INDEED

Evidence-Based Model for Evaluation of Radicalisation Prevention and Mitigation

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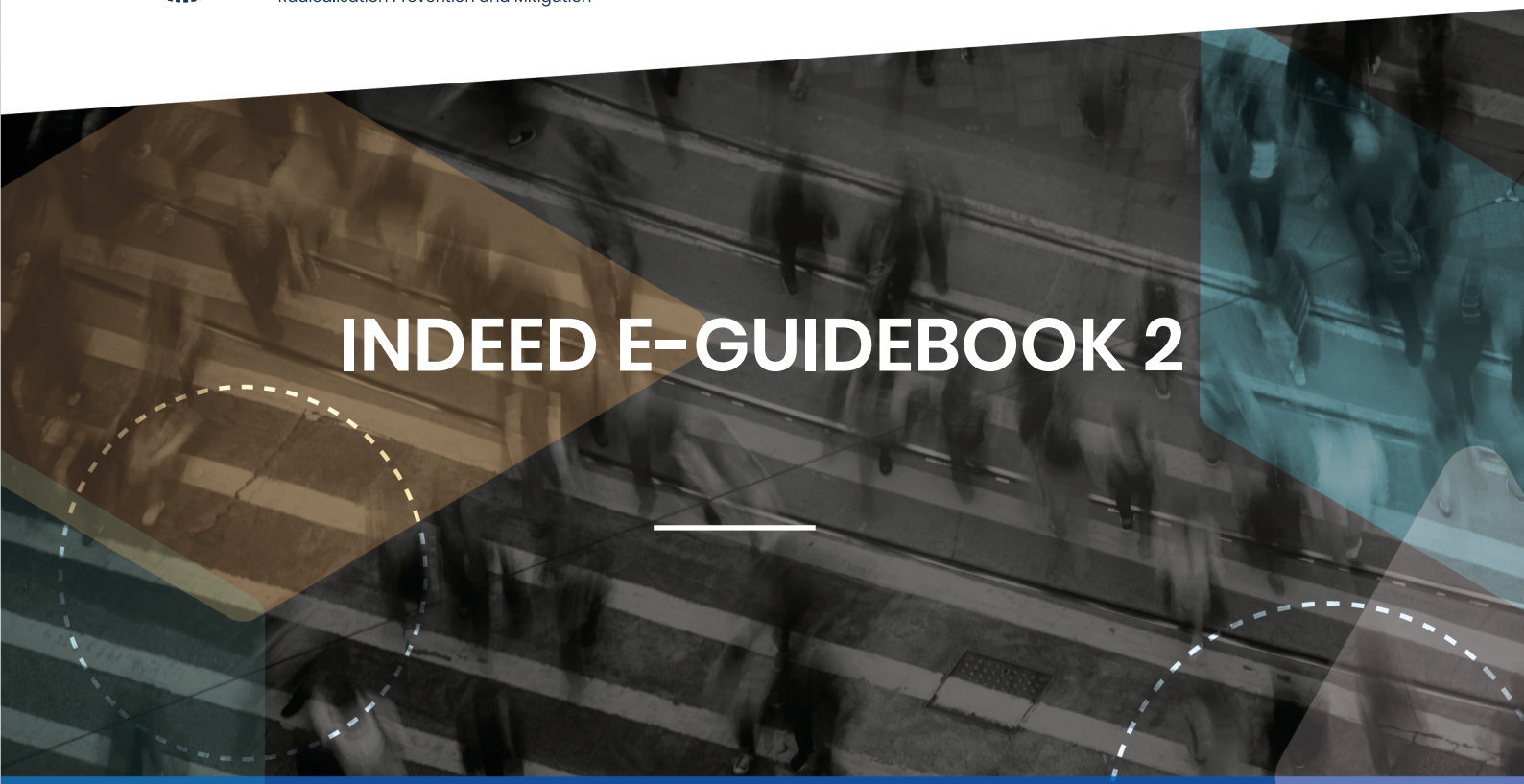

INDEED E-GUIDEBOOK 2

HOW TO DESIGN PVE/CVE AND DE-RADICALISATION INITIATIVES AND EVALUATIONS ACCORDING TO THE PRINCIPLES OF EVIDENCE-BASED PRACTICE

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INTRODUCTION

The INDEED e-guidebooks are designed to provide **a good understanding of the evidence-based approach to evaluation and how it can be applied in the field of preventing and countering violent extremism or supporting deradicalisation (PVE/CVE/Derad)**, and to provide guidance in designing such initiatives. The e-guidebooks are mainly written **for the practitioners and policymakers** working in this field. They may also be useful for **professional evaluators and academics** who participate in evaluating such initiatives and want to get more familiar with evidence-based evaluation or conducting evaluations specifically in the PVE/CVE/Derad field.

INDEED E-Guidebook 1 provides a compact introduction to the fundamentals of evaluation and what an evidence-based approach to evaluation means. It introduces different evaluation types, designs and methods, and provides guidance in when to do evaluations and who should do them. It includes a chapter on ethics and evaluation, as well as numerous examples of previous evaluations of PVE/CVE/Derad initiatives.

INDEED E-Guidebook 2 goes deeper into how to apply an evidence-based approach to evaluation. It provides guidance for how to build evaluation into the initiative design, as well as step-by-step instructions for designing and implementing an evidence-based evaluation. It also includes further information on how to ensure the evaluation is conducted ethically.

The main purpose of the INDEED e-guidebooks is to familiarise practitioners and policymakers with the principles and practices of evidence-based evaluation so that they can act as **well-informed stakeholders** in evaluations and know how to plan and implement PVE/CVE/Derad initiatives so that they can be effectively evaluated. Acting as an **evaluator requires more in-depth expertise** of evaluation practices, designs and methods than is included in the e-guidebooks. This should be taken into account when deciding who will act as an evaluator.

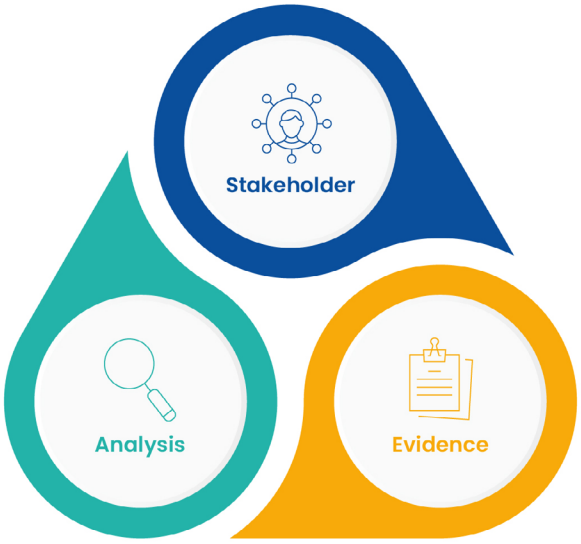
The e-guidebooks are **part of the INDEED toolkit for practitioners and policymakers developed by the EU-funded H2020 project INDEED** (2021–2024). The objective of the INDEED project was to strengthen the knowledge, capabilities and skills of PVE/CVE/Derad practitioners and policymakers in evidence-based evaluations and practice. This toolkit also includes an **INDEED evaluation tool,** which provides more detailed tips and recommendations. To access the INDEED toolkit, go to www.indeedproject.eu.

1. EVIDENCE-BASED PRACTICE – WHAT DOES IT MEAN?

There is an increasing consensus that PVE/CVE/Derad initiatives should be evidence-based. What has remained less clear, however, is what that means and how to do it. It is quite common to interpret that an initiative or a model is evidence-based when it is supported by scientific knowledge. In the INDEED project, these are called **"evidence-based initiatives".**

In the INDEED project, the evidence-based approach is understood somewhat differently. It is grounded in the principles of **evidence-based practice.** Evidence-based practice is **an approach (or method) for decision-making that aims at taking action that is supported by the available evidence and is suitable for the situation and context in question.**

Evidence-based practice is founded on **three key principles**:



1. **Use of best available evidence** - Decisions should be based on up-to-date (scientific) knowledge and not, for example, on old textbooks, intuition or traditions inherited from more senior colleagues.

2. **Consideration of stakeholders' values, needs, preferences and circumstances** – Decisions should take into account the context and the opinions of the stakeholders (those impacted by the decision).

3. **Professional expertise/analysis** -Those using an evidence-based practice commit to developing their professional expertise and building on their skills and professional judgment to make sound analysis and judgment based on the available evidence and the stakeholder's situation.

The origins of evidence-based practice are in the field of medicine. An example from that field may help explain its main idea. When medical doctors use evidence-based practice to decide on the treatment for a patient, they consult the existing scientific research to find what the available options are. They also run medical tests and conduct examinations to analyse the patient's condition. The decision about the treatment is not made solely based on research evidence or test results. Instead, the doctors also talk and listen to the patient to understand their situation and preferences. Relying on professional expertise, the doctors then make a decision about the best course of action for the treatment of that patient. This process may provide new insights and thereby lead to changes in how similar situations are handled in the future.

2. APPLYING PRINCIPLES OF EVIDENCE-BASED PRACTICE IN THE PVE/CVE/DERAD FIELD

The principles of evidence-based practice can be applied to developing and implementing PVE/CVE/Derad initiatives. They can also be applied to the evaluation of the initiatives. This section will elaborate on the principles of evidence-based practice and on what they can mean in the context of PVE/CVE/Derad initiatives.

2.1 EVIDENCE

The term evidence is used in various sectors and contexts somewhat differently. What is common to all contexts is that evidence refers to data, knowledge or pieces of information that provide support for a certain conclusion or judgement.

In this e-guidebook, evidence consists of two things:

- Existing knowledge – Research and knowledge on relevant topics.
- Data – Material (both existing and collected) that is analysed to form new conclusions during the evaluation or initiative design.

Textbox 1 provides some examples of types of knowledge and data that may be used as evidence.

1 EXAMPLES OF EVIDENCE TYPICALLY USED IN THE PLANNING AND EVALUATING PVE/CVE/DERAD INITIATIVES

KNOWLEDGE - EXISTING STUDIES AND REPORTS	DATA - EVIDENCE COLLECTED ABOUT THE INITIATIVE AND CONTEXT
• Studies and evaluations on PVE/CVE/ Derad initiatives (and review studies that consolidate all research results on a particular topic) • Studies on causes and drivers of radicalisation, as well as processes and conditions protecting from radicalisation	• Documents describing the initiative, its objectives and theory of change • Monitoring data collected during the initiative • Surveys and interviews with the target groups and stakeholders • Statistics and databases about the initiative's context and potential control groups

- Studies on the context in which the initiative is implemented
- Knowledge about designing and managing initiatives
- Knowledge about evaluation types, designs and methods

Not just any piece of data or knowledge is good evidence. When **collecting and selecting evidence**, it is important to pay attention to and be critical about its **quality**. The quality and relevance of evidence are crucial for avoiding possible biases and ensuring that decisions and conclusions are built on robust foundations.

What qualifies as good evidence depends on the situation. The following things should be considered when critically assessing evidence:

- Evidence should be **suitable and relevant** for the purpose for which it is used. For example, when knowledge about evaluation practices is used, it is important to consider whether it speaks to the situation at hand. The data analysed in the evaluation should be suitable for answering the evaluation questions.

- When selecting evidence, its **reliability and impartiality** should be assessed. It is important to consider how and by whom the knowledge is produced, for what purpose and how this may have affected its content. The same questions are also relevant to reflect upon when selecting and analysing data during the evaluation. Not all data used in the evaluation needs to be impartial – it is quite understandable, for example, that different stakeholders of the initiative may have their own point of view. Interviews are valuable for understanding how the initiative is run and what different stakeholders think about it. Much more problematic is assuming that any single interview represents a source for the "whole truth" about how things are. The question is often how different types of data can be used.

- Another thing to consider is the **representativeness** of evidence. In the case of existing knowledge, this means reflecting on whether the studies consulted represent the diversity in the existing knowledge about the topic. For the data, it means, for example, thinking about whether different viewpoints are adequately represented in the pool of people interviewed. This may be hard to fully achieve, as some viewpoints may become excluded already because some participants do not want to be interviewed. It is always recommended to strive for data that is as representative as possible and be transparent about any possible biases and limitations that may remain, despite one's best efforts.

2.2 STAKEHOLDERS

The second cornerstone of the evidence-based practice is to consider **stakeholders with their values, needs, preferences and circumstances.**

Stakeholders are an intellectual resource for designing initiatives and evaluations. Thus, their views should be taken seriously. There are several reasons why listening to and involving stakeholders is important. Some of the stakeholders are implementing the initiative. Others are impacted by the results of the initiative in their daily lives and therefore deserve to be heard. Stakeholders often collect data for evaluation and their cooperation is critical for its completion. They can also play a key role in how results from evaluations are utilised. It is difficult to successfully run an initiative without the key stakeholders' commitment and ownership.

2 QUESTIONS TO IDENTIFY POTENTIAL STAKEHOLDERS

- Who provides resources for the initiative?
- Who participates in implementing the initiative?
- Who are the key cooperation partners of the initiative?
- Which communities are impacted by the initiative (and its wider impact)?
- Who can help understand the wider context in which the initiative operates?

Stakeholders may present several sectors and work in various functions in their organisation or institution.

Here are some **examples** of actors whose cooperation and insights are often important for PVE/CVE/Derad initiatives:

- National PVE/CVE directors and coordinators
- Government officials and policymakers at national, regional and local levels
- Non-governmental organisations (NGOs)
- Educational institutions
- Prison and probation services
- Rehabilitation centres
- Law enforcement agencies
- Social and health care centres
- Communities of various kinds who are involved in or impacted by policies and interventions, as well as their institutions or community-based organisations
- Youth work centres
- Academic researchers
- Private companies

2.3 PROFESSIONAL EXPERTISE/ANALYSIS

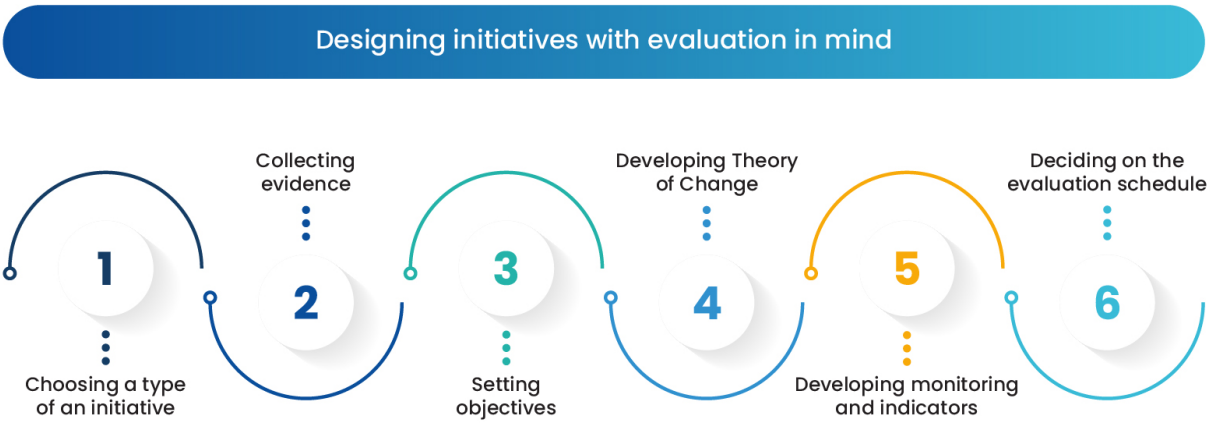
Evidence-based practice also benefits when those who are making key decisions on the initiatives have relevant expertise and training that helps them make sound judgment. In the case of the PVE/CVE/Derad initiatives, this means a **good understanding of the PVE/CVE/Derad field**. If the objective is to design an initiative, the key players in the design and implementation process should have a **sufficient understanding of project planning and implementation** and key understanding of the operating **environment and contexts** in which the initiative is implemented. For evaluation to be successful, the key people involved in it should be familiar with **different evaluation types, designs and methods** and know how to implement them in practice. This is especially the case with the evaluator(s), who should have in-depth expertise with the theory and practice of evaluation.

The reason that professional expertise and analysis are highlighted in evidence-based practice is that evidence and information about stakeholders' perspectives alone do not produce decisions. **Deciding on the best course of action requires a careful interpretation and analysis of evidence, the situation in the field and stakeholders' views – and that is best done by persons who have the relevant background information.** The quality of the initiative design heavily depends on the ability of an expert to interpret the data and knowledge. The same goes for the evaluation and its outcomes. For an evaluation, it is also important that the evaluator is able to impartially analyse the initiative.

3. DESIGNING PVE/CVE/DERAD INITIATIVE WITH EVALUATION IN MIND

The principles of evidence-based practice help to design PVE/CVE/Derad initiatives that are based on up-to-date knowledge about radicalisation and how to prevent it. Adhering to these principles is also crucial for meeting the values, preferences, needs and expectations of key stakeholders.

This section focuses on how evaluations should be taken into account **in the initiative design**, in order to optimally prepare the ground for evaluations at different phases of the initiative. Thinking about evaluations from very early on is very important, because many decisions made in the planning stage of the initiative have a significant impact on how the initiative can be evaluated.



3.1 COLLECTING EVIDENCE FOR THE INITIATIVE DESIGN AND PLANNING

When beginning to plan an initiative that is using the evidence-based practice approach, it is necessary to **collect evidence. Evidence is needed to form an informed understanding of the situation and the available options.** It will also contribute to its evaluability later, because it helps to develop the initiative's objectives and theory of change (see sections below), which often serve as the starting point for evaluation.

This section introduces what kinds of evidence (knowledge and data) are typically needed for designing and planning a PVE/CVE/Derad initiative.

Stakeholders and their views

It is important from early on to understand **who the key stakeholders of the initiative are and what their values, needs, preferences and circumstances are**. The list of potential stakeholders in the previous chapter can help identify stakeholders who should be involved in designing, implementing and/or evaluating the initiative. Besides identifying the stakeholders, it is also good to think about **their role and relative importance** in the initiative. Not all stakeholders will have an equal role, and their role can vary depending on the aspect or stage of the initiative.

Stakeholder analysis is a typical part of project management and there are several guides for conducting it (see Textbox 3). They may provide helpful guidance and inspiration for designing and planning PVE/CVE/Derad initiatives

3 GUIDES FOR STAKEHOLDER ANALYSIS

- Preskill, H. and Jones, N. *Practical Guide for Engaging Stakeholders in Developing Evaluation Questions.* Robert Wood Johnson Foundation Evaluation Series.
- USAID. CVE Reference Guide for Local Organizations. *Stakeholder Engagement.*
- Williams, M.J. (2021). *Preventing and Countering Violent Extremism: Designing and Evaluating Evidence-Based Programs.* Routledge.

Context

If there is anything that is known about PVE/CVE/Derad initiatives, it is that there are no one-size-fits-all solutions. **In order to be effective, the initiative needs to be tailored to the specific context.** Therefore, developing a good understanding of the context is another indispensable early step in planning an initiative. While this task partly overlaps with mapping stakeholders' views, it extends beyond that.

Context analysis helps understand the **main dynamics related to violent extremism and their prevention in the context where the initiative will take place.** Defining what violent extremism is in the context of the initiative can help prioritise the issues that the initiative should address.

What counts as "the context" should be understood in broad terms. The **immediate context** of the initiative may be a certain school, prison or neighbourhood. It may be interesting to look for other similar local contexts from a different region too for comparison. On top of that, it is advisable to look at the broader context too. The **broader context** includes the wider social, political and economic environment in which the initiative will take place. That helps in understanding the living environment of initiative's target group and in predicting any unintended consequences that the initiative may have to this broader context. All this is important for adhering to the "do no harm" principle that should guide PVE/CVE/Derad initiatives.

This kind of approach to initiative planning is called **conflict-sensitive approach**. It has been recommended especially for developing initiatives in fragile and conflict-affected environments. There are guidelines for how to apply this approach and they may be useful also for planning PVE/CVE/Derad initiatives.

TIP:
United Nations Development Programme (UNDP) has instructions for applying conflict sensitive approach to designing, monitoring and evaluating PVE initiatives.

UNDP. Improving the Impact of Preventing Violent Extremism Programming. A Toolkit for Design, Monitoring and Evaluation.

Risk and protective factors

Violent extremism is a complex phenomenon that involves individual, community, social, economic, political, psychological, cultural and ideological factors. Uncovering the interplay between these different factors can explain what the causes of radicalisation are and how they can be prevented or mitigated.

It is common to think that radicalisation is influenced by risk and protective factors. Risk factors are drivers and conditions that enable or motivate radicalisation while protective factors mitigate and prevent radicalisation and increase resilience to violent extremism. **Identifying and understanding these risk and protective factors is an important step towards identifying which of these factors the initiative can address.**

It is important to recognise that the importance of individual risk and protective factors differ from one context to another. When consulting the research on radicalisation, it is worth checking carefully what kind of data the studies are based on and whether their results are applicable to the context in which the initiative will be implemented.

TIP:
The INDEED project has produced Digital Repository of Studies on Risk and Protective Factors which is helpful for finding up-to-date academic research on the topic. It is part of the INDEED toolkit available at www.indeedproject.eu.

Evidence about PVE/CVE/Derad initiatives, models and approaches

Research on the effectiveness of PVE/CVE/Derad initiatives is still rather sparse, so there is little strong scientific evidence that would tell precisely what kinds of approaches to PVE/CVE/Derad work and under what conditions. **Existing research can still provide significant guidance and inspiration as to what kinds of approaches and methods may be suitable for the situation at hand.**

Resources from the activities of the Radicalisation Awareness Network (RAN) can provide significant help in finding the relevant studies and contacts. The Learn More section at the end of this chapter provides further information sources.

Resources

PVE/CVE/Derad work requires dedicated resources to be run effectively and professionally. It is **important to ensure that those who are to implement the initiative have the necessary resources at their disposal**. While this is especially the case with initiatives that are to be implemented with external funding, it is also important for practitioners and policymakers who are expected to contribute to the initiative as part of their existing work contract. Besides the budget, it is also important to consider time, motivation and available intellectual (in-house) resources. **The budget should also include sufficient funding for evaluations.**

Having realistic and detailed information about the available resources is another key ingredient of successful planning. **The planned initiative should be in line with the available resources, while resources should also be dedicated to ensure effective initiatives and approaches can be implemented.**

3.2 SETTING OBJECTIVES

Once the needed evidence is collected and contacts with key stakeholders are established, it is possible to move on to developing the initiative. The first thing to think about is its objectives.

It may seem obvious to state that **the initiative should have clearly defined objectives.** Experience has shown, however, that one of the common weaknesses of PVE/CVE/Derad initiatives is that their objectives have not been clearly (enough) defined. It is not enough to state that the initiative aims at preventing or countering violent extremism or supporting de-radicalisation. The objectives need to be more specific.

If the initiative does not have well-defined objectives, its evaluation will be harder. It is difficult to evaluate whether the initiative has been effective if it is unclear what it was supposed to achieve.

It is recommended that objectives are **developed together with key stakeholders.** Context analysis and knowledge about risk and protective factors provide a good starting point for defining the objectives. It is also crucial to already think at this stage **how to evaluate whether the objectives have been reached.** If the objectives seem difficult to evaluate, they may be too unspecific or vague in the first place to effectively direct the initiative's actions.

3.3 DEVELOPING THEORY OF CHANGE

Together with identifying the objective(s), **how the initiative is expected to accomplish them** should be explicitly identified and expressed. The theory of change includes a comprehensive and structured explanation about how and why the initiative is expected to achieve the intended objectives and impact. It should be developed – and ideally also evaluated and tested – during the design phase of the initiative, and regularly evaluated and modified (if needed) during its implementation.

The key idea of the theory of change is that it makes explicit how the resources put into the initiative and its activities are expected to produce the intended impact. This process is typically divided into several **components** (see Table 1). Together these components explain the underlying causal mechanisms and assumptions that the initiative is built upon.

Table 1: Components of theory of change

INPUT	Resources used for the initiative (staff, funding, materials, etc.)
ACTIVITIES	Actions taken during the initiative (e.g. mentor, train, instruct, publish)
OUTPUT	Direct products of the activities that are quantitatively measurable (number of trainings, interviews and mentoring sessions conducted, publications, feedback/follow-up sessions, etc.)
OUTCOME	What is achieved through the output (individuals leaving violent extremism behind, professionals made more knowledgeable about radicalisation, decreased recruitment in violent extremism in the neighbourhood, etc.)
IMPACT	Long-term effect of the initiative, effects of all outcomes combined. This usually coincides with the overall objectives of the initiative.

Besides these components, it is important to specify the **assumptions and risks** that the theory of change includes:

- *Assumptions* include all conceptions about why activities and outputs would lead to certain outcomes and later to the intended impact, and observations about the prevailing conditions in which the initiative will take place.
- *Risks* include all those factors that may undermine the initiative and impede the initiative from achieving its intended results.

One should also make sure that the elaboration of assumptions and risks does not remain a separate exercise. Instead, the components of the theory of change should be analysed in the light of the identified assumptions and risks to see whether any modifications should be made.

Following the principles of evidence-based practice, t**he theory of change should build on the best available evidence and developed together with the key stakeholders**. In developing a theory of change, stakeholders outline the key activities of the initiative and what is expected to follow from them. It is highly important that the theory of change be **built on a robust understanding of the context in which the initiative will be implemented.**

When the theory of change is developed, there arrives the first opportunity to evaluate the initiative. **A formative evaluation can be used to evaluate the theory of change and the robustness of its underlying assumptions.**

4 GUIDES FOR CONSTRUCTING THE THEORY OF CHANGE

- United Nations Development Group. Theory of Change. UNDAF Companion Guidance.
- UNICEF. Theory of Change. Methodological Briefs. Impact Evaluation No. 2.

3.4 DEVELOPING MONITORING AND INDICATORS

When an initiative is planned, it should also be decided how it will be monitored during its implementation. **Monitoring is about keeping track of the implementation of the initiative and measuring its progress.** To monitor an initiative effectively, it is important to establish a system for collecting and analysing data.

A monitoring mechanism should be developed with the initiative's evaluations in mind. What kind of data is collected during the implementation will determine to a significant extent what kinds of evaluations will be possible later and how much time and effort conducting them will take.

To monitor and document the initiative's progress, it is usually recommended to:

- Establish systematic practices of record-keeping
- Develop indicators that can be used to measure the initiative's progress
- Conduct a baseline assessment
- Monitor the context

Record-keeping

This part of monitoring is rather straightforward. It means **ensuring that all relevant data about the activities and practices of the initiative is collected systematically**. It is also important to document any changes that have been made to the initiative along the way.

Indicators

Indicators are **benchmarks that allow one to measure accomplishment or the progress of certain parameters during the initiative's implementation.** Indicators are connected to the initiative's specific objectives and activities. Table 2 provides examples of commonly used indicators.

When choosing the indicators, it is very important to think carefully about the relationship between the indicators and objectives. In order to be helpful, **indicators should be clearly connected with the objectives**. It should also be ensured that the right kind of data will exist to measure them reliably. For this, the **theory of change can be useful for connecting the indicators to the objectives**, identifying indicators for activities and outputs, monitoring the assumptions underpinning the theory, and measuring whether the initiative is having the impact the theory of change anticipates. To collect the right type of evidence for the indicators, it is necessary to establish the methods for data collection and assess their capacity and limitations. It is also important that indicators are set up based on a gender-sensitive approach and overall principles of inclusion.

Table 2: Types of indicators

OUTCOME INDICATORS	The number of people reached, the number of people engaged in the initiative, and the number of people who successfully disengaged or underwent a change as planned by the initiative's goals; the level of engagement with the target audience.
PROCESS INDICATORS	The number of events and activities held, the number of participants in the activities, the types of activities implemented, the quality of the relationships between different stakeholders, the level of trust between stakeholders.
INPUT INDICATORS	The amount of financial resources invested, human resources assigned to the initiative, other types of resources invested in the initiative.

The indicators are often thought to be quantitative (in other words, measured in numbers). Many indicators are indeed quantitative, but they can also be measured non-numerically and thus be qualitative (see Table 3).

Table 3: Quantitative and qualitative methods

QUANTITATIVE INDICATORS	QUALITATIVE INDICATORS
Quantitative indicators provide a clear measure, are usually represented in graphs or charts, and are comparable with other numerical data • How many (activities, participants)? • How much (money, time)? • How long (were activities implemented)? • How often (did activities occur, did participants meet)?	Qualitative indicators measure the types of changes in behaviours, attitudes, relationships and how they happened. They are context-specific. • How did a change occur? How did activities of the initiative lead to change? • What is the perception of the participants/stakeholders? • How do the participants feel? • What type of relationships have participants developed with the staff throughout the initiative?

Besides deciding which indicators to use, it is also crucial to determine what kind of data is needed to measure them, how it will be collected, how often and by whom. These tasks are often the responsibility of the staff working on the initiative, but it can also be a shared responsibility with an evaluator, funder or government official responsible for following up on the PVE/CVE/Derad initiatives.

Indicators should not only be defined and followed but also talked about. It is recommended to view the indicators and regularly communicate to stakeholders about the progress of the initiative. Regular meetings to review progress and discuss any issues should be held to keep stakeholders on the same page.

Baseline assessment

The purpose of a baseline assessment is to **establish the situation prior to the implementation of the initiative.** This data is needed so it can be established later whether any change has occurred. The baseline assessment is usually developed together with the indicators, and it measures indicators before the initiative begins. Apart from creating one´s own baseline study, useful sources for baseline assessment can be official statistics, existing surveys and reports.

Context monitoring

Some initiatives also have established processes for **monitoring the context in which the initiative takes place**, as well as the initiative's interaction with the context. This is particularly important when initiative operates in a volatile context that may change quickly.

There are good guidelines for how to do that, for example by the UNDP.

3.5 DECIDING ON THE EVALUATION SCHEDULE

The initiative plan should ideally also include a plan for when the initiative will be evaluated and how. The PVE/CVE/Derad initiatives can be evaluated at various points and for various purposes. For more information on the options available in different phases, see INDEED e-guidebook 1 and the INDEED evaluation tool (www.indeedproject.eu).

Learn more

General instructions and summaries of good practices

- UNDP (2018). Improving the impact of preventing violent extremism programming: A toolkit for design, monitoring and evaluation.
- USAID. CVE Reference Guide for Local Organizations.
- Neumann, Peter, R., OSCE (2017). Countering Violent Extremism and Radicalisation that Lead to Terrorism: Ideas, Recommendations, and Good Practices from the OSCE Region.
- RAN (2017). RAN Handbook on CVE/PVE training programmes. Guidance for trainers and policy-makers.
- Compass. How to-Guide: How to develop a monitoring and evaluation plan.
- Khalil, J. & Zeuthen, M. (2016) Countering violent extremism and risk reduction: A guide to programme design and evaluation. Whitehall report.
- INDEED's project seminar "Designing evidence based practice".

Databases and catalogues of PVE/CVE/Derad initiatives

- RAN. Preventing Radicalisation to Terrorism and Violent Extremism. RAN Collection of Approaches and Practices.
- Impact Europe. CVE Database.

4. PLANNING AN EVALUATION FOR AN ALREADY IMPLEMENTED INITIATIVE

It is still common that evaluations are not foreseen when initiatives are originally designed. In such situations, the available options are usually more limited, but it is still almost always possible to do some form of evaluation using the evidence-based approach. It will likely not be of equally good quality, but it can still be helpful for learning purposes. Evaluations can significantly help in restructuring the initiative and its practices so that more comprehensive evaluations can be conducted in the future.

What kind of evaluations can be done even when not originally planned strongly depends on how the initiative has been implemented and documented. Three aspects are particularly important.

Initiative's objectives – In order to evaluate the initiative, it is necessary to know what its objectives are. A common weakness of PVE/CVE/Derad initiatives is that objectives are not defined specifically enough. Sometimes the objectives are put on paper during the planning stage but not reviewed and updated later. This can lead to a situation where the objectives are somewhat different on paper and in practice. A lack of documentation about the initiative's objectives is, of course, not an ideal situation. If the objectives are only lacking documentation but there is a clear consensus about what they are among the key stakeholders, it may be possible that there is enough clarity. However, even then it is important to think about the implications of lacking documentation for the evaluation results.

Theory of change – Another key starting point for evaluation is the initiative's theory of change. It explains how the initiative is supposed to reach its desired results. It is even more common for the initiative to lack a well-defined theory of change. If the theory of change is not put on paper, that needs to be done at the beginning of the evaluation. Again, this is not an ideal situation. If the theory of change is defined retrospectively, it will have an impact on the reliability of the evaluation results.

Data – A lot depends also on the availability of data. If there is rich, systematic and detailed documentation of the initiative's implementation, there may be enough data to evaluate its implementation over time. It should, however, be very carefully assessed whether the data is sufficient.

As a general rule, if there is enough clarity about the initiative's objectives and theory of change, it is usually possible to conduct a process evaluation of at least some aspects of the initiative (evaluation types are introduced in INDEED E-Guidebook 1). A high-quality outcome evaluation is rarely possible without an existing evaluation plan and corresponding monitoring practices.

One option that is always open is formative evaluation of the initiative's objectives and theory of change.

If no evaluations have been done before, it is good to start with less demanding evaluation types. Establishing solid evaluation practices can be seen as a process that starts by establishing supporting practices and progressing towards more complex evaluations. This can proceed, for example, though the following stages:

- Elaborating on the initiative's objectives and theory of change
- Formative evaluation (of these objectives and the theory of change)
- Introduction of the evaluation plan and supporting monitoring practices
- Process evaluation of the initiative's implementation
- Outcome evaluation of the initiative's results

5.EVIDENCE-BASED EVALUATION IN FOUR STAGES

Evaluation is an important part of planning and implementing evidence-based initiatives. The previous chapter discussed how evaluation can be integrated into the initiative design and how to plan the initiative so that it can be evaluated meaningfully and efficiently.

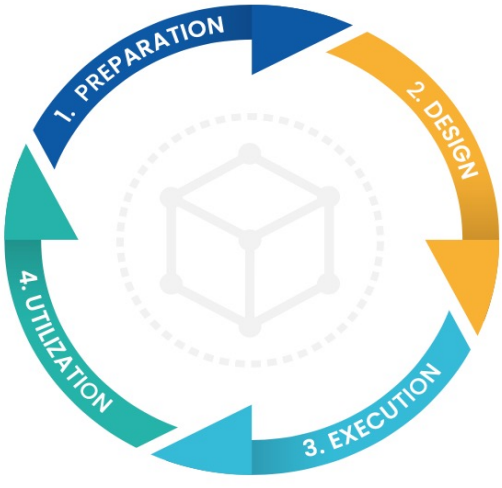
This chapter focuses on the evaluation process and outlines **step-by-step recommendations on how to conduct an evaluation that is line with the principles of evidence-based practice.** It is put together with the characteristics of PVE/CVE/Derad initiatives in mind. The recommendations are based on the INDEED model for evidence-based evaluation. The chapter will begin by introducing the model and then move on to detailed description of each stage of evaluation.

5.1 THE INDEED MODEL FOR EVIDENCE-BASED EVALUATION

The INDEED model outlines how evaluations can be developed and conducted using an evidence-based approach. It divides the evaluation process into **four main stages:** preparation, design, execution and utilisation (see Figure 1).

1. **Preparation:** This stage explains the way to approach evaluation in your organisation.
2. **Design:** This stage specifies the essential elements to be included in the Evaluation Action plan. This plan can help track all the necessary steps for evaluation.
3. **Execution:** This stage points out what to watch out for during evaluation, and it explains what to do with the collected results.
4. **Utilisation:** This stage illustrates how, with whom, and in which format and under which conditions the results from the evaluation can be shared.

Figure 1. Four stages of evaluation process



An evaluation is most useful when it is seen as an iterative and cyclic process which is one key element of project development. The results of the evaluation can be utilised to improve and redirect the initiative's objectives, outputs and working methods. After some time, the initiative in its new form will ideally be evaluated again by starting a new evaluation cycle. **Regular evaluations contribute to the sustainability of an initiative and the formation of an evaluation culture in the working environment.**

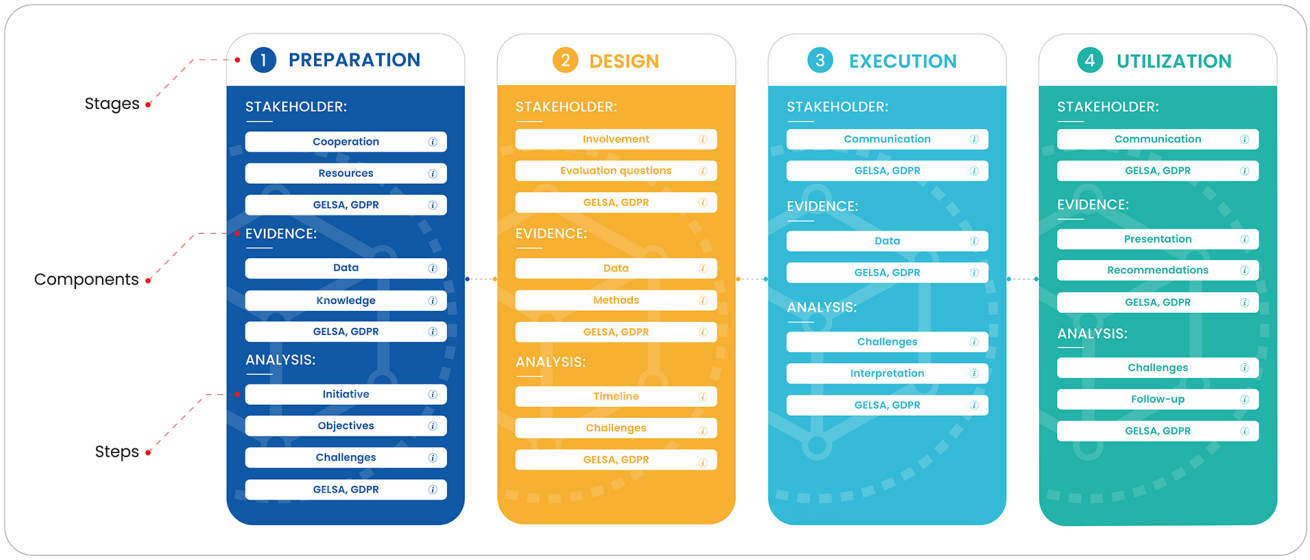
In the INDEED model, the description of each stage is constructed especially with the **principles of evidence-based practice** in mind (see Figure 2). In the context of evaluation, these principles have the following significance:

- **Evidence** - Conducting a reliable, high-quality evaluation requires that it is based on relevant and carefully collected data. The evaluation plan should also be informed by existing knowledge of evaluation practices and learning from previous evaluations in the PVE/CVE/Derad field.
- **Stakeholders** - Key stakeholders should be included in the evaluation process from the beginning to ensure that its objectives are meaningful and usable, as well as to build the necessary trust to produce reliable results.
- **Analysis** - The evaluator and other key stakeholders should have a sufficient understanding of evaluation practices and PVE/CVE/Derad initiatives to put together a meaningful evaluation plan and form reliable conclusions based on the data.

Figure 2. Principles of evidence-based practice as components of evaluation stages

Each evaluation stage involves several steps. In the INDEED model, these steps are organised according to the component of evidence-based practice that it is (primarily) related to (see Figure 3). It is important to note that the **steps are not necessarily presented in a chronological order, and they are often linked to each other.**

Figure 3. Stages, steps and components of the evaluation process

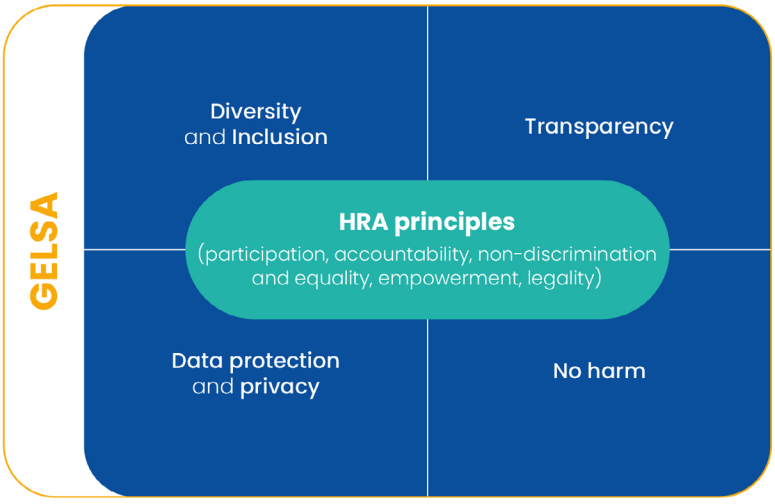


5.2 THE INDEED MODEL AND THE HUMAN-RIGHTS-BASED APPROACH

When planning and conducting an evaluation, one should consider a wide set of ethical questions by taking a human-rights-based approach (HRBA) and GELSA topics into consideration. Even though ethical issues may already serve as part of the Professional Code of Conduct or Code of Professional Ethics of many organisations and they are generally applicable to an evaluation, there may still be some ethical questions that come with conducting research with human participants that deserve special attention.

This section discusses what doing an ethically principled evaluation means. It is guided by the key principles included in the HRBA (participation, accountability, non-discrimination and equality, empowerment and legality) that form the basis for the conceptualisation of ethics in this project (called GELSA; for more about this, see INDEED E-Guidebook 1).

Figure 4. Key ethical considerations in evaluation (based on HRBA and GELSA)



Diversity and inclusion - The evaluation should be planned, designed and implemented in ways that acknowledge diversity and aim for inclusion. There are many aspects to this. When collecting data, it should be ensured that there is equal distribution of gender. When selecting people to be involved in the evaluation process, it should be ensured that the selection takes gender and diversity into account. This will help achieving representative and balanced results. If the initiative concerns gender, it is good to think about the inclusion of gender-sensitive indicators and keeping an eye on the monitored data that concerns gender. In the same way, including people with disabilities as well as persons of various ethnic backgrounds in research and evaluation management will also provide a positive impact on the results. The evaluation process should be organised so that it is convenient and inclusive for all parties involved, and supports good working culture. Finally, it is important to reflect on existing gender and other stereotypes and mitigate their influence on decisions made during the entire evaluation process.

Transparency – Evaluation is rarely an entirely smooth sailing process, even when planned very carefully. The credibility of the evaluation process is based most of all on honesty and transparency. The evaluation reporting should describe the process transparently and specify the limitations of its results. Transparency should also be the guiding star for cooperation between stakeholders during the evaluation process, as it opens avenues for resolving or addressing challenges.

Data protection and privacy - When the evaluation is planned and executed, issues of data privacy, confidentiality and security need to be taken seriously. This involves ensuring that data collection and management follow European Data Protection regulations and national laws (with special consideration of regulations and laws related to the use of sensitive data). On the other hand, the evaluator also has ethical responsibilities towards the respondents of interviews and participants in focus groups. According to the principles of responsible research, the respondents should be properly informed about how the data will be used and asked to sign a consent form. This form should specify the terms and conditions for participating in the interview, as well as give the respondent the right to withdraw from participation at any time. If respondents are promised anonymity, the respective evaluation report should be carefully written so that no respondents can be identified.

No harm - Any evaluator conducting research activities should generally stick to the sensitive approach and be careful not to put any participant of evaluation at risk of any kind. The environment in which activities are organised should be safe, and every effort should be made to guarantee this. Should any issues come up during the implementation process, they should be addressed immediately.

- United Nations Office of Counter-Terrorism. Monitoring, Evaluation and Learning Toolkit: To Support Action Plans to Prevent and Counter Violent Extremism.
- Australian Institute of Family Studies. Ethics in Evaluation.

5.3. STAGES OF EVALUATION IN DETAIL

This chapter outlines the main elements and steps for planning and conducting an evidence-based evaluation. It will describe how to put the principles of an evidence-based approach into practice in every stage of the evaluation process.

TIP:
More detailed and tailored instructions for the evaluation process are available on the INDEED evaluation tool (www.indeedproject.eu).

The INDEED model assumes that the initiative's objectives, theory of change and monitoring practices are well-developed. If this is not the case, see the previous chapter of this e-guidebook, as well as the INDEED evaluation tool for more instructions. The description of the evaluation process here is mostly tailored for process and outcome evaluations. The steps for doing a formative evaluation are described in the INDEED evaluation tool.

Stage 1 - Preparation: How to start the evaluation process?

The first stage of evaluation involves building a good understanding of the initiative and forming an assessment of the evaluation's needs, context and available resources. This information is needed to define the focus of the evaluation and realistic evaluation scenarios. This stage also implies mapping the key stakeholders whose cooperation is needed at various stages of evaluation.

PREPARATION – KEY STEPS			
STACKEHOLDER	**Step 1**	**Cooperation**	**Who are the key stakeholders and what are their needs, values and preferences?** It is important to think early on who the key stakeholders are for the pre-defined objectives of the evaluation. The list of potential stakeholders in Textbox 6 can help in identifying them. Remember to think about all stages of evaluation: whose cooperation is needed to plan, design and conduct the evaluation, who can utilise the results, etc. It is recommended to take a participatory approach towards the evaluation from the start. Evidence-based practice highlights the importance of taking stakeholders' needs, values and preferences into account. Stakeholders should be contacted already at this stage, and their views carefully listened to. Stakeholder analysis methods (see Textbox 3) may help in mapping the stakeholders' views. When thinking about stakeholders, make sure all genders and relevant cultural/ethnic/religious backgrounds are included.
	Step 2	**Resources**	**What kinds of resources are available, and how to ensure missing resources?** It is equally important to have an overview of all the available resources (or allocation of resources), both for planning and for conducting evaluations as well as disseminating the results. The resources are not only limited to the estimation of the costs for the organisation of the evaluation process. These also comprise intellectual resources (sufficient staff, knowledge, materials) and time, depending on the evaluation design, goals of the evaluation and data that is already available. Asking the involved stakeholders about their time or availability to assume any kind of role in the process of evaluation is equally important. For this it is also helpful to estimate the number and frequency of meetings that stakeholders will take part in.

EVIDENCE	**Step 3**	**Data**	**What kind of data is already available?** Preparation also implies collecting information on already available evidence. The organisations responsible for implementation of the initiatives often collect data and monitor their work. When data monitoring is organised properly, it can be a great source of data for the evaluation.
	Step 4	**Knowledge**	**What kind of knowledge is needed?** In order to make informed decisions, many kinds of knowledge are needed. This can be information about evaluation types and methods, academic research on violent extremism or the context in question and so forth. One particularly useful source of knowledge is previously conducted evaluations on similar initiatives. They can help to better understand the methods used for collection of evidence in this field, or how the target groups were reached out to and how the results were utilised, among other issues.
ANALYSIS	**Step 5**	**Initiative**	**Are the objectives and theory of change of the initiative well-defined?** Analysing the objectives, assumptions and gaps of the initiative are necessary to identify the trajectory for evaluation. Considering the social, economic, political and geographical contexts of the initiative can also provide insights into how these factors may impact the implementation of the initiative and how evaluation can contribute to or affect any of these factors. Expertise in the field of PVE/CVE and Derad are essential for the initiative analysis. It is also good to consider whether the initiative and its implementation have any aspects related to gender and diversity that should be considered in the evaluation plan.

ANALYSIS	**Step 6**	**Objectives**	**What are the potential objectives for an evaluation based on stakeholders' needs, values and preferences?** After mapping stakeholders' needs, values and preferences, these results should be analysed to find out how they could be combined and prioritised. It is recommendable to go through this with stakeholders and identify what kind of evaluation options are realistic and meet the identified needs. For more instructions on defining the objectives, see Textbox 7. After this, it is possible to also select the most suitable evaluation type. The most common evaluation types are introduced in INDEED E-Guidebook 1.
	Step 7	**Risks & Challenges**	**What kinds of risks and challenges to an evaluation have come up in the initial research and discussions, and how to solve or mitigate them?** Having a full picture of the context will also help define potential barriers for evaluation. They may be internal factors related to resources, expertise and motivation, or external ones, such as political risks related to certain kinds of evaluation or legal restrictions to collecting, sharing and managing data.

6 INDEED TYPOLOGY OF EVALUATION STAKEHOLDERS

To help with identifying the relevant stakeholders, the INDEED project produced the following typology based on the roles that stakeholders may play in the evaluation. These roles may overlap so that the same individual or institution performs several of them.

1. **Initiators** are the ones who order or launch an evaluation, in one way or another seeing the value of the evaluation for future activities.
2. **Evaluation coordinator** is assigned to manage the evaluation. This does not mean the establishment of a top-down approach to evaluation, as the coordinator is there to support and facilitate the process and make sure that all the pitfalls in the process are effectively resolved.
3. **End-users of evaluation** are those who will be utilising the results of the evaluation. These could be organisations, customers, data providers or those outside of the evaluated initiative, who could benefit from receiving solid evaluation outcomes

4. **Internal or external evaluators** are the ones who mainly perform or control the evaluation, and they have (or should have) expertise both in conducting the evaluation and in interpretation of the results of the evaluation.
5. **Funder** are stakeholders who are providing funding/resources for implementation of an initiative and/or evaluation. A funder may also (or may not) act as an initiator who decides that an evaluation needs to be done in order to justify the used funds, or as part of a new application for funding.
6. **Respondents and data providers – Respondents** are typically people who belong to the target groups for certain initiatives or are participating in their implementation and may be interviewed or asked to complete a survey to collect crucial information for the evaluation. Data providers are stakeholders who possess available data that is needed for the evaluation (e.g., owners of diverse kinds of register data that can be used to compare the target group of the initiatives to the general population).
7. **Data collectors** are the ones who collect data from the respondents and data providers.
8. **Data managers** monitor (or are supposed to monitor) the data collection process, making sure that all data is safely stored and organised according to all the standards of data management.

Stage 2 - Design: How can the evaluation action plan be designed?

This stage provides guidance for developing a detailed plan for evaluation (evaluation action plan, or EAP). The difference between the stages of preparation and design is that the first one is meant for collecting all available knowledge. The design stage uses this evidence and discussions with stakeholders as its starting point and develops a detailed plan for how the evaluation will be conducted. The EAP may include the following information: stakeholders (roles and duties), evidence (data management, evaluation type, evaluation design and evaluation methods) and analysis (timeline, mitigation of risks and ethical aspects).

An example of an evaluation action plan template is available in Annex 1.

DESIGN: KEY STEPS			
STACKEHOLDER	**Step 1**	**Involvement**	**How to involve identified stakeholders in evaluation?** All the roles for each stakeholder should be defined and clarified within the evaluation's implementation process: who collects, analyses, stores and disseminates data, and so forth. It is important to form a solid evaluation team and establish an informal leadership in the process, so the whole process can be tracked and the obstacles mitigated in an efficient manner. It is equally important to define methods/periods of communication with

STACKEHOLDER			stakeholders. Structured communication will ease the process and make it more engaging. Stakeholders should be treated in a non-discriminatory way and any issues with accessibility adequately addressed.
	Step 2	**Evaluation questions**	**Which exact questions should the evaluation answer?** It is a good practice to define evaluation question(s) together with stakeholders. These questions will serve as micro-targets under the overall objective of the evaluation. They will facilitate the understanding of what data needs to be collected, as well as what methods to use both for data collection and for data analysis. For more guidance on developing evaluation questions, see Textbox 7.
EVIDENCE	**Step 3**	**Data**	**How to collect data? And what data to collect?** For each evaluation, it is necessary to • define the type of collected data to be able to answer each evaluation question, and • prepare a data management plan. For example, in order to understand how communication is organised between different agencies, the staff involved in the implementation of the initiatives could answer the survey questions, or focus groups with representatives from these organisations could be organised. For example, to evaluate if the data exchange works, the data can include documentation, testimonies of the personnel and longitudinal participant observation. In terms of how the data is collected, it is important to consider how to do it ethically so that the target groups are treated respectfully, and any relevant cultural or ethnic dimensions and attitudes are considered. The data should also be collected and selected in a non-biased way. To define standards for data collection, the evaluator may follow available guidelines. These standards could be presented in the format of the template and include personal information (to be carefully

EVIDENCE			checked against ethical guidelines): name, demographics, gender, number of years worked in the organisation, level of education, etc. The collected data needs to be processed and stored in accordance with the data protection rules. When considering data protection issues, it is a good idea to refer to the national and/or organisational standards and consult with a DPO (if available), in case of any questions. Also consider ethical research issues, for example, related to obtaining informed consent from respondents. .
	Step 4	**Methods**	**What methods to use to collect and analyse data?** It is also necessary to define what kind of evaluation design and methods will be used in the evaluation. Evaluation design sets the overall structure and scope of the evaluation. Evaluation methods supplement it by defining how the data will be collected and analysed. Evaluation type, design and methods together explain how the evaluation objectives will be reached. INDEED E-Guidebook 1 introduces the most common evaluation designs and methods. The choice for design and methods is influenced by the available resources. It is good to be realistic about the available time, resources, organisational details, expertise and availability of stakeholders.
ANALYSIS	**Step 4**	**Timeline**	**Why set up a timeline?** The EAP should also include a timeline. Having a timeline can help break the process into phases. A good timeline is one that includes enough time reserves to overcome possible challenges (interruptions in data collection, human errors, unavailable respondents, etc.), which might require ad hoc replanning.

ANALYSIS

Step 5	Risks & Challenges	What are the main challenges and how to mitigate them?

Identifying risks and anticipating potential challenges could also be part of the plan. They guarantee better preparedness for unforeseen developments and the most efficient response. In this context, it is also good to think about how the evaluation may impact the context of the initiative.

Pilot study. To avoid potential shortcomings in data collection and in the overall evaluation process, it is recommended to test the evaluation plan with a limited pilot study, if there are resources available for that. During the pilot, an evaluator (evaluation team) can, for instance, test a survey, interview questions or other methods of data collection, or address certain target groups, especially if there is a lack of understanding of how to achieve the best results with them.

7 TIPS FOR DEVELOPING EVALUATION OBJECTIVES AND QUESTIONS

Evaluation objectives define what the evaluation seeks to find out about the initiative. The **initiative's objectives and theory of change provide a good starting point** for thinking about these. Another key consideration is **how to make the evaluation as useful as possible for further development of the initiative** (or the PVE/CVE/Derad field in general).

When thinking about the evaluation objectives, it may be helpful to consult the OECD-DAC evaluation criteria and UNDP's elaboration of those criteria to see what kind of issues an evaluation can address:

- **Relevance** - Does the initiative address drivers of violent extremism and stakeholders' priorities related to PVE/CVE/Derad? Does it take into consideration the needs and any changes occurring in the context?
- **Impact** – Were the anticipated results and outcomes achieved, and were there any unintended or negative consequences?
- **Effectiveness** - To what extent were the initiative's objectives achieved?
- **Efficiency** - Were activities cost-efficient? Were objectives achieved within the set timeframe?
- **Sustainability** - Will the initiative's results last over time? Are stakeholders committed to giving continuing support and working with the results?
- **Coherence** - Does the initiative fit together well with the context and community needs?

Evaluation questions are the **questions that need to be answered in order to reach the objectives of the evaluation**. For formulating evaluation questions, USAID has produced helpful instructions in both paper and video formats. A good evaluation question is:

- **Question** - This means that it should not be a general request to do an overview of the initiative or give recommendations about what to do. It may be possible to formulate recommendations based on the evaluation results, but that is a separate issue than evaluation questions.
- **Limited in scope** - It is recommended to have a maximum of five evaluation questions. Each of these should focus on a specific issue or aspect of the initiative.
- **Clear** - It should be precise and each word clearly defined. To clarify and specify the question, it is possible to write an accompanying explanation for each question.

- **Researchable** – It should be possible to answer with the available resources. If you ask the evaluator to make a judgement about something (for example, whether the initiative is sustainable or efficient), it should be also specified what the criteria are.
- **Useful** – It should be linked to the evaluation's objectives and be useful for stakeholders.

Stage 3 – Execution: What should be considered when implementing the evaluation action plan?

This stage includes both the implementation of the EAP and the processing of outcomes.

EXECUTION: KEY STEPS			
STACKEHOLDER	Step 1	Communication	**How to communicate effectively with stakeholders about the evaluation process?** Structured communication between all the relevant parties involved in evaluation is a prerequisite for the smooth implementation of all the stages in the evaluation process. Stakeholders' views should be listened to and considered throughout the entire evaluation process. This may help the evaluator by bringing up important concerns and observations, and it helps to build and maintain trust towards the evaluation process. It is important to be clear about the limits of confidentiality, in other words, how and at what stage it is allowed to communicate shared information to others.
EVIDENCE	Step 2	Data	**Are the defined data collection methods and standards being followed?** The evaluator (evaluation team) will have to make sure to follow the principle of transparency in data collection in order to keep the whole evaluation process clear. Collecting data in accordance with the chosen methods, timeline and defined standards is the way to keep the process running.

ANALYSIS	**Step 3**	**Risks & Challenges**	**What are the main challenges and how to mitigate them?** It is important to track and react to any challenges that may occur. In case of any delays in data collection, and Plan B (preferably outlined during the design stage) could be activated.
	Step 5	**Reults and conclusions**	**How to interpret and analyse received data?** This stage also presupposes the interpretation and analysis of the received data. It is up to the evaluator and evaluation team (and other stakeholders) to define what methods could be used. The most common data analysis methods are introduced in INDEED E-Guidebook 1. An integral part of the analysis includes thinking about the limits of the evaluation. The limitations, for instance, could be related to changes in certain regulations impacting research activities, a low number of respondents or whether the results can be expected to be applicable if a similar initiative is implemented in another context.

Stage 4 – Utilisation: How can the results be used and communicated?

The goal of this stage is to use and disseminate evaluation results. The results not only concern the analysed data but also the whole evaluation process. A public report on how the evaluation was conducted can serve as an important "lessons learned" document for others who are developing evaluations in the PVE/CVE/Derad field and beyond.

UTILISATION: KEY STEPS			
STACKEHOLDER	Step 1	Communication	**How to communicate to stakeholders about the outcomes of evaluation?** Communication with stakeholders about the formulated conclusions is key, as it helps form a clear vision on how the results can be used. Dissemination and sharing the results of evaluation will strengthen the PCVE/CVE/Derad initiatives and offer practical value for the sector. It is a good practice to discuss with stakeholders (involved in the evaluation) what kinds of formats could be developed for presentation of the results and to assign the communication task to a stakeholder with strong experience in that. It goes without saying that available resources for the presentation of outcomes should also be considered. The following formats could be used for the dissemination of findings: • Social media posts • Written reports • Presentations • Briefings • Papers The presentation of findings may also be tailored to the needs and interest of different target audiences. For instance, for an internal presentation of results, one might choose a PowerPoint Presentation. If the results are going public, then social media or a written and published report might be better solutions.
EVIDENCE	Step 2	Presentation	**How can the evidence be presented?** The results from the evaluation are to be presented to different types of internal and external stakeholders. There are many ways to do that. However, the most important aspect is the presentation of evidence. For this, a description of the evaluation process (who, how, where, when) could bring added value for increased transparency of the outcomes. The results of the evaluation could also be compared to previous ones,

EVIDENCE			if available. This could contribute to the justification of the findings as rigorous and robust. Another issue to consider in presentation is to make sure that it does not unintentionally reproduce any stereotypical portrayals of any groups of people and it does not include radicalised rhetoric.
	Step 3	**Recommendations**	**How and to whom to formulate and provide recommendations?** Policymakers can significantly benefit from presented recommendations on the initiative and/or the sector. In this case, policy briefs offer the best format. In addition, the sector as a whole might benefit from recommendations on the evaluation process. Addressing lessons that were learned might help other evaluators in the field to avoid the most common errors.
	Step 4	**Data management**	**What to do with collected dataset?** The data management plan should include a section about what should be done with the collected data after the evaluation: how long it will be stored, where it will be stored, how it will be anonymised, and who will have access to it. Information about the future use and storage of data should be also included in the consent forms that respondents are asked to sign.
ANALYSIS	**Step 5**	**Risks & Challenges**	**What are the main challenges and how to mitigate them?** When deciding on dissemination, it is important to foresee any possible risks and challenges it might bring to any stakeholders, institutions or a sector in general, and to stick to the principle of "no harm". Dissemination of data (both internally and publicly) can involve certain risks. This is especially the case when the results from the evaluation are less positive than expected. Dissemination of negative results requires a special strategy, in order to formulate the message correctly. In these circumstances, for instance, "naming and shaming" may not be the right strategy to address the outcomes. Delicately

ANALYSIS			outlining problems and possible solutions (recommendations) will be embraced more positively. It may also be good to highlight that the evaluation was conducted for the sake of information gathering, and to focus on what was learned and how these learnings will help improvement in the future.
	Step 6	**Follow-up**	**Why to follow-up on the results from evaluation?** Following up on the results from the utilisation process allows tracking of the changes that the evaluation might bring. These changes can be of a different nature: internal organisational, political, changes in the initiative design, or changes in working methods. Such follow-up can result in the initiation of further evaluations and sustain the generic evaluation cycle of an initiative.

6. QUALITY STANDARDS FOR EVALUATION

The evidence-based approach to evaluation requires thinking carefully and critically about how to ensure the quality of the evaluation process and its results. Following the key principles of evidence-based approach:

- The evaluation should actively involve key **stakeholders** and respond to their needs.
- The evaluation plan and its execution should rely on good-quality **evidence**. This means that the evaluation plan should utilise existing knowledge about good evaluation practices and methods, and the data used for the evaluation should be appropriate and reliable.
- The evaluation should be conducted by persons who have the necessary **professional expertise** in evaluations and the PVE/CVE/Derad field.

The following list can help in assessing the quality of evaluation plan and identify ways to improve it.

Table 4: Factors influencing the quality of evaluation

INITIATIVE
Initiative has well-defined objectives.
Initiative has a well-defined theory of change, which defines the mechanism of how it should reach its objectives.
Evaluation was foreseen and planned as part of the initiative design.
Initiative has monitoring and data management practices that support the evaluation plan.
EVALUATOR
Evaluator has a good command of the evaluation process, including relevant methods.
Evaluator has a good understanding of the PVE/CVE/Derad field.
Evaluator is familiar with the initiative and its context.
Evaluator has no conflict of interest and is well positioned to provide impartial and unbiased analysis.

Evaluator operates freely without attempts to interfere in the evaluation process or influence its results.
Evaluator is actively in contact with key stakeholders during the entire evaluation process.
EVALUATION PLAN
Evaluation plan is developed together with key stakeholders.
Evaluation objectives respond to the needs of key stakeholders.
Evaluation is designed to support learning and development of the initiative or the PVE/CVE/Derad field.
Evaluation plan is described in detail in a written document that has been agreed upon with key stakeholders.
EVALUATION DESIGN, METHODS AND DATA
Design and methods are appropriate for answering the evaluation questions.
Evaluation uses more than one type of method and data.
If interviews/focus groups/survey are used, respondents are from a representative selection of the total population (for example, of all participants or initiative's staff).
If an outcome evaluation, the evaluation design includes a well-constructed control group.
If quantitative methods are used, the evaluation is able to produce statistically significant results.
REPORTING
Evaluation report transparently describes the evaluation process, including any potential changes or challenges.
Limitations of the evaluation are recognised and explained.
Evaluation reports are made available for the wider community of PVE/CVE/Derad practitioners, policymakers and researchers.
UTILISATION
Evaluation results are used to further develop the initiative (or other similar initiatives) in the future.
Evaluation results are interpreted accurately and not overgeneralised.
Evaluation reports are made available for the wider community of PVE/CVE/Derad practitioners, policymakers and researchers.

ANNEX 1. TEMPLATE FOR THE EVALUATION ACTION PLAN (EXAMPLE)

INITIATIVE		
Name:		Implemented by:
Objective:		Target group:
EVALUATION		
Evaluation objective:		Type of evaluation:
Evaluation questions:		Evaluator: Evaluation team:
Evaluation period:		Reporting period:
STAKEHOLDER	Roles and duties	
	Methods of communication	
EVIDENCE	Evaluation design	
	Data and its collection	
	Data management	
ANALYSIS	Methods of data analysis	
	Utilisation of results	
	Risks and their mitigation	
ETHICAL STANDARDS	Gender	
	Ethics	
	Legal	
	Societal	

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