

THE EVALUATION JUNGLE. HOW SHOULD WE BE EVALUATING INTERVENTIONS TO REDUCE PUBLIC PLACE VIOLENCE?

Zara Quigg, Professor in Behavioural Epidemiology

Public Health Institute, Liverpool John Moores University

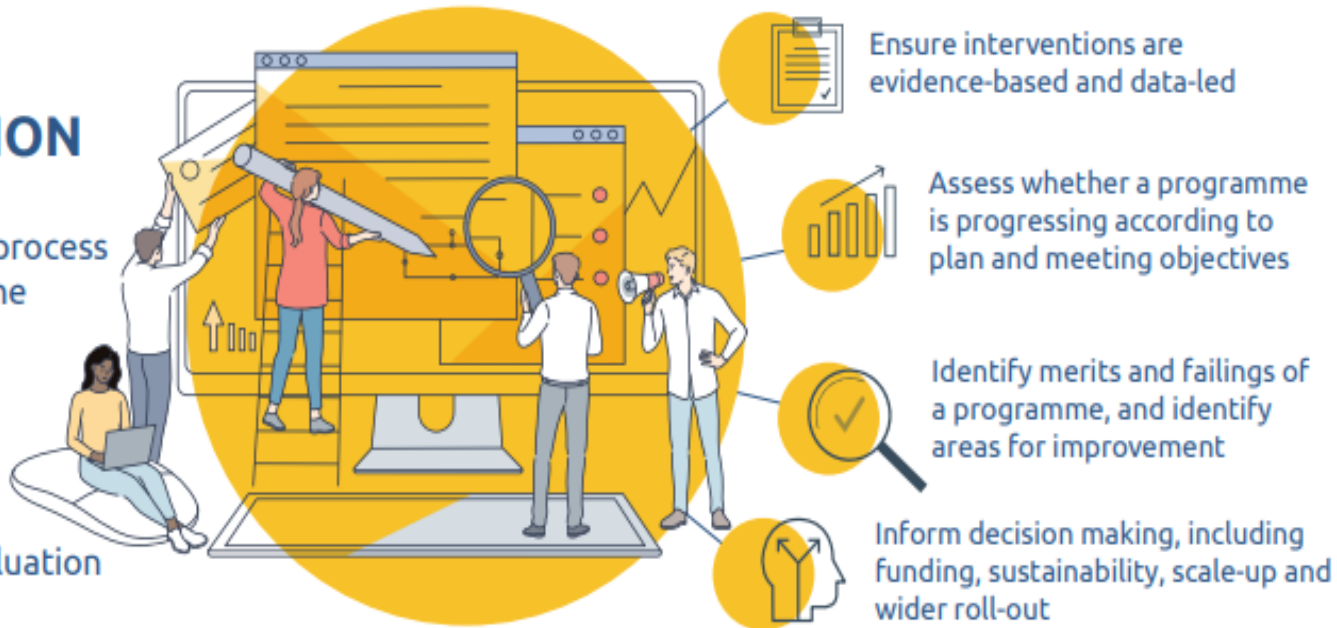
WHO Collaborating Centre for Violence Prevention

IMPORTANCE OF EVALUATION

Evaluation is integral to helping understand implementation & impact of an intervention

WHAT IS EVALUATION

Evaluation is a process that assesses the value, quality and impact of a service, programme, intervention or project. An evaluation allows us to:



Independent evaluation is important to provide an objective view of performance, raise issues & make recommendations that may not be raised by stakeholders working within the project

Not all interventions can be, or should be, evaluated

DEFINE THE FOCUS

A clear monitoring & evaluation plan should be developed at the start of a programme

- Comprehensive understanding of the intervention
 - Logic model / theory of change
- Evaluation feasibility & focus defined
 - Gap in evidence
 - Evaluation purpose, budget, capacity, timeframe & expertise
 - Scale & scope of the intervention
 - Range of risk factors for violence (often-interrelated, at a societal, community, relationship & individual level)
 - Outcome measures (e.g. slide 7)
 - Governance & ethical considerations
 - Data collection, analyses, reporting & dissemination

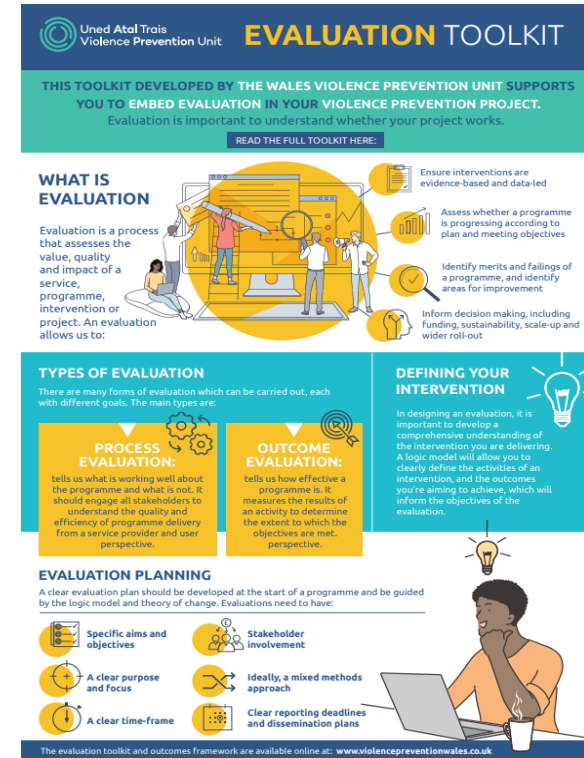


- Our local VRU evaluations have focused on whole systems & building evidence to inform local needs & future (experimental) evaluation (building evaluations from non-experimental to experimental)
 - Funding & time scale (3-9 months) considerations



- 2020/21 - local development, piloting & evaluation (10 high schools)
 - Process/feasibility & non-experimental pilot outcome evaluation (qualitative; validated measures)
 - Logic model
 - Validated measures (testing of tools) – bystander efficacy/intervention; resiliency; SWEMWBS
 - Evaluation methods: interviews / focus groups; pre-post intervention surveys with children
- 2021/22 - roll out & evaluation (30 high schools)
 - Non-experimental pilot outcome evaluation / feasibility of case & control
 - Refined outcome measurements
 - Exploring sustainability in pilot schools

- Advocate for robust evaluation & intervention monitoring
- Take time to plan evaluations & engage all stakeholders (including public members)
- Support delivery partners to develop logic models & theory of change, & routine monitoring systems that measure outputs & outcomes
 - Ensure intervention goals are Specific, Measurable, Achievable, Relevant & Time bound
- Consider what type of evaluation is needed & the evaluation approach
 - Summative, formative & feasibility / non-experimental – experimental
 - Consider that a phased approach to evaluate may be needed



Uned Atal Trois Violence Prevention Unit **EVALUATION TOOLKIT**

THIS TOOLKIT DEVELOPED BY THE WALES VIOLENCE PREVENTION UNIT SUPPORTS YOU TO EMBED EVALUATION IN YOUR VIOLENCE PREVENTION PROJECT. Evaluation is important to understand whether your project works.

[READ THE FULL TOOLKIT HERE.](#)

WHAT IS EVALUATION

Evaluation is a process that assesses the value, quality and impact of a service, programme, intervention or project. An evaluation allows us to:

- Ensure interventions are evidence-based and data-led
- Assess whether a programme is progressing according to plan and meeting objectives
- Identify merits and failings of a programme, and identify areas for improvement
- Inform decision making, including funding, sustainability, scale-up and wider roll-out

TYPES OF EVALUATION

There are many forms of evaluation which can be carried out, each with different goals. The main types are:

<p>PROCESS EVALUATION:</p> <p>tells us what is working well about the programme and what is not. It should engage all stakeholders to understand the quality and efficiency of programme delivery from a service provider and user perspective.</p>	<p>OUTCOME EVALUATION:</p> <p>tells us how effective a programme is. It measures the results of an activity to determine the extent to which the objectives are met.</p>
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DEFINING YOUR INTERVENTION

In designing an evaluation, it is important to develop a comprehensive understanding of the intervention you are delivering. A logic model will allow you to clearly define the activities of an intervention, and the outcomes you're aiming to achieve, which will inform the objectives of the evaluation.

EVALUATION PLANNING

A clear evaluation plan should be developed at the start of a programme and be guided by the logic model and theory of change. Evaluations need to have:

- Specific aims and objectives
- A clear purpose and focus
- A clear time-frame
- Stakeholder involvement
- Ideally, a mixed methods approach
- Clear reporting deadlines and dissemination plans

The evaluation toolkit and outcomes framework are available online at: www.violencepreventionwales.co.uk

ANNEX - TYPES OF EVALUATION

Summative evaluation

tells us how effective a programme or service is. This type of evaluation measures the results of an activity to determine the extent to which the objectives are met.

Formative evaluation

tells us what is working well about the delivery of a programme or service and what is not.

Feasibility evaluation

is carried out to help understand how easy it is to implement the intervention and to check that delivery runs smoothly. Feasibility evaluation can also be used to test the monitoring and evaluation activities that are in place.

Assessing how well
a project achieves
it's aims

Types of Evaluation

Establishing causal
connections between the
project and it's effects

Non-experimental approaches
e.g. service evaluation

Assesses process/impact of
service delivery without
comparison to another

Quasi-experimental approaches

Comparison between groups,
participants not randomly
assigned

Experimental approaches e.g.
RCT

Participants are randomly
assigned to a treatment/control
group

Prevalence and incidence indicators

Outcome 1: Reduction in all forms of violence

Indicator(s)	Measure(s)	Disaggregation	Source(s)	Secondary data		Suggested method(s)	Primary data
				Sample data	Sample tool(s)/question(s)		
1.1 Lifetime sexual violence in childhood	1.1.1 Percentage of adults who experienced sexual violence before 18 years of age	By age; sex; ethnicity; type of sexual violence; relationship to perpetrator; location	1. Office for National Statistics – Crime Survey for England and Wales ¹	1. Number and proportion of adults who experienced sexual abuse before 16 years; types of sexual abuse; victim personal, household and area characteristics; relationship to perpetrator; personal characteristics of perpetrator; location; age experienced abuse; number of years experienced abuse; reporting of abuse	• Population based household survey	ACE-IQ ⁴ : When you were growing up, during the first 18 years of your life... (i) Did someone touch or fondle you in a sexual way when you did not want them to? (ii) Did someone make you touch their body in a sexual way when you did not want them to? (iii) Did someone attempt oral, anal, or vaginal intercourse with you when you did not want them to?	
1.2 Past year sexual violence in childhood	1.2.1 Percentage of adolescents aged 13-17 years who experienced sexual violence, past 12 months 1.2.2 Incidence of sexual violence against children aged 0-17 years, past 12 months	By age; sex; type of sexual violence; relationship to perpetrator; ethnicity; location (including online/offline)	1. Home Office – Police recorded crime ⁵ 2. Home Office – Child Abuse Image Database ⁶ 3. Home Office – National Referral Mechanism ⁷ 4. National Crime Agency- Child sexual abuse material 5. Stats Wales/ Welsh Government - Child protection register ⁸ 6. Children's support services (e.g. counselling) ^{9, 15}	1. Number of sexual offences against children; type of offence; number of reported incidents of rape against children; number of CSA flagged offences; number of CSE flagged offences; obscene publications offences against children; reporting 2. Number of indecent images of children added to CAID database; type of image 3. Number of children referred to NRM as potential victims of CSE; exploitation type; sex; nationality 4. Number of global reports of CSA material to NCMEC; number of reports referred from NCMEC to UK; number of UK victims identified 5. Number of children on child protection register; type of abuse; age; sex; ethnicity; Local Authority; LAC status 6. Number and proportion of children seeking support where sexual abuse primary concern; child characteristics; referrals to other agencies	• Population based household survey • School survey	Adapted from VACS ¹⁰ : Respondents aged 13-17 years are provided with a definition of sexual violence and asked: Has anyone ever tried to make you have sex against your will but did not succeed? Physically forced sex: Has anyone ever physically forced you to have sex against your will and did succeed? Pressured sex: Has anyone ever pressured you to have sex, through harassment or threats and did succeed? Past year: for each affirmative response: Did this happen to you within the past 12 months?	
1.3 Lifetime physical abuse in childhood by a parent/caregiver	1.3.1 Percentage of adults who experienced physical abuse by a parent/caregiver before 18 years of age	By age; sex; ethnicity; relationship to perpetrator; location (e.g. local authority)	1. Office for National Statistics – Crime Survey for England and Wales (latest available via ¹¹)	1. Number and proportion of adults who experienced physical abuse before 16 years; victim personal, household and area characteristics; relationship to perpetrator	• Population based household survey	ACE-IQ ⁴ : When you were growing up, during the first 18 years of your life... Did a parent, guardian or other household member: i) spank, slap, kick, punch or beat you up; or ii) hit or cut you with an object, such as a stick (or cane), bottle, club, knife, whip etc.?	
1.4 Past year physical abuse in childhood by a parent/caregiver	1.4.1 Percentage of adolescents aged 13-17 years who experienced physical abuse by a parent/caregiver 1.4.2 Incidence of physical abuse against children	By age; sex; ethnicity; relationship to perpetrator; location	1. Welsh Government - Child protection register ⁸ 2. Children's support services (e.g. counselling) ^{12, 15} 3. Home Office – Police recorded crime ¹⁴	1. Number of children on child protection register; type of abuse; age; sex; ethnicity; Local Authority; LAC status 2. Number and proportion of counselling sessions where physical abuse primary concern; child characteristics; referrals to other agencies/ Contacts to helpline for physical abuse related concerns; characteristics of callers; outcomes 3. Child physical abuse offences: Homicide (murder, infanticide); violence with injury (attempted murder, intentional destruction of viable unborn child, assault with intent to cause serious harm,	• Population based household survey • School survey • Pre and post intervention survey	Adapted from VACS ¹⁰ : Respondents aged 13-17 years are asked: Has a parent or other adult relative ever: punched, kicked, whipped, or beat you with an object; choked, smothered, tried to drown you, or burned you intentionally; used or threatened you with a knife or other weapon? Past year: for each affirmative response: Did this happen to you within the past 12 months?	



ANNEX - VIOLENCE INFO

(INTERPERSONAL VIOLENCE)



14 465 individual data points



4 612 single studies
(approx. includes some overlapping studies)



155 countries with prevalence data



98 low and middle income countries



47 different consequences of violence



124 different risk factors for violence



41 prevention and response strategies



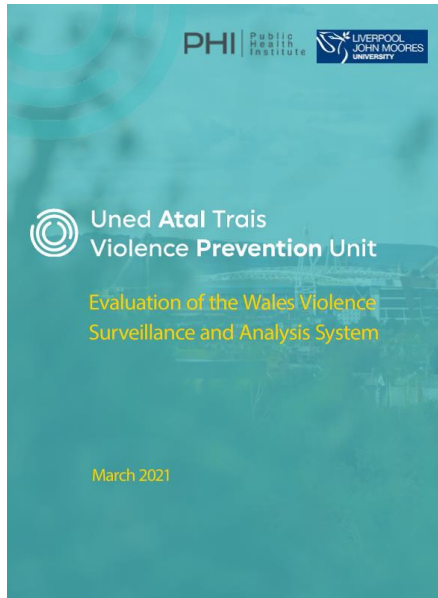
See also:
<https://youthendowmentfund.org.uk/toolkit/>

<https://apps.who.int/violence-info/>

Priority 2022: Update with data included up to 2021; Develop functionality (linking to INSPIRE / RESPECT); Promote use

<https://www.violencepreventionwales.co.uk/research-evidence/evaluation>

<https://www.merseysidevrp.com/what-we-do/>

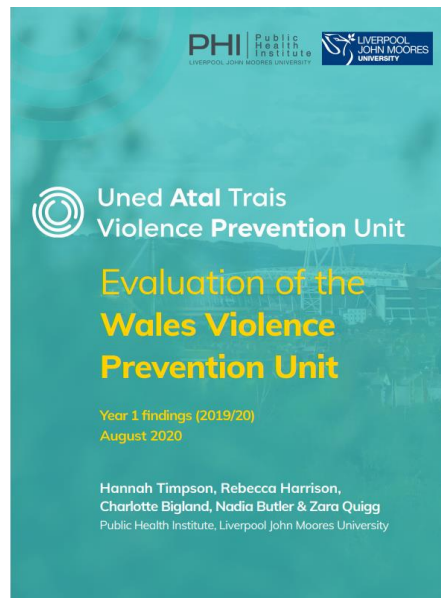


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**Uned Atal Trais
Violence Prevention Unit**

Evaluation of the Wales Violence Surveillance and Analysis System

March 2021



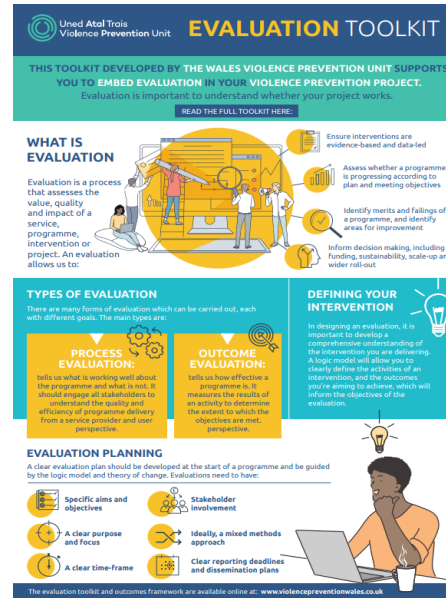
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**Uned Atal Trais
Violence Prevention Unit**

Evaluation of the Wales Violence Prevention Unit

Year 1 findings (2019/20)
August 2020

Hannah Timpson, Rebecca Harrison,
Charlotte Bigland, Nadia Butler & Zara Quigg
Public Health Institute, Liverpool John Moores University



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Merseyside Violence Reduction Partnership | Edge Hill University | LIVERPOOL JOHN MOORES UNIVERSITY

May 2021

May 2021

September 2020

Merseyside Violence Reduction Partnership 2020-21: Whole System Evaluation Report

Zara Quigg, Hannah Timpson, Matthew Millings, Nadia Butler, Carly Lightowers, Sally-Ann Ashton, Jennifer Hough, Rebecca Bates

Merseyside Violence Reduction Partnership 2020-21: Evaluation of the Data Hub

Carly Lightowers, Rebecca Bates, Zara Quigg

Evaluation of the Merseyside Violence Reduction Partnership 2019-20 (Final Report)

Zara Quigg, Hannah Timpson, Matthew Millings, Rebecca Bates, Ellie McCoy, Charlotte Bigland, Sally-Ann Ashton, Leanne Burton, Jennifer Hough, Rebecca Harrison, Martha Clarke, Nadia Butler

Public Health Institute, Liverpool John Moores University, 3rd Floor Exchange Station, Tithebarn Street, Liverpool, L2 2DP
Contact: Z.A.Quigg@ljmu.ac.uk, ISBN: 978-1-912210-85-5

Email: z.a.quigg@ljmu.ac.uk / h.timpson@ljmu.ac.uk

Website: <https://www.ljmu.ac.uk/research/centres-and-institutes/public-health-institute>