



INDEED

Evidence - Based Model for Evaluation of
Radicalisation Prevention and Mitigation

Deliverable 5.5

D5.5 A Refined Toolkit for practitioners and policy makers including an e-learning suite

September 2024 (M37)

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Abstract:

Deliverable 5.5 A refined Toolkit for practitioners and policy makers including an e-learning suite is a continuation of the D5.4 Toolkit for practitioners and policy makers including an e-learning suite (M24) and presents the development process of the Toolkit within the INDEED project with special focus on the improvements that were made within the last year.

At the final stage of the project, all planned parts of the Toolkit have been created:

1. Evaluation package (Model, Tool and e-Guides),
2. Training Package (On-site course on designing, On-site course on evaluation, On-line course on designing with the e-learning suite, On-line course on evaluation with the e-learning suite, Train the trainers course, and Our trainers),
3. Two Repositories (Risk & Protective Factors and Evaluations and Evidence-based Practices),
4. Learning Resources (Webinars, Podcasts, Video interviews, and Learning notes),
5. Policy Corner (Policy recommendations and Lessons Learnt).

Each of the above-mentioned components is available on the [Toolkit home page](#) and presents the knowledge and tools resulting from work in individual Work Packages in a user-friendly way. The Evidence-Based Evaluation Model and Evidence-Based Evaluation Tool as well as the Risk & Protective Factors Repository were refined to ensure that they will be 'fit for purpose' and 'fit for need' for practitioners. The document focuses mainly on the process of creating the remaining components: Training Package, Repository of Evidence-based Initiatives, Learning Resources, and Policy Corner.



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List of Acronyms

Acronym	Definition
DBL	DeepBlue (Partner)
EBE	Evidence-Based Evaluation
EBEM	Evidence-Based Evaluation Model
EU	European Union
GA	Grant Agreement
HP	Hellenic Police (Partner)
INDEED	Strengthening a comprehensive approach to prevent and counteract radicalisation based on a universal evidence-based model for evaluation of radicalisation prevention and mitigation
ITTI	ITTI (Partner)
IPS	Innovative Prison Systems (Partner)
PATRIR	Peace Action, Training & Research Institute of Romania (Partner)
PVE/CVE	Preventing violent extremism/ countering violent extremism
PPHS	Polish Platform for Homeland Security (Partner)
UoH	University of Helsinki (Partner)





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, utilizing 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. A universal Evidence-Based Evaluation Model (EBEM) for evaluating radicalisation prevention and mitigation initiatives.
2. A practical EBEM-based evaluation tool.
3. Professional e-guidebooks.
4. A collection of user-friendly repositories (repository of risk and protective factors, repository of evaluations and evidence-based practices) for practical use by practitioners and policy makers.
5. Targeted curricula and trainings (onsite/ online).
6. Lessons learnt and policy recommendations.

All results are 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.

Work Package 5 Overview

WP5 *Strengthening Practitioners', Policy makers' Field Competencies for Evidence-based Practice* consists of five tasks with outcomes implemented in task 5.4. The results from task 5.1 delivered comprehensive insights on existing trainings, capacities, good practices, challenges, gaps, user needs and requirements plus innovation opportunities and supports the development of tailored trainings (in-person training and self-paced online) and INDEED's all-inclusive capacity-building framework and Toolkit. The suite of knowledge products on evaluation and designing, planning implementing and evaluating evidence-based practices that will strengthen capacities and foster dialogue amongst practitioners and policy makers, EC projects and key experts came from task 5.2. The task 5.3 outcomes were adapted for in-person training and for an online self-paced course. These results as well as key results developed under the project mentioned in the previous paragraph are accessed through the interactive INDEED Toolkit and constitute a coherent whole and integrated package of knowledge products for the field. Task 5.4 focuses on developing the INDEED Toolkit and integrated e-learning suite and at the same time fulfils the last aim of WP5 which is creation a one-stop, online multilingual Toolkit with e-learning suite that integrates the evaluation framework, all INDEED public deliverables and learning tools to maximise uptake and accessibility to the field.





Executive summary

This document is divided into four main chapters. The first chapter contains an introductory section and objectives. The second chapter presents the general requirements and assumptions for the Toolkit and its individual main components along with the changes in the approach to the implementation of some requirements. The next section elaborates on the division of responsibilities and the partners responsible for the various sub-tasks within the Toolkit development. The third chapter focuses on the technical planning and design of the Toolkit with attention to the use cases, the interface view and the process of consulting, testing ideas with end users. It contains the software development methodology, i.e. the form of work organisation of the main developers. This chapter also describes the technological solutions and the current status of Toolkit. The forth chapter refers to the technical documentation of the project - Java Doc.





1 BACKGROUND AND OBJECTIVES

1.1 BACKGROUND

The INDEED project focuses on providing solutions, tools and materials for practitioners and policy makers to facilitate and increase the effectiveness of PVE, CVE and De-radicalisation initiatives. Individual work packages produced an integrated series of solutions, including the INDEED Model for evaluation and the INDEED Tool, as well as repositories, training and educational materials and other materials to support the work of the target groups. INDEED's aim is to provide these solutions to stakeholders in an easy and comprehensive 'at their fingertips' platform – the INDEED Toolkit – to best support implementation and use in the field. For this purpose, the INDEED project has created the Toolkit, containing the key results and deliverables of the project. The Toolkit presents the results of WP1 (Repository of Risk and Protective Factors), the Evidence-Based Evaluation Model and the Evaluation Tool and the e-Guidebooks designed and developed within WP3, as well as Lessons Learnt and Policy Recommendations formulated within WP4 and the webinars, interviews, podcasts, learning notes as well as training curricula, training packages and self-paced online course created within WP5. The Toolkit is therefore a platform for sharing the main results of the project and at the same time a source of recent, valuable, evidence-based information and tools.

The entire solution was developed in close cooperation between the project partners, but the technical side was mainly handled by ITTI and DeepBlue. ITTI was in charge of the technical development, design, database creation and management, application design, while DeepBlue was responsible for the project's website image and dissemination. The project website and the Toolkit landing page (<https://www.indeedproject.eu/toolkit/>) with links to the various Toolkit components were not created by ITTI. Individual components (such as Evaluation Tool and Model, Repository, etc) were implemented by ITTI. Content as input was provided by the respective project partners, experts in the fields of PVE, CVE and De-radicalisation.

1.2 OBJECTIVES

This document aims to outline the scope and components of the Toolkit developed within the INDEED project. The main aim is to present the technical side of web application development. The report describes the technological solutions and the rationale for their selection to create the Toolkit components.





2 GENERAL REQUIREMENTS AND ASSUMPTIONS

2.1 COMPONENTS OF THE TOOLKIT

One of the main products of the INDEED project is the INDEED Toolkit of tools and materials created by the project in the field of PVE/ CVE and De-radicalisation initiatives. This product has been holistically named the INDEED Toolkit, and includes a content tailored to the needs of practitioners and policy makers and useful to researchers. The main purpose of creating the Toolkit and its individual components is to support those involved in PVE/CVE and De-radicalisation initiatives – including practitioners, policy makers, academics and evaluators – by providing useful, accessible, versatile, safe and reliable tools to support the effectiveness and efficiency of their work.

In order to achieve the requirements, set out in the Grant Agreement, a web-based platform was created (accessible at <https://www.indeedproject.eu/toolkit/>), which gathers information and directs users to the individual components of the Toolkit. The landing page contains a menu that provides access to the individual components, i.e. Evaluation Package, Training Package, Repositories, Learning Resources. Figure 1 (updated in this deliverable with items in learning resources) shows the components and individual elements of the Toolkit. The main menu of the Toolkit is presented in Figure 3.

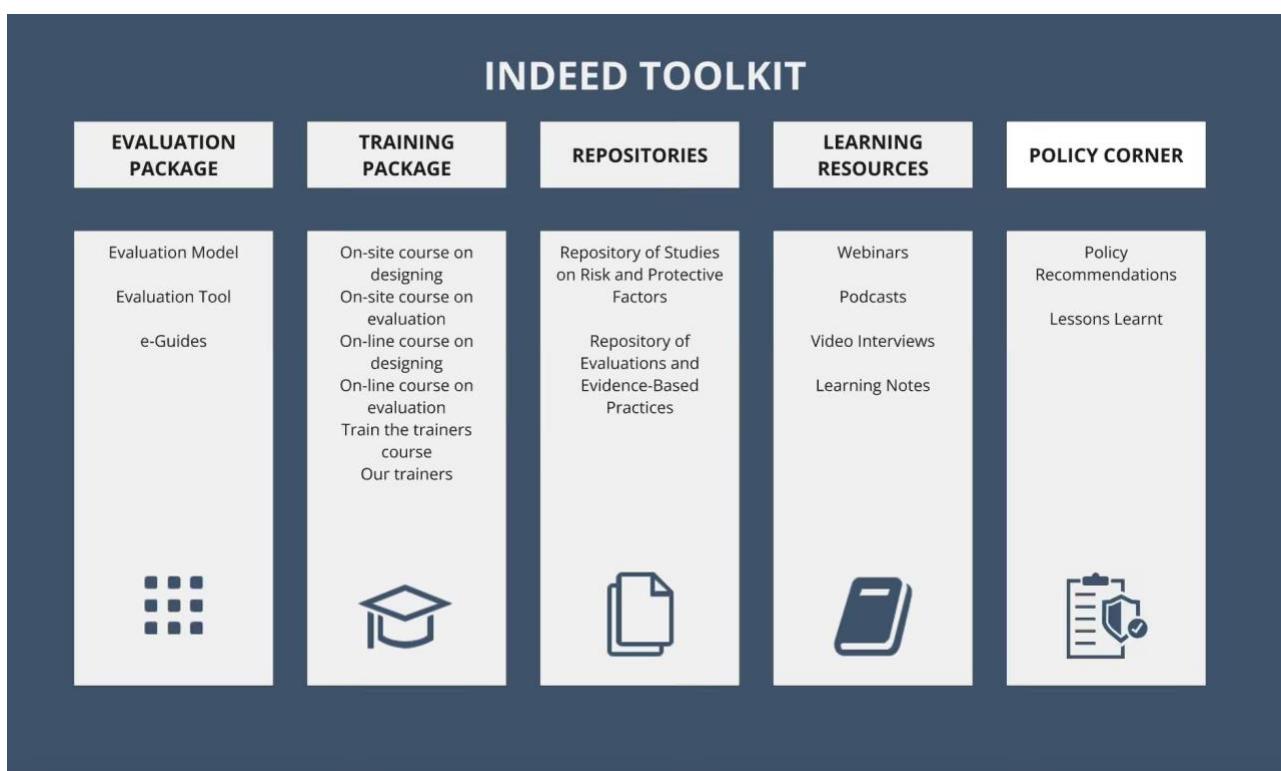


Figure 1 Components and individual elements of the Toolkit

2.2 GENERAL REQUIREMENTS

In the process of developing any software, the first and most important stage is the collection of both functional and non-functional requirements. Functional requirements describe functions, i.e. activities, operations, services performed by the system. Non-functional requirements





describe the constraints under which the system should perform its functions. Among the basic requirements, already described at the INDEED project application stage, there were four basic requirements. In the last year these requirements have been updated, as presented in the Table 1.

Table 1 Non-functional, basic requirements and proposed solutions for the whole Toolkit and specifically for the Tool - updates

	REQUIREMENT	SOLUTION	UPDATE
	The Toolkit should be safe and not store any personal or sensitive data	With regard to the security of personal data, sensitive data, information on users' activities, it was decided that the tools would be publicly accessible but would not store personal data, including IP addresses. Cookie files will not be stored as well.	No changes
	The Toolkit should be translated into 10 languages	As already planned at the application stage of the INDEED project, selected parts of the Toolkit content are to be translated into 10 languages (English, Polish, German, French, Spanish, Romanian, Italian, Greek, Latvian, Bulgarian). Translation will not extend to externally linked files, however to address the goal of the project of maximising multi-lingualism and localisation, project partners are encouraged to identify own-language resources which will be included in external links. Moreover, users will be able to link the resources in any language.	The main components of the Toolkit have been translated into 10 languages: Evaluation Tool, 2 e-Guidebooks, Training Package and learning notes. The website has been created in such a way as to enable easy implementation of translations both during the project and after its completion (e.g. in the case of project continuation)
	The Tool (a component of Toolkit) should work on computers and mobile devices	It was decided that the solution would be a web application that would run on all popular browsers (Google Chrome, FireFox, Opera, Safari) and would be scalable to the size of the display, i.e. would work properly on all devices (PC, laptop, tablet, smartphone). The production of the software involves applicable costs, which have been foreseen in the project. Due to budget constraints and the specificity of the tool and use cases, it was decided not to rewrite the application for a mobile version.	During the project implementation, it turned out that the accessibility of tools on mobile devices is extremely important for practitioners. In order to meet the needs of users, existing elements were adapted to the mobile version, while when creating new components, user-friendly accessibility on mobile devices has been guaranteed.





	<p>The Tool (a component of Toolkit) should work online and offline</p>	<p>By definition, a web application is a tool that runs when connected to the internet, which in a way precludes offline use. There are, however, technological solutions that make it possible to save information from websites locally and use their functions without a connection. Such solutions, however, require knowledge of how to use such a solution, which is not common or intuitive. After consultation with project partners, end-user representatives and the coordinator, it was decided to add PDF files with the most important information, which will be available to download and store locally. This solution fulfils the requirement for access to the content of the Tool and materials without internet access. The decision is motivated by the fact that INDEED's products are unlikely to be used in the field or in emergency situations, but rather in everyday office settings. The ratio of the benefits of a more complex technological solution to the costs the project would have to incur to implement it is not positive.</p>	<p>No changes</p>
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2.3 DIVISION OF TASKS AND RESPONSIBILITIES

To manage the development of the Toolkit, a Core Team was created, consisting of members responsible for software implementation and the representatives of stakeholders, being capable to make decisions at the executive level. Further, responsibility was divided among the provision of content, visualisation, design, and production of the user interfaces. The content was provided by relevant partners specialised in the field of science, for the Repository of Studies on Risk and Protective Factors it was mainly VUB, for the Repository of Evaluations and Evidence-based Practices and Policy Corner – EFUS, for the Tool and Model it was UoH. Educational elements were developed by PATRIR and EFUS, while training materials were mainly formulated by PPHS with support of PATRIR. All work was done in close collaboration with the project coordinator (PPHS) and representatives of the main end users, the practitioners.





3 TOOLKIT DESIGN AND DEVELOPMENT

3.1 TOOLKIT DESIGN

The whole process of the Toolkit design was described in Deliverable 5.4 in Chapter 3, which focuses on presenting use cases, the process of preparing mock-ups, their testing and verification, and describes the collected feedback along with the decisions on further actions.

3.2 SOFTWARE DEVELOPMENT METHODOLOGY

The Scrum methodology was used in the development of the Toolkit. This approach is described in more detail in Deliverable 5.4 (Chapter 4.1).

3.3 TECHNOLOGY

The same technologies described in Deliverable 5.4 were used also to develop the remaining Toolkit components (Training Package, Repository of Evidence-based initiatives, Learning Resources and Policy Corner). The pages are written in Java using HTML and CSS in the front-end. The Toolkit components use a database that has been purposefully designed for their use (the detailed database was presented in Appendix 6.2 of the Deliverable 5.4 and is up-to date).

Data is stored in a relational database managed by the Postgre Sql system. The Apache Server Tomcat is hosted by OVH and is available on the following address 146.59.17.109. Because the content was supposed to be available in translations in 10 languages, corresponding database tables have also been prepared to store and display content in the user's chosen language.

Attachment no 1 to this deliverable contains an updated JavaDoc, which is generated documentation in HTML format from Java source code. This document contains method descriptions, method parameters, the result (what a method returns) of a method, exceptions to methods used, classes, variables, etc. The document available from oracle¹ specifies the form of documentation comments for JavaDoc, used to generate HTML API documentation.

The training and education module are delivered on a Moodle platform. Modular Object Oriented Dynamic Learning Environment (Moodle) is an application that allows to create and manage online courses. The platform is an online remote learning space available in web browsers. This tool was chosen as an environment for conducting two online courses mainly due to the fact that it is an Open Source and it does not require any software to be installed on the user's computer. Its big advantage is the modular structure, which makes it organized and easy to create courses and add content to them. Moreover, it is a widely used tool, also known by INDEED end-users.

3.4 TOOLKIT IMPROVEMENTS (COMPARED TO THE STATUS AS OF AUGUST 2023)

The Toolkit, and above all the Tool, was subject to repeated testing and improvement, based on comments collected during meetings with end users. In the last year, the key meeting for the development of the Tool was a dedicated workshop in Sofia in September 2023 (Pilot testing of first online version/General Assembly) and first online version validation by SMART Hubs in November 2023. The users went through all the available features of the whole Toolkit in order

¹ <https://docs.oracle.com/en/java/javase/13/docs/specs/javadoc/doc-comment-spec.html>





to have a full picture, experience of how the resources and tools are used. The objectives of this first testing phase were to identify bugs, typos, errors, assess usability in terms of technical and content. All comments were collected and written down. A summary of feedback from testing and validation supplemented with information about implemented changes is presented in Table 1 in deliverable 3.8. In addition, the training module was tested by both project partners and end users. The collected comments (in the form of e-mails) were analysed and on their basis, improvements were made to both on-line courses. Apart from improving existing components, work over the past year has also focused on creating new ones: Training Package, Repository of Evaluations and Evidence-based Practices, Learning Resources and Policy Corner.

3.4.1 LANDING PAGE

Apart from updating the information on the availability of the developed components, no major changes were made. The INDEED Toolkit landing page is now ready (it was created by DeepBlue in close collaboration with PPHS) and can be accessed at www.indeedproject.eu/toolkit (Figure 2).





INDEED

Evidence – Based Model for Evaluation of Radicalisation Prevention and Mitigation

D5.4 Toolkit for practitioners and policy makers including an e-learning suite
Version: 1.0

THE INDEED TOOLKIT
one-stop resource space consolidating a practical set of results developed within the INDEED project

ABOUT TOOLKIT
Countering and preventing radicalisation is still one of the most pressing challenges of the 21st century. To empower the capabilities of first-practitioners, support policymakers and help researchers working in the field, we developed a ground-breaking resource space – the INDEED Toolkit.

SELECTED TOOLKIT ITEMS

- EVIDENCE-BASED EVALUATION MODEL
- EVIDENCE-BASED EVALUATION TOOL
- E-GUIDES
- POLICY RECOMMENDATIONS
- TRAINING
- E-LEARNING

WHAT-WHO-HOW

WHAT? WHO? HOW?

STAY UPDATED WITH THE INDEED LATEST RESULTS!

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Figure 2 INDEED Toolkit landing page



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Figure 3 Screenshot of the menu on the Toolkit landing page

The website includes a menu with tabs redirecting to its various components: Evaluation Package, Training Package, Repositories, Learning Resources and Policy Corner. The Toolkit landing page is available in 10 languages: English, Italian, Polish, German, Spanish, French, Romanian, Greek, Latvian and Bulgarian.

Below the Toolkit menu, there are banners informing about the latest features on the website. Then, we find a video introducing the tool and its functions produced by PPHS. The Project Coordinator explains all the features, how and when to use them, and who they are aimed at.

To make it easier to access the most important parts of the Toolkit, quick access buttons "selected toolkit items" have been added to the page (Figure 4). Users can easily access the Evaluation Model and Tool, E-guidebooks, Policy Recommendations, Training materials and the e-Learning courses.

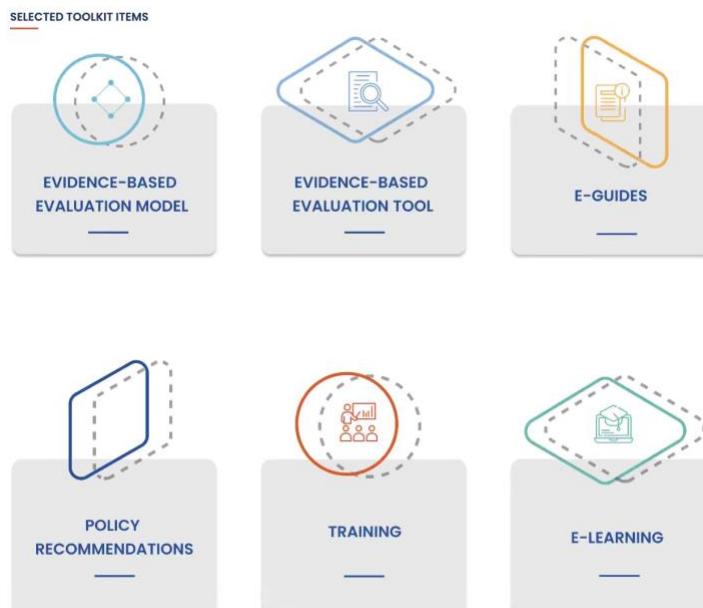


Figure 4 Quick access buttons "selected toolkit items"





At the bottom of the page, the users will find graphics explaining What-Who-How (Figure 5):

- what's included in the Toolkit, all components that were developed;
- for who the Toolkit is designed, all the target groups: first-line practitioners, policymakers, researchers, professional evaluators, professionals with no or limited expertise in evaluation, all interested working in the field;
- how the Toolkit is available, as a free-of-charge tool available in 10 languages via browser.

Hovering over a given graphic displays an explanation.



Figure 5 What-Who-How section on the Toolkit landing page

3.4.2 EVALUATION PACKAGE

Extensive work was conducted on the manufacture of Evaluation Package. UoH prepared the texts and content, and ITTI built the user interface. Within the Evaluation Tool and Model as well as e-guidebooks there was a number of pages, views, which were implemented as agreed.

A detailed description of the work related to Evaluation Package development and its improvement is provided in Deliverable 3.8 (Final Report describing the refined and optimised model and tool). These changes concern not only the functionalities but above all the user interface and Tool navigation. In response to user needs, the functionality of generated reports has been significantly improved (generating two types of reports in an editable version, in the form of a document in docx format, with the possibility of entering comments). All of those reports as well as the content of the tool, model and e-Guidebooks (presented in a form of flipbooks) were translated into 10 languages (Figure 6).





INDEED

Evidence – Based Model for Evaluation of Radicalisation Prevention and Mitigation

D5.4 Toolkit for practitioners and policy makers including an e-learning suite
Version: 1.0

The screenshot shows a slide from the e-Guidebook titled '5.2. INVOLVING STAKEHOLDERS'. The slide content includes:

- Access to data:** The evaluator should have access to (or be able to collect) all data needed for the evaluation.
- Confidentiality and confidentiality:** There should be sufficient resources and time for the evaluator to complete the task.
- Trust:** The evaluator should be in a position to win the trust of these people whose cooperation is needed to conduct the evaluation.
- Utilization:** The evaluator should have mobility and communication skills that pass the way towards the utilization of results.

Text below the list:

Traditionally, using an external evaluator has been presented as the preferred option, because it is believed to make the evaluation more impartial and objective. There are, however, also considerations that speak in favour of an internal evaluator. For example, an internal evaluator often knows the initiative and context better, may have better access to the initiative and is often able to build trust with key stakeholders. It is also believed that the evaluation results are more likely to be utilized if the evaluation is conducted by an internal evaluator.

As a general rule, an external evaluator is a preferred option, if the objective is to evaluate the initiative's effectiveness (outcomes) and if the outcomes of the evaluation will have significant implications for the initiative's future. If the purpose of the evaluation is to understand how the initiative has been implemented (process evaluation) and/or it is done for learning purposes, an internal evaluation can also be an option.

5.2. INVOLVING STAKEHOLDERS

An evidence-based evaluation requires the careful integration of stakeholder needs, values and circumstances at every stage of the evaluation process. By definition, it thus requires an evidence-based approach to evaluations. Such an approach, in turn, can take different forms, including that of a collaborative, participatory or empowerment evaluation.

In a **collaborative evaluation**, the evaluator creates an environment of cooperation with stakeholders throughout the evaluation process, while remaining in charge of proceedings. In a collaborative evaluation, can involve the evaluator to better understand and respond to the needs, values and circumstances of stakeholders at different stages of the evaluation process, including in the preparation, design, implementation and utilization of evaluation. This process allows for stakeholders to not only voice their needs and values but also to actively integrate these in the evaluation process through co-design procedures.

In an **empowerment evaluation**, the evaluator treats stakeholders (e.g. the initiative's staff, participants) as being in control of the evaluation process while taking on the role of a facilitator. In this type of evaluation, stakeholders are often the ones in charge of making critical decisions (for example, about the evaluation objectives, design and data collection). They also conduct and remain in control of the implementation of the evaluation process. This approach thus not only allows stakeholders to express and integrate their needs, values and circumstances, but to take full ownership and responsibility of the evaluation process.

Together, collaborative, participatory and empowerment evaluations reflect the varying forms that stakeholder involvement in evaluation processes can take. While they are often used in evaluations that are open to stakeholders, they can also be used to strengthen the integration of stakeholder needs, values and circumstances at every stage of the evaluation process. Each of them, in this regard, provides an opportunity to evaluate the initiative in a way that is more helpful for the evaluator and stakeholders, and to improve organisational reflection and learning. If well implemented, they can all be suitable for the implementation of an evidence-based evaluation.

Navigation and footer:

- Left and right arrows for navigation.
- INDEED logo at the bottom center.
- Powered by FLIPHTML5® at the bottom left.
- Publis for Free at the bottom right.

DOWNLOAD

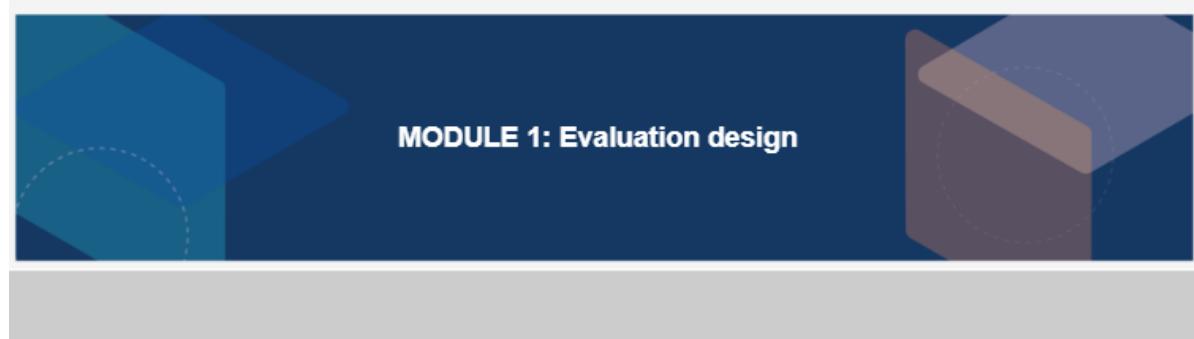


Figure 6 E-Guidebooks view

What was crucial during the last year is the adjustment the displayed content to different screen sizes (including mobile view). Figure 7 presents the checklist view in the individual stages in the modules presented in initial mock-ups. The final version of this view depicts Figure 8. This is one of many examples illustrating how much the Evaluation Package has changed.



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STAGE 1: PREPARE

Check the steps and click on key phrases for more information

- Map **relevant stakeholders** for evaluation of the plan of your initiative
- Organise your **evaluation team**
- Estimate your **resources** for evaluation
- Review your initiative**
(goals, structure, guidelines)
- Integrate **Ethics**


USEFUL INFORMATION AND TIPS

Ethics

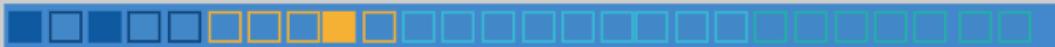
When selecting stakeholders, studying the context of your initiative and setting up the objectives, consider a wide set of ethical questions by taking a human-rights-based approach (HRBA - participation, account, non-discrimination and equality, empowerment and legality). Even though ethical issues may already serve as part of the Professional Code of Conduct or Code of Professional Ethics of many organisations and they are generally applicable to an evaluation, there may still be some ethical questions that come with conducting research with human participants that deserve special attention. Precisely, when conducting eval

- Diversity and inclusion
- Transparency
- Data protection
- The principle of "no harm"

It is also good to consider whether the initiative and its implem

PROGRESS

26 %



<

>

Figure 7 Mock-up of the Stage 1 view in Module 1 in Evaluation Tool (as of August 2023)





- our trainers (<https://www.toolkit.indeedproject.eu/TrainerView>).

These modules are accessible from the Toolkit navigation menu (Figure 9) Most of them are presented in the form of graphic elements arranged on the web page. The exception are online courses, to which access has been guaranteed via the e-learning Moodle platform.

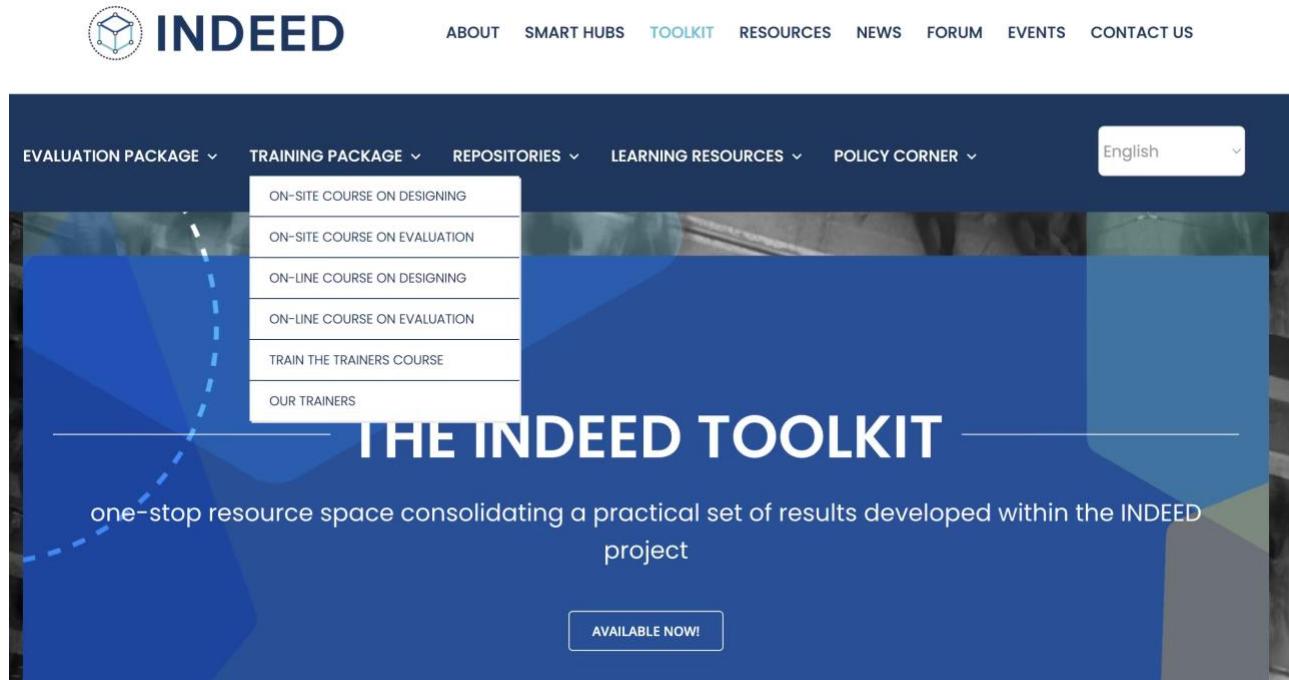


Figure 9 Access to the Training Package from Toolkit landing page

Onsite trainings offer theoretical and practical knowledge on the design of evidence-based practices in the context of PVE/CVE and De-radicalisation initiatives. There are two onsite courses presented in the Toolkit:

1. Designing, implementing and utilizing effective evaluation of PVE/CVE and De-radicalisation initiatives;
2. Designing evidence-based PVE/CVE/De-radicalisation initiatives.

Both courses present a set of necessary information and tools for conducting an onsite course. The content of both courses has been organized on the website in such a way that users can navigate the component in a convenient and clear way. In addition to basic information introducing a user of the website to the course (its purpose, audience, and duration), it equips the trainer with a package supporting the course:

- training curriculum;
- training agenda;
- trainer manual;
- learning notes;
- evaluation form.

All of these parts are presented as downloadable files, so the trainer has ready-made material to print and use to run the course.





Figure 10 View of the on-site course page





In order to conduct the course online, an e-learning platform was deployed using the Moodle system. After clicking on the link from the navigation bar, a user is redirected to the login page (Figure 11).

To access the INDEED course free of charge, please log in with your Moodle account. If you do not have a Moodle account, click "Create new account" button below, then log in and start the course.

INDEED

Username

Password

LOG IN

Lost password?

CREATE NEW ACCOUNT

English (en) ▾

COOKIES NOTICE

Is this your first time here?

?

Quick Links

Project Page

Toolkit

TOOLKIT ASSISTANCE

If you used our tool and have suggestions on how to improve it, please send your suggestions to us.

E-mail: office@indeedproject.eu

Copyright © 2024 - Developed by ITTI, based on theme delivered by [LMSACE.com](#). Powered by [Moodle](#)

Figure 11 Moodle platform login window





After logging in, a user is taken to one of two course pages, depending on which course he/she decided to participate in:

- Designing, Implementing and Utilizing Effective Evaluation of PVE/CVE/De-radicalisation Initiatives online self-paced course, or
- Designing Evidence Based PVE /CVE /De-radicalisation Initiatives Online Self-Paced Course.

Both the login process and going through the next parts of the course are intuitive. To minimize the involvement of additional resources in creating and maintaining accounts, an additional open source plugin has been implemented. It allows for creating accounts without the need for the administrator to validate them. On the one hand, it minimizes the workload after the end of the project, on the other hand, it allows, if necessary, monitoring of created accounts. Information how many participants logged in and who completed the course, as well as the activities of specific course participants, can be extracted from Moodle by administrator.

Easy navigation and division of the course into specific parts (Figure 12) give a user the ability to quickly learn the material, answer questions and ultimately obtain a certificate of course completion.

The screenshot shows a Moodle course page. At the top, there are navigation links for 'Home' and 'My courses', and a user icon. The course title is 'Designing, Implementing and Utilizing Effective Evaluation of PVE/CVE/De-radicalisation Initiatives'. On the left, a sidebar lists course sections: 'General', 'Overall aim, target audie...', 'Module 1: Understandin...', 'Module 2: Approaches t...', 'Module 3: Evaluation de...', 'Module 4: Introduction t...', 'Module 5: Stage 1: Prep...', 'Module 6: Stage 2: Desi...', 'Module 7: Stage 3: Exec...', 'Module 8: Stage 4: Utilis...', 'Module 9: Gender, Ethic...', 'Quiz', 'Participants' Feedback', and 'Certificate'. The main content area has tabs for 'Course', 'Participants', 'Grades', 'Reports', 'Badges', and 'More'. The 'Participants' tab is selected. Below the tabs, there is a 'General' section with a description of the course, a 'Programme' section, a 'Feedback' section, and a 'Certificate' section. The 'Participants' tab also has a 'Participants' section with a table showing student names and their progress.

Figure 12 View of the "Designing, implementing and utilizing effective evaluation of PVE/CVE and de-radicalization initiatives" course embedded in the Moodle platform"

A certificate is issued after obtaining 60% correct answers. For this purpose, a dedicated template was created that automatically implements data on the name and surname of the participant as well as the title of the course and its learning objectives (Figure 13).





Figure 13 Sample certificate generated automatically via Moodle platform

3.4.4 LEARNING RESOURCES

Learning Resources is another component of the Toolkit that was created from scratch. It presents materials created during the project implementation period mostly in the form of multimedia, constituting libraries where the user can listen to or download materials of interest to him/her. It consists of the following parts:

- webinars (25 videos: <https://www.toolkit.indeedproject.eu/WebinarView>),
- podcasts (15 episodes: <https://www.toolkit.indeedproject.eu/PodcastsView>),
- video interviews (14 videos: <https://www.toolkit.indeedproject.eu/VideoInterviewView>),
- multilingual learning notes (15 LNs: <https://www.toolkit.indeedproject.eu/LearningNotesView>).

Apart from the learning notes, all materials have been implemented in the form of multimedia. Webinars (Figure 14) and video interviews (Figure 15) are available via links to a separate YouTube channel, created for the needs of the INDEED project (<https://www.youtube.com/@indeedproject9850>). They have been arranged on the Toolkit website in the form of tiles for easy navigation. The layout used allows a user to play the material directly in the window, enlarge it to the whole screen or watch it directly on the INDEED YouTube channel.





LEARNING RESOURCES: WEBINARS

WEBINARS LIBRARY



Strengthening evidence-based practice with the INDEED Repository

The webinar gives an overview of the key functions of the INDEED Repository of risks and protective factors.



Introducing the INDEED Evaluation Tool

The webinar guides through the INDEED Evidence-Based Evaluation Tool and explains how it can be used for planning and conducting evaluations.



P/CVE Monitoring & Evaluation Centre of Excellence

The webinar introduces the newly launched Monitoring and Evaluation Centre of Excellence by the International Centre for Counter-Terrorism.

Figure 14 Webinars view

LEARNING RESOURCES: VIDEO INTERVIEWS

VIDEO INTERVIEWS LIBRARY



Introduction to Evidence-Based Evaluation in the P/CVE and De-Radicalisation Fields

STEPHAN KLOSE, KAI BRAND-JACOBSEN



How to Act on/and Make Sense of Evidence: An Interview with Michael Quinn

MICHAEL QUINN PATTON, KAI BRAND-JACOBSEN



Introduction to Monitoring and Evaluation in the Counter-Terrorism & P/CVE Fields

AILEEN VAN LEEUWEN, KAI BRAND-JACOBSEN

Figure 15 Video interviews view





Podcasts, on the other hand, are stored in separate multimedia files on a server managed by ITTI (146.59.17.109). They can be listened to directly from the site. Additionally, each of them has been described in detail (Figure 16).

LEARNING RESOURCES: PODCASTS

PODCASTS LIBRARY

PODCAST
EP. 1 STEPHAN KLOSE "INTRODUCTION TO EVIDENCE-BASED EVALUATION IN THE PCVE AND DE-RADICALISATION FIELDS."
In this Knowledge Series interview, Stephan Klose, a Postdoctoral Researcher at the Brussels School of Governance, provided valuable insights into Evi
See more...

PODCAST
EP. 2 MICHAEL QUINN "PATTON HOW TO ACT ON AND MAKE SENSE OF EVIDENCE"
In this Knowledge Series Interview, Michael Q. Patton, a trailblazer in the evaluation field and Founder and CEO of Utilization-Focused Evaluation, di
See more...

PODCAST
EP. 3 AILEEN VAN LEEWEN "INTRODUCTION TO MONITORING AND EVALUATION IN THE COUNTER-TERRORISM & PCVE FIELDS"
In this Knowledge Series interview, Aileen Van Leeuwen, an M&E Officer at the International Centre for Counterterrorism (ICCT), introduces the fundamen
See more...

Figure 16 Podcasts view

Learning notes are presented in a different way. Systemised into two groups, sets of notes are available in 10 languages. Each of them can be separately saved locally on the user's computer after clicking on the appropriate country abbreviation (Figure 17).

LEARNING RESOURCES: LEARNING NOTES

LEARNING NOTES LIBRARY

UNDERSTANDING EVIDENCE-BASED EVALUATION

1 Evidence-based evaluation. An overview
The Learning Note introduces the concept of evidence-based evaluation and examines the principles of evidence based practice.
EN BG DE ES FR GR IT LV PL RO

2 Evaluation designs and methods
The Learning Note describes several systematic approaches used to assess the assumptions, effectiveness, outcomes, and impact of initiatives.
EN BG DE ES FR GR IT LV PL RO

Figure 17 Learning Notes view





3.4.5 POLICY CORNER

Policy Corner is a graphical presentation of the outcomes from Task 4.3 and aims to depict the conclusions and policy recommendations resulting from the three-year INDEED project. These results come from an evaluation of the P/CVE and De-radicalisation initiatives, following a review of reports, outcomes and other elements produced since the beginning of the project. The work on developing the materials displayed in this part of the Toolkit is described in detail in Deliverable 4.4.

Like the other components of the Toolkit, Policy Recommendations and Lessons Learnt are accessible from the navigation menu of the Toolkit (

Figure 18).



Figure 18 Access to Policy Corner from Toolkit

Each subpage consists of two sections: an introduction and a list of cards. The cards, at first glance, present only titles, which makes it easier to navigate and find content that interests a user. After expanding the card by clicking „see more” button, a user can see a detailed description along with content is interesting to him/her (Figure 19). This component also allows to download the cards as a pdf file (*Click here to download cards* button) (Figure 20).





RECOMMENDATION CARDS

1. To Promote an Ethical, Inclusive, Gender-Sensitive and Flexible Evaluation Approach

[See more...](#)

2. To Encourage the Integration of Evaluation in the National / Regional / Local Actions Plan on P/CVE/ De-Radicalisation

[See more...](#)

3. To Facilitate Multi Sectors and Stakeholders' Collaboration and Coordination

[See more...](#)

4. To Promote for Evaluation Capacity Development

- To Implement policies that support ongoing training and capacity building for evaluation personnel within PVE/CVE/De-radicalisation programs. This includes developing a cadre of skilled evaluators who are proficient in evidence based evaluation.
- To provide more Tailor-made training programs adapted to the needs and contexts of stakeholders, to overcome the lack of understanding of what evaluation could be used for and the difficulties in planning an evaluation process.

[Hide](#)

5. To Anticipate Evaluation and Elaborate Tailored Evaluation Process and Activities

- To define the goals of the evidence-based evaluation beforehand launching the initiative.
- To define the available budget for evaluation and the necessary human resources and expertise (either internal or external) to prepare evaluation activities accordingly.

[Hide](#)

6. To Promote and Enable Environment for Evaluation

- To establish an evaluation culture, as policy makers should foster an organisational culture that values and prioritize evaluation.
- To promote leadership commitment encouraging organisational leaders to publicly commit to using evaluation findings to guide decision-making.

[Hide](#)

Figure 19 The view of cards





INSIGHTS AND LESSONS LEARNT FOR BETTER PRACTICES IN EVIDENCE-BASED DESIGN AND EVALUATION FOR PVE/CVE/DE-RADICALISATION INITIATIVES

INTRODUCTION

Lessons learnt are general conclusions with potential for broader application and use. These represent documented information on the positive and negative experiences from various evaluations of PVE/CVE/De-radicalisation initiatives. They enable implementers to learn from specific experiences, benefiting the wider community of practitioners. These lessons learnt are intended to enhance the effectiveness and efficiency of future PVE/CVE/De-radicalisation initiatives by integrating lessons from past experiences.

The lessons learnt presented in this section are intended to be shared with:

- Policymakers at all levels (Local, national and EU levels): To inform and guide policy decisions with evidence-based insights.
- Practitioners: To improve the implementation of P/CVE and deradicalisation initiatives through practical guidance.
- Researchers: To provide data and case studies for further academic and applied research.
- Donors: To ensure that their investments are effective and efficient by learning from past experiences.
- Community leaders: To engage and support local communities in P/CVE efforts by sharing relevant and impactful lessons.

The development of these lessons learned follows a mixed-method, inclusive, and participatory approach, emphasizing gender equality and the "leave no one behind" strategy to ensure credible and unbiased results. This methodology includes a systematic review of literature, case studies on P/CVE and de-radicalisation, and previous INDEED deliverables, including the INDEED tool. Input from a July 12th workshop with 33 policymakers and representatives from various sectors and countries was integrated into the report, along with additional contributions from consortium work package leaders.

LESSONS LEARNT CARDS

1: The Need for an Inclusive, Gender-Sensitive and Flexible Approach

[See more...](#)

2: Cross-Sector Collaboration and Coordination is Crucial for Effective Evidence-Based Evaluation of P/CVE/ Deradicalisation Initiatives

[See more...](#)

3: Evaluation Capacity Development is Necessary Support the Efficiency and Effectiveness of P/CVE/ Deradicalisation Initiatives

[See more...](#)

4: The Importance of the Environment for Evaluation and Include a Proper Understanding/ Concept of Evaluation

[See more...](#)

5: The Importance of the Evidence-Based Initiative Design – the Theory of Change

[See more...](#)

6: The Importance of the Evidence-Based Initiative Design – the Objectives Definition

[See more...](#)

7: The Importance of Ensuring the Needed Funding and Resources

[See more...](#)

8: The Importance of Adopting a Participatory Approach

[See more...](#)

9: A Positive Communication to Foster Trust and Engagement

[See more...](#)

10: The Importance of Data Collection and Sharing Between Different Stakeholders

[See more...](#)

11: The Importance of Utilisation of Results and Assessing Long-Term Impact

[See more...](#)

12: The Importance of Overcoming Politicization and Control Mechanisms

[See more...](#)

[Click here to download cards](#)

Figure 20 The full-page view of the Lessons Learnt





3.4.6 REPOSITORIES

Repository of Evaluations and Evidence-based Practices

The architecture of the Repository of Evaluations and Evidence-based Practices strongly relies on the structure of the one that was created earlier - Repository of Studies on Risk and Protective Factors. The material was entered via the same back office, enabling partners to add new publications and adjust the filter to the needs of the repository. Users with appropriate permissions also have the ability to modify its content. The layout of the repository is very similar and contains the same parts: an introduction with an explanatory video, a filtering engine and a list of results (Figure 21).

REPOSITORY OF EVALUATIONS AND EVIDENCE-BASED PRACTICES

ABOUT THE REPOSITORY

The INDEED repository of evaluations and evidence-based practices provides an overview of practices/initiatives and evaluations in the field of P/CVE and de-radicalisation. It offers a tool for practitioners which can facilitate the mapping of P/CVE approaches and evaluations and support the process of designing, planning and evaluating P/CVE and de-radicalisation initiatives. To allow for an efficient navigation of the database, the repository offers several search filters which enable users to view findings for specific P/CVE approaches, evaluation types, evaluation methods, initiative types, target groups, study locations, ideological strains, and radicalisation outcomes. Additionally, the repository allows for users to search the data base by author name and keywords.

FILTERS

RESULTS (14 results)

- IMPACT Europe (Innovative Method and Procedure to Assess Counter-violent-radicalisation Techniques in Europe)**
Jean-Luc Marret, Jacopo Bellasio, Helma van den Berg, Anke van Gorp, Dianne van Hemert, Liliana Leone, Rozetta Meijer, Richard Warnes, Ron Van Wonderen
Lambeth Council
- Challenging extremism: A randomized control trial examining the impact of counternarratives in the Middle East and North Africa**
Bélanger, J. J., Snook, D. W., Dzitac, D., & Cheppih, A. (2023). Current Research in Ecological and Social Psychology,
- Systematic Review of Radicalization through Social Media**
Akram, M., and Nasar, A. (2023). Ege Academic Review, 23(2), 279-296.

Figure 21 Repository of Evaluations and Evidence-based Practices page view





The implemented new filtering function has been strongly adapted to the needs of users, enabling not only the selection of multiple filters during a single search process but above all the resetting of filter results (*Reset selection* button). It allows a user to clear the applied filters and the list of results (that was displayed after clicking on *Show studies*) at once. The user can also search the repository by Keyword and Author.

FILTERS

<input type="checkbox"/> Ideological Strain	<input type="checkbox"/> Study location	<input type="checkbox"/> Initiative type
<input type="checkbox"/> P/CVE approach	<input type="checkbox"/> Target group	<input type="checkbox"/> Evaluation type
<input type="checkbox"/> Evaluation method	<input type="checkbox"/> Author	<input type="checkbox"/> Keyword
Deradicalization (general) <input type="button" value="X"/>		
Case study <input type="button" value="X"/>		

SHOW STUDIES

Figure 22 Filters view

Implemented new solution for presenting the list of results is more compact and displays only the most important information, such as title, authors, place and year of publication (Figure 23).

RESULTS (3 results)

Preventing radicalization leading to violence: Insights from the significance quest theory and its 3N model Da Silva, C., Amadio, N., Sarg, R., Domingo, B., Tibbels, S., & Benbouriche, M. <input type="button" value=""/> Journal of Community & Applied Social Psychology, 33(3), 608-622.
Systematic Review on the Outcomes of Primary and Secondary Prevention Programs in the Field of Violent Radicalization Brouillette-Alarie, S., Hassan, G., Varela, W., Ousman, S., Kilinc, D., Savard, É. L., ... & Pickup, D. <input type="button" value=""/> Journal for Deradicalization, (30), 117-168.
What is the best approach for preventing recruitment to terrorism? Findings from ABM experiments in social and situational prevention Weisburd, D., Wolfowicz, M., Hasisi, B., Paolucci, M., & Andriguetto, G. <input type="button" value=""/> Criminology & Public Policy, 21(2), 461-485.

Figure 23 List of results displayed after applying selected filters

From the basic view the list allows a user to go to a detailed description of the study or be redirected to the source. A detailed view of a given study opens in a new, separate window. From this part, the user can download the report in pdf format, print the displayed information or return to the repository (Figure 24).





Preventing radicalization leading to violence: Insights from the significance quest theory and its 3N model

Year: 2023

Author: Da Silva, C., Amadio, N., Sarg, R., Domingo, B., Tibbels, S., & Benbouriche, M.

Publisher: Journal of Community & Applied Social Psychology, 33(3), 608-622.

Link: <https://onlinelibrary.wiley.com/doi/full/10.1002/casp.2667>

ABSTRACT

Radicalization leading to violence is a major societal issue all over the globe. In order to prevent its increase and expansion, measures need to be taken at different instances and levels. In the present narrative review, to inform evidence- based practices, we bring together numerous applied recommendations made by scholars studying the psychological underpinnings of radicalization within the framework of the Significance Quest Theory and its 3N model. The applied recommendations target at least one of the three elements of the 3N model (i.e., need, narrative, and network) in at least one of the three levels of prevention (i.e., primary, secondary, and tertiary). In the discussion, we highlight which of these are still lacking empirical evaluation, which might be problematic and why, and how policymakers, practitioners, and researchers can work together to provide an integrative model of intervention addressing both the need for significance and the influence of radical narratives and groups. Please refer to the Supplementary Material section to find this article's Community and Social Impact Statement.

Figure 24 A detailed view of a given study

With users in mind who access the repository on mobile devices, a lot of work has been put into implementing a new filtering method that is less complex but more scalable. A new, mobile-friendly way of displaying results is presented in Figure 25.





FILTERS

Ideological Strain



Study location



Initiative type



P/CVE approach

2



Target group



Evaluation type



Evaluation method



RESULTS (14 results)

IMPACT Europe (Innovative Method and Procedure to Assess Counter-violent-radicalisation Techniques in Europe)



Jean-Luc Marret, Jacopo Bellasio, Helma van den Berg, Anke van Gorp, Dianne van Hemert, Liliana Leone, Rozetta Meijer, Richard Warnes, Ron Van Wonderen



Lambeth Council

Challenging extremism: A randomized control trial examining the impact of counternarratives in the Middle East and North Africa



Figure 25 Repository view on the mobile device: list of filters (on the left) and results (on the right)

Repository of Risk and Protective Factors

Repository of Risk and Protective Factors has been adapted to the mobile version. The main focus was on adapting the displayed search results. Detailed changes are described in Deliverable 1.3 which was re-submitted in September 2024.

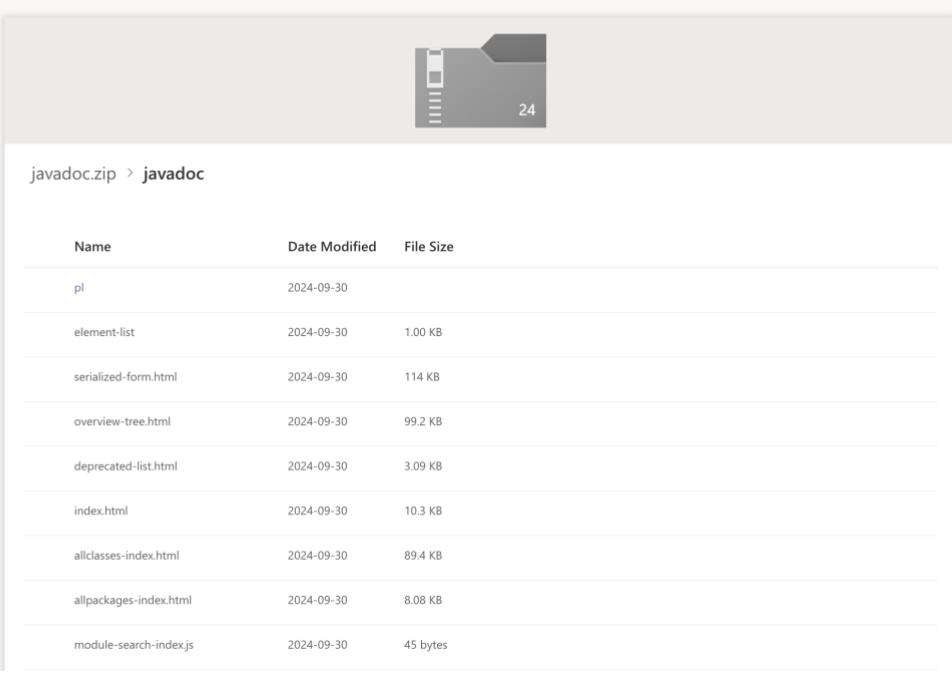




ATTACHMENT NO 1 - JAVA DOC (AS OF SEPTEMBER 30TH 2024)

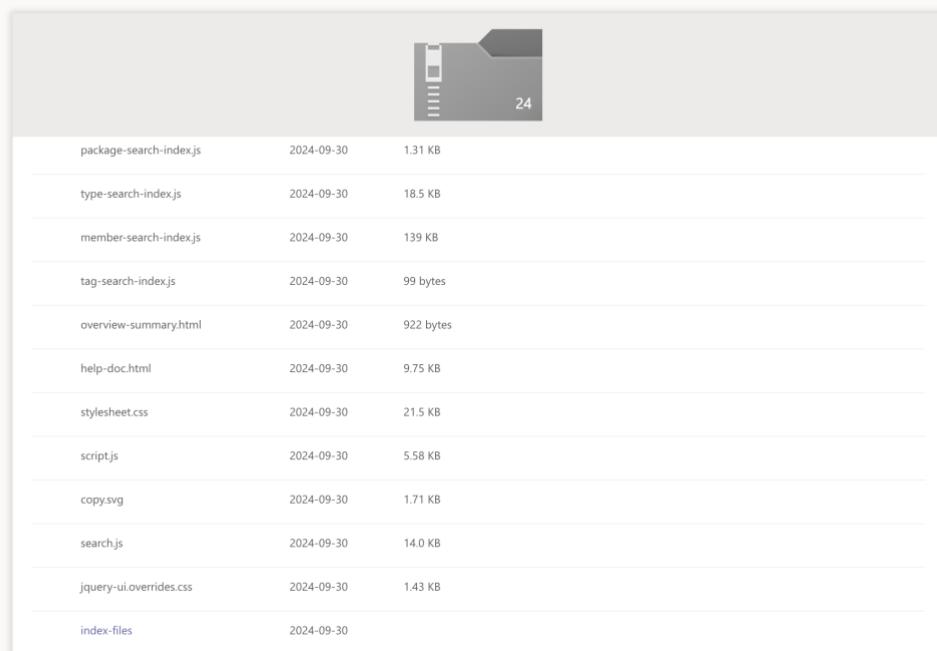
The zip file attached to this deliverable contains the entire JavaDoc for the Repository, EBE Model and EBE Tool as at 30 September 2024.

[javadoc.zip](#)



Name	Date Modified	File Size
pl	2024-09-30	
element-list	2024-09-30	1.00 KB
serialized-form.html	2024-09-30	114 KB
overview-tree.html	2024-09-30	99.2 KB
deprecated-list.html	2024-09-30	3.09 KB
index.html	2024-09-30	10.3 KB
allclasses-index.html	2024-09-30	89.4 KB
allpackages-index.html	2024-09-30	8.08 KB
module-search-index.js	2024-09-30	45 bytes

[javadoc.zip](#)



package-search-index.js	2024-09-30	1.31 KB
type-search-index.js	2024-09-30	18.5 KB
member-search-index.js	2024-09-30	139 KB
tag-search-index.js	2024-09-30	99 bytes
overview-summary.html	2024-09-30	922 bytes
help-doc.html	2024-09-30	9.75 KB
stylesheet.css	2024-09-30	21.5 KB
script.js	2024-09-30	5.58 KB
copy.svg	2024-09-30	1.71 KB
search.js	2024-09-30	14.0 KB
jquery-ui.overrides.css	2024-09-30	1.43 KB
index-files	2024-09-30	





resources 2024-09-30

script-dir 2024-09-30

legal 2024-09-30

