INDEED

Evidence - Based Model for Evaluation of
Radicalisation Prevention and Mitigation

Deliverable 4.2

D4.2 Evidence-based evaluation planning process and data analysis report

August 2024 (M36)

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Abstract:

Deliverable D4.2 presents the findings of Task 4.2 that focused on helping the relevant stakeholders to **plan**, **conduct**, and **utilise** evidence-based evaluation of PVE / CVE / De-radicalisation initiatives, using the Evidence-based evaluation tool developed in WP3 and following the steps prepared in the e-Guidebook (WP3). The deliverable provides an analysis of evidence-based evaluation of PVE / CVE / De-radicalisation initiatives, limitations, and provides some recommendations to improve the field.

The main concepts and the INDEED project components used in this task to create an in-depth knowledge base on evaluation planning and design include;

1. Evidence-Based Evaluation Model (EBEM)
2. EBEM-Based Tool and Toolkit;
3. INDEED e-Guidebooks 1-2;
4. INDEED Repositories; and
5. EBE Definitions.

T4.2 was accomplished by the consortium partners and the external stakeholders e.g. initiatives' focal points using the Tool EBEM-based Evaluation Tool.

Information table

Project Acronym	INDEED
Deliverable Number	4.2
Deliverable Title	Evidence-based evaluation planning process and data analysis report
Version	1.0
Status	Version Submitted to EC
Responsible Partner	CENTRIC
Main authors	Arif Sahar (CENTRIC), Isaac Maltby (CENTRIC)
Contractual Date of Delivery	31.06.2024
Type	Report (R)
Actual Date of Delivery	03.08.2024
Dissemination Level	PU – Public, fully open, e.g. web (Deliverables flagged as public will be automatically published in CORDIS project's page)

Document history

Version	Date	Status	Author	Description
0.1	18.11.2023	Draft	Arif Sahar (CENTRIC), Isaac Maltby (CENTRIC)	Draft of task completion methodology shared with partners
0.2	10.01.2024	Second version	Irina van der Vet (UoH), Marzena Kordaczuk-Wąs (PPHS)	Contribution to the draft from partners.
0.3	25.03.2024	Third version	Arif Sahar (CENTRIC), Isaac Maltby (CENTRIC)	Integration of recommendations from partners.
0.4	24.04.2024	Fourth version	Arif Sahar (CENTRIC), Isaac Maltby (CENTRIC), involved Partners	Finalisation of task completion guideline.
0.5	01.05.2024 - 30.07.2024	Final version	Irina van der Vet (UoH), Leena Malkki (UoH), Marzena Kordaczuk-Wąs (PPHS), Kai Brand-Jacobsen (PATRIR), Giorgos Triantafyllou (KEMEA) Arif Sahar (CENTRIC), Isaac Maltby (CENTRIC)	Compilation of all reports and revision suggestions from partners. Finalisation of the entire report and submission to PC & PMO. Finalisation of deliverable
1.0	30.07.2024- 02.08.2024	PC accepted and Submitted to the EC	Marzena Kordaczuk-Was (PPHS); Natalia Jarmuzek-Troczynska (PPHS)	Final review and approval by Project Coordinator

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List of Acronyms

Acronym	Definition
INDEED	Strengthening a comprehensive approach to preventing and counteracting radicalisation based on a universal evidence-based model for evaluation of radicalisation prevention and mitigation
PVE	Prevention of Violent Radicalisation

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CVE	Countering Violent Radicalisation
SMART Hubs	Stakeholder Multisectoral Anti-Radicalisation Teams
DoA	Document of Action
EC	European Commission
EBEM	Evidence-based Evaluation Model

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INDEED PROJECT OVERVIEW

INDEED aims to strengthen the knowledge, capabilities and skills of PVE/CVE and De-radicalisation first-line practitioners and policy makers in designing, planning, implementation and in evaluating initiatives in the field, based on evidence-based approach. INDEED builds from the state-of-the-art, utilising the scientific and practical strengths of recent activities – enhancing them with complementary features to drive advancements and curb a growing rise of radical views and violent behaviour threatening security.

The INDEED methodological framework is based on the '5I' approach i.e 5 project phases: Identify; Involve; Innovate; Implement; Impact. At the core of INDEED's work methodology is an interdisciplinary and participatory approach, which includes the co-creation of individual project phases and implementing them with the close engagement of multi-sectoral stakeholders. The creation of SMART Hubs (Stakeholder Multisectoral Anti-Radicalisation Teams) as part of INDEED is intended to facilitate this process.

The selected results of the project are:

1. The Universal Evidence-Based Model (EBEM) for evaluation of radicalisation prevention and mitigation.
2. A practical EBEM-based Evaluation Tool.
3. A collection of user-friendly repositories (repositories of radicalisation factors and pathways into radicalisation; factors strengthening resilience to radicalisation. repositories of evidence-based practices) for practical use by practitioners and policy makers.
4. Targeted curricula and trainings (offline/online).
5. Lessons Learned and Policy recommendations.

All results will be integrated and openly accessible in the INDEED multilingual Toolkit for practitioners and policy makers in the field for the entire lifecycle of PVE/CVE and De-radicalisation initiatives, from design to evaluation.

INDEED promotes the EU's values and principles; heeding multi-agency and cross-sectoral methods, including gender mainstreaming, societal dimensions and fundamental rights.

1.1.1 INDEED (TARGET GROUPS) STAKEHOLDERS

- **First line Practitioners**: This category includes first line practitioners from Law Enforcement Agencies, prison and probation services, non-governmental organisations (NGOs), civil society organisations (CSOs), social and health services, youth organisations.

- **Policy makers:** This category comprises policy makers including local, regional, and national authorities, and governmental organisations.

- **Education and Research:** This category includes universities, think-tanks, academic intuitions, research organisations, educational institutions, training institutions, staff college, etc.

- **Other:** This group includes all other relevant stakeholders that fall outside the above three groups; people and groups interested in the topics of the project such as citizens and youngsters' organisations, media, social groups, and schools.

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WP4 OVERVIEW

The aim of WP4 is threefold:

1. To continue and complete the mapping of PVE / CVE / De-radicalisation initiatives that begun under WP1[1] of INDEED.
2. To select a representative sample of those initiative to be evaluated using the Evidence-Based Evaluation Model (EBEM) and the Evidence-Based Evaluation Tool developed under WP3.[2]
3. To formulate Lessons Learnt and Policy Recommendations drawing from the planning process of evaluation of the selected initiatives.

1.1.2 WP4 OBJECTIVES

1. Define a methodology for selecting PVE / CVE / De-radicalisation initiatives and conducting the evaluation.
2. Perform planning of in-depth qualitative and quantitative evaluation of selected initiatives using the Evidence-based Evaluation Tool developed under WP3, in order to assess their impact and outcomes.
3. Gather the comprehensive knowledge on the status and quality of evaluation of PVE / CVE / De-radicalisation initiatives, in order to find out what are the strengths and weaknesses of evidence-based evaluation.
4. Formulate Lessons Learnt and Policy Recommendations derived from the final results of conducted planning process of evaluation

1.1.3 WP4 TASKS

1. Task 4.1 Mapping and selection of PVE / CVE / Deradicalisation initiatives for further evidence-based evaluation (Leader: KEMEA. Participants: All except ITTI) [M18-M25].[3]
2. Task 4.2 Conducting of planning process of evidence-based evaluation of PVE/CVE/ De-radicalisation initiatives (Leader: CENTRIC, Participants: All) [M25-M34].
3. Task 4.3 Evidence-based practices, Lessons Learnt from planning evidence-based evaluation and Policy Recommendations (Leader: EFUS, Participants: All) [M32-M36].

1.1.4 TASK 4.2 AND DELIVERABLE 4.2 SCOPE

The aim of T4.2 was to conduct a planning process of the evidence-based evaluation of PVE / CVE / De-radicalisation initiatives, in particular, selected under T4.1. T4.2 focuses on helping the relevant stakeholders to plan, conduct, and utilise evidence-based evaluation of PVE / CVE / De-radicalisation initiatives, using the EBEM-based Evaluation Tool developed in WP3 and following the steps prepared in the e-Guidebook (WP3).

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[1] WP1 Identification and analysis of the scientific concepts and approaches to the evidence-based evaluation of initiatives on PVE / CVE / De-radicalisation.
[2] WP3 Development of the Evidence-Based Evaluation Model (EBEM) for radicalisation prevention and mitigation and an Evaluation Tool dedicated to the PVE / CVE / De-radicalisation initiatives.
[3] As per the initial Document of Action (DoA), the duration of T4.1 was from M18 to M24. Following a consortium's request to the EC, the duration of T4.1 was extended by one (1) month, until M25 (September 2023).

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The task was accomplished by the selected consortium partners using the Evidence-Based Evaluation Tool (EBEM-based Evaluation Tool) which was built on the Evidence-based Evaluation Model (EBEM). T4.2 used a clear method, technique and identical criteria for planning, conducting and utilising Evidence-Based Evaluation (EBE) by relevant stakeholders in their perspective fields.

For an efficient completion of the task, an evaluation team, determined by their expertise, was formed and led the task in collaboration with the contact points of the corresponding initiatives, as well as other stakeholders.

Deliverable 4.2 (D4.2) provides the results of T4.2 through a succinct document, enriched with input from the beneficiaries of the initiatives, whenever it is considered feasible.

The report will be constructed in different sections of the EBE planning outcomes, each of the selected initiatives was expected to have achieved and what its actual results were. D4.2 also contains reflections on the process, the challenges encountered, and the initial lessons learnt by the participants, that will be used further in T4.3.

The report will also provide comments (if any) related to the EBEM-based Evaluation Tool, which would have emerged during the EBE planning process, and will be reviewed and implemented into the tool under T3.4.

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1 INTRODUCTION

This deliverable (D4.2) presents the results of T4.2. D4.2 uses a visual illustration of the Evidence-Based Evaluation (EBE) planning outcomes each of the selected initiatives was expected to have achieved and what its actual results were. This report also contains reflections on the process, the challenges encountered, and the initial lessons learnt by the participants, that will be used further in T4.3.

The report also provides comments related to the EBEM-based Evaluation Tool, which would have emerged during the EBE planning process, and will be reviewed and implemented into the tool under T3.4.

The deliverable is divided into two main parts:
1. Part one provides a detailed account of the evaluation concept and methodology that guided the task.
2. Part 2 presents the results/findings of the evaluation activities aimed at helping the selected initiatives' stakeholders to plan, conduct, and utilise EBE, using the INDEED EBE-Model-Based Tool.

1.1.5 OVERVIEW

The compilation of PVE / CVE / De-radicalisation initiatives used in T4.2 builds upon information from three different sources:

1. The first round of mapping of PVE / CVE / De-radicalisation initiatives which was done by all project partners during the first year of the project's implementation, under WP1 and WP2.
2. The second round or mapping of PVE / CVE / De-radicalisation initiatives that was done by all partners during T4.1 under WP4.
3. The Open Call that was issued by the INDEED consortium, under T4.1, inviting stakeholders to express their interest in having their PVE / CVE / De-radicalisation initiatives considered for participation in the pilot evaluations of T4.2.

The first and second rounds of mapping were done with the active contribution of all project partners, with information on the identified initiatives being submitted using the same standard table, which was developed under WP1 (Matrix 1 in D4.1). As such, emphasis was given on initiatives from the countries represented in the project's consortium. Yet, at this point, a certain limitation of this method of data collection should be noted: small scale, short-term and ad hoc initiatives have bee, perhaps, underreported, or reported with limited information.

1.1.6 WHEN TO PLAN AND CONDUCT EVALUATIONS?

It is impossible to start thinking about conducting an evaluation too early. Ideally, evaluation plan should be developed together with the initiative design itself.

However, the best time to start thinking about when and how to evaluate the initiative is in its planning stage. Only in this way is it possible to design the data collection and monitoring practices so that all necessary evidence will be available when it is time for evaluation (INDEED e-Guidebook: 11).

However, there is a consensus that evaluation is most effective if conducted at three stages, as illustrated in the figure below.

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Evaluation phases

01 **During planning of an initiative**
it is possible to evaluate the initiative's impleme
ntation plan and underlying assumptions

02 **During implementation of an initiative**
it is possible to evaluate how the implementation is
proceeding and whether the initiative is working as
intended.

03 **After the initiative has ended**
an evaluation can be used to find out whether it
met the desired objectives and how durable its
impact has been in the long -term.

Figure 1: An illustration of evaluation phases, based on INDEED e-Guidebook 1

1.1.7 CHOOSING THE EVALUATOR

An evaluation can be conducted either by an external evaluator or an internal evaluator. An evaluator can be a single person but there can also be a team of evaluation experts (INDEED e-Guidebook 1: 13).

Table 1: Definitions of external and internal evaluators, based on INDEED e-Guidebook 1

- **External** evaluator(s) is someone who does not have a role in or a significant existing relationship with the initiative. External evaluators are typically consultants or academic researchers.

- **Internal** evaluator(s) is someone who is currently part of the initiative or the organisation/ institution responsible for it.

- **Hybrid model:** An internal evaluator serves as team leader and is supported by other internal evaluators and programme staff, as well as external evaluator(s).

If an external evaluator is hired to conduct the evaluation, the program manager and other agency staff still need to be involved in the evaluation process. Programme staff are not only primary users of the evaluation findings but are also involved in other evaluation-related tasks (such as providing access to records or educating the evaluator about the program). Be realistic about the amount of time needed for this involvement so staff schedules do not get overburdened.

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The decision to conduct an evaluation internally or commission an external evaluation is usually a decision for the agency's accountable officer. However, as a general best-practice guide, outcome or impact evaluations of high tier programs should be externally evaluated. It is advisable to engage an external evaluator/evaluation team when:

- the scope and/or complexity of the evaluation requires expertise that is not internally available;
- an initiative (e.g. a programme or project) is politically sensitive and impartiality is a key concern; and
- internal staff resources are scarce and timeframes are particularly pressing (that is, there is little flexibility in terms of evaluation timing).

Table 2: Internal vs external evaluators outlines the trade-offs between internal and external evaluators.

Table 2: Internal vs external evaluators[4]

Component	Internal evaluator(s)	External evaluator(s)
Perspective	May be more familiar with the community, issues and constraints, data sources and resources associated with the project/programme (they have an insider's perspective).	May bring a fresh perspective, insight, broader experience, and recent state-of-the-art knowledge (they have an outsider's perspective).
Knowledge and skills	Are familiar with the substance and context of research for development programming.	May possess knowledge and skills that internal evaluators are lacking. However, it may be difficult to find evaluators who understand the specifics of research for development programming.
Buy-in	May be more familiar with the project/program staff and may be perceived as less threatening. In some contexts, may be seen as too close and participants may be unwilling to provide honest feedback.	May be perceived as intrusive or a threat to the project/programme (perceived as an adversary) Alternatively, it may be considered impartial, and participants may be more comfortable providing honest feedback.
Stake in the evaluation	May be perceived as having an agenda/stake in the evaluation.	Can serve more easily as an arbitrator or facilitator between stakeholders as perceived as neutral.
Credibility	May be perceived as biased as 'too close' to the subject matter, which may reduce the credibility of the evaluation hindering its use.	May provide a view of the project/programme that is considered more objective and give the findings more credibility and potential for use.
Resources	May use considerable staff time, which is always in limited supply, especially when their time is not solely dedicated to the evaluation.	May be more costly and still involve substantial management/staff time from the commissioning organisation.

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[4] BetterEvaluation Commissioner's Guide https://www.betterevaluation.org/en/node/5284: Northern Territory Government, Australia, 2023.

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Component	Internal evaluator(s)	External evaluator(s)
Follow-up/Use of evaluation findings	More opportunity and authority to follow up on recommendations of the evaluation.	Contracts often end with the delivery of the final product, typically the final evaluation report, which limits or prohibits follow-up. As outsiders, do not have authority to require appropriate follow-up or action.

Whilst the deployment of the evaluator(s) depends on the situation e.g. evaluation requirements, there are certain criteria which should be taken into account and mainly include:

1. Expertise on evaluation.
2. Knowledge of PVE/CVE/De-Radicalisation field.
3. Knowledge of initiative and its context.
4. Impartiality and conflicts of interest.
5. Access to data.
6. Costs/resources and availability.
7. Trust.
8. Utilisation.

1.1.8 INVOLVING STAKEHOLDERS

An evidence-based evaluation requires the careful integration of stakeholder needs, values, and circumstances at every stage of the evaluation process facilitated through a stakeholder-oriented approach to evaluation. This diversity in circumstances necessitates different forms of stakeholder involvement/ engagement, including that of a collaborative, participatory or empowerment evaluation (INDEED e-Guidebook 1: 13).

Collaborative evaluation

Evaluator creates collaboration culture,helping the process reflect the needs, values, and objectives

Participatory evaluation

Joint evaluation lead, facilitating a better incorporation of stakeholders needs/ values into the evalution process

Empowerment evaluation

Evaluation process puts stakeholders at the centre, allowing them to tae control of the process with the evaluator's critical contributions
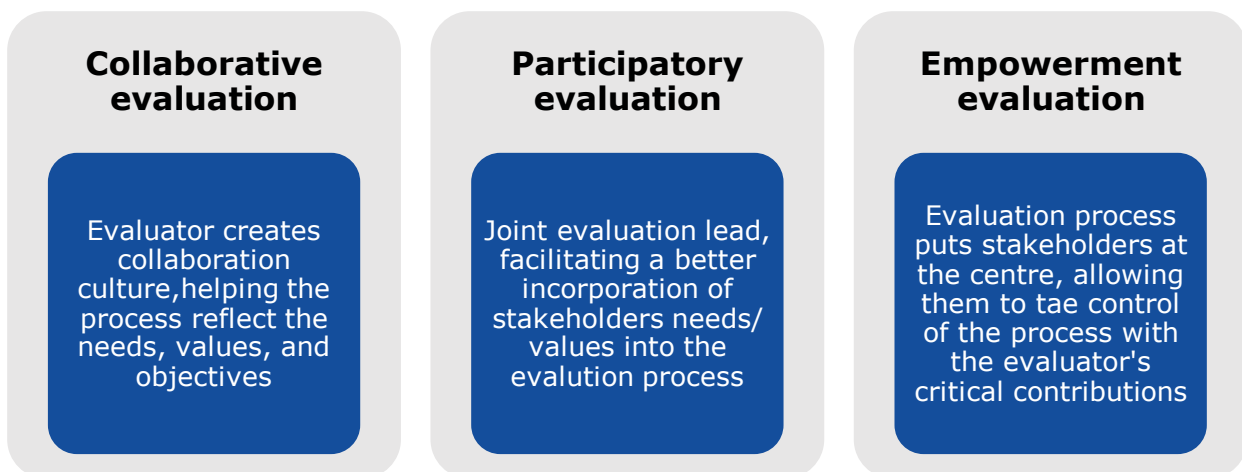
Figure 2: Illustration of stakeholder involvement, based on INDEED e-Guidebook 1: 14-15

Based on this understanding and approach, the initiative selection process and criteria are developed and are described in the subsequent section.

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1.1.9 SELECTION OF INITIATIVES

1.1.9.1   Selection Criteria

The scope of this section is to outline the methodology that has been developed by project partners in order to guide the selection of the PVE / CVE / De-radicalisation initiatives that have been identified through the mapping process that was completed under T4.1.

A. Mapping of PVE / CVE / De-radicalisation initiatives

The mapping of PVE / CVE / De-radicalisation initiatives drew information from:

a. The work done in WP1 and WP2.
b. An open call across Europe, through which institutions and stakeholders were able to come forward and propose their initiatives for evaluation. The call was issued in August 2023 and remained open for 2 months until the end the task's implementation, at the end of September 2023.
c. INDEED also used open access to other projects' interactive tools and;
d. The national SMART Hubs of INDEED.

B. Selection criteria

Once the mapping process of PVE / CVE / and De-radicalisation initiatives was completed, project partners applied a set of predefined selection criteria, in order to select the initiatives that will be evaluated during the implementation of T4.2, scheduled to begin in September 2023. The selection process of PVE / CVE / and De-radicalisation initiatives was based on the following selection criteria:

a. **Lack of evaluation:** according to INDEED's DoA for T4.1 "partners will focus in particularly on those initiatives which have not been evaluated and which have been identified in WP1 and WP2". As such, the evaluation of T4.2 will be performed only to identified initiatives that have not undergone any evaluation, either during their implementation or after their completion.

b. **Geographical representation:** the INDEED project is being implemented in 15 countries throughout Europe. Therefore, aiming to ensure a minimum of geographical representation, the selected initiatives must originate from different partner-countries of the INDEED consortium.

c. **Implementation level:** drawing from the 5 definitions grouped into 4 main categories of initiatives developed for INDEED in WP3 (strategies and policies, long-term comprehensive programmes, short-term actions and ad hoc interventions), the list of selected initiatives must include at least one from each of the four main categories, ensuring a balanced representation of all different types of initiatives.

d. **Target group:** selected initiatives will be, preferably, related to the vulnerable and risk groups that are of particular interest to INDEED such as children and young people; returnees, with a focus on children and women; extremists on release from prison; or lone actors.

e. **Human Resources Expertise:** the final selection of initiatives should take into consideration the available human resources within the INDEED consortium. Under this prism, initiatives that meet all the criteria mentioned above will be prioritised for evaluation based on the availability of experts among the INDEED partners.

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Following the application of the above selection methodology, three types of initiatives were selected, and are described below. It is worth noting that we tried to include also a case that focussed on a policy/strategy and initially elected such a case, but it did not work out due to the contextual, inclusion criteria, and the relevant stakeholder's interest/availability. It is equally crucial to remember that for a successful evaluation, initiative's representatives must be interested in planning an evaluation.

LONG-TERM PREVENTIVE PROGRAMME	A preventive work tool in the form of a standardized set of interrelated activities responding to the needs of the community at a specific level (school, local, regional, national, etc.), whose objectives contribute to the implementation of a common long-term goal focused on stopping or at least reducing the diagnosed social/security threat (e.g. radicalisation leading to VE) and its causes, taking into account risk and protective factors, addressed to a strictly defined group of recipients at a selected level of prevention (primary, secondary, tertiary), implemented by various competent entities and accordingly evaluated.
SHORT-TERM PREVENTIVE ACTION	A preventive work tool in the form of a structured project, built in an evidence-based manner, responding to needs and addressed to the entire population at a Specific level action (school, local, regional, national, etc.), whose objectives contribute to the implementation of short-term, achievable goals in a relatively short time, usually less than a year, focusing on tasks and processes undertaken on the level of primary prevention to eliminate the causes of undesirable situations in order to prevent or reduce the likelihood of damage before it occurs (e.g. social information campaigns, workshops, training, etc.) implemented by various entities dealing with P/CVE or De-radicalisation and evaluated accordingly.
AD HOC INTERVENTION	A time-limited operation, not planned in advance, that intends to solve a problem by removing, modifying, or preventing an undesirable phenomenon or behaviour of targeted actors (individual, group, or organization), but conducted only for a particular purpose or need, by individuals, groups, or entities who need to be actively involved in implementing the intervention interest related to P/CVE or De-radicalisation.

1.1.10 CONCEPT OF EVIDENCE-BASED EVALUATION (EBE)

Evidence-Based Evaluation (EBE) promotes an evaluation process which is research and evaluation practice-informed, analytically sound and stakeholder-oriented. This conceptualisation was developed by the INDEED project (D1.2) and did not previously exist. An EBE **process** integrates 1) **best available evidence** 2) **professional judgement** and 3) **stakeholder values**, **preferences** and **circumstances / context.**

EBE is different from an opinion-based evaluation process, which is driven by convention or intuition rather than thorough consultation of relevant research on evaluation designs or systematic collection and analysis of data. It is also different from a rigid evaluation process which is planned and implemented without appropriate consideration of stakeholder preferences or the context and characteristics of the intervention under investigation.

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Essentially,

1. EBE promotes a **research-** and **evaluation practice informed** evaluation process which draws on and contributes to knowledge in the field of PVE/CVE/ De-radicalisation;
2. EBE promotes an **analytically rigorous** evaluation process which is led by a well-trained evaluator with experience in the field; and
3. EBE promotes evaluation designs and processes which are **ethically sound, reflective of stakeholder interests** and **suitable to organisational learning.**

Based on these characterisations, the concept of EBE can be graphically situated in a matrix of four ideal types:
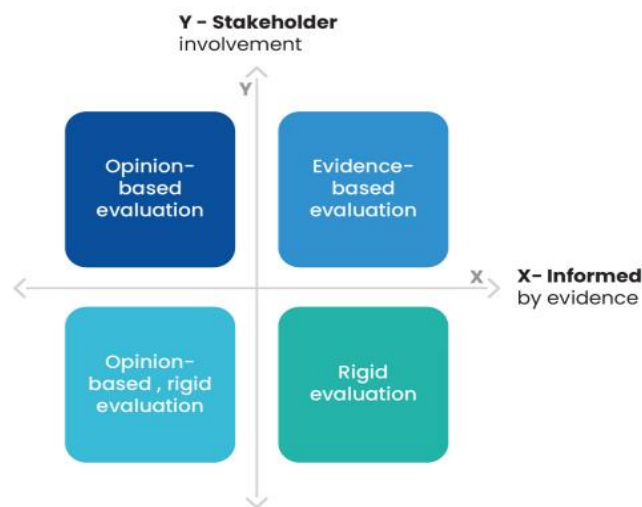

Figure 3: EBE concept types

Evidence-based evaluation is essentially an approach to planning and conducting evaluations that builds on the principles of evidence-based practice:

Figure 4: Principles of EBE, INDEED e-Guidebook 1: 9

Evidence – Evaluation is planned and conducted utilising knowledge about evaluation practices and methods. Furthermore, it involves analysing (and often also collecting) good-quality empirical data.

Stakeholders – Evaluation takes into account the context and key stakeholders' values, needs, preferences and circumstances. It aims at supporting learning and development of the evaluated initiative or, more generally, the PVE/CVE/ Deradicalisation field.

(Professional) analysis – The evaluator has enough knowledge about both evidence-based evaluation practices and PVE/CVE/Derad initiatives to conduct a well-designed evaluation and form sound conclusions based on systematic analysis of the data. The evaluator is also well-placed to conduct the evaluation impartially and ethically. (INDEED e-Guidebook 1: 10).

1.1.11 INDEED GUIDEBOOKS

The INDEED e-guidebooks are designed to provide an accessible introduction to **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: 4).

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.

1.1.12 EVIDENCE-BASED EVALUATION MODEL - EBEM

The INDEED EBEM's objective is to conceptualise how the principles of the evidence-based evaluation can be applied in different stages of the evaluation process of PVE/CVE and De-radicalisation initiatives. It is built around two dimensions: components of the evidence-based evaluation (stakeholders, evidence and analysis) and stages of evaluation process (INDEED D3.1: 31). It serves as a more detailed conceptualisation of EBE and thereby a foundation of INDEED's approach that is applied in all of its products and activities.

1.1.13 EVIDENCE-BASED EVALUATION TOOL

The INDEED Evidence-based Evaluation Tool (EBE Tool) is designed to help to plan and conduct evidence-based evaluations of PVE/CVE and De-radicalisation initiatives. It introduces what is needed to know about evaluation at all stages of the initiative's implementation. It is a practical tool intended for policymakers and practitioners who need to familiarise themselves with the evaluation process. It is based on the Evidence-Based Evaluation Model.

The INDEED tool is suitable for a wide range of initiatives implemented in different sectors and contexts. It offers instructions for planning various kinds of evaluations, such as more extensive formative, process, and outcome evaluation as well as more limited evaluations that focus on ad-hoc actions and single cases.

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The INDEED tool is structured in four modules. The user is expected to choose the module that corresponds to their current situation:

- ***Module 1 - Evidence-based evaluation as part of initiative design.***

  Module 1 provides guidance for how to design an initiative using an evidence-based approach so that it can be evaluated well at every stage of its implementation.

- ***Module 2 - Evidence-based evaluation of ongoing initiatives.***

  Module 2 is developed to support evaluation of ongoing initiatives. It may help you map available options, starting from where you are with your evaluation plans. It also walks you through the steps of process evaluation – the most common evaluation type used for ongoing initiatives.

- ***Module 3 - Evidence-based evaluation of completed initiatives.***

  Module 3 provides information on what evaluation options you could have if your initiative has come to an end or is about to get completed very soon. Evaluations at this point typically focus on the outcomes and effects of the initiative, but it is also possible to take a final look at its implementation process.

- ***Module 4 - Evidence-based evaluation of the single cases.***

  Module 4 introduces cased-based evaluation, which is a limited form of evaluation that looks only at one or a limited number of cases. It does not replace other forms of evaluation but can be a useful option especially where evaluations are difficult to arrange due to limited access to data or other issues that restrict the possibilities of involving external people in evaluations. It is also suitable for actions that have PVE/CVE and De-radicalisation goals but take place outside of any particular initiative.

The INDEED tool provides general guidance on evaluation options, requirements and processes in each of these situations. It also includes step-by-step instructions for four common types of evaluation: formative evaluation (module 1), process evaluation (module 2), outcome evaluation (module 3) and case-based evaluation (module 4).

1.1.14 INDEED REPOSITORIES

The INDEED repository of risk and protective factors provides a comprehensive collection of risk factors/pathways to radicalisation and protective factors (strengthening resilience). The repository, which is the first of its kind, offers a digital library of empirical studies investigating the significance of factors which may facilitate or prevent processes of radicalisation.

The repository aims to complement systematic reviews in four notable ways.
1. It develops a digital library of relevant studies on risk and protective factors which, unlike systematic reviews, can be easily extended and updated.
2. It develops a library which offers information on the key findings of each individual study.
3. It develops an easily navigable library which, unlike systematic reviews, offers the possibility to search for and focus on a specific segment of the literature.
4. It develops a platform which is more easily accessible and user-friendly than traditional systematic reviews.

By complementing systematic reviews in these four ways, the digital repository provides an efficient and accessible tool through which academics and practitioners (e.g. programme managers involved in the design and evaluation of P/CVE and De-radicalisation initiatives) can receive updated and user-tailored overviews of the literature on risk and protective factors, and

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subsets thereof. For this particular task, it can provide support for developing indicators or testing assumptions, depending on the chosen evaluation design.

2 EVALUATION CONSIDERATIONS

2.1.1 ETHICAL AND LEGAL CONSIDERATIONS

2.1.1.1 Human Rights Based Approach to Evaluation

An important part of any evaluation is to make sure that it complies with ethical and legal standards. This is even more important in the case of PVE/CVE/De-Radicalisation initiatives that deal with sensitive topics and often target vulnerable and stigmatised individuals and communities. An evaluation can also be one way to assess to what extent the initiative itself is living up to ethical and legal standards. A good framework for thinking about ethics in PVE/CVE/De-radicalisation initiatives and evaluations is the Human Rights-Based Approach.

2.1.1.2 Human Rights Based Approach

The Human Rights-Based Approach (HRBA) is a conceptual framework that can be applied to any policy or practice to ensure that it is normatively based on internal human rights standards and operationally directed to protecting human rights.

The HRBA is grounded on five key human rights principles:

Table 3: The Human Rights-Based Approach key human rights principles

Participation	Everyone is entitled to active participation in decision-making processes that affect the enjoyment of their rights.
Accountability	Practitioners and managers of PVE/CVE/Derad initiatives and evaluations are held accountable for failing to fulfil their obligations towards the target groups. There should be effective remedies in place when human rights breaches occur.
Non-discrimination and equality	All individuals are entitled to their rights without discrimination of any kind. All types of discrimination should be prohibited, prevented, and eliminated.
Empowerment	Everyone is entitled to claim and exercise their rights. Individuals and communities need to understand their rights and participate in the development of policies that affect their lives.
Legality	Initiatives and their evaluations should be in line with the legal rights set out in domestic and international laws.

Adapted from: European Network of National Human Rights Institutions, Human Rights-Based Approach

Table 4: INDEED e-Guidebook GELSA principles

Gender aspects	It is recommended that PVE/CVE/Derad evaluations adopt a gender-sensitive approach. This is especially the case when the initiative under evaluation is not gender-sensitive in its design. Radicalisation processes are not gender-neutral, and neither are PVE/CVE/Derad initiatives, even when they do not explicitly engage with gender. This is because gender unavoidably has an impact on an individual's experiences and conditions. It is also known that there may be gender-based differences in radicalisation processes.

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Ethical aspects	PVE/CVE/Derad initiatives and their evaluations often engage with individuals and groups that are stigmatized and hold controversial political or religious views. It is important to make sure that initiatives in this field are **non-discriminatory** in their practices or assumptions. There are negative examples of PVE/CVE/Derad initiatives within the EU, where individuals and communities have felt targeted because of their religious, ethnic or social identity and the initiative presented an extension of societal biases and prejudices.
	Good guidelines for ethically conducting an evaluation are also based on common principles of responsible research. The research ethics guidelines include good guidance for how to engage with interviewees and focus groups and how to write an evaluation report that takes their rights and integrity into account.
Legal Aspects	Besides the Fundamental Rights provisions already discussed, national legislation needs to be taken into account. Sector-specific professional regulations may also have an impact, for instance, on the possibilities for data collection and sharing. Consequently, it is important to ensure that both the initiative and its evaluation have an appropriate legal basis.
	One key issue is that almost all initiatives and evaluations encounter concerns regarding personal data. The General Data Protection Regulation (GDPR) sets requirements for how personal data can be processed (that is, collected, stored, analysed or shared). Processing personal data always requires a specific legal basis if not allowed by the explicit and informed consent of the person in question.
Societal Aspects	An evaluation can also provide an opportunity to look beyond the initiative itself and evaluate how well it addresses and takes into account the wider societal context it operates in and what kinds of effects it has in relation to this context. This kind of sensitivity to the societal context is often a key for the success of PVE/CVE/Derad interventions and avoiding any unintended detrimental effects.
	The evaluation can focus on how (and whether) the initiative has addressed the risk of unintended consequences of its work on communities and society, such as stigmatisation, inclusion/exclusion, prevailing prejudices and stereotypes, and feelings of security within certain communities and society in general.

Source: INDEED e-Guidebook 1: 35-36

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3 EVALUATION RISKS

3.1.1 EVALUATION RISKS

This section should articulate the risks or limitations that the evaluation faces, not the risks of the initiative in general. If significant mitigatable risks are identified, the risk assessment plan will help initiative managers to implement appropriate controls.

In terms of risks associated with the accuracy of the initiative logic, one way to combat potential overconfidence and realistically assess risk is to imagine initiative failure and then think through how that failure would happen.[5] It may also be useful to review previous evaluations from a similar initiative to identify lessons learned and how they may apply to this evaluation.

Risk categories may include: stakeholder engagement and support, technology, data, funding, timeframes, regulatory or ethical issues, physical or environmental issues.

Table 5: Example risk assessment plan

Description	Consequence	Analysis*			Current control
		Likelihood	Consequence	Risk rating	
Poor stakeholder participation in research	The evaluation would lack descriptive information about perceptions	Possible	Moderate	Moderate	A variety of intercept surveys, focus groups, telephone, internet-based surveys and information conversation methods will be used to encourage maximum stakeholder participation

*Use the Likelihood and consequence rating matrix in the Evaluation work plan template.

Choose one of the following to define the likelihood of the risk occurring.

Table 6: Risk likelihood challenges

Rating	Description
Rare	may only occur in exceptional circumstances

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[5] *M. K. Gugerty, D. Karlan, The Goldilocks Challenge: Right Fit Evidence for the Social Sector, New York, Oxford University Press, 2018.*

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Rating	Description
Unlikely	is not expected to occur
Possible	could occur at some time
Likely	would probably occur in most circumstances
Almost certain	is expected to occur in most circumstances

Choose one of the following to define the consequence if the risk occurs.

Table 7: Risk consequence categories

Rating	Description
Negligible	the consequences are dealt with by routine operations
Low	impacts on a limited aspect of the activity
Moderate	moderate impact on the achievement of goals/objectives
High	high impact on the achievement of goals/objectives
Extreme	significant impact on the achievement of goals/objectives

Use the likelihood and risk rating to determine the overall risk rating. Those that are high or extreme are likely to require closer monitoring than those that are moderate or low.

Table 8: Overall risk rating matrix

		Consequence				
		Negligible	Low	Moderate	High	Extreme
Likelihood	Almost certain	Moderate	Moderate	High	Extreme	Extreme
	Likely	Low	Moderate	High	High	Extreme
	Possible	Low	Moderate	Moderate	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Moderate	Moderate	High

4 EVALUATION RESULTS AND ANALYSIS – RELATIVE ACT (DANISH INITIATIVE)

4.1.1 INTRODUCTION

This part of the report presents the activities and milestones completed in relation to Danish Initiative (Relative Act) together with its stakeholders to help them **plan**, **conduct**, and **utilise** evidence-based evaluation in their respective contexts/initiatives. The section presents mainly the practical steps taken and the data generated to establish the broader evidence-based evaluation culture and contexts and the measures needed for the promotion and strengthening of evidence-based evaluation in the PVE/CVE and deradicalisation domain.

4.1.2 ABOUT THE INITIATIVE

Name of the initiative: Relatives Act
Organisation: Finn Nørgaard Association (Denmark)
Date: Initiative started a couple of years ago, designed to be an ongoing activity (long-term programme)
Funder: Danish government

4.1.3 BACKGROUND INFORMATION

The Relatives Act (RA) is run by Finn Nørgaard Association which was established in 2015 by relatives and next of kin of Finn Nørgaard who was killed in a terrorist attack in Copenhagen. The attack of 2015 provoked a call from relatives who wanted a change and wanted to speak about their loss and the problem of radicalisation.

RELATIVES ACT (RA) got into action since 2020's. It supports victims of terror and their relatives, including those who have witnessed a terrorist attack. Besides supporting them to come to terms with their experiences, it also seeks to empower them to engage in activities that are meaningful for them. The RA has also established a dialogue between former radicalised and the victim and the equal discussion on the same topics.

4.1.4 TARGET GROUPS

1. People who have experienced terror attacks;
2. Former radicalised people;
3. Radicalised people; and
4. Relatives of all of the above

4.1.5 ACTIVITIES

The Relative Act is being implemented through a wide range of activities, including;

1. Workshops and informal part, such as relation building;

2. Bilateral meeting with clients to discuss their needs, expectations and wishes.

3. Facilitating client engagement: Some clients express the desire for starting their own projects e.g. writing and publishing a book. The clients also have/had the opportunity to discuss their ideas with the supervisors who then facilitate the project implementation.

4. Workshops: the organisation also organises 2 workshops per year after deciding on the topic. The workshop's goals are to provide the participants with new knowledge, form mutual understanding and organise a dialogue, where the participants can talk to each other. The workshop is followed by the survey filled in by the participants to reflect on their experiences and knowledge.

4.1.6 THEORY OF CHANGE

The first online meeting with the initiative's stakeholders was aimed at establishing and understanding the initiative context, which is essential to determining what types of information policymakers and stakeholders consider relevant to the initiative. Another goal was to find out more about the design, implementation and monitoring of the initiative, including whether the initiative had an established theory of change, what kind of data is available and whether any pilot was done. Based on this discussion, it was determined that the first step towards evaluation is to develop a more structured and explicit formulation of the goals and objectives of the initiative. The initiative was developed in an agile way, based on the identified 'community needs' and reacting to the wishes expressed by the participants (share their experience, speak out, and engage in activities aimed at mitigating violence and healing its impacts). While starting out the initiative as ongoing and highly responsive co-design process with participants has its clear benefits, it does not necessarily make the planning of the evaluation process easy.

Having concluded that, the evaluation consultation team proposed the initiative holder to start the evaluation planning by re-visiting the goals and objectives of the project to suggest ways for more concise formulation. After this, the initiative's main ideas about how it produces impact would be explicated in the form of theory of change. A theory of change is an explicit theory of how and why it is thought that a social policy or programme activities lead to outcomes and impacts. Having this done would facilitate the understanding of evaluation needs, context and evaluation questions, as the starting point of the evaluation planning. The table below provides a comprehensive illustration of the TOC created and deployed during this task.

THEORY OF CHANGE TEMPLATE[6]
INDEED project, May 2024

GENERAL OBJECTIVE:
 	
Facilitate prevention of radicalisation in the community through securing the rights of the victims of terror: 5 rights by the UN (assistance, rehab, information).
 	
Create the community network (think thank-action tank) as a knowledge and a resource centre for formers and relatives of terror:
   -   Provide the feeling of community to people;
   -   Provide meaning and knowledge;
   -   Find meaning in acting on their own (via projects)
   -   Giving the voice to the victims and listening to their stories

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[6] Adapted from RAN Ex-post paper: Guideline evaluation of PCVE programmes and interventions (https://home-affairs.ec.europa.eu/system/files/2020-09/ms_workshops_guidelines_evaluation_of_pcve_programmes_and_interventions_july_2018_en.pdf)

ASSUMPTIONS	
Why the initiative is needed, why exactly this kind of initiative	
1) People have the need for knowledge	
2) People gain from knowledge	
3) People want to act	
4) People need to act because it helps them to reintegrate back to societies and deal with trauma	
5) Therapeutic (healing) effect from the activities and help deal with traumas	

INPUT *Funding, human resources or material; anything used to execute the initiative*	- One person as staff member (small team); - No specific funding; - Venue, travelling (costs covered by the org); - Creation of the reports, handouts
ACTIVITIES *What is being done in the initiative (questionnaires, seminars, training sessions, follow up queries, other events etc.)*	- Two annual workshops; - Follow-up meetings after the workshops (calls, survey) - Face-to-face meetings between the coordinator and the participants (introduction meeting + more meetings upon the need) - Individual projects (agile and ad-hoc), co-design/bottom-up approach - External events - Networking activities in Denmark and outside
OUTPUT *Measurable, tangible and direct products of the activities (e.g. X participants attended the workshop)*	- Workshops: 15 (15-20- goal) - How many members are active with the projects: 8 (5-10 people - goal) - The number of participants who withdraw/ from the project for various reasons: who met the purpose of their participation in the project - Measure the number of persons who withdraw from the project: their expectations are not met
OUTCOMES *Medium-term results of the initiative (e.g. X% of participants report that their well-being has improved)*	- The percentage of participants who stay in the project - The percentage of participants who start new projects - Meeting like-minded people - Experience empowerment through their projects - Building new knowledge, exchanging knowledge in Denmark - The number of finalized mini-projects
IMPACT *Long-term effect of the initiative, typically its ultimate goal; typically difficult to prove to what extent this impact is due to the initiative vs. other factors*	Better upholding the rights of the victims in the absence of the national legal framework Prevention of radicalisation (different strains) in Denmark

The TOC was instrumental in assisting the stakeholders to better understand the processes, activities, and the rationale of how and why a desired change is expected to happen in a particular context. It was focused, in this context, on how to identify and fill the gaps between what the initiative does (its activities or interventions) and how this leads to desired goals being achieved.

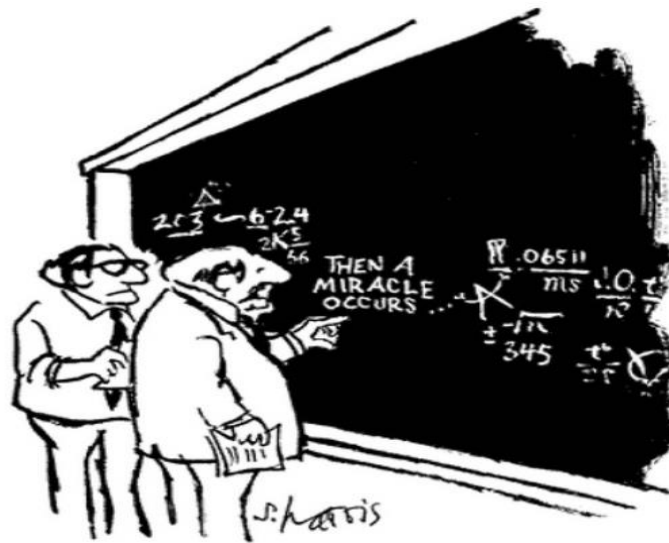"I think you should be more explicit here in step two."

Image credit: Sidney Harris

TOC provides the basis for identifying what type of activity or intervention will lead to the outcomes identified as preconditions for achieving the long-term goal. Through this approach, the precise link between activities and the achievement of the long-term goals are more fully understood. This leads to better planning, in that activities are linked to a detailed understanding of how change actually happens. It also leads to better evaluation, as it is possible to measure progress towards the achievement of longer-term goals that goes beyond the identification of programme outputs.

Further details about TOC can be found in the INDEED tool at:
https://www.toolkit.indeedproject.eu/EbemToolView/Module1

Figure 5 An illustration of Theory of Change

EVALUATION ACTION PLAN

After the theory of change was created, it was possible to move on to planning the evaluation. The initiative's staff was very interested in conducting an evaluation to learn more about ways they could improve their own work. It was also thought that having done an evaluation would work for their benefit in future funding application, but that was a secondary reason for wanting to do an evaluation.

Since RA is still under implementation Process evaluation was chosen as the one which could identify where the initiative is heading to and if the intermediate prospects match the ones identified in the Theory of Change. The Process evaluation could focus on how the participants understand and describe their experience of participation and how it has influenced them. This could be compared with the theory of change and its assumptions. This would give an understanding of the participants' point of view and also whether it aligns with how the organisation assumed the activities would influence them. Something similar was done in an evaluation of a Finnish Aggredi project by two master's degree students. See the section "Helsingin yliopisto" on this page: https://aggredi.fi/tutkimus/. One of the master's theses is available in English.

The table below provides an illustration of the Action Plan developed for this task.

Table 9 Action Plan for Relative Act Initiative

INITIATIVE		
Name: Finn Norgaard		**Implemented by: INDEED**
Objective: Facilitate the prevention of radicalisation in the community through securing the rights of the victims of terror		Target group: 1. Victims of terror 2. Former radicalised persons 3. Relatives of both aforementioned groups
EVALUATION		
Evaluation objective: Learn more about how the participants experience the project and thereby identify ways to improve its design and implementation. This objective was chosen because the initiative is still relatively new and this kind of evaluation results would be most helpful for learning at this point of its implementation.		Type of evaluation: Process evaluation
Evaluation questions: 1) How do the participants experience the recruitment process? 2) How do they find the communication process with the coordinator? 3) How do they experience/are they satisfied with the activities under the projects (workshops/projects) 4) How do they experience the network? Are they comfortable with meeting others?		Evaluator: INDEED (Irina van der Vet and Leena Malkki); self-evaluation (team members) Evaluation team: 4. Project Coordinator (data holder; coordinating evaluation process) 5. Team member (collecting data, data analysis, reporting and communicating on the outcomes) 6. Communication team member (communicate the results) 7. Advisors (advice, recommendations)
Evaluation period:		Reporting period:
STAKEHOLDER	Roles and duties	-Target groups – (data collection, receive info about the results) 8. Experts – data collection, receive info about the results 9. Media – receive info about the results 10. Politicians – receive info about the results 11. Social services - receive info about the results 12. Municipalities - receive info about the results
	Methods of communication	13. Email, calls, f2f meetings, 14. Sharing the results (social media, reports)
	Evaluation design	Cross-sectional design

EVIDENCE	Data and its collection	15. Survey, interviews, focus groups, notes, project information, invitations and other data, observations, admin documents, 16. Studies about vulnerable groups (working with vulnerable groups, involvement of formers) 17. UN papers on exercising of rights
	Data management	18. Data holders: Coordinator + team member 19. Anonymisation of data 20. Sharepoint 21. GDPR rules (letter of consent, withdrawing, request the data)
ANALYSIS	Methods of data analysis	Qualitative content analysis of documents and interview/survey/focus group data
	Utilisation of results	Social media, reports (application for funding), material for politicians and for media, drafting an action plan for further development of project's activities
	Risks and their mitigation	22. Staff changes --> involve several people in the organisation in the process 23. Data collection from vulnerable people (ethical risks), apathy, overwhelming -> make sure that the evaluation team has necessary GELSA expertise 24. Risks of people losing interest/not showing up --> careful planning of communication and timing
ETHICAL STANDARDS	Gender	Gendered indicators (how do men/women experience communication, recruitment)
	Ethics	Explicit goal of the evaluation (evaluation is not a therapy) Data secrecy Following the principles: non-discrimination etc.
	Legal	Make sure the stories are not part of the ongoing investigative procedures
	Societal	Intersectionality; belonging to communities, Diverse communities, diverse backgrounds

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4.1.7 CHALLENGES AND ISSUES

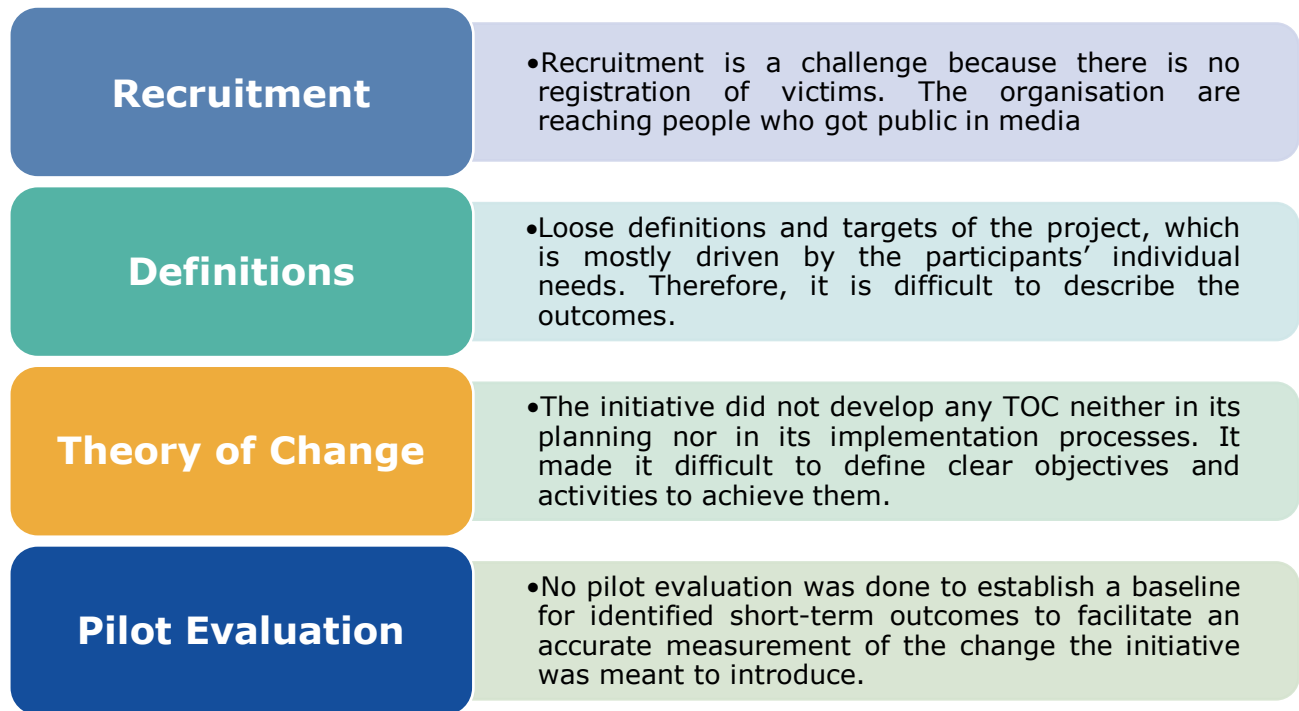| Recruitment | •Recruitment is a challenge because there is no registration of victims. The organisation are reaching people who got public in media |
Definitions	•Loose definitions and targets of the project, which is mostly driven by the participants' individual needs. Therefore, it is difficult to describe the outcomes.
Theory of Change	•The initiative did not develop any TOC neither in its planning nor in its implementation processes. It made it difficult to define clear objectives and activities to achieve them.
Pilot Evaluation	•No pilot evaluation was done to establish a baseline for identified short-term outcomes to facilitate an accurate measurement of the change the initiative was meant to introduce.

Figure 6 Challenges that emerged from the evaluation exercise

NOTE: These challenges and issues are overall challenges that came out in initial discussions conducted during this exercise and not all of them are related to evaluation directly or something that the evaluation team focused on/encountered in this task. Some specific challenges and recommendations are provided in the next section.

Overall, putting together the evaluation plan went smoothly, especially after the theory of change was first developed. When it comes to the prospective implementation of the evaluation plan, several potential challenges were identified. The first one relates to resources. The initiative does not have any dedicated funding for evaluation and the organisation is relatively small, which means that they do not have many employees. Finding all necessary resources for doing the evaluation requires some more thought. One way to mitigate the resource challenges is to avoid rushing the evaluation and allocate sufficient time to complete all stages.

The second challenge relates to the role that the participants of the initiative are expected to play in the evaluation. The evaluation requires that a sufficient number of participants are willing to share their thoughts and experiences with the evaluator. It is important to find ways to motivate participants to do that and create a situation that allows them to express their thoughts honestly. What further adds to this challenge is that many participants find themselves in a vulnerable position because of their background.

4.1.8 FURTHER RECOMMENDATIONS/ ADVICE

The final step of the task was that the evaluation team from INDEED provided some additional recommendations and advice on how the theory of change and evaluation plan could be further refined. These will be considered when the initiative staff continues the preparations for the

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evaluation planned together and makes a long-term evaluation plan for it. Below is a short summary of the main points raised in this process.

4.1.8.1   THEORY OF CHANGE

- It is good to continue thinking about how to define the target groups of the initiative, elaborate on how they differ from each other and how different activities of the RA relate to the different target groups, each other and the overall objectives.
- The underlying assumptions about why the activities of RA would help reach the objectives seem sound but they could be further elaborated.
- It would be good to have more internal discussions about what the initiative can be expected to realistically achieve. When the theory of change was drafted, it was discussed how difficult it was to know that when the initiative started. Now with a couple of years' experience, this has become easier and it is a good time to set more specific goals.
- It would be good to think about indicators, i.e. how to measure the success of initiative's implementation. These would be helpful for future evaluations.

4.1.8.2   EVALUATION PLAN

- During the meetings, one idea that was explored was whether it would be possible for a colleague who is not otherwise involved in the initiative to act as one of the evaluators and, for example, conduct the interviews. One thing that still needs to be carefully considered before committing to that option is whether the organisation should/can have direct access to the interview/survey data. If the participants know that the initiative staff will see their interview, it may have an impact on what they feel they can say. One possible way to mitigate this is to assure the participants that only the evaluating colleague will have full access to interviews and only the conclusions will be shared with the initiative staff. This may not necessarily solve the issue, since the interviewer is still an employee of the same organisation. If it seems that using an internal evaluator to conduct the interviews or their analysis will compromise the quality of the evaluation, this idea should be abandoned.
- It would be helpful to define the timeline for evaluation, but in terms of which period is evaluated and when the evaluation will be conducted.

5 EVALUATION RESULTS AND ANALYSIS – FUNDATIA NOI ORIZONTURI STRATEGY 2030 (ROMANIAN INITIATIVE)

5.1.1 INTRODUCTION

This section presents the activities and milestones completed in relation to Romanian Initiative (Fundatia Noi Orizonturi Strategy 2030) together with its stakeholders to help them **plan**, **conduct**, and **utilise** evidence-based evaluation in their respective contexts/initiatives.

The Strategy reflects the vision of its owner New Horizons Foundation that was founded in 2000 in Romania, aiming to inspire children, young people, parents and teachers and produce social change. Through its programmes, the Foundation helps children and young people between 3 and 19 to become more involved and more responsible. Fundatia Noi Orizonturi (FNO) seek to contribute to P/CVE and prevention of radicalisation through upstream prevention to do this, FNO are addressing risk and vulnerability factors amongst youth and work to strengthen resilience factors.

The challenge is to help children and youth evolve and prepare for life. Through experiential learning, the Foundation encourages them to follow their dreams, engage in action and practical activities experience the real world and prepare for the opportunities and limitations associated with their transition to adulthood.
This section also presents mainly the practical steps taken and the data generated to establish the broader evidence-based evaluation culture and contexts, and the measures needed for the promotion and strengthening of evidence-based evaluation in the (de)radicalisation domain.

5.1.2 ABOUT THE INITIATIVE

Name of the initiative: Fundatia Noi Orizonturi Strategy 2030 (Romania)
Organisation: Fundatia Noi Orizonturi
Date: 2025 – 2030
Funder: New Horizons Foundation

5.1.3 BACKGROUND INFORMATION

The New Horizons Foundation was founded in 2000 in Romania. The Foundation aims to inspire young people and produce social change. The Fundatia Noi Orizonturi Strategy 2030 focuses on teaching children life skills to fulfil their potential. The strategy will run from 2025 until 2030. At the same time, FNO's mission is to innovate and promote experiential learning models. They are committed to continuously seeking pathways and interventions that empower children and young people to develop themselves and their communities. Special emphasis is placed on prioritizing support for children and youth from disadvantaged backgrounds who have fewer opportunities for learning.

5.1.4 TARGET GROUPS

1. Youth and children (direct beneficiaries).

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2. Caregivers (e.g. parents, grandparents, older siblings, extended family).
3. Teachers and tutors.
4. Schools (primary & secondary), Kindergarten.
5. NGOs that provide educational programs for children and youth.
6. Local and National Community of educators and education practitioners.
7. Schools in other countries (e.g. Kosovo, Slovakia, Czech Republic).

5.1.5 ACTIVITIES

Fundatia Noi Orizonturi Strategy 2030 is being implemented through a wide range of activities for parents and their children, such as:

1. Educational activities (e.g. organising summer schools, conducting VIATA summer camps, running IMPACT clubs, implementing service-learning projects, organising literacy labs, reading aloud activities, literacy activities for children, learning activities for parents).
2. Training and support (e.g. providing trainings for teachers, conducting workshops for parents, holding webinars for stakeholders, developing NGO capacity to work with children for basic skills development).
3. Course development (e.g. offering online courses, developing manuals/curriculums/methodologies).
4. Events (e.g. organising conferences, organising national and international meetings).
5. Advocacy (e.g. launching media campaigns, conducting advocacy campaigns, securing donors from fundraising campaigns, participating in conferences, preparing and presenting reports, writing scientific articles, writing media articles).
6. Monitoring, evaluation and learning activities (e.g. designing monitoring and evaluation plans for each initiative, conducting evaluations for each initiative, analysing data and reporting results, learning from monitoring and evaluation findings, implementing improvements based on evidence, sharing results with stakeholders).

5.1.6 THEORY OF CHANGE

THEORY OF CHANGE TEMPLATE[7]

INDEED project, May 2024

GENERAL OBJECTIVE:

Objective: To foster a generation of parents actively and consciously engaged in the life of their child, by partnering with kindergartens country-wide that can facilitate and support this process.

O1: Kindergartens in the programme are equipped to offer support for parental engagement throughout the 3 years of child kindergarten attendance.

O2: Parents in the programme become more confident and engaged (better, stronger, wiser) in their child's development after having actively participated in the Family Club, by the end of the Program

O3: Family Club is recognized as a best practice programme by parents, educators, educational institutions and other important stakeholders, and they want to implement because it improves the quality of their education, wellbeing of the child, and relationship of the children with their parents.

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[7] Adapted from RAN Ex-post paper: Guideline evaluation of PCVE programmes and interventions (https://home-affairs.ec.europa.eu/system/files/2020-09/ms_workshops_guidelines_evaluation_of_pcve_programmes_and_interventions_july_2018_en.pdf)

INDEED

Evidence - Based Model for Evaluation of
Radicalisation Prevention and Mitigation

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Problem that will be addressed through the programme (baseline): Parents in low-resource environments may at times lack the opportunities to develop their skills and knowledge to engage more effectively with their children in ways that support their holistic development: cognitive, socio-emotional, and life skills development, which are essential for their preschool children's growth in school and society.

ASSUMPTIONS

Why the initiative is needed, why exactly this kind of initiative

Assumption 1. There is a gap in existing programmes & curricula addressing the holistic involvement of parents and educators in early childhood development, and that a collaborative approach involving both parents and educators is essential for the comprehensive development of children.

- Lack of a National Strategy for Supporting Parents
- Lack of suggested best practices for educators to involve parents in children's school life
- lack of trainings for educators to learn how to engage with the parents to partner for the children's well-being
- Lack of or minimal focus on preschool education, both at the system level and the parent level, especially among low-resource backgrounds. However, now we are starting to see some changes
- Weak Educational Policies
- Lack of studies

This assumption is supported by the increase in interest in the last years to develop a National Strategy for Supporting Parents. Also, the Romanian curriculum for preschool education states that the practice and methodological choices of educators are guided by five principles, one of which is the principle of partnership with the family and the community. According to this principle, it is necessary to establish a partnership relationship between educators and families to ensure continuity and coherence in the educational process. However, the same curriculum does not specify how to put this principle in practice, with what resources and how educators should develop their skills in this direction.

Assumption 2. An intervention is needed to reach the main objective

- Lack of parenting/parental education in Romania, in general, especially in rural area
- Lack of individual resources and competencies to address the problem: parents low educational background, lack of time, money, opportunities, lack of a role model
- Lack of resources and inputs at societal level: low opportunities, in general, for rural area, lack of an integrated support to help parents to harmoniously support/develop their child, cultural norms and attitudes opposite with the program's aim
- Limited social support networks
- Migration - children are raised by their extended family
- Weak educational policies that support parents' involvement in their children's school life.
- Lack of or minimal focus on preschool education, both at the system level and the parent level, especially among low-resource backgrounds. However, now we are starting to see some changes.
- Lack of studies

This assumption is supported by national statistics. Also, the need is stipulated in The National Strategy for Supporting Parents - under public consultation.

The impact of this context on the children's school life (especially) is observed in other programs that we implement. The need for an intervention/initiative was also expressed by the educators that we work with.

Assumption 3. Enhanced support and involvement from parents improve educational outcomes or academic performance. Furthermore, the focus on early literacy and language development results in children entering primary school with strong foundational skills, setting them up for academic success.

- Lack of parenting/parental education and support in Romania, in general, especially in rural area
- Lack of individual resources and competencies to address the problem: parents low educational background, lack of time, money, opportunities, lack of a role model
- Lack of interest and/or resources to support continuous learning

- Lack of or minimal focus on preschool education, both at the system level and the parent level, especially among low-resource backgrounds. However, now we are starting to see some changes.
- Passing parental responsibilities to educators
- Limited social support networks
- Limited understanding of the importance of parents' involvement in children's school life on their long-term school results
- Lack of studies

This assumption is supported by our internal Longitudinal study that investigates how children learn how to read and write. The support received home is one of the most important factors that predict their literacy competencies by the end of grade 2.

Assumption 4. Parents may not understand/know their child's needs and how to properly address them in order to support their children to fulfil their human potential.

- Lack of parenting/parental education and support in Romania, in general, especially in rural area
- Lack of individual resources and competencies to address the problem: parents low educational background, lack of time, money, opportunities, lack of a role model
- Lack of interest and/or resources to support continuous learning

This assumption is supported by national reports, experts and teachers' view and by the internal data that we collect at the start of the programme when we assess parents' skills, knowledge, attitudes, behaviour etc.

Assumption 5. Parents and educators are willing to participate and commit time to the programme due to the clear benefits and support offered.

- Lack of resources like time, money
- High unemployment rates
- The lack of or minimal focus on preschool education, both at the system level and the parent level, especially among low-resource backgrounds. However, now we are starting to see some changes.
- Limited social support networks
- Daily work load

This assumption is questioned by the evidence that suggests parents' commitment within the project fluctuates based on the educators and Circle of Security (COS) facilitators skills to keep them involved. Also, depending on the time of the year, parents are involved in different seasonal activities that could decrease the level of their attendance.

However, the data collected during the programme shows that 87 per cent of parents that are part of the programme engage deeply with the program.

Assumption 6. An equipped parent with the proper skills and knowledge to understand and properly address children's emotional and cognitive skills will lead to a healthy childhood, a child with all the school prerequisites that will attend school and will fulfil his human potential.

- Lack of parenting/parental education and support in Romania, in general, especially in rural area
- Passing parental responsibilities to educators due to lack of time, money, opportunities and/or low self-confidence
- Limited social support networks
- Limited understanding of the importance of parents' involvement in children's school life on their long-term school results

This assumption is supported by our internal Longitudinal study that investigates how children learn how to read and write. The support received home is one of the most important factors that predict their literacy competencies by the end of grade 2.

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Assumption 7. Strengthening a healthy relationship between parent and child and improving positive parental engagement and healthy childhoods decreases risk factors for violent extremism and vulnerability to radicalisation, as fostering healthy childhood development serves as a protective factor against extremism.

- High disparities between rural and urban areas in terms of opportunities, resources employment rates, migration that might lead to less engaged parents in their children lives that increase the vulnerability to radicalisation
- Limited social support networks
- Weak educational policies

This assumption is supported by national reports by Safe the Children who show a different reality for rural families that are highly impacted by the migration, lack of resources, lack of social support.

INPUT *Funding, human resources or material; anything used to execute the initiative*	Human Resources - NHF team - senior expert COS - educators - COS facilitators - school counsellors Material resources - electronic (example - activity guides) - printed (books) - financial support (micro grant) for summer school - access to online platform / community - kits 22 Kindergarten partnerships - space for trainings and group meetings with parents - training materials - extra staff (spending time with children during parenting sessions) - coordination, relation with parents
ACTIVITIES *What is being done in the initiative (questionnaires, seminars, training sessions, followup queries, other events etc.)*	**Objective 1:** - training a COS facilitator from the kindergarten staff, therefore not being dependent on external facilitators - assistance in running the programme and developing the knowhow for becoming a "Family Club Kindergarten" on the long run - workshop on using teaching materials to remain in the kindergarten for use beyond the life of the project The activities listed describe the parent (and child) journey in the programme and contributes to **Objective 2.** The programme involves seven types of workshops and activities for parents and their children: 1. Model workshops for Skilled Hands and Sharp Minds activities. 2. Skilled hands – workshops starting from craft to projects (2 activities/month) - The purpose is for the parents to know and integrate in the relationship with the child at least three new practical ways that contribute to his harmonious development. 3. Open hearts - COS - Circle of Security – for 2 series of parents (one series is 8 sessions/ 1 session per week) - The purpose is for the parents to get emotional support in the group and to improve their

relationships with children, life partners, colleagues, others parents by practising questions and answers to the basic needs of the child.

4. Sharp minds - Hours of Reading Together (2 activities/ month) - The purpose is for the parents to know at least 3 ways to develop children's curiosity for reading. Apply in suggested readings at least one technique that contributes to early language development.

Objective 3:

1. Community meetings:

In kindergarten with the kindergarten teacher who facilitates the group meetings of the parents. These meetings aim to support and guide parents in managing the relationship with the child, in facilitating the activities of reading aloud and experiential that he carries out at home with his child spending quality time together and that all lead to his development as a good parent.

1. Webinars once every 2 months organized at national level where families participate in various educational events, projects, meetings with specialists in the fields of psychology, safety, nutrition, sharing about the practice of COS experience at home, etc. To be decided with the Experts.
2. Summer Camp for parents – 3 days – for reflection, learning and support each other plus plans for next year implication in school live and in develop and learning for the children.
3. Form partnerships and collaboration with local institutions, NGOs, and community organizations to expand the reach and influence of the Family Club.
4. Form partnerships and collaboration with Ministry of Education, County Education Inspectorates to increase the awareness of this project in kindergartens across country.
5. Utilize data gathered during the programme and the results of the evaluation programme to discuss the programme and how it can be scaled up.

OUTPUT *Measurable, tangible and direct products of the activities (e.g. X participants attended the workshop)*	- 24 kindergartens - 48 educators trained - 766 parents have directly participated in the activities - 834 children 0-6 yo have directly participates in the activities - 677 children 0-6 yo have indirectly been reached - 5620 materials/kits distributed - 384 parent-child workshops run by the kindergarten teachers - 192 Circle of Security (COS) workshops delivered by COS accredited facilitators - 72 induction and reflection workshops with preschool teachers who organize and facilitate activities for parents. - 23 summer camp= organised by the kindergarten teachers - 7 educators' trainings - 3 community meetings - 14 blogs/articles/posts published - 1 educational video produced on parental education - 24 communities (parents' community, educators' community, volunteers) were directly involved or indirectly reached by the program
OUTCOMES	Objective 1.

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Medium-term results of the initiative (e.g. X% of participants report that their well-being has improved)	O1.1 The 22 trained COS facilitators from the 22 kindergartens staff are able to independently facilitate COS sessions, reducing reliance on external facilitators.
	O1.2. The 22 kindergartens receive ongoing support to successfully implement the programme and develop the expertise needed to operate as a "Family Club Kindergarten" in the long term.
	O1.3. 44 educators gain practical skills from workshops on using teaching materials that remain available in the kindergarten for sustained educational benefits beyond the project's duration.
	Objective 2.
	O2.1 766 Parents have a better awareness of their critical role in meeting their child's developmental needs.
	O2.2 766 parents have developed the ability to provide secure care for their own child.
	O2.3 766 parents are better equipped and supported in managing their relationships with their children.
	O2.4 766 parents engage more actively in activities such as reading aloud and experiential learning at home, fostering quality time together.
	O2.5 Significant changes resulting from their involvement in the programme improve the family's life and the well-being of the child.
	O2.6 834 children have increased opportunities for early learning development.
	O2.7 834 children live in a safe environment with positive discipline.
	O2.8 834 children faced improved educational and developmental outcomes, such as enhanced language skills, social skills, and emotional well-being.
	Objective 3.
	O3.1 Increased awareness among parents and educators about the Family Club program
	O3.2 Educators are promoting and integrating Family Club practices within their classrooms.
	O3.3 Family Club methodologies and practices are adopted by other kindergartens and educational institutions.
	O3.4 An online network of kindergartens and educational institutions that use the Family Club as a sustainable and scalable model for parental involvement in early childhood education and which collaborate and share best practices for parental engagement.
IMPACT *Long-term effect of the initiative, typically its ultimate goal; typically difficult to prove to what extent this impact is due to the initiative vs. other factors*	Improved educational and developmental outcomes for children, preparing them for future academic and social success.
	A culture of continuous learning and mutual support among parents and educators, contributing to a more inclusive and supportive educational environment, is established within participating kindergartens.
	Professional growth and adoption of best practices in early childhood education for educators from the Family Club program.

	The Family Club becomes a component in the curriculum and operational framework of kindergartens in the program. Training modules and resource materials developed by Family Club are integrated into teacher education programs and professional development courses, ensuring that new educators are equipped with the skills and knowledge to engage parents effectively. A strong community culture that values and promotes active parental involvement in education.

The development of the ToC assisted participants to understand the processes, planned activities and the reasoning behind the strategies for change. The ToC identifies how to meet the challenges and gaps identified.

The exercise was conducted using the INDEED EBEM Tool and E-Guidebooks which provided the participants with guidance and explanations on the importance of formulating a goal, specific objectives and tasks. The use of the INDEED Tool and E-Guidebooks helped stakeholders understand evaluation of initiatives and the mechanisms required for evaluation planning and design within their area. This process also helps to create a culture that supports evaluation and the application of results when designing new initiatives.

Following the completion and implementation of TOC, an Action Plan was developed. The Action Plan was guided by Module 1 from the INDEED e-guidebooks, EBEM and Tool, and the conceptual and methodological framework explained in the earlier section.

The table below provides a generic overview of the Action Plan.

EVALUATION ACTION PLAN

Table 10 Evaluation Plan for Fundatia Noi Orizonturi Strategy 2030

INITIATIVE	
Name: Fundatia Noi Orizonturi Strategy 2030 (FNO)	**Implemented by: Fundatia Noi Orizonturi**
Strategic Objective (Organisational): Children are capacitated with well-being and learning life skills to fulfil their human potential. SO1: To support teachers and schools to implement service learning in the classroom and as an extracurricular activity within the IMPACT clubs to improve students' learning and life-skills; SO2:To enhance inner well-being, resilience and self-confidence of teachers, parents and youth through adventure learning experiences SO3: To capacitate parents to support children in their school life and to fulfil their human potential through improving healthy child-parental relations.	Target group: - Caregivers - parents, tutors, grandparents, older siblings - They are the beneficiaries of all learning activities: reading aloud, experiential activity, parental education course - Circle of Security (COS), summer camp and monthly reflection meetings - youth, children - They are direct beneficiaries of what parents from learn COS workshops and direct activities - teachers - training programs to support parent's learning activities or children's literacy development

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SO4: To innovate, sustain and implement experiential education models that meet the needs of child learning and youth development;	- Schools (primary and secondary) & Kindergartens - extended family - local and national community of educators and education practitioners - Schools in other countries (e.g. Kosovo, Slovakia, Czech Republic) - National and international NGOs

EVALUATION

Evaluation objectives:	Type of evaluation:
EO1: To monitor, assess and evaluate progress towards achieving organisational strategic objectives in order to inform evidence-based decisions-making and adaptation - and thus being able to track in an integrated manner the transformation generated by the organisation as a whole; EO2: To ensure that all programmes align with and contribute to effectively achieving our strategic objectives, and to inform decision-making on programming and implementation; EO3: To support individual programmes to achieve their programme objectives and foster improvement, realignment, learning and exchange within and across programmes; EO3: To identify and utilise lessons-learned / lessons-identified to help support learning and improved educational programming, both by FNO and by the broader educational field / sector; EO4: To implement a holistic model and approach to evidence-evaluation and evidence-based programming in FNO to strengthen the organisation's culture and practice as a *learning organisation* An overarching goal of FNOs evaluation objectives is to enhance our organisational capacity to *deliver-as-one* and *deliver-evidence-based programming* and impact.	Formative Evaluation Outcome and Impact Evaluation Most Significant Change Evaluations in FNO should be participatory, collaborative and empowerment-based with direct inclusion and participation of stakeholders in evaluation development and design, implementation, 'processing' and making sense of results, and utilisation. Drawing on the INDEED EBE Tool, FNO's new evaluation model will incorporate and integrate GELSA into all aspects of the organisation's evaluation and development of evidence-based policies and programming EQ. The evaluation model was developed by the lead evaluator and evaluation team using the INDEED EBEM (Module 1). However, FNO has decided to create two versions – the one they will use internally as an organisation which had the full original text, and the adapted version for submission to INDEED and to ensure the application of the evaluation guidelines and principles developed and applied by this task's methodology.
Evaluation questions: Generic (global) questions guiding evaluation of FNO's Strategy 2030: EQ1-GSO - Have the life skills of children (e.g. cirical thinking, interpersonal skills, civic responsibility and adaptability and resilience)	Lead Evaluator: Bianca Balea Evaluation team: External Evaluation Support: Isabella Pirlogea, Norina Herki, Kai Brand-Jacobsen (INDEED-PATRIR)

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been enhanced as a result of FNO initiatives and programming? EQ1-SO1 - Part 1: Are teachers and schools which have been involved in FNO programming implementing service learning and impact clubs?; Part 2: Are the service learning and impact clubs implemented in these schools improving students' learning and life-skills? EQ2-SO2: Has the inner well-being, resilience and self-confidence of teachers, parents and youth who have participated in adventure learning experiences been enhanced *as a result of* their participation in these experiences? EQ3-SO3: Have parents and children *experienced* improvements in their relationships deriving from changes in their behaviours, attitudes and approaches to each other (inspired from their participation in FNO programming)? EQ4-SO4- Part 1: Is FNO innovating, sustaining and implementing experiential educational models?; Part 2: Are those experiential educational models meeting clearly identified needs of child learning and youth development in the specific contexts in which they are implemented? Additional and specific questions and data gathering and analysis methods will be designed jointly with FNO staff, partner schools and teachers, and stakeholders (including schools and students/youth).	Internal FNO Evaluation Team: - Project Coordinators - Relevant Team Members - Financial Officer - Communication Team Member - External Advisors Participatory Evaluation / Stakeholder Evaluation Team: - Educators / Teachers - Students / Youth - Parents - Third parties ex. partners, education stakeholders, education institutions FNO will seek to engage donors throughout the evaluation process.

Evaluation period: 2025–2030	Reporting period: Strategy Level: - Formative evaluation - Mid-Term / Milestone / Phased Reporting - Final / Summative Programme Level: - Formative evaluation - Milestone / Phased Reporting - Final / Summative

STAKEHOLDER	Roles and duties	Target group - informed with the evaluation results/kindergarten - children, parents - informed about the evaluation outcome - educators and COS Facilitators - data collection

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		Development Team - involved in the designing the evaluation of the program
		- FNO Team - Experienced educators in the programme - Experienced COS Facilitators, - COS Master Trainer - Funder's MEL department
		Implementation Team - data collection
		- FNO project team - educators - COS Facilitators
		Strategic partners informed with the evaluation results:
		- Ministry of Education - County Education Inspectorates - Social Service departments - Local authorities - National NGOs that work with parents and children - Public Institutes like Child Protection Agency - Local community, including local primary and secondary schools - Social Services - National community of Kindergarten Educators - International THSN Partners - Donors and Funders - Broader international community of education specialists and educators
	Methods of communication	- email, online meetings - face to face meetings, focus groups - training programmes and workshops - social media channels
EVIDENCE	Evaluation design	Mixed Methods: Longitudinal, Cross Sectional, Case Studies, Quasi-Experimental
	Data and its collection	Baselines; meetings; surveys; interviews; focus groups; photos; observations; project information (incl. monitoring data); admin documents; self-evaluation (diaries, journals, impact passport), stories of most significant change; Studies about vulnerable groups (vulnerable populations/communities); national studies and reports on school attendance, school dropout, national evaluation results; county vulnerability ranking
	Data management	Salesforce; Excel; Survey Monkey; Google Drive; GDPR, Informed Consent Forms Ethical Guidelines Child Protection and Safeguarding Guidelines
ANALYSIS	Methods of data analysis	Quantitative (SPSS, Tableau), Qualitative (Google Docs Content Analysis) Mixed Methods; Lead Evaluator Data Processing and Analysis; Stakeholder Workshops; Stakeholder-led (teachers) Analysis

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Utilisation of results	Evaluation Results are used to inform strategic and programme-level decision-making as well as real-time / operational decision-making by project staff and stakeholders (e.g. Teachers); for advocacy towards donors and funders; for communication and PR - promoting the impact of the respective educational models and interventions; and for improving collective knowledge, understanding and evidence in the field. Results are formatted for utilisation through: - Tableau → linked with real-time recommendations on measures and interventions for educators and parents; - Workshops and Stakeholder Presentations - Conferences - Scoli cu Sclipici Monthly Online Workshops with educators using data and analysis gathered on specific issues and helping / empowering stakeholders' competencies (e.g. teachers) to make sense of data and see how they can use them / understand the data to improve educational interventions - Reports, articles, publications - Case Studies - Grant and Fundraising Materials - Informing improved / evidence-based programme design and strategic planning - Infographics and visual Storytelling, Community exhibitions, short videos or animations that summarize the evaluation results - Webinars
Risks and their mitigation	- ® burnout: too many evaluation responsibilities on lead evaluator → **(M) increase evaluation team and whole-of-organisational approach to evaluation through increasing evaluation skills of other team members; subcontracting evaluation services to external providers, under the supervision of lead evaluator;** - ® lack of / limited budget affecting capacity to implement evaluation → **(M) advocate for increased donor understanding / recognition of the importance of evaluation and strengthened evaluation budgeting;** - ® mismatch between programming and staffing leading to staff / work overload and impacting capacities to implement programmes and evaluation → **(M) Better match in programme design between workload and staffing; identifying and implementing solutions for faster data collection ex. technical solutions such as web interfaces used by adventure camp leaders** - ® lack of time and focus on learning together as a team → **(M) evaluation meetings**

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		become a standard procedure and part of the job description of staff; a learning culture is enhanced by concrete planned internal events;
		- ® staff turnover → **(M) reduce staff burnout and overload; improve staff numbers / balance between staffing and programming**
		- ® change in or loss of donor funding → **(M) broaden donor base; increase use of European Funding Lines; strengthen evidence-based and design of programming to improve donor support**
ETHICAL STANDARDS	Gender	GELSA; Differential needs analysis of students based on gender; differential gendered-data collection and analysis; LGBTQI+ tailored data gathering and sensitive approaches
	Ethics	Child-friendly and safe evaluation and participation methodologies Parent-friendly and safe evaluation and participation methodologies Non-Discrimination Honest and transparent reporting of data and accountability Anonymity of Data and Reporting Internal policies for reporting abuse, corruption, fraud
	Legal	GELSA, GDPR, Consent Forms
	Societal	Multilingual Multilingual Child-friendly and safe evaluation and participation methodologies. Parent-friendly and safe evaluation and participation methodologies. Inclusion of vulnerable groups and populations-in-need. Non-Discrimination and culturally sensitive / culturally appropriate communication and materials. Culturally competent staff to ensure inclusivity and effective communication with all participants. Multi-lingual localisation of materials for community-linguistic needs. Participatory, Collaborative and Empowerment-based programming and evaluation. Tailored programming and evaluation taking into account specific community contexts and characteristics

5.1.7 CHALLENGES AND ISSUES/PROBLEMS

During the exercise, some challenges were identified.
1. The culture of evidence-based evaluation within our organization is still in its early stages. While we conduct evaluations, prepare reports, and budget for research, our programme development often relies more on staff's experience than on evidence. We do not consistently seek out or utilize evidence and sources. Transitioning to a culture of evidence-based evaluation will therefore be a gradual process.

2. Currently, there is only one person leading the evaluation process, which can be overwhelming given that each programme has its own objectives, indicators, outputs, and impact.

3. The Theory of Change is a new tool for our organization. Although we use similar instruments in other formats, we do not always use them intentionally or understand their benefits. As a result, implementing this tool can sometimes be perceived as excessive by both team members and stakeholders.

4. In general, there is a lack of evidence-based design and evaluation for initiatives. While the need for such practices often arises from funder requests, they are sometimes viewed as obligations rather than valuable practices that enhance programme development and implementation. Consequently, the utilization of evidence is frequently missing. Although we have begun to incorporate results utilization in some programs, there is still considerable work to be done. Additionally, while funders request reports, they often do not provide the time or context to discuss and learn from the results. Therefore, we will need to collaboratively learn how to effectively utilize these results.

6 EVALUATION RESULTS AND ANALYSIS – "I AM THE FAN" (POLISH INITIATIVE)

6.1.1 INTRODUCTION

Practiced case: Short term action **"I am the Fan"** implemented by Municipal Police Headquarters in Leszno, in cooperation with the Provincial Police Headquarters in Poznań as part of the "Safe and Friendly School" programme of the Ministry of National Education under the slogan "Support safely".

In the case of completed short-term preventive action, Module 3 of the INDEED e-Guidebooks is used as it provides information on what evaluation options you could have if your initiative has come to an end. Evaluations at this point typically focus on the outcomes and effects of the initiative, but it is also possible to take a final look at its implementation process.

6.1.2 ABOUT THE INITIATIVE:

Name of the initiative: "I am the Fan"
Organisation: Municipal Police Headquarters in Leszno in cooperation with Provincial Police Headquarters in Poznań
Date: In operation: 2014
Funder: Ministry of Education and Provincial Police Headquarters in Poznań

6.1.3 BACKGROUND INFORMATION:

The short-term action was carried out as part of the project of the City Hall and the Provincial Police Headquarters in Poznań as part of the "Safe and Friendly School" programme of the Ministry of National Education under the slogan "Support safely". Main initiator – Municipal Police Headquarters in Leszno.
Promoting correct social attitudes of young people that eliminate aggressive behaviour and propagating the principles of fair-play, and thus teaching cultural participation in sports events, is the task of both institutions established to maintain public safety, as well as institutions responsible for shaping appropriate rules of social coexistence in young people. Therefore, the main aim of the action was focused on promoting correct social attitudes of young people, eliminating aggressive behaviour and promoting the principle of fair-play. The proposal included activities at the football stadium, at school and in urban areas, where, together with young people, debates on safety were held using elements of the Oxford debate.

6.1.4 TARGET GROUPS

1. Students from junior high schools in Poznań and surrounding districts, including Leszno

6.1.5 ACTIVITIES

The short-term preventive action is being implemented through a wide range of activities implemented on the level of primary prevention, including:
1. Participation in positive support during a league football match.

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2. Participation in "Heysel" performances.
3. Preparation and participation in social debates.
4. Preparation of a film promoting preventive activities called "Młodzi dla Młodych".

6.1.6 THEORY OF CHANGE

THEORY OF CHANGE TEMPLATE[8]
INDEED project, June 2024

GENERAL OBJECTIVE:
The main aim of the action was focused on promoting correct social attitudes of young people, eliminating aggressive behaviour and promoting the principle of fair-play.
The proposal included activities at the football stadium, at school and in urban areas, where, together with young people, debates on safety were held using elements of the Oxford debate.

ASSUMPTIONS
Why the initiative is needed, why exactly this kind of initiative

1) Promoting and developing pro-social attitudes, including safe cheering during sport events
2) Developing social skills, including valuable discussion, and understanding and respect for the different opinion
3) Understanding the value of fair-play
4) Involve young people in social debates about safety
5) Engaging young people in co-creating and implementing preventive activities

INPUT *Funding, human resources or material; anything used to execute the initiative*	- Financial resources provided by the Ministry of Education (requested grant) in the amount of PLN 30,000; own contribution PLN 5,000 (purchase of tickets; spectacle; conducting a debate, prizes; hall rental; catering; film; gadgets); - Personnel resources (Provincial Police Headquarters in Poznań; Municipal Police Headquarters in Poznań; Poznań City Hall; Western Institute Association)
ACTIVITIES *What is being done in the initiative (questionnaires, seminars, training sessions, followup queries, other events etc.)*	1. Participation in positive support during a league football match. 2. Participation in "Heysel" performances. 3. Preparation and participation in social debates. 4. Preparation of a film promoting preventive activities called "Młodzi dla Młodych".
OUTPUT *Measurable, tangible and direct products of the activities (e.g. X participants attended the workshop)*	- Number of participants in league football match - Number of participants in the artistic performance - Number of social debates - Number of participants in the social debates - Number of schools and pupil engaged in the film preparation - Number of preventive films created - The number of participants who participated in the action

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	- The number of persons who withdraw from the project for various reasons
OUTCOMES *Medium-term results of the initiative (e.g. X% of participants report that their well-being has improved)*	- The number of participants of the action - Percentage of participants who stay in the initiative during entire duration - Experience empowerment through engagement in the proposed activities - **Number of aggressive behaviours in junior schools decreased by the action (the indicator is the identified integer and the percentage of the difference between the initial and achieved status)** - **Number of declarations/examples of specific changes related to participation in the short-term action (students)**
IMPACT *Long-term effect of the initiative, typically its ultimate goal; typically, difficult to prove to what extent this impact is due to the initiative vs. other factors*	Participation of young people in sports events free from aggressive behaviour, respecting fair-play rules Prevention of radicalisation leading to the discrimination and the hate speech in Poland

The development of the ToC helped participants understand the essence of the connections between the planned activities, the validity and effectiveness of the preventive strategies used. This showed and explained how important it is to formulate the main goal, but also specific objectives of the action, which help in selecting appropriate tasks to achieve the assumed goals. It helped stakeholders also better understand the processes, activities, and rationales for how and why a desired change was expected to occur in a specific context. Therefore, it was of great importance to show the participants of the exercise all the gaps or inaccuracies in the designed assumptions of the action, and then fill them together.

The entire exercise was carried out using INDEED: EBEM, Tool and E-Guidebooks, which allowed to explain the importance of evaluation, methods of its planning and design, in close connection with the ToC of a given initiative. This exercise certainly helped stakeholders 1) understand the importance of evaluation for all types of initiatives, including short-term preventive actions, 2) understand the mechanisms of evaluation planning and design, as well as recognize their own potential in this area, and 3) initiate the creation of a culture supporting evaluation and use its results when designing subsequent initiatives.

EVALUATION ACTION PLAN

Following the development and application of TOC, first step in this task included analysis of documentation gathered during the initiative implementation, followed by developing an Action Plan to guide the task. The Action Plan was guided by the conceptual and methodological framework explained in the earlier section.

The table below provides a generic overview of the Action Plan.

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EVALUATION ACTION PLAN

Table 11 Action Plan for short-term action "I am the Fan"

INITIATIVE	
Name: "I am the Fan"	**Implemented by: INDEED**
Objective: Promoting correct social attitudes of young people, eliminating aggressive behaviour and promoting the principle of fair-play.	Target group: 25. Approx. 300 junior high school students from the city of Poznań, including Leszno district

EVALUATION	
Evaluation objective: What were the effects of the action; whether the initiative has met its objectives and produced an intended outcome.	Type of evaluation: Evaluation of the outcomes
Evaluation questions: 1. What kind of effects has the initiative had? 2. Did the initiative achieve its objectives and outcomes? 3. To what extent did the target group experience change in their knowledge, skills, attitudes, and behaviour after participating in the initiative? How does this compare to the change observed among those who did not participate in the initiative? - **How did the participants' attitudes, skills or behaviour change during the participation in the initiative?** - **To what extent did these changes result from the participation in the initiative?** - **Are there differences in these changes between participants? How these differences may be explained?** 4. Were there any unintended effects on the target group or context?	Evaluator: INDEED (Marzena Kordaczuk-Wąs; self-evaluation (team members) Evaluation team: - Provincial Police Headquarters in Poznań; - Poznań Municipal Police Headquarters in Leszno; - Poznań City Hall; - Western Institute Association; - Ministry of Education - External evaluator: University
Evaluation period: N/A	Reporting period: N/A

STAKEHOLDER	Roles and duties	1. **Initiator: initiative coordinator from the Poznań Municipal Police Headquarters as the owner of the activity;**

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2. **Evaluation coordinator: initiative coordinator from the Provincial Police Headquarters in Leszno;**

3. **End-users of evaluation:**

- Provincial Police Headquarters in Poznań;
- Poznań Municipal Police Headquarters in Leszno;
- Poznań City Hall;
- Western Institute Association;
- Ministry of Education.

4. External evaluator: representative of the partner university;

5. Funders: Poznań City hall; Ministry if Education;

6. Respondents and data providers**:** junior high school students; teachers and (participants' guardians) from junior high schools; parents/legal guardians;

7. Data collectors:
- Provincial Police Headquarters in Poznań;
- Poznań Municipal Police Headquarters in Leszno;
- Poznań City Hall;
- Western Institute Association.

8. Data managers: Provincial Police Headquarters in Poznań.

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<tr><td></td><td>Methods of communication</td><td>

- Emails, phone calls, f2f meetings,
- Sharing the results (reports, social media, periodic)

Documentation of the initiative to be used for planning the evaluation:
- Description of the initiative with its assumptions (including properly defined main goal and detailed goals)
- Action schedules
- Letters of intent
- Business notes
- Reports

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<tr><td>EVIDENCE</td><td>Evaluation design</td><td>

In the case of short-term action conducted without evaluation proposed method:

Case-study design **collects in-depth information about a small number of cases. It can provide detailed and rich knowledge about the workings and (unintended) consequences of an initiative and it is particularly useful when access to data is limited.**

For the future evaluation proposed method:

Longitudinal design which draws from data collected from participants at two or multiple points in time before and after the start of an initiative. This evaluation design is particularly suitable for outcome evaluation, as it allows for establishing change during the initiative.

</td></tr>
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	Data and its collection	**Initial survey:** identification of the number of aggressive behaviours in junior schools affected by the measure (indicator is an identified integer) **Final survey:** identification of the number of aggressive behaviours in junior high schools covered by the activity (the indicator is the identified integer and the percentage of the difference between the initial and achieved status) **Scope of changes identified during the study:** ▪ Interviews with participants of the action (respondents - students of municipal schools; indicators: a certain number of declarations/examples of specific changes related to participation in the campaign) ▪ Interviews with teachers (participants' guardians) (respondents - junior high school teachers; indicators: a certain number of declarations/examples of specific changes related to participation in the action) ▪ Interviews with parents/legal guardians (respondents – parents/legal guardians; indicators: a certain number of declarations/examples of specific changes related to participation in the action) If differences are identified, in-depth research should be conducted (additional interviews with teachers/parents explaining potential differences). Participant observation may also be used. Data collectors: - Provincial Police Headquarters in Poznań; - Poznań City Police Headquarters in Leszno; - Poznań City Hall; - Western Institute Association; Data managers: Provincial Police Headquarters in Poznań.
	Data management	- Data holders: Coordinator + team member - Anonymisation of data - Sharepoint/common repository - GDPR rules (letter of consent, withdrawing, request the data)
ANALYSIS	Methods of data analysis	- Quantitative - Qualitative methods - Mixed methods
	Utilisation of results	- Use of results for correction of the further actions assumptions - Reports, traditional local media, social media, periodic (application for funding), materials for media;

	Risks and their mitigation	- Barriers in info sharing by the police - Staff changes - Data collection from vulnerable people (ethical risks) - Risks of target audience/stakeholders losing interest/not showing up or not responding the research (evaluation)
ETHICAL STANDARDS	Gender	- Gender biases may persist and to be mirrored in the hate speech (Dis-attach target audience from mainstreaming of sexist and/or misogynist rhetoric and practices) - Gender-sensitive approach to sport activities - Gendered indicators (how do girls/boys experience communication)
	Ethics	- Explicit goal of the evaluation (evaluation is not a therapy) - Data protection - Following the principles on non-discrimination; freedom of speech; freedom to gathering
	Legal	- Make sure the activities and data are not part of the operational procedures - Protect data privacy and confidentiality
	Societal	- Involving all stakeholders in decision-making processes (intersectionality) - Belonging to communities, engagement of all targets (vulnerable groups, minorities) - Diverse communities and backgrounds

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6.1.7 CHALLENGES AND ISSUES /PROBLEMS:

Understanding of the evaluation	• Perceiving short-term preventive actions as activitiesfor which evalution is not needed.
Theory of change	• Lack of detailed goals/operational objectives planned in advance, even if specific tasks are planned that serve specific purposes. Only the main goal of the action was formulated in analysed initiative.
Data management	• Lack of awareness that the documentation collected carefully and systematically during the implementation of the action would allow for an evaluation of the process.
Action Plan	• Lack of awareness that action partners should be taken into consideration in advance as part of the Evaluation Team, with a clear division into roles and tasks to be performed within the Action Plan

Figure 7 Challenges that emerged from the evaluation exercise.

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7 EVALUATION RESULTS AND ANALYSIS - CASE-STUDY OF DE-RADICALISATION (GREEK INITIATIVE)

7.1.1 INTRODUCTION

Practiced case: Ad hoc intervention related to the single case of de-radicalisation implemented by the Counter Special Violent Crimes Division from Athens (Greece).

In the case of completed ad hoc intervention, Module 4 has been used as it helps to plan and design a limited form of evaluation that focuses only on one case or a very small number of cases. It aims at deep analysis of how and why the intervention has worked or has not.

7.1.2 ABOUT THE INITIATIVE

Name of the initiative: Ad hoc intervention related to the single case of de-radicalisation
Organisation: The Counter Special Violent Crimes Division from Athens (Greece)
Date: 2019-2022
Funder: Hellenic and European police authorities, Ministry of Migrations and Asylum, Ministry of Justice, Health, and Social Services

7.1.3 BACKGROUND INFORMATION

Ad hoc intervention related to the case of de-radicalisation consisted of 3 main phases and several activities implemented by different stakeholders:

Phase 1 – Pre-trial procedure:

- March 2019: Special Violent Crime Division received intelligence about a suspected member of "Islamic State" who would try to infiltrate the EU through the external borders.
- Thorough and persistent research to identify the person of interest/23.04.2019: Individual under the name A. M. dob. 1993 in Syria arrested for illegal entry (Kos Island) with his 2 years old son.
- Reinforced cooperation with domestic and European authorities → "CT-AP Travelers" of EUROPOL informed us he was shown in propagandistic video of the "I.S." posted on «jihadology.net».
- Judicial procedure started against him.
- During his examination stated: A. M. dob. 1993 in Kuwait → new investigation and request to Kuwait authorities/ stateless person
- Request Europol for using the video for judicial purposes - Forensics examination.

Phase 2 – Trial & Imprisonment:

- 04.10.2019: Arrested by virtue of an arrest warrant for participating in the terrorist organization "I.S.".
- He confessed being a member of the organization of "Islamic State" and participating in the video. Military and religious training.
- Announcing of ISIS' court sentences.
- 06.05.2022: The Appeal Court of Athens convicted A. M. for participating in the terrorist organization "Islamic State" to serve ten years in prison.

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- Concerning the son, the Juvenile Prosecutor ordered:
  A. Hospital for Medical examination,
  B. Accommodation facilities,
  C. Foster family.
- Monitoring of radicalised prisoner.
- Displacement → Avoiding further radicalisation.
- Cooperation with Penitentiary system & General Secretary of Anti-Criminal Policy.

Phase 3 – Release & Re-integration:

- Release from prison under conditional sentencing (mandatory declaration of residence, ban on travelling abroad, monthly presentation to local police station).
- Monitoring the fulfilment of the rules.
- Post-sentencing measures: Individual Administrative Control and Monitoring Measures Assistance of Social Workers & Psychological intervention.
- Emphasis on prisoner back into mainstream society
- Assistance in seeking for employment or alternative working methods for making cost of living.
- Family support.
- To integrate prisoner back into mainstream society

7.1.4 TARGET GROUPS

1. Person of interest (member of "Islamic State" suspected of trying to infiltrate the EU through the external borders; convicted and sentenced to ten years of imprisonment);
2. and his 2 years old son.

7.1.5 STAKEHOLDERS INVOLVED

1. Hellenic and European police authorities
2. Judicial authorities
3. Ministry of Migrations and Asylum
4. Ministry of Justice
5. Penitentiary system
6. General Secretariat of Anti-Criminal Policy
7. Health Services
8. Social Services

7.1.6 THEORY OF CHANGE

Theory of Change Template[9]
INDEED project, June 2024

> **The main objective of the ad hoc intervention was to prevent of the EU infiltration by "Islamic State" through the external borders.**

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[9] Adapted from RAN Ex-post paper: Guideline evaluation of PCVE programmes and interventions (https://home-affairs.ec.europa.eu/system/files/2020-09/ms_workshops_guidelines_evaluation_of_pcve_programmes_and_interventions_july_2018_en.pdf)

![INDEED logo] **INDEED**
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Intervention consisted of 3 phases and 6 operational objectives:

Phase 1 – Pretrial procedure: To identify and arrest/detain, in cooperation with domestic and European authorities, individual suspected for posting of propagandistic video of the "I.S." on «jihadology.net»

Phase 2 – Trial & Imprisonment:
- To convict and sentence for participating in the terrorist organization "Islamic State"
- To place minor son in the foster family

Phase 3 – Release & Re-integration:
- To release from prison under conditional sentencing
- To apply post-sentencing Individual Administrative Control and Monitoring Measures
- To integrate prisoner back into mainstream society

ASSUMPTIONS
Why the initiative is needed, why exactly this kind of initiative

1) Prevention and countering of radicalisation leading to violent extremis and terrorism
2) Protection of the EU infiltration by the external borders
3) Weakening the terrorist organisations „Islamic State"
4) Identification of the risky individual and sentencing
5) Reinforced cooperation with domestic and European authorities
6) Monitoring of the risk of radicalisation after realizing from the prison
7) Displacement → Avoiding further radicalisation
8) Protective services for the minor
9) Release from prison under conditional sentencing and monitoring of the individual behaviour
10) Post-sentencing measures: Individual Administrative Control and Monitoring Measures Assistance of Social Workers & Psychological intervention.
11) Family support
12) Re-integration into society
13) Preparation of the society for individual and his son inclusion

INPUT *Funding, human resources or material; anything used to execute the initiative*	- Financial resources provided by respective stakeholders - Personnel resources (Hellenic and European police authorities, Judicial authorities, Ministry of Migrations and Asylum, Ministry of Justice, Penitentiary system, General Secretariat of Anti-Criminal Policy, Health Services, Social Workers)
ACTIVITIES *What is being done in the initiative (questionnaires, seminars, training sessions, follow-up queries, other events etc.)*	**Phase 1:** - Intelligence activities - Identifying the person of interest and arresting - Reinforced cooperation with domestic and European authorities - Judicial procedure started, including forensics examination. **Phase 2:** - Arrest warrant - Announcing of ISIS' court sentences. - Conviction and sentencing - Protective activities focused on the son (medical examination, accommodation facilities, foster family) - Monitoring of radicalised prisoner - Displacement to avoid further radicalisation - Cooperation with Penitentiary system & General Secretariat of Anti-Criminal Policy **Phase 3:** - Release from prison under conditional sentencing - Monitoring - Post-sentencing measures - Assistance in seeking for employment or alternative working methods for making cost of living

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	- Family support - Re-integration processes
OUTPUT *Measurable, tangible and direct products of the activities (e.g. X participants attended the workshop)*	- Detection and arresting – quality of the operation (strengths and weaknesses of procedures and algorithms) - Judicial procedures and sentencing – quality of the process (strengths and weaknesses of procedures) - Protective activities focused on the minor – quality of the process (strengths and weaknesses of procedures and services applied) - Assistance and family support – quality of the process (strengths and weaknesses of procedures and services applied) - Monitoring and prevention of further radicalisation – quality of the process (strengths and weaknesses of procedures) - Re-integration processes - quality of the process (strengths and weaknesses of procedures and services applied) - Number of entities (stakeholders) engaged
OUTCOMES *Medium-term results of the initiative (e.g. X% of participants report that their well-being has improved)*	- Detection of the radicalised individual - Conviction and sentencing for participating in the terrorist organization "Islamic State" - Placing minor son in the foster family - Release from prison under conditional sentencing - Appling post-sentencing Individual Administrative Control and Monitoring Measures - Re-integration of prisoner back into mainstream society
IMPACT *Long-term effect of the initiative, typically its ultimate goal; typically difficult to prove to what extent this impact is due to the initiative vs. other factors*	Prevention of the EU infiltration by "Islamic State" member through the external borders and his re-integration with the society

As in the case of other initiatives, the development of ToC helped participants understand the essence of the connections between the planned activities, as well as the validity and effectiveness of the procedures and algorithms used in all three phases of the intervention. Moreover, it showed and explained how important it is to formulate the main goal, but also the specific goals of the activity, as this will then help in selecting appropriate tasks to achieve the assumed goals that fall within the competences of various entities. Both law enforcement agencies, representatives of the justice system, as well as the health care system and social services. It also helped stakeholders better understand the connections between processes, actions taken and expectations for desired changes in a specific context. Therefore, it was extremely important to show the participants of the exercise any gaps or inaccuracies in the designed assumptions of the action, and then complete them together, which in turn helped to explain the way of planning and designing ad hoc evaluation of the intervention.

The entire exercise was carried out using INDEED: EBEM, Tool (Module 4) and E-Guidebooks, which allowed to explain the importance of evaluation, methods of its planning and design, in close connection with the ToC of a given initiative. This exercise certainly helped stakeholders 1) understand the importance of evaluation for all types of initiatives, including ad hoc interventions related to the single cases, 2) understand the mechanisms of evaluation planning and design, as well as recognize their own potential in this area, and 3) initiate the creation of a culture supporting evaluation and use its results when planning and designing algorithms and procedures supporting ad hoc interventions.

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Following the development and application of the TOC, an evaluation action plan was developed to help the initiatives stakeholders better under planning, conducting, and utilising EBE.

The table below provides a generic overview of the Action Plan.

EVALUATION ACTION PLAN

Table 12 Plan for ad hoc intervention related to the case of De-radicalisation

INITIATIVE	
Name: "Case-study of De-radicalisation"	**Implemented by: INDEED**
Main objective: Prevention of the EU infiltration by "Islamic State" through the external borders **Intervention consisted of 3 phases and 6 operational objectives:** Phase 1 – Pretrial procedure: To identify and arrest/detain, in cooperation with domestic and European authorities, individual suspected for posting of propagandistic video of the "I.S." on «jihadology.net» Phase 2 – Trial & Imprisonment: - To convict and sentence for participating in the terrorist organization "Islamic State" - To place minor son in the foster family Phase 3 – Release & Re-integration: - To release from prison under conditional sentencing - To apply post-sentencing Individual Administrative Control and Monitoring Measures - To integrate prisoner back into mainstream society	Target group: 1. Person of interest (member of "Islamic State" suspected of trying to infiltrate the EU through the external borders; convicted and sentenced to ten years of imprisonment) 2. and his 2 years old son
EVALUATION	
Evaluation objective: Aiming at deep analysis of "how" and "why" the intervention (activities conducted in phases 1, 2 and 3) has worked or has not	Type of evaluation: A case-based evaluation focusing on the case
Evaluation questions: 1. Has your intervention achieved its intended main and operational objectives? If not, to what extent and why? 2. Have all procedures, activities, tasks and operations assigned to individual phases of the intervention and its partners	Evaluator: INDEED (Marzena Kordaczuk-Wąs; self-evaluation (team members) Evaluation team: - Hellenic and European police authorities - Judicial authorities

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<table>
<tr><td colspan="2">achieved the intended goals? If not, to what extent and why?
3. Which cooperation partners were involved in the case? What were the actions of certain partners? Why? Did they act according to the current instructions (if there were any)?
4. What were the staff activities, procedures, algorithms, tasks in response to this case? What made them act this way?
5. To what extent were gender and ethical, legal, and societal dimensions reflected in your intervention?
6. How do individual partners evaluate the implementation of their own activities and those of partner organizations?
7. Do any of the procedures require improvement? If so, to what extent?</td><td>- Ministry of migrations and asylum
- Ministry of Justice
- Penitentiary system
- General Secretariat of Anti-Criminal Policy
- Health Services
- Social Services</td></tr>
<tr><td colspan="2">Evaluation period: N/A</td><td>Reporting period: N/A</td></tr>
<tr><td>STAKEHOLDER</td><td>Roles and duties</td><td>Initiator: intervention coordinator from the Hellenic and European police authorities (the Counter Special Violent Crimes Division).

Evaluation coordinators: selected representatives of the stakeholder authorities.

End-users of evaluation:

   - Hellenic and European police authorities
   - Judicial authorities
   - Ministry of migrations and asylum
   - Ministry of Justice
   - Penitentiary system
   - General Secretariat of Anti-Criminal Policy
   - Health Services
   - Social Services.

Internal evaluators: selected representatives of the stakeholder authorities.

Funders: Hellenic and European police authorities, Ministry of Migrations and Asylum, Ministry of Justice, Health, and Social Services.

Respondents and data providers: individual (subject of the intervention), first line practitioners and policy makers conducting and coordinating planned operations, procedures, activities, and listed tasks.

Data collectors: Hellenic and European police authorities, judicial authorities, Ministry of migrations and asylum, Ministry of Justice, Penitentiary system, General Secretariat of Anti-Criminal Policy, Health Services and Social Services within the scope of its jurisdiction and competences.

Data managers: selected representatives of the stakeholder authorities.</td></tr>
</table>

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	Methods of communication	- Emails, phone calls, f2f meetings, - Sharing the results (reports). Documentation of the initiative to be used for planning the evaluation: ▪ Operations, procedures, activities, and detailed tasks schedules ▪ Business notes ▪ Reports
EVIDENCE	Evaluation design	As there is no common assessment procedure considering the development of all stakeholders, they should carry out a separate assessment as they have the necessary expertise (legal framework, internal procedures, etc.). However, this evaluation should be initiated and summarized by the main entity coordinating the entire intervention, based on a common Action Plan related to all operations, procedures, activities, and detailed tasks scheduled in all 3 phases of intervention (and related to all stakeholders). Case-study design **that allows to collect in-depth information about a case. It can provide detailed and rich knowledge about the workings and (unintended) consequences of an intervention.**
	Data and its collection	Data collectors: Hellenic and European police authorities, judicial authorities, Ministry of migrations and asylum, Ministry of Justice, Penitentiary system, General Secretariat of Anti-Criminal Policy, Health Services and Social Services within the scope of its jurisdiction and competences. Data managers: selected representatives of the stakeholder authorities.
	Data management	- Data holders: Coordinator + all team members - Data sharing in line with the legal regulations - Share Point/common repository (if possible) - GDPR rules (letter of consent, withdrawing, request the data)
ANALYSIS	Methods of data analysis	- Quantitative - Qualitative methods - Mixed methods
	Utilisation of results	Applying the results of the evaluation involves inter alias: - identifying strengths and weaknesses related to all operations, procedures, activities, and detailed tasks scheduled in all 3 phases of intervention (and related to all stakeholders) - modifications of procedures and algorithms used by services - data analysis - continuous monitoring - vocational training Use of results for correction of the further interventions: - Reports
	Risks and their mitigation	- Barriers in info sharing by the services - Staff changes - Data collection from perpetrators and vulnerable people (ethical risks)

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ETHICAL STANDARDS	Gender	- Gender-sensitive approach meaning proper understanding of the type of radicalisation (ideological strain), - Methods (operations, procedures, activities, tasks) of intervention, - Inclusion of stakeholders and clients did not include any gender aspects - Detach from mainstreaming of sexist and/or misogynist rhetoric and practices, which are deeply interlinked with and are often at the core of radicalised and extremist ideologies and movements
	Ethics	- Explicit goal of the evaluation (evaluation is not a therapy) - Established ethical standards, including informed consent, confidentiality and protection of participant rights - Following the principles on non-discrimination, which prohibits any form of discrimination based on race, gender, age, disability or other characteristics
	Legal	- Make sure the activities and data are not part of the operational procedures - Protect data privacy and confidentiality - Assessing intervention consisted of the activities of many stakeholders against legal standards ensure that they uphold individual and collective rights - To be sure that child protection mechanisms are legally bided
	Societal	- Involving all stakeholders in decision-making processes (intersectionality) - Belonging to communities, engagement of all targets (vulnerable groups, minorities) - To be sure that all relevant voices, including marginalized individuals as perpetrators (radicalized) are heard - Also prepare communities for re-integration of radicals released from the prison

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7.1.7 CHALLENGES AND ISSUES/PROBLEMS

Understanding of the evaluation	▪ Particularly among law enforcement representatives, there is a lack of full understanding that an evaluation is not the same as a risk assessment, the purpose of which is to analyze a person/situation to determine what type of intervention is needed • It is necessary to clearly understand that evaluation allows for a deep analysis of how and why the intervention has worked or has not
Theory of change	▪ A false belief that since intervention is most often based on specific procedures and algorithms, it cannot be evaluated. Meanwhile, procedures should include an element of previously planned evaluation based on the properly formulated goals/objectives • Failure to perceive the intervention as an integrated sequence of tasks that should be subject to comprehensive/mutually complementary assessment
Data management	• There was often an exaggerated belief that evaluation is not possible due to the impossibility of sharing information (restrictions on access to data).
Action Plan	▪ Representatives of law enforcement agencies often limit the need for evaluation only to their own tasks carried out during the intervention. Activities for which other entities are responsible are often beyond their interest / or there is a belief that the police cannot influence/integrate into their evaluation • Lack of time to evaluate the intervention due to the need to respond to unexpected, unpredictable threats. Meanwhile, it is the lack of prior thinking that causes this lack of time

Figure 8 Challenges that emerged from the evaluation exercise.

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8 KEY LEARNINGS

The followings are the key learning that emerged from this task:

1. Strengthen a whole-of-organisation approach to evaluation and learning so the approach to evaluation is fully integrated into the respective organisation's working culture and engage in by the whole organisation, with leadership and guidance from the evaluation lead but not only implemented by one person.

2. Engage with donors to strengthen their recognition of the importance of evaluation to ensure that evaluation is well supported as a key component of programming and the work of an organisation.

3. Actively develop organisational utilisation and outreach and communication strategy/component of evaluation work to ensure that learning from evaluations can benefit not only a specific organisation and team but that it can help improve learning and evidence-based policy and practice in the field more widely.

4. Subcontract evaluation services to external providers, under the supervision of lead evaluator where it is possible.

5. Standardise procedures and instruments for monitoring and including a mid-term evaluation. A midterm evaluation procedure across the organisation, regardless of the programme, is essential. This will help assess what works and what doesn't, enabling an organisation to learn from an evaluation insight and make necessary adjustments to their programmes.

6. Involve the stakeholders in all the steps of the evaluation, planning, implementing and utilisation of the evaluation results.

7. The INDEED tool proved instrumental and provided all relevant key information that the practitioner in this task needed to make an evaluation plan for their initiative.

8. Draw on and solidify previous/existing EBE data, as this exercise demonstrates tangible synchronisation between the INDEED project's results and the findings of this task which largely align with and reflect each other.

9. Evaluation plan should be part of the initiative's design and all the necessary resources e.g. funding should be clearly incorporated into the plan.

10. Develop clear and flexible monitoring procedures as well as clear evaluation objectives and theory of change before starting the implementation of the initiative.