



INDEED

Evidence – Based Model for Evaluation of
Radicalisation Prevention and Mitigation

Deliverable 5.1

D5.1 Comprehensive Analysis Report on trainings, learning tools, gaps and needs for evaluation and initiatives' design

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Abstract:

Deliverable 5.1 aims at collecting and compiling information on existing training and learning tools in the PVE / CVE / DeRAD field, as well as identifying needs and gaps experienced by experts, practitioners, and policy makers in this regard. Its results will serve as a key basis and guidelines to the development of INDEED's training curricula and training support packages (i.e., T5.3 'Design of novel training curricula and Training Support Packages on Evaluation and Design, Planning and Implementation of PVE / CVE / De-radicalisation initiatives').





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List of Acronyms

Acronym	Definition
b-Learning	Blended learning
DeRAD	De-radicalisation
EBEM	Evidence-Based Evaluation Model
EUCPN	European Crime Prevention Network
IPS	IPS_Innovative Prison Systems
LPR	Local Rupel Police
NLW	National Level Workshop
PPHS	Polish Platform for Homeland Security
PVE / CVE	Preventing and countering violent extremism
RUSI	Royal United Services Institute
ToT	Train of Trainers
UNODC	United Nations Office on Drugs and Crime



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INDEED Project's 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, implementing, and evaluating initiatives in the field, based on evidence-based approaches. 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 '5 Is Framework' (Ekblom, 2011), consisting, in essence, in 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 Learnt 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.





Executive summary

Deliverable 5.1 (hereinafter D5.1) aims to holistically explore training and learning tools, gaps, needs and standards for the evaluation and intervention design of initiatives in the field of preventing and countering violent extremism and de-radicalisation (hereinafter PVE / CVE / DeRAD), which will, subsequently, serve as a crucial baseline and guidance to the development of INDEED's training programme in the Task 5.3 'Design of novel training curricula and Training Support Packages on Evaluation and Design, Planning and Implementation of PVE / CVE / De-radicalisation initiatives'.

In this sense, D5.1 compiles information and data from extensive desk research, 26 interviews with experts and trainers in the field of PVE / CVE / DeRAD, as well as 14 National Level Workshops (NLWs), which were conducted by INDEED's partner organisations within Task 5.1 "User-based identification of training/learning needs, tools, requirements and standards for evaluation and design of PVE / CVE / De-radicalisation initiatives".

By doing so, D5.1 ensures the creation of a comprehensive and innovative training curricula and training support packages within the project, which will, thus, adequately address current needs and gaps for both front-line practitioners and policy makers. Moreover, existing best practices and lessons learnt will be leveraged, to avoid duplication and enhance the added-value of INDEED to pioneer holistic and innovative capacity-building solutions tailored to the realities, needs and contexts of practitioners and policy makers in the design and evaluation of PVE / CVE / De-radicalisation initiatives. This deliverable centrally concludes that there is a clear lack of training in the field of designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives, and, hence an urgent need to develop and implement actions to mitigate this gap. In this sense, both practitioners and the current existing know-how in this field identified the following requirements for such trainings:

- Build-upon existing practices and initiatives;
- Have a multi-disciplinary and holistic approach;
- Be adequately tailor-made to the trainees' needs and contexts;
- Be practice-oriented and use a b-Learning format;
- Be continuously updated and improved according to trainees' feedback.



1 INTRODUCTION

1.1 BACKGROUND AND OBJECTIVES

This report is part of INDEED's Work Package (WP) 5 "Strengthening Practitioners', Policy makers' Field Competencies for Evidence-based Practice", which aims to identify and map training and capacity building needs, best practices and solutions in user-based design in order to prepare the ground for the development of INDEED's training materials.¹ As such, the main objectives of WP5 are:

1. To directly engage trainers, training institutions, policy makers and first-line practitioners to identify and map training and capacity building needs, best practices and solutions in user-based design;
2. To support the development of a collaborative learning field and 'community of practice' on evaluation;
3. To create an integrated training suite, including a capacity-building tool, trainings and curricula – for both in-person training and online self-paced learning;
4. Improve and strengthen the capacity of practitioners and policy makers to implement effective evaluations and develop an improved evidence-based design of PVE /CVE / De-radicalisation initiatives;
5. To support the general uptake of the proposed solutions and training through train-the-trainer methods and cascade trainings;
6. And to create 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.

D5.1 primarily addresses objective 1 of WP5, to provide a comprehensive analysis of identified and explored training and learning tools, gaps, needs and standards for the evaluation and intervention design of PVE / CVE / DeRAD and other crime prevention initiatives.

1.2 DELIVERABLE'S STRUCTURE

To adequately present the different types of data collected to comprehensively meet the aim of D5.1 the deliverable **is divided into five sections.**

The first section explains the holistic three-fold methodology (Annex 1) that was used to compile all the necessary information for the achievement of task 5.1's goals. Hence, all of the steps taken, and materials developed are explored, as well as hindrances felt by the involved partners.

The second section provides the results of an extensive desk research concerning existing training and capacity building initiatives on evaluation in the field of PVE / CVE / DeRAD, as well as other crime prevention initiatives. In this sense, the main goal is to identify potential lessons

¹ Including the INDEED Toolkit, e-learning suite, and Training Support Packages and Training Curricula



learnt and best practices that can be applied and/or adapted to the training programme that will be developed within the INDEED project. Moreover, this section further discusses the need to develop training and capacity building initiatives focused solely on how to properly conduct evaluations and highlights the importance of such trainings to the overall success and effective implementation of PVE / CVE / DeRAD initiatives.

The third section of D5.1 analyses in-depth interviews with leading trainers and experts in PVE / CVE / DeRAD in order to collect additional and more specific and tailored information on training and learning tools, gaps, needs and standards for the evaluation and intervention design of PVE / CVE / DeRAD and other crime prevention initiatives. The interviews' analysis focuses on three main topics: *i)* existing training and learning tools in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives; *ii)* identifying the needs and requirements for training in the field; and *iii)* contributing to the shaping of a training curriculum's content and training materials, which are currently insufficient or lacking.

The fourth section of the present deliverable explores the information gathered in the NLWs organised in each partner country, thus providing contextually specific information on needs and gaps concerning training on designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives. In this sense, this section analyses the joint discussion and know-how that was shared among practitioners from different backgrounds regarding end-users' needs and lacks in designing and evaluating P/CVE/DeRad and other crime prevention initiatives.

The fifth section includes the conclusions of all the information explored in the previous sections, as well as next steps and recommendations that should be considered during the development of T5.3, in which INDEED's training programme will be developed.



2 METHODOLOGY

In order to holistically gather insight on existing training and learning tools, as well as identifying existing challenges, gaps and needs within the training in PVE / CVE / DeRAD, which will then be a fundamental baseline for INDEED's training programme (T5.3), the development of T5.1 was carried out using a **triangulation of data collection methods**. In this sense, it encompassed an **extensive desk research, in-depth interviews, and inter-disciplinary NLWs**, which occurred between July 2022 and December 2022. The methodological framework for T5.1 (Annex 1) was developed by IPS as task leader, having been shared with all partners in WP5's Kick-off meeting in July 2022.

Nonetheless, D5.1 was developed with an already solid basis stemming from previous activities developed within the INDEED project. In this sense, the knowledge compiled in WP2 (Identification on Practitioners' and Policy Makers' Gaps and Requirements) was a key baseline for T5.1, considering the needs, gaps, and know-how already gathered in its tasks. In fact, WP2 aimed to actively engage practitioners and policy makers in the INDEED project, assess their lacks in designing, planning, implementation and evaluation of policies, strategies, programmes, actions and interventions in use, and, thus, gather requirements for the most desirable and feasible training and evaluation tools to be developed through the INDEED project.

Therefore, the activities carried out within T5.1, as well as the results compiled in D5.1, specifically considered the results of T2.3/D2.5 (Training and Evaluation Tool Requirements Report) in terms of needs and gaps in terms of training initiatives identified by practitioners, as well as T2.4/D2.4's (Practice and Evaluation Gap Analysis Report) findings, which guided the research conducted within the present deliverable. Moreover, the practice-oriented and multi-disciplinary results stemming from the Practitioners' Workshop organised within the scope of T2.2, in which several needs and gaps were identified and compiled (D2.6 Baseline Report of Gaps, Needs and Solutions), were also considered.

2.1 DESK RESEARCH

The first activity within T5.1 was conducted by IPS and consisted of the development of a desk research on existing training and capacity building initiatives. This research focused on countries within and beyond the European Union, in order to have a clear and comprehensive perspective on existing different approaches and initiatives that can be adapted to the European context. Initially, the research focused only on existing materials concerning training in evaluation of PVE / CVE / DeRAD initiatives. However, it was understood that there is currently a heightened lack of available know-how regarding this field, which led the involved team to broaden the research to training initiatives in evaluating other crime prevention initiatives. In fact, following a discussion with partners, it was agreed that including training initiatives on evaluation in adjacent fields, which knowledge should be transferred and adapted to the PVE / CVE / DeRAD area, would provide added value to the assessment.

Hence, for the study, **30 resources** (i.e., articles, books reports, official websites), both scientific and non-scientific, **were flagged** by IPS (together with partners) **and analysed** (please find these resources marked with double asterisks in the references section). Following this analysis, recommendations, and opportunities to build-upon current training initiatives were identified, particularly those that should be considered for the development of INDEED's training curricula and training support packages.

This activity was carried out between July 2022 and September 2022 and was followed by two revision and review periods from partners.





2.2 INTERVIEWS

The second activity within T5.1 was the conduction of **26 interviews** with leading trainers and experts in the field of PVE / CVE / DeRAD by task partners. The selection of these experts was based on their expertise in the PVE / CVE / DeRAD area, stemming from their work in terms of research, involvement and development of initiatives and projects in topics within this field, as well as their competences and skills in capacity-building. Moreover, some of the selected interviewees were also end-users, since it was considered by the Consortium that their perspective was fundamental to consider within the scope of T5.1.

Similarly to the desk research report, the scope of the interviewees' profile had to be broadened going beyond the PVE / CVE / DeRAD fields to also include the area of general crime prevention. The preparation for the data collection process through the interviews included 3 steps.

The first step of this activity consisted in identifying interviewees. For this purpose, a database was created, for which all partners contributed by suggesting potentially relevant individuals to be interviewed. The database included the name, email address, organisation, and short description of the individual. At this initial stage, experts were identified from countries within and beyond the Consortium, with some being part of the national SMART Hubs, thus maximising their engagement in the INDEED project. Afterwards, IPS (as T5.1's leader), PATRIR (as WP5's Leader) and PPHS (as INDEED's Project Coordinator) co-jointly agreed on the experts to be interviewed within T5.1.

The second step was to develop a comprehensive interview script to facilitate the interview process by partners. The first draft of the interview script was developed by IPS, bringing into consideration the key results of the focus groups conducted in T2.3, which were compiled in D2.5 'Training and Evaluation Tool Requirements Report', as well of the Practitioners Workshop (D2.6). After that the interview script was reviewed by all partners and a final version was agreed by the Consortium (Annex 2). Moreover, to ensure uniformity and ease data collection through the interviews, IPS also developed an invitation template (Annex 3) and adapted the consent form provided in D6.1 (Annex 4) to be used by partners conducting interviews. Taking into consideration the binding guidance provided in D6.1 'Gender, Ethical, Social and Legal Guidelines for the project's research activities and Gender, Legal, Social and Ethical Checklist for activity assessment'² and D9.1 'H-Requirement No. 1 Post Grant Requirement' concerning the ethical and legal treatment of confidential data within the INDEED project, all consent forms have been secured by partners who conducted the interviews. If necessary, these can be made available to the European Commission upon request.

The third step was conducting the interviews – 26 in total –, which were carried out by IPS, PPHS, LPR, and TRANSFORM between October 2022 and December 2022.

2.3 NATIONAL LEVEL WORKSHOPS

The third and last activity within T5.1 was the organisation of NLWs in all partner countries. Similarly to the interviews, IPS developed guidelines (Annex 5) to facilitate and standardise the organisation of these events in the different national contexts and ensure that the information collected was of utmost pertinence to the scope of T5.1. These guidelines also built-upon the previously collected information and, thus, aimed to cover topics about training in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives concerning which practitioners' perspectives were lacking.

² https://www.indeedproject.eu/wp-content/uploads/2022/01/INDEED-D6.1-Gender-Ethical-Social-and-Legal-Guidelines-for-the-projects-research-activities-and-Checklist-for-activity-assessment_ver.1.0.pdf



Additionally, an invitation template (Annex 6) and the adapted consent form provided in D6.1 (Annex 7) were also shared with all partners. As aforementioned, and following the guidance presented in D6.1 and D9.1, all consent forms were well secured by partners and can be made available to the European Commission upon request.

Regarding the participants involved in the NLWs, partners were asked to invite members of the national SMART Hubs, in order to facilitate the involvement process and strengthen the engagement of such practitioners within the scope of the INDEED project, particularly in what concerns the upcoming training programme.

The NLWs were carried out between November 2022 and December 2022.

2.4 METHODOLOGICAL LIMITATIONS

The present deliverable utilised a three-fold methodological approach that encompassed an in-depth desk research, semi-structured interviews, and workshops conducted at the national level. This allowed for cross-checking the knowledge found in the literature with the pragmatic perspectives of the practitioners who are targeted within the INDEED project's scope of activities. In this sense, **this triangulation of methods allowed for overcoming most hindrances faced with utilising only one research method, such as inaccurate data, biases, or overly research-oriented results.**

Nonetheless, some limitations were identified, namely:

- Scarce previous research on training initiatives for the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives;
- Difficulties in meeting the expected target-numbers in the interviews and NLWs;
- Hindrances in analysing data from different sources and methods;
- Use of only qualitative analysis.

However, despite these limitations, D5.1's results and findings ensure that the know-how that will base the development of INDEED's training programme is up-to-date, rigorous, and adequately reflects practitioners' identified perspectives, needs, and requirements. In this sense, it is well in-line with its proposed objectives and, ultimately, will be of added-value to the continuous development and improvement of training for the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives.



3 EXISTING TRAININGS IN THE DESIGN AND EVALUATION OF PVE / CVE / DeRAD AND OTHER CRIME PREVENTION INITIATIVES

This desk research on training and capacity building initiatives is the result of an extensive analysis of the collection of relevant materials (i.e., articles, scientific books, reports, deliverables, among others) by the task leader (IPS_Innovative Prison Systems), as well as by the remaining project partners, on the following topics:

- Training in Evaluation in the field of Preventing Violent Extremism, Countering Violent Extremism, and De-radicalisation (PVE/CVE/DeRAD);
- Training in evaluation in other crime prevention initiatives (which can be adapted to the PVE / CVE / DeRAD field).

In this sense, this desk research aims to provide comprehensive and in-depth insight and relevant information regarding training and capacity building initiatives on evaluation in the field of PVE / CVE / DeRAD, contributing to Work Package 5's goal of "identifying and mapping training and capacity building needs, best practices and solutions in user-based design". These findings will also serve as a key basis for the development of the training materials and approach to be developed within the remaining tasks within WP5, serving as an effective "baseline" for the INDEED project to build-upon and maximise identified lessons learned and good and bad practices in the field of currently existing trainings and stakeholder identified needs on designing and evaluating PVE / CVE / DeRAD initiatives.

Please see the table below, which summarises the main characteristics of the different trainings, tools, and resources on designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives that are mentioned throughout the report.



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Table 1 Trainings, tools, and resources on designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives

Training / Tool / Resource on evaluation	Responsible organisation	Target group	Format	Goal of the training / tool / resource	Structure and content	Additional information
Toolkit for designing, evaluating, and monitoring the impact of PVE programmes	United Nations Development Programme (UNDP)	Practitioners and partners who are working on programmes that are either specifically focused on PVE, or have PVE-relevant elements to them	The toolkit is presented as an interactive online platform, which can be accessed through a website link. In addition, it is also possible to download the toolkit and obtain it in a PDF format.	The tool's goal is to assist and guide practitioners in designing, monitoring and evaluating PVE programmes in order to improve the impact of these initiatives.	<p>The toolkit is divided into 4 chapters. Each section houses modules that contain guidance and tools to aid with the design, monitoring and evaluation of PVE projects.</p> <p>Chapter 1 - Laying the foundations: explains approaches and principles that need to underpin projects related to PVE, including conflict and gender sensitivity;</p> <p>Chapter 2 - Design the programme: offers tools for identifying factors of vulnerability and resilience to violent extremism in the project context, building theories of change, and developing indicators and monitoring;</p> <p>Chapter 3 - Monitoring strategy and data collection: provides guidance and tools on developing a monitoring strategy and discusses and compiles different data collection methods;</p> <p>Chapter 4 - Evaluation and learning: provides details on evaluating PVE projects.</p>	In order to develop the toolkit, researchers, policy makers and PVE practitioners were consulted and the tool was tested in UNDP's country offices and civil society partners around the world.
"Evaluating Crime Prevention through Social Development Projects" handbook	Canada's National Crime Prevention Centre (NCPC)	Community groups	The handbook is available online in PDF format.	The handbook was developed as part of a train-the-trainer programme to equip programme staff at the NCPC with the knowledge and resources needed to encourage and enhance the evaluation capacity of community groups involved in crime prevention through social development projects, to provide supports and resources to facilitate evaluation efforts, and to establish processes and benchmarks for the evaluation of funded projects.	<p>The handbook is organised into 7 chapters that correspond to the 7 modules of the Crime Prevention through Social Development Evaluation Training package. The end of each chapter provides a glossary of terms used in the chapter and a list of resources relevant to the topics covered. Worksheets used in the training sections are also provided at the end of each chapter. Each module includes their own learning objectives.</p> <p>The handbook is structured as follows:</p> <p>Module 1 - An overview of evaluation</p> <p>Module 2 - Setting the stage for evaluation - Preparing a logic model</p> <p>Module 3 - Developing an evaluation plan</p> <p>Module 4 - Data collection methods</p> <p>Module 5 - Evaluation design</p> <p>Module 6 - Analysing data and reporting results</p> <p>Module 7 - Evaluation challenges and solutions</p>	N/A
"Evaluating drug policy: a seven-step guide to support the commissioning and managing of evaluations"	European Monitoring Centre for Drugs and Drug Addiction	Professionals engaged in developing drug policy, or in commissioning evaluations of drug policy, strategies and interventions.	The guide is available online in PDF format.	The guide aims to provide a summary of the main issues that professionals engaged in developing drug policy, or in commissioning evaluations of drug policy, strategies and interventions, need to consider. The guide seeks to act as an introduction, providing links to the wider literature and presenting the key issues for those managing drug policy evaluations. Overall, the guide is designed to assist people in choosing the best approach to suit their circumstances and to maximise the value of any evaluation.	<p>The guide starts by covering the importance of evaluating drug policy and by stating "key messages", which are the main takeaway points of the manual. Afterwards, the guide is divided into 7 sections:</p> <p>Section 1 - Preparing the ground</p> <p>Section 2 - Deciding on the type and scope of the evaluation</p> <p>Section 3 - Choosing an evaluation team</p> <p>Section 4 - Choosing an evaluation design</p> <p>Section 5 - Evaluation design: logic models or cause-and-effect chains and data requirements</p> <p>Section 6 - During the evaluation</p> <p>Section 7 - Using the evaluation results</p> <p>At the end, the guide has a section dedicated to "Sources and further reading" and a glossary of key terms used in evaluations.</p>	N/A



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Training / Tool / Resource on evaluation	Responsible organisation	Target group	Format	Goal of the training / tool / resource	Structure and content	Additional information
Manual for the evaluation of social prevention of drug related crime and/or nuisance	European Crime Prevention Network (EUCPN)	Practitioners, project coordinators, policy officers, or others closely involved in project implementation and monitoring during the evaluation of their intervention.	The manual is available in PDF format.	The manual aims to guide practitioners through the various steps of the evaluation process and help them conduct a high-quality registration and evaluation of said project. More specifically, this manual was developed to help practitioners evaluate projects within the theme of social prevention of drug-related crime and/or nuisance.	The manual is structured so that it guides practitioners through the various steps of an evaluation process. As such, the guide as 4 modules: Module 1: What evaluation involves and how to get started; Module 2: What data to measure to evaluate a project and how to do this; Module 3: How to bring this data together in an evaluation and what statements can be made this way; Module 4: How to further disseminate and use the results. To aid practitioners further, there are several boxes throughout the manual which, depending on the colour, offer the following information: Green box - Objectives per module; Blue box - Frequently asked questions, tips and tricks; Yellow box - Example; Pink box - Task.	The manual was created as part of a scientific study, along with actors in the field, into the social prevention of drug-related crime and nuisance. The manual includes an accompanying workbook/tool which includes an evaluation template as well as different tasks relating to: drawing up the evaluation framework, and determining and measuring indicators of a process evaluation or an outcome evaluation.
QUALIPREV short manual	European Crime Prevention Network (EUCPN)	Evaluators wanting to evaluate the (potential) of their own projects or external evaluators wanting to select promising practices.	The manual is available online in PDF format.	The manual relates to the QUALIPREV-tool, an instrument meant to evaluate the quality of crime prevention projects quickly and easily, based on the presence of key criteria. As such, the aim of the manual is to lay out and guide practitioners through the tool's model and structure.	The short manual lays out the tool's structure, which is based on a 2- step evaluation model. As such, the manual explains what is entailed in each step: Step I: Scoring of the project (this section details how the scoring of a project is done and why) Step II: Identification of good practices (this section details how to score the effectiveness of a prevention measure). The manual includes a sheet stating QUALIPREV's scoring criteria and definitions as well as another sheet listing different evaluation indicators.	N/A
"The Evaluation of Crime Prevention Projects: A practical manual for trainers and practitioners"	European Crime Prevention Network (EUCPN)	Trainers, practitioners and professionals in the crime prevention domain.	The manual is part of a 10.5 hour training course which is composed by this printed manual and a series of PowerPoint slides, which are designed for use by trainees during the training sessions. The manual features all the information provided in the PowerPoint presentations, but in greater detail and with some supplementary material.	The goal of the manual/training is to build the knowledge of trainers and practitioners regarding evaluating crime prevention projects.	The manual consists of ten modules, which focus on eight necessary steps to evaluate crime prevention projects: Step 1 - Theoretical foundation (includes Module 1 that explains what crime prevention means, provides the theoretical foundations for the evaluation, and forms the basis for the following modules); Step 2 - Preparing the evaluation (includes Module 2 which reviews the benefits of evaluation, why it is important to evaluate crime prevention projects, and explains important steps that must be performed before an evaluation starts); Step 3 - Choosing a type of evaluation (includes Modules 3, 4 and 5 which focus on plan, process, and outcome evaluations, respectively); Step 4 - Choosing an evaluation approach (includes Module 6 which explains how to use two popular models – realistic evaluation and pre-test–post-test evaluation); Step 5 - Planning the evaluation (includes Module 7, which gives practical guidelines on how to develop a systematic approach to planning and how to budget all resources needed for the evaluation); Step 6 - Performing the evaluation (includes Module 8, which provides an overview of relevant data sources and data collection methods for both internal and external evaluations, as well as guidelines on how to collect data); Step 7 - Communicating and presenting results (includes Module 9 that focuses on how to communicate the results of the evaluation to an internal or external audience and which communication channels can be used); Step 8 - Assessment of quality of evaluation (includes Module 10, which focuses on the assessment of the quality of the evaluation. The QUALIPREV tool is discussed and explained by means of an example).	Each module includes learning objectives. Additionally, each module finishes with a slide that lists key references. The training manual itself includes a fuller list of references, together with a direct link/url to the publication, or to a website where more information about the publication can be obtained.



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INDEED

Evidence – Based Model for Evaluation of
Radicalisation Prevention and Mitigation

D5.1 Comprehensive Analysis Report on trainings, learning tools, gaps and needs for evaluation and initiatives' design Version: 1.0

Training / Tool / Resource on evaluation	Responsible organisation	Target group	Format	Goal of the training / tool / resource	Structure and content	Additional information
Evaluation Toolkit for professionals working in the counter violent extremism field	IMPACT Europe	Professionals working in the counter violent extremism field	The toolkit is available online and is presented in a website format.	The main purpose of the Toolkit is to help professionals in designing and conducting evaluations in the CVE field. The toolkit also helps professionals to develop well-designed programmes, which are easier to evaluate and more likely to achieve results.	<p>The toolkit consists of 3 main components:</p> <ol style="list-style-type: none"> 1. Evaluation Guide: this section helps in designing and conducting CVE evaluations. 2. Interventions Database: this section provides examples of current practices in the CVE field. 3. Lessons Learned: this section provides examples of CVE interventions which have been formally evaluated and discusses the lessons learned from these evaluations. 	The online toolkit and manual are available in English, but there are quick guides available in other languages, such as Danish, Dutch, French and German.



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3.1 BACKGROUND

With violent extremism and radicalisation continuing to represent a serious threat within Europe and globally, governments, law enforcement agencies, civil society organisations and other stakeholders have developed a plethora of initiatives, approaches, and preventive measures to build and strengthen capacity to effectively contribute to PVE / CVE / DeRAD. Indeed, according to the **Radicalisation Awareness Network Police and Law Enforcement Working Group** (RAN POL, 2021), there are more local training programmes in PVE / CVE being developed now compared to five years ago.

Although for many years approaches to PVE/CVE have been heavily securitised, research (OSCE, 2020) shows that comprehensive and holistic approaches can have a much more successful and sustainable impact (**International Center for Counter-Terrorism** [ICCT], n.d.). This has led many initiatives to broaden their scope and include different actors in their training and capacity building efforts, from law enforcement agencies and prison and probation services to non-governmental organisations, civil society organisations, educational institutions and even affected communities, youth, community leaders and stakeholders, as well as other public institutions and services, including social services, health services and more. Indeed, evidence suggests PVE / CVE / DeRAD approaches should be inherently multidisciplinary, as they must complement the efforts of authorities while also engaging the vast network of other actors at the local, national, regional, and global level such as youth, women, religious leaders, communities, teachers, among others (Neumann, 2017; OSCE, 2012; OSCE, 2019).

As a response to the rising threats in the field, across Europe, several training and capacity building initiatives have been developed and implemented as component parts of PVE / CVE / DeRAD policies with the aim of providing different actors with the attitudes, skills and knowledge needed to successfully identify early signs of radicalisation and take the appropriate measures. However, in many cases, trainings were rendered as not being effective and seemed to create misunderstandings and reinforce stereotypes (Muro & Bourekba, 2019). Moreover, the diversity of needs and gaps experienced by different practitioners may also at times hinder the adequate conduction, implementation and effectiveness of trainings (Fink et al., 2013).

Such instances have reinforced the importance of evaluating PVE / CVE / DeRAD programmes, so the field can better learn from experiences, understand 'what works' and 'what does not work' in such initiatives, and improve capacities to design evidence-based interventions, ensure accountability, and enhance the effectiveness of successor programmes (International Alert, 2018).

In fact, as a RAN (2021, p. 1) report states, "evaluations are (...) indispensable to make grounded statements on the effectiveness of P/CVE [Preventing and Countering Violent Extremism] work and prove to be of particular importance when it comes to creating a learning environment for practitioners and when seeking to improve accountability". However, there are several challenges, which will be presented below, facing evaluation practices of PVE/CVE/DeRAD initiatives and how evaluations are done and findings utilised, which have resulted in major gaps and current 'bad practices' in the field. Nonetheless, some practices have emerged within the evaluation of PVE/CVE/DeRAD as well as other crime prevention initiatives, which can be of particular interest to the development of the assessment of the aforementioned initiatives. Such opportunities, challenges, gaps, and needs will be briefly explored throughout this report.

With this in mind, the present report will start by analysing relevant literature regarding evaluation training in PVE/CVE/DeRAD thus providing a brief background and context regarding the field, as well as its challenges. Afterwards, it will examine evaluation training concerning other crime prevention initiatives, in order to explore further than the PVE/CVE/DeRAD field and understand if there are potential lessons learned or best practices which can be transferred and



applied to it. Lastly, the report will provide a conclusion of the main points discovered, as well as present key future steps.

3.2 EVALUATION TRAINING IN PVE / CVE / DeRAD

The evaluation of PVE/CVE/DeRAD initiatives "is still in its infancy" (Molenkamp et al., 2018, p. 1) and, hence, remains limited in number. In fact, many interventions "still lack any kind of evaluation or have only internal self-evaluation as a form of assessment, rarely focusing on change or impact" (Teixeira, n.d., p. 1), and there is simply "a lack of work undertaken to evaluate these programmes" (Dawson et al., 2014, p. 2).

Indeed, according to a research commissioned by the **European Crime Prevention Network** (EUCPN) on the experiences of EU Member States performing evaluations in projects and activities aimed at crime prevention (Silva & Lind, 2020), it was concluded that:

- Only 44% of the analysed cases were formally evaluated;
- 36% of cases were informally evaluated (i.e., the evaluation was not systematically measured or registered in an official report);
- And 10% of the cases were not evaluated at all.

Additionally, there are several challenges to the evaluation of crime prevention initiatives, which can explain why these are scarcely conducted. In fact, "challenges exist not only in designing preventive programs but also in developing tools for measuring and evaluating their impact" (Fink et al., 2013, p. 2).

Regarding the latter, hindrances in different areas can be pinpointed as nefarious for the conduction of evaluation. The **United Nations Office on Drugs and Crime's (UNODC) Independent Evaluation Section** (IES) highlights as a central challenge the "limited funding for strengthening evaluation capacity for improved accountability and learning" (UNODC, n.d., p. 2). Moreover, the **Canadian National Crime Prevention Centre** identified other hindrances, as such (Sehl, n.d., p. 2):

- Lack of resources and time;
- Reluctancy in presenting less positive evaluation results;
- Lack of expertise;
- Perceived previously proved high effectiveness of the initiative;
- "Long-term change vs. short-term funds".

Likewise, Silva and Lind's (2020) study notes several aspects that can represent an obstacle to the implementation of outcome evaluations to crime prevention initiatives:

- Lack of involvement of stakeholders in the evaluation process;
- Lack of external expertise of the individuals responsible for the evaluation, as well as a lack of support provided to these individuals;
- Managerial and political pressures to implement initiatives without evaluating them.

Similarly, Vicente (2022) concluded that lack of motivation, how costly evaluation can be, and the fact that it is rarely considered a priority, are also a few of the reasons for the lack of a widespread implementation of evaluation. In addition, the lack of knowledge and resources with which to conduct evaluations are also one of the main reasons (Holmer et al., 2018).

In this sense, there are several factors that must be taken into account whilst conducting an evaluation of PVE/CVE/DeRAD initiatives. However, another central matter that often hinders the adequate and efficient conduction of evaluation procedures is the lack of adequate training of the professionals responsible for the evaluative initiatives. Indeed, symposiums held in Ottawa in 2012 and 2013 on measuring the effectiveness of counterterrorism programming showed the "value of multistakeholder dialogue and training and development opportunities to discuss common challenges and practices" (Fink et al., 2013, p. 16). Furthermore, a practice and evaluation gap analysis report which was conducted as part of Work Package 2 of this project



found that providing tailored training to evaluators could help improve evaluation approaches, and that investing in developing expertise in this area - at various levels - is a cornerstone for effective and accurate evaluations.

Additionally, due to such hindrances, and especially in order to build their staff's capacity in planning, implementing and using evaluations, UNODC's Independent Evaluation Section developed a web-based evaluation management and knowledge sharing application, Unite Evaluations (UNODC, n.d.), for which a user manual was also created. In this sense, Unite Evaluations provides staff with help in two main areas: planning for evaluation, which is done through the presentation and option of choosing 1 of the 150 evaluation plans of UNODC projects, programmes, strategies and policies; and in managing evaluations, which is done through a detailed workflow system with dedicated roles and responsibilities for Project and Programme Managers, as well as IES and independent evaluators, and which ensures full transparency of the evaluation process. In addition, the application also offers a dedicated knowledge bank, where staff can easily access evaluation recommendations and lessons learned.

Moreover, in Denmark, an evaluation of the **Danish CVE approach** found that integrating evaluation tools in the training of professionals is key within the scope of adequately conducting evaluations (Fink et al., 2013). Similarly, UNDP's toolkit for designing, evaluating, and monitoring the impact of PVE programmes recommends drawing efforts towards capacity building within the involved teams towards monitoring and evaluating such initiatives (International Alert, n.d). As such, the toolkit, which was designed particularly for practitioners who are working on programmes that are either specifically focused on PVE, or have PVE-relevant elements to them, aims to assist and guide practitioners in designing, monitoring and evaluating PVE programmes in order to improve the impact of such initiatives. The toolkit, which is presented as an interactive online platform, is divided into 4 chapters:

- Chapter 1 - Laying the foundations: explains approaches and principles that need to underpin projects related to PVE, including conflict and gender sensitivity;
- Chapter 2 - Design the programme: offers tools for identifying factors of vulnerability and resilience to violent extremism in the project context, building theories of change, and developing indicators and monitoring;
- Chapter 3 - Monitoring strategy and data collection: provides guidance and tools on developing a monitoring strategy and discusses and compiles different data collection methods;
- Chapter 4 - Evaluation and learning: provides details on evaluating PVE projects.

Similarly to the UNDP, **IMPACT Europe**, an EU-funded project, also developed an online evaluation toolkit with the aim of capacitating professionals in designing and conducting evaluations in the CVE field, as "robust and rigorous evaluations have not yet become the norm" in this field (IMPACT Europe, n.d., p. V). The toolkit consists of three main components: *i*) an evaluation guide which helps in designing and conducting CVE evaluations; *ii*) an interventions database that provides examples of current practices in the CVE field; and *iii*) lessons learned, which gives examples of, and discusses the lessons learned from, CVE interventions that have been formally evaluated. The evaluation guide, which "explains and guides users on how to design and conduct evaluations step by step" (ibid, p. 8) is structured in three sections:

- Designing and conducting evaluations
- Methods (evaluation designs and data collection methods)
- Practical example

In fact, "sharing evaluations and other M&E [monitoring and evaluation] findings (good and bad) between project teams", "incentivising staff to share examples of failure, alongside success", and "regular project reflection and learning meetings, with all staff working on the project" are recommended practices, which can be part of a holistic and multi-disciplinary training programme for practitioners working in PVE/CVE/DeRAD (International Alert, 2018, p. 25). These will aid with identifying challenges and barriers, as well as co-joint solutions to adequately



overcome them, as well as determine 'good' practices within the field that can be replicated and continuously improved in future work and initiatives.

Despite the aforementioned lack of research and know-how, the few existent resources on the matter pinpoint training and capacity building in evaluation as central for assuring its highest effectiveness and added-value. In fact, a book by Preskill and Russ-Eft (2015, p. xvii) on building capacity for evaluation states that "as more individuals are being asked to conduct evaluations, it is critical that they develop the knowledge and skills required for developing high-quality work". Nonetheless, trainings in PVE/CVE/DeRAD mostly focus on raising trainees' awareness and understanding of the process of radicalisation, breeding grounds and vulnerabilities and, despite their continuously increased multi-disciplinarity, still leave out evaluation and monitoring, thus still not preparing practitioners for this important step within the scope of their work.

Furthermore, according to a report by Vicente et al. (2021), only a few Member States' training programmes include evaluation in their development process, which, according to the respondents consulted for the report, is due to a lack of technical skills and resources with which to conduct such evaluations. However, none of them include evaluation training in their curriculum.

As such, we can see how the lack of evaluation of PVE/CVE/DeRAD training and capacity building initiatives is a known fact in the field, which is why Vicente (2022) has highlighted the need to promote the evaluation of the relevance and impact of such programmes. In addition, practitioners' lack of resources and skills with which to conduct such evaluations also seems to be a recognised, familiar aspect in the field. In fact, from the several trainings analysed as part of this report, none regarded training or capacity building in evaluation.

Considering this, it is clear that there is a need for more guidance and resources on how to conduct such evaluations and yet, evaluation training and capacity building initiatives in the field of PVE/CVE/DeRAD are very scarce and there seems to be little literature regarding this topic. Thus, there is evidently a need for such trainings to be developed and implemented.

According to Teixeira (n.d.), it is crucial to invest in capacity building in the evaluation field in PVE/CVE by implementing training activities. Additionally, as Holmer et al. (2018) stress, the quality and rigor of an evaluation depends largely on building the capacity and expertise of those implementing and evaluating the programmes. Especially considering how several of the newer and more rigorous evaluation tools for PVE/CVE/DeRAD have been developed in academia (such as RAND's Evaluation Toolkit for Countering Violent Extremism), there is an increased need for training practitioners on how to adequately use these tools. Hence, training project and programme teams on how to evaluate, and a toolkit with which to do so, is crucial, as the implementing actors must be involved in the design process of the evaluation and possess the necessary skills to carry it out (Dawson et al., 2014). As Dawson et al. (2014) highlight, only a long-term investment in people and skills will have a significant impact on developing an evaluation culture.

Nonetheless, there are practices that can be implemented in other contexts regarding practitioners' capacitation with the field of evaluation in PVE/CVE/DeRAD. For example, a workshop held in Ottawa in 2012 and 2013 on measuring the effectiveness of counterterrorism programming confirmed that the opportunity of gathering practitioners, policy makers, and experts in PVE/CVE/DeRAD were considered key for the participants (Fink et al., 2013). This finding can easily be incorporated into training initiatives developed and implemented in other settings, thus boosting capacity in the field of evaluation, as well as promoting multi-agency cooperation and multi-disciplinary approaches.



3.3 EVALUATION TRAINING IN OTHER CRIME PREVENTION INITIATIVES

Considering the aforementioned lack of reliable evaluations of PVE/CVE/DeRAD programmes and of training and capacity building initiatives in how to conduct such evaluations, Barton et al. (2022) argue that it might be helpful to consider how the challenges faced in the PVE/CVE/DeRAD field regarding this issue are similar to the ones faced by other crime prevention initiatives, such as social programmes aimed at reducing the incidence of risky behaviours among stigmatised communities, including gang violence and family violence. Indeed, similarly to what has been indicated regarding the evaluation of PVE/CVE/DeRAD initiatives, a paper by Homel (2009, p. 5) states that, among the matters that are related to the reduction of success of crime prevention initiatives, one of them is the "lack of knowledge and experience with performance measurement and program evaluation".

As such, Barton et al. (2022) recommend that the evaluations implemented in these crime prevention related fields must be closely examined so that we can learn from the methods used to overcome challenges, as well as identify best practices and lessons learned. Indeed, according to Lenos and Wouterse (2018, p. 1), "those tasked with innovating and evaluating interventions [in the field of PVE/CVE/DeRAD] can learn by taking stock of what is working in adjacent fields". Consulting and analysing how other crime prevention initiatives conduct and implement evaluations becomes even more relevant when we realise that the PVE/CVE/DeRAD field is still quite new, and that the evaluation of this field's initiatives is underdeveloped when compared to other crime prevention related programmes (ibid).

In this sense, interesting practices were developed in **Australia and Canada** regarding the evaluation of crime prevention programmes. In fact, in a report on the evaluation of community crime prevention programmes, Morgan and Homel (2013, p. 8) state that "central agencies should give consideration to the existing capacity and potential needs of those likely to be entrusted with the responsibility for evaluation" in order to, afterwards, better respond to these and provide the necessary support. Among the different support measures indicated, one of them involves "providing training and resources that help to build the capacity of those involved in evaluation and performance measurement" (Morgan & Homel, 2013, p. 8).

Similarly, **Canada's National Crime Prevention Centre** developed a handbook on the evaluation of crime prevention, as part of a Train of Trainers (ToT) course to capacitate its staff on enhancing and promoting evaluation among community groups part of crime prevention initiatives through social development programmes. The handbook starts with a central note on the question "Why evaluation training?", naming three points in this sense, namely:

- "To encourage and enhance the evaluation capacity of project sponsors";
- "To provide supports and resources to facilitate evaluation efforts";
- And, "to establish processes and benchmarks for the evaluation of funded projects" (Sehl, n.d., p. vi).

The handbook, which is available online, was designed for community groups and is organised into 7 chapters, which correspond to the 7 modules of the Crime Prevention through Social Development Evaluation Training package. While each chapter includes a glossary of terms used as well as a list of resources, worksheets are also included in the handbook. The handbook is structured as follows:

- Module 1: An overview of evaluation
- Module 2: Setting the stage for evaluation - Preparing a logic model
- Module 3: Developing an evaluation plan
- Module 4: Data collection methods
- Module 5: Evaluation design
- Module 6: Analysing data and reporting results
- Module 7: Evaluation challenges and solutions



Indeed, evaluation is seen as central not only for assessing a project's effectiveness, but also to "learn and improve the way it works" (Sehl, n.d., p. vi). Hence, the efforts towards training staff in the conduction of evaluation showcases the importance and centrality of such skills to the sustainability and utmost success of the crime prevention initiatives implemented. Additionally, in the particular case of the National Crime Prevention Centre, focus was given beyond the staff involved in the project, being deemed that community groups involved should also be trained in conducting evaluation. Indeed, such involvement of community groups indicates the need for a holistic, whole-of-society approach when providing training in evaluation, in order to assess and consider which actors would require and benefit from this capacitation.

Similarly, a document on how to evaluate drug policy has been created by the **European Monitoring Centre for Drugs and Drug Addiction** (EMCDD, 2017), laying out the main aspects that practitioners, particularly those managing the evaluation, must consider when conducting this practice. The aforementioned importance of evaluation is also reiterated in this guide, particularly regarding how it can contribute to an initiative/project in a myriad of ways, but, most importantly, how it "is essential for effective policymaking, helping ensure that policies and programmes have the desired effect, provide value for money and do not have negative unintended consequences" (ibid, p. 4).

As such, the **EMCDD guide**, which is available online, aims to provide a summary of the main issues that professionals engaged in developing drug policy, or in commissioning evaluations of drug policy, strategies and interventions, need to consider. Overall, the guide was designed to assist people in choosing the best approach to suit their circumstances and to maximise the value of any evaluation. The guide is divided into 7 sections:

- Section 1 - Preparing the ground
- Section 2 - Deciding on the type and scope of the evaluation
- Section 3 - Choosing an evaluation team
- Section 4 - Choosing an evaluation design
- Section 5 - Evaluation design: logic models or cause-and-effect chains and data requirements
- Section 6 - During the evaluation
- Section 7 - Using the evaluation results

Hence, understanding the importance of evaluating the practices in the field, the **EUCPN** developed a **practical manual** with the aim of guiding practitioners involved in prevention activities of drug-related crimes "through the various steps of [the evaluation] process and help to conduct a high-quality registration and evaluation of [their] project", (Colman et al., 2022, p. 4). The manual, which is accompanied by a workbook, comprises 4 modules which, together, provide a step-by-step guide on how to implement an evaluation of social prevention of drug related crime and/or nuisance:

- Module 1: What evaluation involves and how to get started
- Module 2: What data to measure to evaluate a project and how to do this
- Module 3: How to bring this data together in an evaluation and what statements can be made this way
- Module 4: How to further disseminate and use the results.

The workbook, with problem solving prone and very practical tasks, is of added-value to the training initiative, as it includes exercises and templates related to each stage of the evaluation process that practitioners must complete after each module. Indeed, "together, [these] provide a high-quality evaluation of [the] project" (ibid, p. 4).

In addition to the training manuals and guides that have been developed for specific crime prevention initiatives, there have been recent efforts in providing specific resources on how to conduct evaluations of crime prevention initiatives in general. Although these are not specific to



the PVE/CVE/DeRAD field, and tailor-made training programmes in this area are still lacking, these resources are still valuable and relevant as they can be adapted and used for the desired project or initiative.

In this sense, the EUCPN designed an **evaluation tool** named **QUALIPREV**, which is meant to establish whether an initiative can be labelled as a good practice (EUCPN, 2016), and that highlights the relevance of evaluating crime prevention projects. As explained in the tool's website (EUCPN, n.d.), in order to identify best practices in crime prevention, it is essential to conduct the evaluation of crime prevention initiatives and, in turn, to do so, it is essential to identify key indicators.

The QUALIPREV tool, which is accompanied by a manual, was designed for evaluators wanting to assess the (potential) of their own projects or for external evaluators wanting to select promising practices. In this sense, the manual was developed to guide practitioners through the tool's structure, and is structured based on a 2-step evaluation model:

- Step I: Scoring of the project;
- Step II: Identification of good practices.

However, resources on the identification and use of such indicators in the evaluation process is lacking (ibid, n.d.). As such, the EUCPN developed another **tool** that contains several **indicators** which are used to measure the quality of crime prevention initiatives. Among these, several relate to the implementation of independent and continuous evaluation, and the dissemination and publication of the evaluation's results. Once again, this comes to show how significant the inclusion of the practice of autonomous and external evaluation in crime prevention initiatives is, especially for the initiative to be of high quality and considered a best practice.

With this in mind, and still striving to upscale practitioners' training in carrying out evaluations of their practices, the **EUCPN** has also recently developed a **ten-hour training course** (EUCPN, 2022) aimed at evaluating projects for trainers and practitioners from the crime prevention field. The course consists of a manual and a series of PowerPoint slides explaining the necessary steps that must be taken in order to conduct an evaluation, from preparing and choosing the type of evaluation, to the communication of its results and assessment of its quality. The training and manual are therefore structured as follows:

- Step 1 - Theoretical foundation (includes Module 1, which explains what crime prevention means, provides the theoretical foundations for the evaluation, and forms the basis for the following modules);
- Step 2 - Preparing the evaluation (includes Module 2, which reviews the benefits of evaluation, why it is important to evaluate crime prevention projects, and explains important steps that must be performed before an evaluation starts);
- Step 3 - Choosing a type of evaluation (includes Modules 3, 4 and 5 which focus on plan, process, and outcome evaluations respectively);
- Step 4 - Choosing an evaluation approach (includes Module 6, which explains how to use two popular models – realistic evaluation and pre-test-post-test evaluation);
- Step 5 - Planning the evaluation (includes Module 7, which gives practical guidelines on how to develop a systematic approach to planning and how to budget all resources needed for the evaluation);
- Step 6 - Performing the evaluation (includes Module 8, which provides an overview of relevant data sources and data collection methods for both internal and external evaluations, as well as guidelines on how to collect data);
- Step 7 - Communicating and presenting results (includes Module 9, which focuses on how to communicate the results of the evaluation to an internal or external audience and which communication channels can be used);
- Step 8 - Assessment of quality of evaluation (includes Module 10, which focuses on the assessment of the quality of the evaluation. The QUALIPREV tool is discussed and explained by means of an example).



In the training manual, the importance of implementing evidence-based initiatives and of using different methods to evaluate such initiatives is reiterated, particularly in order to ensure the initiative's maximum impact.

In addition, in March 2021, during the 14th United Nations Congress on Crime Prevention and Criminal Justice, the **UNODC** conducted a **hybrid workshop** entitled 'Evidence-based Crime Prevention: Statistics, Indicators and Evaluation in Support of Successful Practices'. This event was the first to address the topic of evaluation within the field of crime prevention, having covered several key topics such as the "transformative power of evaluation", the "need for increased investments into strong Monitoring and Evaluation frameworks for crime prevention strategies", and different types of evaluation were presented as relevant tools for policy making (UNODC, 2021). Furthermore, and building upon what is stated on the General Assembly Resolution A/RES/69/237, as part of the 2030 Agenda, this workshop aimed to reinforce and strengthen evaluation capacity at the national levels.

In this sense, and to further emphasise the importance of training and capacity building in the field of evaluation, the aforementioned UNODC's IES explicitly stated that one of its central functions is to support Member States in strengthening national evaluation capacity. Moreover, the IES indicates that "this support helps improve UNODC and partner countries' accountability and evaluation-based decision-making in the response to drugs, crime and terrorism" (UNODC, n.d., p. 1). With this, the IES includes in its work scope and mission offering tailor-made and adapted technical support to stakeholders in the field of evaluation by, for example, aiding in the design of evaluation templates and guidelines, implementation of on-the-job training, and guidance through the different steps of evaluation. In addition, the IES is also part of the United Nations Evaluation Group, in which best practices, challenges, and experiences on evaluation are regularly shared (UNODC, n.d.).

Ultimately, the developments in terms of evaluation in crime prevention initiatives in general confirms that training and capacity building are, in fact, central for the adequate and effective assessment of such programmes. Some training programmes and approaches have been increasingly implemented in different settings, which can serve as an adequate starting point to the capacitation of PVE/CVE/DeRAD practitioners involved in conducting evaluation of approaches and initiatives on the field. In fact, building on top of already developed training initiatives and programmes in enhancing evaluation related competences should be one of the main focus in the area of PVE/CVE/DeRAD towards developing tailored and field specific training initiatives for such practitioners.

3.4 CONCLUSION

Although there is consensus that the PVE/CVE/DeRAD field has not been able to meaningfully reap the benefits of evaluation, and that it can build upon existing knowledge to improve its understanding about what works, there is still a lot of room for improvement. In fact, this is particularly the case when it comes to adequately and rigorously conducting evaluations of PVE/CVE/DeRAD initiatives.

Literature shows that **the lack of appropriate evaluation training is a key concern for practitioners**. Furthermore, the current lack of accuracy and consistency in the evaluations conducted to assess the impact and relevance of such programmes does not allow to adequately compare outcomes and understand what works, where and when. In addition, there is also a lack of awareness regarding existing evaluation resources.

As such, **there is a clear need for developing training and capacity building initiatives** - to a much larger extent than is currently the case - in the field of PVE/CVE/DeRAD, focused solely on how to properly conduct evaluations. Such trainings are crucial in order to provide practitioners with the necessary skills, knowledge, and resources with which to successfully and accurately conduct and implement evaluations.



Notwithstanding their small number, some practices have been implemented in contexts beyond the European scope, which can be of interest and inspiration, as well as innovation on the field. From the desk research conducted and analysed, **training is central for conducting evaluation of initiatives**, whether within PVE/CVE/DeRAD or other crime prevention actions. As we have seen throughout the report, some training efforts have, in fact, been developed and implemented and are continuously being carried out. Such practices include:

- Carrying out multi-disciplinary workshops and events;
- Sharing experiences on 'what works' and 'what does not work' with other practitioners in the field of evaluation;
- Understanding the needs and lacks of the target groups;
- Creating tailor-made training approaches and courses to all practitioners involved in the evaluation process;
- Capacitating both the staff but also external stakeholders that might play a role in the evaluation process;
- Gathering and building upon knowledge from other fields beyond PVE/CVE/DeRAD.

However, as we analysed, the problem with **the lack of evaluation trainings in this field does not lie only with practitioners, but also with policy makers who do not consider the importance or the goal of conducting such evaluations**. Hence, it is also crucial to implement awareness-raising efforts in this sense, as an evaluation culture must encompass all parties involved in the process rather than simply the individuals conducting the evaluation.

With these aspects in mind, despite the underdeveloped state of training in evaluating PVE/CVE/DeRAD initiatives, there are several opportunities to improve, maximise and build upon central knowledge and experience from previous initiatives and efforts conducted in other contexts and fields. Such know-how is a crucial and promising starting point to adequately evaluating PVE/CVE/DeRAD and, consequently, continuously learning and improving the field.

Having addressed the objectives previously outlined for it, this report makes several key contributions, both to the literature on evaluation trainings in PVE/CVE/DeRAD (and other crime prevention initiatives) as well as to the further development of INDEED, particularly to the creation of the project's training course. Specifically, **the report makes two sets of contributions**:

- First, the report presents a comprehensive overview of the state of play of evaluation trainings in the field of PVE/CVE/DeRAD, including the challenges to the implementation of an evaluation culture in this field. This overview provides important context to discussions about the importance of evaluation for successful, sustainable and effective PVE/CVE/DeRAD initiatives.
- Second, the report provides an extensive overview of evaluation trainings in other crime prevention initiatives, which offers insights into lessons learned and best practices which can be transposed to the PVE/CVE/DeRAD field.

While the report has several strengths, it also includes some limitations, such as the fact that while it attempts to be comprehensive in its multi-disciplinary review of evaluation trainings, it inevitably only provides a selective account.



4 ASSESSING NEEDS, GAPS & OPPORTUNITIES FOR INNOVATION

In order to more adequately understand and assess the current know-how, needs, and gaps experts in the PVE / CVE / DeRAD and crime prevention fields have regarding the design and evaluation of initiatives within these areas, **26 in-depth interviews were conducted** (Annex 2). These were qualitative interviews conducted individually with each expert by a member of the partner organisations in an online setting (e.g., Microsoft Teams).

Out of the 80 experts identified as a result of the database created, 40 were contacted by the Consortium, of which 26 replied and were interviewed. These interviews were carried out with individuals from the academic field, as well as practitioners from the prison and probation settings, governmental actors, and law enforcement agents from within and beyond the partner countries.

Nonetheless, hindrances were faced during this activity, which led to the conduction of 2 interviews during the month of January 2023. In fact, the responsible partner contacted the interviewees several times in November and December 2022, however the agreed dates for the interviews were scheduled for January 2023 due to the highly busy schedules of the interviewees in question. The added-value of including information from these interviews was agreed by the Consortium and, hence, despite the delay, these were accepted and incorporated in D5.1.

With this in mind, this section reflects an analysis of the results from the 26 in-depth interviewees conducted, being divided in three sub-sections that follow the division of the questions in the interview script. An explanation of the content of each sub-section can be found below.

4.1 SETTING THE SCENE – EXPLORING EXISTING TRAINING & LEARNING TOOLS IN DESIGNING AND EVALUATING PVE / CVE / DeRAD OR OTHER CRIME PREVENTION INITIATIVES

After the desk research regarding existing approaches that encompass training towards the design and evaluation of PVE/CVE/DeRAD and other crime prevention initiatives (Table 1), it was fundamental to explore the interviewed **practitioners' personal experience and knowledge in their daily work routines** concerning these. In this sense, several questions were asked in order to further delve into this topic from the interviewees' various perspectives.

Indeed, most interviewees indicated that their organisations did not implement/have implemented any **learning tools in designing and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives**. Some interviewees justified this lack of information concerning learning tools in designing and evaluating PVE / CVE / DeRAD or other crime prevention initiatives because these fall under the responsibility of higher-ups within their organisations (particularly concerning prison systems and law enforcement agencies), or because their existence is confidential. Nonetheless, out of the 6 interviewees whose organisation implemented such a learning tool, and after brief research around their answers, most of the tools mentioned did not have a focus on the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives, despite being connected to these topics. In fact, some interviewees mentioned that their organisation has specific tools for the evaluation of PVE / CVE / DeRAD initiatives (e.g., the QUALIPREV tool by EUCPN), but no training in this sense exists.



Overall, two learning tools – a university taught subject and RUSI Europe's EU thematic PVE / CVE trainings in underdeveloped countries³ – were mentioned by interviewees.

practitioners from the prison and probation settings.

Table 2 Learning tools in the field of evaluation

University subject	Consists of a learning tool developed by the interviewee themselves, which is <u>aimed for academics and university students</u> , serving as a <u>continuous training approach to evaluation</u> .
RUSI Europe's EU thematic PVE / CVE trainings	Created by RUSI Europe and consists of <u>taylor-made national trainings</u> (one single training per country) that targets governmental officials, NGOs/CSOs professionals, as well as other community practitioners. Besides providing knowledge concerning PVE / CVE, it includes <u>tools on how to evaluate initiatives in the field</u> , as well as <u>allows practitioners to participate in the evaluation of some programmes</u> . The effectiveness of the training is assessed using a pre vs. post-test approach.

Additionally, in terms of **interviewees' awareness of external training tools** in designing and evaluating PVE / CVE / DeRAD or other crime prevention initiatives, most interviewees were not able to identify any training tool. Nonetheless, despite the remaining interviewees having identified some tools (e.g., CEPOL's LEED tool⁴), these are either training platforms or actual tools used to conduct the evaluation of PVE / CVE / DeRAD or other crime prevention initiatives, hence not fulfilling the training component. However, except CEPOL's LEED tool, none of the learning or training tools mentioned were, as per interviewees' knowledge, evaluated.

Nonetheless, upon further research, two tools identified by an interviewee, despite not being specific for PVE / CVE / DeRAD or other crime prevention initiatives, were deemed of particular relevance for D5.1, as well as for the work being developed within the INDEED project.

practitioners from the prison and probation settings.

Table 3 Training tools in the field of evaluation

'BetterEvaluation' platform⁵	A website that, on one hand, <u>compiles relevant knowledge concerning evaluation in different fields, settings, and contexts</u> and, on the other hand, <u>aims to promote the sharing, co-creation, and cooperation regarding the development and implementation of evaluation procedures</u> . Through the extensive and up-to-date resources, tools, materials, and frameworks, it is of added-value in the capacitation of practitioners in the field of evaluation, serving both as a resource and a training tool. Moreover, 'BetterEvaluation' is, since 2022, <u>the knowledge platform of the</u>
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³<https://rusi.org/explore-our-research/projects/european-union-thematic-training-preventing-and-countering-violent-extremism>

⁴ <https://leed.cepol.europa.eu/>

⁵ <https://www.betterevaluation.org/>



	<u>'Global Evaluation Initiative'</u> ⁶ , which brings together experts and organisations to foment the implementation of evidence-based evaluation and monitoring in developing countries.
Urban Innovative Actions' Training on Evaluation	Based on lessons learnt from 55 of their own projects, the Urban Innovative Actions provides know-how regarding both <u>evaluation governance</u> ⁷ and <u>evaluation approaches</u> ⁸ , which is complemented by <u>practical case studies</u> and <u>learning materials such as dynamic videos</u> . Despite the different area of scope, the overarching nature of the practices identified and recommended by the Urban Innovative Actions' concerning who to involve and when, how to allocate resources, how to develop and implement an evaluative approach, and how to work from an evidence-based perspective are of clear added-value within the scope of the INDEED project, particularly its training programme.

Overall, interviewees lacked a clear knowledge of learning and training tools for the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives, which can be explained by the aforementioned and explored lack of such practices in the field. As indicated in section 2, many time practitioners have to resort to other fields in order to be able to gain insights concerning the development and implementation of evaluation practices, which was the case of some of the interviewees. Nonetheless, the importance of the knowledge from other fields beyond PVE / CVE / DeRAD is hereby reinforced as paramount.

Such is particularly relevant when considering the fact that **most interviewees had not received training in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives**. Those who answered positively to the question and affirmed to have been trained were either trained in evaluation in general or had been part of external training events a few years ago. Additionally, some interviewees mentioned having received training in PVE / CVE / DeRAD (e.g., the Community Policing and the Prevention of Radicalisation training), however it did not include training on designing and evaluating initiatives in this field.

The reasons presented for not having received training were various, ranging from language barriers, the interviewees' role in the organisation, and lack of expertise in the field. However, the most commonly mentioned reason was due to a lack of trainings available.

Indeed, despite **all interviewees having expressed interesting in being trained** in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives, no such trainings were available to them. In this sense, due to the generalised lack of training initiatives in the field of evaluation, **best practices and lessons learnt from other fields appear of particular pertinence**.

⁶ <https://www.globalevaluationinitiative.org/>

⁷ <https://www.uia-initiative.eu/en/evaluation-governance>

⁸ <https://www.uia-initiative.eu/en/evaluation-approaches>



4.2 SETTING THE TONE – IDENTIFYING NEEDS AND REQUIREMENTS

The results of the interviews demonstrated a clear need in tailor-made trainings. In order to adequately create and implement a tailor-made and relevant training programme, it is key to understand the target-groups' main gaps, especially in terms of know-how. In this sense, it was considered pertinent to assess interviewees' opinions regarding training contents, objectives, methods/approaches, and target-audiences. Hence, these topics will be explored in this sub-section.

In terms of the **main topics interviewees identified as being key for the training** in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives, the perspectives touched upon different topics and areas. The top three topics most commonly identified by interviewees were:

Table 4 Main topics for the training

Main topics for the training in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives	Concepts and baseline notions regarding radicalisation, PVE / CVE / DeRAD, and crime prevention
	Key baseline aspects and terminology concerning evaluation, for example: <ul style="list-style-type: none">- What is evaluation?- What are the theoretical principles underlying evaluation (e.g., theory of change)?- Why is evaluation important?- What are the benefits of evaluation?
	How to conduct an evaluation, for example: <ul style="list-style-type: none">- How to establish factors/indicators of success (e.g., the OECD DAC Network on Development Evaluation's six evaluation criteria⁹)?- Who should be involved in the evaluation?- What are effective evaluation measures?- How to manage the investment in evaluation?- How to address potential challenges/hindrances to evaluation?- How to implement a longitudinal approach to evaluation?

Therefore, besides a clear need for more knowledge concerning evaluation and how to properly conduct it, interviewees also considered that base knowledge regarding the area in which the evaluation is being conducted as fundamental, and as something that a training course in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives should encompass. Nonetheless, **other topics** that were mentioned by interviewees were the following:

- How to develop and implement preventive programmes;
- Risk assessment;
- Critical thinking and problem solving;
- How to adequately collect and analyse data;
- ToT and coaching;
- Gender and legal aspects;
- Multi-agency cooperation within evaluation;
- Legal framework that might impact the conduction of evaluation.

Despite this, it was agreed that all content composing **the training should be based on solid scientific evidence and, regarding any practical components, these should have ideally been proven as practices that actually work.**

⁹ <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>



Following the identification of these topics, interviewees indicated what they considered should be the **overall purpose of the training** in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives. An important goal pinpointed was that this training should raise awareness regarding the importance and need to conduct evaluation, both among practitioners and policy makers. In addition, the standardisation of practices and approaches within evaluation across the European scope was also highlighted as of relevance to interviewees, as well as the promotion of institutional learning that will allow for the evaluation intervention or programme to become more efficient.

Moreover, the need to develop and foment the knowledge of practitioners in PVE / CVE / DeRAD and crime prevention in general was, once again, considered of high pertinence. However, interviewees made it clear that this overall purpose should be adapted to the target-group receiving the training, hence it should be as tailor-made as possible.

In order to adequately meet these purposes, interviewees indicated what **training methods and approaches they considered as being more effective** within the training for the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives. The most commonly mentioned were:

- Interactive practical sessions and workshops (particularly with case studies and practical examples);
- Smaller groups of trainees from mixed backgrounds;
- Blended learning (b-Learning) method, which includes both online and in-person components;
- Group debate/focus groups.

In this sense, despite the method/approach preferred, particular relevance was again given to the importance of **tailoring the practices to the trainees' needs and context**, thus allowing trainers some flexibility to decide what is the most adequate to each case.

Moreover, interviewees also mentioned the importance of implementing a **mixed method**, this is, involving different practitioners and experts on the same evaluation, each responsible for a different part of the training programme. In this sense, the experts would be responsible for the theoretical portion of the training, whilst the practitioners would implement case studies, exercises, and other more practical relevant know-how, thus promoting the interdisciplinarity of the training. Furthermore, an interviewee mentioned the potential to utilise more dynamic materials, such as videos and podcasts, as well as the development of training manuals.

Concerning **who should be responsible for providing this training**, the most mentioned were experts, both in developing and implementing evaluation practices, as well as experts in the PVE / CVE / DeRAD and crime prevention fields – particularly from NGOs –, once again demonstrating the importance given to having solid know-how concerning the area in which the evaluation is being conducted. Nonetheless, interviewees also identified other actors who should provide such training, namely:

- Psychologists, Sociologists, Anthropologists;
- Governmental officials;
- Ministries of Justice and Defence;
- General Directorates;
- Prison and probation staff;
- Members of institutions or societies focused on evaluation.

Overall, interviewees agreed that **the expertise of a trainer in evaluation should always be combined and complemented with the expertise of another trainer from the theoretical field** regarding which a specific initiative is being evaluated, and vice-versa. In this sense, all key areas of expertise are covered, and no questions can be left unanswered.



Nonetheless, two interviewees considered that the State should be the primary responsible actor to offer training in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives. In this sense, an interviewee indicated that this is because, due to matters related to GDPR, only institutions with the legal competence to collect and store data should be responsible for such training. Moreover, another interviewee stated that the State has leverage to fund training initiatives (even if implemented by other organisations) and, hence, it should be responsible for creating a demand for trainings in evaluation, as well as for providing clear directives on how to do so. In case the State cannot do so by itself, other organisations such as universities and think-tanks should provide assistance.

In regards to **who should be the target-group** of the training in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives, most interviewees mentioned practitioners who are more often involved in crime prevention, as well as the prevention and countering of violent extremism, such as prison and probation staff, law enforcement agents, and NGOs' practitioners. Additionally, interviewees also considered important to involve the following groups:

- Educators;
- Psychologists and Social Workers;
- Governmental representatives;
- Policy makers;
- Municipalities' staff;
- Religious leaders;
- Researchers.

However, an interviewee indicated that this training could be divided and tailored to the practitioners, depending on their role in PVE / CVE / DeRAD and crime prevention. In this sense, a more basic and general training could be provided to anyone who would be interested in it, whilst a more advanced and specialised training could be developed and implemented with practitioners who have more responsibilities and an active role in the field.

Ultimately, all interviewees agreed that it is paramount that practitioners and policy makers both receive training in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives, some stating that it should be a requirement.

4.3 SETTING THE PACE – FUTURE STEPS OF TRAINING IN DESIGNING AND EVALUATING PVE / CVE / DeRAD OR OTHER CRIME PREVENTION INITIATIVES

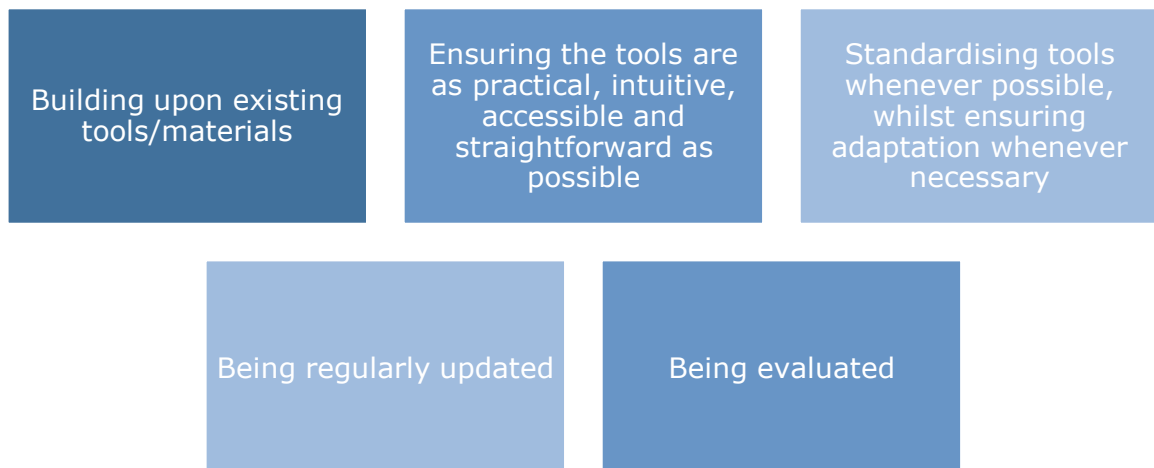
Acknowledging all the needs and gaps previously identified by the literature review, as well as confirmed and heightened by the interviewees, it was considered fundamental to establish clear and realistic future steps/goals, which will be considered and prioritised when developing the training programme within the INDEED project's framework. Hence, this sub-section will delve into these, identifying the most relevant to serve as a baseline to the project's training programme.

Firstly, and accounting for all the current challenges practitioners and policy makers face in the training in the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives, interviewees weighed in on **how currently available training initiatives can be improved**. In this sense, trainings can be better developed and implemented by:



Nonetheless, 3 of the interviewees indicated that, as these trainings do not exist at all, having any training in this sense would already be a crucial first step, which could then be further improved with time. Thus, this knowledge reinforces the interest and need in receiving training in this area.

Regarding the **training tools used on these trainings and how these can also be bettered**, interviewees suggested:



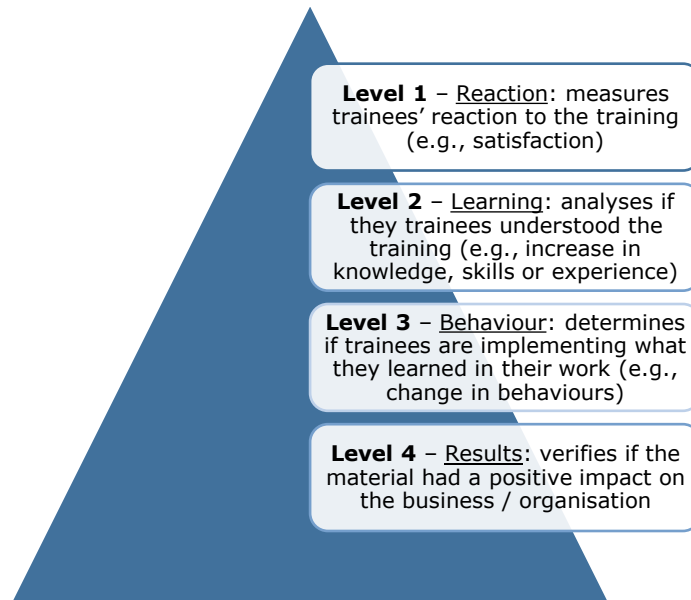
As evaluation is central to this particular task, and reinforcing the importance of assessing the effectiveness and adequacy of training programmes from the trainees' perspective, interviewees were asked to indicate **how they consider this evaluation could be better conducted**. In this sense, it was centrally stressed that evaluations should be planned as early as possible in the process and should occur in different stages. Nonetheless, the importance of longitudinal evaluation was, once again, mentioned, in order to provide trainees with time to reflect on their experience.

Additionally, some interviewees mentioned that the effectiveness of the training could be evaluated through knowledge assessment surveys, meant to be implemented before and after the training, to ascertain if it had any impact in it. However, an interviewee stressed that the evaluation must be holistic, hence considering a range of different factors/indicators. As



previously stated, interviewees indicated that the choice and implementation of these factors/indicators of success is something that should be part of the training of practitioners involved in evaluation.

Moreover, an interviewee mentioned the use of the Kirkpatrick Model¹⁰, which is widely used to analyse and evaluate the results of training and educational programmes considering four different levels:



Therefore, already existing models and tools for evaluation, particularly those already used to assess training initiatives in other fields, are of particular relevance to the INDEED project's goal of contributing to the development and enhancement of evaluation in PVE / CVE / DeRAD and other crime prevention initiatives. In fact, building upon and expanding renowned models and tools for evaluation, which some practitioners and policy makers might already be familiar with, is of key added-value and an important recommendation for the INDEED project.

Lastly, and to ensure that INDEED's training programme mitigates previously identified and mentioned hindrances and gaps in existing training initiatives, interviewees were asked to share **how they consider training initiatives can better meet the needs of both practitioners and policy makers.**

A clear recommendation stemming from all interviewees was that any training must be tailored to its target-group. Thus, there cannot be a one-size fits all approach to developing training initiatives

Such is especially relevant when dealing with trainees from different professional backgrounds and national contexts, as is the case of the training programme within the INDEED project. In this sense, an interviewee stated that the target-groups should be separated and the training should be fully tailored to their role and context.

Nonetheless, and to effectively do this, a context-driven needs assessment is fundamental, which was a factor stressed by the majority of interviewees. Thus, interviewees indicated that it is paramount to reach out to the target-groups and ask them what their needs are in a holistic

¹⁰ <https://kirkpatrickpartners.com/the-kirkpatrick-model/>



INDEED

Evidence-Based Model for Evaluation of
Radicalisation Prevention and Mitigation

D5.1 Comprehensive Analysis Report on
trainings, learning tools, gaps and needs for
evaluation and initiatives' design
Version: 1.0

manner, covering different aspects within the training such as the content, format, length, and other matters that can be addressed during the training.

Additionally to this needs assessment, and to effectively develop tailor-made training programmes, interviewees mentioned the importance of involving the target-groups in the development of the training as much as possible. In this sense, trainees should be contacted in different stages of the process that precede the implementation of the training programme. However, two interviewees indicated that trainees should also be involved in the revision and finetuning of the training, so that, ultimately, it can more adequately meet and address their needs and gaps, as well as to ensure its utmost pertinence to the target-group.

Finally, an interviewee considered that awareness-raising sessions with the target-groups about the topics that will be covered by the training are also relevant to, besides heightening their interest, will also be an opportunity to identify any lacks in know-how, as well as to start engaging them in the development of the training programme, thus enhancing their sense of ownership and, consequently, their active involvement afterwards.



5 ASSESSING NEEDS, GAPS & OPPORTUNITIES FOR INNOVATION AT THE NATIONAL LEVEL

In order to further explore practitioners' experiences and opinions regarding designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives, particularly at the national level, as well as to foment the sharing of perspectives, needs and gaps that will enrich the development of INDEED's training programme, NLWs were organised in 14 of the Consortium's partner countries: Austria, Belgium, Bulgaria, Finland, Germany, Greece, Italy, Latvia, Poland, Portugal, Romania, Spain, Sweden, and United Kingdom.

Nonetheless, four NLWs (Bulgaria, Germany, Romania, and Sweden) were conducted during the first-half of the month of January, due to some hindrances faced by the organising partners. In fact, partners stated finding difficulties in engaging relevant participants in the NLW, mainly due to their schedule limitations for the months of November – December. In essence, despite partners having identified and contacted participants in due time, it was not possible to gather enough to conduct the NLWs within the pre-established timeframe. Thus, the Consortium co-jointly agreed on the importance of conducting the NLWs with a higher number of participants (to promote know-how sharing and discussions), as well as on gathering data from these countries and including it within the scope of D5.1. In this sense, these NLWs were carried out between the 1st – 18th of January 2023 and their results are reflected in the sections below.

However, the NLW in France was not conducted within the foreseen timeframe due to time constraints of the participants. In this sense, the workshop will only be held on February 1st, 2023 and, thus, the following sections do not include information from this national context.

Regarding the overall participants, the goal was to involve approximately 150 in total. From the 14 NLWs carried out, a total of 121 participants were engaged. These participants included national researchers on the PVE / CVE / DeRAD and crime prevention fields, as well as local and national end-users such as law enforcement agents, and practitioners from the prison and probation settings.

Table 5 National Level Workshops' Information

Country	Number of participants	Format
Austria	4	In-person
Belgium	10	Hybrid
Bulgaria	4	Online
Finland	10	Hybrid
France	–	–
Germany	7	Online
Greece	20	Hybrid
Italy	8	In-person
Latvia	10	In-person



Poland	17	In-person
Portugal	9	Online
Romania	18	In-person
Spain	5	Online
Sweden	3	Online
United Kingdom	4	Online

Following guidelines prepared by IPS (Annex 5) several questions were asked in order to promote the co-joint discussion and know-how sharing among practitioners from different backgrounds (i.e. policy makers, first-line practitioners, and trainers) regarding training in evaluation within the PVE / CVE / DeRAD and other crime prevention fields. Such events allowed for practitioners to discuss how a more adequately tailored and adapted training programme would look like, and how a training could best address end-users' needs and lacks in designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives. In this sense, the questions aimed to innovatively complement the information previously gathered during the interviews by considering different contextual and situational matters, as well as by providing an inter-disciplinary and broad perspective of the topics discussed.

5.1 EXPERIENCES & PERSPECTIVES

The first set of questions aimed to set the scene by **understanding participants' knowledge and experiences with training in designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives.**

In this sense, participants were asked if they were aware of any training initiatives in this field. While many participants knew of several training initiatives in the field of PVE / CVE / DeRAD, such as Moonshot, CoPPRA, COWOPRA, among others, they were not aware of whether these trainings were evaluated, nor how they were designed. In addition, not many participants knew of training initiatives in designing and evaluating programmes in the PVE / CVE / DeRAD field and other crime prevention areas. Indeed, only a small percentage mentioned a few training initiatives that they were aware of in this area, such as:

- IMPACT Europe's 2-day training on designing initiatives for the prevention of radicalisation;
- EUCPN's training on evaluation of crime prevention initiatives;
- An intra-organisation training received by a Polish participant on how to conduct evaluation.

As previously seen in the interviews' analysis, participants' answers, and knowledge regarding the existence of these trainings reflects the reality that there is a very limited number of such initiatives, particularly in the PVE / CVE / DeRAD field. In this sense, a follow-up question was asked regarding **why practitioners believe these topics are not deemed as relevant.** The main reasons that emerged were the following:

- Conducting evaluations can be deemed as being very complicated, and professionals (especially researchers who develop PVE / CVE / DeRAD and other crime prevention initiatives) may not feel they have the skills or competencies to do so;



- There seems to be a lack of transparency in this area due to the ad-hoc nature of the evaluations conducted in the field of PVE / CVE / DeRAD, which is mostly based on what each individual thinks that works, rather than it being based on scientific evidence. However, participants deemed that such seems to now be changing;
- There seems to be a lack of basic knowledge regarding these topics (particularly when it comes to evaluation methods, how to design studies, and sampling research methods related to evaluation) which, therefore, makes professionals somewhat afraid to conduct evaluations due to being scared of doing it wrongly. This can be a result of the lack of importance given to PVE / CVE / DeRAD in some countries, as well as the lack of knowledge exchange among practitioners in the field;
- Although there seems to be a relative openness and awareness to the relevance of conducting evaluations, professionals are not equipped with the skills needed to implement such a procedure. Relatedly, participants from the Romanian NLW indicated the lack of experts in the field who could conduct such trainings.

Although the majority of practitioners had not come across any training initiatives in designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives, many shared that **they do feel there is a huge need for such trainings**, especially as, many times, professionals are demanded to design such initiatives or conduct evaluations but **do not have the skills with which to do so**.

For example, Finland's NLW's report stated how "most participants have not heard or have not attended any trainings on evaluation, but they are interested in attending one, since many are performing such evaluations". Additionally, Greece's report explained how "none of the [NLW's participants] have previously participated in trainings related to the evaluation of PVE, CVE or DeRad initiatives. However, most of them express the belief that such trainings, if targeted on (...) theoretical concepts, would enhance their own skills in tackling the phenomenon of radicalisation in its different phases (...)". Similarly, a participant in Poland's NLW shared how, although they have never attended such a training, they would find it useful. Furthermore, a participant from the Portuguese NLW, who conducted a literature review concerning de-radicalisation initiatives, highlighted the urgent need for more research, literature, and resources to be developed regarding the topic of evaluation in this field.

Overall, participants' answers and opinions regarding the NLWs' initial questions were very similar, which indicates that the lack of educational and capacity-building initiatives regarding the design and evaluation of PVE / CVE / DeRAD and other crime prevention initiatives, as well as the pressing need for such trainings, is felt not only at a national level, but also at a European-wide level.

Moreover, in order to gather relevant information from the practitioners regarding how to develop a more adequately tailored and adapted training programme, how this training should look, and how it can best address end-users' needs and lacks in designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives, another set of questions focused on these topics was discussed.

Regarding **who should receive training in designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives**, participants' most common answers were the following:



Frontline practitioners (such as law enforcement agents) who work in the field of PVE / CVE / DeRAD and other crime prevention areas

Trainers who will be involved in providing the training on designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives

Researchers in the PVE / CVE / DeRAD and crime prevention fields

Practitioners involved in developing, implementing and/or coordinating PVE / CVE / DeRAD initiatives

Policymakers

External consultants / evaluators / companies that conduct evaluations

Most importantly, several professionals across the different national workshops mentioned how, ideally, PVE / CVE / DeRAD and other crime prevention initiatives should be evaluated by a trained independent, external professional who is not involved in the programme's implementation and, only if/when this is not possible, should it be done by a trained professional who was involved in the development and/or implementation of the initiative.

Similarly, many participants shared the opinion that all practitioners who work in PVE / CVE / DeRAD and other crime prevention initiatives should receive some form of training or basic knowledge regarding the importance and practice of evaluation and what it is used for, among other aspects related with this practice. A participant from the Portuguese NLW noted how this is particularly important considering that these professionals themselves will, most likely, be evaluated regarding how they are implementing the programme/initiative itself.

Additionally, a few participants from different NLWs also mentioned the importance of raising policy makers' awareness regarding the importance of evaluating PVE / CVE / DeRAD and other crime prevention initiatives as, by doing so, there might be a bigger investment and higher funding of this practice – a previously identified key challenge in the evaluation field (e.g., see D2.5).

In this sense, participants' answers highlight the **need to train a broad spectrum of actors** on how to design and evaluate such initiatives, rather than internal or external evaluators only. Indeed, training all professionals who are involved, in any shape or form, in the development or implementation of PVE / CVE / DeRAD and other crime prevention initiatives is an added value, as it will **provide them the skills and knowledge to create successful, efficient, innovative, and sustainable initiatives**.

Nonetheless, a participant from the Bulgarian NLW indicated that some potential trainees do not show interest in receiving training in this field, which can be a hindrance to their active engagement in training programmes. In this sense, as mentioned in the previous section, providing awareness raising sessions about the topics covered by the training, both beforehand and throughout it, can be an adequate measure to overcome this.

When questioned about **how an ideal training in designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives would look like** (i.e., in terms of content,



structure, format, language, and length), there was a wide range of responses, of which all converged on similar points. Regarding the **training contents/materials**, the most mentioned aspects were that they should:

1. Be tailor-made and adapted to the target-group, as they should fit the needs of each professional

2. Be clear, concise, and easy to break down, so as not to overwhelm trainees with less important information

3. Start by covering basic information such as concepts' definition and contextualising the topics being discussed, as it should not be assumed or expected that all attending professionals have the same level of knowledge

4. Build-upon existing practices, best-practices, practical examples and commonly accepted and valid protocols of design and evaluation (e.g., peer review of evaluation programmes)

5. Be complemented by relevant practical resources (i.e., a tool, guidebook, or handbook) so that trainees can put their skills and knowledge to practice as soon as possible

Such conclusions are well in-line with the information collected in the interviews, in which the importance of having a training that is adequately tailored and practical was particularly valued by the interviewed experts. This is quite pertinent since, as seen in section 3, most existing training and capacity-building initiatives focused on evaluation are general and do not take into account the specificities of the different potential target-groups. Hence, taylor-made content that meets the needs of the target-groups must be a key part of INDEED's training programme. Furthermore, in terms of the **training's structure and format (including language and length)**, participants' most common answers were that the training should be:

- Recurrent rather than a one-time event (i.e., through follow-up or refresher trainings in order to revisit a number of issues and discuss how certain insights have been taken into account in practice);
- Not only theoretical but also interactive, in order to keep trainees engaged (e.g., through role-play, case studies, or workshops where participants discuss practical examples of how to evaluate their own projects or how to design a new project);
- Provided in the trainees' native language (or the most commonly used language of where the training is taking place), in order to ensure the maximum number of professionals attend the course and that language is not a barrier in their participation.

However, there were a few diverging opinions in regard to the format and length of the trainings. While the majority of the workshops' participants voiced their preference for the trainings to take place as in-person events, a small percentage stressed the need for virtual or, at least, hybrid trainings in order to facilitate a wider and more diverse participation. Similarly, while some professionals stated their preference for shorter training events of 2 to 4 hours long, others preferred longer, full-day events. Nonetheless, a participant from the Bulgarian NLW indicated that any training should be "tailored to the workload of the employees".



Ultimately, all participants' responses and opinions stress the fact that **there is no 'one size fits all' approach to such trainings**. Indeed, every aspect of such educational events must be **adapted and tailored to the target audience and context** - from the contents to its language, length, and format. Only in this way can the trainings be as productive and fruitful as possible.

5.2 REQUIREMENTS & REQUESTS

Once practitioners' views and opinions were collected regarding what a training in designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives should look like, it was important, especially for the development of INDEED's training programme and curricula, to **identify clear and realistic future steps for such trainings** and delve deeper into **how future trainings in this area can improve so that they meet end-users' needs**.

In this sense, a last set of questions were asked regarding what skills or competences the participants' believe they are lacking in this area, how could a training initiative meet the participants' needs, how such trainings should be developed and implemented, and what barriers they believe there to be regarding evaluation in their own organisations.

Firstly, when asked **what know-how (i.e., knowledge, skills, competences) the workshops' participants (or their organisations) were lacking** in the design of PVE / CVE / DeRAD and other crime prevention initiatives, the majority of responses focused on the lack of knowledge and skills in several areas, but also the lack of resources with which to design or evaluate initiatives. Most specifically, the most common answers were the following:

Lack of theoretical knowledge on how to design prevention initiatives (i.e., which criteria are crucial in the development phase, how to make an adequate analysis of the root causes leading to violent extremism)

Lack of theoretical and methodological knowledge on how to evaluate and how to measure the "impact" of projects, as well as regarding the language, concepts, and procedures concerning evaluation

Lack of resources to design new initiatives or conduct evaluations (e.g., practice-based tools, guidelines, or a handbook)

Lack of technical skills

In fact, some participants shared that, due to the fact that radicalisation and violent extremism is not considered a priority in their own national contexts, such hinders their awareness and knowledge on the topic, which must be addressed and overcome during the training. Moreover, participants from the German NLW stated that there is a clear lack of exchange among practitioners in the PVE / CVE / DeRAD field, which hinders multi-agency cooperation and, consequently, the necessary know-how to conduct an evaluation.



In this sense, as also stated in the previous section, besides a clear need to foment know-how regarding the development and implementation of evaluation practices, practitioners also require key know-how on PVE / CVE / DeRAD, as well as crime prevention in general.

The responses given to the abovementioned question were in-line with the answers given to the question '**How could a training initiative adequately meet your practical needs in terms of designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives**'. In this sense, and similarly to the previous responses, the majority of participants stated that trainings should provide knowledge and information on how to conduct an evaluation, what steps are necessary to do it, and the different types of existing evaluation methods, so that professionals can choose the one that best fits the objective they want to achieve. Additionally, some participants shared that it would also be relevant to explain the importance of, and the reason for, evaluating such programmes.

Furthermore, two participants, from the Portuguese and the English NLWs respectively, shared how it might be important for trainings to provide general knowledge and guidance regarding the importance of the definition and uniformisation of concepts, as well as a low barrier entry to the topics of designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives. Moreover, participants from the Romanian NLW considered that this training should be part of their own institutions' training provision, "so it can reach all future staff and become an integral / core competency for practitioners in the field".

Another aspect that was also discussed by a few participants was the importance of not allowing the academic knowledge to fully dominate the practical work, as participants feel there is a need to bring these two domains closer, as one cannot exist without the other. Thus, **building a solid bridge between theory and practice is fundamental**, hence why training programmes should holistically encompass both components.

Lastly, in terms of **the extent to which practitioners consider there could be barriers within their organisation towards the development and implementation of an evaluation culture**, most participants shared the same opinion that developing and implementing such a culture would present quite a few barriers. In fact, only participants from the Belgian national level workshop stated to not expect any barriers regarding this, which further demonstrates the impact of different national contexts in practitioners' needs and gaps that must be accounted for in INDEED's training programme.

Concerning the remaining NLWs, the most commonly cited **obstacles to developing and implementing an evaluation culture within their organisations** were:

- Shifting policy choices;
- The "politics of evaluation" - the critical lack of understanding of what evaluation is and how it can be useful;
- Lack of time and resources, which makes practitioners hesitant to implement such procedures;
- Organisations' fear of losing funding;
- Professionals' lack of knowledge or skills to conduct evaluation;
- Lack of tools to appropriately implement evaluation procedures;
- Lack of time and resources;
- Lack of knowledge from the organisations regarding external actors who can conduct evaluation.

Participants also mentioned that, many times, the initiatives that should be evaluated are done within the scope of projects, which are limited in terms of time and funding. In this sense, unless evaluation is foreseen within the project, it is not as easy to implement such procedures, hence organisations do not direct efforts in this sense.



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Overall, as practitioners' answers to this last set of questions demonstrate, there is a significant lack of theoretical and practical knowledge, as well as of resources, in the design of PVE / CVE / DeRAD and other crime prevention initiatives. Furthermore, there are several barriers to the development and implementation of an evaluation culture, not only at the individual level but also at the organisational and governmental ones. However, these are aspects that can be addressed and tackled by an adequately developed training that considers such needs, gaps, and hindrances in its development, particularly since participants showed an interest to improve their work in this sense. As concluded in the Swedish NLW, it is required "an educative approach to explain and raise awareness of the process and [benefits] of evaluation".

Overall, the NLWs conducted reinforced the previously mentioned idea that, despite all hindrances and challenges, **participants deem evaluation as fundamental and express the need for such practices to be implemented in their context**. In fact, as a participant from the German NLW stated that "(...) evaluation, apart from ensuring the achievement of concrete goals in the implementation of initiatives and projects, can also be essential for sustainable financial support of initiatives and approaches".





6 CONCLUSIONS & NEXT STEPS

The central aim of the present deliverable was to disseminate the results of the activities carried out (i.e., a desk research, interviews, and NLWs), which will comprehensively guide and base the development of the INDEED project's training curricula and training support packages (T5.3). In this sense, through its triangulation of methods, D5.1 allowed for the collection of key data and perspectives regarding central aspects in what concerns the training in designing and evaluating initiatives in the field of PVE / CVE / DeRAD, as well as other crime prevention initiatives.

Hence, this section contains a summarised overview of the main information collected concerning existing practices worth maximising and building-upon, key needs and gaps practitioners and policy makers face regarding evaluation, and central lacks in the development and implementation of training programmes, particularly in designing and evaluating PVE / CVE / DeRAD and other crime prevention initiatives.

6.1 WHAT WE KNOW

Overall, the findings from both the interviews and the NLWs were in line with the information collected from the desk research. In fact, **three common conclusions** can be pinpointed:

The underdeveloped state of trainings that cover the design and evaluation of initiatives, whether within PVE / CVE / DeRAD or other crime prevention initiatives, was confirmed by both interviewees and practitioners, particularly since the vast majority had not received any training in this regard, as well as was not aware of the existence of such programmes

The literature analysed indicated that training programmes should be tailor-made to the needs of the trainees, which must be assessed beforehand. Likewise, interviewees and NLWs' participants highlighted this point as of having particular importance

Interviewees and NLWs' participants mentioned that it is imperial for training programmes to have a dynamic component, that actively engages trainees and provides practical skills that can be transferable to their daily work. Similarly, literature has found that events such as workshops that promote know-how sharing among practitioners are of high added-value

Furthermore, as a baseline for the development of INDEED's training programme, it is fundamental to consider what is the current context of the field of action, what are the key good practices already identified and implemented, and what are the main needs and gaps of practitioners in the PVE / CVE / DeRAD field. In this sense, information on the topics can be found below:

Table 6 Key good practices and main needs and gaps

Awareness of the current context
<ul style="list-style-type: none">• There is a <u>pressing lack of adequate training of the professionals responsible for the evaluative initiatives</u> – no identified training included this component;• Training and capacity building in evaluation is central for assuring its highest effectiveness and added-value;• The <u>quality and rigor of an evaluation depends largely on building the capacity and expertise</u> of those implementing and evaluating the programmes;



- General trainings in PVE / CVE / DeRAD still leave out evaluation and monitoring, thus not preparing practitioners for this central step. This is mainly due to a lack of technical skills and resources with which to conduct such evaluations;
- Knowing the needs of the professionals involved in conducting evaluations and thoroughly addressing them through the provision of training is a central aspect towards the evaluations' heightened success.

Recommended good practices for the development of holistic and multi-disciplinary training programmes

- Training programmes should include opportunities to bring together practitioners, policy makers, and experts in PVE / CVE / DeRAD;
- Integrating evaluation tools in the training of professionals is key within the scope of adequately conducting evaluations. Thus, toolkits are an important complementary material to the training;
- A ToT programme should be developed to enhance the cascade effect of training, particularly in a field with such gaps and needs in this regard;
- An assessment of who should be trained must be done before implementing the training programme in different contexts;
- Satisfaction surveys must be implemented throughout the training;
- Sharing positive and negative findings concerning evaluation between different teams and practitioners is of added-value. Hence, practitioners should be encouraged to share examples of both success and failure;
- Involving external stakeholders (e.g., community groups) is of added-value to the holistic conduction of an evaluation procedure.

Practitioners' main needs and gaps

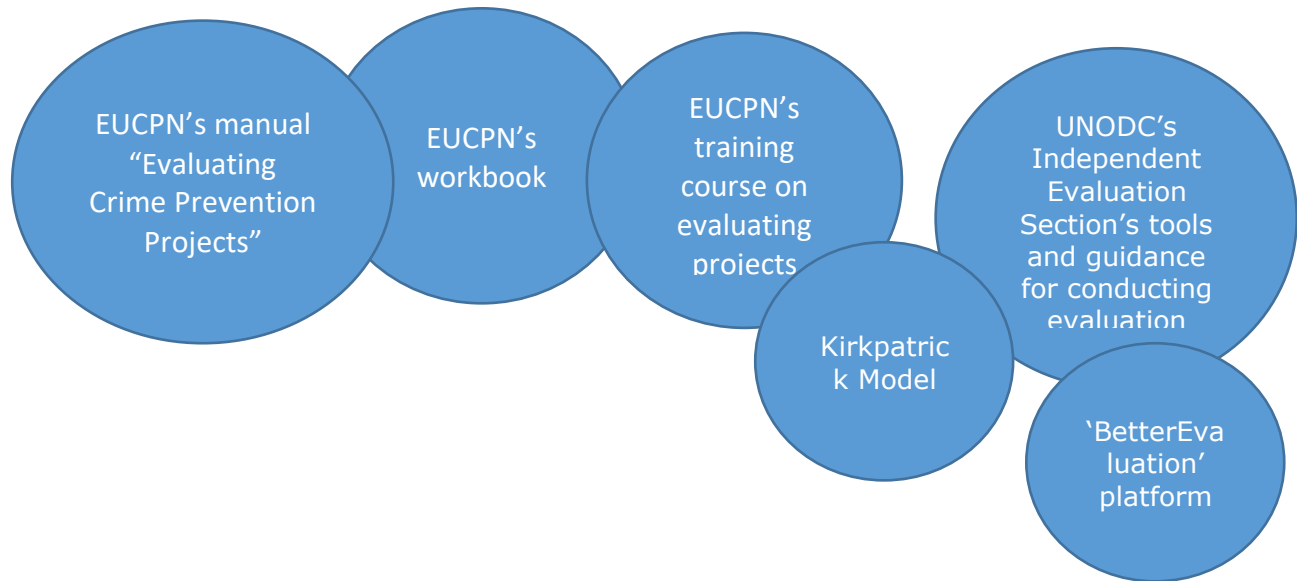
- Lack of theoretical knowledge regarding PVE / CVE / DeRAD and other crime prevention initiatives;
- Insufficient know-how concerning the conduction of evaluation (e.g., what is evaluation; what are indicators of success; why is evaluation beneficial; how to develop an evaluation practice);
- Need for development of complementary skills and competencies:
 - Critical thinking;
 - Problem solving;
 - Multi-agency cooperation;
 - Risk assessment;
 - Data analysis.

6.2 WHAT WE CAN DO

Considering the knowledge stemming from the conclusions and results analysed, collected, and compiled in the present deliverable, it can be concluded that, ultimately, the **INDEED project's training programme must:**

1. Build upon, disseminate, and maximise existing relevant practices and materials within evaluation





2. Incorporate INDEED's Evidence-based Evaluation Model and tool as part of its content

3. Be tailor-made, holistic, innovative, and clear

4. Be translated to the different languages of the target-group

5. Allow for continuous feedback from trainees

6. Develop a curricula and programme that allows for continuous training

7. Be dynamically finetuned accordingly to the feedback received

8. Encompass a ToT course

9. Ensure that the training programme incorporates opportunities for trainees to share knowledge and perspectives. In this sense, it should follow a b-Learning format

Workshops

Focus groups

In-person training sessions

10. Implement a learning by doing approach. In this sense, it must be as practice oriented as possible by, for instance, including hands-on case studies, problem solving oriented exercises, and other dynamic activities, which can be integrated in a complementary workbook

Videos

Quizzes

Role plays



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8 ANNEXES

8.1 ANNEX 1 – METHODOLOGICAL FRAMEWORK



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Task 5.1

**User-based identification of
training/learning needs, tools,
requirements and standards for
evaluation and design of PVE / CVE /
De-radicalisation initiatives**

07/2022



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Executive Summary

The present document intends to outline T5.1 'User-based identification of training/learning needs, tools, requirements and standards for evaluation and design of PVE / CVE / De-radicalisation initiatives' methodological framework. Such document aims to outline the activities necessary to effectively attain T5.1 and WP5's objectives, as well as provide clear and structured information regarding the carrying out of such activities, partners' roles, and key deadlines for their development and implementation.

Work Package 5's objectives

Lead: *PATRIR* **Participants:** All partners

1. Directly engage trainers, training institutions, policy makers and first-line practitioners to identify and map training and capacity building needs, best practices and solutions in user-based design; → **directly linked to T5.1**
2. Support the development of a collaborative learning field and 'community of practice' on evaluation;
3. Create an integrated training suite, including a capacity-building tool, trainings and curricula – for both in-person training and online self-paced learning;
4. Improve and strengthen the capacity of practitioners and policy makers to implement effective evaluations and develop an improved evidence-based design of PVE /CVE / Deradicalisation initiatives;
5. To support the general uptake of the proposed solutions and training through train-the-trainer methods and cascade trainings;
6. Create 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.



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Evidence-Based Model for Evaluation of
Radicalisation Prevention and Mitigation

Task 5.1's Methodological Framework
Version: 0.2

Task 5.1 User-based identification of training/learning needs, tools, requirements and standards for evaluation and design of PVE / CVE / De-radicalisation initiatives

Lead:  **iIPS** INNOVATIVE
PRISON SYSTEMS

Participants: All partners

1. DESCRIPTION

Build on results of the previous tasks (especially T2.3 / D2.5)

1. D2.5's submission delayed 1-month, foreseen to M11/July '22 (as per INDEED's latest update email from July 3rd).

Provide comprehensive insight on seven topics:

1. Existing trainings (including those developed under EU projects – e.g., CHAMPIONS);
2. Capacities (i.e., knowledge, competencies, skills, attitudes, behaviours – and proficiency indicators);
3. Best and promising practices;
4. Challenges (i.e., past, current, and upcoming);
5. Gaps (connected to 'Capacities' topic);
6. User needs and requirements (connected to 'Capacities' and 'Gaps' topic);
7. Innovation opportunities (connected to 'Gaps' and 'Challenges' topics → next steps).

Mixed-methodology approach, including:

- Desk review
- Available scientific and non-scientific publications on training/capacity building (both in-person and online courses).
- In-depth interviews (in-person OR via Zoom/MS Teams)
 - **Target group and number:** 30 leading trainers and experts (at least);
- Goal: Assess training, learning tools, needs and innovation opportunities in the domain of PVE/CVE/Deradicalisation.
- National level workshops (15 countries)
 - **Target group and number:** 10 participants per event (at least) | totalling 150 participants (national level policy makers, first-line practitioners, and training institutions);
- Goal: Same as interviews, but at the national level.



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2. DELIVERABLE 5.1

Title:

- Comprehensive Analysis Report on trainings, learning tools, gaps and needs for evaluation and initiatives' design.

Format:

- Report – Public deliverable (i.e., free dissemination to a wider range of stakeholders);

Leader:

- IPS_Innovative Prison Systems (as T5.1 leaders).

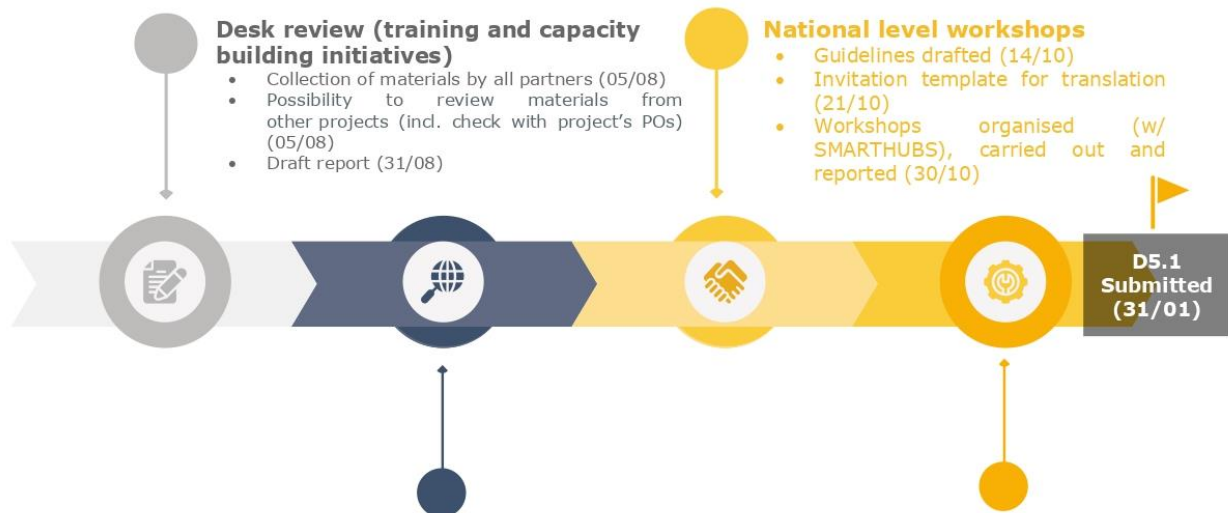
Deadline:

- Initially foreseen in Month 15 (i.e., November 2022). Expected on Month 17 (i.e., January 2023).

3. T5.1's TIMEFRAME

07/2022 – 10/2022

11/2022 – 12/2022



07/2022 – 10/2022

12/2022 – 01/2023



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○ **3.1.1 PHASE 1: DESK REVIEW (TRAINING AND CAPACITY BUILDING INITIATIVES) – 07/2022 – 10/2022**

This first phase of T5.1 concerns the development of a desk review, which entails the collection of relevant materials by the task leader (IPS), as well as by all the remaining partners. In this sense, all partners should share (by uploading on INDEED's SharePoint) any materials (i.e., articles, scientific books, reports, deliverables, among others) on the following topics:

- ✓ LEAs training in PVE / CVE / Deradicalisation
- ✓ P&P training in PVE / CVE / Deradicalisation
- ✓ NGOs & CSOs training in PVE / CVE / Deradicalisation
- ✓ PVE / CVE / Deradicalisation's initiatives' evaluation training

Partners are welcome to add other topics they consider of importance to T5.1 and provide any pertinent materials related to these.

Moreover, and as an effort to build-upon and maximise the work developed in previous projects in the field, as well as avoid the duplication of work and efforts, partners involved in such initiatives will share these with IPS (as T5.1 leader) to analyse and utilise all the relevant information in the development of the desk review. In this sense, any partners who share materials developed in previous (and current) projects should, firstly, contact such project's PO to ensure their permission in the utilisation of the materials within the INDEED project. Hence, all needed procedures to avoid issues related to double funding or incorrect utilisation of other project's information are required to be put into practice.

Afterwards, IPS, as T5.1's leader, will review all the materials collected, analyse them, and draft a report. **The first draft of the desk review report will be shared with partners for their revision on August 31st, 2022.**

○ **3.1.2 PHASE 2: IN-DEPTH INTERVIEWS – 09/2022 – 12/2022**

The second phase of T5.1 regards the conduction of at least 30 in-depth interviews with leading trainers and experts in the field to assess training, learning tools, needs and innovation opportunities in the domain of PVE / CVE / De-radicalisation.



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In this sense, IPS will, firstly, provide an Excel document with suggestions of potential interviewees (including names, organisation, contact, short biography, and a suggestion of which partner would be suitable to conduct the interview. All partners are welcome to make suggestions of other potential interviewees and provide the necessary information regarding them. **The first draft of the Excel database will be shared by IPS on August 5th, 2022.**

Additionally, in order to uniformise and ease the conduction of these interviews, IPS will draft and share a template with relevant questions to meet the interviews' goals within T5.1. **The first version of this draft interview script will be shared with all partners on September 1st, 2022.**

After partners revise the database and the list of potential interviewees to contact in a first stage is decided and agreed among IPS (as T5.1 leader), PATRIR (as WP5 leader), and PPHS (as Project Coordinator), an invitation template will be provided by IPS, as to uniformise the contact approach with the potential interviewees. **The first draft of this invitation template will be shared on September 19th, 2022.**

Moreover, **the interviews should be scheduled to be conducted during the months of October, November and December 2022.** To minimise efforts and avoid the duplication of work, some interviews can be conducted in-person during INDEED's General Assembly & Annual Dissemination Event (in Cluj-Napoca, Romania) in the 3rd – 6th October, 2022. In such case, this should be well decided among the partner responsible for conducting the interview, IPS, as T5.1 leader, and PATRIR, as organising partner of INDEED's General Assembly & Annual Dissemination Event. Furthermore, still within this matter, interviews already carried out in previous projects within the same field and, hence, relevant for T5.1's scope, are foreseen to be utilised. For this, the project's PO should be contacted beforehand, as well as the interviewee (in order to adequately account for potential GDPR and ethical matters which might arise). Hence, all needed procedures to avoid issues related to double funding or incorrect utilisation of other project's information are required to be put into practice.

Finally, the interviews will be analysed by IPS and reported in D5.1.



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○ 3.1.3 PHASE 3: NATIONAL LEVEL WORKSHOPS – 10/2022 – 12/2022

The third phase of T5.1 entails the development of the National Level Workshops in each of the partner countries (countries with more than one partner should organise a co-joint national workshop). To aid partners and ease the implementation of such workshops, IPS will draft guidelines, which **will be shared for revision on the 14th of October, 2022**. Additionally, an invitation template will also be drafted by IPS, which partners are expected to translate to their national language, in order to more easily engage local participants. Indeed, national SMART Hubs members should be involved and, in fact, to maximise the SMART Hubs and their outreach and impact, the National Level Workshop can also double as a SMART Hub meeting. **The invitation template will be shared with partners on the 21st of October, 2022.**

The final stage of phase 3 is to conduct the National Level Workshops, which are expected to occur in all partner countries until the 30th of December, 2022. The organising partners should provide a brief report of the occurrence of the National Level Workshop after its completion.

○ 3.1.4 PHASE 4: FINAL REPORT (D5.1) – 12/2022 – 01/2023

The final stage of T5.1 encompasses the reporting of all activities carried out in the previous stages. IPS, as T5.1 leader, is responsible for putting together this report, which should be revised by all partners. The first draft of T5.1's final report will be shared by IPS on the 16th of January, 2023. **The final version of the report will be shared with the Project Coordinator on the 23rd of January, 2023, and D5.1 will be submitted on the 31st of January, 2023.**

4. LIMITATIONS (QUESTIONS & DOUBTS) OF THE CURRENT METHODOLOGY

- Will the focus of T5.1 be on training approaches on the topic of P/CVE in general or EB practices/evaluation of programmes?
- Should we involve leading trainers/experts in which field:
 - P/CVE and deradicalisation?
 - Evidence-based practices?
 - Evaluation?
 - All fields?



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- How many leading trainers/experts should be engaged?
- First-line practitioners are one of the three target groups that are required to take part in the National Workshops. As 'first-line practitioners' is quite a broad term, should it encompass anyone implementing P/CVE & DERAD initiatives (i.e., LEAs, P&P staff, NGOs/CSOs staff, Education professionals, among others)?

5. KEY DEADLINES

Phase	Activity	Deadline
Phase 1	Internal research of relevant materials	31 st of July
Phase 1	Provision of relevant materials by partners	5 th of August
Phase 1	1 st draft of the desk review	31 st of August
Phase 1	2 nd draft of the desk review	30 th of September
Phase 2	Database of potential interviewees	5 th of August
Phase 2	Draft of the interview script	1 st of September
Phase 2	Invitation template	19 th of September
Phase 2	Carrying out interviews	October – December
Phase 3	National Level Workshop's guidelines	14 th of October
Phase 3	Template for participants' invitation	21 st of October
Phase 3	National Level Workshops carried out and reported	30 th of December





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Phase 4	D5.1's first draft	16 th of January
Phase 4	D5.1's second draft	23 rd of January
Phase 4	D5.1's submission	31 st of January



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8.2 ANNEX 2 – INTERVIEWS' SCRIPT



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T5.1

**User-based identification of
training/learning needs, tools,
requirements and standards for
design and evaluation of PVE / CVE /
De-radicalisation or other crime
prevention initiatives**

09/2022



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Evidence-Based Model for Evaluation of
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T5.1 Semi-structured Interview Script
Version: DRAFT

Semi-structured interview questions

- **Setting the scene – Exploring existing learning tools in designing and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives**

1. Do you (or your organisation) implement/have implemented any learning tool(s) in designing and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives? If so:

- a. Who/which organisation(s) developed such tool(s)?
- b. Which content does this(these) tool(s) include?
- c. Is this(these) tool(s) intended for induction or continuous training?
- d. Who/which organisation is responsible for using this(these) tool(s)?
- e. Who is the target audience of this tool(s)?
- f. Is this training tool(s)'s effectiveness evaluated? If so, how?

2. Which other existing learning tools in the field of the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives are you aware of?

- a. Who/which organisation(s) developed such tool(s)?
- b. Which content does this(these) tool(s) include?
- c. Is this(these) tool(s) intended for induction or continuous training?
- d. Who/which organisation is responsible for implementing this(these) tool(s)?
- e. Who is the target audience of this tool(s)?
- f. Is this training tool(s)'s effectiveness evaluated? If so, how?

- **Setting the scene – Exploring existing training in designing and evaluating PVE / CVE / DeRAD or other crime prevention initiatives**



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T5.1 Semi-structured Interview Script
Version: DRAFT

1. Have you ever received training in the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives?

- If yes:
 - In what context did you receive this training?
 - Who was responsible for providing this training?
 - Was this training induction or continuous training?
 - How often do you receive training in the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives?
 - Which contents did the training include? (Please specify the main topics, subtopics, cross-cutting and horizontal issues)
 - What was the training's format, length and language?
 - Who is the target audience of this training?
 - Was the training evaluated? If so, how?
- If no:
 - Why do you consider you did not receive such training?
 - Would you like to have training in the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives?

2. Which other existing training in the field of the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives are you aware of?

- Who/which organisation(s) developed such training?
- Which content does this training include?
- What is the format and length of the training?
- Is this training induction or continuous training?
- Who/which organisation is responsible for implementing this training?
- Who is the target audience of this training?



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- Is this training's effectiveness evaluated? If so, how?

- **Setting the tone – Identifying needs and requirements**

1. In what topics/subtopics/cross-cutting and horizontal issues within the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives do you consider policy makers and practitioners should receive training on?
2. What should be the overall purpose/aim of the training in the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives?
3. What learning objectives should this training address?
4. What kind of training approaches to designing and evaluating PVE / CVE / DeRAD or other crime prevention initiatives would be appropriate / more impactful for the training (e.g., 'prescriptive', 'elicitive', 'experiential', 'coaching', etc.)?
5. What 'training methods' would be appropriate / more impactful for the training in designing and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives (e.g., 'presentations' / 'lectures', 'group work', 'case studies', 'role play', 'assignments', 'simulations', etc.)?
6. Who should be responsible for providing training in designing and evaluating PVE / CVE / DeRAD or other crime prevention initiatives?
7. Who should be the target audience of the training in the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives?
8. To which extent do you consider relevant for policy makers and practitioners to be trained on the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives?

- **Setting the pace – Future steps of training in designing and evaluating PVE / CVE / DeRAD or other crime prevention initiatives**

1. How can training initiatives in designing and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives be improved?



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- 2.** How can learning tools in designing and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives be improved?
- 3.** How can the effectiveness of trainings in the design and evaluation of PVE / CVE / DERAD or other crime prevention initiatives be more adequately evaluated?
- 4.** Which additional contents (topics, subtopics, cross-cutting and horizontal issues) do you consider should be included in a training in the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives?
- 5.** How can training initiatives in the design and evaluation of PVE / CVE / DeRAD or other crime prevention initiatives field better meet policy makers and practitioners' needs?



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8.3 ANNEX 3 – INTERVIEWS' INVITATION TEMPLATE



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Dear XX,

We hope this email finds you well.

On behalf of the European Commission-funded H2020 INDEED project, we are contacting you to ascertain your interest in taking part in an interview that aims to collect information on user-based identification of training/learning needs, tools, requirements, and innovation opportunities in the scope designing and evaluating PVE / CVE / Deradicalisation or other crime prevention initiatives. In essence, the goal is to advance beyond the current state of the art in training provision by addressing critical gaps in the currently available training portfolio on effective evidence-based evaluation, as well as on designing, planning, and implementing evidence-based practices.

In this sense, and considering your vast and pertinent expertise in the area, **we are pleased to invite you for an online interview (approx. 1 hour) regarding the abovementioned topics.**

The **INDEED "Evidence-Based Model for Evaluation of Radicalisation Prevention and Mitigation" project** aims to use evidence-based approaches to strengthen first-line practitioners' and policy makers' knowledge, capabilities, and skills for designing, planning, implementing and evaluating PVE/CVE and De-radicalisation or other crime prevention initiatives, such as policies and strategies, long-term programmes, short-term actions and ad-hoc interventions, in an effective and proven manner. For more information on the project, please visit the official website.

We would be honoured to count with your participation and support in *i)* exploring existing training and learning tools in the design and evaluation of the above-mentioned initiatives; *ii)* identifying the needs and requirements for training in the field; and *iii)* contributing to the shaping of the content of curricula and training materials, which are currently insufficient or lacking.

Thus, in case you accept our invitation, please fill out and sign the Informed consent form (enclosed in this email), and kindly let us know your availability to participate in the interview (to occur ideally in the next two weeks) by **X, the Xth of (Month)**. We will do our best to find a timeslot that suits your agenda.

If you have any doubts or queries, please do not hesitate to contact us.

Thank you in advance for your time and attention. We look forward to hearing back from you.

With our warmest regards,



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8.4 ANNEX 4 – INTERVIEWS' CONSENT FORM



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INDEED Informed Consent Form

I _____ [name of participant] agree to participate in this INDEED interview.

The purpose of the interview has been explained to me in writing.

I am participating voluntarily and understand that I can withdraw from the interview without repercussions, at any time, by contacting the Data Protection Officer either by sending an e-mail to norbert.leonhardmair@vicesse.eu, or by calling +4319296645.

I have been fully informed how the protection of my data will be ensured and I am satisfied that the assurances of responsible and strict data governance, given by the INDEED project, will be upheld.

I understand that anonymity, by removing any identifying information from protocols and transcripts, will be ensured at each research stage in the project.

A copy of the information sheet and (this) signed consent form has been given to me (the signee).

- ☐ I consent to participate in this [interview / focus group / training / workshop].
- ☐ I consent to the processing of my personal data.

[Signature participant]

[City], [Date]



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8.5 ANNEX 5 – NATIONAL LEVEL WORKSHOPS' GUIDELINES



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**User-based identification of
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10/2022



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Evidence-Based Model for Evaluation of
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T5.1 National Level Workshop Guidelines
Version: DRAFT

National Level Workshop Guidelines

The goal of the National Level Workshops is to **promote the co-joint discussion and know-how sharing among practitioners from different backgrounds** (i.e., policy-makers, first-line practitioners, and trainers) regarding training in the field of designing and evaluating PVE / CVE / DeRAD and/or other crime prevention initiatives. Such approach will allow for a **more adequately tailored and adapted training programme** that will, consequently, best address the end-users' needs and lacks in designing and evaluating PVE / CVE / DeRAD and/or other crime prevention initiatives.

1. Have you come across any training initiatives in designing and evaluating PVE / CVE / DeRAD and/or other crime prevention initiatives?
 - a. If yes, can you elaborate further in what it consisted?
 - b. If no, why do you consider these topics were not deemed as relevant?
2. Who should receive training in designing and evaluating PVE / CVE / DeRAD and/or other crime prevention initiatives?
3. How would an ideal training in evaluating PVE / CVE / DeRAD and/or other crime prevention initiatives look like to you and your organisation? (i.e., contents, structure, format, language, length)
4. How would an ideal training in designing PVE / CVE / DeRAD and/or other crime prevention initiatives look like to you and your organisation? (i.e., contents, structure, format, language, length)
5. What know-how (i.e., knowledge, skills, competences) are you/your organisation lacking in the design of PVE / CVE / DeRAD and/or other crime prevention initiatives?
6. How could a training initiative adequately meet your practical needs in terms of designing and evaluating PVE / CVE / DeRAD and/or other crime prevention initiatives?



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T5.1 National Level Workshop Guidelines
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- 7.** How should this training be developed and implemented in order to meet different practitioners' needs and requirements?
- 8.** To which extent do you consider there could be barriers within your organisation towards the development and implementation of an evaluation culture?



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8.6 ANNEX 6 – NATIONAL LEVEL WORKSHOPS' INVITATION

Dear (insert name),

We hope this email finds you well.

On behalf of the European Commission-funded H2020 **INDEED project**, we are contacting you to ascertain your interest in taking part in a national level workshop that aims **promote the co-joint discussion and know-how sharing among practitioners from different backgrounds** (i.e., policy-makers, first-line practitioners, and trainers) regarding training in the field of designing and evaluating PVE / CVE / DeRAD and/or other crime prevention initiatives. Such approach will allow for a **more adequately tailored and adapted training programme** that will, consequently, best address the end-users' needs and lacks in designing and evaluating PVE / CVE / DeRAD and/or other crime prevention initiatives.

In this sense, and considering your widely pertinent work scope and expertise, **we are pleased to invite you for the workshop, which will take place online via (platform) on (date and time) // in-person on the (date and time) at (venue).**

The **INDEED "Evidence-Based Model for Evaluation of Radicalisation Prevention and Mitigation" project** aims to use evidence-based approaches to strengthen first-line practitioners' and policy makers' knowledge, capabilities, and skills for designing, planning, implementing and evaluating PVE/CVE and De-radicalisation or other crime prevention initiatives, such as policies and strategies, long-term programmes, short-term actions and ad-hoc interventions, in an effective and proven manner. For more information on the project, please visit the [official website](#).

We would be honoured to count with your participation and support in *i)* exploring the topic of training towards the design and evaluation of PVE / CVE / DeRad or other crime prevention initiatives; *ii)* identifying and discussing key needs and requirements to create an adequately costume-made and adjusted training initiative; *iii)* pinpointing potential hindrances and finding co-joint solutions to overcome them.

If you have any doubts or queries, please do not hesitate to contact us.

Thank you in advance for your time and attention. We look forward to hearing back from you.

With our warmest regards,





INDEED

Evidence-Based Model for Evaluation of
Radicalisation Prevention and Mitigation

D5.1 Comprehensive Analysis Report on
trainings, learning tools, gaps and needs for
evaluation and initiatives' design
Version: 1.0

8.7 ANNEX 7 – NATIONAL LEVEL WORKSHOPS' CONSENT FORM



INDEED

Evidence-Based Model for Evaluation of
Radicalisation Prevention and Mitigation

www.indeedproject.eu

INDEED Informed Consent Form

I _____ [name of participant] agree to participate in this INDEED
National Level Workshop.

The purpose of the National Level Workshop has been explained to me in writing.

I am participating voluntarily and understand that I can withdraw from the National Level
Workshop without repercussions, at any time, by contacting the Data Protection Officer either
by sending an e-mail to norbert.leonhardmair@vicesse.eu, or by calling +4319296645.

I understand that any information and data shared during the National Level Workshop will be
anonymised, with only my professional role and country being recorded. This information will be
stored in a protected computer drive and will only be accessed by the project partners involved
in this research. Moreover, within the INDEED project, researchers utilise secure servers to host
and share data and information amongst themselves.

In this sense, I am aware that my answers will not be traceable to me and any data that might
be identifiable will not be disclosed. Additionally, any information shared containing data that
might identify third parties will also not be publicly shared. It is of my comprehension that all
identifiable data/information (i.e., which contains personal details) will be deleted after the
project's end.

I have been fully informed how the protection of my data will be ensured and I am satisfied that
the assurances of responsible and strict data governance, given by the INDEED project, will be
upheld.

A copy of the information sheet and (this) signed consent form has been given to me (the
signee).

- I consent to participate in this workshop.
- I consent to the processing of my personal data.

[Signature participant]



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