

Manual

QUALIPREV:

A tool to assess the design quality of
crime prevention initiatives

Version: July 2024

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QUALIPREV is a free tool to assess the design quality of crime prevention initiatives. This manual is a living document. [Download the tool and the latest version of this manual here.](#)

I. QUALIPREV in 6 questions

1. What is QUALIPREV?

QUALIPREV is free tool to evaluate the quality of crime prevention initiatives quickly and easily, based on key criteria for the design, implementation and evaluation of the initiative. It provides an objective and accessible method to identify promising and effective crime prevention projects and programmes.

2. Why was QUALIPREV developed?

One of the main objectives of the [European Crime Prevention Network](#) has always been to share and promote best practices in crime prevention. In order to be able to sift efficiently through crime prevention initiatives and identify promising practices, the EUCPN developed QUALIPREV in 2016, together with researchers from Ghent University.¹ As of 2018, the EUCPN also uses it to assess the quality of projects and programmes competing in the [European Crime Prevention Award](#).

3. Are there different versions of QUALIPREV?

QUALIPREV is on its second version: QUALIPREV 2.0. This version differs from the first version in that it is structured around, and better reflects, the four minimum criteria for evidence-based crime prevention initiatives, as defined in the EUCPN's [Evidence-Based Strategy](#). The original version is no longer used by the EUCPN and will no longer be supported.

4. Who can use QUALIPREV?

The EUCPN uses QUALIPREV to identify effective and promising initiatives. Besides that, anyone in the crime prevention field can (and is encouraged to) use QUALIPREV. Practitioners can use it to assess the quality and effectiveness of their own or others' projects. Funding agencies can use it to assess proposals. ECPA contenders can use it to check for strengths and weaknesses in potential submissions.

5. Is QUALIPREV difficult to use?

QUALIPREV is designed to assess crime prevention intervention quality in as easy a way as possible. Users should be familiar with crime prevention and basic crime prevention theories. No special technical skills are required.

6. How does QUALIPREV work?

QUALIPREV works by answering a series of questions on the design characteristics, implementation and evaluations (if applicable) of a crime prevention initiative. All questions are multiple choice, and most are simple yes/no questions. Scores are calculated automatically.

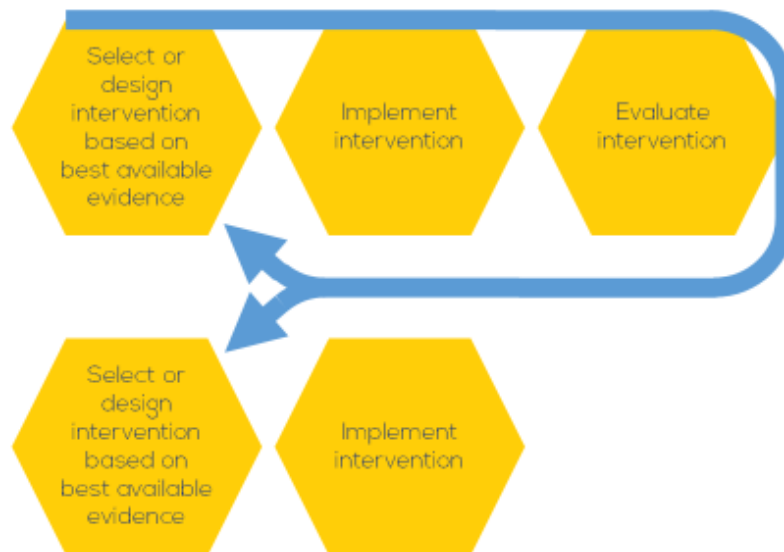
Crime prevention =

ethically acceptable and evidence-based activities aimed at reducing the risk of crime occurring and its harmful consequences with the ultimate goal of working towards the improvement of the quality of life and safety of individuals, groups and communities.

II. Evidence-based crime prevention & QUALIPREV

Crime prevention should be evidence-based: grounded on the best available, objective evidence regarding the design, implementation, and the intended and unintended outcomes of policies and interventions. Evidence-based approaches are fueled by the conviction that public policy should address real problems (as opposed to perceived problems or political pressures) efficiently, effectively, and sustainably.

Evaluation research is the application of social science methods and procedures to the design, implementation and outcomes of social policy.ⁱⁱ Evaluations can provide answers to immediate decision-making questions (Should we continue/end the programme? How can we improve the programme?), but also help expand the evidence base. Future interventions, yet to be designed or implemented, benefit from the evidence created by evaluating similar interventions elsewhere.



QUALIPREV is not an evaluation tool in the strict sense, but a tool to assess the quality of crime prevention initiatives and the information on them, including, when applicable, the quality and results of any evaluations of that initiative. Thus, while QUALIPREV assesses the design qualities and theoretical underpinnings of all initiatives, conclusions regarding the effectiveness of an intervention are only possible when a high-quality outcome evaluation has been performed.

III. QUALIPREV's assessment method

QUALIPREV works by answering a series of questions on different aspects of a crime prevention initiative. All questions are multiple choice, and most are simple yes/no questions. Scores are calculated automatically.

There are four sets of questions, designed to measure the degree to which the intervention meets the four minimum criteria of evidence-based crime prevention initiatives, as defined in the EUCPN's [Evidence-Based Approach Strategy](#). The EUCPN uses the following four criteria to determine whether a crime prevention initiative is worth sharing and promoting:

1. There is a clear description of the crime problem(s) the activity wishes to address.
2. There is a clear description of the way in which the intervention addresses the identified problem(s) and why it is expected to be effective.
3. There is a robust and positive outcome evaluation, or at least strong indications of theoretical plausibility.
4. There is sufficient information available about the nature of the intervention, its original context, and the implementation of the activities to help practitioners select, replicate or innovate from it.

Questions are kept as simple as possible. Preference was given to questions asking whether elements were present or not (e.g. Was there a control group?) rather than asking for the subjective appreciation of the user (e.g. How would you rate the methodology of the outcome evaluation). All questions are multiple choice, with two or three choice options. For each question, 1 to 2.5 points can be awarded. Below is an overview of the four sets of questions.

EBA1: There is a clear description of the crime problem(s) the activity wishes to address

2 questions
5 points max.

On
problem analysis
indicators

What next?

Move on to the EBA2, unless the initiative scores zero for either one of the questions; in that case it is disqualified.

Containing just two questions with three potential answers each, this is the shortest and simplest set of questions. Inquiring about the quality and comprehensiveness of the problem analysis and SMART performance indicators, it is important in gauging the evaluability of the initiative, a key property of evidence-based policy.

The EUCPN requires that initiatives score at least 1.25 points on each of the two questions to be eligible for further assessment and—potentially—being labeled a good practice. If that is the case, the initiatives moves on to the second set of questions (EBA2). Projects that have zero points for at least one of the

questions are excluded from further assessment and are considered to be of low quality, not evidence-based, and not worth sharing or promoting.

EBA2: There is a clear description of the way in which the intervention addresses the identified problem(s) and why it is expected to be effective

4 questions

10 points max.

On

justification
target group
programme theory
logic model

What next?

Move on to EBA3

In four questions, QUALIPREV measures the extent to which the intervention was designed thoughtfully, with existing evidence and a crime prevention theory in mind. There should be theoretical or empirical evidence that the intervention *can* work. The target group should match the identified problem and the intervention's objective. Descriptions of relevant crime prevention mechanisms and plausible links between the intervention's inputs and activities on the one hand and output and outcomes on the other indicate adequate evidence-informed programme design.

In all cases, the intervention receives a score (out of 10), and the initiative moves on to EBA3.

EBA3: There should be a robust and positive outcome evaluation, or at least strong indications of theoretical plausibility

Subset EBA3.A: quality of the outcome evaluation

11 questions

18.5 points max.

On

evaluation methodology
data collection
stakeholder involvement

What next?

Move on to EBA3, subset 2, unless the initiative receives a zero score for one of the first two questions, or an overall score below 50%. In that case, answer the alternative question.

Subset EBA3.B: results of the outcome evaluation

5 questions

5.5 points max

On

results
dissemination

What next?

Move on to EBA4

Alternative question on theoretical plausibility

EBA3 tests to what extent an intervention is proven to be effective. QUALIPREV determines whether that is the case based on information about the quality and results of outcome evaluations of the intervention. This, however, is where things get a bit complicated...

Rather than taking the results of anything that is claimed to be an outcome evaluation for granted, it is important to establish that the evaluation is of high quality and that its results are trustworthy. Through a set of 11 questions, QUALIPREV measures the quality and robustness of the evaluation study. These questions cover the data collection, methodology, stakeholder and target group involvement, and the dissemination of the results of the evaluation study.

In three scenarios, interventions proceed to an alternative question on theoretical plausibility. The first scenario is that an outcome evaluation has not been performed. In the second scenario, it is claimed that an outcome evaluation has been performed, but this evaluation is not in fact an outcome evaluation (i.e., not measuring the impact or outcomes of an intervention). This could, for example, be the case when an evaluation of an awareness campaign measures the reach of the campaign, but not the actual effects on crime and safety. QUALIPREV controls for this in the first two questions in EBA3 on outcome indicators and systematic data collection. Negative replies to these questions require that the intervention is treated as unevaluated. The third scenario is that an outcome evaluation has been performed, but that it is substandard, which implies that its results are untrustworthy. This is the case when an intervention scores less than 50% (<9.25) on the eleven questions in subset 1. In this case, too, the intervention is treated as if it were unevaluated.

In these scenarios, no score is awarded for EBA3, but an alternative question on the theoretical plausibility is answered. Based on theoretical evidence and the overall design features of the intervention (cf. EBA1 and EBA2), the QUALIPREV assessor judges whether the intervention is likely to be effective or not.

Only when the result in subset 1 is good, indicating that an adequate outcome evaluation has been performed, does the intervention move on to subset 2, containing five question on the dissemination of the results. Also, when the result in subset 1 is satisfactory, the results of the outcome evaluation(s) are considered trustworthy. The assessor assigns a label (effective, ineffective, harmful, inconclusive) to the intervention based on the evaluation results.

EBA4: There is sufficient information available about the nature of the intervention, its original context, and the implementation of the activities to help practitioners select, replicate or innovate from it

Subset EBA4.1: information validity

4 questions

4 points max.

On

Information on activities
Information on partners
Information on context
Information on implementation

What next?

If a process evaluation has been performed, move to Subset 2. Otherwise, this is the end.

Subset EBA4.2: process evaluation

10 questions

14 points max

On

quality
results

What next?

QUALIPREV is finished.

EBA4 addresses the fourth and final minimum criterion that the EUCPN commits to in its evidence-based strategy. Again, there are two subsets of question. The first applies to every intervention, and contains four questions aimed to assess the shareability of a crime prevention initiative: is there enough information about a project or programme so that others can do something with it?

The second subset of ten questions is only for interventions for which a process evaluation has been performed. In this case, as for the outcome evaluation, QUALIPREV measures the quality and results, as well as the dissemination of that evaluation.

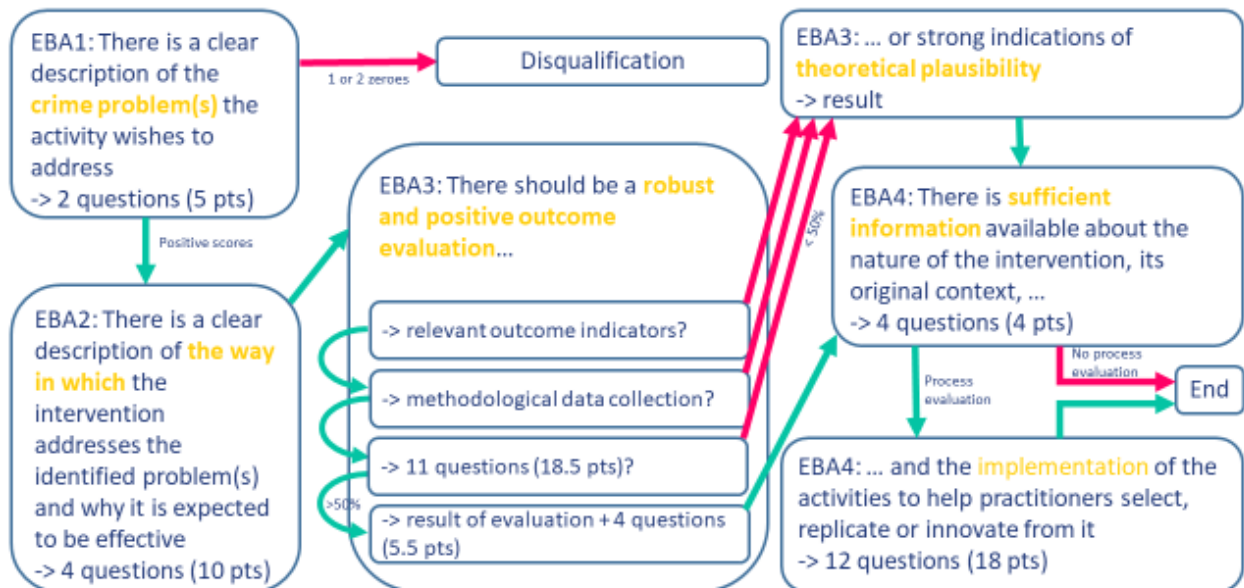


Figure 1. Schematic overview of the QUALIPREV workflow.

IV. QUALIPREV in action

The QUALIPREV tool itself is a Microsoft Excel Spreadsheet that guides the QUALIPREV assessor through the process. It is designed in such a way that it alerts the user of steps to take.

When opening the file, the user will find that it contains five sheets, the first four of which correspond to the four sets of questions (EBA1 to EBA4). The process always starts with EBA1. Each of these four sheets has the same layout. Below the title is a table containing the questions and possible answers, or multiple tables, in case there is more than one subset of questions (See Figure 2). The questions that the assessor has to answer can be found in the second column from the left (column B). The fifth column contains the possible answers. All the user has to do is indicate the right answer by typing x in the corresponding cell in the third column (column C). QUALIPREV is configured so that inadequate user input is immediately signaled to the user. For instance, users who inadvertently select two answers, will be warned, in the sixth column, that they have done so.

Criterion	Question	X	Points	Scoring	Score
Problem analysis	Is the crime problem the project wishes to address thoroughly and adequately analysed and does this analysis show the relevance of the intervention?	x	2,5	There is a problem analysis and it is comprehensive, qualitative and shows the relevance of/need for the intervention	2,5
			1,25	There is a qualitative problem analysis, yet there is substantial information missing	
			0	No qualitative problem analysis is present, or the problem analysis does not show the relevance of/need for the intervention	
Objectives	Are all objectives formulated SMART?		2,5	All objectives are formulated SMART	0
			1,25	Majority of objectives are formulated SMART and/or are partially formulated according to the SMART principles	
			0	No objectives are formulated SMART	

Figure 2. Screenshot of EBA1 questions in QUALIPREV. The questions and potential answers are in the second and fifth column; user input is restricted to inserting in "x" in the third column.

QUALIPREV will automatically keep score, in points as well percentage. It uses the fourth and sixth columns for that, and displays the subtotal at the bottom. This is to inform the user, but at this point, little or no attention should be given to the scores. What matters is how the user has to proceed in view of specific user input, and QUALIPREV will make that clear (See Figure 3).

Actual Score	2,5	50%
Max Score	5	

How to proceed? **This is intervention is excluded from further assessment and cannot be labelled as a good or promising practice**

Figure 3. Score (in points as well as percentage) is kept automatically at the bottom. The tool also instructs the user what to do next.

Once the user has completed the procedure, as per the indications given by QUALIPREV itself, the user moves to the fifth and final sheet to see the results, which QUALIPREV has calculated. It displays the scores (in points and percentages) per minimum requirement, as well as the final score.

V. Interpreting the results

When the user has moved through each of the four sets of questions and answered all questions, the results will display automatically in the fifth sheet, called “Summary”. It shows, at a glance, the scores (in points and percentages) the intervention receives for each criterion, in addition to label indicating the effectiveness, or ineffectiveness, of the intervention. At the bottom, the total score is displayed (see Figure 4).

In order to interpret the results and compare the scores of different interventions, it is recommended to use the percentages. Scores of 50% and up are considered sufficient, both for the individual criteria and the total score. The higher the score, the more an intervention exceeds the absolute minimum criteria, and the more it is to be considered a “best practice”. Scores below 50% are considered insufficient, and indicate that an intervention fails to meet one or more minimum criteria. While the total score gives a reliable impression of the overall quality of an intervention, the scores for the individual criteria allow the user to identify both the strengths and weaknesses of an intervention. For example, an intervention may be very well designed, starting from a comprehensive problem analysis (high score on EBA1) and based firmly on theoretical evidence (high score on EBA2), but the outcome evaluation may have methodological shortcomings (lower score on EBA3.A).

To indicate the effectiveness of an intervention, one of eight labels is assigned, based on the results of an outcome evaluation or theoretical plausibility. Labels based on an outcome evaluation are the following:

- Effective: the outcome evaluation has shown that the intervention has achieved its objectives;
- Ineffective: the outcome evaluation has shown that the intervention has not achieved its objectives;
- Inconclusive: the outcome evaluation has shown that the intervention had mixed effects, meaning some objectives were achieved while others were not;
- Harmful: the outcome evaluation has shown that the intervention has not achieved its objectives and had negative side effects that were harmful to the target population or the community.

When no outcome has been performed, the effectiveness is estimated based on theoretical evidence, and the intervention will receive a label accordingly: likely to be effective, likely to be ineffective, likely to be harmful, or inconclusive. Because policymakers and practitioners will be most interested in effective interventions, the labels “effective” and “likely effective” are colored green and yellow respectively, indicating that these are the most favourable labels.

Effectiveness labels and the score for EBA3.A should always be interpreted in reference to each other. For an intervention has a score of 90% on EBA3.A, indicating that the outcome evaluation meets high methodological standards, an “effective” label will carry more weight than for an intervention with an outcome evaluation scoring a mere 50%, indicating that the outcome evaluation meets only the minimum requirements. In other words, whereas the label indicates the effectiveness of an intervention, the EBA3.A score indicates the degree of confidence with which we can assume the label is accurate.

Note, finally, that the summary in the tool will automatically account for scenarios in which an intervention is ineligible or when outcome and process evaluations have not been performed. When an intervention is ineligible, which only happens when no points are awarded for one of the first two

questions, this will also be indicated in the scores for EBA1 as well as the final score field. When either an outcome or evaluation is lacking, the interventions receives no score for that criterion (indicated as “NA”). The final score is calculated based on the criteria for which the intervention has received a score. This means that unevaluated intervention can still obtain high scores, indicated a high design quality.

Criterion	Score	Out of	Percentage
EBA 1: There is a clear description of the crime problem(s) the activity wishes to address	3,75	5	75%
EBA 2: There is a clear description of the way in which the intervention addresses the identified problem(s) and why it is expected to be effective	6,25	10	63%
EBA 3: There should be a robust and positive outcome evaluation, or at least strong indications of theoretical plausibility			
--EBA 3.A: Outcome evaluation	9,5	18,5	51%
--EBA 3.B: Results of evaluation	2	5,5	36%
--EBA 3.B: Effectiveness	Effective		
EBA 4: There is sufficient information available about the nature of the intervention, its original context, and the implementation of the activities to help practitioners select, replicate or innovate from it			
--EBA 4.A: Information validity	3	4	75%
--EBA 4.B: Process evaluation	NA	0	NA
Total score	24,5	37,5	65%

Figure 4. Screenshot of the Summary sheet of QUALIPREV. Note the individual scores (both in points and percentages) for each (sub)criterion, as well as the total score in the bottom. The “NA” indicates that no process evaluation had been performed, so no score is awarded; this does not negatively affect the total score.

VI. Explanation of individual questions

This chapter provides an explanation of all the questions and potential answers of QUALIPREV. It is designed to be used as a reference for QUALIPREV users facing difficulties in interpreting one or more questions or answers. It can also be used as a glossary, as terminology or nomenclature in the questions will be explained in the right-most column. This sections of the manual is being regularly revised. If any uncertainties remain, please notify the [EUCPN Secretariat](#) so that this overview can be updated.

TOPIC	QUESTION	RESPONSE OPTIONS	EXPLANATORY NOTES
EBA1: There is a clear description of the crime problem(s) the activity wishes to address			
Problem analysis	Is the crime problem the project wishes to address thoroughly and adequately analysed and does this analysis show the relevance of the intervention?	<ul style="list-style-type: none"> • There is a problem analysis and it is comprehensive, qualitative and shows the relevance of/need for the intervention • There is a qualitative problem analysis, yet there is substantial information missing • No qualitative problem analysis is present, or the problem analysis does not show the relevance of/need for the intervention 	<p>A problem analysis is an analytical procedure that provides information about the problem the project wishes to address. It analyses the current condition produced by a crime problem by systematically collecting and analysing information.</p> <ul style="list-style-type: none"> • Comprehensiveness: there is information on scale, size, trends, causes, risk & protective factors, consequences, offender type, victim type,... • Quality: analysis is underpinned by correct(ly gathered) and relevant data • Relevance/need: the problem analysis shows the need for and relevance of the preventative intervention. <p>The problem analysis should indicate the real size and relevance of the problem, not a perceived threat (e.g., because it is framed as such in political discourse or because it is raised by a vocal middle class).</p> <p>In the case of wicked problems (complex, intricate problems that are not well understand and that evolve over time), a problem analysis in terms of the parameters listed above may be difficult. In such cases, measures should be taken to continuously investigate the problem and have that information feed back into the intervention.</p>

Objectives	Are all objectives formulated SMART?	<ul style="list-style-type: none"> • All objectives are formulated SMART • Majority of objectives are formulated SMART and/or are partially formulated according to the SMART principles • No objectives are formulated SMART 	<p>The objectives of the intervention should be SMART:</p> <ul style="list-style-type: none"> • S = Specific: clear, specific goals (what, where, how?) that are not open to interpretation. • M = Measurable: certain numbers (quantitative) or opinions, perceptions or behaviours (qualitative) are linked to the achievement of the objective. Both quantitative and qualitative objectives can be measured. An awareness of potential bias introduced by certain types of data should be present when applicable. • A = Acceptable all those involved agree with the objective. An agreed-on and accepted objective is supported by all those involved. • R = Realistic: It should be possible for those implementing the project to achieve the objectives within the given framework/context. • T = Time-bound: There is a clear start and end point at which achievement of the goal can be measured. <p>The formulation of SMART objectives applies to:</p> <ul style="list-style-type: none"> • Main objectives: define the desired changes with respect to the defined problem and/or within the target group. In other words, if these strategic goals are achieved, then the project succeeds in preventing and/or reducing crime or fear of crime. • Sub-objectives: are more short-term and establish the objectives of specific actions. Achieving these goals is necessary to achieve the main objectives. • Negative objectives: These are the outcomes that the interventions specifically
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			<p>wants to avoid (e.g., stigmatising a neighbourhood).</p> <p>In the case of wicked problems, the focus should be on main (and potentially negative) objectives. It will be virtually impossible to define SMART objectives, especially for sub-objectives, as they may evolve along with the (perception of) the problem.</p>
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EBA 2: There is a clear description of the way in which the intervention addresses the identified problem(s) and why it is expected to be effective

Justification	Does the project provide an adequate theoretical and/or practical justification for the chosen prevention approach?	<ul style="list-style-type: none"> • Yes: theoretical/empirical justification is given • Partially: Practical justification • No: no justification 	<p>Interventions are chosen which are judged appropriate to achieve the formulated objectives. The choice for the intervention should be explicitly justified.</p> <ul style="list-style-type: none"> • Theoretical/empirical justification: The reasons for implementing the intervention are substantiated with previous evidence of what works in similar contexts. • Practical justification: The reasons for implementing the intervention are substantiated with previous experience of what works in similar contexts.
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Target of the intervention	Does the target of the intervention match with the identified problem and the intervention's objectives?	<ul style="list-style-type: none"> • Yes, the target of the intervention matches the needs resulting from the problem analysis and is adequate to reach the objectives of the intervention • No, the target of the intervention does not match the needs resulting from the problem analysis and is adequate to reach the objectives of the intervention 	<p>The target of the intervention should match with the identified problem and the intervention's objectives. The intervention could be:</p> <ul style="list-style-type: none"> • Universal prevention: intervention targets potential offenders and victims in the general population. • Selective prevention: intervention targets groups whose members have a higher risk of committing deviant behaviour or being victimised. • Indicated prevention: intervention targets individuals who are already exhibiting problem behaviour, with the aim of preventing re-offending. <p>Aside from (potential) offenders and victims, prevention can also target</p>
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Programme theory	How does the intervention intend to prevent/reduce the identified problem (crime prevention mechanism(s))?	<ul style="list-style-type: none"> The plausible activation of (a combination of) relevant crime prevention mechanism(s) is described The crime prevention mechanism(s) are not relevant to the identified problem and its possible solution, or no crime prevention mechanism(s) is/are identified at all 	<p>universal or selected places, systems.</p> <p>Crime prevention mechanisms are the underlying principles of an intervention and explain how the intervention can have effects on a particular problem, within a specific context.</p> <ul style="list-style-type: none"> Plausible activation: The described mechanism(s) might be triggered into action through the intervention's activities Relevant: The activation of the identified crime prevention mechanism(s) is likely to lead to an improvement of the identified crime problem and to its possible solution. <p>This question is probing for evidence that the proposed intervention works, but also that it is applicable (that it works in <i>this</i> setting, to prevent <i>this</i> crime problem). A test or pilot phase can provide this evidence.</p>
Logic model	How are the project's key activities supposed to lead to its intended output?	<ul style="list-style-type: none"> There is a description of the relationship between the project's key activities and its output, There is no description of the relationship between the project's key activities and its output 	<p>A Logic Model represents the relationship between the project's key activities and the intended outcomes in a way that shows the underlying logic behind the project. It usually presents this relationship in a diagram that plots the resources that the intervention employs (i.e. inputs), the action designed to achieve the outcomes (i.e., activities), the expected and unexpected changes produced by the activities (i.e., outcomes), and the units of service or products (e.g., the number of workshops with young people to prevent juvenile delinquency, the number of talks with elderly people to prevent victimization through fraud and theft, etc.) that the activities generate (i.e., outputs).</p> <ul style="list-style-type: none"> Logical relationship: there is a coherent alignment between the project's key activities, its output and its objectives
EBA 3: There should be a robust and positive outcome evaluation, or at least strong indications of theoretical plausibility			
<p>If an outcome evaluation has been conducted: <i>! For this purpose, outcome evaluation is used as a broader term covering both outcome evaluation (direct effects) and impact evaluation (long-term effects)</i></p>			

Quality	How many relevant outcome indicators are discussed?	<ul style="list-style-type: none"> • three or more relevant outcome indicators are discussed • one or two relevant outcome indicators are discussed • no relevant outcome indicators are discussed 	<ul style="list-style-type: none"> • Discussing several outcome indicators is considered more informative and more likely to give a correct picture of the intervention's effects. • Relevant outcome indicators refer to the objectives stated in the problem analysis • A list of potential indicators is included in the QUALIPREV manual. • sub-indicators pertaining to one main indicator are counted as one. • If no relevant outcome indicators are discussed, the results of the outcome evaluation are irrelevant – whatever they may be. Redirect to 'no outcome evaluation has been conducted'
	Has the data for the evaluation been collected in a methodological way and were the evaluation techniques, and their realisation in practice, appropriate for the purpose and context of this evaluation exercise?	<ul style="list-style-type: none"> • Yes: Data was collected in a methodological way and the data collection strategy was appropriate for the evaluation • No: Data was not collected in methodological way and/or the data collection strategy was not appropriate for the evaluation 	<ul style="list-style-type: none"> • Data should be collected accurately and in a structured way. It consists of a data collection strategy determined beforehand and follows the standard principles of scientific practice. This ensures a reliable data collection which in turn allows for reliable results. • The selected data collection strategy should be able to appropriately measure the achievement of the intervention's objectives.
	Are external reviewers or scientific counsellors/advisors involved in the evaluation?	<ul style="list-style-type: none"> • Yes: External reviewers or scientific advisors are involved in the evaluation. • No: no external reviewers are involved in the evaluation. 	Involving external advisors, preferably scientists or evaluators in the evaluation increases the reliability of the results.
	Are all stakeholders (excl. target group) involved in the evaluation?	<ul style="list-style-type: none"> • Yes: All stakeholders are involved in the evaluation • No: All stakeholders are not involved in the evaluation 	The involvement of all stakeholders increases the reliability of the evaluation. Involvement can occur in the design and/or the execution of the evaluation. Multi-source evaluations include the professional judgment of partners involved, and overall tend to produce more inclusive appraisals of the value of an

			intervention.
	Is the target group or local community involved in the evaluation?	<ul style="list-style-type: none"> • Yes: The target group or local community is involved in the evaluation • No: The target group or local community are not involved in the evaluation 	The involvement of the target group or local community increases the reliability of the evaluation. Involvement can occur in the design and/or the execution of the evaluation.
	Are there intermediate evaluations/is there continuous monitoring during the intervention, or is an evaluation only being performed at the end?	<ul style="list-style-type: none"> • There are multiple measurements/there is continuous monitoring, and there are provisions for readjusting the intervention in view of the intermediary results. • There are multiple measurements/there is continuous monitoring, but no proof of provisions for readjusting the intervention in view of the intermediary results. • The evaluation is performed at the end of, or after, the intervention. 	Continuous monitoring or routine measurements at set points during the intervention's progress (= part of the intervention's routine activity) can help identify problems and intervening before the intervention is irreversibly affected. Hence continuous evaluation strengthens the reliability of the intervention's evaluation results.
	Is there a comparison between the situation before the intervention and after its implementation? (Pre-post-test design)	<ul style="list-style-type: none"> • Yes: A comparison between the situation before the intervention (or a surrogate measurement) and after its implementation (or an determined cut-off point for continuous interventions) • No: There is no comparison before and after the intervention's implementation 	Measuring the situation before and after the intervention helps to establish a correlation between the (potential) changes to the crime problem and the intervention.
	Is a control group used in the evaluation that allows comparison with the treatment group? Additionally, is randomisation used to determine which units undergo the preventative measure and which units are the controls? Or, alternatively, is each unit in the treatment group matched to a similar unit in the control group?	<ul style="list-style-type: none"> • Randomisation or a matched pair approach is used to assign units to the treatment group and control group • A control group is used in the evaluation that allows comparison with the treatment group • No control group is used in the evaluation that allows comparison with the treatment group 	<ul style="list-style-type: none"> • The use of a control group refers to the assigning of the units at which the preventative measure(s) are aimed into two complementary groups: either the control or the treatment group. The treatment group undergoes the preventative measure, the control does not or receives the standard treatment the new preventative measure aims to replace. • Using such a control group helps isolating the influence of the preventative measure.

			<ul style="list-style-type: none"> • Randomisation refers to the random assignment of units to the treatment and control groups. Its aim is to exclude systematic influences and more confidently attribute any changes to the actual preventative measure. • An alternative to randomisation is the matched pairs approach, whereby each unit in the preventative measure is matched (e.g. based on age) to a similar unit in the control group.
	Does the evaluation contain information about the activation of crime prevention mechanisms?	<ul style="list-style-type: none"> • Yes: The evaluation contains information about the activation of crime prevention mechanisms • No: The evaluation does not contain information about the activation of crime prevention mechanisms 	Information about the activation of crime prevention mechanisms helps explain how the intervention produced its effects (or not). This information relates back to the crime prevention mechanisms that were defined in EBA 2, only here, these are discussed in terms of <i>actual</i> activation.
	Does the evaluation contain information about any contextual factors/circumstances that have made this intervention succeed (or not)?	<ul style="list-style-type: none"> • Yes: The evaluation contains information about contextual factors/circumstances that have made the intervention succeed (or not) • No: The evaluation does not contain information about contextual factors/circumstances that have made the intervention succeed (or not) 	Information about the contextual factors/circumstances helps explain why the intervention succeeded to reach its objectives (or not). This information might discuss specific factors in the setting of the intervention, the timing, characteristics of implementers,...
	Does the evaluation contain information on any side effects the intervention might have had?	<ul style="list-style-type: none"> • Yes: The evaluation contains information on side-effects • No: The evaluation contains no information on side-effects 	<p>Side-effects can be</p> <ul style="list-style-type: none"> • Beneficial: e.g. the intervention had a positive effect on other types of behaviour as well or helped decrease the level of stigmatisation of the target group • Harmful: e.g. the intervention made another crime type easier, widened the net for involvement of young people in criminal justice system or increased fear or inconvenience <p>Side-effects could be in</p> <ul style="list-style-type: none"> • crime (for example, simply targeting a youth for

			<p>intervention could give them a ‘badge of honour’ among peers, confirming criminal identity);</p> <ul style="list-style-type: none"> • or in other spheres (CCTV could, depending on context, attract or deter commercial tenants in a shopping centre).
Results	What were the overall results of the outcome evaluation?	<ul style="list-style-type: none"> • Positive results: Effective • No results: Ineffective • Negative results: Harmful • Mixed results: Inconclusive 	<ul style="list-style-type: none"> • Effective: The intervention succeeds in reaching its stated objectives and negative side-effects do not outweigh the benefits • Ineffective: The intervention does not succeed in reaching its stated objectives • Harmful: The intervention does not succeed in reaching its stated objectives and negative side-effects are harmful to the target group and/or crime problem. • Inconclusive: There are mixed results, where for example several outcome indicators might show positive results and some show no results at all. <p>To determine whether the results of the evaluation were positive, negative, harmful, or inconclusive it is best to rely on the main conclusions of the evaluator in the evaluation report.</p> <p>If it is found that the positive effects outweigh the negative ones, the evaluation results should be considered positive and vice versa. If none outweighs the other, the results are inconclusive.</p>
	Is a report of the results freely available (e.g. project website)	<ul style="list-style-type: none"> • Yes: a report of the results in freely available • No: No report of the results is freely available 	<ul style="list-style-type: none"> • By making the prevention project’s results freely available (e.g. project website), other projects and practitioners can also learn from its strengths and weaknesses. • EUCPN channels do not count.
	Is the report of the results available in English?	<ul style="list-style-type: none"> • Yes: a report of the results is available in English • No: No report of 	Exchanging project results can be greatly facilitated by (also) providing a report in English, which is a global

		the results is available in English	lingua franca. As is the case with making the project's results freely available online, not publishing in English can hamper the exchange of effective practices
	Are the results published in an academic journal?	<ul style="list-style-type: none"> • Yes: The results of the evaluation were published in an academic journal • No: The results of the evaluation were not published in an academic journal 	The editorial process and/or peer review process in academic journals strengthens the reliability of the evaluation results.
Cost-benefit analysis	Has a scientifically correct cost-benefit analysis been conducted? If so, what were the results?	<ul style="list-style-type: none"> • Yes, a scientifically correct cost-benefit analysis was conducted, with positive results • Yes, a scientifically correct cost-benefit analysis was conducted, with, negative results • No scientifically correct cost-benefit analysis was conducted 	A cost-benefit analysis is a type of economic evaluation that compares the direct and indirect cost of the resources employed in the intervention, with the equivalent economic value of the benefits. If no outcome evaluation has been conducted, a cost-benefit analysis is simply not possible. This is not the same as a cost-effectiveness analysis, where the costs of the intervention are compared to the outcomes. These outcomes, however, are not expressed in monetary values, in contrast to cost-benefit analysis
If no outcome evaluation has been conducted:			
Theoretical plausibility	Are there any theoretical indications that the intervention might be effective, should an evaluation be conducted?	<ul style="list-style-type: none"> • Promising/ likely to be effective: There are theoretical indications that the intervention can be effective • Likely to be ineffective: There are theoretical indications that the intervention can be ineffective and have no effects • Likely to be harmful: There are theoretical indications that the intervention can be harmful • Inconclusive: There are no theoretical indications that the intervention can be effective, ineffective or harmful 	Tested theory can be used both to buttress empirical evidence of effectiveness, and to substitute for it in circumstances when none is available. This leaves space for innovative interventions that may not yet have had the chance of measuring their effects or in cases where evaluation is difficult.
EBA 4: There is sufficient information available about the nature of the intervention, its original context, and the implementation of the activities to help practitioners select, replicate or innovate from it			
In all cases – with or without process evaluation			

Activities	Is there sufficient information on the planned and achieved activities and what was needed to achieve those?	<ul style="list-style-type: none"> • Yes: Sufficient information is available on the planned and achieved activities and what was needed to achieve those • No: Sufficient information is not available on the planned and achieved activities and what was needed to achieve those 	<p>Sufficient information refers to having enough information for practitioners to select, replicate or innovate from the intervention to their own local context</p> <p>Here, the description includes information on:</p> <ul style="list-style-type: none"> • Inputs: running costs, human resources, infrastructure, ... • Process: the activities undertaken by the intervention • Output: units of service or products (e.g., the number of workshops with young people to prevent juvenile delinquency, the number of talks with elderly people to prevent victimization through fraud and theft, etc.) • Practical implementation issues and solutions
Context	Is there sufficient information on the institutional, organisational, and socioeconomic context in which the intervention was delivered?	<ul style="list-style-type: none"> • Yes: Sufficient information is available on the institutional, organisational and socioeconomic context in which the intervention was delivered • No: Sufficient information is not available on the institutional, organisational and socioeconomic context in which the intervention was delivered 	<p>Sufficient information refers to having enough information for practitioners to select, replicate or innovate from the intervention to their own local context</p> <p>Here, the description includes information on</p> <ul style="list-style-type: none"> • Institutional settings: the setting in which the intervention was delivered. This can be civil, judicial or parajudicial • Organisational context: the intervention can be stand-alone or embedded in a particular organisation • Socioeconomic context: the political, cultural, social and economic environment. It includes variables such as unemployment, education, and income, which reflect the relative wealth and quality of a community.
Mode of delivery	Is there sufficient information on the mode of delivery of the project?	<ul style="list-style-type: none"> • Yes: Sufficient information is available on the mode of delivery • No: Sufficient information is not available on the mode of delivery 	<p>Sufficient information refers to having enough information for practitioners to select, replicate or innovate from the intervention to their own local context</p> <p>Here, the description includes information on:</p> <ul style="list-style-type: none"> • the mode of delivery, which refers to whether the intervention is delivered as

			a project (with fixed start and end) or as a continuous service (part of daily activities)
Partners	Is there sufficient information on the partnership(s) that might have been necessary to implement the intervention?	<ul style="list-style-type: none"> • Yes: Sufficient information is available on the partnership(s) that might have been necessary to implement the intervention • No: Sufficient information is not available on the partnership(s) that might have been necessary to implement the intervention 	<p>Sufficient information refers to having enough information for practitioners to select, replicate or innovate from the intervention to their own local context</p> <p>Here, the description includes information on:</p> <ul style="list-style-type: none"> • Structural issues: composition, purpose, geographical scope,... of the partnership • Process issues: division of labour, agreements on information sharing,... <p>Some very good projects may not involve or require partners.</p>
<p>If a process evaluation has been conducted <i>! A process evaluation documents how the activities were implemented in order to determine any deviations from the original planning.</i></p>			
Quality	How many relevant process indicators are discussed?	<ul style="list-style-type: none"> • three or more relevant process indicators are discussed • two relevant process indicators are discussed • one or no relevant process indicators are discussed 	<ul style="list-style-type: none"> • Relevance here refers to the link between the indicators and the intervention's activities and outputs • Relevant indicators can be found at the end of this document
	Has the data for the evaluation been collected in a methodological way and were the evaluation techniques, and their realisation in practice, appropriate for the purpose and context of this evaluation exercise?	<ul style="list-style-type: none"> • Yes: Data was collected in a methodologically way and the data collection strategy was appropriate for the evaluation • No: Data was not collected in methodologically correct way and/or the data collection strategy was not appropriate for the evaluation 	<ul style="list-style-type: none"> • Data should be collected accurately and in a structured way. It consists of a data collection strategy determined beforehand and follows the standard principles of scientific practice. This ensures a reliable data collection which in turn allows for reliable results. • The selected data collection strategy should be able to appropriately measure the achievement of the intervention's planned activities and outputs.
	Are external reviewers or scientific counsellors/advisors involved in the evaluation?	<ul style="list-style-type: none"> • Yes: External reviewers or scientific advisors are involved in the evaluation. • No: no external reviewers are involved in 	By involving external reviewers or advisors in the evaluation, the final results of the evaluation are strengthened. An external evaluator provides an objective observation and thus increases the reliability of the

		the evaluation.	results.
	Is the target group or local community involved in the evaluation?	<ul style="list-style-type: none"> • Yes: The target group or local community is involved in the evaluation • No: The target group or local community are not involved in the evaluation 	<p>The involvement of the target group or local community increases the reliability of the evaluation.</p> <p>Involvement can occur in the design and/or the execution of the evaluation.</p>
	Are there intermediate evaluations/is there continuous monitoring during the intervention, or is an evaluation only being performed at the end?	<ul style="list-style-type: none"> • There are multiple measurements/there is continuous monitoring, and there are provisions for adjusting the intervention in view of the intermediary results. • There are multiple measurements/there is continuous monitoring, but no proof of provisions for readjusting the intervention in view of the intermediary results. • The evaluation is performed at the end, or after, the intervention. 	<p>Constant evaluation at set points during the intervention's progress (= part of the intervention's routine activity) helps in identifying problems and intervening before the intervention is irreversibly affected. Hence continuous evaluation strengthens the reliability of the intervention's evaluation results.</p>
Results	What were the overall results of the process evaluation?	<ul style="list-style-type: none"> • The intervention succeeded in implementing all of its planned activities and reached its intended outputs. The implementation of the intervention was according to plan and/or was modified throughout the implementation to ensure the desired activation of crime prevention mechanisms • The intervention succeeded in implementing most of its planned activities and reached most of its intended outputs. The implementation of the intervention was largely according to plan and/or was modified throughout the implementation to ensure the partial activation of crime prevention mechanisms • The intervention did not succeed in implementing its planned activities and reaching its intended outputs. The implementation of the intervention was not 	<p>In some cases, it might not be desirable to adhere strictly to the intervention's original plan while implementing it. For example:</p> <ul style="list-style-type: none"> • Changes in the context of the intervention might call for intelligent adaptations to ensure the delivery of intended activities or achievement of desired outputs • The underlying mechanisms of the intervention might not be activated uniformly for all participants of the intervention. Instead, some sub-target groups might need a more tailored-approach that could not have been anticipated in the planning stage. In this case, it is possible, and even advisable to adapt the project.

		according to plan and/or was not modified throughout the implementation to ensure the desired activation of crime prevention mechanisms	
	Is a report of the results freely accessible (e.g. project website)	<ul style="list-style-type: none"> • Yes: a report of the results is freely available • No: No report of the results is freely available 	<ul style="list-style-type: none"> • By making the prevention project's results freely available (e.g. project website), other projects and practitioners can also learn from its strengths and weaknesses. • EUCPN channels do not count.
	Is the report of the results available in English?	<ul style="list-style-type: none"> • Yes: a report of the results is available in English • No: No report of the results is available in English 	Exchanging project results can be greatly facilitated by (also) providing a report in English, which is a global lingua franca. As is the case with making the project's results freely available online, not publishing in English can hamper the exchange of effective practices

Endnotes

¹ 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>.

ⁱⁱ P.H. Rossi, H.E. Freeman, and M.W. Lipsey, *Evaluation: A Systematic Approach*, sixth ed., London: Sage, 1999.