INDEED

Evidence - Based Model for Evaluation of
Radicalisation Prevention and Mitigation

Deliverable 3.1

D3.1 Developed Evidence-Based Evaluation Model (EBEM) for radicalisation prevention and mitigation

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Abstract:

The INDEED D3.1 report provides an in-depth description of the co-design process and the outcome of the development of the Evidence-Based Evaluation Model (EBEM) for Prevention and Countering violent extremism (PVE/CVE) and De-radicalisation (DeRad) initiatives (also applicable to Crime prevention). The model is a result of a collaborative approach among project partners, members of the INDEED Advisory Board, various practitioners from national SMART Hubs, Radicalisation Awareness Network (RAN) members and international academic experts in evaluation. The model was designed to provide a basic idea on evaluation, and it serves as a resource for evaluation planners, with or without previous skills in evaluation. The model is grounded upon information from previously developed evaluation frameworks and tools, yet with more up-to-date nuances, also related to the specifications of the field of PVE/CVE and DeRad. The theoretical base for the model is the idea of the evidence-based practice initially adopted from the field of experimental medicine. The model includes the details on the components, stages and steps necessary to be taken when planning an internal or external evaluation. The model, in its turn, serves as a groundwork for the evaluation tool to be developed in T3.2. Thus, D3.1 is viewed as a significant milestone in the INDEED project. The model, the tool along with 2 professional e-guidebooks will form the final evidence-based evaluation package.

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List of Acronyms

Acronym	Definition
INDEED	Strengthening a comprehensive approach to prevent and counteract radicalisation based on a universal evidence-based model for evaluation of radicalisation prevention and mitigation
PVE/CVE/DeRad	Preventing violent extremism/ countering violent extremism and de-radicalisation
EBE	Evidence-based evaluation

EBEM	Evidence-based Evaluation Model
RAN	Radicalisation Awareness Network
SMART Hub	Stakeholder Multisectoral Anti-radicalisation Team
AB	Advisory Board
CENTRIC	Sheffield Hallam University
CT	Counter-Terrorism Unit
DoA	Description of Action
DPO	Data Protection Officer
EC	European Commission
IPS	Innovative Prison Systems
GA	General Assembly
GDPR	General Data Protection Regulations
GELSA	Gender, Ethical, Legal and Social perspectives
HP	Hellenic Police
KEMEA	Center for Security Studies
LEA	Law Enforcement Agency
NGO	Non-governmental organisation
PPHS	Polish Platform for Homeland Security
SWOT analysis	Technique that helps to identify Strengths, Weaknesses, Opportunities and Threats
UoH	University of Helsinki
VUB	Vrije Universiteit Brussel
WP	Work Package

1 INTRODUCTION

1.1 INDEED PROJECT OVERVIEW

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

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

The selected results of the project are:

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

1.2 WORK PACKAGE 3 OVERVIEW

According to the INDEED Description of Action (DoA), the overall target of WP3 is, on the one hand, the **development of the universal Evidence-Based Evaluation Model (EBEM)** for radicalisation prevention and mitigation and, on the other hand, the development of an **Evaluation Tool dedicated to PVE/CVE and DeRad initiatives**. All 19 project partners have been involved in the design, development and verification of the EBEM to allow practitioners and policy makers get involved in the field in order to gain insights on the most up-to-date, ethical and legal evidence-based methods, techniques and tools for evaluation of: a) policies and strategies, b) long-term comprehensive programmes, c) short-term actions and d) and *ad-hoc* interventions.
The developed model and the evaluation tool will ultimately enrich the knowledge of practitioners, policy makers and other stakeholders on how to design and improve evidence-based evaluation. In addition, both **the model and the tool are an attempt to**

fill in the existing gap in the standardisation[1] of the evaluation practice through an agile and flexible solution.

The development of the model and the tool are foreseen as a "living process" throughout the project allowing for continuous testing, evaluation and refining to ensure a high-quality, user-friendly outcome. The WP3 tasks are built upon the findings received from WP1[2] and WP2[3], mainly D1.2[4], D2.4[5], D2.5[6] and D2.6[7]. The WP1 outcomes are essential for the conceptualisation and definition of the evidence-based evaluation practice, both in the field related to PVE/CVE and De-radicalisation and beyond. The results of WP3, in their turn, will be used in WP4 where the INDEED team conducts evidence-based evaluations of European, national, regional and local initiatives. The results will be incorporated into the Toolkit for practitioners and policy makers and used during the trainings in WP5[8].

1.3 TASK 3.1 OVERVIEW

Task 3.1 precisely aims at the development of an EBEM for the evaluation of PVE/CVE and DeRad initiatives:

- Policies and strategies;
- Long-term comprehensive programmes;
- Short-term actions and
- Ad-hoc interventions.

The work is based on the outcomes of WP1 and WP2. WP1 established the scientific foundation for the EBEM, which was further filled by the empirical research conducted with practitioners in WP2. In other words, the analysis of the available scientific concepts, approaches to evaluation, in-depth analysis of the most common practices related to the practical implementation (WP1) were combined with the knowledge on obstacles encountered by institutions, practitioners and policymakers in the evaluation of PVE/ CVE and DeRad initiatives, and other security threats (WP2). Importantly, the results from the Practitioners Workshop in Athens (April 2022) with stakeholders and SMART Hubs meetings organised under WP2 were taken into consideration by allowing to combine theoretical foundations with the practical perspectives on evaluation. These two types of outputs (theory- and practice -relevant) produced under WP1 and WP2 were analyzed in order to shape out the structure for the model, while addressing the gaps that practitioners defined within the evaluation process of PVE / CVE / and DeRad initiatives, and other security threats.

Task 3.1 connects to other tasks in WP3, T3.2[9] and T3.3[10], that are meant to use the EBEM as a foundation for the more detailed content relevant for first-line practitioners and other categories of experts.

The task was performed by the UoH under support of the Coordinator (PPHS), task partners (VUB, CENTRIC, EFUS, PATRIR, VICESSE, DBL, Transform, ITTI, LPR, KWPG, HP, RMP, MoJ,

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[1] See RAN Concluding paper (2021): "Effective and Realistic Quality Management and Evaluation of P/CVE Effective and Realistic Quality Management and Evaluation of P/CVE".
[2] WP1 Identification and analysis of the scientific concepts and approaches to the evidence-based evaluation of initiatives on PVE / CVE / De-radicalisation.
[3] WP2 Identification of Practitioners' and Policy Makers' Gaps and Requirements.
[4] D1.2 Report outlining identified, analysed and recommended research approaches, M11 methods and tools for evidence-based evaluation coming from the area of PVE/ CVE / De-radicalisation and other selected disciplines.
[5] D2.4 Practice and Evaluation Gap Analysis Report.
[6] D2.5 Training and Evaluation Tool Requirements.
[7] D2.6 Baseline Report of Gaps, Needs and Solutions.
[8] WP5 Strengthening Practitioners', Policy makers' Field Competencies for Evidence- based Practice.
[9] T3.2 Transforming the EBEM into the Evaluation Tool for practitioners and policy makers including testing and validation.
[10] Creation of professional e-Guidebook for designing, planning, implementation and evaluation of PVE / CVE / De-radicalisation initiatives.

KEMEA, IPS, GDES, and PMM), many external actors from SMART Hubs, academics and RAN practitioners[11].

1.4 METHODOLOGY

Three (3) main phases for the model development were identified and presented to task partners in the concept notes. Each of those included a number of objectives and activities that were implemented in order to design the model (See Figure 1).
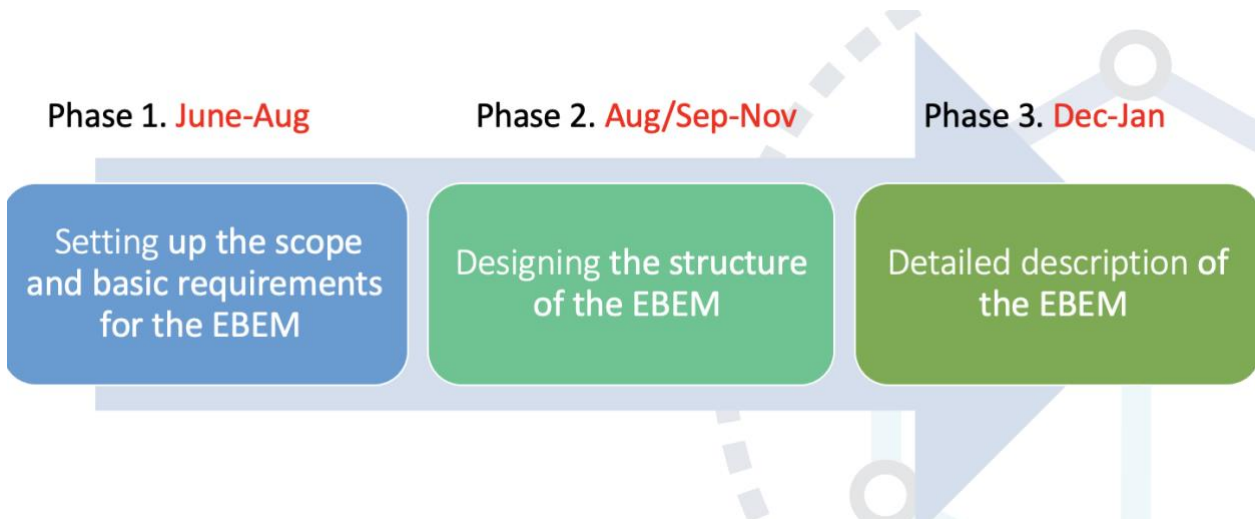

Figure 1: Phases and Timeline

As demonstrated in Figure 1 **Phase 1 was targeted at defining the scope and basic requirements for the EBEM.** For this purpose, the outcomes of WP1 and WP2 were studied, and some additional research was done.

Specifically, the results from WP1: T1.1[12] (Research Forum), T1.2[13]. and T1.3[14], were studied to allow for:

1. Extracting definition of evidence-based evaluation;
2. Receiving more understanding on the current setup in the evaluation domain in the field of PVE/CVE and DeRad (including counterterrorism and Crime prevention).

The study of the outcomes from WP2 (Practitioners Workshop, Gap analysis) were necessary for:

3. Exploring the most significant gaps in evaluation that could contribute to the development of the model.

Additional research conducted by the UoH team included:

4. Reviewing existing evaluation reports for more practical input;

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[11] More information on the participation of these groups of stakeholders in the verification process, as part of the co-design approach, can be found in the INDEED Deliverable 3.2. EBEM Verification Report.
[12] T1.1 Development of a methodology for research on scientific sources, including the organisation of the Research Forum for the Evidence-based evaluation in PVE/CVE.
[13] T1.2 Multi-disciplinary review and analysis of evidence-based evaluation approaches, methods and tools described in literature and other scientific sources.
[14] T1.3 Updating and mapping existing factors and pathways into radicalisation and factors influencing resilience, as the key elements of the evaluation methodological framework.

5. Selecting the most relevant approaches to Evidence-based evaluation (EBE) applicable to the areas of PVE/CVE/DeRad and Crime prevention and identifying weak and strong points.

Phase 2 aimed at designing the structure of the Evidence-based evaluation model (EBEM). The EBEM co-design workshop was organised in Helsinki, Finland, on the 30th-31st of August 2022. INDEED practitioners and academics took part in the workshop and it aimed at:

1. Define the principles for EBEM (different contexts, such as geographical or professional sectors; applicability across sectors and target groups; while considering the whole cycle of the initiative – from planning to post-factum; process evaluation, outcome evaluation, formative evaluation);
2. Drafting components of the structure after defining its organisation;
3. Develop the requirements of EBE in various sectors through simulation exercises; and
4. Collecting ideas on the visualisation of the model.

Phase 3 included the analysis of all the results received through the verification process[15] and providing the final description of the model with all its elements.

1.5 STRENGTHS AND LIMITATIONS OF THE EVIDENCE-BASED EVALUATION MODEL

Table 1: Strength and limitations

Strengths	Limitations
▪ The model is built upon previously developed evaluation frameworks but includes a number of novel aspects (emphasis on evidence, participatory approach, GDPR and GELSA).	▪ The current version of the model was developed within 7 months. It was tested only through verification processes but not through real evaluations at this point of time. However, the real evaluations will take place under WP4.
▪ The gradual development of the model allowed mitigating the gaps both in visualisation and the content.	▪ The model works in a stand-alone way and it is primarily developed from the point of view of ongoing initiatives. It does not explicitly address how to treat the initiative design, although it can also be useful in that context.
▪ The model was presented to a wide number of practitioners who took part in distilling its content.	▪ The model's visualisation allows only a rather limited space for providing evaluation instructions, describing methods, or addressing certain types of evaluation. The model though will be complemented by a more detailed EBE tool and guidebooks.
▪ The model works as a universal model and can be utilised for planning evaluations by both evaluation experts and those with limited knowledge in evaluation.	▪ The model does not provide a tailored response to the evaluation of specific initiatives; it remains rather generic. It though provides a set of evaluation principles.

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[15] Described in detail in the D3.2 EBEM verification process.

▪ The model can be used flexibly at each stage of the initiative implementation process.	
▪ The model is the first one in the PVE/CVE and DeRad field to define in detail what *evidence-based evaluation* means.	
▪ The model demonstrates the idea of a cyclic/iterative process of evaluation.	
▪ The model was developed with the help of a co-design approach, featuring the idea of the multi-stakeholder partnership and end-user community in co-developing a solution.	

2 DEFINING THE SCOPE FOR THE MODEL

2.1 LEARNINGS FROM THEORY AND PRACTICE: RESULTS FROM PHASE 1

2.1.1 LEARNINGS FROM WP1

The outcomes from Phase 1 provided the rationale for the development of the EBEM. The academic research conducted in T1.2 revealed that the definition of the evidence-based evaluation is currently absent both in academic research and the world of practice, allowing for INDEED D1.2 to fill in this gap. Yet, the term exists as a well-known commonplace or a buzzword and is applied to many evaluations conducted by both academics and practitioners. The definition of EBE was extracted from the existing scholarly definitions of the "evidence-based practice" and "evaluation". **Evidence-based evaluation** – as defined by D1.2 –, is "a **process of planning and implementing evaluations which integrates available external evidence, professional expertise and stakeholder values, preferences and circumstances**" (INDEED D1.2)[16]. What is evident from the definition, is that: it should become the core of the model, implying that evidence-based evaluation is a **process,** which includes generation and monitoring of **evidence** and heavily depends on the participation of multiple **stakeholders**. In addition, this process is guided by **professional expertise**, which implies multi-level analysis of the evaluation results requiring the segments of knowledge attributed to the specific field (/PVE/CVE and DeRad in case of INDEED).

Besides, the results from the **Research Forum[17]** organised under WP1 were crucial for the understanding of EBE and the further formulation of the theoretical foundations for the model. It firstly became evident that **there is a significant lack of evaluations (evidence-based) in the field of PVE/CVE**, which is related to multiple political, inter-organisational or sector-related reasons[18]. There is often lacking understanding on the role of evidence within the evaluation process, when, for instance, an opinion-based review is mistakenly taken for an evidence-based evaluation. The benefits of the evaluation are, though, understood well by the majority. Such evaluation allows for the rigorous conclusions and it contributes to the furthering of decision-making around a certain domain (policy, initiative etc). One of the most important conclusions that was made at the Research Forum is that **evaluation should be understood as a cyclic process, which does not end after receiving outcomes from evaluation**. This is directly related to the understanding of the **initiative implementation as not a non-linear** process. It means that initiative may develop by utilising the results of the evaluation, which will eventually contribute to sustainability of the initiative and the prolongation of its lifespan. Evaluation, in this case, becomes an apogee where the change in the initiative (e.g., formulation of new goals, changing target groups or adaptation of methods, etc) may take place, or the rationale for the continuation of the initiative gets substantiated. In this case, evaluation brings **better programme design based on analysis of data collected during the evaluation.**

Evidence is a crucial integral component of EBE. Collection, storage, systematisation, and interpretation of evidence is a challenge within each sector. The evidence, for instance, collected only at the end of an initiative, might cause evaluation bias. On the contrary, the evidence carefully collected from the beginning of the process and after that carefully monitored and managed, facilitates evaluation. The collection of evidence from the start of the initiative allows

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[16] D.1.2 https://www.indeedproject.eu/wp-content/uploads/2022/09/INDEED-D1.2-resub.pdf
[17] See more: https://www.indeedproject.eu/research-forum-report/
[18] It is true that the field of CVE/PVE is highly associated with a certain level of secrecy and data sensitivity. The biases and polarised visions may spring out from the government vision and rhetoric. The organisations themselves although feeling the need in evaluation might lack resources (time, expertise, finances) for performing evaluations. This is not to mention that evaluations themselves are associated with a high level of complexity (primarily in terms of organisation) and thus demotivating organisations (especially small-scale) in undergoing evaluation processes.

for the "process" evaluation, which, further on, positively contributes to the adaptation and reformulation of goals. The evidence collected through the whole cycle brings to the "outcome" evaluation, i.e., allows evaluating the impact and effectiveness of the programmes. In addition, the quality of evidence is another pitfall that might impact the outcomes of evaluation and contribute negatively to evaluation bias. What was underpinned by academic speakers at the Research Forum is that evidence collection features multiple data collection strategies and methodologies, which are not yet synchronised within each sector. Therefore, for INDEED, it would be important to suggest a set of such strategies and methods that would be universal, on the one hand, and, on the other hand, useful for evaluators.

Utilisation of outcomes from evaluation is a significant challenge, although exactly sharing such outcomes can contribute to the positive change. The results of the evaluation can be disseminated through various means, including social media, interinstitutional exchange, academic papers, journal, policy briefs etc. Synthesis of all the incoming data from all the evaluations in PVE/CVE is a wishful eloquence of many scientists, being at the same time, a tough task because of significantly varying evaluation contexts. The synthesis of data also allows for more efficient decision-making when deciding on the distribution of resources in the situations, when, for instance, policymakers may have to decide between several initiatives with the same purpose, based on their cost-efficiency, or an overall value.

2.1.2 LEARNINGS FROM WP2

The results from WP2[19] revealed a few main challenges, such, as for instance, that **evaluations are, most of the time, not planned properly due to the lack of the following resources**: finances, time, or expertise. **Poor evaluation methodologies** do not contribute to the solid evaluation design, thus preventing receiving valuable outcomes as the results of the evaluation. The issue of **transparency** during an evaluation process as such becomes a factor impacting the quality of evaluations in multiple ways. It happens often that evaluation process is not described in evaluation reports, neither are do methods, or stakeholders involved in evaluation. **Data collection** gets problematic for many evaluation actors for various reasons, such as, for instance:

- Lacking knowledge on the initiative (primarily in case of external evaluations);
- Poor planning of the process;
- Improper allocation of roles;
- Disorganised monitoring of the received data;
- Time and other resources spent;
- Lacking understanding of data protection issues and other principles (e.g. inclusion, equality) that need to be adhered when collecting data.

Due to lacking resources, evaluation often gets rigid from the point of view of the number of involved stakeholders, as, on the contrary, it brings more benefits if a variety of stakeholders are involved from the start. However, this approach requires an increased communication with stakeholders, which might again be impeded by different factors, such as inter-organisational changes (turnover of the personnel), lacking perspective on the variety of stakeholders involved, lacking interest from different stakeholders to take part in evaluation, or simply mistrust and transparency between the evaluator and individuals involved in the implementation of an initiative in question.

The concluding outcomes received from WP1 and WP2 substantiate the needs:
1. To explain the principles of the evidence-based evaluation;
2. To develop the common (rather standard) approach to evaluation;
3. Explain the meaning of evidence in evaluation design;
4. Provide an insight on the utilisation of outcomes.

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[19] INDEED D2.4 Practice and Evaluation Gap Analysis Report.

2.1.3 ADDITIONAL RESEARCH: COMPARATIVE ANALYSIS OF EXISTING EVALUATION FRAMEWORKS

Additional research conducted by UoH team provided an overview of selected non-academic resources on evaluation that are mostly known to practitioners. These resources include models, guides and tools used for evaluation (evaluation frameworks). They were analysed from the point of view of existing gaps and the presence of common features (see Table 2). **The comparison of various approaches allowed making the following conclusions on existing evaluation frameworks:**

1. Almost all existing evaluation frameworks include guiding steps/stages for evaluation, which do not necessarily include instructions, or, in other words, do not explain in a detailed manner how to conduct evaluations;
2. The reference to the OECD evaluation criteria[20] is included in several frameworks, being the most widely-know resource used by evaluators;
3. Some frameworks exist in a PDF format only (e.g. EUCPN tool[21]), while some are also presented as web-based tools (e.g., Impact Europe[22]). Having both formats available for practitioners may satisfy different groups of users;
4. Not all frameworks include a clear-cut reference to evidence and, if included, many assume a certain level of knowledge around the concept of *evidence*;
5. Only Impact Europe and RAN (2018) resource provides extensive references to other available resources that serve for the clarification of the stages to be taken for the evaluation. They contain examples of evaluations. The RAN (2018) resource provides only 4 brief examples of evaluations, as well as an example of the usage of the Theory of Change. Impact Europe provides the references to the existing evaluation reports yet without attached evaluation reports;
6. Explicit reference to ethics in these frameworks is often missing due to the fact that GDPR have been enforced since May 2016[23], meaning consolidating and formalising the principles of data protection and data management. In this case, the reference to data protection issues is rather nominal (if present at all) in older sources.

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[20] See: https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm
[21] See: https://eucpn.org/toolbox-evaluation
[22] See: http://impacteurope.eu/
[23] Regulation (EU) 2016/679: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02016R0679-20160504&qid=1532348683434

Table 2: Selected evaluation frameworks

	UNDP	RAND	Rainbow	Impact Europe	RAN checklist	Theory of change
Field	PVE	CVE	Not specified	CVE/PVE	CVE/PVE	CVE/PVE+other
Goal	Evaluation + program design	Evaluation	Evaluation	Evaluation	Evaluation	Evaluation + program design
Format of the model	Toolkit	Toolkit	Online + PDF steps with different stages and checklist questions	Online step-to-step, components + e-toolkit	PDF Step-to-step, components +Checklist	PDF Step-to-step, Components +Matrix
Inclusion of other tools	OECD-DAC evaluation criteria, evaluation criteria adapted from IMPACT Europe + UNDP documents (indicator bank, monitoring and evaluation, theory of change documents	None	None	Includes OECD evaluation criteria	Includes OECD evaluation criteria + Impact Europe +Theory of change	none
Evidence-base	Included in different stages	Included in different stages	Included in different stages	Not emphasized but includes the reference to EBE	EBE emphasized	EBE emphasized
Main Components	1. Laying the foundations 2. Building the framework 3. Monitoring strategy and data 4. Evaluation and learning	1. Identify Program Core Components for a Logic Model 2. Designing an evaluation 3. How to use the results of an Evaluation 4. Plan to Improve the Program	1. Manage 2. Define 3. Frame 4. Describe 5. Understand Causes 6. Synthesize 7. Report & Support Use	(no clear breakdown) 1. Plan 2. Design 3. Conduct 4. Complete	1. Preparation 2. Conducting 3. Outcome	1. Input 2. Activities 3. Output 4. Outcome 5. Impact

Sub-components	1. **Laying the foundations:** • Taking a conflict-sensitive approach; • Defining PVE; • Understanding and planning for risk; • Gender sensitivity; • Target group; • Building capacity for monitoring; • Principles of good programming. 2. **Building the framework:** • Analytical tools for PVE programming; • Theory of change development; • Baseline assessment; • Setting indicators. 3. **Monitoring strategy and data:** • Monitoring tools; • Data collection methods. 4. **Evaluation and learning:** • -OECD-DAC criteria.	1. **Identify the Core Components for Evaluation**: • The resources available to the program; • The activities; • Program objectives; • Target population; • Intended outcomes of the program; • Any current evaluation activities being conducted; • The need being addressed by the program. 2. **Designing an evaluation:** • The number of program participant; • Selecting a control or comparison group; • The timing of the evaluation and the intended audience; • Data Security and Human Subjects Protection; • Evaluation expertise; • Resources available for the evaluation; • Use both process and outcome measures for designing an evaluation.	1.**Manage:** • Understand and engage stakeholders; • Decide who will conduct the evaluation; • Secure resources, define ethical and quality evaluation standards; • Strengthen evaluation capacity. 2.**Define**: • Develop initial description; • Theory of change; • Identify unintended results. 3.**Frame:** • Identify primary unintended users; • Decide purposes, specify evaluation questions; • Determine what success looks like. 4.**Describe:** • Sample, indicators measures and metrics; • Collect data, manage data; • Combine quantitative and qualitative data; • Analyse data; • Visualize data. 5. **Understand Causes:** • Check results are in line with causal contribution; • Compare results to the contrafactual, alternative explanations. 6. **Synthesize:** • Synthetize data from a single evaluation;	1. • CVE intervention; • CVE evaluation purpose; • CVE evaluation questions; • Evidence; • Data collection. 2. • Management; • Analysis; • Writing and presenting; • Following-up.	• Before, stakeholders, resources; • Evaluation type and design, data collection, data analysis; • Cross-checking, presenting, translation into policies and practices.	n/a

		3. How to use the results of an Evaluation **4. Plan to Improve the Program**	• Synthetize data across evaluation; • Extrapolate findings. **7.Report & Support Use:** • Identify reporting requirements; • Develop reporting media Ensure accessibility; • Develop recommendations. Support use			

2.2 DEFINING THE MODEL'S STRUCTURE: RESULTS FROM PHASE 2

On 30-31 August 2022, a Helsinki Co-design workshop took place, where 27 partners were involved in the identification of gaps in existing evaluation frameworks, the definition of components for the EBEM and its graphical representation. Table 3 demonstrates the objectives of the activities organised.

Table 3: Co-design workshop objectives

No.	Objectives	Format/method
1	Present practical approaches to evaluation.	Presentations of practitioners.
2	Analyse existing models for evidence-based evaluation in the contexts of PVE/CVE, DeRad and Crime Prevention.	SWOT-analysis.
3	Develop components for the model by utilising the "co-design approach".	"Hackathon-style" workshop (intensive co-design marathon with end-users and developers).

More specifically, the workshop included:

- Presentations from the evaluation experts in the field, presentations of evaluation reports of various initiatives (UK PREVENT, Aggredi (Finland), EXIT Sweden);
- Presentation of the results from the UoH comparative study of various existing EBE models in PVE/CVE and beyond; and
- A working session for co-designing the model for EBEM.

The workshop was meant to be built around the concepts of co-design and multi-stakeholder collaboration, which would allow considering diverse profiles of professionals, backgrounds and contexts of PVE/CVE. During the workshop, several SWOT analyses[24] were conducted, allowing understanding of strengths and weaknesses of suggested evaluation frameworks. The conclusions presented in Table 4 are the condensed results from the discussions and exercises conducted with the workshop participants. These points contributed to the more progressive view on the model design and served as the building blocks for the EBEM.

Table 4: Points for integration into the model design

Defined points	Explanation
Model	What do we call a model? When can a framework become a model? What could be the name for the EBEM?
Standards/criteria/principles for evidence-based evaluation are missing	The selected models offer the guides for evaluations, however, do not set up standards for EBE. The crossing points together with the principles of EBE as defined in this project allow define those elements that can be considered as a "standard".

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[24] Methodology used by practitioners to identify: Strengths, Weaknesses, Opportunities and Threats (SWOT).

Specifications of evaluation in PVE/CVE	There is a lack of defined specifications of evaluation in PVE/CVE domain, in relation to sensitivity of the topic or secrecy.
EBE evaluation design does not touch upon the differences in programs in PVE/CVE	Although there are defined typologies of various programs in PVE/CVE, there is no tool that would explicitly touch upon the differences in evaluation of diverse programs.
Evaluator	It is important to understand who the evaluator is. Experience with evidence-based evaluation and knowledge of a particular field of PVE/CVE would make evaluation more credible and would allow conduct evaluation based on ethical guidelines from the field.
Importance to centre evidence-based evaluation around the categories: stakeholders, evidence, professional judgment	1) Stakeholders are key for evidence-based evaluation in a variety of ways, such as: • Providing monitoring; • Providing data managements; • Involved in initiative/programme design and coordination of the course of implementation of the initiative; • Setting up contacts and facilitating access to relevant third parties who could provide more insights on the core of the initiatives and specify the context. 2) Understanding of evidence, its quality and types is key for EBE. Evidence is also key for defining methods for its analysis. 3) Professional judgement corresponds with preparedness (knowledge + experience) of a professional to design and conduct evaluation, as well as extract useful conclusions from evaluation.
Ethics (incl. gender) and data protection	Gender-sensitivity and diversity as a whole should fit in the core of EBE, as well as the principles of data protection. These have not been extensively highlighted by any models, though there is a reference present in some of those.
Self-evaluation vs. external evaluation	EBE guidelines should specify the level of preparedness of an evaluator to perform EBE. The level of instructions should also be derived from a clear understanding of: • Who an evaluator is; • What previous experience he/she has in EBE; • If he/she has previous knowledge in PVE/CVE sector; • If he/she has experience with the application of research methods.
Piloting	Piloting evaluation was marked as a good practice in performing EBE, as it allows to adjust methodology or evaluation approach during the whole course of evaluation or its planning.
Monitoring	Monitoring is different from evaluation, although a common term "M&E" is often used interchangeably. UNDP (2021)'s Evaluation guidelines, as well as the guide for Evaluating

	local PREVENT projects and programmes (UK GOV 2009), define the terms: 1. Monitoring provides managers and key stakeholders with regular feedback on the consistency or discrepancy between planned and actual activities and programme performance and results (UNDP 2021). 2. Monitoring is the ongoing and regular record-keeping within your project. It is about collecting information at regular intervals about what is happening in your project. For example, the numbers of participants, project activities, staffing, characteristics of participants, and numbers of events run (UK GOV 2009). 3. Evaluation is an *independent judgemen*t based on set criteria and benchmarks (UNDP 2021). 4. Evaluation is more than just describing what happened in your project: it is about "*analysing evidence and critically reflecting upon your project".* It is about researching and analysing your project in-depth to assess the 'value' of your project and to use this to make improvements in the future (UK GOV 2009).
Data management	Management of data was defined as key to successful EBE. Data management should be a central point in understanding EBE process, as data quality impacts robustness of conclusions. Data management implies production of data through data collection, and its storage based in accordance with Data Protection principles.
Representation of the model	There is a variety of representations of various models in academic sources. The image is important to provide a brisk understanding about the organization of the model. Colours were defined as attractive in understanding of the model. Metaphoric representations are also good, although they provide several limitations in providing additional descriptions. For practitioners, representations should not reflect a high level of complexity of EBE.
Universality of the model	The evaluation process for various initiatives can be universal. However, more instructions are needed for: • Various sectors; • Various programmes and other types of initiatives; • Self-evaluation and external expert evaluation.
Ah-hoc actions	The evaluation of *ad-hoc* actions corresponds with the case evaluation, and it requires more tailored mechanisms for the realization of Evidence-based practice. *Ad-hoc* actions were defined as an "incident-based response" by the workshop working group.

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After going through several research stages, **it became clear that it was important to identify what can be called 'a model'.** As a common place, the model might be understood as an "example", as some kind of 'a role model'. On the other hand, the model could also be a smaller representation of an object.

The definition of a model was obtained from existing academic research.
1. Yet, according to Catherine M. Banks, a model "is a physical, mathematical, or otherwise logical representation of a system, entity, phenomenon, or process" (Banks 2010, p. 3).
2. A model implies a smaller-scale representation of real or cognitive processes, structures and events that are only part of the actual systems because it is rather difficult to explore or reproduce the whole system (Ibid., p.11).
3. Models do not represent the whole system but rather "the parts of a system that matter the most to the overall performance of that system" (Diaz & Behr 2010, p. 58).
4. Evidently, the model entails a certain level of abstraction, or "multiple levels of abstraction with the goal of representing the system in a reliable fashion" (Banks 2010, p. 3).
5. There are many classifications of the models but, generally, they can be divided into *physical* and *conceptual* models. Whilst physical models are those of physical objects (e.g., airplanes or buildings), conceptual models "are generally informal and typically graphic depictions of systems that quickly and easily convey the overall functionality of a system" (McKenzie 2010, p. 148).
6. In any case, as suggested by Hughes, any model is a theoretical construct (Hughes 1997, S325). He argues that the model contains three main elements: *denotation*, *demonstration* and *interpretation* (Ibid., S329) (see Figure 2). **Denotation** explains the main idea behind the model in a compact manner. **Demonstration** is needed to represent the model (usually graphically), and the **Interpretation** is necessary for describing the functionalities of the model and explaining its limitations and capabilities to address the fragments of reality.
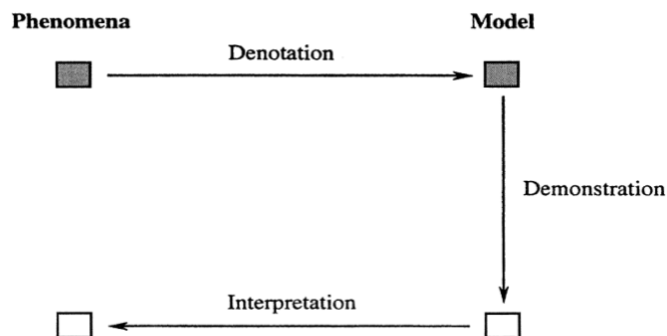

Figure 2: Building elements of the model

The INDEED EBEM is rather a conceptual model, which demonstrates the process and functionalities of evidence-based evaluation, an integral part of the overall evidence-based practice. The model is intended to provide a deep understanding of the evidence-based evaluation process by focusing on the defined principles of EBE: stakeholder involvement, and contextuality – as derived from the definition.

For building up the INDEED model consisting of three major parts as per Hughes (1997), the method called "discreate event simulation" – the most common method for modelers who design models was used (Tako, 2015). It implies model coding, verification, validation and data inputs

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(Ibid.)[25], which eventually become part of the model development. The method entails the description of different events, or phases of a bigger process within a given system:

1. *Model coding* will involve identification and naming of the **components of the model** in relation to the most common processes of EBE.
2. **Assessment of models' credibility and ability to solve actual problems** (Railsback and Harvey 2020), i.e., testing if it meets theoretical requirements derived from research, as well as practical needs of stakeholders and end-users.
3. "Sanity check" against "bugs" and miscalculations (See Dietze 2017), or, in other words, *verification*. The method as such ensures that modeling is conducted correctly and that is done in a simulative way, by recreating life conditions. Verification, in its turn, "ensures that the model represents the real system and that the model is truly representative of that system" (Banks 2010, p. 8). Finally, verification becomes a crucial part of model development.
4. The final stage is the application of the model to real cases (data inputs) by integrating real/existing data[26] .

2.3 INDEED MODEL: RESULTS FROM PHASE 3

Based on the brief literature review, it became evident that the INDEED EBEM model should include *denotation*, *representation* and *interpretation*. These three elements are described below under 2.3.

2.3.1 DENOTATION OF THE INDEED MODEL

The goal of the model is to conceptualise the principles of the evidence-based evaluation of PVE/CVE and De-radicalisation initiatives by addressing two dimensions: *components* of the evidence-based evaluation and *stages* of evaluation *process*. The model crystallises the universal elements of the evidence-based evaluation process, which can be tailored in terms of methods, settings and contexts. **The model facilitates the understanding of the evaluation procedures in order to create possibilities for stakeholders:**

1. For taking part in evaluation of PVE/CVE and DeRad initiatives and/or
2. Independently design and conduct evaluation.

In the context of PVE/CVE, the INDEED model is intended to be rather generic, thus suiting various geographical and professional contexts, as well as the context of different types of initiatives: policies and strategies, long-term programmes, short-term actions, and ad-hoc interventions.
The main target-group of users of the model are *practitioners* and *policy makers* working in the field of PVE/CVE/DeRAD and Crime Prevention, as well as *academics* who participate in evaluating initiatives in this field. **The model is designed for those professionals who have no or have only limited experience and expertise in evaluation.** The tool and an e-guidebook[27] that are going to be built upon the model will provide more elaborate information and links to additional resources for those who are in need for a more advanced understanding of evaluation. **The model will also be helpful for *professional* (internal and external) *evaluators* [28] and all those involved or responsible for the design and implementation of the initiatives**.

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The definition of the *evidence-based evaluation* lies at the core of the design of the INDEED evidence-based evaluation model, and it is derived from the definition of the evidence-based practice (see 2.1). Co-joining the definitions of the *evidence-based practice* and *evaluation* will bring a clearer idea on the core of the EBEM. In the article on evidence-based counterterrorism Freese (2014) defined Evidence-based practice (EBP) as "those practices, actions, and decisions that are grounded in objective evidence obtained from sound, scientific research and analysis" (Ibid., p. 37). As for the definition of *evaluation*, UNDP suggests evaluation is "an independent judgement based on set criteria and benchmarks" (UNDP 2021, p. 3). UK government guidelines also specify that *evaluation* is more than just an opinion or the description of what happened, it is about purposeful analysis of evidence and critical reflections upon it, needed for extracting value for one's project for making further improvements in the future (UK GOV 2009).

For the sake of simplification, INDEED D1.2 defined *evidence-based evaluation* as "a process of planning and implementing evaluations which integrates available external evidence, professional expertise and stakeholder values, preferences and circumstances" (INDEED D1.2). The definition implies that evidence-based evaluation features **three main components**:

1) *Stakeholder*;
2) *Evidence* and
3) *(Professional) analysis*.

These main components extracted from the definition of the evidence-based evaluation are at the heart of our model (see Figure 3). Below we explain how each of these components is understood in the context of evaluation.
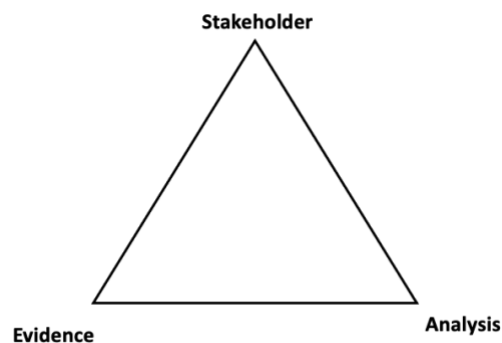

Figure 3: Components of evidence-based evaluation

STAKEHOLDER(S). In evaluation domain, stakeholders are the central category, as they, firstly, define the course of evaluation by initiating and pursuing evaluation and, secondly, drive changes in the sector by utilising the results of evaluation. None of the studied (by UoH) resources on evaluation provided a typology of stakeholders according to the roles they play in the whole evaluation cycle. Therefore, for the sake of clarity of the model, the following typology of stakeholders (with clear distinction in roles, but with some overlaps in functions) was suggested:

1. **Initiators** are the ones who order or launch an evaluation, thus, in one way or another, seeing the value of evaluation for future activities. Both an organisation or its staff members can serve as initiators.
2. **Evaluation coordinator** is assigned to evaluation management. This does not mean the establishment of a top-down approach to evolution, but rather support and facilitation of the process and making sure all the pitfalls within the process are effectively resolved.

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rather than practitioners and policy makers in the field of PVE/CVE and Deradicalisation. Their training needs are rather related to the characteristics of the field than evaluation. This knowledge need will be considered when building the tool and other materials that supplement the model.

3. **End-users of evaluation** are those who will be using the outcomes of evaluation. These could be communities, organisations, customers, data providers, or those outside of the evaluated initiative as such, but those who could benefit from receiving solid evaluation outcomes.
4. **Internal or external** evaluators are the ones who mainly perform or control the evaluation, those who have (or should have) expertise both in conducting evaluation and in interpretation of the results of evaluation. Evaluators can serve as initiators.
5. **Funder** is a stakeholder who is providing funding/resources for implementation of an initiative and/or evaluation. A funder may also (or may not) act as an initiator who decides that evaluation needs to be done in order to justify the used funds, or as part of the new application for funding.
6. **Respondents and data providers** – **Respondents** are typically people who belong to the target groups for certain initiatives or are participating in their implementation who may be interviewed or asked to fill in a survey to collect crucial information for the evaluation. **Data providers** are instances that have already available data that is needed for the evaluation, e.g., owners of diverse kinds of register data that can be used to compare the target group of the initiatives to the general population.
7. **Data collectors** are the ones who collect data from the respondents and data providers.
8. **Data managers** monitor (or are supposed to monitor) the data collection process, making sure all data is safely stored and organised according to all the standards of data management.

EVIDENCE. Both in scientific and practical terms, *evidence* is a set of facts, or information that is required for making a judgement that would support a hypothesis (Archinstein, 2001). In Science, or Social science evidence refers to the empirical data received through the application of scientific methods of data collection, scientific interpretative techniques needed for resolving an argument or a claim (Rychetnik et al., 2002; Rychetnik et al., 2004). In an analogous way, in the field of practice, say, police work, evidence is collected through concrete operational investigative methods (at the crime scenes) such as forensic expertise, interviews, or observations in order to verify certain presumptions; the data is then collected and interpreted by assigned professionals, for example, investigators, investigative judges, or medical experts. In both domains evidence provides an overview of what is happening in a determined context, as it supplies information allowing for the necessary actions and achieving the desired goals (Freese, 2014).

From the perspective of evaluation, collected (or available) evidence is meant to provide the ground for professional judgment. For example, the answers to the questionnaires, or surveys from end-users of the initiatives might provide more understanding on the challenges (or vice versa, good practises) within the implementation process of this initiative. The quality and relevance of evidence is crucial for avoiding possible biases and verifying existing assumptions. The (quality) requirements for evidence are a grey area in many fields, be that science or policymaking, bringing difficulties for its quality assessment and validity in relation to a particular field. In many sectors, there are guides[29] developed by institutional bodies, as well as toolkits[30] that are meant to provide some degree of assessment and evaluation of evidence.

ANALYSIS. Analysis is part of nearly all evaluation frameworks irrespective of the field[31] because it gives meaning to the information (evidence) collected. It is worth saying that **evaluation is impossible without analysis**. There are different types of analysis that can be attributed to evaluation: meta-analysis, context analysis, cost-benefit analysis (EUCPN 2016). In the context of EBEM, analysis corresponds, on the one hand, with the idea of providing professional judgement on the available or collected evidence, and, on the other hand, providing the scrutiny and adaptation of the course/process of evaluation. Both require the knowledge of the field of PVE/CVE and DeRad, understanding of the initiative, and the notion of evaluation

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[29] See, for example, EASCO (2015)
[30] See, for example, IPACT Europe, UK GOV Rapid Evidence Assessment tool, or NESTA (2013) tool proving standards for evidence in terms of its impact
[31] See, for example: Rainbow Framework and EUCPN Criteria for the evaluation of crime prevention practices

principles and mechanisms. In other words, the quality of evaluation outcomes highly depends on the ability of an expert to interpret the data received and the ability to organise and manage the evaluation process.

2.3.2 VISUAL REPRESENTATION OF THE INDEED MODEL

There have been two (2) main versions of the graphical representation[32] of EBEM and the final visualisation of the model was developed by PPHS design team together with UoH (see Figure 4). The final look was generally approved by project partners. The visual includes two circles specifying both the components – the circle on the left of the model – and the stages (incl. micro steps) – the circle on the right – that need to be taken into account when planning evaluations. Both circles communicate the common research finding that evidence-based evaluation process should optimally be not a one-time event, but instead an **iterative repetitive process.** This means that **evaluation should not stop after the outcomes are received**, but rather it should contribute to the: further development in the sector by reformulating goals; adaptation of processes; or introduction of changes in (policy) actions, which will then be evaluated again later. **Iteration is key for the formation of the evaluation culture in the working environment as well**. The visualisation also includes tiles reflecting *a Matrix (See 2.3.3)* developed to integrate more instructions for activities unfolding under 4 stages: 1) Preparation, 2) Design, 3) Execution and 4) Utilisation. For a more user-friendly look these instructions are structured under keywords that are featured in the tiles. The model will be later placed on the INDEED website and will be part of the INDEED Toolkit – T5.3.
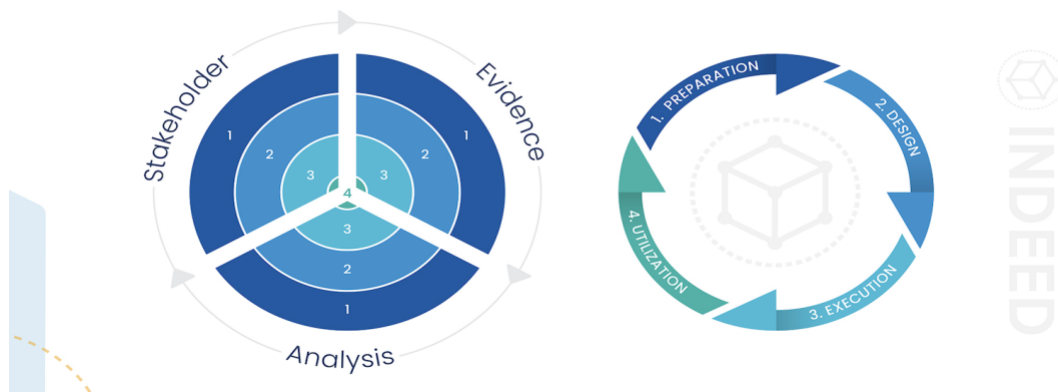

Figure 4: INDEED model (EBEM)

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[32] See INDEED Deliverable 3.2. EBEM Verification Report.

2.3.3 INTERPRETATION OF THE INDEED MODEL: STAGES OF THE EVALUATION PROCESS

In order to provide more details on the organisation of the model and its functioning, the ***Matrix*** was developed (See Table 5). **It demonstrates the stages and steps that are needed to be considered for completing evidence-based evaluations**. **The evaluation process** of programmes, projects and various initiatives **is built upon a relatively standard mechanism**, though featuring variations at the professional sectorial or geographical levels. The INDEED model draws from previous conceptualisations and evaluation frameworks described in 2.1. The *process* in the INDEED model is broken down into four stages: 1) Preparation; 2) Design; 3) Execution; and 4) Utilisation. Each stage works based on the iterated components of EBE – stakeholder, evidence and analysis. Therefore, each of the components unfolds several steps under each stage. Each stage has a goal. The presence of the components as the core of the model emphasises the importance of:

- Evidence for the sake of rigorous results of evaluation;
- The involvement of a wide range of stakeholders in the process for the maximum outreach and better evaluation practise;
- The analysis requiring expertise from the field and knowledge of the basics of evaluation.

PREPARATION
1. During this stage it is important **to set up objectives for evaluation and identify the needs for evaluation**, which should correspond with the goals behind the initiative.
2. Establishing connections with the wide range of **stakeholders** is crucial, including those whose cooperation will be needed for the evaluation and who will utilise the results.
3. A **participatory approach** is needed to estimate the needs, capabilities and motivation of various experts to take part in evaluation. It is often that the objective for the evaluation, as well as the needs and the benefits from the evaluation of an initiative, is discussed and formulated in cooperation with stakeholders.
4. At this stage it is equally important to have an **overview of all the available resources** (or allocation of resources) both for planning and conducting evaluations and disseminating the results. The resources are not only limited to the estimation of the costs for the organisation of the evaluation process. These also comprise intellectual resources (enough staff, knowledge, materials) and time, depending on the evaluation design, goals of evaluation and data already available. Asking the involved stakeholders about their time or capability to take any kind of role in the process of evaluation is equally important.
5. Preparation also implies **collecting information** on already available evidence. The organisations responsible for implementation of the initiatives often monitor, or are obliged to monitor, the incoming data. In case if monitored data is organised properly it might play into evaluator's hands. The accessibility of data by evaluators, given the fact that PVE/CVE and DeRad field is rather sensitive, should also be assessed.
6. At this stage it is also necessary to receive a **full understanding of the initiative to be evaluated**. Tracking the implementation of the initiative according to the clearly defined goals might help in addressing the key questions: Does the implementation follows the plans? What are the pitfalls for the implementation of the initiative? Did the results of the initiative meet the expectations?[33]
7. In addition, it is necessary to **place the initiative in** geographical, socio-economic and professional **contexts** in order to identify the factors impacting its implementation, as well as **detect possible challenges and obstacles** on the way to the implementation of this initiative. Categorising these challenges into *internal* and *external* might help

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[33] From the discussion with academic experts at the Research Forum (WP1), it became evident that many indicatives in P/CVE and DeRad do not have properly formulated objectives.

define implementation bottlenecks and pitfalls. Having a full picture on the context will also help define potential barriers for evaluation.

8. Considering **GDPR, gender, ethical, social and legal perspectives**, as well as inclusion during the whole cycle is important to: 1) minimise biases; 2) target at a more inclusive evaluation process; as well as 3) foresee challenges in data collection and storage.

DESIGN

1. This stage is meant to **develop a detailed plan for evaluation**.
2. The difference between the stages of *preparation* and *design* lies in the fact that the first one is meant for collecting all available knowledge. The second one reflects the decisions made concerning stakeholders, evidence and analysis by formulating a concrete list of actions, or an action plan.
3. Firstly, all **the *roles*** for each stakeholder **should be defined and clarified** within the evaluation's implementation process: who collects, analyses, stores, and disseminates data, etc. It is important to establish an informal leadership in the process, so the whole process would be tracked down and the obstacles would be mitigated in an efficient manner.
4. At this stage **evaluation questions** should be clearly **defined**, as they will serve as micro-targets under the overall objective in evaluation and this will bring closer to the understanding of what data still needs to be collected, as well as what methods are to be used both for data collection and data analysis. For valuable outcomes, the **standards for data collection**, as to which extent the collected data addresses the evaluation questions, should be thought over. The collected data needs careful monitoring, registration and storage – all in accordance with the nuances of data protection.
5. When considering **data protection** issues, it is a good idea to refer to the national and/or organisational standards and consult with a DPO (if available), in case of any questions.
6. Besides the list of individuals with assigned roles in evaluation, evaluation questions, data collection methods and principles, the action plan should also include a **timeline**. Having a timeline might help breaking down the process into phases. A good timeline includes enough time reserve to overcome possible challenges (e.g., interruptions in data collection, human errors, unavailable respondents etc.), which might require an ad-hoc replanning. All the risks and potential challenges could also be part of the plan for the better preparation of the most efficient response.
7. To avoid potential shortcomings in data collection and in the overall evaluation process, it is recommendable to **test it with a limited pilot study**, in case there are resources, such as time and finances, available for that. During the pilot, an evaluator (evaluation team) can, for instance, test a survey, interview questions or some other methods of data collection, or address certain target groups, especially if there is a lack of understanding of how to achieve best results while addressing those. For example, interviews with vulnerable individuals from EXIT programmes, or interviews with children might need more planning and careful consideration of needs. In some cases, interview questions will need to be assessed in order not to cause negative psychological consequences. For planning the work with vulnerable groups an evaluation team in general, might need more help from professional psychologists (or other specialists) on the verification of the interview questions, or on the consulting on the best methods for communications with these groups. Piloting though might not suit all the professional settings, especially the ones where evaluation might need to be done in the operative way (e.g., LEA). However, both practitioners and academics prove piloting as a good practice.

EXECUTION

1. This stage implies both the **implementation of the evaluation action plan and processing of outcomes**.
2. Structured communication between all the relevant parties involved in evaluation is a prerequisite for the smooth implementation of all the stages in the evaluation process. The communication, though, should not turn into a top-down procedure, but should

rather contribute to building up a horizontal **collaborative environment** around the process. It is also a good idea to check with other stakeholders if any biases regarding the collected data are involved. It is often the case that internal evaluations tend to be rather biased compared to external ones (RAN, 2018). Even at the intermediate phase of evaluation, some results might be already interesting to some stakeholders, so they could be discussed before being finalised and going public.

3. At the execution stage, the evaluator (evaluation team) will have to make sure to **follow the principle of transparency in data collection** as to keep the whole evaluation process clear. In case of any delays, plan B (preferably outlined at the design stage) could be activated.

4. This stage also presupposes the interpretation and analysis of the received data. It is up to the evaluation team (and other stakeholder) to define which methods could be used. The RAN Guidelines (RAN 2018), for instance, mention the usage of qualitative (e.g. Case-studies, literature review, discourse analysis, specific theories, NVivo) or quantitative (e.g. SPSS, data mining, regression analysis) methods for data analysis. It also encourages to **use various methods** (or the combination of qualitative and quantitative methods) for allowing more rigorous analysis and insights from the data received. Some organisations use Rapid Evidence Assessment tools (See Vaker et al. 2015) especially designed for inter-organisational analysis of incoming data. The collected data and the analysis done might already contribute to the identification of the limitations of the study. The limitations, for instance, could be related to the changes in certain regulations impacting research activities, or producing conclusions based on a study of a very specific target group, which are not transferable to other cases.

UTILISATION

1. The goal of this stage is to **use and disseminate evaluation results**. The results do not only concern the analysed data but also the whole evaluation process, which could serve as 'lessons learnt' for other evaluators dealing with research in a particular sector.

2. As before, **communication with stakeholders** about the formulated conclusions is key, as it helps form a clear vision on how the results can be used.

3. **Dissemination and sharing the results of evaluation** will strengthen the PVE/CVE and DeRad initiatives and will serve a practical value for the sector.

4. However, if any confidential data was used, say, in the framework of an internal evaluation, then making the outcomes of the evaluation public might evoke certain risks. **Confidential data needs to be carefully considered** before entering in any way into a public report. The reports which do not pose any risks could be shared through social media, publicly presented at briefings or any other events – depending on the value, or even transformed into a publication.

5. In addition to that, **making recommenda**tions both concerning the evaluation process and the outcomes received is a good practise. Following-up on the results from the utilisation process supports connecting points between utilisation of outcomes and the initiation of another evaluation cycle or contributes to the formulation of change the evaluation results can bring.

6. While deciding on dissemination, it is important to foresee possible risks and challenges it might bring to any stakeholders, institutions, or a sector in general, and to **stick to the principle of 'no harm'**. Such risks could be initially discussed with the stakeholders involved in evaluation.

7. GDPR and GELSA should naturally be considered to avoid any possible biases regarding a sector, individuals, organisations, working principles etc. In these circumstances, for instance 'naming and shaming' might not be the right strategy to address the outcomes. Delicately outlining the problems and possible solutions (recommendations) will be embraced more positively.

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Table 5. INDEED model Matrix

STAGE	OBJECTIVE	PRINCIPLES OF EVIDENCE-BASED EVALUATION		
		Stakeholder ⟷	**Evidence** ⟷	**Analysis**
1. PREPARATION	Defining objectives, clarifying needs, available options and limitations.	**Cooperation** • Depending on the objective(s) of evaluation, identifying stakeholders for preparing, designing and executing evaluation, as well as disseminating the results of evaluation • Screening stakeholders' needs, values, motivation and relevance • Informing relevant stakeholders about the plans related to evaluation **Resources** • Depending on available resources deciding on who will conduct an evaluation (internal/external) and assign an evaluator • Finding out what kind of resources stakeholders have to participate in evaluation. **GELSA, GDPR** • Considering GDPR, GELSA (gender, ethical, social and legal perspectives) and inclusion	**Data** • Getting to know what kind of data has already been produced on the initiative (e.g. through monitoring, previous evaluations or participant surveys) that could be used in evaluation **Knowledge** • Collecting knowledge on previously conducted evaluations on similar initiatives (when, who, how and what) to see what can be learnt from them. • Identify what kind of knowledge (evaluation methods and types) is needed **GELSA, GDPR** • Considering GDPR, GELSA	**Initiative** • Analysing the goals of the initiative, assumptions and gaps • Considering social, economic, political and geographical contexts of the initiative impacting implementation **Objectives** • Setting up objective(s) for evaluation • Identifying the type of evaluation depending on the objectives **Challenges** • Identifying and analysing possible challenges (and vulnerabilities) in doing the evaluation and the ways to overcome them **GELSA, GDPR** • Considering GDPR, GELSA

2. DESIGN	Drafting a detailed evaluation plan reflecting timeline, phases, methods and tasks	**Involvement**	**Data**	**Timeline**
		• Involving stakeholders in the evaluation design • Defining the roles for each stakeholder in the evaluation process (who collects, analyses, stores, and disseminates data) • Assigning the role of a coordinator/curator responsible for the evaluation process • Agreeing with stakeholders on how to communicate during the evaluation process	• Deciding on what type of data is needed to answer evaluation questions • Defining the standards for data collection • Deciding on how to monitor, record and store collected data (data management plan)	• Breaking up the evaluation process in chunks/periods/phases (allocate the periods for data collection, data collection, data analysis and dissemination)
		Evaluation	**Methods**	**Challenges**
		• Define evaluation question(s) together with stakeholders	• Defining methods to collect data (qualitative and/or quantitative) depending on the evaluation goals, evaluation questions, the context of the initiative and available evidence • Defining the methods for data analysis •	• Identifying and analysing potential risks and contingency plans. • Deciding whether to run a pilot study to test (parts of) the evaluation plan. • Checking that the plan is in line with the set objectives and allocated resources
		GELSA, GDPR	**GELSA, GDPR**	**GELSA, GDPR**
		• Considering GDPR, GELSA	• Considering GDPR, GELSA	• Considering GDPR, GELSA
3. EXECUTION	Conducting evaluation and processing the results.	**Communication**	**Data**	**Challenges**
		• Organising regular briefings with stakeholders to inform about the progress in evaluation • Briefing key stakeholders about observations and preliminary results • Discussing the evaluation results with the stakeholders (especially with those working on the initiative) before the results are	• Collecting data according to the chosen methods, timeline and defined standards • Implementing data management plan for organising and storing data	• Tracking carefully the progress of the evaluation process and identifying any challenges and delays • Considering if any changes are needed
			GELSA, GDPR	**Interpretation**
			• Considering GDPR, GELSA	

finalised, in order to avoid biases or misinterpretations

GELSA, GDPR		

- Considering GDPR, GELSA

- Interpreting data and providing answers to the evaluation question(s)
- Formulating limitations of the study and interpreted results

GELSA, GDPR

- Considering GDPR, GELSA

4. UTILISATION

Utilisation and dissemination of outcomes to relevant stakeholders

Communication	**Presentation**	**Challenges**

Communication

- Discussing with stakeholders if/how the outcomes will be utilised.
- Discussing the most appropriate means for dissemination of outcomes for different audiences (social media posts, report, presentations, briefings, papers etc).

GELSA and GDPR

- Considering GDPR, GELSA (gender, ethical, social and legal perspectives) and inclusion

Presentation

- Describing evaluation process and evidence that you collected, based on the principle of transparency in the final report
- Comparing the results with previous evaluations to verify their robustness
- Presenting the results from your evaluation to internal and external stakeholders, emphasising evidence in the pre-defined format

Recommendations

- Making recommendations to the sector based on the analysed evidence
- Making recommendations on the evaluation process

GELSA and GDPR

- Considering GDPR, GELSA

Challenges

- Identifying and analysing potential risks in relation to the dissemination of outcomes

Follow-up

- Outlining the next course of actions based on the evaluation outcomes

GELSA, GDPR

- Considering GDPR, GELSA

SUMMARY AND CONCLUSIONS

Deliverable 3.1 targeted at detailing the process of development of the EBEM for: a) policies and strategies, b) long-term comprehensive programmes, c) short-term actions and d) and ad-hoc interventions. The work was based on the main INDEED outcomes covered in WP1 and WP2, so that the model emerged from the fusion of academic research and practice.

1. **The model's objective** is to conceptualise the principles of the evidence-based evaluation of PVE/CVE and De-radicalisation initiatives by addressing two dimensions: *components* of the evidence-based evaluation (stakeholders, evidence and analysis) and *stages* of evaluation *process*.
2. **The model is expected to be** a useful resource for academics, practitioners and policy makers who are involved in planning of internal or external evaluations.
3. **The model is grounded on** previously developed evaluation tools, but it also includes important adds-on from practitioners, policy-makers and academics who took part in the co-development and co-design of the model, as part of the overall participatory approach.
4. **The model is rather universal**, thus suiting various contexts of PVE/CVE and DeRad as well as Crime Prevention. Universality though is limited by the fact that a model is only a model, so it includes a few defined limitations in relation to its visualisation and the level of detailing. However, these issues will be mitigated through the development of the tool and the e-guidebooks that will be of practical value for various groups of professionals who conduct evaluations.
5. **The final model consists of 4 stages**: preparation, design, execution and utilisation. The stages are part of the iterative process of evaluation, allowing for the use of the evaluation outcomes for further follow-up and initiation of new evaluations in the sector of the initiative. Each stage is planned according to micro-steps unfolding under the components: stakeholder, evidence, analysis.
6. **The model explains** the main aspects of communication with stakeholders, collection, storage and interpretation of evidence, as well as dissemination of the results.
7. A **web version** of the Model will be available on the INDEED website. It will unfold into a more detailed model by clicking, which is expected to become more useful for the end-users, also when the model **will be integrated in the INDEED TOOLKIT** available at: https://www.toolkit.indeedproject.eu.

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