you will explore how this actually went in practice. Does your project have no formal structure? Then, in task 2, review how the collaboration and information exchange between the different partners is going. After you have gone through the full evaluation, establishing a steering group may be an important recommendation. Indeed, previous research shows that this is a key success factor in the implementation of prevention projects.[60]

2) A second group of process indicators addresses the implementation of the project during the predetermined period. Here, for example, potential indicators gauge what **activities** were carried out, and how many there were. How these were achieved and whether the implementation held true to the planned way of working tells you something about programme fidelity.[61] Often, a process evaluation will also gather information around the **costs** incurred, thus identifying the financial, material and human resources used. For example, if there is a lot of staff turnover, you can describe this here. Furthermore, the indicator '**accessibility**' gauges how easy it is to access your project. This is not only about physical accessibility, but also its familiarity or availability.[62] If you want information on how your project adapts to different (sub)target groups (see module 1), then the indicator '**custom operation**' is an important piece of the puzzle.[63] With this indicator, you reflect on the adjustments that may have been necessary to meet the needs of these specific target groups. The indicator '**relationship to other projects**' then provides an insight into how your project stands out from other similar projects in the region or might in fact benefit from potential synergies.[64] Finally, information can also be gathered around the **knowledge and experience of staff**, as well as the **training needs** they have during the implementation of the project.

3) Third, your evaluation also examines target group engagement and support. The **inflow** or the number of participants that the project was able to reach within a particular period is an initial potential indicator here. In doing so, you can define participants as unique individuals or use a different unit, such as when working with families or groups. You can compare this inflow with the (estimated) total target group to find out the ratio or **participation rate**. In doing so, you can again keep an eye out for sub-target groups and, for example, check whether **hard-to-reach groups** are being reached (see "1.4.1. Problem analysis: what is the project aiming to solve?" p.19). In turn, the **retention rate** describes the number of people who complete all the activities of the project or who continue to participate until the end. This how you identify drop-outs. These drop-outs, in turn, can potentially be explained by recording the '**target group support**' indicator, which examines the extent to which the target group agrees with the implementation of the project.

'Take care of the nuisance' the intertwining of indicators

During the process evaluation, we learn that 40% of the action plans created are not being followed. However, thanks to a survey of the project participants, we can identify some of the reasons. For example, a number of households indicate that the waiting period between the preparation of the action plan and its implementation is too long. The benefits of the project are not available due to this waiting period (accessibility), which also reduces confidence in the project (target group support). Other reasons for these drop-outs might also be found in too limited resources, the difficulty of information exchange in the steering group or not being adapted to the specific needs of a particular sub-target group. In other words, these process indicators are intertwined with one another, and these relationships will provide you with clues during subsequent evaluation. So you would do well to measure as many as possible!

2.1.2. Indicators that align with an outcome evaluation

The outcome evaluation examines the effectiveness of your project and determines whether the (end) goals were achieved. However, in an outcome evaluation, we compare the situation before and after the start of the project. This is the only way to estimate whether your project will bring about change. While sufficient time must be allowed between the two measurements to give this change a chance, not so much that you cannot make timely adjustments where necessary. The SMART end and intermediate goals are your most important guides here. They determine the timeframe in which you want to see some effects. **We therefore recommend that the interval between the first and second measurements be tailored to the time-bound aspect of your SMART end and intermediate goals**.

To conduct the outcome evaluation, we list a number of existing indicators on which to base your evaluation. The indicators that are central during this first and second measurement link back strongly to the evaluation framework and more specifically to the problem analysis made, the predetermined end and intermediate goals, the potential side effects and the anticipated activation of underlying mechanisms.

1) During the first measurement or zero measurement, the indicators gauge the situation before or at the start of your project. Hence the importance of including the evaluation in your project planning from the outset and thus developing an evaluation framework and corresponding indicators.[65] This way, you will you keep track of the right data from the start and save the time and effort of starting this up afterwards. If you do not do so, you may

want to rework the data that your project is already for the purposes of this evaluation. For example, you can use the registration data of the participants in your project to estimate their situation at the start of your project. Of course, in doing so, you remain mindful of the correct rules around privacy and other ethical principles. Another way tries to reconstruct that initial situation using secondary data, interviews with key figures or focus groups with the target group (see below).[66] Unfortunately, this is not always possible or desirable. However, especially if your project has been running for a while and if that reconstruction is becoming more laborious, you can also replace the zero measurement by choosing a new and arbitrary point in time to begin with. In other words, at the start of your evaluation. In this way, you encourage the project to restart and thus begin the first measurement. Of course, the zero measurement is always preferable because the operation of the project cannot yet influence this first measurement and you can therefore determine the effectiveness of your project with greater certainty.

The first indicator refers to the **problematic situation**. This analysis was also covered during task 1 and you can bring it across it if there have been no changes since then. Otherwise, this indicator gauges the state of the problem at the time of measurement. Again, that description may indicate the scale, size, distribution, trends, (potential) perpetrators or victims of the problem.[67]

To determine whether the **end and intermediate goals** of your project were achieved, you then identify the current situation for each goal during the zero measurement. Here too, you return to module and task 1. As an example of an end goal, we formulated that a project should aim for 'a 30% decrease in the number of reports of drug-related nuisance to the police within the year'. To verify that decrease, you need to record the current number of reports during the zero measurement.

The same is true for **unintended side-effects**. As mentioned earlier, in addition to having the desired effect on drug-related crime or nuisance, your project may also affect other matters. It may seem contradictory to record these unintended side-effects during the zero measurement, but otherwise you cannot tell whether the situation has changed since the start of your project or how much change took place. Suppose your prevention project could also enhance neighbourhood cohesion. Without identifying that neighbourhood cohesion beforehand, you cannot make any statements on whether it has been enhanced.

Finally, you also record the initial situation of the potential **mechanisms** that the project can initiate or enhance. Again, here you go over what you already described in task 1. What you indicated there as a potential mechanism, you are now measuring during the zero measurement. These mechanisms are the working principles of your project and may explain why your project is or is not achieving its goals. During the zero measurement, you check whether or not these mechanisms are already in place. This will allow you to determine later whether your project enhanced or activated them. For example, you could survey neighbourhood residents about the extent to which they feel responsible for the nuisance in their district.

2) At the final measurement, after a well-considered time interval, identify the new situation and measure whether expectations were met. Again: depending on the feasibility and what data the project already has, this could be based on newly collected data or on already existing information (see below).

During the final measurement, you repeat the recording of the problematic situation. In other words, you re-screen the scale, size, distribution, trends, (potential) perpetrators or victims of the problem. You also measure the situation around each of the predetermined **end and intermediate** goals for a second time. How many nuisance reports are the police or civic guards actually receiving after one year in which your project ran? How many used syringes are the city's clean-up services finding in the parks where your project was active? What is the current nuisance perception of the neighbourhood information network?

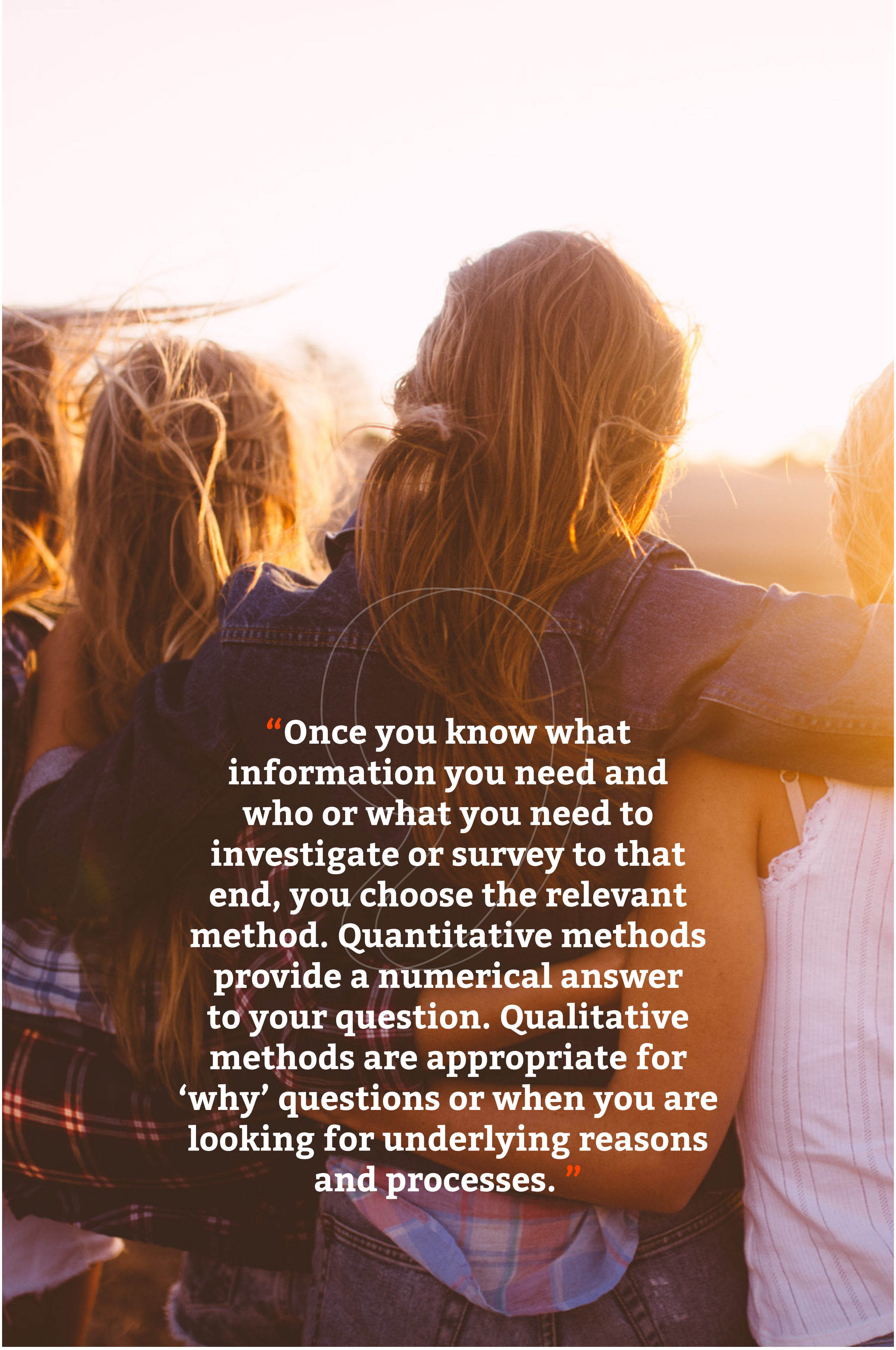
For **unintended side-effects** and activation of underlying **mechanisms**, use the same approach. You record the new situation. For example, you could survey neighbourhood residents once more and gauge the extent to which they feel responsible for the nuisance in their district. At the same time, you also have an eye for unforeseen issues where possible. For example, your project may of course have produced other side effects than initially thought or activated unexpected mechanisms. Perhaps your project not only brought a greater sense of responsibility, but also enhanced social cohesion in the district. So keep an open mind!

As with the process evaluation, it is also important to continue to monitor the **context** of the project. The world is not standing still during the implementation of your project and this can affect its results.[68] If there are any changes to the context as described in task 1, then you should include these in the data collection.

For each indicator, you can also pay extra attention to potential **sub-target groups** and, for example, describe whether the effects apply to everyone and equally.[69] Of course, not everyone reacts the same way to a prevention project. If you take this into account during recording, you can make targeted adjustments later on and possibly further adapt the operation to the specific needs of a particular sub-target group.

'Take care of the nuisance'
different effects for different sub-target groups

We mentioned earlier that the 'Take care of the nuisance' project is having a hard time reaching single mothers. Thanks to the outcome evaluation, we also see that the project is less effective when we do reach this target group. In the interviews, the mothers indicate that they do not have the time or resources to require their children to comply with the action plans. In other words, the underlying mechanism of responsibility is not activated or insufficiently activated in this sub-target group due to the lack of appropriate context. So if we want to create a greater impact among this group, there will have to be some supportive measures.



“Once you know what information you need and who or what you need to investigate or survey to that end, you choose the relevant method. Quantitative methods provide a numerical answer to your question. Qualitative methods are appropriate for ‘why’ questions or when you are looking for underlying reasons and processes.”

2.2. What method do you use to measure the indicators?

The next step in the evaluation is to measure the various indicators. In other words, we need to collect or record data. You probably already keep a lot of records about your project, for example in meeting minutes, attendance lists or budget tables. Of course, you can use this for the evaluation, but you can also collect new data. The most important thing remains that you make the choice based on the type, purpose and circumstances of your particular evaluation. In other words, the evaluation framework and practical factors such as time and resources ("Module 1: Preparing for evaluation") will determine what resources you need and what is feasible.[70]

Getting started with the various methods

There are several ways you can measure indicators. Traditionally, people classify these as quantitative or qualitative methods[71]. **Quantitative methods**, such as a survey, gather numerical data and quantify a particular topic. For example, how many complaints were recorded before your project and how many complaints were recorded after its implementation? **Qualitative methods**, such as interviews, focus groups and observations, gather data through words, text, narratives, documents, observations, etc., and try to get to the bottom of things. For example: why are local residents filing fewer complaints after the implementation of your project? The added value of both perspectives is further enhanced when we combine or triangulate both quantitative and qualitative methods. This allows us not only to measure the difference in the number of complaints before and after implementation, but also to immediately know why that is the case.[72]

You can read more information about each method in annexes 1 through 6. These contain practical information and tips & tricks for getting started with the various methods. A separate fact sheet provides information on **ethical principles** that you should always consider. We will briefly get you started below.

	Survey	Interview	Focus group	Observation	Secondary data
What?	Using the **standardised questionnaire**, a number of open or closed questions are presented to a relatively large group of respond-ents, collecting information on a number of characteristics or variables of this group.	Through an **interview**, you can gather detailed information on a particular topic and also include the respondent's experiences in your evaluation.	A focus group is a focused and well-prepared **group discus-sion** around a particular theme. Interaction among group members is a crucial feature here.	Observation is a method of data collection in which you **observe, describe and interpret** people's behaviour.	You use **pre-ex-isting material** (secondary data) for your evaluation.
Advantages	✓ large group of respondents ✓ cost-efficient ✓ smoother data analysis	✓ flexible ✓ ability for more thorough questioning ✓ rich and in-depth knowledge	✓ view of inter-action within a group ✓ a lot of informa-tion in a short time ✓ empowering effect	✓ insight into the actual behaviour ✓ lends itself well to triangulation ✓ high-quality and in-depth information	✓ often the only possible way to gather the necessary information ✓ cheap and less time-consuming
Disadvantages	× often low response rate × potential bias depending on who is conducting the questionnaire × lends itself less to probing nuances	× interviewer influence × risk of socially desirable responses × experience needed	× risk of domi-nance by one or more individuals × risk of groupthink	× not easy × time-intensive × number of specific pitfalls	× prepared with a different purpose than the evaluation

After you have collected the data, it is time to **analyse** it. Again, we use the distinction between the two major methodological families.

Quantitative data is mainly processed using **statistics**.[73] In doing so, you can describe a variable or look for relationships between multiple variables. Within descriptive statistics, for example, you look at centre measures such as the mean, median or mode, or dispersion measures such as the spread or standard deviation. You can also easily indicate the frequency with which a certain variable occurs, such as the number of contact sessions between the project and the target group (process evaluation). If you want to relate the values of one variable to one or more other variables, you need different techniques. This becomes especially interesting when you want to measure the impact of your project (outcome evaluation). Suppose you have collected data on the different areas of life for the participants in your project over several time periods. If you want to find out whether the number of contact sessions is having an impact on those areas of life, you need to look for the correlation between the two. Furthermore, statistics are not easy for everyone. You can be supported by software – Excel can handle a great deal of it. However, if you want to conduct complex analyses, then specialist software (e.g. SPSS) or assistance from a research institution or authority is a must.

Qualitative data will not give you any analysable numbers. You need to **interpret** the data collected and look for the underlying meanings. Specific, supporting software systems exist for this purpose as well (e.g. Nvivo), but they can never replace the creative interpretation process. An important first step in processing this data is to write it out, hence the importance of taking good notes and potentially recording the conversations or observations made. This rather time-consuming activity allows you to begin analysing the text to find answers to your evaluation questions. This analysis is done using codes. You categorise the different data and then categorise it into different themes. For example, if you surveyed the participants through an interview, you could code their experiences and changes in various areas of life (outcome evaluation) or the extent to which they supported the project's vision (process evaluation). You can also immediately see the added value of triangulation here. You can qualitatively explain the quantitative change in different areas of life, or it becomes possible to link the number of contact sessions to the degree to which the target group itself appreciates the project. However, if you find you do not have enough data to answer your questions, you can always collect additional data. Qualitative methods work toward a point of saturation: the point at which it feels like no new information can be obtained. It is difficult to estimate this point in advance, so you may need to look for additional data again. Data collection and analysis is therefore rather cyclical here.[74]

'Take care of the nuisance'
Data collection

To measure the outcome indicators for our project, we used the last three results of a local safety survey. This allowed us to study neighbourhood-level change over a six-year period without collecting new data ourselves. To support these results, we interviewed certain key figures twice, with a year between the two times. This way, we gained a deeper understanding of neighbourhood-level results and their relationship to the project.
Not every project needs to collect data over such a long period of time, but at least it indicates that it is best not to take any chances in order to arrive at quality statements.

You can employ a method or a combination between or within the major methodological families for each indicator in task 2. Once you know what information you need and who or what you need to investigate or survey to that end, you choose the relevant method. Quantitative methods provide a numerical answer to your question. Qualitative methods are appropriate for 'why' questions or when you are looking for underlying reasons and processes. Of course, you can also use existing data and previously prepared documents, but always look at these through a critical evaluation lens. In conclusion, stick to the evaluation framework and see what else is practical to collect.

Task 2:
Data collection

It is now time to collect the data necessary for your evaluation. Use task 2 in the workbook for this purpose.
Beginning with the evaluation framework from task 1, you first determine what indicators you will measure and also select the methods suited to this. You can (re)use existing data or collect new data for this.

In order to safeguard the quality of your **process evaluation**, you record at least three indicators within each cluster. In doing so, you are seeking an answer to the guiding questions provided for each indicator. For the **outcome evaluation**, always carry out the zero and final measurement for each indicator.

Limit yourself to a description of the situation as it has occurred during the evaluation period indicated. The ultimate evaluation of your answers and the identification of improves is part of task 3. The task to complete also give several tips to guide your answers. Be sure to indicate the method you used to collect the data too. This is important in the later evaluation and reporting.

CHECKLIST

Before moving on to the next module, check these things

- Task 2 was completed correctly and completely in the workbook
- For the process evaluation, you measured at least 3 indicators within each cluster
- For the outcome evaluation, you conducted both the zero and final measurements

NOTE:

MODULE

3

Evaluation

Module 3

Learning objectives

In module and task 2, you both determined your indicators and measured these indicators. Now that you have collected this data, it is time to evaluate it and check it against some quality criteria.

At the end of this module:

- you can evaluate and analyse your own answers
- you know what statements you can make based on your evaluation
- you can identify potential improvements to your project

3.1. Quality criteria

After you collected a lot of data in task 2, the time has come to evaluate it. To do this, we use some scientific quality criteria. These are generally accepted principles or rules that indicate the best way to carry out a project and bring it to a successful conclusion. In other words, they provide a benchmark against which you can measure your project.[75] Using a number of scientific quality standards, we will now evaluate your project in this module. For each indicator, task 3 provides such a quality criterion. If your answers meet these standards, then your project is of high quality.[76] However, if your project does not meet these, these criteria will immediately teach you where to do better.[77] If you would like to learn more about these criteria, please refer to the bibliography at the end of this module.

3.2. Quality criteria associated with the process evaluation.

You collected information on 3 groups of indicators: the steering of the project; the implementation of the project; the involvement and support from the target group. Based on this data, you will be able to provide answers to the following questions:[78]

- What and how many activities did the project carry out during this period?
- Who participated in these activities?
- Was the project implemented as planned?
- Did the target group support the operation of this project?
- How did the project's steering go?
- Etc.

Process evaluations versus project effectiveness.

It is important to remember that a process evaluation cannot comment on the effectiveness of the project and the achievement of its end goals.[79] This is reserved for the outcome evaluation (see below). In other words, the number of people reached, the good collaboration between the different partners, the long duration or the extent to which the target group had a good time during the project may depict a success story, but they are not signs of effectiveness.[80] However, when combined with an outcome evaluation, they indicate why the project was effective and/or where there is a need for improvement.[81]

The quality criteria in task 3 provide a benchmark for these responses. Here, we will discuss a few indicators for each cluster, starting with the **steering of the project**. For example, your data may show that a number of partners are often absent from the (monthly) consultation. Thus, the performance of the steering tasks only partially meets the predefined goals and tasks, and not everyone is adhering to the agreements made.[82] Especially if you notice that the same partners indicate that they find their tasks unclear, new or clearer agreements can provide solace.[83]

As regards the **implementation of the project**, the data may also indicate that there were (in)sufficient personnel to carry out the predefined activities. For example, some activities could not be carried out due to a lack of manpower.[84] The comparison with available resources (task 1) may then show that not enough personnel resources were provided or that the necessary full-time equivalents were not filled continuously for certain reasons. A larger and more continuous staff is therefore advisable, or one must adjust the objectives and activities to still stay within the available budget.

Finally, you also collected data on the **support from the target group**. When you compare the number of participants to the (estimated) total target group, you find that, for example, 60% of that target group participated in the project.[85] This exceptional result could possibly be explained by the high degree to which the target group agreed with the operation of the project. Conversely, you may also find that a certain portion of this target group did not participate in the activities. For example, this sub-target group systematically dropped out or unfortunately had a harder time reaching the project.

If you also monitored the **context** within the various clusters during data collection, then you may be able to draw some lessons from this as well. Suppose the policy priorities changed – there would be repercussions in the field. If that policy framework weakened or the available resources suddenly decreased, then the implementation of the project would most likely be negatively affected. You can recommend from this that the project needs the right policy support to bring its implementation to a successful conclusion or justify that some activities could not be carried out because the money taps were suddenly turned off.

3.3. Quality criteria associated with the outcome evaluation.

In outcome evaluation too, let your evaluation be guided by quality standards. For example, the comparison between the zero and final measurements should enable you to determine whether there has been a **change in the problematic situation** and/or whether the **end and intermediate goals** have been achieved.[86] If you have been mindful of potential sub-target groups during data collection, you will also gain insights here into various effects within the full target group.[87] Of course, if you have also investigated potential **side-effects**, then ideally the evaluation will show no negative results.[88]

'Take care of the nuisance'

outcome evaluation

A number of participating households report experiencing additional problems as a result of the project. They say other local residents are openly addressing them about their part in the nuisance and this frequently leads to conflict. This is certainly the case for those participants who drop out early and do not complete their action plans. They are blamed for not taking responsibility. This stigmatisation by the project is obviously an undesirable side-effect, but how can we avoid it?

The process evaluation shows that the target group is often dissatisfied with the way they are addressed and asked to participate in the project. In the process, the visit by the project staff is noticed by certain neighbours and so the ball gets rolling. We can prevent this by inviting potential participants to a more neutral location. This creates an atmosphere of trust and can avoid some of the stigma in advance. The process evaluation thus gives us a solution to this disappointing result from the outcome evaluation.

But what if the results were disappointing, the objectives were not met and the situation remained unchanged?

There are then two possibilities.

The first possibility is that the project is failing to activate the right underlying **mechanisms**.[89] In other words, the *theoretical* basis of the project has proven ineffective in addressing your problem within your specific context or, at worst, has produced negative effects. For example, projects based on scaremongering have a reputation for producing no or even disappointing results.[90] Another example is that young people can reinforce each other's negative behaviour, which ultimately causes these *peers* to undermine the positive effect of the project.[91] In other words, the activation of this unforeseen mechanism creates an inverse effect.

The second possibility is that the *implementation* of the project is the cause of the disappointing results.[92] Suppose the project leads to stigmatisation of the target group. The way the project markets itself to recruit participants can contribute to this. The process evaluation will be crucial here for getting to the bottom of where exactly things went wrong. Whatever the scenario, if the results are disappointing, there must of course be a response. After identifying the cause, there are again two options: make adjustments or stop the project. Of course, this does not mean that you should not report these results. On the contrary! Negative results are an important source of information (see "Module 4: Reporting" p.51).[93]

Just as with process evaluation, outcome evaluation allows you to draw some important lessons from the influence of **context** on project outcomes and potentially formulate recommendations around them. Suppose that support from the policy side fell away and the project was no longer embedded in a broader safety plan, as it had been set up at the start. It is obvious that the loss of this framework will have an impact on the results of the project. In other words, this embedding is an important precondition for the operation of the project and must therefore be safeguarded.

Task 3
Evaluation and analysis

The answers you collected in task 2 can now be held up against a number of quality standards. Where applicable, you can complete this exercise together with the various partners steering the project. This will create greater support and open discussion. Does your answer meet the scientific criterion? Then that shows you have achieved this criterion. Otherwise, you indicate that you have 'partially' or 'not achieved' it. Using a traffic light, this will show you at a glance whether your project meets these criteria and where there is a need for any improvements.

CHECKLIST

Before moving on to the next module, check these things

- ○ Task 3 was completed correctly for the process and/or outcome evaluation in the workbook

NOTE:

MODULE

4

Reporting

Learning objectives

Although evaluation is a continuous and iterative process, you have arrived at the final step in the cycle. Now that you have turned the data collected into an actual evaluation, it is time to report on this evaluation correctly.

At the end of this module:

- You will know the basic components of an evaluation report
- You can prepare a targeted evaluation report
- You will know multiple channels for sharing your evaluation with a wider audience

4.1. The evaluation report

The evaluation provides a great deal of data and insights. To keep it organised and maximise the sharing of its contents with stakeholders, you put all the information together in an evaluation report. You can also involve those stakeholders or partners right away by, for example, discussing the draft report with them. This way, you increase support for any results and recommendations for adjusting the project. In the workbook, we provide a template for writing this report, but we will get you started below.

In the evaluation report, it is crucial to report correctly on your evaluation. You describe the evaluation framework, the method used, the main findings, etc. It is important here to adapt the language and message to your audience. In other words, you need to focus on the most relevant aspects so that your target audience can concentrate on those things that matter and with which they can concretely engage.

Tailor your writing to the target group

The biggest steps in the evaluation process may be behind you, but the report is the face of this hard work. A long-winded and monotonous report quickly ends up in the bottom drawer – even if the results are positive. Below are some tips for making your report as attractive as possible, tailored to your target group[94]:

- Make your writing as accessible as possible and take into account your target group's level of knowledge. Be sure to avoid excessive use of jargon;
- Keep it neat and professional;
- Support the report with graphics. Charts, tables or infographics display a lot of information quickly and clearly;
- Also consider the position and role of your target audience. There is no point in making recommendations to an audience that has no influence on them.

That key message can be given in the **summary** of your evaluation report. Summarise the major findings for your target audience in two to four pages here. The golden rule: provide the core of your evaluation that is relatively easy to translate into practice.[95] More information can always be found in the actual report.

You then build up that report logically and start with an **introduction.** In it, you describe the broader context of the report and outline why an evaluation was conducted. Next comes the **evaluation framework**, in which you situate your project and clearly delineate what exactly was evaluated. Task 1 is your main guide to this, where you can also refer to the sources you consulted at the time. Then you give an overview of the main steps during the evaluation (see “1.2. Plan your evaluation” p.13) and the **methodology** used (see “2.2. What method do you use to measure the indicators?” p.36). In other words, you discuss the way you conducted the evaluation. The next chapter discusses the **results**. Here, you state the findings of your evaluation in a neutral manner. In doing so, also look for the right balance between quantitative and qualitative data if you combined them while measuring indicators.[96] In addition, try to keep in mind the context of the project and any sub-target groups. For example, your results provide an insight into whether your project works (outcome evaluation), in what way (process evaluation), as well as for whom and under what circumstances.[97] Task 3 provides the appropriate input here.

Finally, in the **conclusions**, you look for explanations for the results found and formulate some lessons that follow. This feedback and potential adjustments to the project define what could be better, as well as what the strengths are. Along with reporting to the various stakeholders and/or funders, these lessons are the main added value of your evaluation.[98]

'Take care of the nuisance'
importance of negative outcomes

The evaluation of our project previously showed that we had more difficulty reaching single mothers, as well as lesser results when we were able to approach them after all. In addition, the evaluation also showed that some participants felt stigmatised by the project.

It is often difficult to report on this. It can put the project in a bad light or cause the subsidy tap to close.[99] However, it is important to include these disappointing results in the report. It is not only a matter of good governance, but the project can be adjusted that way and supported in doing so. The target group has every interest in this.

4.2. Disseminating the results

The results and lessons can be important sources of inspiration for your colleagues. This is how we build **knowledge-based practice** together.[100] In fact, evaluations not only help your particular project, they also provide valuable information when others are facing the same problems.[101] This way, they can immediately start working with effective examples within their own local context![102]

How can you disseminate your results further? Contacting colleagues yourself to share the results is the first option. Participating in or establishing a community of practice, where a group of like-minded people regularly share their experiences, can also facilitate the dissemination of your lessons.[103] **Scientific conferences and journals** are other mediums for presenting the results to an interested audience.

Interested in a scientific publication?

Scientific journals have specific rules regarding the research they wish to publish. Almost all journals require the research to have been reviewed by an ethics review committee. Such a committee examines whether important ethical principles were respected during the evaluation: integrity, confidentiality, voluntary participation or prevention of harm.[104] To safeguard these principles, an ethics review committee examines these issues from the very beginning of the evaluation. So you should spend plenty of time and attention on them while planning your evaluation!

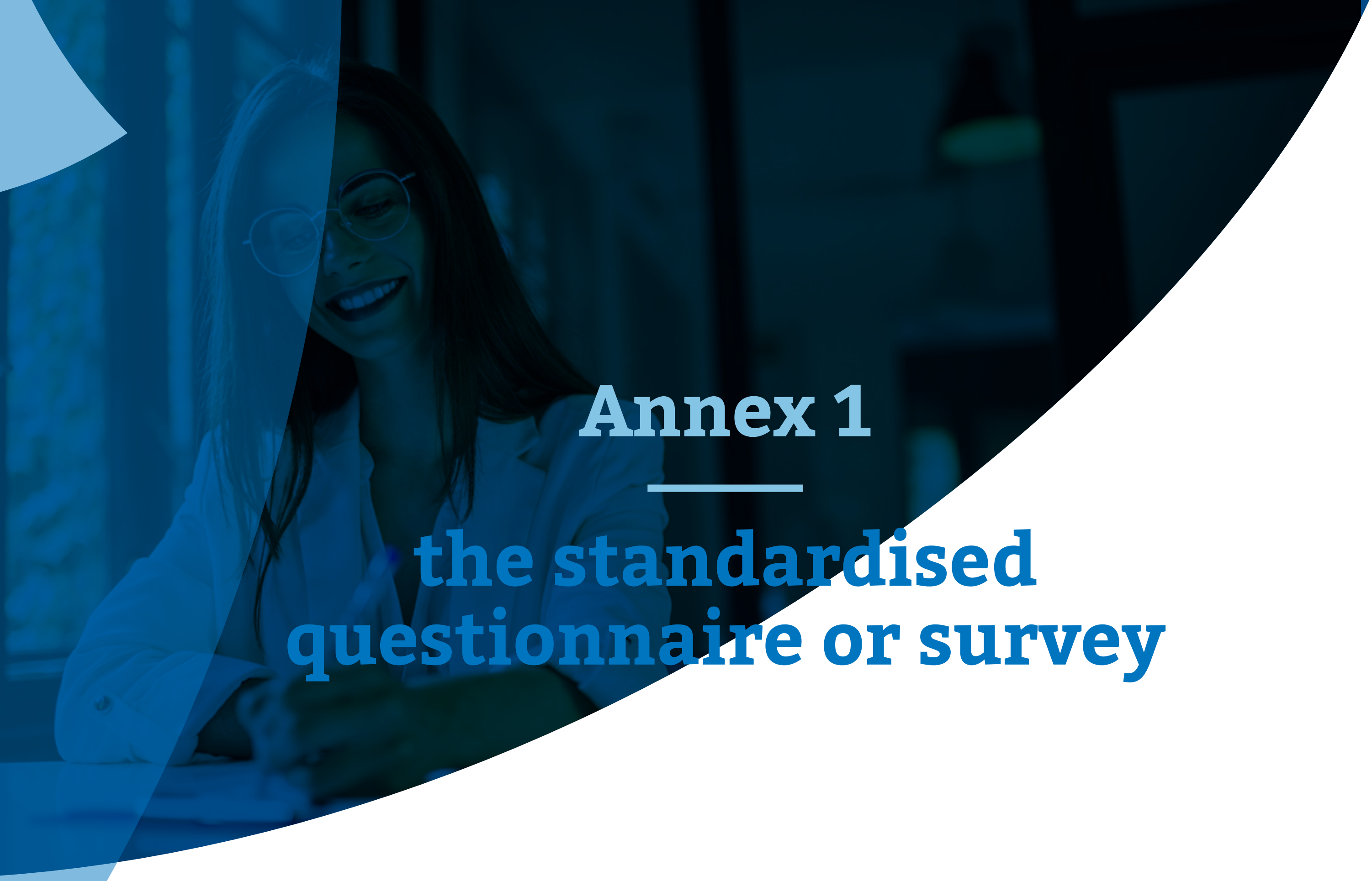
Online **databases** also have this capability and provide a repository for a great many effective programmes. Practitioners can thus retrieve good practices that address a similar problem in a user-friendly manner.[105] Xchange[106] is perhaps the best example within the European Union. It contains interventions that have been evaluated within European countries and focus on drug-related problems, juvenile delinquency and bullying. The database is hosted by the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA), but also collaborates with a range of leading academics. A convenient interface allows you to search for projects targeting different ages, settings, outcomes and their effectiveness rate. Each project is explained by means of an information sheet, including practical information such as experiences of the project staff. Another example is the database of the European Crime Prevention Network.[107] It has a similar format, but uses less stringent admission criteria.

Introduction

This manual will walk you through the various steps of an evaluation. Delineating the **evaluation framework** and deciding what type of evaluation to undertake (module 1) was the first and crucial phase in this process. Then you went to work on the chosen indicators and **measured** them (module 2). Then you **analysed** the data collected and compared it to quality criteria (module 3). The last step was to **report** on your evaluation (module 4) in order to get to work with this new information.

Using various fill-in tasks in the workbook, you were able to complete these steps independently.

Evaluating seems like a straightforward process, but it certainly is not. Each project will ideally schedule an evaluation at the start as an integral part of its operation, so that people do not perceive it as an additional task to be performed at the end.[108] In other words, evaluation is not an add-on, but an integral part of project operation. In addition, it is also a **repetitive process**, especially as the project moves forward. Projects do not take place in a vacuum, and the context in which these projects operate is constantly changing.[109] It is therefore advisable to continue to evaluate and make adjustments where necessary. An evaluation is part of building change and change takes time.[110] Evaluation allows us to steer that change in the right direction.



Annex 1

the standardised questionnaire or survey

What?

The survey or **standardised questionnaire** is a primarily quantitative tool and is often used within evaluations. Using this questionnaire, a number of open or closed questions are presented to a relatively large group of respondents, collecting information on a number of characteristics or variables of this group.

Why?

The survey allows you to measure certain characteristics of a group of respondents and examine the relationships between these characteristics and individuals. Using targeted questions, you will explore these **variables**. You mainly use this form of data collection when you want to '**measure and know**' **knowledge, facts, behaviour or attitudes** at an individual or group level. For example, you can use a cross-sectional survey, i.e. at one particular point in time, to survey the frequency with which the target group used a particular service (process evaluation). Through a longitudinal survey, where you present the questionnaire to the target group over several periods, you can survey changes in behaviour (outcome evaluation). Thus, a standardised questionnaire means added value for each evaluation type.

Preparation

Of course, before you develop a survey and submit it to a number of participants, you must first delineate those participants. In some cases you will be able to survey everyone, when you survey project staff, for example, but often a survey is used to gather information on larger groups. For example, if you want to survey an entire neighbourhood about any decrease in drug-related nuisance as a result of your project, you need to use a cross-sectional or **random sample**. If you are looking for generalisable results in doing do, then this random sample must be representative of the broader research population. In other words, you will need probability sampling and must take into account the rules of statistics. However, if this is not your objective, then you can select participants rather more pragmatically, by very deliberately selecting some respondents, for example.

So be aware of the repercussions of this choice on the kinds of statements you can make based on the type of random sample. However, it remains important to ensure representativeness even with non-random samples, so that the results are influenced as little as possible by selection processes.

You can then present the survey to potential respondents in a variety of ways. We distinguish these **forms** based on how respondents receive the survey and whether they are guided during completion. On the one hand, you can have the respondent complete the entire survey themselves and deliver it by post, e-mail or other online modes. On the other, you can guide the respondent face-to-face or by telephone. Here, you go through the questionnaire with the respondent. The latter method can enhance motivation to cooperate and also increases the likelihood of high-quality responses. With self-completion questionnaires, the survey itself must contain all the information the respondent needs to complete it correctly. You will therefore need to include an introductory letter describing the research and survey, along with clear **completion instructions**. Of course, you also ask for *informed consent* in this introductory letter (“see fact sheet ‘Ethical principles’” p.73), but you do the same with all other forms of survey-taking. A good and simple layout of your questionnaire supports these instructions by, for example, using visual elements to indicate navigation paths or to clearly signal changes in instructions.

Procedure

The most important thing in a questionnaire is, of course, the **questions**. These depend on your specific evaluation goals and can be open or closed. However, limit open-ended questions to what is necessary. This is because these responses are more difficult to analyse and categorise, and especially with larger groups, this can become complex. In addition, too many open-ended questions can also increase the length of the survey, which deters respondents. Then again, with the closed questions, you need to make sure that they are quick and easy to answer. Good questions and answer categories are worded in such a way that they easily and clearly convey your evaluation question to the respondents' life experiences so that they, in turn, can supply the correct information. So always make sure that the questions are clearly worded and in language that the respondent can understand. Respondents drop out of poorly worded questions or questionnaires or unknowingly fail to provide the right information. Testing the survey in advance in a small group can help a lot!

Of course, there will always be some respondents who do not complete the questionnaire (total non-response) or only partially (item non-response). This **non-response** is important to monitor and you should be sure to check that this group does not systematically deviate from those who do complete the survey. To reduce non-response, it is a good idea to present the survey to the respondent a few times. Except in the event of a 'hard refusal', this may still result in a completed questionnaire. The desirable response rate will depend on your specific evaluation design and what statistical statements, if any, you want to make at the end, but obviously the higher the response rate, the better.

Advantages and disadvantages

- ✓ Surveys are a good way to directly collect a lot of data and survey a **large group of respondents** at once.
- ✓ The standardised questionnaire and certainly the self-completion questionnaire are very **cost-effective**, given the large amount of data you can collect in a relatively short time.
- ✓ The data obtained is already highly standardised, which allows for **smoother data analysis**.

- × The often **low response rate** with the unsupervised questionnaire is a major disadvantage, but can be partially remedied through certain techniques.
- × With a face-to-face or telephone-assisted questionnaire, the response rate is higher, but the guide may influence the answers (**interviewer bias**).
- × A standardised questionnaire lends itself less to probing **nuances** or ambiguities.

Tips & tricks

» Do not make the questionnaire too long, or many respondents will drop out. You could possibly use **filter questions** that, depending on the answer, allow the respondent to ignore some of the irrelevant questions.

» **Avoid** these questions and answer categories and also take a look at the 'Interview' and 'Focus group' fact sheets for some extra tips:

- Suggestive questions that steer the respondent toward a particular answer;
- Ambiguous questions that are open to interpretation;
- Answer categories that require the respondent to take a position, even if they had not previously formulated an opinion for themselves;
- Biased response categories in which it becomes clear which response is desired or 'normal'.

» Make sure your questionnaire has a **logical order** and think carefully about the place of each question within the overall questionnaire. Intimate or very personal questions are best preceded by a soothing opening question. At the same time, however, be aware that the order can also negatively affect the answers.

To find out more:

Baarda, D. B., De Goede, M. P. M., & Kalmijn, M. (2007). *Basisboek enquêteren: handleiding voor het maken van een vragenlijst en het voorbereiden en afnemen van enquêtes*. Wolters-Noordhoff.

Baarda, D. B., De Goede, M. P. M., & Teunissen, J. V. (2005). Basisboek kwalitatief onderzoek. *Handleiding voor het opzetten en uitvoeren van kwalitatief onderzoek*, Wolters-Noordhoff.

Boeije, H., t Hart, H., & Hox, J. (2009). Onderzoeksmethoden (8e edition). *Den Haag: Boom Uitgevers*.

Billiet, J., & Waege, H. (2006). *Een samenleving onderzocht: methoden van sociaal-wetenschappelijk onderzoek*. Antwerp: De Boeck.

Pauwels, L. (2015). *Kwantitatieve criminologie : basishandboek kwantitatieve methoden van criminologisch onderzoek*. Ghent: Academia Press.

Verhoeven, P. S. (2013). *Onderzoeken doe je zo!*. Boom Lemma.

Van der Pligt, J., & Blankers, M. (2013). *Surveyonderzoek: de meting van attitudes en gedrag*. The HagueBoom Lemma.

Annex 2

the interview

What?

An interview is a qualitative method of collecting data regarding your project. Through an **interview**, you can dig up detailed information on a particular topic and also include the respondent's experiences in your evaluation. It makes you look for how and why your project is or is not working.

Why?

Through an interview, you can gauge what people know (**facts**), do (**behaviour**) or think (**attitudes**) following your project. For example, you can ask project leaders and coordinators about the reasons they started the project. In addition, you can also sound out the participants about their **experiences**: did they find the project accessible (process evaluation), did they experience changes in certain areas of life thanks to the project (outcome evaluation), etc. In other words, interviews can give you added value for any type of evaluation.

Preparation

Who and how many people you should interview depends on what you want to accomplish with it for your specific evaluation. For example, it is obvious that you should survey staff if you want more information regarding their motivation or training needs. In other words, you will choose individuals **purposefully**. The number of interviews is more difficult to establish. In the ideal scenario, you will continue to conduct interviews until you feel you are not getting any new information from the respondents. This means that you have reached the point of **saturation**.

You also need to make a choice around the type of interview. This is because there are different forms and they depend largely on the way in which the interview is structured.

- An **unstructured interview** or in-depth interview starts from 1 broad initial question and lets the conversation take its natural course from there.
- In contrast, a **semi-structured** interview takes place using a list of questions or interview guide, whereby

a logically constructed list of questions or themes guides the interviewer during the interview. This way, you can ask all the respondents the same questions, but still respond to the dynamics of the interview.

In the context of an evaluation, semi-structured interviews will primarily be used. This allows you to probe specifically for the issues that are relevant to your evaluation. So the questions you include in your **topic list** are crucial. However, it is almost inevitable that there will be deviations from that path, but it is your job as the interviewer to keep the conversation focused.

Procedure

After your general **introductory question**, you should use specific questions to look for answers for your evaluation. You can use hypothetical scenarios to do this, but avoid suggestive questions or examples. You do not want to put any answers in the respondent's mouth.

However, sometimes the answers will be inadequate or irrelevant to your evaluation. That means will you need to **ask more questions**. A period of silence may be sufficient, but specifically asking the respondent to say more or rephrasing the question is often necessary. At the end of the interview, thank the respondent, but also briefly summarise the main points. That way, you can immediately check whether you understood everything correctly, but also give the respondent space to reflect on the interview and he or she can make some additions.

It is therefore best to take notes during the interview. This will help you during the interview, as well as afterwards in the data analysis. You can also **record** the conversation, making it easier to write up later. In doing so, make sure your respondent's *informed consent* is obtained (“see fact sheet ‘Ethical principles’” p.73).

Advantages and disadvantages

- ✓ The interview is a **flexible** way to gather information. You can tailor it completely to your evaluation and to the *flow* of the conversation.
- ✓ You can **continue to ask** about the relevant points until you get a sufficient answer.
- ✓ The end result offers you **rich and in-depth knowledge** about your project.
- × The important role of the interviewer as the leader of the conversation may cause **bias** to occur, so you have to be very careful not to negatively influence the respondent's answers.
- × Respondents may answer in a **socially desirable** way – in other words, they may tell you what they think you want to hear.
- × Preventing bias and managing the interview well **takes experience**. After all, you are performing several tasks at once as an interviewer: you are asking the questions, taking notes, asking further questions where necessary, and guiding the respondent through the process.

Tips & tricks

» Make sure you have a good opening. You want to set the right tone right away and capture the focus of the interview. Also, think about building up a '**rapport**': a respondent who feels comfortable will also tell you more information. For this reason, you can start with a warm-up and ask about the respondent's background and role, if any.

» **Listen actively** to the respondent. Listen more than you speak, but occasionally confirm that you understand the respondent's story and continue to ask questions as needed. Show genuine interest and take notes during the conversation. It is also best to pick up on non-verbal communication.

» **Avoid** these things:
- Long and complex questions;
- Asking multiple questions at once;
- Suggestive questions;
- Specific professional jargon.

» In the ideal scenario, an independent person will conduct the interviews, but you can also do this yourself as project staff. It helps keep costs down and you know the participants and the project. During the interview, do try to clearly **define your role**. You are questioning them with a view to evaluation and not as a service provider. Indeed, the latter role may lead respondents to answer in a socially desirable way. Guarantee to them that the conversation is anonymous and create an atmosphere of trust.

To find out more:

Beyens, C., Kennes, P., & Tournel, H. (2016). Mijnwerkers of ontdekkingsreizigers? Het kwalitatieve interview. In T. Decorte & D. Zaitch (Eds.), *Kwalitatieve methoden en technieken in de criminologie* (pp. 187-222). Leuven: Acco.

Mortelmans, D. (2020). *Handboek kwalitatieve onderzoeksmethoden* (Third edition). Leuven: Acco.

Annex 3

the focus group

What?

A focus group is a focused and well-prepared **group discussion** around a particular theme. Interaction among group members is a crucial feature here. The group, consisting of 6 to 10 participants, will discuss several of your evaluation questions. As a moderator, you will guide this discussion and guarantee that the focus is maintained. This ensures that the answers obtained are relevant to your measurement.

Why?

A focus group gives you an insight into the participants' **knowledge, motives, beliefs, experiences**, etc. With the presence of *peers*, participants are more relaxed, but you also gain an insight into the consensus or disagreement that exists within a group. The group discussion can thus provide you with qualitative information, for example, concerning the implementation of the project (process evaluation), as well as the – perceived – effects that the participants are finding as a result (outcome evaluation). Focus groups thus have added value in various types of evaluation.

Preparation

The **size and composition** of your focus group are key success factors. The group should not be too large, but certainly not too small either. 6 to 10 participants is a good rule of thumb. You could possibly work with existing groups, such as your project's steering committee, for example, but these could just as easily be strangers. Depending on your evaluation design and what you want to achieve with the focus group, you also need to make a choice about the heterogeneous nature of the group. Homogeneous groups share the same background and experience, which facilitates communication. The downside is that this can promote groupthink, preventing opposing views from being addressed. In turn, a heterogeneous group encourages discussion, but it can also degenerate into heated debates or lead to unequal positions in the group. In summary, depending on what the focus group is supposed to bring to your evaluation, you need to make the right choices here.

In order to keep the conversation on track, it is best to develop a **running order** in advance. This allows you to prepare several questions or topics and develop the structure of the group discussion. You can give the participants a (condensed) version of this running order, but it mainly serves as a guide for yourself.

Procedure

Start the focus group with a brief **introduction** that informs participants of the purpose, ground rules and duration of the conversation. During this introduction, any recording equipment will be started, after the participants have given their explicit approval for this (see 'Ethical principles' fact sheet). The introduction is followed by the opening question designed to spark discussion. Then you ask a series of **questions** focused on your evaluation framework and its various components. For example, you can ask the participants in your project whether they find the project sufficiently accessible. Limit yourself to a maximum of 10 questions. This allows you to address them in depth and gather high-quality responses without rushing the group discussion.

The role of the **moderator** is decisive for the group dynamic. This person is outside the group, but on the one hand must actively direct the group toward the evaluation questions and stimulate the conversation, without dominating. As a moderator, you ensure that all voices are heard, but your own voice is of secondary importance.

A focus group lasts an average of 1 to 2 hours and at the **end** of the discussion, you provide a general summary of the discussion, provide space for feedback and thank all the participants. This way, you can immediately check that your notes are correct and the participants feel heard, so be sure to provide enough room for this.

Advantages and disadvantages

- ✓ A focus group provides insight into the **interaction** within a group, giving you a good idea of the multitude of ideas and experiences that are active in this group. The influence of the evaluator also remains rather limited this way, given that the participants largely set the agenda.
- ✓ The focus group is an efficient way to gather **a lot of information** in a short amount of time.
- ✓ This method is well-suited to use with children, youth and vulnerable groups, given the often **empowering effect** of a focus group.
- × One or more individuals may dominate the group, preventing all opinions from being heard. The moderator must be watchful against **dominance** by one or more individuals.
- × The group may degenerate into a kind of **groupthink**, where not all opinions are heard and people start responding in a socially desirable way.

Tips and tricks

» Make sure the group members are **not too different** from each other, as this may interfere with the discussion. If you are really looking for differences, it may be more interesting to organise multiple focus groups and look at the differences between them.

» The moderator has an important function and this therefore requires due attention. Because of the importance of observation notes and actively directing the conversation, it may be interesting to engage **two people** to share these tasks.

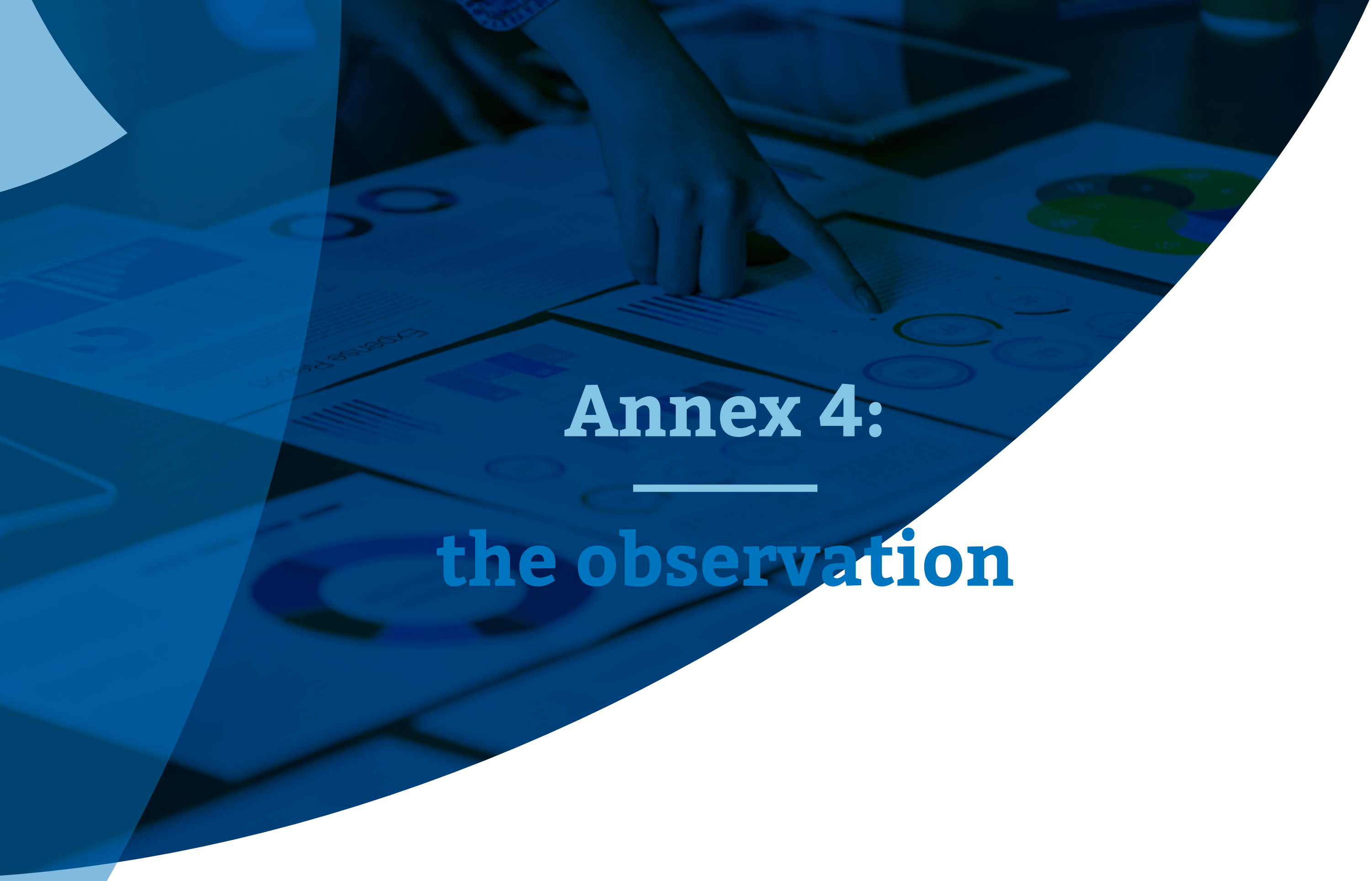
» **Questions** during the interview should be
- Focused on the evaluation framework;
- Open and non-leading;
- Clearly worded and easy to understand;
- Neutrally worded so they do not influence the answer;
- Follow each other carefully.

To find out more:

Mortelmans, D. (2020). *Handboek kwalitatieve onderzoeksmethoden* (Third edition). Leuven: Acco.

Vander Laenen, F. (2016). Focusgroepen. In T. Decorte & D. Zaitch (Eds.), *Kwalitatieve methoden en technieken in de criminologie* (pp. 223–253). Leuven: Acco.

Vander Laenen, F. (2021). Focus Groups. (pp. 402-404). In Barnes, J.C., & Forde, D.R. (eds.), *The Encyclopedia of Research Methods in Criminology and Criminal Justice.* John Wiley & Sons, Inc.



Annex 4: the observation

What?

Observation is a method of data collection in which you **observe, describe and interpret** people's behaviour. In other words, you will try to empathise with or position yourself in this group's life experiences so you can describe the reality in a detailed and nuanced way. This method will provide you with qualitative data as well as quantitative data. Indeed, in addition to that in-depth description, you can also record the frequency or duration of certain activities.

Why?

The observation method allows you to collect data regarding behaviours that often seem self-evident. For example, different staff may interpret the implementation of the project methodology differently (process evaluation) or participants may show signs that their social relationships have improved (outcome evaluation). Observations thus provide an insight into the **natural setting** and the processes that take place within it and provide valuable information for each stage of the evaluation.

Preparation

Before you begin to observe, you must first define your role as an observer. Indeed, different forms of observation are possible depending on the level of **participation**. These can range from merely observing to fully participating in the activities. As always, you must weigh up which form will provide the most relevant data for your evaluation and what is feasible. You will, of course, continue to purposefully seek answers to your specific evaluation questions, and you will constantly take notes to that end.

- In a **participatory observation**, you try to become part of the group you are attempting to observe. This gives you a strong *insider* perspective and allows you to learn about actual group processes. The condition, of course, is that this group is accessible to the evaluator. An adult project worker may find it difficult to fit in with a group of young people.
- When you conduct a **non-participatory observation**, you do not take on an active role as a participant and therefore do not interact with the group. Do remember that your

presence might affect the group and its operation. Because you must ask the group's permission to observe them (see 'Ethical principles' fact sheet), they will be aware of this and may modify their behaviour.

What, how long and how much to observe depends on the purpose of your evaluation and what questions you want to answer. With that objective in mind, it is a good rule to stop observations when they are no longer providing any new information. At this stage, you have reached the **saturation point**.

Procedure

You begin the observation by describing some key points of interest, such as the location, the activity, the actors present and actions taken. Then you can start focusing on some of the more structural questions, i.e. the aspects that are **relevant** to your evaluation. For example, you can check during the various contact sessions that the methodology used is being applied consistently and consistently. You can then test that determination by placing the contact sessions side-by-side and checking that it is correct each time.

Keep very close track of what you observe and use an **observation chart**. This will keep you focused and you note down the same aspects each time. If you are working with multiple observers, you can also easily compare and verify the data collected side-by-side. This gives you a more objective result and you are less likely to overlook things.

Advantages and disadvantages

- ✓ Observations give you a direct insight into the **actual behaviours** that people are exhibiting. These may sometimes differ from what respondents say in an interview, for example.
- ✓ It is a technique that conveniently lends itself to **triangulation**. Indeed, it is often used as additional information alongside other methods of data collection.
- ✓ Because of the long-term contact, you obtain some very **high-quality and in-depth information**.
- ✕ Observation is **not easy**. After all, you yourself are the evaluation tool and that does require some knowledge and skill.
- ✕ Conducting observations requires **adequate time**, which is not always available.
- ✕ There are some **specific pitfalls**, such as the target group consciously adjusting their behaviour or the evaluator overly identifying with what is being observed. For example, consider observing colleagues.

Tips & tricks

» Use existing **observation scheme** or develop a new guide based on your evaluation questions. Then be sure to make the points of interest:
- Focused;
- Objective;
- Explicitly defined;
- Exhaustive;
- Exclude one another and do not overlap.

» **Project staff** can conduct observations, but always keep in mind the effects this may have on data collection. Try to remain as objective as possible and, if necessary, engage multiple people to minimise any bias.

» Look for **similarities** in the various situations observed. Once you have discovered a set pattern, try to look for **differences** and scenarios that differ from these.

» You can observe and **'code'** behaviour based on events or based on time intervals. In the first case, you wait for a particular event to occur and describe what it was, how often or for how long it occurred, and possibly place it on a timeline. When you look at time intervals, you will be gathering information about what exactly happened during this period.

To find out more:

Mortelmans, D. (2020). *Handboek kwalitatieve onderzoeksmethoden* (Third edition). Leuven: Acco.

Robson, C., & McCartan, K. (2016). *Real world research* (Fourth Edition). Hoboken: Wiley.

Zaitch, D., Mortelmans, D., & Decorte, T. (2016). Etnografie en participerende observatie. In T. Decorte & D. Zaitch (Eds.), *Kwalitatieve methoden en technieken in de criminologie* (pp. 255–320). Leuven: Acco.

Annex 5:

Secondary data

What?

To make your evaluation a success, you can collect new data (primary data) or use **existing materials** (secondary data) for your purposes. The latter form involves the use of published numerical data, literature, newspaper articles, collected datasets, meeting reports, etc.

Why?

It is not always necessary or possible to collect data yourself. Consider, for example, comparisons of populations over a longer period of time (outcome evaluation) or adjustments made to the basis of a project that has been running for some time (process evaluation). In this regard, existing data can be a **source of quantitative and/or qualitative information** and can be consulted and processed in any type of evaluation.

How?

With secondary data, you will be **systematically** bringing together data that has already been compiled. So this data has not been compiled to support your evaluation, but you will have to make that **translation** yourself. Therefore, the **quality** of these documents and data is critical in your decision to work with them. In doing so, it is best to keep the following things in mind:

- Suitability of the data for your evaluation design;
- Method of data collection;
- Purpose for which the document was created or for which the data was collected;
- Quality of the data.

Unlike primary forms of data collection, no *informed consent* is required here (see 'Ethical principles' fact sheet). However, there may be certain restrictions around the use of secondary data, so make sure you follow those ethical and legal guidelines.

Advantages and disadvantages

- ✓ Secondary data is often the **only way** you can gather the necessary information, but you can also use it to supplement or verify other data (**triangulation**).
- ✓ This form of data collection is often **cheaper** and less time-intensive than other methods.

- × Secondary data is not necessarily (sufficiently) focused on your evaluation. It is usually drafted with a **different purpose**. You will need to take this into account properly while using it. You still need to critically examine the data and make the correct translation to your evaluation.

Tips & tricks

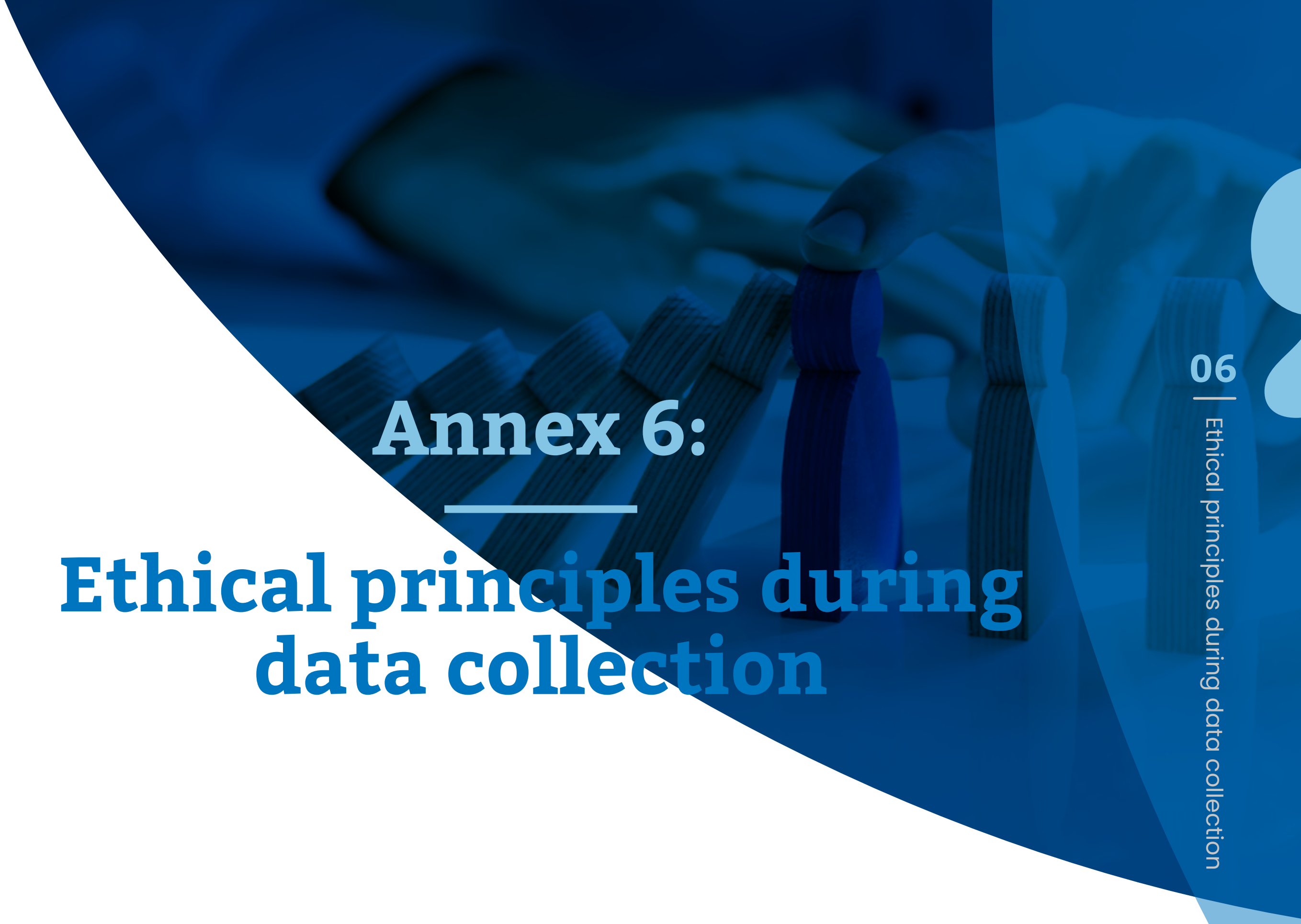
» Existing numerical data and collected datasets can be a useful source of quantitative data, but are **not immediately applicable** to your project. Note the statistical unit used and the structure of the data, the operations performed, and the population studied. Findings at the general population level are not an indicator for your specific target group in this regard.

» Do not just assume that the data is accurate or gives an objective picture. Study it **critically** and ask yourself for example, what it cannot tell you.

To find out more:

Clarke, A., & Dawson, R. (1999). *Evaluation research: an introduction to principles, methods and practice*. London: Sage.

Lievens, J. (2006). Werken met secundaire kwantitatieve data. In J. Billiet & H. Waege (Eds.), *Een samenleving onderzocht* (pp. 343-364). Antwerp: De Boeck.



Annex 6:

Ethical principles during data collection

What?

Respondents are giving you an insight into their world and it is your responsibility as an evaluator to handle this in an ethical way. In doing so, you will need to respect a number of **ethical principles**.

Why?

During data collection (interviews, focus groups, observation, survey, etc.), respond-ents reveal items of information to you. It goes without saying that you must handle this personal information appropriately. The first principle is to **prevent harm**. In no way should your evaluation bring about any negative consequences for the respondent. This can range from stress and anxiety to physical or property damage.

This harm principle also translates into **respecting the privacy** of the respondent. These collected items of information have been given to you in confidence and should also remain confidential. Ensuring anonymity is an important aspect of this. This is not only an ethical matter, but also legally required through the General Data Protection Regulation (GDPR). The bottom line is that these items should not become breadcrumbs that could lead to the identification of respondents. This, of course, also applies during the reporting on the final evaluation.

The latter principle seems obvious, but you should **not force** respondents to cooperate during your evaluation. Their participation is entirely voluntary and should therefore be explicitly asked for. Thus, you should not assume that the recipients of your project will agree to participate in the evaluation anyhow. It is entirely out of the question to link their participation to their further activity within the project.

How?

To ensure this is voluntary, as an evaluator you must seek the **informed consent** of the potential respondents. Based on sufficient information, they should be able to make a formal and informed decision about whether or not to participate in the evaluation. Respondents also need be able to stop cooperating at any time. You may be able to put these things together into an information brochure, but in any case you need to provide explanations in clear and plain language about:

» The nature and purpose of the evaluation;

» The sources of funding where relevant;

» The implementers of the evaluation;

» The respondent's role as a participant;

» The use and dissemination of any results;

» The implications of participation in terms of confidentiality and anonymity.

Thus, an important part of that mandatory information concerns guaranteeing the **confidentiality and anonymity** of personal data and the ethically correct handling of this data. Because of privacy rules such as the GDPR, but also for ethical considerations, you will need to take measures that make it impossible to identify respondents by their answers. This implies that you:

» Must store data in such a way that it is not possible for others to ascertain who this respondent was;

» Do not mention any names or details in your reporting that could lead to identification;

» Do not collect more data than is strictly necessary.

A **data management plan** could be useful in stimulating this thought process. In such a plan, you describe how (or for how long) you will collect, store, retain and secure data, taking into account the applicable rules. It ensures that your data is and will remain secure, findable, accessible and understandable. This involves a well-constructed folder structure, with clear file names, but also the format in which you store or process data and any rules around sharing data with colleagues. This way, you raise the quality of your evaluation: structured working produces better results! Develop this plan at the beginning of the evaluation, but be flexible and update the plan as needed. After all, a data management plan is a living document.

Tips & tricks

» You undoubtedly have **internal rules** regarding the collection and maintenance of data within the project. Make sure these also frame the data collection for the evaluation. Of course, also continue to follow the GDPR rules and, in addition, draw up a data management plan if necessary. It ensures that you respect all the rules while also raising the efficiency of your evaluation!

» Evaluations can be conducted by internal staff as well as by external parties (e.g. the university). Both have their advantages and disadvantages, but when collecting **sensitive information**, it is appropriate to outsource this to third parties. This way, you ensure objectivity and no problems can arise regarding professional confidentiality or the duty to report for public offices and officials.

» Are you planning to publish your evaluation results in a **scientific journal**? If so, make sure you have a positive recommendation from an ethics committee before you begin data collection. Many journals only publish research that was reviewed by this.

» Are you collecting personal data from **vulnerable people**, such as minors, people with mental illnesses or asylum seekers? They are entitled to specific protection. They are usually less aware of their privacy rights and the potential risks and consequences associated with participating in your evaluation and the processing of their personal data. In the case of minors, you must seek consent from the person with parental responsibility. In other cases, this becomes a difficult and ethical dilemma that you must weigh up carefully. In doing so, be guided by the principles we have discussed in this fact sheet. However, it remains ethically important to inform these groups in a way that suits them and obtain their *informed consent*. For example, you can explain the written form orally and in plain language.

» You can create a **form** (see template) to ask for the respondent's *informed consent*. You will find a template for this on the next page. Along with providing an informational brochure, ask for the respondent's signed confirmation that:

- This information leaflet has been read;
- They are voluntarily participating in the described evaluation and know that they can ask questions or stop participation at any time;
- The evaluator may collect, process, store and report data in an anonymous manner.

To find out more:

Billiet, J., & Waege, H. (2006). *Een samenleving onderzocht: methoden van sociaal-wetenschappelijk onderzoek*. Antwerp: De Boeck.

Vander Laenen, F., & O'Gorman, A. (2016). Ethische aspecten van het kwalitatief onderzoek. In T. Decorte & D. Zaitch (Eds.), *Kwalitatieve methoden en technieken in de criminologie* (pp. 555–586). Leuven Acco.

Logo & address
of organisation

‘‘Informed Consent’
Form

I, the undersigned, ...

hereby certify that, as a participant in an evaluation of the city/municipality/organisation, I

....

(1) have read the information brochure. This explains the nature of the questions, tasks, assignments and stimuli that will be offered during the study. At any time, I will be offered the opportunity to obtain additional information.

(2) participate in the research on an entirely voluntary basis.

(3) give consent to the evaluators to store, process and report on my results in an anonymous manner.

(4) am aware of the possibility of ceasing my participation in the evaluation at any time.

(5) am aware that I can get a summary of the research findings.

Read and approved at (*place*) ....

Dated ....

Participant signature

....

Annex 7:

Potential indicators for specific projects

Substitution treatment

- Target group reach
- Number and saturation of provisions
- Waiting time for first visit
- Location
- Dose
- Motivational interventions
- Psychosocial support
- Accessibility (location, opening hours, costs)
- Integrated with other services
- Maintenance, abstinence
- Contact with social worker

Syringe exchange (patrol and collection)

- Syringes collected
- Syringes distributed
- Syringes found
- Places found

Parenting support for vulnerable (drug-using) parents

- Areas selected that the practice affects
- Risk status of the target group
- Age of the children
- Type of parent involvement

Early intervention

- Target group reach
- Advancement of knowledge
- Mandatory/voluntary referral
- Intention of change in attitude regarding behaviour
- Reason for referral
- Second referral
- Carried out by
- Network involvement type
- Intersectoral alignment

Universal

- Recorded drug-related crime
- Reported drug-related crime
- Victimisation of the relevant offence types
- Feelings of insecurity (related to the issues of drug-related crime / risk perception / avoidant behaviour)
- perception of crime

Selective: related to selected crime types and/or target groups

- Recorded crime in the target group
- Self-reported crime in the target group
- Victimisation in the target group
- Fear/perception of drug-related crime

Indicated: related to selected crime types and/or target groups

- Recorded repeat offences
- Recorded additional convictions

Literature consulted and additional information

1 EMCDDA, Evaluating Drug Policy: A Seven-Step Guide to Support the Commissioning and Managing of Evaluations, Luxembourg: Publications Office of the European Union, 2017.

2 L. Pauwels, F. Vander Laenen, E. Maes et al., The Social Prevention of Drug-Related Crime (SOCPREV), Brussels: Belspo, 2018, http://www.belspo.be/belspo/organisation/Publ/pub_ostc/Drug/DR75SummRes_en.pdf.

3 A. Rummens, W. Hardyns, F. Vander Laenen, and L. Pauwels, Criteria for the Evaluation of Crime Prevention Practices, Research report, Brussels: EUCPN, 2016, https://eucpn.org/document/eucpn-criteria-for-the-evaluation-of-crime-prevention-practices-0.

4 However, you can also evaluate general policies or strategic plans. Interested? Then be sure to consult this publication by the European Monitoring Centre for Drugs and Drug Addiction: EMCDDA, Evaluating Drug Policy: A Seven-Step Guide to Support the Commissioning and Managing of Evaluations.

5 Ibid.

6 Ibid., 211.

7 European Crime Prevention Network, Crime Prevention: A European Definition, Brussels: EUCPN, 2020, https://eucpn.org/definition-crimeprevention; P. Ekblom, *Crime Prevention, Security and Community Safety Using the 5is Framework*, Basingstoke: Palgrave Macmillan, 2011.

8 This form of prevention can be further divided into structural prevention, development prevention and community-based prevention. Structural initiatives are part of broader social measures that are not only relevant to crime prevention, but also improve general well-being and social conditions for all. Developmental prevention is a form of prevention that aims to minimise certain risks or support certain reinforcing factors as early as possible in an individual's life. Finally, community-based prevention focuses on the social and physical conditions within a community that guide our behaviour. More information can be found here: Pauwels et al., The Social Prevention of Drug-Related Crime (SOCPREV).

9 Ibid.

10 D.P. Farrington and B.C. Welsh, The Science and Politics of Crime Prevention: Toward a New Crime Policy, in: D.P. Farrington and B.C. Welsh (Eds.), *The Oxford Handbook of Crime Prevention*, Oxford: Oxford University Press, 2012.

11 B.C. Welsh, D.P. Farrington, and B.R. Gowar, Benefit-Cost Analysis of Crime Prevention Programs, *Crime and Justice* 44 (2015), https://dx.doi.org/10.1086/681556.

12 HM Treasury, Magenta Book: Central Government Guidance on Evaluation, London: HM Treasury, 2020.

13 EMCDDA, Evaluating Drug Policy: A Seven-Step Guide to Support the Commissioning and Managing of Evaluations.

14 Pawson and Tilley, Realist Evaluation.

15 Royse et al., *Program Evaluation: An Introduction*.

16 This example is an adaptation of Overleg Zorg en Overlast from the Netherlands, see D. Kramer, J. Harting, and A.E. Kunst, Understanding the Impact of Area-Based Interventions on Area Safety in Deprived Areas: Realist Evaluation of a Neighbour Nuisance Intervention in Arnhem, the Netherlands, *BMC Public Health* 16:1 (2016).

17 A. Clarke, *Evaluation Research: An Introduction to Principles, Methods and Practice*, London: Sage, 1999.

18 Rummens et al., Criteria for the Evaluation of Crime Prevention Practices; EMCDDA, Evaluating Drug Policy: A Seven-Step Guide to Support the Commissioning and Managing of Evaluations; EMCDDA, European Prevention Curriculum: A Handbook for Decision-Makers, Opinion-Makers and Policy-Makers in Science-Based Prevention of Substance Use, Luxembourg: Publications Office of the European Union, 2019; T. Silva and M. Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention, Research report, Östersund: Mid Sweden University, 2020.

19 Silva and Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention.

20 K.A. Komro, B.R. Flay, A. Biglan, and A.C. Wagenaar, Research Design Issues for Evaluating Complex Multicomponent Interventions in Neighborhoods and Communities, *Translational behavioral medicine* 6:1 (2016), https://dx.doi.org/10.1007/s13142-015-0358-4.

21 HM Treasury, Magenta Book: Central Government Guidance on Evaluation.

22 Often, a distinction is made between evaluating short-term and long-term effects. The latter is called an impact evaluation. In this manual we use the term "outcome

evaluation" for both forms.

23 Urban Innovative Actions, Monitoring and Evaluation Practices: UIA Lessons Learnt, https://www.uia-initiative.eu/en/operational-challenges/monitoring-and-evaluation-practices-uia-lessons-learnt, 2021 (Accessed 15/12 2021).

24 Ekblom, *Crime Prevention, Security and Community Safety Using the 5is Framework*; J. McCord, Cures That Harm: Unanticipated Outcomes of Crime Prevention Programs, *The Annals of the American Academy of Political and Social Science* 587:1 (2003), https://dx.doi.org/10.1177/0002716202250781.

25 B. Dehertogh, P. Cools, and L. Berkvens, Zweten Om Te Meten? Pragmatische Onderzoeksreflecties Uit Een Sociale Impactevaluatie, in: H. Grymonprez and G. Briels (Eds.), *Bouwen Aan Een Breed Sociaal Beleid : Van Impact Naar Impact Gedreven Handelen*, Brussels: Politeia, 2021.

26 Rummens et al., Criteria for the Evaluation of Crime Prevention Practices.

27 Dehertogh et al., Zweten Om Te Meten? Pragmatische Onderzoeksreflecties Uit Een Sociale Impactevaluatie.

28 EMCDDA, Evaluating Drug Policy: A Seven-Step Guide to Support the Commissioning and Managing of Evaluations.

29 Ibid.

30 Pauwels et al., The Social Prevention of Drug-Related Crime (SOCPREV).

31 R. Pawson and N. Tilley, Realist Evaluation, London: British Cabinet Office, 2004.

32 EMCDDA, Evaluating Drug Policy: A Seven-Step Guide to Support the Commissioning and Managing of Evaluations; Clarke, *Evaluation Research: An Introduction to Principles, Methods and Practice*; Rummens et al., Criteria for the Evaluation of Crime Prevention Practices; Silva and Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention.

33 Urban Innovative Actions, Monitoring and Evaluation Practices: UIA Lessons Learnt.

34 C.L.S. Coryn, L.A. Noakes, C.D. Westine, and D.C. Schröter, A Systematic Review of Theory-Driven Evaluation Practice from 1990 to 2009, *American Journal of Evaluation* 32:2 (2010), https://dx.doi.org/10.1177/1098214010389321.

35 Ibid.

36 R. Pawson and N. Tilley, *Realistic Evaluation*, London: SAGE, 1997.

37 Dehertogh et al., Zweten Om Te Meten? Pragmatische Onderzoeksreflecties Uit Een Sociale Impactevaluatie.

38 Silva and Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention; Ekblom, *Crime Prevention, Security and Community Safety Using the 5is Framework*.

39 EMCDDA, European Drug Prevention Quality Standards: A Manual for Prevention Professionals, Luxembourg: Publications Office of the European Union, 2011.

40 G. Westhorp, Realist Impact Evaluation: An Introduction: Methods Lab, 2014.

41 Urban Innovative Actions, Monitoring and Evaluation Practices: UIA Lessons Learnt.

42 Silva and Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention.

43 European Crime Prevention Network, Crime Prevention: A European Definition.

44 Pauwels et al., The Social Prevention of Drug-Related Crime (SOCPREV); Ekblom, *Crime Prevention, Security and Community Safety Using the 5is Framework*.

45 Welsh et al., Benefit-Cost Analysis of Crime Prevention Programs.

46 Ekblom, *Crime Prevention, Security and Community Safety Using the 5is Framework*; McCord, Cures That Harm: Unanticipated Outcomes of Crime Prevention Programs.

47 A. Meyer, V. Schindler, J. Bässmann et al., The Beccaria Standards for Ensuring Quality in Crime Prevention Projects, in: E. Marks, A. Meyer, and R. Linssen (Eds.), *Quality in Crime Prevention*, Hanover: Landespräventionsrat Niedersachsen, 2005.

48 G. Wong, G. Westhorp, A. Manzano et al., Rameses Ii Reporting Standards for Realist Evaluations, *Health Services and Delivery Research* 5:28 (2017).

49 A common definition of a mechanism describes it as a process within a system that can either produce an effect in that system or prevent an effect from occurring. You can read more about it here: M. Bunge, How Does It Work?: The Search for Explanatory Mechanisms, *Philosophy of the Social Sciences* 34:2 (2004), https://dx.doi.org/10.1177/0048393103262550; Wikström and Treiber, Beyond Risk Factors: An Analytical Approach to Crime Prevention; S.M. Dalkin, J. Greenhalgh, D. Jones et al., What's in a Mechanism? Development of a Key Concept in Realist Evaluation, *Implementation Science* 10:1 (2015), https://dx.doi.org/10.1186/s13012-015-0237-x.

50 T. Bjørgo, *Preventing Crime: A Holistic Approach*, Basingstoke: Palgrave Macmillan, 2016.

51 Ibid.

52 EMCDDA, European Drug Prevention Quality Standards: A Manual for Prevention Professionals.

53 B. De Ruyver, *Do's and Don'ts in Een Integraal En Geïntegreerd Drugbeleid*, Ghent: Academia Press, 2009; W. Vanderplasschen, M. Autrique, I. Demarest et al., Consensusvorming over Minimale En Ideale Kwaliteitsstandaarden Voor Preventie, Behandeling En Harm Reduction Van Verslavingsproblemen (Comiqs.Be), Brussels: BELSPO, 2016; F.R.E. Vander Laenen, L.U. Vandam, and C.R.E. Colman, Met Velen Aan Tafel: Goede Voorbeelden Van Een Integraal En Geïntegreerd Drugsbeleid, *Tijdschrift Verslaving* 6:4 (2010), http://lib.ugent.be/catalog/pug01:1099660.

54 G. MacDonald, Criteria for Selection of High-Performing Indicators, Atlanta: Evaluation Checklists Project.

55 Pauwels et al., The Social Prevention of Drug-Related Crime (SOCPREV).

56 Silva and Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention.

57 EMCDDA, European Drug Prevention Quality Standards: A Manual for Prevention Professionals.

58 F. Vander Laenen, A. Verbruggen, H. Vlaeminck, and K. Stas, Hoofdstuk 4. Sociale Sector, in: A. Verhage (Ed.), *Deontologie En Integriteitsbewaking, Handboek Voor Criminologen* Antwerpen: Gompel & Svacina, 2021.

59 Pauwels et al., The Social Prevention of Drug-Related Crime (SOCPREV).

60 Ibid.

61 Wong et al., Rameses Ii Reporting Standards for Realist Evaluations.

62 Meer informatie over de verschillende aspecten van toegankelijkheid vind je hier: https://www.vvsg.be/kennisitem/vvsg/de-7-bs-van-de-toegankelijkheid.

63 Dehertogh et al., Zweten Om Te Meten? Pragmatische Onderzoeksreflecties Uit Een Sociale Impactevaluatie.

64 J.A. Durlak, Programme Implementation in Social and Emotional Learning: Basic Issues and Research Findings, *Cambridge Journal of Education* 46:3 (2016).

65 Urban Innovative Actions, Monitoring and Evaluation Practices: UIA Lessons Learnt.

66 M. Bamberger, Reconstructing Baseline Data for Impact Evaluation and Results Measurement: The World Bank, 2010.

67 Silva and Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention; Ekblom, *Crime Prevention, Security and Community Safety Using the 5is Framework*.

68 B. Astbury and F.L. Leeuw, Unpacking Black Boxes: Mechanisms and Theory Building in Evaluation, *American Journal of Evaluation* 31:3 (2010), https://dx.doi.org/10.1177/1098214010371972.

69 Westhorp, Realist Impact Evaluation: An Introduction.

70 Urban Innovative Actions, Monitoring and Evaluation Practices: UIA Lessons Learnt.

71 J. Billiet and H. Waege, *Een Samenleving Onderzocht: Methoden Van Sociaal-Wetenschappelijk Onderzoek.*

72 L. Noaks and E. Wincup, *Criminological Research: Understanding Qualitative Methods*, Londen: Sage, 2004.

73 L. Pauwels, *Kwantitatieve Criminologie : Basishandboek Kwantitatieve Methoden Van Criminologisch Onderzoek*, Gent: Academia Press, 2015.

74 T. Decorte and D. Zaitch, *Kwalitatieve Methoden En Technieken in De Criminologie*, 3rd edition, Leuven: Acco, 2016.

75 EMCDDA, European Drug Prevention Quality Standards: A Manual for Prevention Professionals.

76 EMCDDA, Drug Prevention: Exploring a Systems Perspective, Technical report, Luxembourg: Publications Office of the European Union, 2019, https://dx.doi.org/10.2810/51693.

77 HM Treasury, Magenta Book: Central Government Guidance on Evaluation.

78 EMCDDA, European Prevention Curriculum; HM Treasury, Magenta Book: Central Government Guidance on Evaluation; Durlak, Programme Implementation in Social and Emotional Learning: Basic Issues and Research Findings.

79 Silva and Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention.

80 R.M. Grinnell, P. Gabor, and Y.A. Unrau, *Program Evaluation for Social Workers: Foundations of Evidence-Based Programs*, New York: Oxford University Press, 2015.

81 Rummens et al., Criteria for the Evaluation of Crime Prevention Practices.

82 Pauwels et al., The Social Prevention of Drug-Related Crime (SOCPREV).

83 EMCDDA, European Drug Prevention Quality Standards: A Manual for Prevention Professionals.

84 Ibid.; Rummens et al., Criteria for the Evaluation of Crime Prevention Practices.

85 Rummens et al., Criteria for the Evaluation of Crime Prevention Practices.

86 Ekblom, *Crime Prevention, Security and Community Safety Using the 5is Framework*; Meyer et al., The Beccaria Standards for Ensuring Quality in Crime Prevention Projects.

87 Westhorp, Realist Impact Evaluation: An Introduction.

88 EMCDDA, European Drug Prevention Quality Standards: A Manual for Prevention Professionals.

89 Ekblom, *Crime Prevention, Security and Community Safety Using the 5is Framework*; B.C. Welsh, A. Yohros, and S.N. Zane, Understanding Iatrogenic Effects for Evidence-Based Policy: A Review of Crime and Violence Prevention Programs, *Aggression and violent behavior* 55 (2020), https://dx.doi.org/10.1016/j.avb.2020.101511.

90 European Crime Prevention Network, Warning, You May Find the Following Message Disturbing... Mythbuster, Brussels: EUCPN, 2021, https://eucpn.org/document/mythbuster-deterrence.

91 M.P. Rubenson, K. Galbraith, O. Shin et al., When Helping Hurts? Toward a Nuanced Interpretation of Adverse Effects in Gang-Focused Interventions, *Clinical Psychology: Science and Practice* (2020).

92 Welsh et al., Understanding Iatrogenic Effects for Evidence-Based Policy: A Review of Crime and Violence Prevention Programs.

93 Grinnell et al., *Program Evaluation for Social Workers: Foundations of Evidence-Based Programs*.

94 D. Royse, B. Thyer, and D. Padgett, *Program Evaluation: An Introduction*, Belmont: Wadsworth, 2010.

95 Grinnell et al., *Program Evaluation for Social Workers: Foundations of Evidence-Based Programs*.

96 Urban Innovative Actions, Monitoring and Evaluation Practices: UIA Lessons Learnt.

97 Pawson and Tilley, Realist Evaluation.

98 HM Treasury, Magenta Book: Central Government Guidance on Evaluation.

99 Welsh et al., Understanding Iatrogenic Effects for Evidence-Based Policy: A Review of Crime and Violence Prevention Programs.

100 Silva and Lind, Experiences of the Member States Performing Evaluations in Projects and Activities Aimed at Crime Prevention.

101 Bjørgo, *Preventing Crime: A Holistic Approach*.

102 H.T. Davies and A.E. Powell, Communicating Social Research Findings More Effectively: What Can We Learn from Other Fields?, *Evidence & Policy: A Journal of Research, Debate and Practice* 8:2 (2012).

103 R. Rushmer, V. Ward, T. Nguyen, and T. Kuchenmüller, Knowledge Translation: Key Concepts, Terms and Activities, in: M. Verschuuren and H. van Oers (Eds.), *Population Health Monitoring: Climbing the Information Pyramid*, Cham: Springer, 2019.

104 F. Vander Laenen and A. O'Gorman, Ethische Aspecten Van Het Kwalitatief Onderzoek, in: T. Decorte and D. Zaitch (Eds.), *Kwalitatieve Methoden En Technieken in De Criminologie*, Leuven: Acco, 2016.

105 European Crime Prevention Network, Crime Prevention Registries in the EU: A Scoping Review, Brussels: EUCPN, 2021, https://eucpn.org/document/crime-prevention-registries-in-the-eu-a-scoping-review.

106 https://www.emcdda.europa.eu/best-practice/xchange_en

107 https://eucpn.org/knowledge-center

108 EMCDDA, Evaluating Drug Policy: A Seven-Step Guide to Support the Commissioning and Managing of Evaluations.

109 Pawson and Tilley, Realist Evaluation.

110 Royse et al., *Program Evaluation: An Introduction*.

UNIVERSITEIT GENT

ibz

belspo