

**Data for Children  
Collaborative**  
WITH UNICEF

# STEP-BY-STEP GUIDE RUNNING GLOBAL SYSTEMATIC REVIEWS

Guidance and Lessons Learned from the INSPIRE  
Accelerators Systematic Review Process

Prepared by End Violence  
Lab at the University of  
Edinburgh



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# HOW TO RUN A GLOBAL SYSTEMATIC REVIEW FOR INSPIRE ACCELERATORS

## INTRODUCTION & BACKGROUND

In 2021 the End Violence Lab at the University of Edinburgh set out to conduct a global systematic review aimed at identifying and mapping out [INSPIRE](#) interventions for Violence Against Children (VAC), that act as accelerators for SDGs. INSPIRE strategies are interventions that have been evidenced to help end violence against children. The concept of an accelerator was developed by the UNDP. An accelerator is a pragmatic action, such as a service provision, law or programme intervention that has positive impact across multiple targets across SDG outcomes. Applied to the field of VAC prevention, the systematic reviews will identify interventions used to prevent violence that address violence and targets across multiple SDGs not associated with violence (Cluver, 2019). As an example, a cash-transfer programme aimed at reducing intimate partner violence may reduce intimate partner violence but may also reduce mental health burden SDG 3, increase access to education SDG 4, address gender equality SDG 5 and reduce hunger SDG 2.

This document presents a report and guide on how to conduct a systematic review on a global scale. Each section will present the steps taken as well as recommendations and reflections on each part of the process. The 4 steps this guide will discuss are recruitment, designing the study, training & engagement of the reviewers, and creating outputs.



## STEP 1. RECRUIT TEAM MEMBERS

The review was undertaken through the collaboration with many researchers. This included the core team, the reviewers, and the young people advisors. The full list of team members is available in the Protocol Document. This section will highlight the roles of the team members.

### 1.a. Core Team Members

The core team was recruited internally through the End Violence Lab at the University of Edinburgh. The key roles in the core team included two principal investigators (one of whom was a lead for the youth engagement), two co-investigators (one of whom was the project manager). In addition to this one more person was recruited to help coordinate the youth engagement. The team was varied in terms of research skills and experience however the key skills included experience in systematic reviews, project management, youth engagement, and knowledge in the field. Core team members were engaged throughout the process, with meetings being held periodically to check in with the progress, troubleshoot issues and plan the next steps. Here is the list of core team members:

- Deborah Fry, Senior Lecturer in Child Protection and Co-Director of the End Violence Lab, University of Edinburgh – Principal Investigator
- Catherine Maternowska, Lead in Data, Evidence and Learning at the Global Partnership to



End Violence Against Children and Co-Director of the End Violence Lab – Co- Principal Investigator & Youth Engagement Lead

- Franziska Meinck, Lecturer in Social Work, University of Edinburgh – Co Investigator & Honorary Professor, Faculty of Health Sciences, North-West University, South Africa
- Dorothy Muraya, Moray House School of Education and Sport, University of Edinburgh – Co Investigator & Project Manager

### 1.b. Team of Reviewers

The team of reviewers was sourced through research networks of the EV Lab by reaching out to key established researchers and research centres in different parts of the world and drawing on students and postdoctoral fellows already working with members of the University of Edinburgh research team. The aim was to identify and engage early career researchers from different parts of the world. As the outcome map (presented later in the document) will show, early career researchers were engaged with the goal of helping them advance their careers and increase their research experience. For it to be a global review we wanted global coverage of both regions and languages. Then we had to divide those regions and languages to the reviewers. Some reviewers had to take more than one region. There was a preference for bilingual or multilingual researchers who spoke English and another regional language for them to conduct the searches from their regions. UNICEF regions were used for the review. These were then matched to the reviewers based on their language and/or location. Some reviewers had more than one region, based on their availability. The Central Asia and Eastern Europe region was covered by the whole group during calibration activities which will be discussed later in the guide. The table below presents the allocation of regions and the languages matched to the reviewers for the study.



Geographic Region	Reviewer	Language
ESARO	<b>Badru Bukenya</b> Senior Lecturer, Dept. Social Work and Social Administration, Makerere University, Uganda	English
LACRO	<b>Carolina Coll</b> Postgraduate Program in Epidemiology, Federal University of Pelotas, Brazil Portuguese speaker	English and Portuguese speaking countries globally
Oceania (New Zealand and Australia)	<b>Carolina Bermudez</b> Community works, Alumni of University of Los Andes, Colombia and University of Melbourne Australia Spanish speaker	Spanish in LACRO and globally
EAPRO + North America	<b>Mengyao Lu</b> Department of Social Policy and Intervention, University of Oxford, China Chinese speaker	English + Chinese speaking countries
WACARO + Western Europe	<b>Louis Olie</b> National Graduate School of Statistics and Applied Economics, University of Abidjan, Cote d'Ivoire French speaker	English + French speaking countries globally
MENA + South Asia	<b>Zain Kurdi</b> Department of Social and Political Science, University of Edinburgh, Jordan Arabic Speaker	English + Arabic speaking countries
Germany	<b>Franziska Meinck (core team)</b> German Speaker	German speaking countries globally
Central Asia + Eastern Europe	Calibration week group activity Debi Fry & Dorothy Neriah completed	English



### 1.c. Young People Advisors

The young people advisors were a unique component of the research. While there is a general agreement in the field that research should include more [youth participation](#), certain types of research, this hasn't fully been realised, especially in certain types of research such as systematic reviews. It was thus important for the team that we find ways to engage young people in the global review. The Young People Advisors (YPAs) were sourced from the countries of the reviewers. YPAs were matched with their reviewer who worked with them to identify case studies that they reviewed. Reviewers helped the YPAs understand the review process as well as some of the technical terms and processes described in the studies identified through the review. In addition to being engaged in their own specialised training, YPAs participated in group activities with the reviewers including safeguarding training. You can read a detailed report about YPA engagement [here](#).

#### *Recommendations for Identifying and recruiting team members*

- Team members bring different skill sets to the project—ensuring that there is a variety of trainers keeps the trainings interesting and brings multiple perspectives to the project.
- The identification of scholars to complete the review and young people to accompany them was done through the networks of the End Violence Lab. It is important to ensure inclusivity in the process.





## STEP 2: DESIGN THE STUDY

We began by establishing a protocol with a core scientific team. We then sought to operationalise that protocol by testing out the search terms, etc and getting multiple reviews from the reviewers themselves as well as key leaders in the field. Then we continually reiterated and revised the protocol to match our learning while we were starting to do the review. This was through our comprehensive training sessions and calibration activities which shall be discussed later in this document. There is industry guidance on how to design the research protocol for a systematic review so this section will not discuss this in length. Rather, it will highlight other issues to consider when undertaking a global review process, including defining key elements of the study, creating the search strategy, translating search terms, and identifying software to be used during the study.

### 2.a. Defining key elements of the study

Systematic reviews are valued for their rigour, transparency and replicability and to ensure this, the study design was as detailed as possible. This ensured that the team of reviewers who were from different disciplines and working remotely across the globe were on the same page throughout the process. This was done by giving clear definitions of the key elements of the study. This included definitions of what the study would consider to be violence. There was also a need to define what the study would consider to be a proven intervention. What methods would the study consider as robust enough? While the accelerator concept is well defined, there was the need to determine whether an intervention was considered an accelerator for impacting multiple SDG targets or goals. Through discussion with the reviewers, the decision was made to go with targets as the goals are quite broadly defined. Decisions on key elements were guided by the core team but included input from the reviewers. This was done through continuous engagement during training sessions, WhatsApp group texts, and emails. Engagement strategies shall be presented in greater detail later in this guide. The steps were as follows:

**Step 1:** The protocol established with a core scientific team

**Step 2:** The protocol operationalised by testing out the search terms



-> Testing the process through multiple reviews from the actual reviewers themselves but also key leaders in the field

**Step 3:** The protocol is continually reiterated and revised to match our learning from the review process

-> Checking the process through regular discussions on WhatsApp and scheduled training sessions.

### 2.b. Creating the Search Strategy

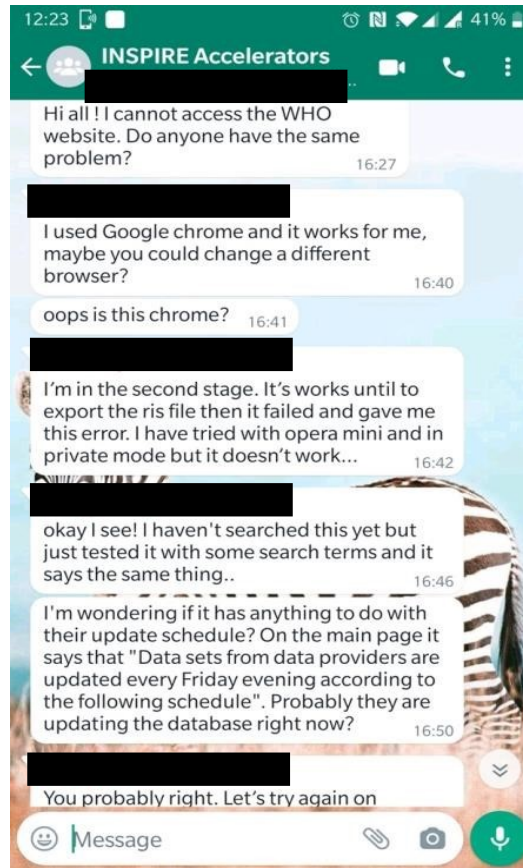
Creating the search strategy is an essential part of a systematic review as it can have a profound impact on the results. The search terms must be well chosen and clearly defined in order to yield optimal results. The search strategy was first created in English then translated to the various languages used for the review. The tables below show the search terms in English and the translated search terms for the Arabic Search for the MENA region.

LINE		TERMS
1.		'child*' OR 'adolescent' OR 'infant*' OR 'young person' OR 'youth' OR 'teen'
2.	AND	'maltreatment' OR 'violence' OR 'neglect' OR 'abuse' OR 'negligent treatment' OR 'exploitation' OR 'bullying' OR 'trafficking' OR 'war' OR 'conflict' OR 'terror*' OR 'gang' OR 'homicide' OR 'armed' OR 'arms' OR 'firearms' OR 'narcotrafficking' OR 'child trafficking' OR 'smuggling' OR 'harassment' OR 'rape' OR 'survival sex' OR 'hate crime' OR 'transactional sex' OR 'harsh discipline' OR 'corporal punishment' OR 'gun*' OR 'child marriage' OR 'early marriage' OR 'female genital mutilation' OR 'FGM' OR 'cyber-bullying'
3.	AND	'prevent*' OR 'respon*' OR 'interven*' OR 'reduc*' OR 'evaluat*' OR 'stop' OR 'policy adj evalua*' OR 'law'
4.	AND	[LIST OF ALL COUNTRIES IN MENA REGION ] ('Algeria' OR 'Bahrain' OR 'Djibouti' OR 'Egypt' OR 'Iran' OR 'Iraq' OR 'Jordan' OR 'Kuwait' OR 'Lebanon' OR 'Libya' OR 'Morocco' OR 'Oman' OR 'Qatar' OR 'Saudi Arabia' OR 'State of Palestine' OR 'Sudan' OR 'Syrian Arab Republic' OR 'Tunisia' OR 'United Arab Emirates' OR 'Yemen')



السطر	المصطلحات
١	'طفل' أو 'أطفال' أو 'رضيع' أو 'شاب' أو 'شباب' أو 'مراهق'
٢	سوء معاملة' أو 'عنف' أو 'إهمال' أو 'إساءة' أو 'استغلال' أو 'تتمر' أو "إتجار' أو 'حرب' أو 'نزاع' أو 'إرهاب' أو 'عصابة' أو 'قتل' أو 'سلاح' أو 'أسلحة' أو 'أسلحة نارية' أو 'تجارة مخدرات' أو 'إتجار بالأطفال' أو 'تهريب' أو 'تحرش' أو 'اغتصاب' أو 'الجنس من أجل البقاء' أو 'جريمة كراهية' أو 'مقايسة بالجنس' أو 'شدة في التأديب' أو 'عقاب بدني' أو 'مسدس' أو 'زواج أطفال' أو 'زواج مبكر' أو 'تشويه الأعضاء التناسلية للإناث' أو 'تشويه الأعضاء التناسلية الأنثوية' أو 'تتمر عبر الإنترنت'
٣	منع' أو 'إستجابة' أو 'تدخل' أو 'تقليل' أو 'تقييم' أو 'إيقاف' أو "سياسة وتقييم' أو 'قانون
٤	قائمة بجميع البلدان في منطقة محددة، هنا قائمة منطقة الشرق الأوسطالجزائر' أو 'البحرين' أو 'جيبوتي' أو 'مصر' أو 'إيران' أو 'العراق' أو ('الأردن' أو 'الكويت' أو 'لبنان' أو 'ليبيا' أو 'المغرب' أو 'عمان' أو 'قطر' أو 'المملكة العربية السعودية' أو 'دولة فلسطين' أو 'السودان' أو 'الجمهورية العربية السورية' أو 'تونس' أو 'الإمارات العربية المتحدة' أو ('اليمن'

Definition of search terms and identification of databases was done in consultation with experts in the field and a subject librarian. Non-English databases were also identified through the help of the reviewers in charge of those languages. The search terms were tested on various databases and adjustments made. When the English search strategy was complete, the search terms were translated by the reviewers. These were then checked and back translated by language experts. This process identified cultural nuances such as child marriage being referred to as early marriage in the MENA region. This process can take time involving multiple parties and needs testing on the various websites. Below is an example of conversation in the group WhatsApp discussing an issue with a particular website. Issues such as this were resolved through peer-to-peer support with oversight from the core team.

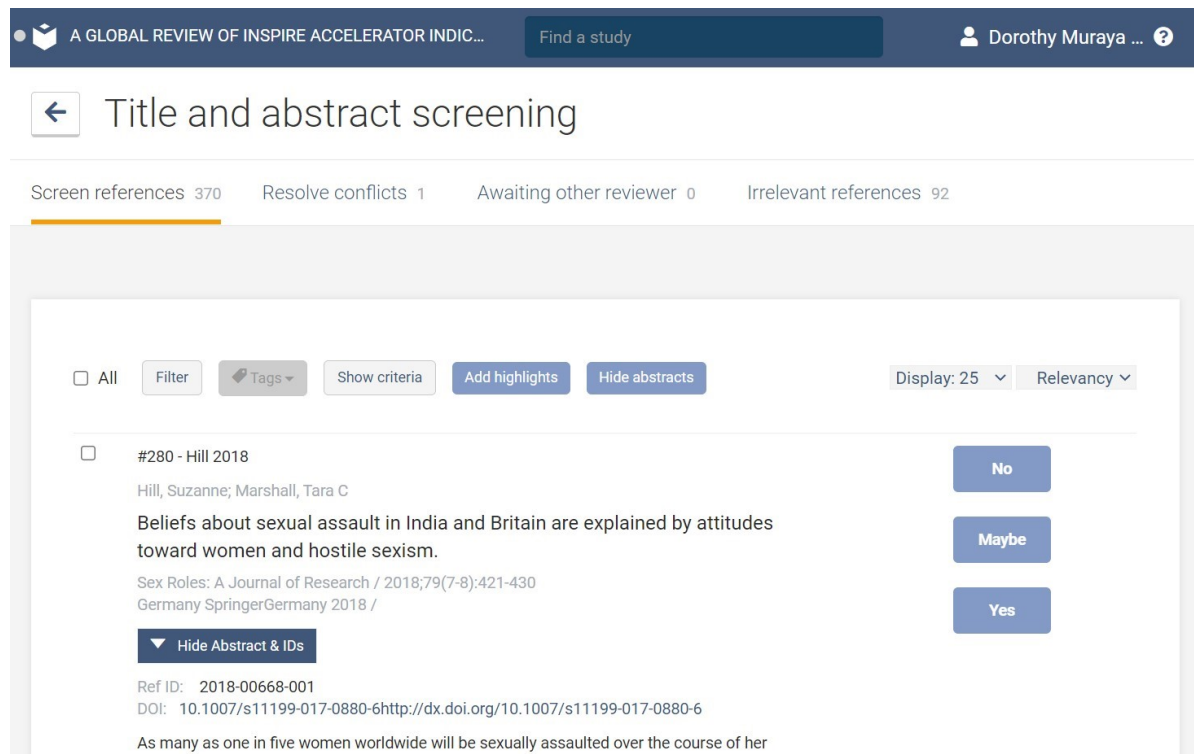


## 2.c. Identifying Software

A systematic review requires very detailed tracking of large amounts of information. While small scale reviews can use simple software such as excel, the scale of the review and number of reviewers necessitated the use of more sophisticated software. To that end, Covidence, an online tool for management of systematic reviews was chosen. Covidence is a screening software designed specifically for systematic reviews using the Cochrane method. It allows multiple reviewers to work on the same review. Using this software, we were able to import large numbers of citations from popular referencing software including Mendeley, Zotero and Endnote. It allowed us to upload documents to any section of the reviewing process. Screening is done by clicking either "yes", "no" or "maybe". Covidence can be used throughout the process to screen titles, abstracts and full text. Team members were assigned different roles allowing senior reviewers to resolve any screening conflicts. Fran, from the core team, was the resident expert on Covidence with technical support provided by Dorothy. Through Covidence we were able to input inclusion and exclusion criteria into the



software to help with the review process as well as adding notes. We also used Covidence for the quality analysis and data extraction. This was done



using templates created by Fran. Below is a screenshot of the Title & Abstract screening process on Covidence.

The second software selected for the review was Mendeley. This was chosen as a tool for reference management. The key things we considered when choosing software was the accessibility, ease of use and whether it facilitated collaboration. In addition to these two online tools, Zoom was used for team meetings and Miro was used for initial data analysis and outcome mapping (see section 3d below).

### *Recommendations for designing the study*

- Translation of search terms can take time as it requires identifying translators and doing translation and back-translation. When planning a project in multiple languages, allocate time accordingly to ensure that this doesn't delay the process.



- The identification of non-English databases requires consultation with relevant experts in the field. Identify such experts early and allocate time to test the databases.

## STEP 3: TRAINING & ENGAGEMENT

### 3.a. Training

Training during the global review was a central and continuous process. The reviewers were early career researchers therefore training was not based on giving foundational research skills but on building upon their knowledge and expertise. Training was both ongoing and iterative process.

Each phase began with a presentation and was then followed by workshop sessions facilitated by one or more members of the core team. During the workshops, reviewers practiced the research process and received help with any issues they encountered. Where necessary, a practice folder was created on Covidence for the reviewers to use. This was repeated for each training phase.

Training was done in phases, with each phase focused on equipping reviewers for the next step in the review process. The phases are listed broadly here and detailed in Table 1 below.

**Phase 1:** Introduction to INSPIRE strategies and the protocol.

**Phase 2:** Search and conduct title & abstract screening.

**Phase 3:** Focus on full text review, includes quality assessment and data analysis

Table 1. Training Schedule

	THEME	SESSION OBJECTIVES	TIMING
Feb 11 <sup>th</sup>	Training Session 1	Group Introductions	15 mins
		Introduction to training, INSPIRE, Accelerators & SDGs	30 mins
		The Project (Definition & Deliverables)	15 min



		Youth Engagement (step by step)	30 mins
		Timeline and phase 2 possibilities	15 mins
		Introduction to Systematic reviews (rules, Prisma, etc)	15 mins
Feb 12 <sup>th</sup>	<b>Training Session 2</b>	The Review Protocol (search protocol, inclusion and exclusion criteria, etc)	30 mins
		Navigating databases applying search terms and downloading results to Mendeley or Covidence	1hr
		Practice on different databases	30 mins
		Introduction to Covidence, screening titles, and abstracts	30 mins
Feb 15 <sup>th</sup>	<b>Training Session 3</b>	Screening Full texts with application of exclusion criteria & quality control measures?	1 hr
		Practice on Covidence	30 mins
		Learning from Research Precedence by Lucie Cluver	1hr
Mar 5 <sup>th</sup>	<b>Training Session 4</b>	Searching on Databases & Downloading references	45 mins
		Screening for duplicates on Mendeley & Screening on Covidence	45 mins
		Assignments for Calibration Week	5 mins
Mar 15 <sup>th</sup>	<b>Calibration Workshop</b>		1hr
April 15 <sup>th</sup>	<b>Safeguarding Training</b>	Training by UNICEF on how to engage with young people advisors	1.5 hrs
April 19 <sup>th</sup>	<b>Training Session 5</b>	Reviewer Progress check	15 mins
		YPA introductions	30 mins
		UNICEF Gap Map	1 hr
		Introduction to Data Extraction	30 mins
April 26 <sup>th</sup>	<b>Training Session 6</b>	Data Extraction & Quality Assessment on Covidence	1 hr
July 6 <sup>th</sup> July 13 <sup>th</sup> July 20 <sup>th</sup>	<b>Drop-in Workshops</b>		1hr
July 26 <sup>th</sup>	<b>Analysis Session</b>	Data Analysis	2 hrs
		Outcome Mapping	
		Reflection and feedback on entire review process	



### 3.b. Calibration week

A key feature of the training schedule was calibration week. After the first phase of training, we scheduled a week of calibration to give reviewers time to practice what they learned and to ensure that the whole team was on the same page. Using one Covidence folder, the team worked together to through searching and conducting the title screening for one region of the review. Covidence was set to require two reviewers to screen each article. When the screening was done, the core team reviewed any conflicts and discussed them with the team at the end of the calibration week.

### 3.c. Training Materials

As mentioned earlier, training was focused on meeting the needs of the reviewers. Although all the reviewers were proficient in English, it was not the first language for some. We therefore developed additional training material for the sessions. Training involved the use of presentations which were sent in advance to the reviewers. In addition to this, the training sessions, and workshops, which were all conducted online, were recorded and the recordings shared with reviewers. This allowed those who missed the session to catch up. It also allowed reviewers to refer to the recordings if they were stuck. In addition to this the core team developed a step-by-step guide which contained detailed instructions and screenshots on how to carry out the search. A sample of the step-by-step search guide is available in the Appendix of this guide. In keeping with the systematic nature of the review, templates were also provided for various aspects of the review process such as the search log template and writing up template.

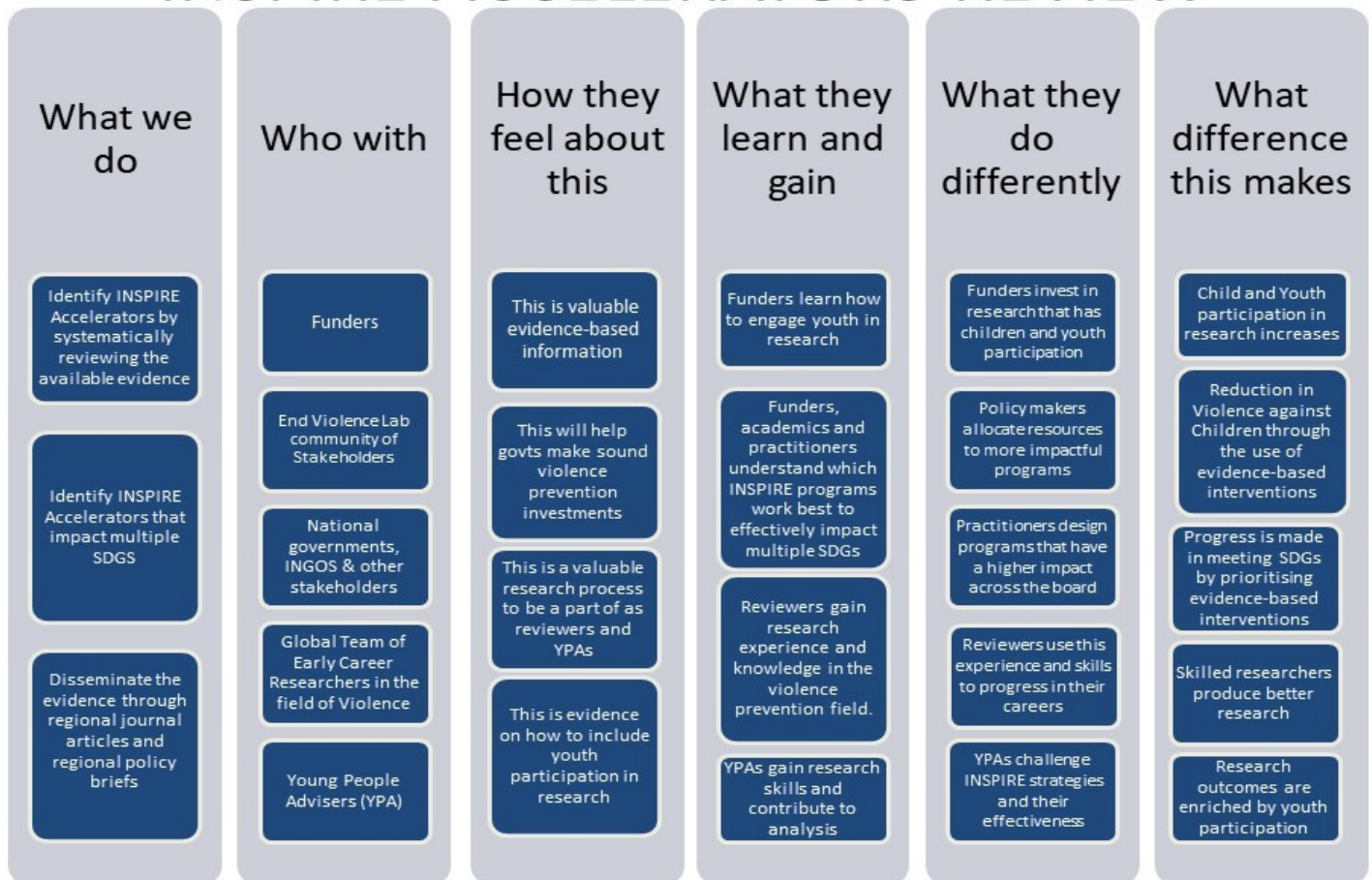
### 3.d. Mapping outcomes

As part of the engagement process, we core team and reviewers developed an outcome map to track the aims of the project. Outcome mapping helps the team discuss, understand and track the aims of the project. It helps the project members in the planning and assessment of a project. The outcome map, presented below was co-produced with the team of reviewers.





# INSPIRE ACCELERATORS REVIEW



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The outcome map gave the reviewers a better understanding of the potential impact of the research. It also helped them understand their role in the project, and how they too would benefit from the process. The outcome map was reviewed during an outcome mapping and data analysis session, allowing the team to reflect on whether we had achieved what we set out to achieve. A more detailed understanding of how the outcome mapping tracked progress can be found in the [YPA final report](#).

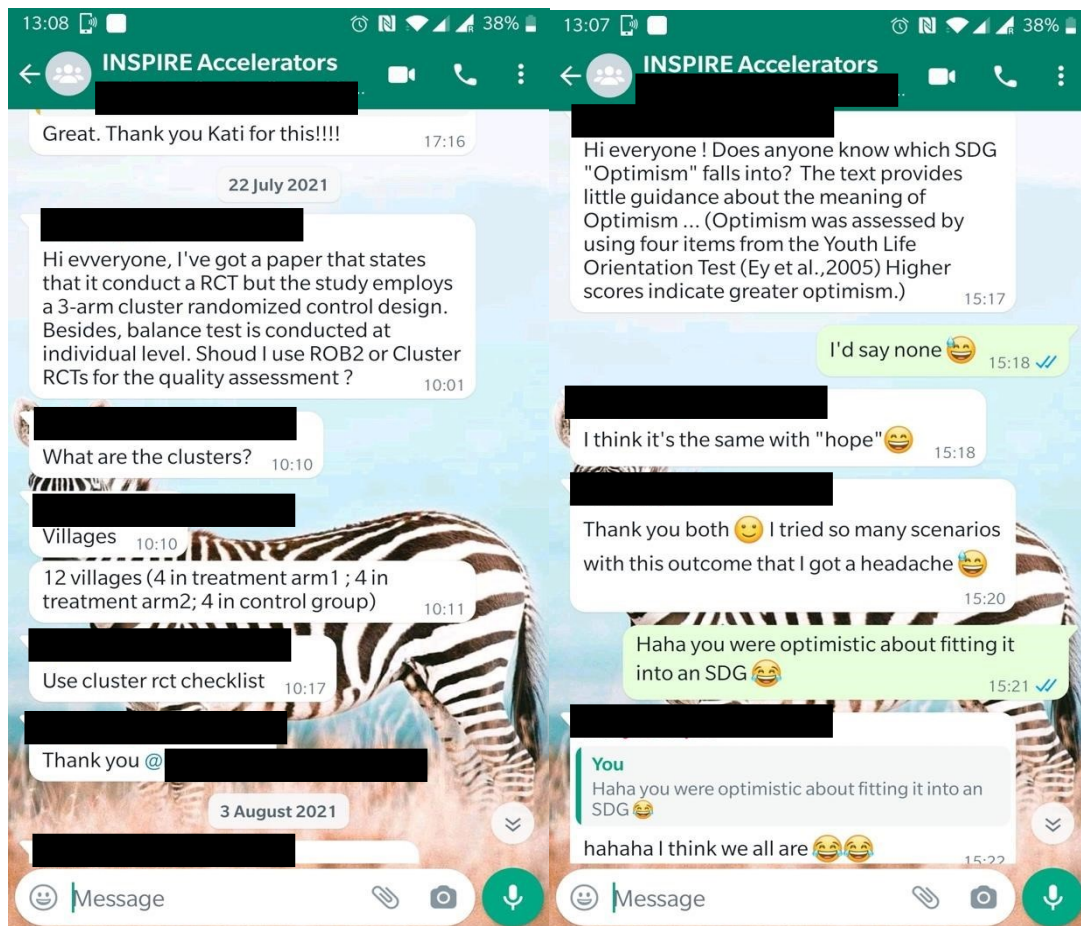
### 3.d. Support

While there was a supervisory relationship between the core team and the reviewers, there was also a high level of collaboration. In recognition of their unique experiences and perspectives, reviewers were encouraged to be involved in every aspect of the review process. Collaboration was nurtured and facilitated in various ways as reviewers and lead



investigators helped troubleshoot issues as they arose. The workshops and training sessions were a key part of this process. During these sessions, anyone could share their screen and show an issue they had or how they had worked through a problem. This enriched the training sessions as reviewers learned from each other. In between sessions we also used a WhatsApp group to discuss any issues and share progress. Furthermore, the project manager checked in on the reviewers fortnightly. Reviewers also had additional access to the core team via email or they could request one-to-one sessions if they needed it.

Below is a sample of support on the WhatsApp group.





### *Recommendations on training, engagement, and support*

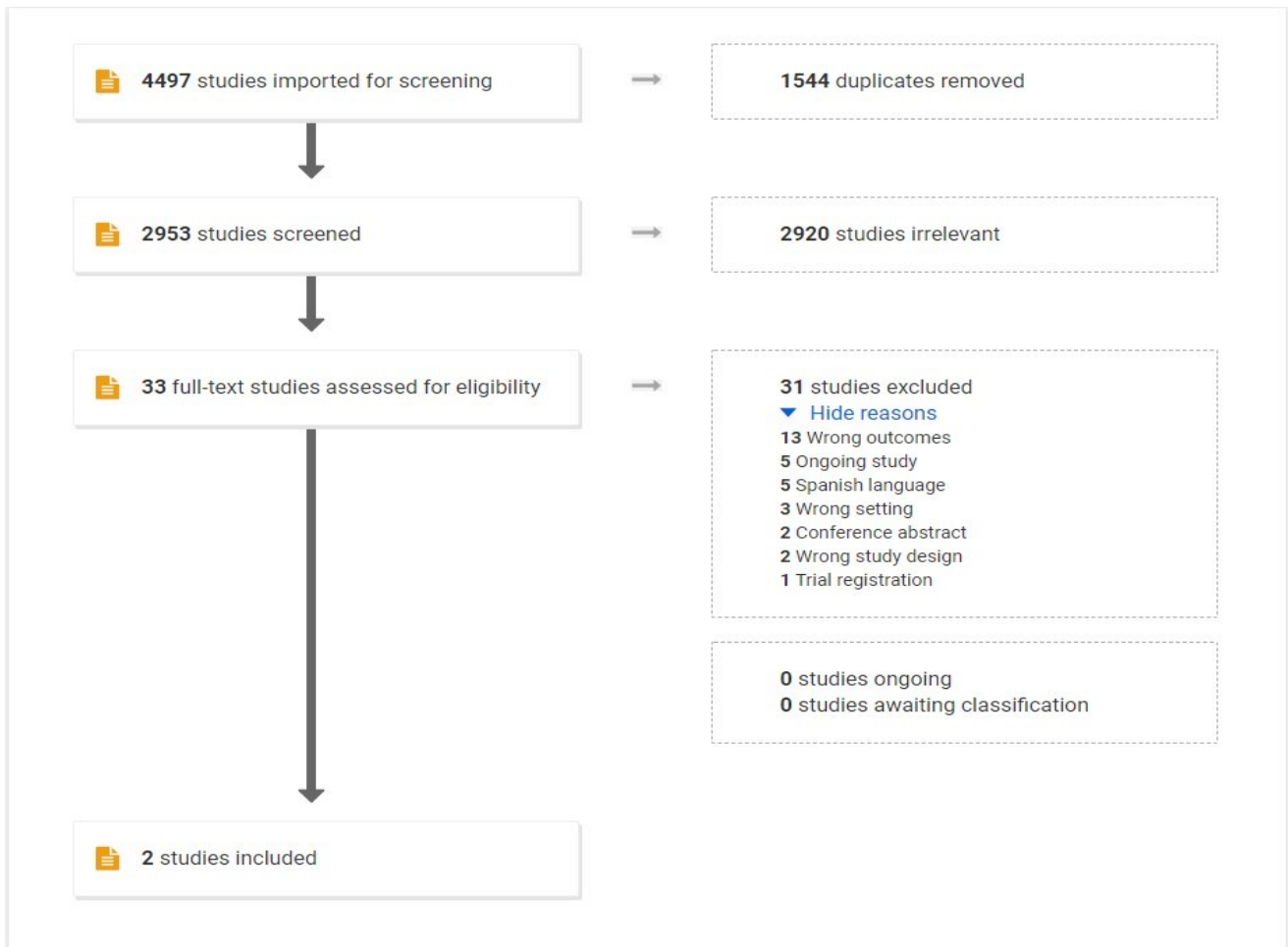
- The process of training, engagement and support is central to a successful review. The biggest challenge was to ensure that a diverse group of researchers, living across the globe with limited time constraints in the middle of a global pandemic, worked harmoniously.
- Pick the timing of the training sessions carefully at times that are convenient for everyone. For our team, sessions were mostly held at 1200-1500 GMT which meant that no one had to work too early in the morning or too late at night.
- Give early warning about group sessions and specify whether attendance is compulsory
- Record all sessions so that those who can't engage can catch up.

## STEP 4. OUTPUTS

The final step in the review is to generate output. At the end of the review, each reviewer produced a few documents:

- Search log. This is an excel file detailing the searches they conducted including the name of the database, date of the search, search terms used and the number of hits it produced.
- Covidence file. Each reviewer worked on their separate review of Covidence which produces a PRISMA diagram and can also produce a data file for data analysis and quality assessment.
- Regional Write Up. The reviewers used a template provided to produce a summary of their results.

Below is an example of a PRISMA diagram from the LACRO and Portuguese search as generated on Covidence.



With the help of the core team and their reviewers, YPAs produced case studies on their regions. These incredible case studies ensure that the young people's voice joins the global conversation on interventions for violence against children. In addition to this, the core team and reviewers are working on writing journal articles on the review. All reviewers have also been invited to lead publications on any aspect of the review. This is being supported through writing retreats and can be co-authored by other reviewers and members of the core team. These writing retreats happen virtually and provide a space for the reviewers to be 'online' together thus having the support but with cameras off while they do writing. The groups comes together at the beginning and end of the session to check-in with and to support each other. Finally, alongside this guide, another guide has been created to reflect on involvement of the young people advisors in the project.



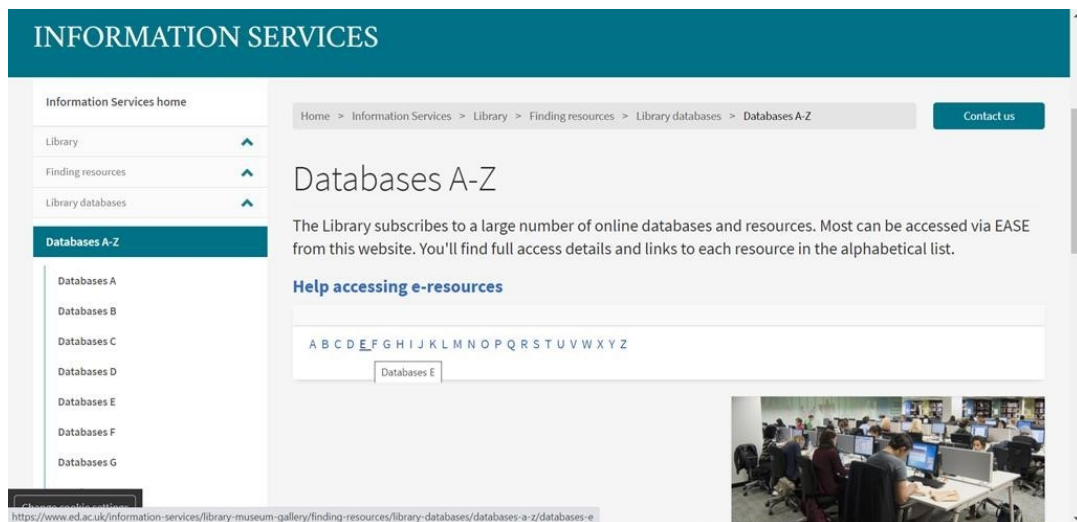
# APPENDIX

These appendices include examples of materials developed for this specific project. These can be adapted with acknowledgement.

## I. SAMPLE OF SEARCHING MANUAL

Ovid search platform: Embase, Medline, Global Health & PsychINFO.  
Accessed through University of Edinburgh databases A-Z  
(<https://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources/library-databases/databases-a-z>)

1. For each of these, go to the University of Edinburgh databases site. E.g. for Embase, find database “e”



2. Find the database in the list and click on the title. It will lead you to the most recent version of the search database





Description: This second set of declassified U.S. records concerning El Salvador focuses on a series of human rights cases that became a subject of special attention by the United Nations Truth Commission. With the 1993 release of the commission's ground-breaking investigation, members of Congress appealed to President Clinton to declassify those records for public inspection. Many of those documents are included in this compilation. Altogether, the collection, spanning four presidencies, constitutes an extraordinarily rich account of a controversial and still highly relevant U.S. foreign policy issue.

**EMBASE**

Access information: Access on and off-campus.

Description: The Excerpta Medica database, a major pharmacological and biomedical literature database covering about 3,300 journals from 110 countries. Covers mainly journal literature (plus some book reviews and conference proceedings) with strong coverage of European journals.  
[Detailed information about EMBASE](#)

Coverage: From 1980 to date.

NHS Staff and other authorised users: The Knowledge Network

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**Emerald Insight**

### 3. Go to multi-field search

Ovid® Wolters Kluwer  
My Account Support & Training Help Feedback Logoff  
[Ask a Librarian](#)

Search Journals Books Multimedia My Workspace What's New

Search History (0) View Saved

Basic Search | Find Citation | Search Tools | Search Fields | Advanced Search **Multi-Field Search**

1 Resource selected | [Hide](#) | [Change](#)

Embase 1980 to 2021 Week 08

AND	<input type="text"/>	All Fields
AND	<input type="text"/>	All Fields
AND	<input type="text"/>	All Fields

[Limits \(expand\)](#) [+ Add New Row](#)

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### 4. Type in the search terms on each relevant field. Copy and paste the search string below for each line. Select "abstract" as the field of search and set the limit of 1990 - 2021

child\* or adolescent or infant\* or "young person" or youth or teen\*

AND

maltreatment OR violence OR neglect OR abuse OR "negligent treatment" OR exploitation OR bullying OR trafficking OR war OR conflict OR terror\* OR



gang OR homicide OR armed OR arms OR firearms OR narcotrafficking OR "child trafficking" OR smuggling OR harassment OR rape OR "survival sex" OR "hate crime" OR "transactional sex" OR "harsh discipline" OR "corporal punishment" OR gun\* OR "child marriage" OR "female genital mutilation" OR FGM

AND

prevent\* OR respon\* OR interven\* OR reduc\* OR evaluat\* OR stop OR "policy adj evalua\*" OR law

AND

Albania Or Armenia OR Azerbaijan Or Belarus OR "Bosnia and Herzegovina" OR Bulgaria OR Croatia OR Georgia OR Kazakhstan OR Kyrgyzstan OR Montenegro OR "Republic of Moldova" OR Romania OR "Russian Federation" OR Russia OR Serbia OR Tajikistan OR Macedonia OR Turkey OR Turkmenistan OR Ukraine OR Uzbekistan OR "Central Asia" OR "Eastern Europe" OR Balkan

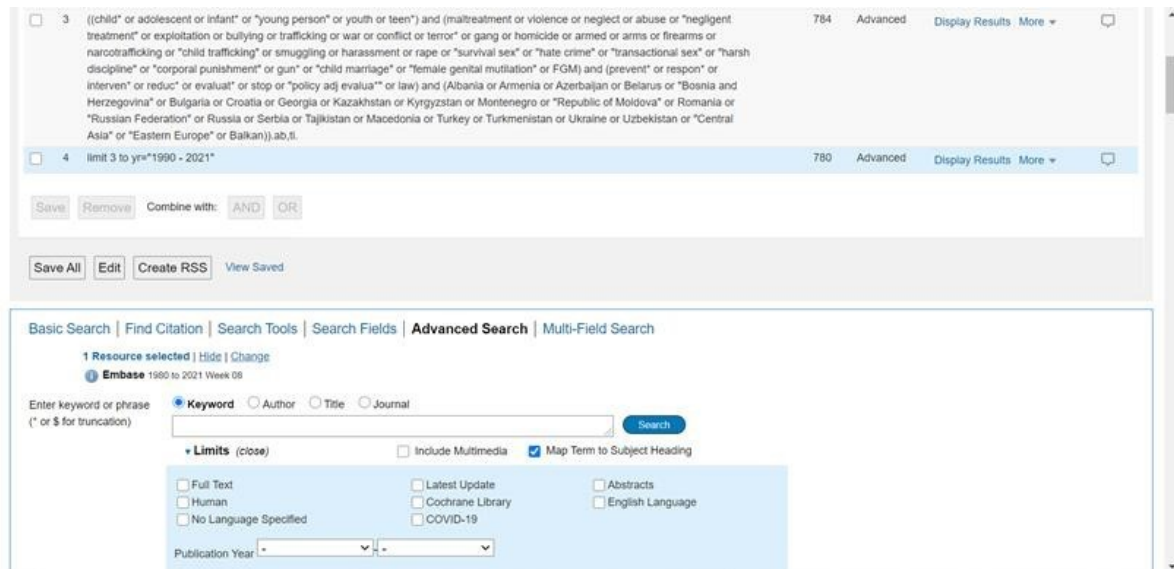
The screenshot shows the Ovid search interface. At the top, there is a navigation bar with 'Search' highlighted. Below it, a search history section is visible. The main search area is titled 'Multi-Field Search' and contains a table with four rows of search terms. Each row has a dropdown menu set to 'Abstract'. The search terms are: 'child\* OR adolescent OR infant\* OR 'young person' OR youth OR teen\*', 'maltreatment OR violence OR neglect OR abuse OR 'negligent treatment'', 'prevent\* OR respon\* OR interven\* OR reduc\* OR evaluat\* OR stop OR;', and 'albania OR armenia OR azerbaijan OR belarus OR 'bosnia and herzagov'. A 'Search' button is located to the right of the table. Below the table, there is a 'Limits (expand)' section. At the bottom of the page, there is a footer with language options and copyright information.

5. Copy and paste that search string from OVID onto the advanced search field, adding ",ti" at the end to include title searches in your search. Remember to limit for 1990–2021

((child\* or adolescent or infant\* or "young person" or youth or teen\*) and (maltreatment or violence or neglect or abuse or "negligent treatment" or



exploitation or bullying or trafficking or war or conflict or terror\* or gang or homicide or armed or arms or firearms or narcotrafficking or "child trafficking" or smuggling or harassment or rape or "survival sex" or "hate crime" or "transactional sex" or "harsh discipline" or "corporal punishment" or gun\* or "child marriage" or "female genital mutilation" or FGM) and (prevent\* or respon\* or interven\* or reduc\* or evaluat\* or stop or "policy adj evalua\*" or law) and (Albania or Armenia or Azerbaijan or Belarus or "Bosnia and Herzegovina" or Bulgaria or Croatia or Georgia or Kazakhstan or Kyrgyzstan or Montenegro or "Republic of Moldova" or Romania or "Russian Federation" or Russia or Serbia or Tajikistan or Macedonia or Turkey or Turkmenistan or Ukraine or Uzbekistan or "Central Asia" or "Eastern Europe" or Balkan)).ab,ti



## 6. Log the search on a dedicated excel file





AutoSave On Search log for eastern europe and central... - Saved - Search Dorothy Muraya DM

File Home Insert Draw Page Layout Formulas Data Review View Add-ins Help

Clipboard Font Alignment Number Styles Cells Editing Analysis Sensitivity

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2		DATE	DATABASE	SEARCH DETAILS	HITS	NOTES						
3		5th March	Embase (OVID)	((child* or adolescent or infant* or "young person" or youth or teen*) and (maltreatment or violence or neglect or abuse or "negligent treatment" or exploitation or bullying or trafficking or war or conflict or terror* or gang or homicide or armed or arms or firearms or narcotraficking or "child trafficking" or smuggling or harassment or rape or "survival sex" or "hate crime" or "transactional sex" or "harsh discipline" or "corporal punishment" or gun* or "child marriage" or "female genital mutilation" or FGM) and (prevent* or respon* or interven* or reduc* or evaluat* or stop or "policy adj evalua**" or law) and (Albania or Armenia or Azerbaijan or Belarus or "Bosnia and Herzegovina" or Bulgaria or Croatia or Georgia or Kazakhstan or Kyrgyzstan or Montenegro or "Republic of Moldova" or Romania or "Russian Federation" or Russia or Serbia or Tajikistan or Macedonia or Turkey or Turkmenistan or Ukraine or Uzbekistan or "Central Asia" or "Eastern Europe" or Balkan)).ab,ti. 1990-2021	780	had to include .ti to get title and abstract screened						
4												
5		1st March 2021	ERIC	"AB ( child* OR adolescent OR infant* OR 'young person' OR youth OR teen* ) AND AB ( maltreatment OR violence OR neglect OR abuse OR	165	Can copy paste search terms						

Sheet1

Ready 80%



## 7. Download the results as an RIS file

The screenshot shows a search results interface. At the top, there are options for 'Print', 'Email', and 'Export' (circled in red). Below the search results, a modal window titled 'Export Citation(s)' is open. It displays 'Selected: 1-50' and 'Total: 50'. The 'Format' is set to 'RIS' and the 'Fields' are set to 'Citation, Abstract'. There are checkboxes for 'Include: Link to External Resolver', 'URL', and 'Search History'. The 'Export' button is highlighted in blue.

\*Copy and paste the OVID search string and search for each of the OVID databases. Remember to input the time period under search limits. Don't search them all at once as it compromises the results.

Other OVID Databases are:

- Ovid MEDLINE(R) and In-Process, In-Data-Review & Other Non-Indexed Citations
- Global Health
- APA PsychINFO

## 8. Log searches and download both results in RIS form, citation and abstract.

The screenshot shows the OVID search interface. The 'Advanced Search' tab is selected. The search string is 'Ukraine or Uzbekistan or "Central Asia" or "Eastern Europe" or Balkan).ab.ti'. The 'Limits' section is expanded, showing options for 'Abstracts', 'Full Text & CAB Abstracts Fulltext', 'English Language', 'Latest Update', and 'Full Text'. The 'Publication Year' is set to 1990-2021. The 'Export' button is highlighted in blue.



## II. GUIDANCE FOR WRITING UP SUMMARY OF RESULTS FOR THE INSPIRE ACCELERATOR REVIEW

The following is a list of items you need to put together as the key deliverable for the INSPIRE Accelerator project. If you had separate reviews on Covidence, produce a separate review summary for each Covidence folder. For each review you will be required to produce one document containing the following elements.

### 1. PRISMA diagram

You can download this from Covidence. On your review folder click on the “PRISMA” Button. Under Excluded Reasons, click “show reasons”. Take a screenshot of the final diagram and save the image.

### 2. Search Terms and Databases searched

This is for non-English language searches. Include the table with your translated search terms and a list of the databases you searched.

### 3. Table of Included Studies

Here is a sample of what to include:

Citation	Country	Study Design	Intervention	Outcomes (SDG related)

Use APA format for your citations. Under the table include a summary of the included studies based on the countries, study designs, interventions, and outcomes. Here’s a sample of a summary of studies based on the study design:

“Of the documents included in the review, almost half were evaluations of trainings and interventions (17). A variety of research methods was found in the final documents. 15 had qualitative research, 10 had quantitative research, 5 had mixed methods, 2 were case studies, 2 were reports and 1 was a literature review.”

\*Include a list of studies that should be included but you may be awaiting results for because you contacted the authors.



#### 4. Quality of studies

Write a summary on the quality of the studies included in the review. This will be based on the quality assessment you did. Here's a sample table. If you have many studies, you can use landscape layout to fit more studies in.

<b>Category</b>	<b>Reference</b>	Verma, H et al. (2019). Pushing boundaries by engaging adolescent girls and communities evidence from evaluation of the PanKH program in Rajasthan, India. ICRW.	Karmaliani, R et al. (2020). Right To Play's intervention to reduce peer violence among children in public schools in Pakistan: a cluster-randomized controlled trial. <i>Global Health Action</i> , 13(1), 1836604– 1836604. <a href="https://doi.org/10.1080/16549716.2020.1836604">https://doi.org/10.1080/16549716.2020.1836604</a>	Shinde, S et al. (2018). Promoting school climate and health outcomes with the SEHER multi-component secondary school intervention in Bihar, India: a clusterrandomised controlled trial. <i>The Lancet (British Edition)</i> , 392(10163), 2465–2477.
	<b>Score</b>	<b>Low</b>	<b>Low</b>	<b>Low</b>



<b>Randomization process</b>	Supporting text	Authors report the allocation sequence to be random, any baseline differences between groups was intentional as one cluster was made up of an integrated (male and female participants).	Cluster randomized controlled trial software was used to determine minimum sample and cluster sizes required to show statistically significant differences. To be conservative, authors assumed a 40% attrition rate and inflated the minimum cluster size in each school.	The schools were randomly assigned to the three interventions (government-run AEP, government-run AEP plus SEHER intervention delivered by SM, or overnmentrun AEP plus SEHER delivered by TSM) in a 1:1:1 ratio using minimisation, stratified by type of school (only secondary vs combined secondary and higher secondary school), school size (101–300 vs 301–600 vs >600 students), and gender composition (co-educational vs boys only vs girls only). The random allocation was done in April, 2014, by an independent statistician at the London School of Hygiene & Tropical Medicine in London, UK
	Score	Low	Low	Some Concerns



<p style="text-align: center;"><b>Timing of recruitment</b></p>	<p>Supporting text</p>	<p>No differences at baseline between recruited and allocated clusters. Data collection occurred simultaneously between clusters</p>	<p>Recruitment of participants was done prior to randomisation of participants, no baseline imbalances indicated between intervention and comparison groups</p>	<p>The main trial took place in the same schools as the pilot trial so participants could have been affected by knowledge of the intervention assigned to the cluster.</p>
<p style="text-align: center;"><b>Deviations from the intended interventions (effect of assignment to intervention)</b></p>	<p>Score</p>	<p><b>Some Concerns</b></p>	<p><b>Some Concerns</b></p>	<p><b>Low</b></p>
	<p>Supporting text</p>	<p>No information on participant knowledge and awareness of intervention status.</p>	<p>Not explicitly specified that participants and/or carers were aware of assigned status during the trial.</p>	<p>Participants were not aware of their assignment as even the control clusters were receiving the government AEP programme.</p>
	<p>Score</p>	<p><b>Low</b></p>	<p><b>Low</b></p>	<p><b>Low</b></p>



<b>Deviations from the intended interventions (effect of adhering to intervention)</b>	Supporting text	There appears to be adherence to the intervention based on distinctive intervention group status.	The intervention was undertaken systematically across clusters and managed to ensure adherence.	Programme coverage and fidelity was monitored rigorously for all aspects of the intervention
<b>Missing outcome data</b>	<b>Score</b>	<b>Low</b>	<b>Low</b>	<b>Low</b>
	Supporting text	Data for all outcomes available for all clusters with recruited participants. Attrition rates for all three arms stated, no missing outcome data reported.	No missing outcome data	No missing outcome data and all clusters represented and used in analysis
	<b>Score</b>	<b>Some Concerns</b>	<b>Low</b>	<b>Low</b>



<p><b>Measurement of outcome</b></p>	<p>Supporting text</p>	<p>Measurement of outcomes was based on official records and validated measures (where applicable). Authors do not state what degree of knowledge outcome assessors had.</p>	<p>All measures were validated or adapted and validation by running Conbach's Alpha and reporting scores. Authors detail how each outcome was measure in great detail. Measurement was standardized across clusters.</p>	<p>Main outcome was measured using a robust measure with high internal validity as well as some of the secondary outcomes of interest.</p>
	<p>Score</p>	<p><b>High</b></p>	<p><b>Low</b></p>	<p><b>Low</b></p>
<p><b>Selection of reported results</b></p>	<p>Supporting text</p>	<p>No analysis plan mentioned and results not shared with any estimates, p-values or effect size.</p>	<p>A pre-specified plan was used and all outcome measures explained and tested according to statistical analysis plan by study authors.</p>	<p>A pilot study was conducted and a statistical analysis plan was drafted and amended in accordance to findings of the pilot study. The statistical analysis plan was finalised by the Trial Steering Committee and the Data Safety and Monitoring Committee and uploaded on the National Institute of Health's clinical trials registry in July, 2016.</p>





### **5. Accelerator(s) identified**

Write a brief analysis of your results including any accelerators identified.

### **6. Bibliography**

Use Mendeley to produce a bibliography at the end of the summary. This should be in APA format and contain the included studies.

# STEP-BY-STEP GUIDE RUNNING GLOBAL SYSTEMATIC REVIEWS

Guidance and Lessons Learned from the INSPIRE  
Accelerators Systematic Review Process

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