

WHAT DOES THE LITERATURE SAY ABOUT EVALUATION IN THE PVE / CVE / DERAD FIELD?

- The lack of appropriate evaluation training is a key concern for practitioners
- There is a lack of awareness regarding existing evaluation resources
- There is a clear need for developing training and capacity building initiatives
- Evaluation in the PVE / CVE / DeRAD field should build upon existing knowledge on other areas



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WHAT ARE SOME CHALLENGES TO THE IMPLEMENTATION OF EVIDENCE-BASED EVALUATION?

- Lack of basic knowledge regarding evidence-based evaluation
- Lack of skills and competencies to conduct evidence-based evaluation
- Lack of transparency in the evaluation area, due to the ad-hoc nature of the evaluations conducted in the field of PVE / CVE / DeRAD



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HOW SHOULD AN IDEAL TRAINING IN DESIGNING AND EVALUATING PVE / CVE / DERAD AND OTHER CRIME PREVENTION INITIATIVES LOOK LIKE?

- Be tailor-made, practice-oriented, recurrent, and adapted to the target-group
- Be clear, concise, and easy to break down
- Build-upon existing best and promising practices, practical examples, and valid protocols of design and evaluation
- Be translated to trainees' native language



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WHAT TYPE OF KNOW-HOW ARE PRACTITIONERS LACKING?

- Awareness of the benefits and need of evaluation
- Theoretical knowledge on how to design prevention initiatives
- Theoretical and methodological knowledge on how to evaluate and how to measure the impact of projects
- Resources to design new initiatives or conduct evaluations
- Technical skills



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WHAT ARE THE OBSTACLES TO IMPLEMENTING AN EVALUATION CULTURE?

- Shifting policy choices
- Lack of time and resources
- Organisations and practitioners' fear of losing funding
- Professionals' lack of knowledge or skills to conduct evaluation
- Lack of tools to appropriately implement evaluation procedures



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WHAT SHOULD A TRAINING PROGRAMME ON DESIGNING AND EVALUATING PVE / CVE / DERAD INITIATIVES OFFER?

- Relevant practices and tailored, holistic, and up-to-date key materials within evidence-based evaluation
- A dynamic learning by doing approach
- Content translated to trainees' native languages
- A curricula and programme that allows for continuous training
- Opportunities for trainees to dynamically provide feedback



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