



This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no 312235.

Innovative Methods and Procedures to Assess Counter-violent-radicalisation Techniques in Europe



Toolkit Manual

Table of contents

Table of contents.....	iii
Summary.....	v
1. Introduction.....	1
1.1. The IMPACT Europe project.....	1
1.2. The toolkit.....	1
1.3. This manual.....	2
PART I: CONCEPTUAL PART.....	5
2. Homepage.....	7
3. Evaluation Guide.....	8
3.1.1. Designing and conducting evaluations.....	9
3.1.2. Design.....	9
3.1.3. Conduct.....	9
3.2. Methods.....	10
3.3. Practical example 1.....	13
4. Interventions Database.....	15
4.1. The CVE Database Search.....	15
4.2. Practical example 2.....	16
4.3. Alternative Approaches.....	17
5. Lessons Learned.....	19
5.1. Evaluated CVE interventions.....	19
5.2. Crosscutting lessons.....	19
5.3. Upload.....	21
PART II: TECHNICAL PART.....	25
6. Homepage.....	27
6.1. Menu.....	27
6.2. Quick Guide.....	29
6.3. Read more about IMPACT Europe.....	29
7. Evaluation Guide.....	35
7.1. Start.....	35
7.1.1. Welcome to the Evaluation Guide.....	36
7.1.2. Get Started.....	36
7.1.3. About this Guide.....	40
7.1.4. Ethical Considerations.....	40
7.2. Design.....	42

7.2.1.	The interactive parts of the Design section.....	43
7.3.	Conduct.....	54
7.3.1.	The interactive parts of the Conduct section.....	55
7.4.	Methods	62
7.4.1.	Narrowing your search.....	62
7.4.2.	Finding out more about a particular design or method	64
7.4.3.	Comparing designs and methods	65
7.4.4.	More information about the Methods database	65
8.	Interventions Database.....	69
8.1.	The CVE Database Search.....	69
8.2.	Alternative Approaches	72
9.	Lessons Learned	73
9.1.	Start	73
9.2.	Evaluated CVE interventions.....	74
9.3.	Crosscutting lessons	77
9.3.1.	Lessons grouped by project lifecycle stage	78
9.3.2.	The ways forward	82
9.3.3.	About this tool.....	83
9.4.	Upload.....	84
10.	Quick Guide.....	87
11.	Conclusion.....	89
11.1.	Suitable application of the toolkit	89
11.2.	Benefits of using the toolkit	89
11.3.	Added value of each tool	89
11.4.	IMPACT Europe Evaluation Toolkit Training Course	90
11.5.	Desired implications of the toolkit	90

Summary

This manual explains and guides users through the IMPACT Europe evaluation toolkit, which is available on:

<http://impact.itti.com.pl/>

IMPACT Europe is a project funded by the European Union's Seventh Framework Programme (grant agreement no. 312235). IMPACT Europe developed an online evaluation toolkit for professionals working in the countering violent extremism (CVE) field. The main purpose of the IMPACT Europe Evaluation Toolkit is to help professionals in designing and conducting evaluations in the CVE field. Robust and rigorous evaluations have not yet become the norm in the CVE field. Our understanding of what works in the field can be improved if we conduct more and better evaluations. The toolkit therefore also helps professionals to develop well-designed programmes, which are easier to evaluate and more likely to achieve results.

The toolkit consists of three main components:

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 evaluations discussed in this section were not performed by IMPACT Europe.

Please note that the online toolkit and manual are available in English. There are quick guides available in other languages, such as Danish, Dutch, French and German. These can be found in the Quick Guide section of the IMPACT Europe Evaluation Toolkit:

<http://impact.itti.com.pl/index#/quick-guide>

1. Introduction

This manual accompanies the IMPACT Europe Evaluation Toolkit, which is accessible at:

<http://impacteurope.eu/toolkit>

The IMPACT Europe Evaluation Toolkit (from here on referred to as the toolkit) is the product of the IMPACT Europe project (<http://impacteurope.eu/>). This paragraph first introduces the IMPACT Europe project. It then explains the purpose and structure of the toolkit and this manual.

1.1. The IMPACT Europe project

Funded by the European Union's Seventh Framework Programme and running from January 2014 until June 2017, the IMPACT Europe project aimed to fill the gap in knowledge and understanding of what works in tackling violent extremism. Specifically, IMPACT Europe helps front-line workers, policymakers and other parties operating in the field of CVE to answer three questions:

1. How effective are various programmes at tackling violent extremism?
2. What are promising practices in tackling violent extremism?
3. How does this inform our knowledge and understanding of violent extremism?

Counter-violent extremism work is wide ranging, with a variety of organisations engaged in countering the radicalisation process in different ways, ranging from prevention to disengagement. This is a growing area, and robust and rigorous evaluations have not yet become the norm. To this end, the IMPACT Europe project developed the IMPACT Europe Evaluation Toolkit. The main purpose of the toolkit is to help professionals in designing and conducting evaluations in the CVE field. Our understanding of what works in the field can be improved if we conduct more and better evaluations.

By making the toolkit easily accessible to a wide range of public and voluntary sector users, the project encourages practitioners to properly evaluate CVE activities and to build improved practices into the design of any future interventions. The toolkit helps professionals to develop well-designed programmes, which are easier to evaluate and more likely to achieve results. The toolkit also encourages practitioners to read about intervention and evaluation methodology and use the literature embedded within the toolkit for their own needs.

1.2. The toolkit

The toolkit helps practitioners to:

- Understand the role and purpose of evaluation in the field of CVE;
- Design evaluation research questions and an evaluation plan for investigating these;
- Select the most appropriate data collection methods, taking into account human rights and ethical considerations.

The toolkit has been designed for and with end-users and practitioners in the field of CVE. End-users were actively involved in the design phase of the toolkit, and in testing the

prototype of the toolkit. On the basis of feedback from end-users, the toolkit has been refined to ensure that it is as practical and user-friendly as possible.

The toolkit was developed following an examination of existing evaluations in CVE and relevant evaluation practices in other similar fields. IMPACT Europe research highlights the small number of existing evaluation studies in the broader field of CVE. The toolkit addresses these deficiencies in three ways:

- By encouraging end-users to think about their own intervention(s) and consider other relevant interventions through the toolkit;
- By improving commitment and knowledge in evaluating CVE interventions and the development of a body of evidence in the future;
- By providing preliminary answers to the aforementioned three questions (How effective are various programmes at tackling violent extremism? What are promising practices in tackling violent extremism? How does this inform our knowledge and understanding of violent extremism?).

The toolkit is a knowledge-management tool to better implement interventions and evaluations within the field of CVE, in both the short and long term. In the short term, the toolkit aims to help practitioners to evaluate their own work. In the long term, the toolkit seeks to help generate much-needed empirical evidence on what makes CVE interventions more or less effective and how to further improve these in order to decrease the prevalence of violent extremism in our societies.

The toolkit consists of three main sections: the *Evaluation Guide*, the *Interventions Database*, and the *Lessons Learned* section. The uses, benefits, and instructions for all three of these tools, as well as the toolkit Homepage, will be detailed in this manual.

1.3. This manual

This manual presents the three main sections contained in the toolkit, explaining step by step how best to use the toolkit to maximise the benefits of the tools it contains and the research behind it. The manual is specifically geared towards those who design and implement CVE interventions and/or evaluations. After reading this manual and being introduced to the different components of the toolkit, practitioners should be able to use the toolkit to their benefit in designing and implementing interventions as well as evaluations of CVE activities. This manual consists of two parts:

- A **conceptual part** discussing the purpose, benefits and added values of each component of the toolkit;
- A **technical part** visually detailing how to utilise each component of the toolkit.

Furthermore, there is space allocated for notes throughout the manual so that it can be used as either a stand-alone reference document or in a train-the-trainer setting. In the latter case, trainers are encouraged to make notes throughout the manual to customise information delivery and learning activities for their audience.

The manual also highlights some practical examples in which the toolkit is used to support the design of a CVE intervention and evaluation. The practical examples are highlighted in a text box in the conceptual part of this manual. The practical examples were provided by end-users with the aim of illustrating how the toolkit can be used in practice.

PART I: CONCEPTUAL PART

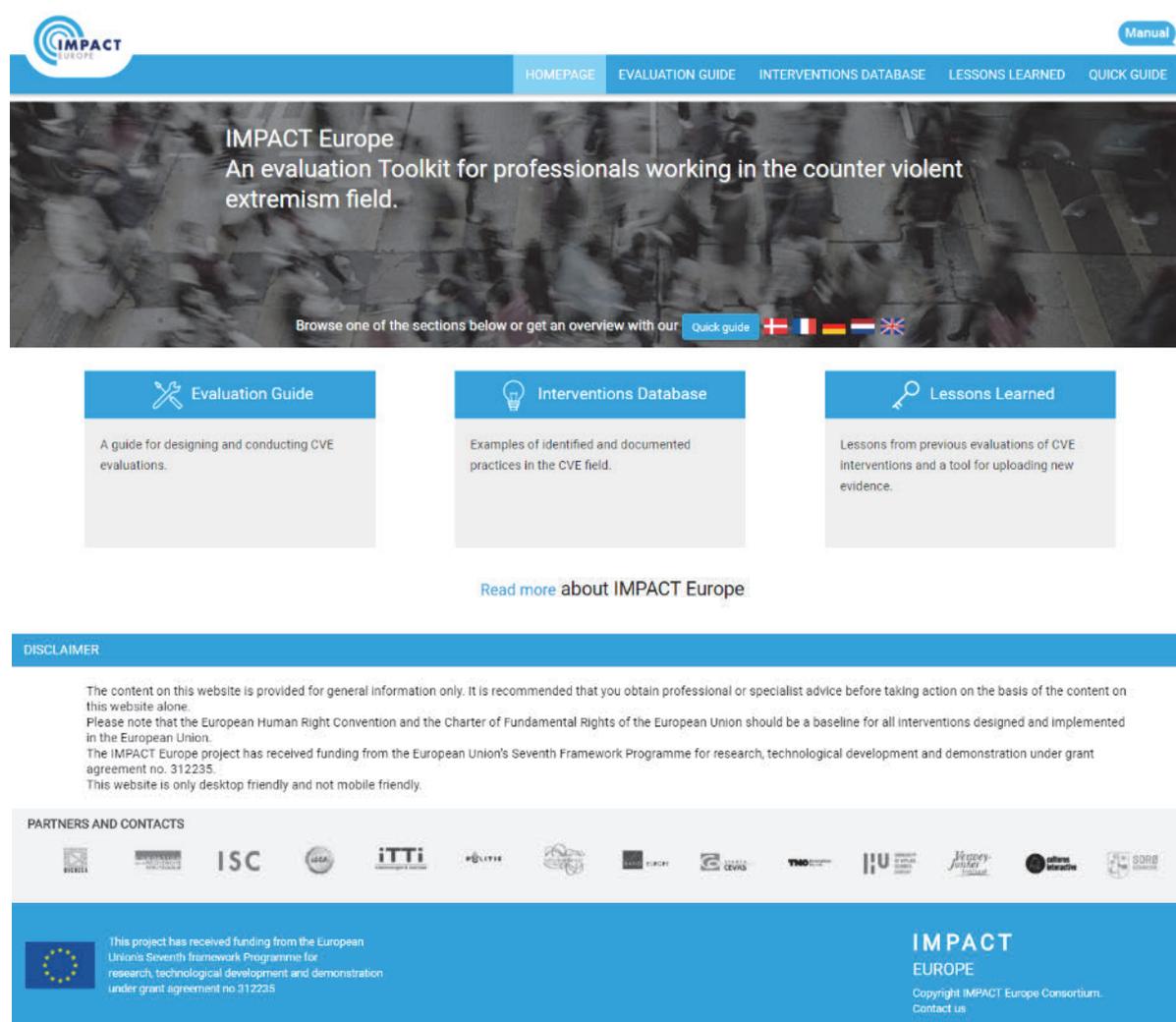
The conceptual part of this manual discusses the benefits and added value of each component of the online evaluation toolkit. This section consists of separate chapters explaining the *Homepage*, *Evaluation Guide*, *Interventions Database* and *Lessons Learned*. It also includes practical examples of how CVE practitioners can use the toolkit in their professional activities.

2. Homepage

This part of the manual introduces the *Homepage*, through which the three main components of the toolkit can be accessed. The *Homepage* (see Figure 2.1 **Error! Reference source not found.**) highlights the intended use of the toolkit and provides explanation on its content and structure. The *Homepage* redirects users to the relevant parts of the toolkit, depending on their preferences, interests and needs. The three main components of the toolkit, briefly summarised below, will be explained in more detail in their respective chapters in both the conceptual and the technical part of the manual. The three main components of the toolkit are:

- **Evaluation Guide:** The Evaluation Guide helps end-users in designing and conducting evaluations of CVE interventions.
- **Interventions Database:** The Interventions Database provides examples of current practices in the CVE field and inspires users to develop well-designed CVE interventions.
- **Lessons Learned:** Lessons Learned provides examples of CVE interventions which have been formally evaluated and discusses the lessons learned from these evaluations.

Figure 2.1: Homepage



In addition to the three main components, the *Homepage* gives access to the *Quick Guide*. This is available both as an interactive page and as a downloadable PDF file. The interactive page provides users with an overview of all information within the toolkit and where to find it. If users click on a topic they will be redirected to the corresponding page. The downloadable PDF file is available in different languages and guides users in how to get started with using the *Evaluation Guide* in the toolkit.

The homepage also provides access to more information on the IMPACT Europe project and toolkit, specifically more information on sources of information underpinning the toolkit, information on what good evaluation entails and a glossary of terms used in the toolkit.

3. Evaluation Guide

The first main component of the toolkit is the *Evaluation Guide*. The *Evaluation Guide* explains and guides users on how to design and conduct evaluations step by step and can help before, during or after an evaluation. The *Evaluation Guide* is an interactive guide that provides advice in correspondence with the characteristics of the intervention the user wants to design or evaluate, rather than providing a generic list of evaluation instruments. The

guide is designed to inform the decisions of users and to help users think through their evaluation plan. The actual design of an evaluation plan has to be done by the users themselves. The *Evaluation Guide* comprises two main interrelated parts:

1. Interactive advice, tips and suggestions on **designing and conducting evaluations**;
2. A repository of evaluation designs and **methods** that can be used for evaluating an intervention.

3.1.1. Designing and conducting evaluations

The first element of the *Evaluation Guide* consists of two parts: *Design* and *Conduct*. Both elements provide different entry points and considerations that help in choosing an evaluation design and method.

3.1.2. Design

The *Design* section is intended to be used as a starting point for designing an evaluation, or as a resource to inform decision making when searching for and interacting with external evaluators. Users can provide information that will be processed by the toolkit, which will issue tips and suggestions customised to the user's situation (see for example Figure 3.1). These tips and suggestions can be considered when designing an evaluation of the user's CVE intervention. The following factors and their implications for the design of an evaluation are covered in the design section:

- The characteristics of the intervention
- The purpose of the evaluation
- The evaluation questions
- The type of evidence and information needed
- Information on data collection.

Furthermore, the *Design* section offers links to useful tools and provides examples of CVE interventions/evaluations with similar characteristics to the intervention the user's intervention. These examples are drawn from a database which provides an overview of available evidence on evaluations in the CVE field.

The *Design* section also offers examples of relevant gang-desistance evaluations. As robust and rigorous evaluations have not yet become the norm in the CVE field, other fields with more robust and rigorous evaluations have been explored. The gang-desistance database provides examples of evaluations approaches that have been used in this particular field and relevant examples of evaluation designs and methods are retrieved to inspire, advance and move beyond current evaluation practices in the CVE field.

3.1.3. Conduct

The *Conduct* section consists of a practical guide on the different stages of conducting an evaluation. There are different considerations to take into account when conducting CVE evaluations, including:

- Project management and data collection
- Data analysis
- Writing and presenting findings
- Follow-up after completion of the evaluation.

The *Conduct* section provides information, advice, tips and suggestions on the above subjects.

Figure 3.1: Evaluation Guide - Design

3.2. Methods

The *Evaluation Guide* comprises a repository of evaluation designs and data collection methods to assist in the process of designing and conducting evaluations. The database provides information on 24 evaluation designs and data-collection methods. It helps users to select the method or design that is most appropriate to answer their key evaluation

questions. Each of the methods presented has been tailored to the CVE context to give end-users more specific information on how each method can be applied in practice. For each research method, information is provided on its purpose, application and ethical considerations. Figure 3.2 shows what this database looks like and Figure 3.3 gives an example of the description of an evaluation design.

Figure 3.2: Evaluation Guide – Methods

This database provides an overview of data collection methods and evaluation designs. It helps you to select the method or design that is most appropriate to answer your key evaluation questions. [read more](#)

ABOUT METHODS	TITLE	SELECT TO COMPARE
FILTERS Type <input type="checkbox"/> Design <input type="checkbox"/> Method Approach <input type="checkbox"/> Qualitative <input type="checkbox"/> Quantitative Focus <input type="checkbox"/> Process / Mechanism evaluation <input type="checkbox"/> Impact / Economic evaluation Data used	Case studies	✖
	Comparisons/ Benchmarking	✖
	Contribution analysis	✖
	Cost-benefit analysis	✖
	Cost-effectiveness analysis	✖
	Cross-sectional data analysis	✖
	Data mining	✖
	Descriptive statistics	✖
	Desk-based research & literature review	✖

Figure 3.3: Screenshot of ‘Case studies’ page of Methods section in Evaluation Guide

Case studies

[WHAT IS IT](#) [WHAT FOR](#) [WHEN TO USE](#) [HOW TO](#) [ETHICS](#) [RESOURCE](#)

WHAT IS IT?

A case study is an empirical inquiry that investigates a subject or an issue within its real-life context assuming that the context plays an important explanatory role in understanding the subject matter. A case study can be a country, an organisation within the country, a programme run by the organisation, or a client of the programme. The researcher typically selects a limited number of case studies. For instance, a case study may look at a few individual clients to better understand how effective was a CVR programme that aimed to facilitate their departure from radicalised groups operating in different regions or locations.

3.3. Practical example 1

The manager of a CVE programme has been running a two-year pilot and has been commissioned to continue with her work. The programme consists of innovative modules of civic education, an inter-agency approach, workshops with youth, cultural and creative activities and group dynamic sessions.

The manager wonders what could be improved in the second term of the CVE intervention. She believes evaluation should be a process that accompanies the intervention from the start and which should provide orientation and assistance in moments of difficulty and insecurity. The manager wonders what the impact of the civic education module is and what she could do differently to maximise the impact of the programme. In addition, she would like to know how the civic education module can better complement the other two programme modules related to this intervention. Specifically, it would be helpful for her to have a means to differentiate the particular impacts of her civic educational interventions. Historically, this has been a somewhat contentious issue. Civic education has been the main approach in earlier days of prevention but it has since been methodologically challenged.

The manager would like to use the toolkit to review her methodology and to ensure that it is robust and fits the purpose of the intervention. More specifically, she is looking for criteria and tools to gauge how specifically her methods of civic education complement and cross-fertilise the other two modules of group work and youth-cultural workshops, and to evaluate and document the specific impact factors stemming from her module.

In the toolkit she would start by inserting information about her intervention in the Design section of the Evaluation Guide, obtaining evaluation guidance tailored to her particular intervention parameters and evaluation needs. The Design section will also provide her with information on similar interventions and evaluations, as well as useful links to relevant evaluation designs and methods. The manager will be able to use the information in the toolkit either for the design of an evaluation or for contracting out the evaluation to an external party.

4. Interventions Database

The *Interventions Database* comprises two sections: the *CVE Database Search* and *Alternative Approaches*. Below the two sections are discussed in more detail.

4.1. The CVE Database Search

The *CVE Database Search* enables users to query a database of CVE interventions. The aim of the database is to inspire users to produce well-designed and evaluable interventions. CVE interventions in the database can be identified by searching for specific indicators across a range of parameters. The parameters are divided into three categories: intervention type, radicalisation factor and evaluation characteristics. The different parameters are shown below (see Table 4-1). On the left side of the page, suggestions for refining the search are dynamically provided on the basis of the input of users.

Table 4-1: Interventions database search options

Intervention type	Radicalisation factor	Evaluation factor
Group focus	Motivation for violence	Evaluation method
Unit of focus	Group target traits	Evaluation approach
Ideology	Affecting social factors	Evidence source
Intervention goal	Affecting cultural factors	Evaluation focus
Activity type		Evaluator
Evidence of Effectiveness		Evaluation quality

Figure 4.1: CVE Database Search

The screenshot shows the 'Interventions Database' section of a website. The navigation bar includes 'HOME PAGE', 'EVALUATION GUIDE', 'INTERVENTIONS DATABASE', 'LESSONS LEARNED', and 'QUICK GUIDE'. Below this, there are two main sections: 'CVE DATABASE SEARCH' and 'ALTERNATIVE APPROACHES'. The 'CVE DATABASE SEARCH' section contains a description of the search tool and a search form. The search form is organized into three columns: 'Search by intervention type', 'Search by radicalisation factor (show)', and 'Search by evaluation characteristics (show)'. Each column contains several dropdown menus for selecting specific criteria. A 'SUGGESTIONS FOR REFINING SEARCH' box is located on the left side of the search form. At the bottom of the search form, there is a 'Search' button and a 'Reset all filters' link.

4.2. Practical example 2

A Chief of Police has to inform his municipality's local authority about possible social unrest. The region is facing increasing examples of violent radicalisation. Addressing this phenomenon requires effective partnership between public and private organisations. Such a partnership would help to ensure the Chief of Police obtains the best possible quality of information to better interpret and prioritise threats. In addition it would help the Chief of Police to choose and develop tailored interventions. The context in which this work takes place is characterised by a shortage of people (front-line workers and developers) and resources (good practices, instruments, networks and money).

The issues the Chief of Police faces are reflected in a recent example where a few young men drove through the city honking, shouting 'Allah Akbar' and displaying an Islamic State Flag. This led to social unrest in the neighbourhood, although no criminal acts were committed. In this scenario, the Chief of Police has to decide whether there is a risk of violent extremism present and what follow-up actions need to be taken.

The Chief of Police and his partners would benefit from using the IMPACT Europe Evaluation Toolkit to find out more about different options for an intervention design. In order to do so, the Chief of Police and his team will define the parameters of the type of intervention the police is considering in the CVE database search. The search results will show interventions with similar parameters and can serve as an inspiration for the design of a suitable intervention.

4.3. Alternative Approaches

The *Alternative Approaches* section was added to the toolkit in order to ensure that evaluations of emerging and novel approaches, which have not yet been evaluated, are well described in the toolkit. CVE is a high-pressure, dynamic and fast-evolving field. This is reflected in the number of new approaches, programmes and interventions that are currently being developed and piloted by practitioners. At this stage the scientific literature does not yet present evaluations for these emerging and novel approaches. As such, this section provides examples of alternative approaches which are of growing relevance to preventing and countering violent extremism (P/CVE). Examples of these approaches are restorative justice, exit counselling and internet addiction prevention.

5. Lessons Learned

The third main component of the toolkit, the *Lessons Learned* section, presents learning from previous evaluations of CVE interventions, and allows end-users to contribute to collective knowledge by uploading new evidence to the toolkit. The *Lessons Learned* section comprises three sub-sections: *Evaluated CVE interventions*, *Crosscutting lessons from CVE evaluations* and *Upload your CVE intervention/evaluation*.

5.1. Evaluated CVE interventions

The *Evaluated CVE interventions* sub-section is a collection of CVE interventions that have been formally evaluated and provides detailed information on whether this intervention worked, and if so, how and why. These evaluated interventions were identified on the basis of a literature review and scored on their effectiveness, the quality of lessons learned on evaluation practice, and the strength of evidence for these three criteria. The *Evaluated CVE interventions* sub-section provides an overview table (see Table 4-1) in which the different evaluated interventions can be ranked according to their effectiveness and strength of evidence for this effectiveness. Once clicked on, each intervention page provides a more detailed narrative description of the intervention, an indication of its measured impacts, summaries of any lessons learned, and the strength of the available evidence.

The *Evaluated CVE interventions* section provides information on 69 interventions and is a live resource that will (depending on continued funding) be updated on a regular basis as new evaluations and other high-quality research on CVE interventions become available. New evaluations will develop the emerging knowledge, consequently also impacting on current scores.

Figure 5.1: Evaluated CVE interventions

ABOUT THIS TOOL	INTERVENTION	LEVEL OF EFFECTIVENESS	STRENGTH OF EVIDENCE ON EFFECTIVENESS	SELECT TO COMPARE
	Curative Intervention (CRIME report)	✓ ✓ ✓	<div style="width: 100%;"><div style="width: 100%;"></div></div>	+
	EXIT-Deutschland [EXIT-Germany]	✓ ✓ ✓	<div style="width: 100%;"><div style="width: 100%;"></div></div>	+
	The Police Security Service (Norway)	✓ ✓ ✓	<div style="width: 100%;"><div style="width: 100%;"></div></div>	+
	Case study: The South Moluccan Radicals in the Netherlands in the 1970s	✓ ✓ ✓	<div style="width: 100%;"><div style="width: 100%;"></div></div>	+
	Counter-narratives used by governments	✓ ✓ ✓	<div style="width: 100%;"><div style="width: 100%;"></div></div>	+
	Counter-narratives used by German governments	✓ ✓ ✓	<div style="width: 100%;"><div style="width: 100%;"></div></div>	+

5.2. Crosscutting lessons

The section on *Crosscutting Lessons* from CVE evaluations provides information on emerging lessons on implementing and evaluating CVE interventions. These crosscutting

lessons are organised according to the stage of the project/intervention lifecycle to which they relate (see Figure 5.2). The different stages of the project/intervention lifecycle are:

- Intervention goals
- Intervention design
- Implementation & management
- Intervention outcomes
- Monitoring & evaluation.

In addition, the section provides a list of eight key recommendations on the basis of the lessons learned that may help in designing and conducting evaluations of CVE interventions. This sub-section is called *The Ways Forward*.

Figure 5.2: Crosscutting lessons

IMPACT EUROPE

Manual

HOME PAGE EVALUATION GUIDE INTERVENTIONS DATABASE LESSONS LEARNED QUICK GUIDE

START EVALUATED CVE INTERVENTIONS CROSSCUTTING LESSONS UPLOAD

LESSONS GROUPED BY PROJECT LIFECYCLE STAGE

THE WAYS FORWARD

ABOUT THIS TOOL

Crosscutting lessons

Intervention goals Intervention design Implementation and management Intervention outcomes Monitoring and evaluation

INTERVENTION GOALS

The first step in designing a CVE Intervention is to analyse the problems that you are hoping to tackle, and identify the outcomes that would help to address them. Establishing the goals of your intervention in this way has important implications for the design, implementation and evaluation of your intervention.

NEED IDENTIFICATION AND GOALS

MONITORING AND EVALUATION

INTERVENTION DESIGN

INTERVENTION IMPLEMENTATION AND MANAGEMENT

INTERVENTION OUTCOMES

The objectives of CVE interventions can vary widely. They can range from the prevention of radicalisation to the suppression of violent extremist behaviour. In order for CVE approaches to be effective, scholars have agreed that it is important to clearly define an intervention's goals at the outset (Vidino and Brandon, 2012, Institute for Strategic Dialogue, 2010). The evaluations reviewed by the IMPACT Europe team provided several lessons for evaluators seeking to determine and achieve the goal(s) of their CVE evaluation, which can be grouped according to the following themes:

- Prevention vs. de-radicalisation goals
- Behavioural vs. attitudinal objective
- The challenges of short-term CVE interventions
- Unintended outcomes of CVE goals
- Methodological suggestions

5.3. Upload

The last section, *Upload* your CVE intervention/evaluation, allows users to upload new evidence to the toolkit in order to strengthen the CVE field's collective knowledge. This section of the toolkit allows users to upload information on their CVE intervention and/or evaluation. It is expected that, with a wider evidence base on CVE interventions, it will be possible to synthesise findings from various sources. This will allow the CVE field to identify patterns of programme effectiveness that can be used in the design of future interventions. It may also be possible to systematically look across evaluation findings and identify evidence-based practices in the field of CVE in order to build on the toolkit's *Lessons Learned* section. A CVE intervention and evaluation entered through the *Upload* form will be considered for review. Input, provided by users will not be processed automatically. A review (of data for instance) by a researcher is required. This is therefore subject to securing further funding for inputs to be analysed and embedded in the toolkit.

PART II: TECHNICAL PART

This section visually details how to utilise each component of the toolkit. It includes zoomed-in images of the features in the *Homepage*, *Evaluation Guide*, *Interventions Database*, *Lessons Learned* and *Quick Guide*. It provides brief explanations of each feature and will present the functionality of each feature and the consequence of clicking on a feature.

6. Homepage

The *Homepage* is the gateway to the other components of the toolkit. The toolkit can be accessed at:

<http://impacteurope.eu/toolkit>

On the *Homepage* users find the different menu options: *Evaluation Guide*, *Interventions Database*, *Lessons Learned* and *Quick Guide*. The *Homepage* also provides general information about the IMPACT Europe project and the toolkit. At the bottom of the *Homepage* users can find a disclaimer and the logos of all the partners involved in IMPACT Europe.

6.1. Menu

From the *Homepage* users can access the main components of the toolkit (see Figure 6.1 and Figure 6.2):

- **Evaluation Guide:** this section guides users in designing and conducting evaluations.
- **Interventions Database:** this section provides examples of CVE interventions.
- **Lessons Learned:** this section provides lessons learned from evaluated CVE interventions and gives users the opportunity to upload their CVE intervention or evaluation.

Figure 6.1: Toolkit Homepage with highlighted toolkit menu

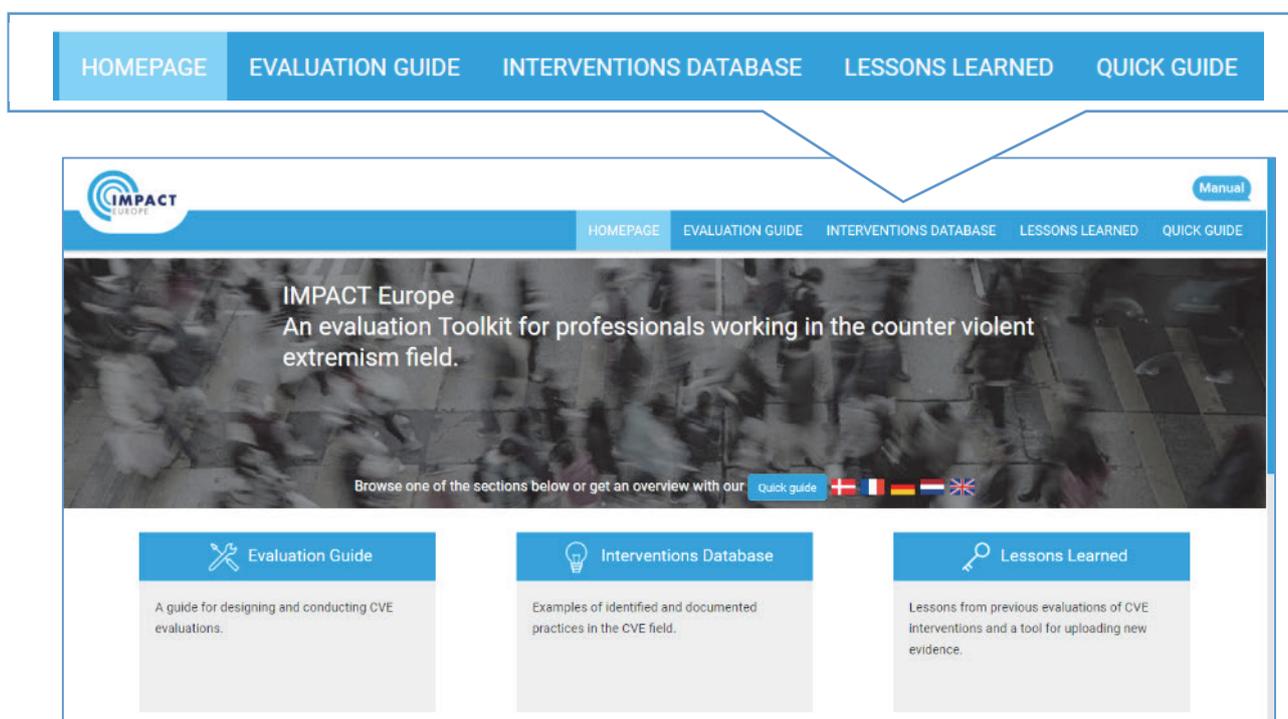
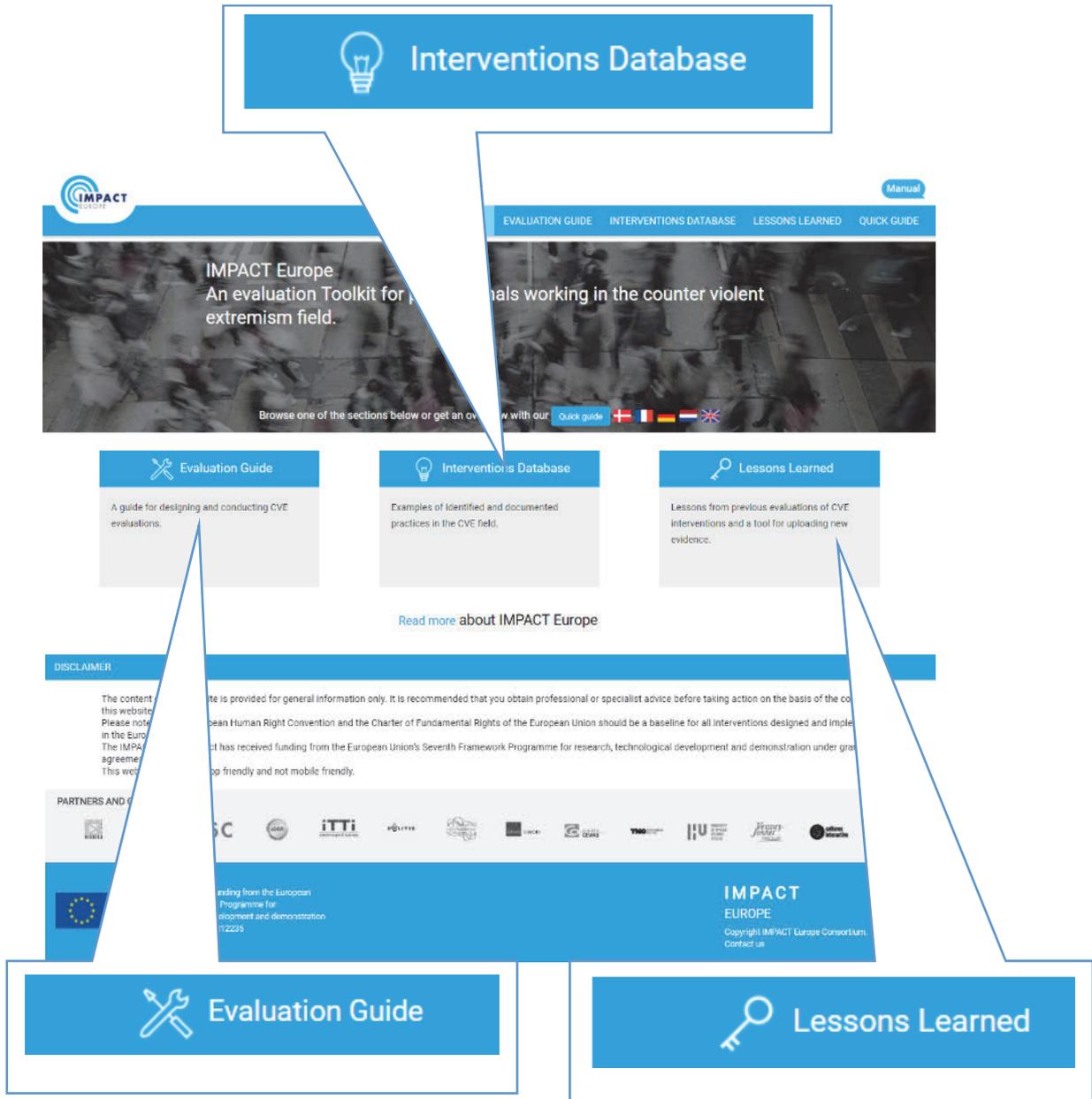


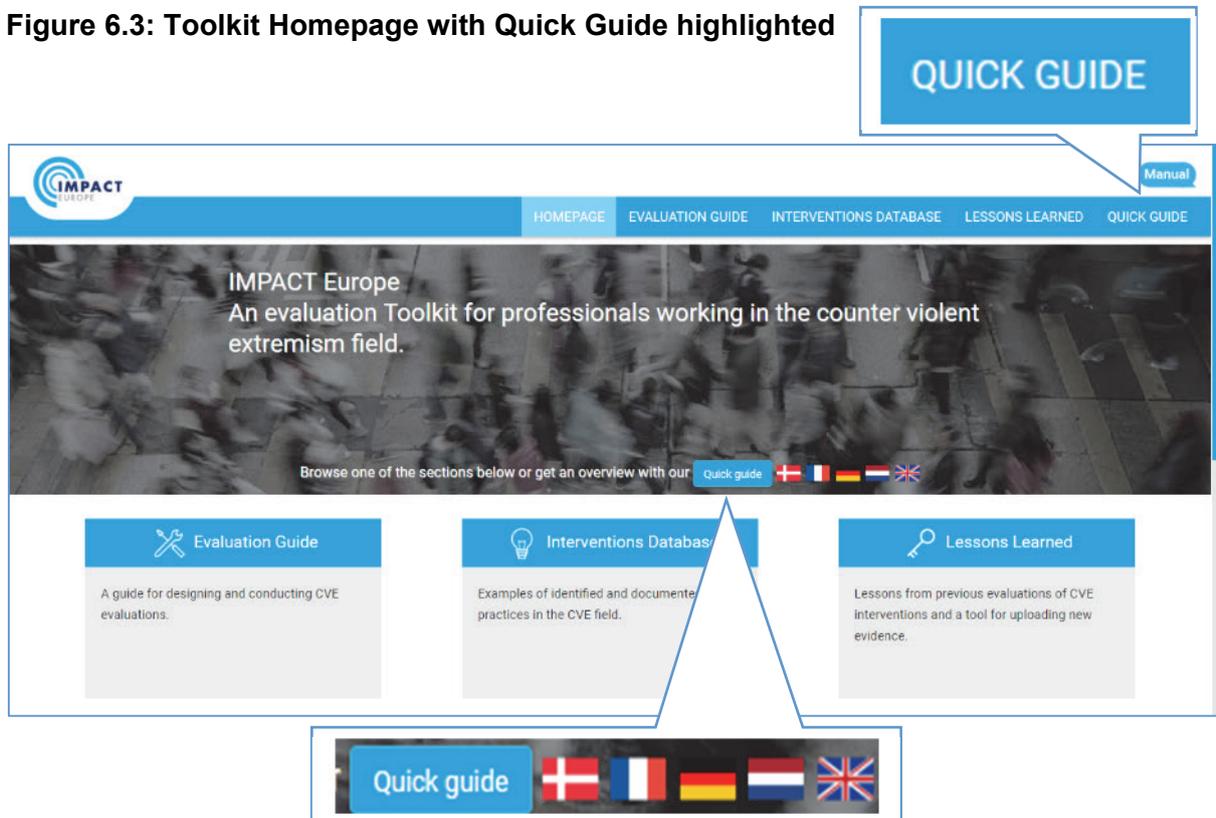
Figure 6.2: Toolkit Homepage with highlighted toolkit sections



6.2. Quick Guide

In addition to the three main components of the toolkit, the menu and the *Quick Guide* button give access to the *Quick Guide* of the toolkit (see Figure 6.3).

Figure 6.3: Toolkit Homepage with Quick Guide highlighted

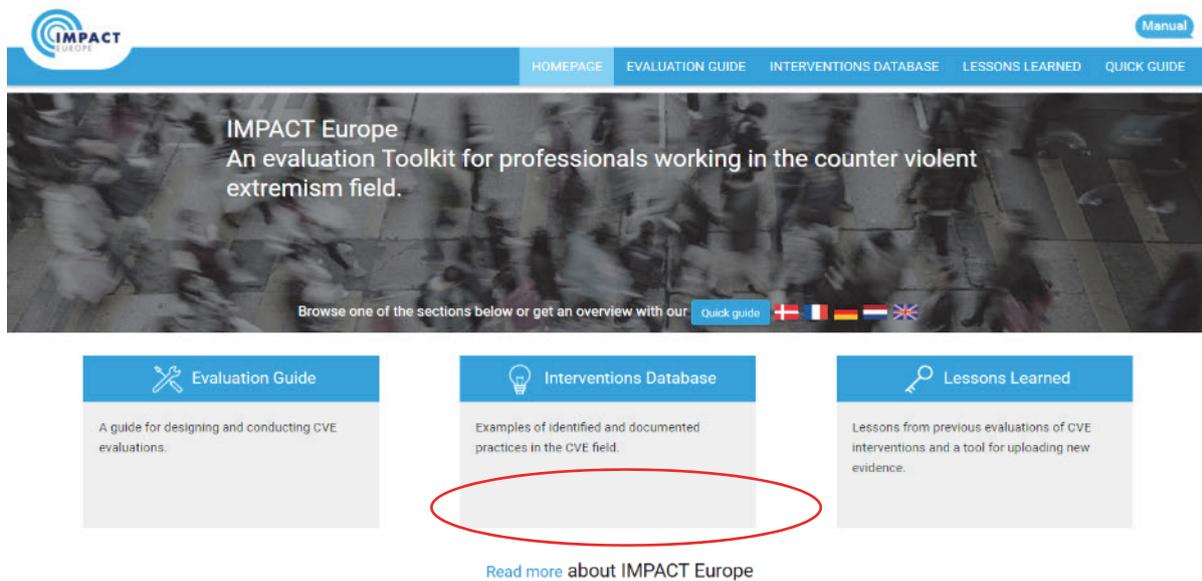


6.3. Read more about IMPACT Europe

Read more about IMPACT Europe links to a page with more information about the IMPACT Europe project and toolkit (see also Figure 6.4 and Figure 6.5):

<http://impact.itti.com.pl/index#/about>.

Figure 6.4: Toolkit Homepage with Read more about IMPACT Europe highlighted



On this *Read more* page users will find information on the following topics:

- **About the Toolkit:** a brief explanation of the aim of the toolkit and its structure;
- **The Impact Europe Project:** information about the IMPACT Europe project and the parties involved in the project;
- **Sources of Information:** a short description of the four main sources the toolkit contains and is based on;
- **Good Evaluation:** information on what is evaluation and what makes good evaluation;
- **Glossary:** a list of terminology used throughout the toolkit;
- **Disclaimer:** a disclaimer on the use of the toolkit.

Figure 6.5: About the Toolkit

IMPACT EUROPE Manual

HOMEPAGE EVALUATION GUIDE INTERVENTIONS DATABASE LESSONS LEARNED QUICK GUIDE

ABOUT THE TOOLKIT

THE IMPACT EUROPE PROJECT

SOURCES OF INFORMATION

GOOD EVALUATION

GLOSSARY

DISCLAIMER

ABOUT THE TOOLKIT

The toolkit in a nutshell
IMPACT Europe is an evaluation toolkit for professionals working in the counter violent extremism field. The toolkit can be used to design and conduct an evaluation of the programmes, as well as integrate suggestions of practices for future interventions.

Evaluating counter violent extremism work
Counter violent extremism work is wide ranging, with a variety of organisations engaged in countering the radicalisation process in different ways – from prevention to disengagement. This is a growing area, and robust and rigorous evaluations have not yet become the norm. However, it can and indeed should be evaluated.

A variety of characteristics of the field are being accommodated in the toolkit to design and conduct evaluations. Our understanding of what works in the field can be improved if we conduct more and better evaluations.

The toolkit also helps professionals develop well-designed programmes, which are easier to evaluate and more likely to achieve results.

Toolkit structure
The toolkit comprises three sections:

- EVALUATION GUIDE:** This section helps design and conduct an evaluation of counter violent extremism interventions
- INTERVENTIONS DATABASE:** This section facilitates the design of counter violent extremism work by providing examples of current practices and encouraging users to consider where their interventions fit in the overall spectrum of counter violent extremism work

7. Evaluation Guide

The first main component of the toolkit is the *Evaluation Guide*. The *Evaluation Guide* explains and guides users on how to design and conduct evaluations step by step and can help before, during or after an evaluation. It comprises four sections: *Start*, *Design*, *Conduct* and *Methods*. The main features of every section are discussed in the following paragraphs.

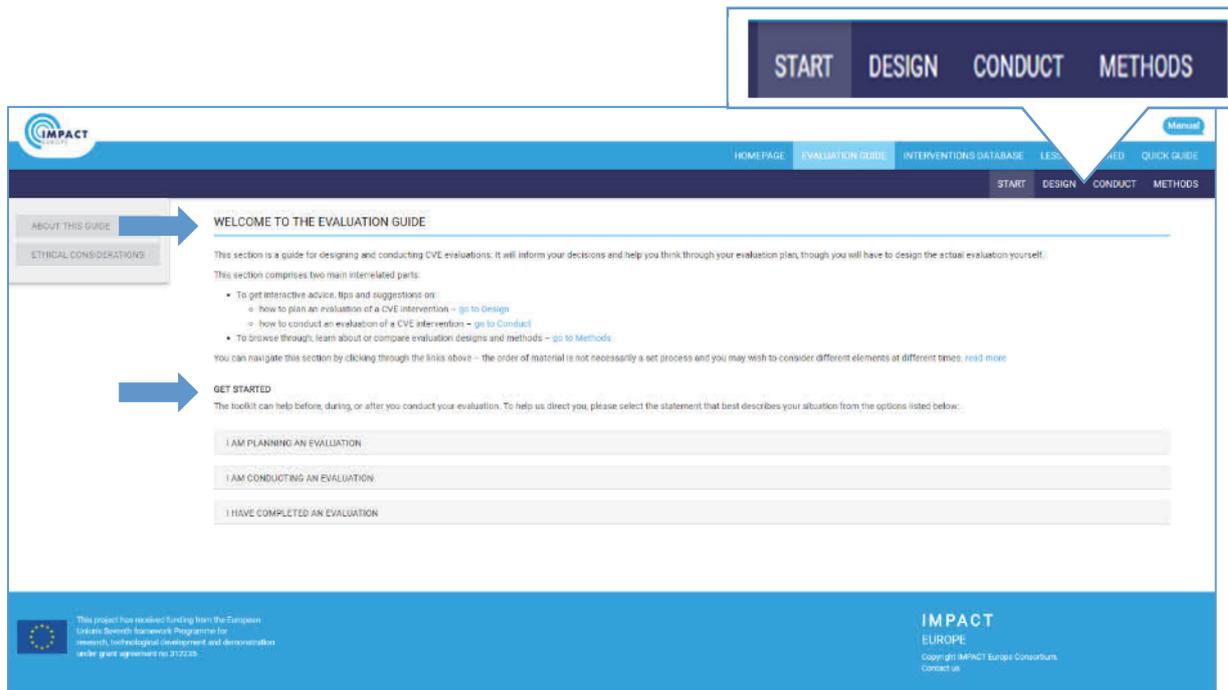
7.1. Start

On the start page of the *Evaluation* section you will find information about the different components of the *Evaluation Guide*.

<http://impact.itti.com.pl/index#/guide/start/start>

You can start exploring the different components of the *Evaluation Guide* by clicking on the hyperlinks below WELCOME TO THE EVALUATION GUIDE or the tabs in the dark blue bar at the top of the page. Alternatively, you can fill in the questionnaire under GET STARTED to be directed to a specific part of the *Evaluation Guide* which is relevant for your situation (see Figure 7.1). The different sections are explained in more detail below.

Figure 7.1: Welcome page Evaluation Guide



7.1.1. Welcome to the Evaluation Guide

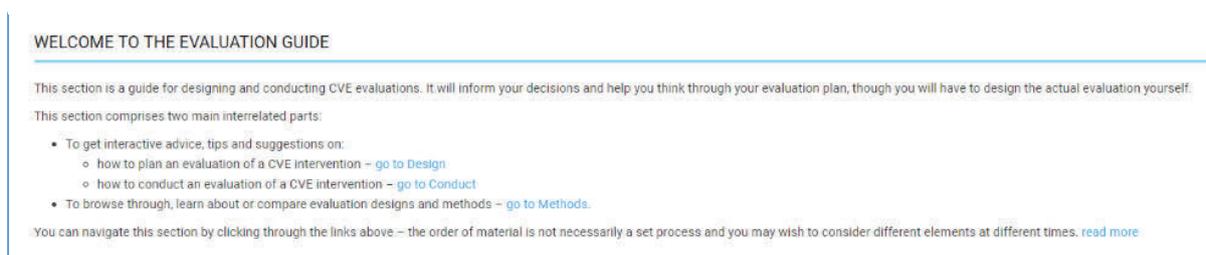
The *Evaluation Guide* is a guide for designing and conducting CVE evaluations. It will inform your decisions and help you think through your evaluation plan. However, you will have to design the actual evaluation yourself.

The *Evaluation Guide* consists of two main interrelated parts:

- 1) It provides interactive advice, tips and suggestions on:
 - a. How to plan an evaluation of a CVE intervention: the **Design** section;
 - b. How to conduct an evaluation of a CVE intervention: the **Conduct** section.
- 2) It provides a repository of evaluation designs and methods: the **Methods** section.

You can click on *Design*, *Conduct* or *Methods* (see Figure 7.2) to be directed to these specific sections in the *Evaluation Guide*. Alternatively you can fill in the questionnaire under GET STARTED to be directed to the specific parts within the *Evaluation Guide* that are relevant for your specific situation. The questionnaire is explained in more detail below.

Figure 7.2: Welcome to the Evaluation Guide

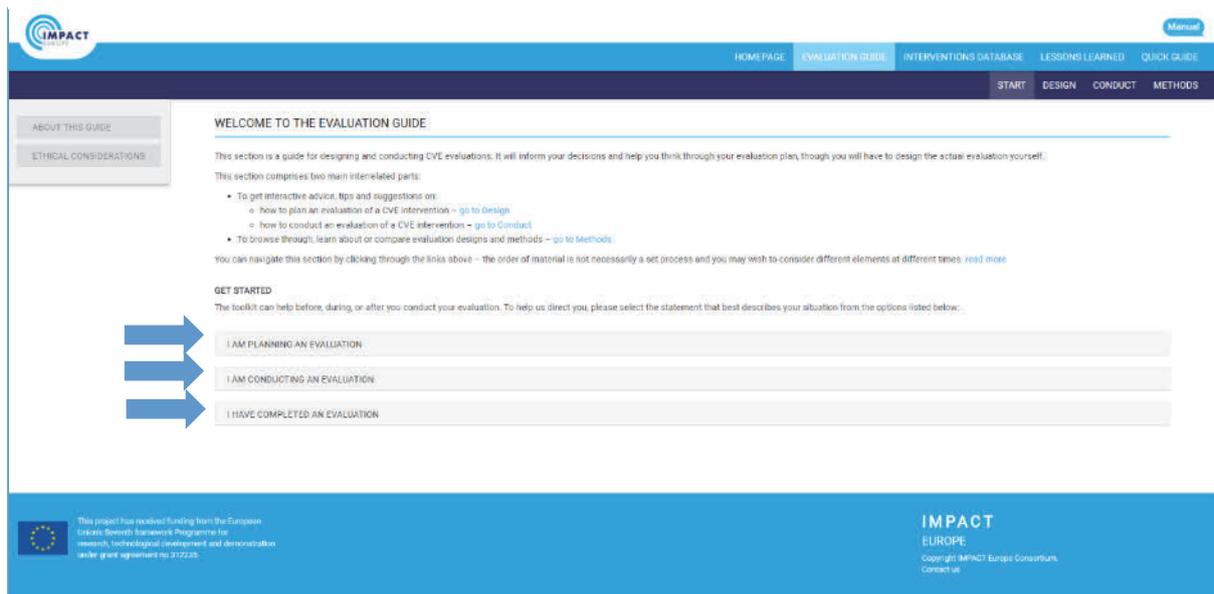


7.1.2. Get Started

The *Evaluation Guide* can help before, during, or after you conduct an evaluation. Please select the option that is relevant for you in the online toolkit (see Figure 7.3):

- I am planning an evaluation
- I am conducting an evaluation
- I have completed an evaluation.

Figure 7.3: Get Started



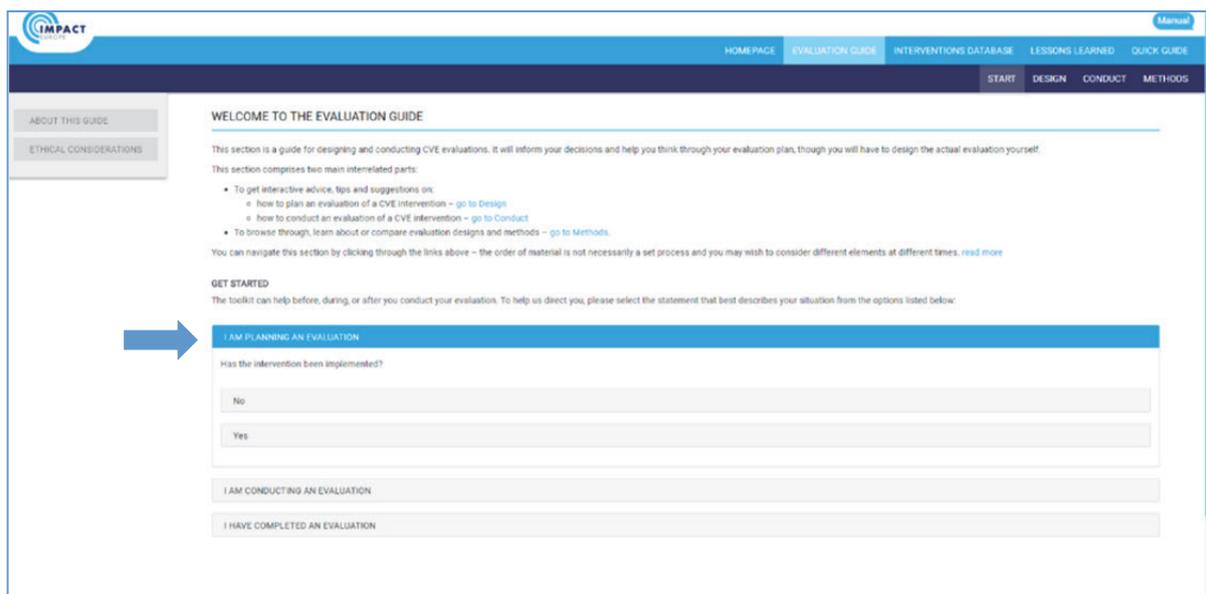
After you have selected the option that is relevant for your situation you will have to answer another question. Please choose the answer that is relevant for your situation.

Situation 1: I am planning an evaluation

The toolkit will show the following question: *Has the intervention been implemented?* Meaning: is your intervention still in the designing phase or has it been implemented already?

Please choose **YES** or **NO** (see Figure 7.4).

Figure 7.4: I am planning an evaluation



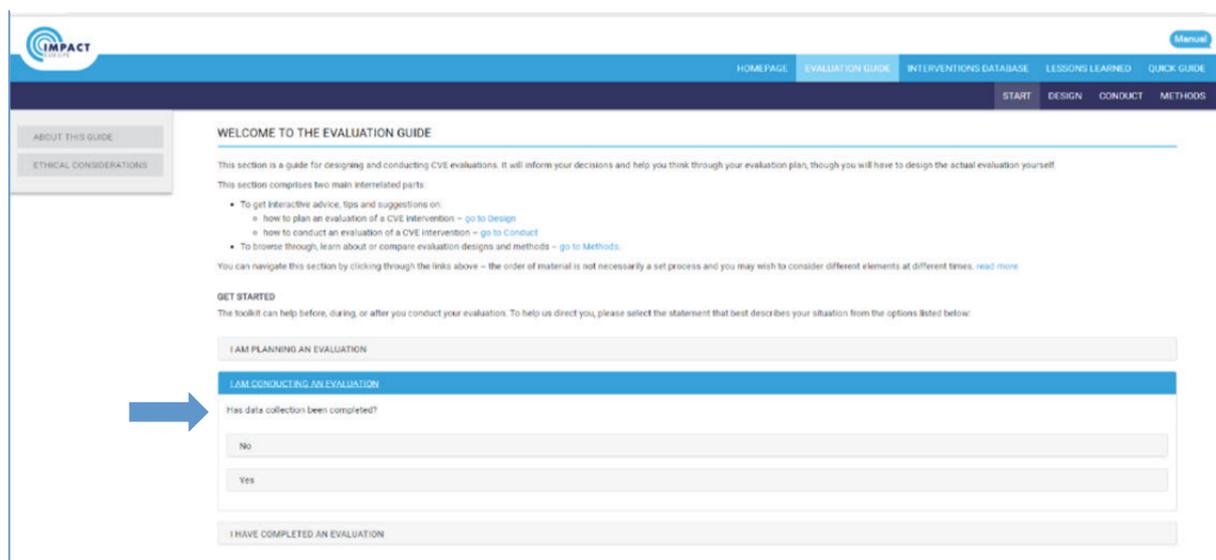
On the basis of your answer, hyperlinks will be shown to parts within the *Evaluation Guide* that are relevant for your specific situation.

Situation 2: I am conducting an evaluation

The toolkit will show the following question: *Has data collection been completed?* Meaning: are you still in the phase of collecting your data for the purpose of evaluation or have you finished collecting your data?

Please choose **YES** or **NO** (see Figure 7.5).

Figure 7.5: I am conducting an evaluation



The screenshot shows the IMPACT Evaluation Guide interface. The top navigation bar includes 'HOME PAGE', 'EVALUATION GUIDE', 'INTERVENTIONS DATABASE', 'LESSONS LEARNED', and 'QUICK GUIDE'. A 'Manual' button is in the top right. The main content area is titled 'WELCOME TO THE EVALUATION GUIDE' and contains introductory text and links. Below this is a 'GET STARTED' section with three radio button options: 'I AM PLANNING AN EVALUATION', 'I AM CONDUCTING AN EVALUATION' (which is selected and highlighted in blue), and 'I HAVE COMPLETED AN EVALUATION'. Under the selected option, the question 'Has data collection been completed?' is displayed with 'No' and 'Yes' radio button options. A blue arrow points to the 'No' option.

On the basis of your answer, hyperlinks will be shown to parts within the *Evaluation Guide* that are relevant for your specific situation.

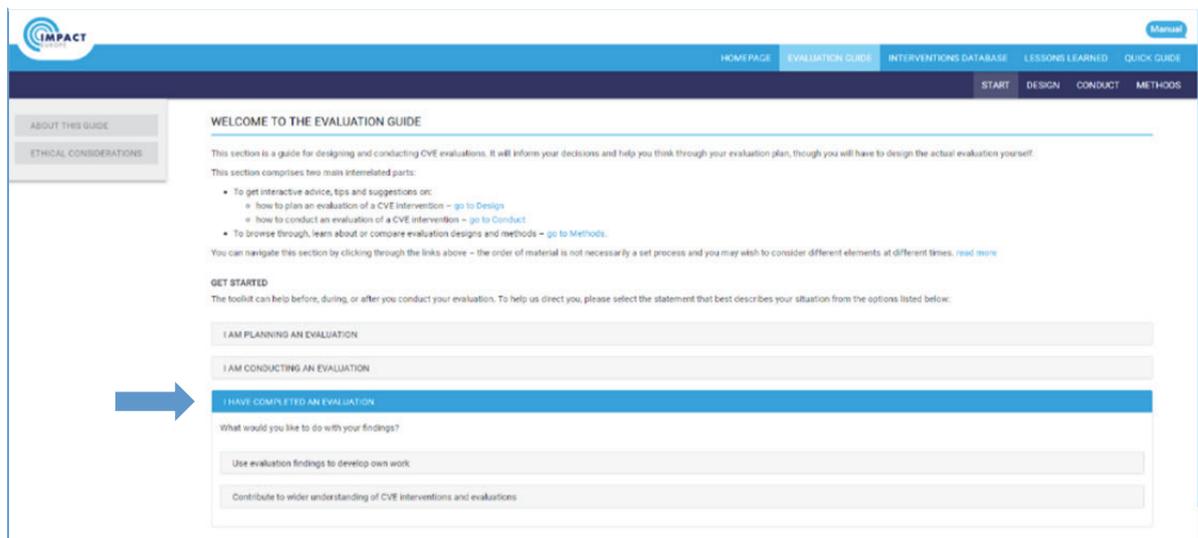
Situation 3: I have completed an evaluation

The toolkit will show the following question: *What would you like to do with your findings?*

Please choose one of the following answers (see Figure 7.6):

- Use evaluation findings to develop own work
- Contribute to wider understanding of CVE interventions and evaluations.

Figure 7.6: I have completed an evaluation



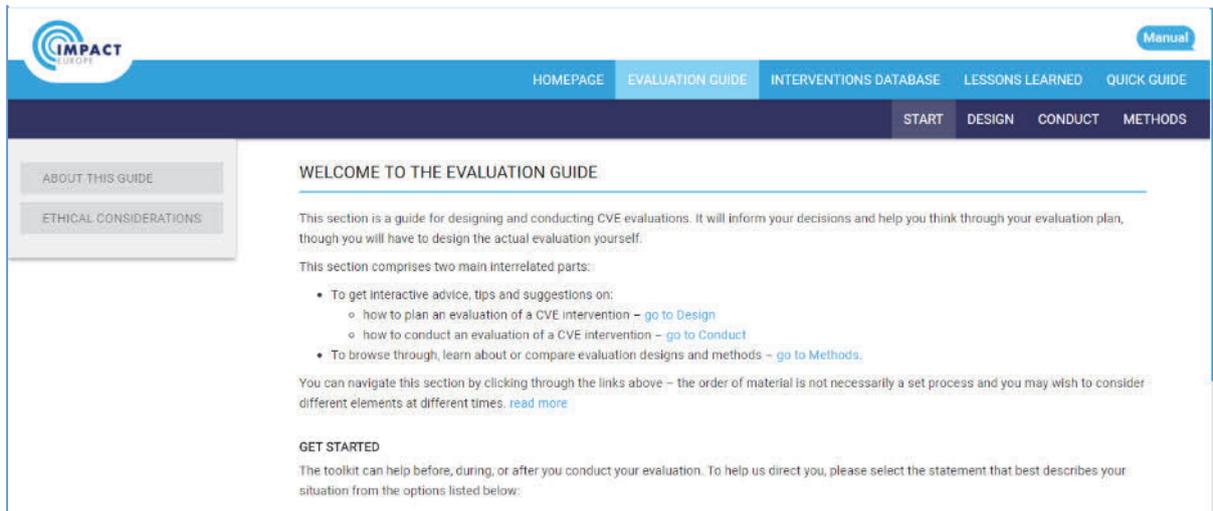
On the basis of your answer, hyperlinks will be shown to parts within the *Evaluation Guide* that are relevant for your specific situation.

7.1.3. About this Guide

On the left side of the start page of the *Evaluation Guide* you will also find a button labelled *About this Guide* (see Figure 7.7 **Error! Reference source not found.**). If you click on *About this Guide* you will be provided with information on the different databases and sources underpinning the *Evaluation Guide*:

<http://impact.itti.com.pl/index#/guide/start/about>

Figure 7.7: About this Guide



7.1.4. Ethical Considerations

Below *About this Guide* on the left side of the Start page of the *Evaluation Guide* you will find the button *Ethical Considerations* (see Figure 7.7). Here you will find information about ethical issues surrounding evaluations:

<http://impact.itti.com.pl/index#/guide/start/ethics>

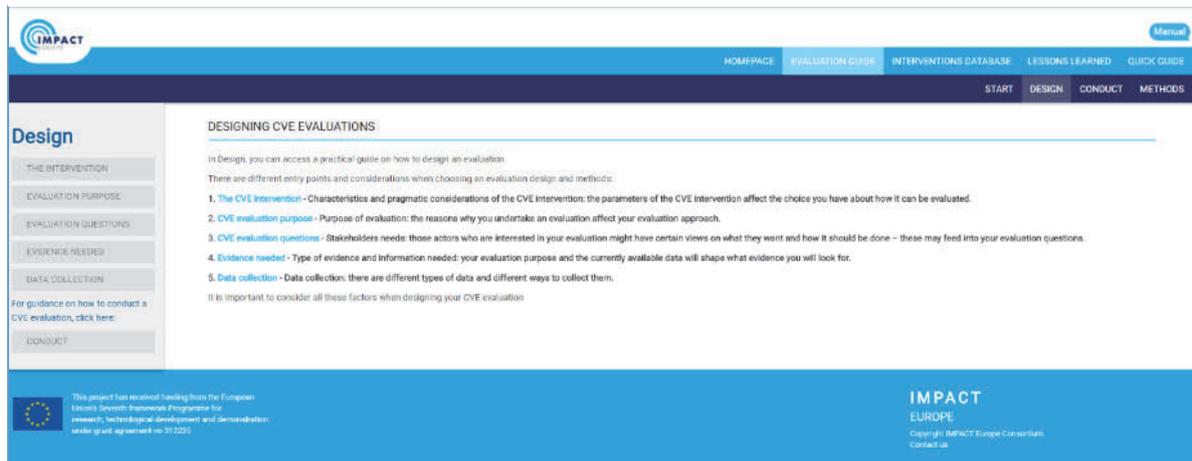
Ethical considerations are important to take into consideration when conducting an evaluation.

7.2. Design

Please go to *Design* within the *Evaluation Guide* and you will see the following screen (Figure 7.8):

<http://impact.itti.com.pl/index#/guide/design/start>

Figure 7.8: Design start page



On this page you find an overview of the different entry points in the *Design* section of the *Evaluation Guide*. The *Design* section is intended to be used as a starting point for designing an evaluation, or as a resource to inform decision making when searching for and interacting with external evaluators. You can provide information that will be processed by the toolkit, which will issue tips and suggestions customised to your situation. You can then consider these when designing an evaluation of your CVE intervention. It is important to consider all these factors when designing your CVE evaluation. Once you know what evaluation design and methods you need, you can put these into action.

The different entry points and considerations when choosing an evaluation design and methods are:

1. **The CVE intervention:** in this section the characteristics of your intervention and its consequences for designing and conducting an evaluation are considered:
<http://impact.itti.com.pl/index#/guide/design/intervention>
2. **CVE evaluation purpose:** in this section the purpose of your evaluation and its consequences for designing and conducting an evaluation are considered:
<http://impact.itti.com.pl/index#/guide/design/purpose>
3. **CVE evaluation questions:** this section provides guidance on evaluation questions pertaining to addressing the main evaluation criteria:
<http://impact.itti.com.pl/index#/guide/design/questions>
4. **Evidence needed:** in this section the evidence that you need to verify whether CVE interventions make a positive change is considered:
<http://impact.itti.com.pl/index#/guide/design/needed>
5. **Data collection:** in this section the different types of data and the different ways to collect them are discussed:
<http://impact.itti.com.pl/index#/guide/design/methods>

Please click on the entry point that you would like to explore. If you would like to explore all entry points, you can start with **intervention**, followed by **evaluation purpose**, **evaluation questions**, **evidence needed** and **data collection**. The manual discusses the different entry points in more detail below.

7.2.1. The interactive parts of the Design section

This part explains how to utilise the *Design* section of the *Evaluation Guide* and shows which of the components are interactive and need input from the user. Not every functionality of the *Design* section will be described but the first factor, the *Intervention*, will be used as an example. The interactive functionalities on the *Intervention* page can also be found on the other pages of the *Design* section. Please follow the steps set out below in the online toolkit.

1. Go to the *Intervention* within the *Design* section of the *Evaluation Guide*:

<http://impact.itti.com.pl/index#/guide/design/intervention>

You will find the *Intervention* button on the left side menu of the *Design* section of the *Evaluation Guide* (see Figure 7.9).

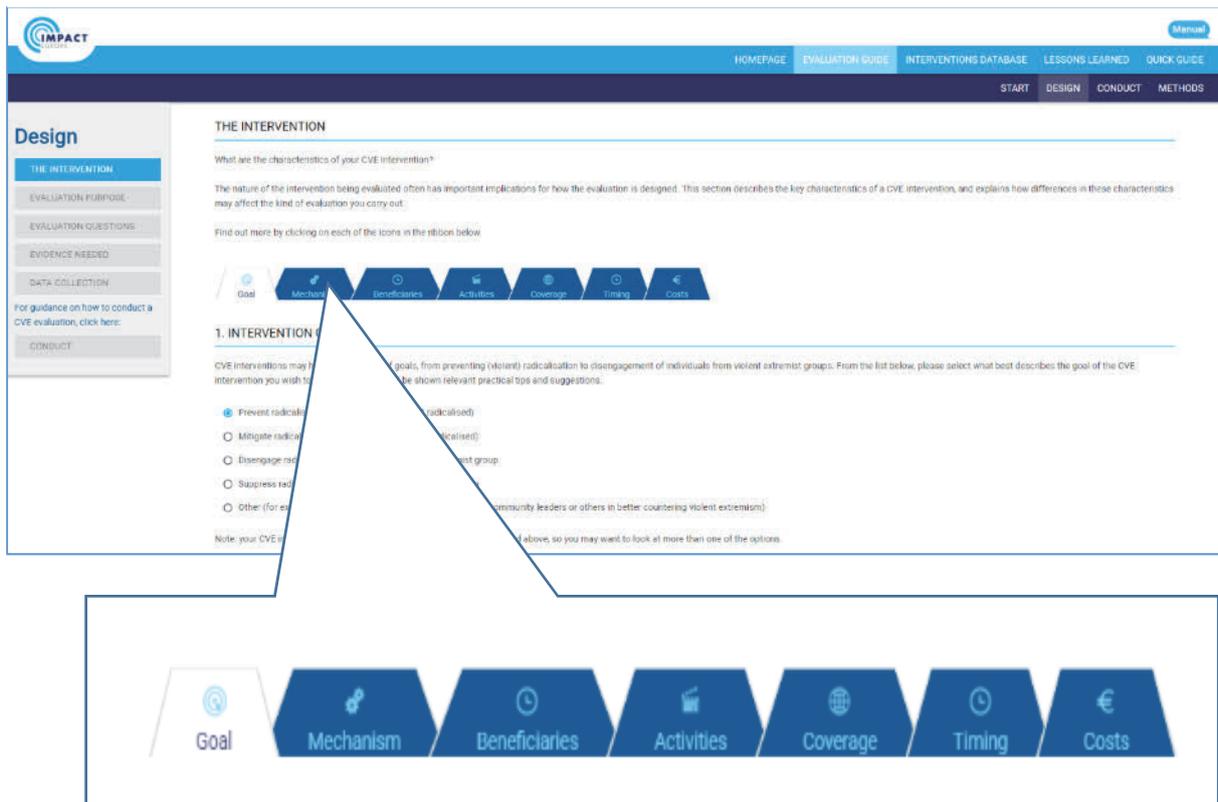
Figure 7.9: The Intervention

The screenshot displays the 'THE INTERVENTION' page on the IMPACT Europe website. On the left, a sidebar titled 'Design' is circled in red, containing a vertical menu with options: 'THE INTERVENTION', 'EVALUATION PURPOSE', 'EVALUATION QUESTIONS', 'EVIDENCE NEEDED', 'DATA COLLECTION', 'For guidance on how to conduct a CVE evaluation, click here.', and 'CONDUCT'. The main content area features a blue navigation ribbon with icons for 'Goal', 'Mechanism', 'Beneficiaries', 'Activities', 'Coverage', 'Timing', and 'Costs'. Below the ribbon, the '1. INTERVENTION GOALS' section lists five options with radio buttons: 'Prevent radicalisation (with individuals not yet radicalised)', 'Mitigate radicalisation (with individuals already radicalised)', 'Disengage radicalised individuals from a violent extremist group', 'Suppress radical behaviour of individuals through detention', and 'Other (for example, support police officers, front-line workers, community leaders or others in better countering violent extremism)'. Further down, there are sections for 'PRACTICAL TIPS AND SUGGESTIONS FOR CVE EVALUATIONS', 'PREVENTION', 'FURTHER EVALUATION DESIGN CONSIDERATIONS', and 'RELEVANT LINKS'. The 'RELEVANT LINKS' section is divided into three columns: 'USEFUL TOOLS', 'CVE INTERVENTIONS AND THEIR EVALUATIONS', and 'GANG RESISTENCE EVALUATIONS'. The footer contains the European Union logo and text about funding, and the IMPACT EUROPE logo with contact information.

2. Click on *Goal* in the blue ribbon (see Figure 7.10)

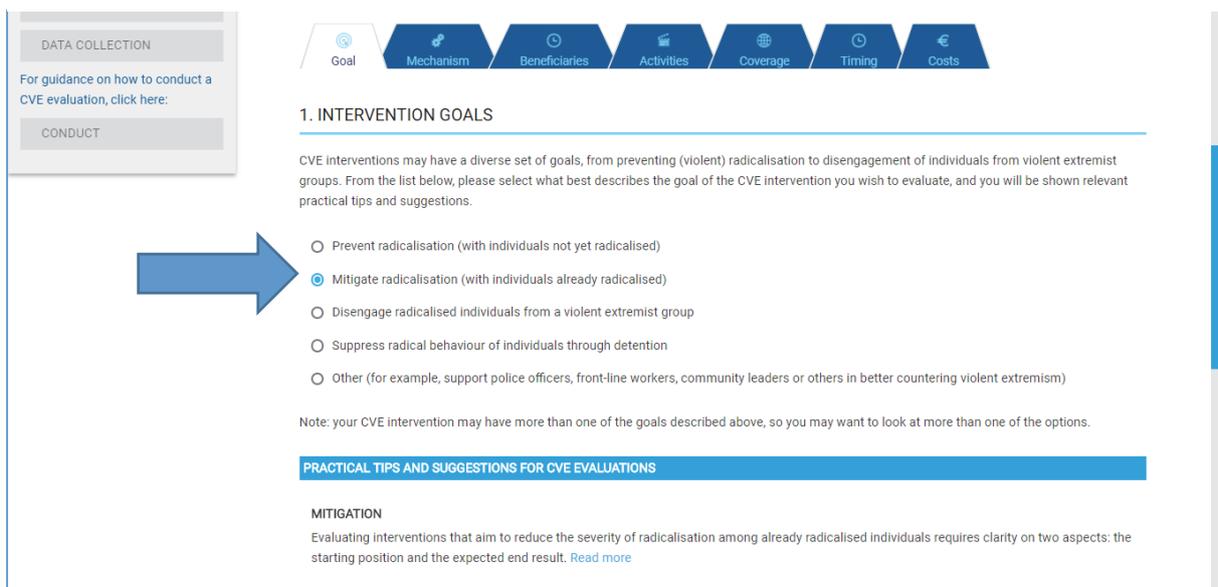
Every component of the *Design* and *Conduct* sections has a blue ribbon on which you can click to go to explore different elements.

Figure 7.10: Blue ribbon



3. Click on Mitigate radicalisation (with individuals already radicalised) (see Figure 7.11)

Figure 7.11: Mitigate radicalisation

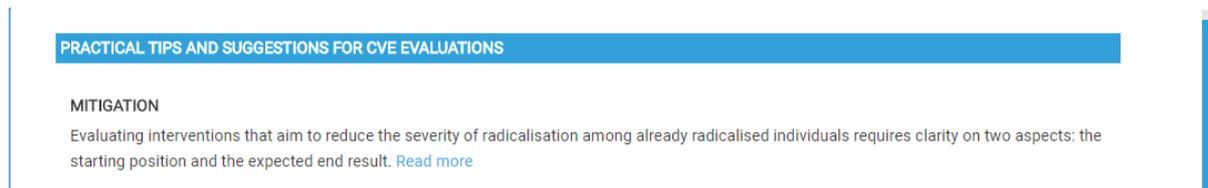


You will see that by clicking on *Mitigate radicalisation*, the information below the blue bar on *Practical Tips and Suggestions for CVE Evaluations* will adjust (Figure 7.12). The

information in this section is interactive and will adjust to the input you provide on the goal of your intervention, be it prevention, mitigation, disengagement, suppression or other.

Please note that you can only choose one goal at a time. However, CVE interventions might have more than one goal, therefore you may want to look at more than one option.

Figure 7.12: Practical tips and suggestions for CVE evaluations



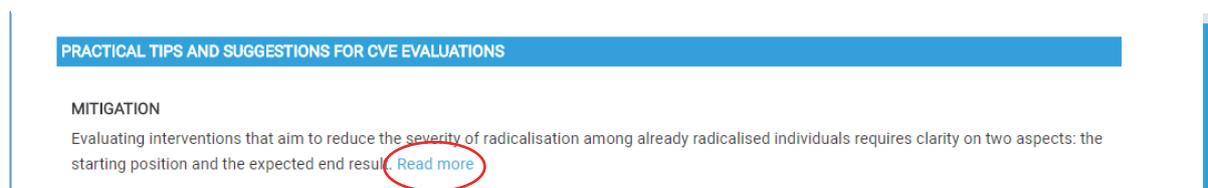
PRACTICAL TIPS AND SUGGESTIONS FOR CVE EVALUATIONS

MITIGATION
Evaluating interventions that aim to reduce the severity of radicalisation among already radicalised individuals requires clarity on two aspects: the starting position and the expected end result. [Read more](#)

4. Click on Read more

Throughout the toolkit you will find the words *Read more* in blue (see Figure 7.13). If clicked upon more information on this topic will be provided. You can close the additional text by clicking on *Hide* at the end of the text (see Figure 7.14).

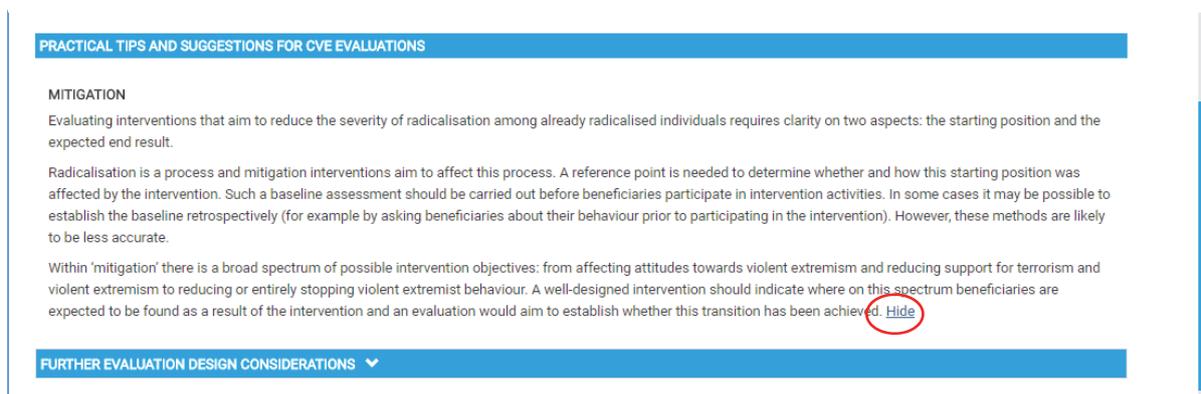
Figure 7.13: Read more



PRACTICAL TIPS AND SUGGESTIONS FOR CVE EVALUATIONS

MITIGATION
Evaluating interventions that aim to reduce the severity of radicalisation among already radicalised individuals requires clarity on two aspects: the starting position and the expected end result. [Read more](#)

Figure 7.14: Hide



PRACTICAL TIPS AND SUGGESTIONS FOR CVE EVALUATIONS

MITIGATION
Evaluating interventions that aim to reduce the severity of radicalisation among already radicalised individuals requires clarity on two aspects: the starting position and the expected end result.

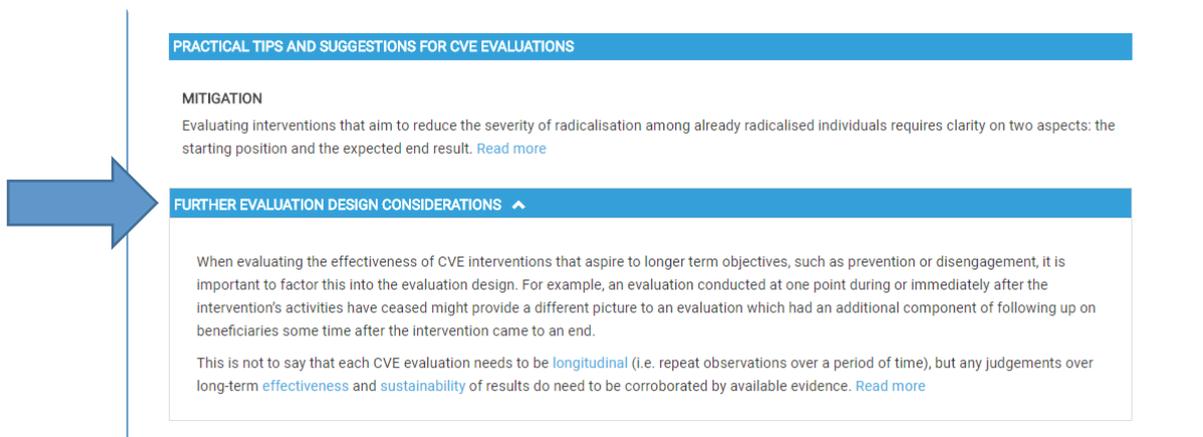
Radicalisation is a process and mitigation interventions aim to affect this process. A reference point is needed to determine whether and how this starting position was affected by the intervention. Such a baseline assessment should be carried out before beneficiaries participate in intervention activities. In some cases it may be possible to establish the baseline retrospectively (for example by asking beneficiaries about their behaviour prior to participating in the intervention). However, these methods are likely to be less accurate.

Within 'mitigation' there is a broad spectrum of possible intervention objectives: from affecting attitudes towards violent extremism and reducing support for terrorism and violent extremism to reducing or entirely stopping violent extremist behaviour. A well-designed intervention should indicate where on this spectrum beneficiaries are expected to be found as a result of the intervention and an evaluation would aim to establish whether this transition has been achieved. [Hide](#)

FURTHER EVALUATION DESIGN CONSIDERATIONS ▾

5. Click on *Further Evaluation Design Considerations* (Figure 7.15)

Figure 7.15: Further evaluation design considerations



PRACTICAL TIPS AND SUGGESTIONS FOR CVE EVALUATIONS

MITIGATION
Evaluating interventions that aim to reduce the severity of radicalisation among already radicalised individuals requires clarity on two aspects: the starting position and the expected end result. [Read more](#)

FURTHER EVALUATION DESIGN CONSIDERATIONS ▲

When evaluating the effectiveness of CVE interventions that aspire to longer term objectives, such as prevention or disengagement, it is important to factor this into the evaluation design. For example, an evaluation conducted at one point during or immediately after the intervention's activities have ceased might provide a different picture to an evaluation which had an additional component of following up on beneficiaries some time after the intervention came to an end.

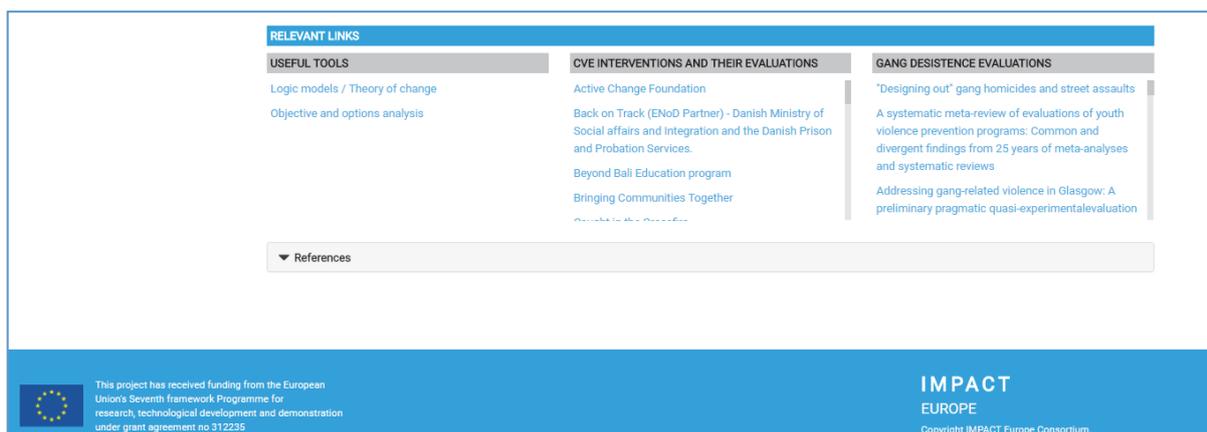
This is not to say that each CVE evaluation needs to be *longitudinal* (i.e. repeat observations over a period of time), but any judgements over long-term *effectiveness* and *sustainability* of results do need to be corroborated by available evidence. [Read more](#)

Clicking on *Further evaluation design considerations* presents information on considerations for an evaluation design. The text in this box is not interactive and therefore does not adjust on the basis of the input provided. Here you can also choose to click on 'read more' if you want to know more about evaluation design considerations.

6. Scroll down to *Relevant Links* at the bottom of the page (Figure 7.16)

At the bottom of every page in the *Design* section you will find a section with *Relevant links*. In the *Intervention* and *Evaluation Purpose* sections you will find links to *Useful tools*, *CVE interventions and their evaluations* and *Gang desistance evaluations*. In the other sections you will only find links to *Useful tools*.

Figure 7.16: Relevant links



RELEVANT LINKS

USEFUL TOOLS	CVE INTERVENTIONS AND THEIR EVALUATIONS	GANG DESISTENCE EVALUATIONS
Logic models / Theory of change Objective and options analysis	Active Change Foundation Back on Track (ENoD Partner) - Danish Ministry of Social affairs and Integration and the Danish Prison and Probation Services. Beyond Ball Education program Bringing Communities Together Countering the Challenge	"Designing out" gang homicides and street assaults A systematic meta-review of evaluations of youth violence prevention programs: Common and divergent findings from 25 years of meta-analyses and systematic reviews Addressing gang-related violence in Glasgow: A preliminary pragmatic quasi-experimental evaluation
References		

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no 312235

IMPACT EUROPE
Copyright IMPACT Europe Consortium.

7. Explore the links to *Useful Tools* (Figure 7.18)

Depending on the section you are exploring in the *Design* part of the *Evaluation Guide*, links to useful tools will be displayed. The useful tools that are displayed in the goal of the intervention include logic models/theories of change, objectives and analysis options. These methods help to clarify the goals and underlying assumptions of your intervention. The page

on [impact evaluations](#) links, for example, to methods that are suitable for measuring the impact of an intervention (case study, contribution analysis, randomised control trial). Click on one of the tools to receive more specific information on the particular tool (see Figure 7.17).

Figure 7.18: Useful Tools

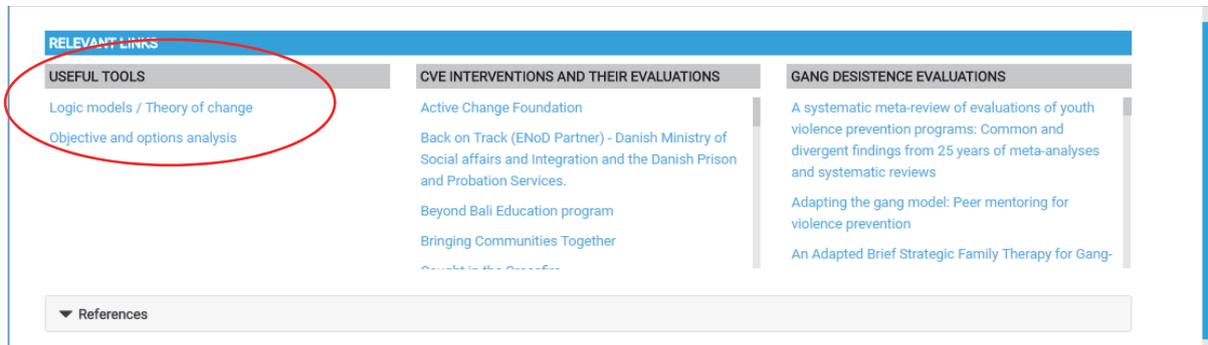
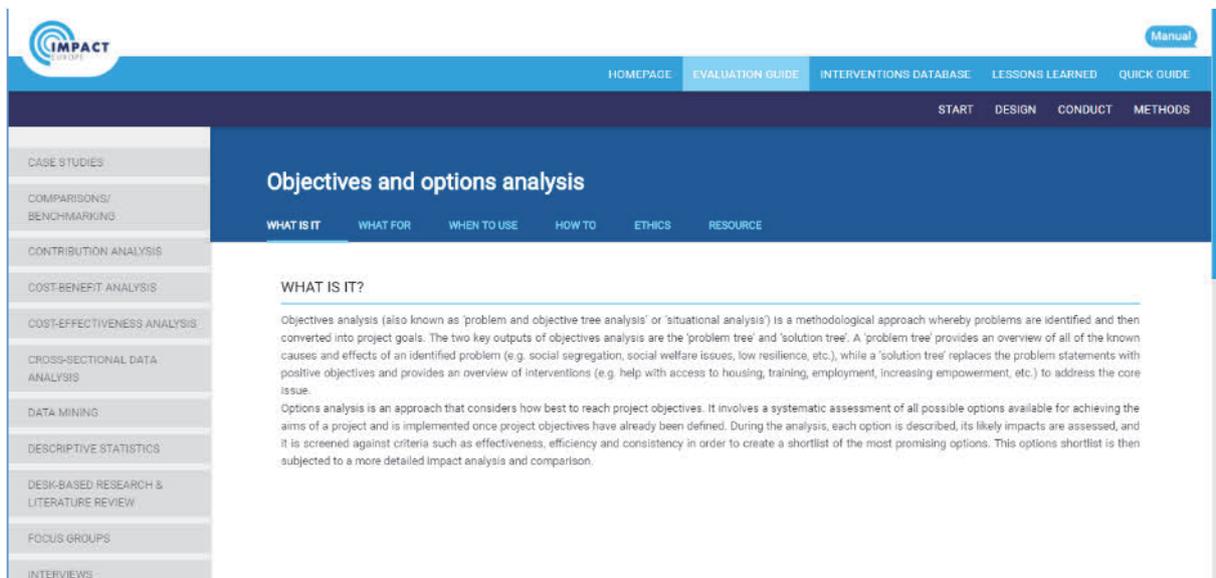


Figure 7.17: More detailed information on useful tools



8. Explore the links to *CVE Interventions and their Evaluations* (Figure 7.19)

The overview table with links to *CVE Interventions and their Evaluations* is interactive and adjusts to the input provided by the user. If the goal of the intervention is to mitigate radicalisation, this overview table will provide examples of (evaluated) interventions with the same goal in alphabetical order. If you insert as goal of your intervention ‘mitigate radicalisation’ the first intervention to appear in the list of CVE interventions and their evaluations is *Active Change Foundation* (see Figure 7.19 and Figure 7.20).

Figure 7.19: CVE interventions and their evaluations

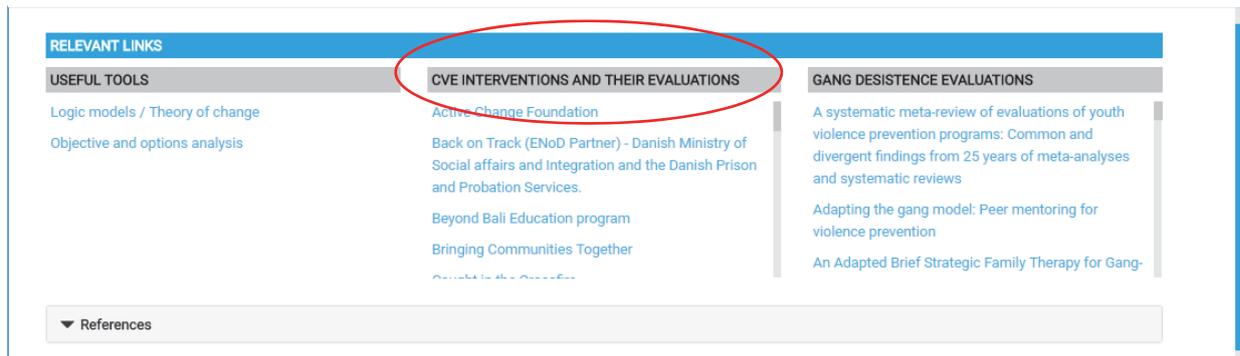
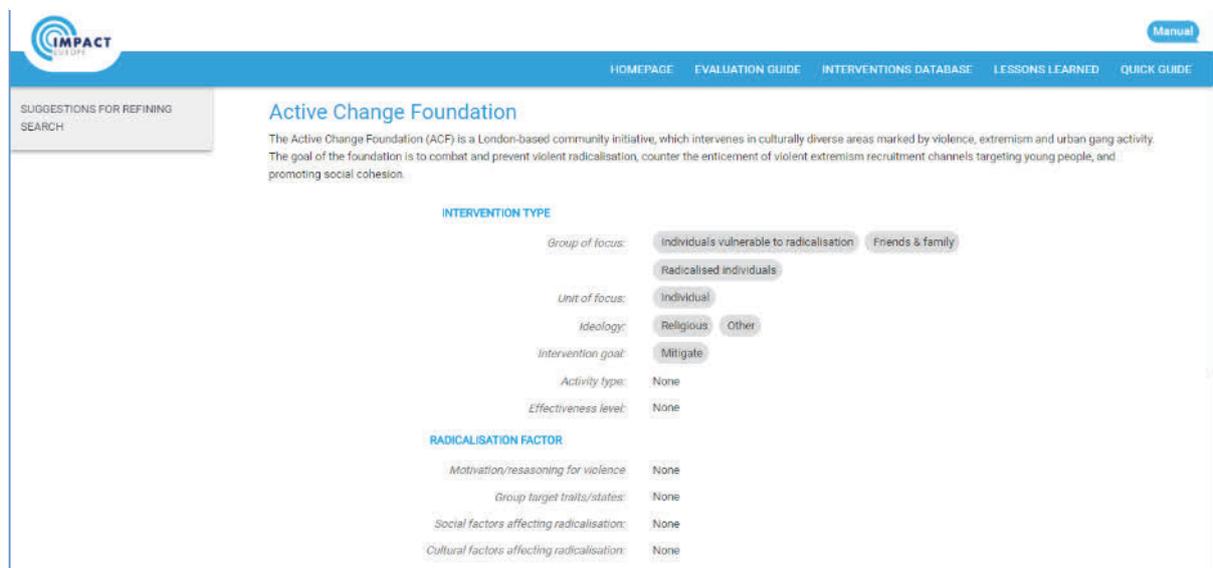


Figure 7.20: Link to intervention Active Change Foundation



9. Explore the links to Gang Desistance Evaluations (Figure 7.21)

In addition to the links to *CVE Interventions and their Evaluations*, the *Design* section also provides examples of *Gang Desistance Evaluations*. As robust and rigorous evaluations have not yet become the norm in the CVE field, other fields with more robust and rigorous evaluations have been explored. The *Gang Desistance* database provides examples of evaluations approaches that have been used in this particular field and relevant examples of evaluation designs and methods are retrieved to inspire, advance and move beyond current evaluation practices in the CVE field.

As is the case with the links to *CVE Interventions and their Evaluations*, the overview table with links to the *Gang Desistance Evaluations* is interactive and adjusts to the input provided by the user. If the goal of the intervention is to mitigate radicalisation, this overview table will provide examples of evaluated gang desistance interventions that have mitigation as their objective. If you insert as goal of your intervention 'mitigate radicalisation' the first intervention to appear in the list of gang desistance evaluations is *Designing out gang homicides and street assaults*. Click on this evaluated intervention to find out more about the characteristics of the evaluation of this intervention and its transferability to the CVE field (see Figure 7.22).

Figure 7.21: Gang Desistance Evaluations

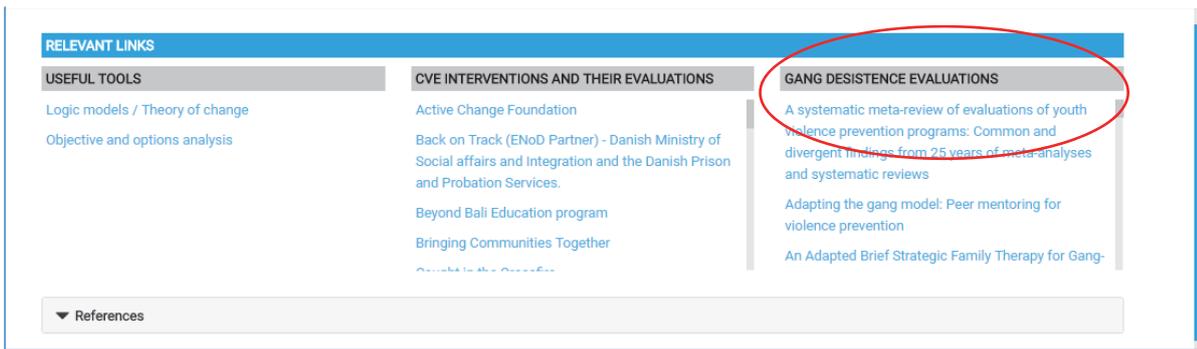
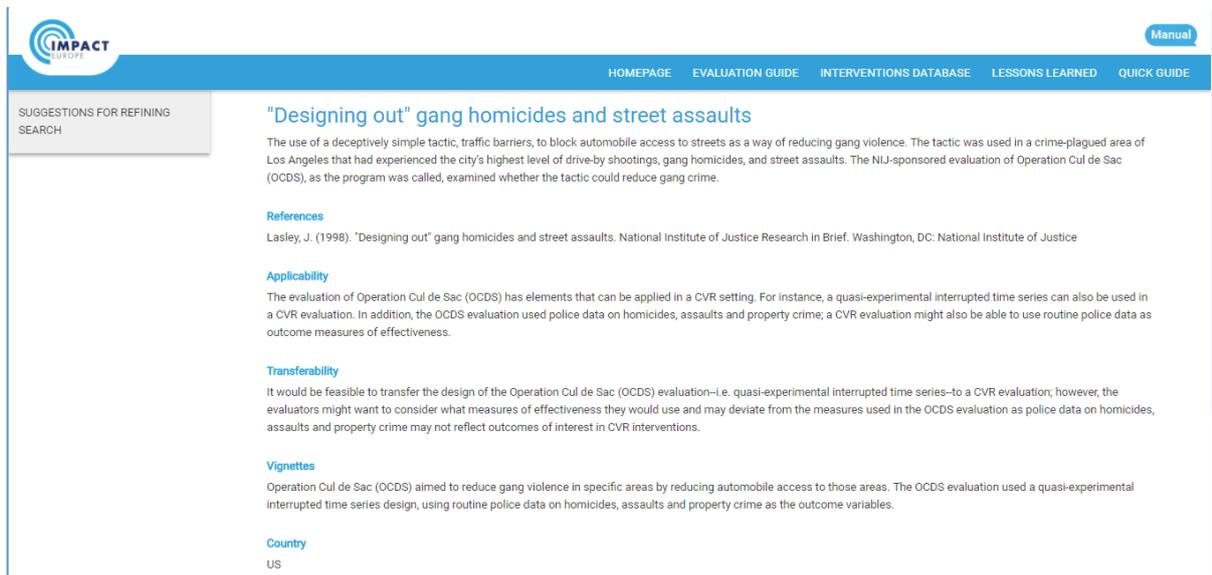


Figure 7.22: Link to evaluated gang desistance intervention Designing out gang homicides and street assaults



10. Click on References at the bottom of the page (Figure 7.23)

At the bottom of every page you find a list of all references used in the section you are consulting. Click on the grey *References* button to open the list of references (see Figure 7.23).

Figure 7.23: References

RELEVANT LINKS	USEFUL TOOLS	CVE INTERVENTIONS AND THEIR EVALUATIONS	GANG DESISTENCE EVALUATIONS
	<p>Logic models / Theory of change</p> <p>Objective and options analysis</p>	<p>Active Change Foundation</p> <p>Back on Track (ENoD Partner) - Danish Ministry of Social affairs and Integration and the Danish Prison and Probation Services.</p> <p>Beyond Bail Education program</p> <p>Bringing Communities Together</p> <p>Count Me In - Cardiff</p>	<p>"Designing out" gang homicides and street assaults</p> <p>A systematic meta-review of evaluations of youth violence prevention programs: Common and divergent findings from 25 years of meta-analyses and systematic reviews</p> <p>Addressing gang-related violence in Glasgow: A preliminary pragmatic quasi-experimentalevaluation</p>

→ **References**

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and innovation under grant agreement no 312235

IMPACT EUROPE
Copyright IMPACT Europe Consortium.

▲ References

Bigo, D., Bonelli, L., Guittet, E-P. & Ragazzi, F. (2014). Preventing and countering youth radicalisation in the EU. Study for the European Parliament. Civil Liberties, Justice and Home Affairs. European Union [http://www.europarl.europa.eu/RegData/etudes/etudes/join/2014/509977/IPOL-LIBE_ET\(2014\)509977_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/join/2014/509977/IPOL-LIBE_ET(2014)509977_EN.pdf) accessed on 9 September 2015

van Hemert, D., van den Berg, H., van Vliet, T., Roelofs, M., Huis in 't Veld, M., Marret, J.L., Gallucci, M., & Feddes, A. (2014). Synthesis report on the state-of-the-art in evaluating the effectiveness of counter-violent extremism interventions. PACT Europe Deliverable number D3.2 of WP2, submitted on 12 November 2014; <http://impacteurope.eu/portfolio/synthesis-report/> accessed on 9 September 2015

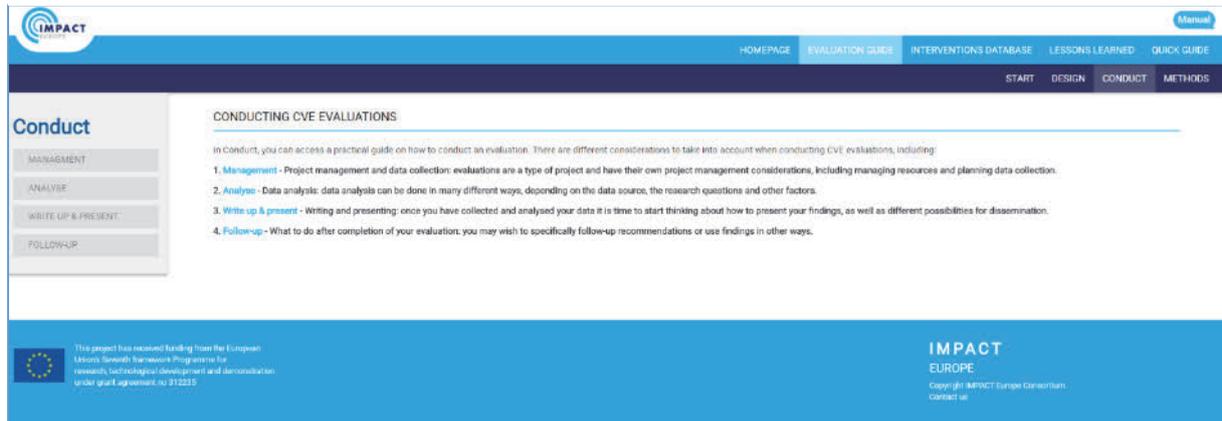
7.3. Conduct

Please go to *Conduct* within the *Evaluation Guide*:

<http://impact.itti.com.pl/index#/guide/conduct/start>

You will see the following screen (Figure 7.24):

Figure 7.24: Conduct start page



On this page you find an overview of the different entry points in the *Conduct* section of the *Evaluation Guide*. The *Conduct* section consists of a practical guide on the different stages in conducting an evaluation. There are different considerations to take into account when conducting CVE evaluations, including:

1. **Management:** evaluations are a type of project and have their own project management considerations, including managing resources and planning data collection:
<http://impact.itti.com.pl/index#/guide/conduct/management>.
2. **Analyse:** data analysis can be done in many different ways, depending on the data source, the research questions and other factors:
<http://impact.itti.com.pl/index#/guide/conduct/analyse>.
3. **Write up & present:** once you have collected and analysed your data it is time to start thinking about how to present your findings, as well as different possibilities for dissemination:
<http://impact.itti.com.pl/index#/guide/conduct/write>.
4. **Follow-up:** what to do after completion of your evaluation? You may wish to specifically follow up recommendations or use findings in other ways:
<http://impact.itti.com.pl/index#/guide/conduct/followup>.

Please click in the online toolkit on the entry point that you would like to explore. If you would like to explore all entry points, you can start with **Management**, followed by **Analyse**, **Write up & Present** and **Follow-up**.

7.3.1. The interactive parts of the Conduct section

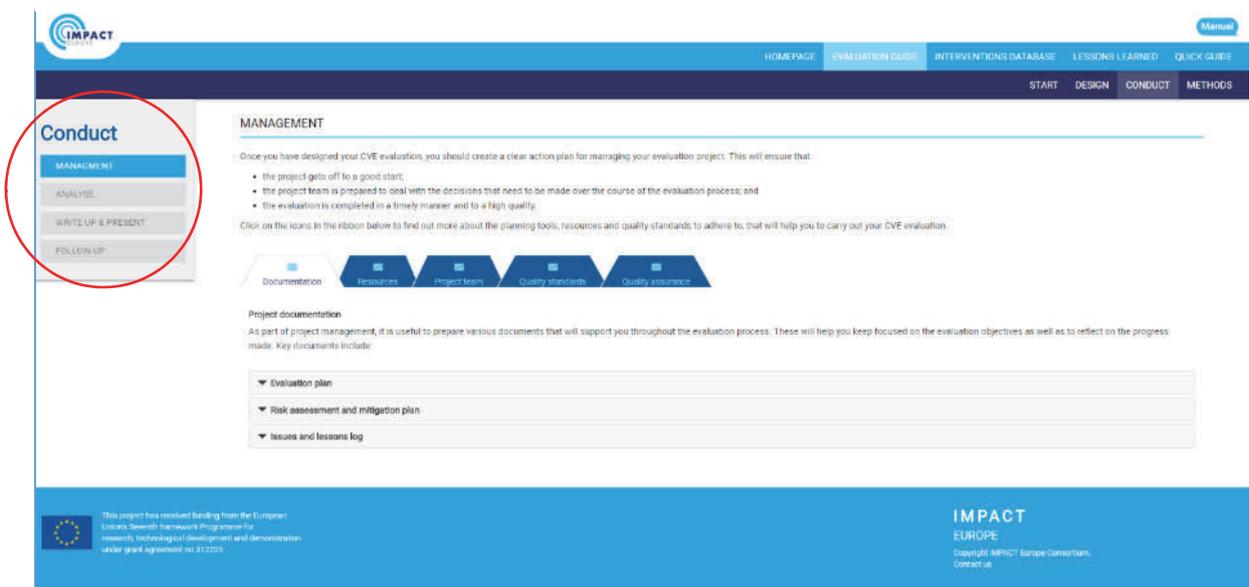
This section explains how to utilise the *Conduct* section of the *Evaluation Guide* and shows which of the components are interactive. Not every functionality of the *Design* section will be described, but the sub-section *Management* will be taken as an example. The interactive functionalities of the *Management* section can also be found on the other pages of the *Conduct* sub-sections. Please follow the steps set out below in the online toolkit.

1. Go to *Management* within the *Conduct* section of the *Evaluation Guide*:

<http://impact.itti.com.pl/index#/guide/conduct/management>.

You will find *Management* on the left-side menu of the *Conduct* section of the *Evaluation Guide* (see Figure 7.25)

Figure 7.25: Management



2. Click on *Documentation* in the blue ribbon (see Figure 7.26)

Every component of the *Conduct* section has a blue ribbon on which you can click to explore different elements.

Figure 7.26: Blue ribbon



3. Click on Evaluation Plan (Figure 7.27)

You will see that by clicking on *Evaluation Plan* a box with text will be opened. The same applies for the other boxes on the *Documentation* page: 'risk assessment and mitigation plan' and 'issues and lessons log'. As in the *Design* section you can click on the blue button marked 'Read more' if you want to receive more information on the particular subject. You will find the same content panels as in *Documentation* in the other sections of *Conduct* (*Analyse*, *Write Up & Present*, *Follow Up*).

Figure 7.27: Evaluation Plan

The screenshot shows the IMPACT website interface. The top navigation bar includes 'HOME PAGE', 'EVALUATION GUIDE', 'INTERVENTIONS DATABASE', 'LESSONS LEARNED', and 'QUICK GUIDE'. The main content area is titled 'Conduct' and has a sidebar with 'MANAGEMENT', 'ANALYSE', 'WRITE UP & PRESENT', and 'FOLLOW UP'. The 'MANAGEMENT' section is expanded, showing a ribbon with 'Documentation', 'Resources', 'Project team', 'Quality standards', and 'Quality assurance'. Below this, the 'Project documentation' section lists three items: 'Evaluation plan', 'Risk assessment and mitigation plan', and 'Issues and lessons log'. A blue callout box points to the 'Evaluation plan' item.

▲ Evaluation plan

This is an essential document to ensure that all those involved in the evaluation are working towards the same goal. It should include the proposed details of an evaluation, including:

- Why the evaluation is being conducted (i.e. to what end or purpose?)
- For whom (e.g. is it intended for funders or wider stakeholders?)
- What evaluation questions and methods will be used to reach conclusions and recommendations? (i.e. a summary of the steps taken in the [Design stage](#))

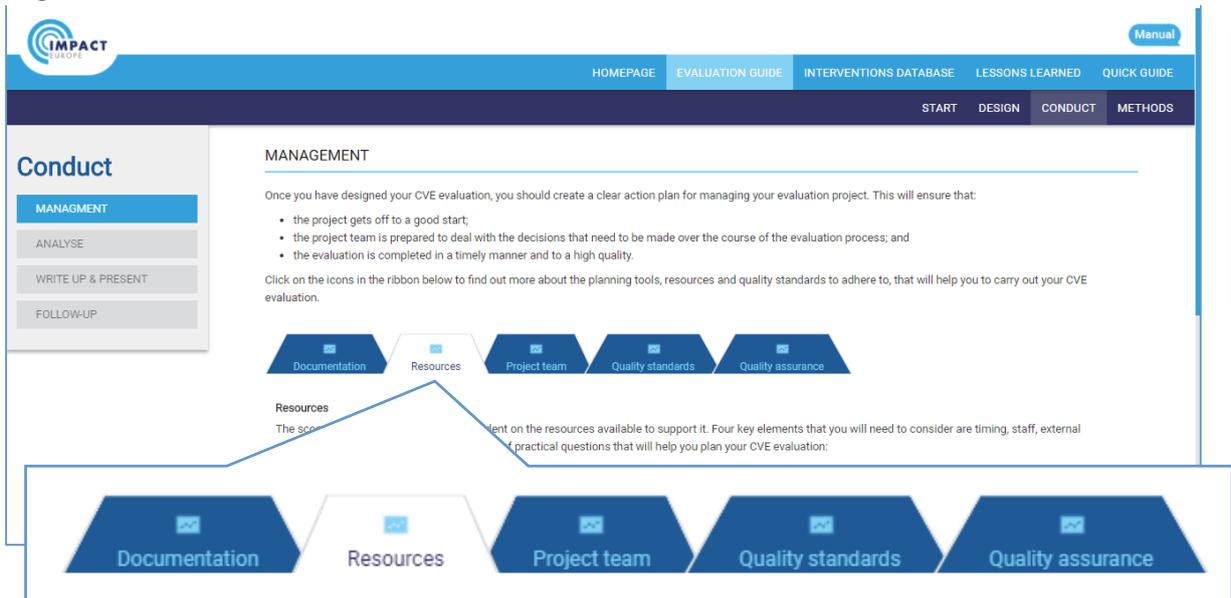
The evaluation plan should also set out clear deliverables and milestones with the anticipated timeline and allocated budget (see more on planning resources under Resources in the ribbon above).

▼ Risk assessment and mitigation plan

▼ Issues and lessons log

4. Click on Resources in the blue ribbon (see Figure 7.28)

Figure 7.28: Resources



5. Click on Timing (Figure 7.29)

You will see that by clicking on *Timing* a box with text will be opened. The same applies for the other boxes on the *Resources* page: *Staff*, *External expertise* and *Budget*.

Figure 7.29: Timing

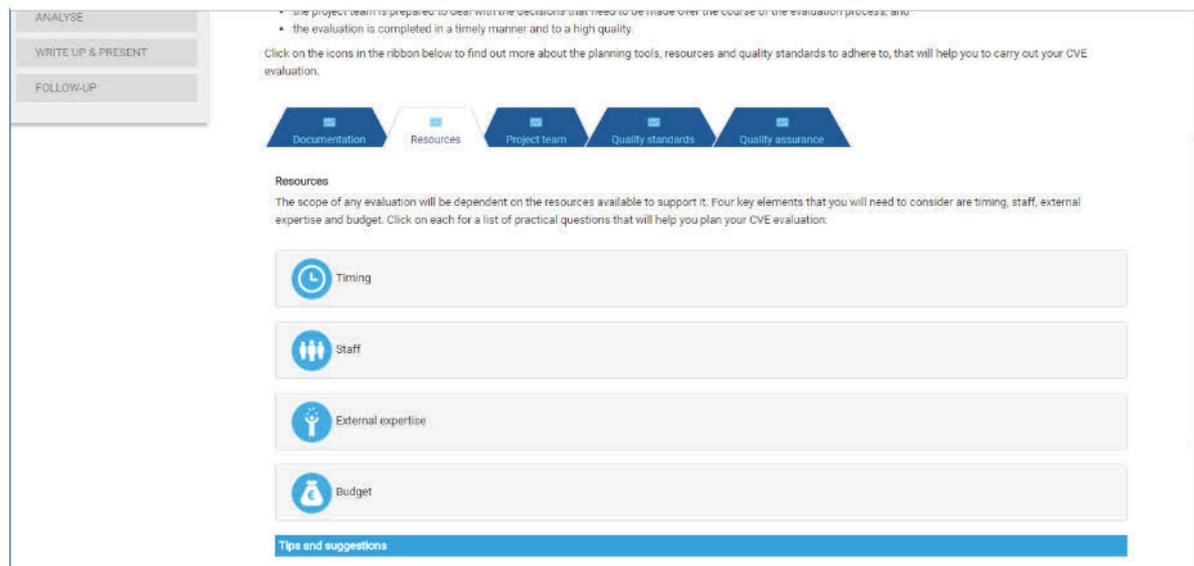


Figure 7.30: Timing fold-out

L
Timing

- How long do you think the evaluation might take? For example, if you have 3 months you may be more limited in what data can be collected and analysed in this timeframe than if you have 5 months.
- Have you developed a timeline for the project? For example, some tasks are sequential: you have to collect data first and only then can you analyse it. A timeline helps you organise tasks and make sure they are logically sequenced. It can also help you monitor how your evaluation is progressing.
- Are there specific milestones highlighted to act as markers for monitoring progress and to identify key deliverables? You may need to present early or partial results to your funders or stakeholders at a certain point in time. Checking the milestones will help you make sure that all is going according to plan (or that changes need to be implemented to meet the deadlines).
- Have you incorporated sufficient opportunities for reflection and review in your evaluation plan? This is particularly important during the analysis and writing up stages when all data and evidence is pulled together to respond to the evaluation questions.

P
Staff

E
External expertise

B
Budget

6. Click on Project team in the blue ribbon (Figure 7.31)

Figure 7.31: Project team

Manual

HOMEPAGE
EVALUATION GUIDE
INTERVENTIONS DATABASE
LESSONS LEARNED
QUICK GUIDE

START
DESIGN
CONDUCT
METHODS

Conduct

MANAGEMENT

ANALYSE

WRITE UP & PRESENT

FOLLOW-UP

MANAGEMENT

Once you have designed your CVE evaluation, you should create a clear action plan for managing your evaluation project. This will ensure that:

- the project gets off to a good start;
- the project team is prepared to deal with the decisions that need to be made over the course of the evaluation process; and
- the evaluation is completed in a timely manner and to a high quality.

Click on the icons in the ribbon below to find out more about the planning tools, resources and quality standards to adhere to, that will help you to carry out your CVE evaluation.

Documentation

Resources

Project team

Quality standards

Quality assurance

Project Team

An important part of project management should be allocated.

An evaluation can be carried out by a bigger team. It is important to consider who should be included in the project team and which task each team member should be allocated.

An individual such as an external consultant or an internal member of the organisation, but it can also be carried out by a single individual. It is important to compose a team (even if it is a single individual) with the right skills to carry out the different elements of an evaluation of a preventative intervention on potentially radicalising adolescents in schools, it may be a good idea to include someone with knowledge of youth radicalisation. Here are some things to think about when you compose your team:

Documentation

Resources

Project team

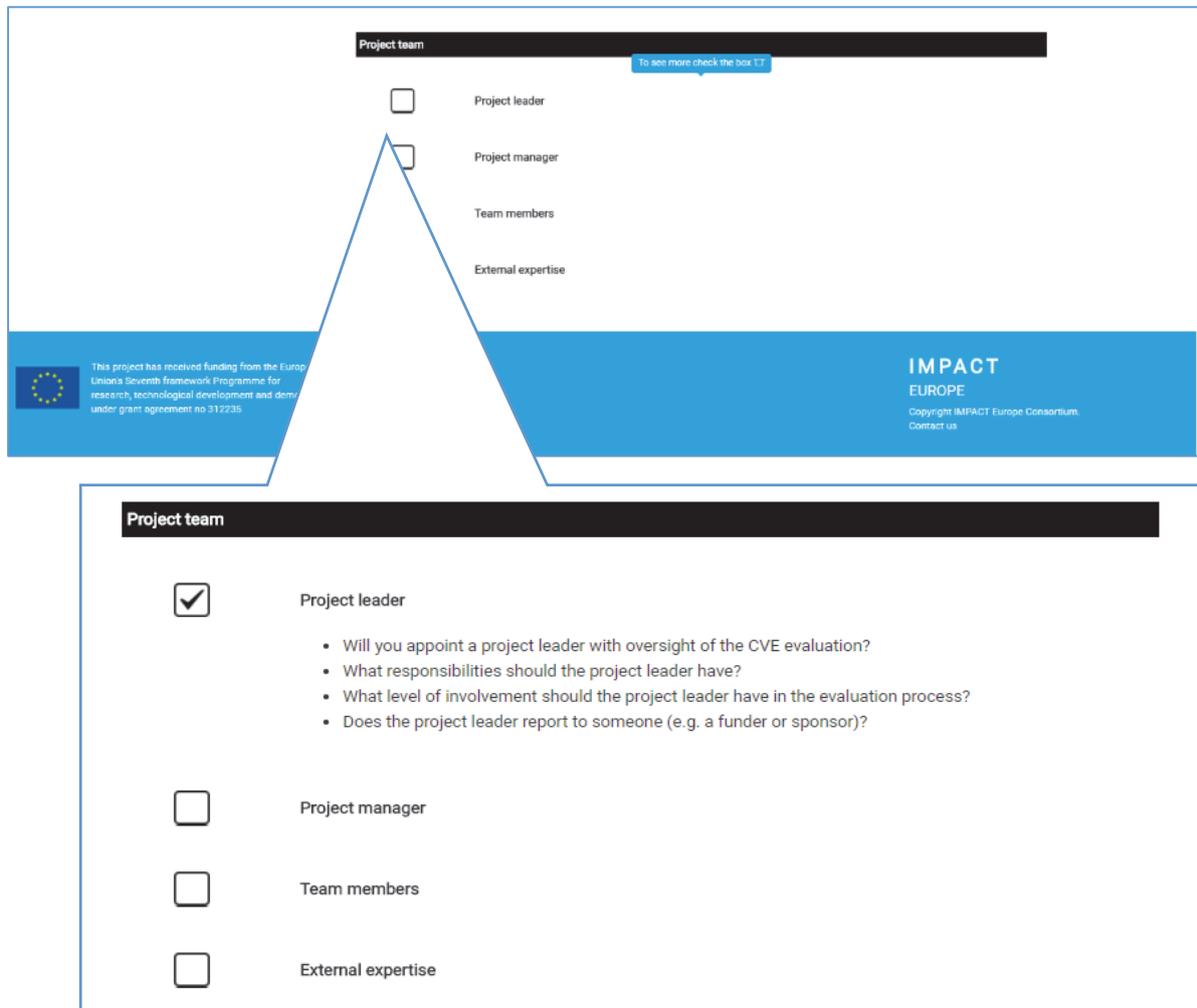
Quality standards

Quality assurance

7. Click on the box marked Project leader (Figure 7.32)

You will see that by checking the box marked *Project leader* text will appear. The same applies to checking the boxes marked *Project manager*, *Team members* and *External expertise*.

Figure 7.32: Project leader



The figure shows a web form titled "Project team" with a list of roles and their corresponding checkboxes. A callout box highlights the "Project leader" role, showing its expanded content.

Project team

[To see more check the box !!](#)

- Project leader
- Project manager
- Team members
- External expertise

Project leader

- Project leader
 - Will you appoint a project leader with oversight of the CVE evaluation?
 - What responsibilities should the project leader have?
 - What level of involvement should the project leader have in the evaluation process?
 - Does the project leader report to someone (e.g. a funder or sponsor)?
- Project manager
- Team members
- External expertise

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no 312235

IMPACT EUROPE
Copyright IMPACT Europe Consortium.
Contact us

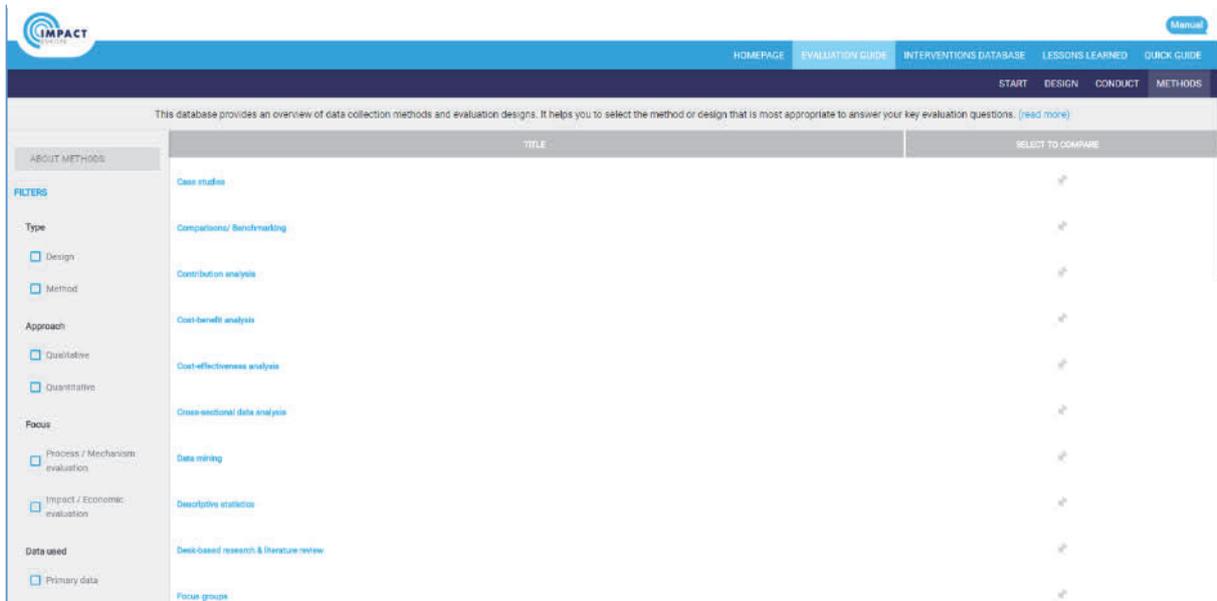
7.4. Methods

Please go to *Methods* within the *Evaluation Guide*:

<http://impact.itti.com.pl/index#/guide/repository>

You will see the following screen:

Figure 7.33: Methods



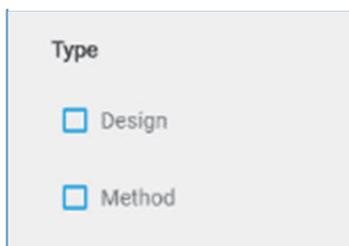
The *Methods* section of the *Evaluation Guide* provides an overview of data-collection methods and evaluation designs. It helps you to select the method or design that is most appropriate to answer your key evaluation questions.

7.4.1. Narrowing your search

You can narrow your search by providing key information on what you are looking for by filling in the filters on the left side of the screen:

- **Type:** are you looking for information on evaluation designs, methods or both? Please choose accordingly (Figure 7.34).

Figure 7.34: Type



- **Approach:** are you looking for a method to collect quantitative data, qualitative data or both? Please choose accordingly (Figure 7.35).

Figure 7.35: Approach

Approach

Qualitative

Quantitative

- **Focus:** what is the focus of your evaluation? Do you want to conduct a process/mechanism evaluation or an impact/economic evaluation? Please choose accordingly (Figure 7.36).

Figure 7.36: Focus

Focus

Process / Mechanism evaluation

Impact / Economic evaluation

- **Data used:** what data do you want to use – primary data, secondary data or both? Please choose accordingly (Figure 7.37).

Figure 7.37: Data used

Data used

Primary data

Secondary data

- **Purpose:** for what purpose do you want to use the method or design – to collect or to analyse data? Please choose accordingly (Figure 7.38).

Figure 7.38: Purpose

Purpose

Data collection

Data analysis

Remove all filters

7.4.2. Finding out more about a particular design or method

By clicking on a data collection method or evaluation design you will be provided with advice on how to apply this method or approach in practice. If you click on 'Case Studies', you will be redirected to a page with information on what it is, what it is used for, when to use it, how to use it, ethics, and where to find additional information about conducting case studies:

<http://impact.itti.com.pl/index#/repository/26/whatisit>
(see Figure 7.39 and Figure 7.40).

Figure 7.39: Methods

ABOUT METHODS	TITLE	SELECT TO COMPARE
FILTERS	Case studies	✕
Type	Comparisons/ Benchmarking	✕
<input type="checkbox"/> Design	Contribution analysis	✕
<input type="checkbox"/> Method	Cost-benefit analysis	✕
Approach	Cost-effectiveness analysis	✕
<input type="checkbox"/> Qualitative	Cross-sectional data analysis	✕
<input type="checkbox"/> Quantitative	Data mining	✕
Focus	Descriptive statistics	✕
<input type="checkbox"/> Process / Mechanism evaluation		
<input type="checkbox"/> Impact / Economic evaluation		

Figure 7.40: Case Studies

HOME PAGE | EVALUATION GUIDE | INTERVENTIONS DATABASE | LESSONS LEARNED | QUICK GUIDE

START | DESIGN | CONDUCT | METHODS

CASE STUDIES

COMPARISONS/ BENCHMARKING

CONTRIBUTION ANALYSIS

COST-BENEFIT ANALYSIS

COST-EFFECTIVENESS ANALYSIS

CROSS-SECTIONAL DATA ANALYSIS

DATA MINING

DESCRIPTIVE STATISTICS

DESK-BASED RESEARCH & LITERATURE REVIEW

FOCUS GROUPS

Case studies

[WHAT IS IT](#) | [WHAT FOR](#) | [WHEN TO USE](#) | [HOW TO](#) | [ETHICS](#) | [RESOURCE](#)

WHAT IS IT?

A case study is an empirical inquiry that investigates a subject or an issue within its real-life context assuming that the context plays an important explanatory role in understanding the subject matter. A case study can be a country, an organisation within the country, a programme run by the organisation, or a client of the programme. The researcher typically selects a limited number of case studies. For instance, a case study may look at a few individual clients to better understand how effective was a CVR programme that aimed to facilitate their departure from radicalised groups operating in different regions or locations.

7.4.3. Comparing designs and methods

The methods database also provides the opportunity to compare two designs or methods. You can compare two designs or methods by clicking on the pin next to the name of the design or method in the list and then clicking *Compare* (see Figure 7.41 and Figure 7.42).

Figure 7.41: Select to compare

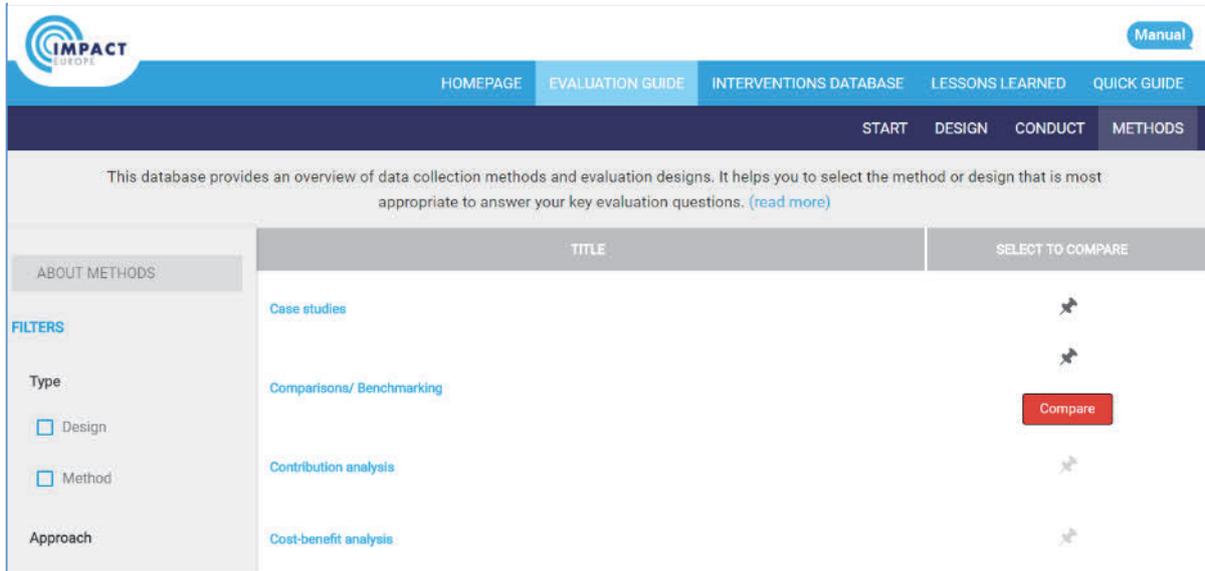
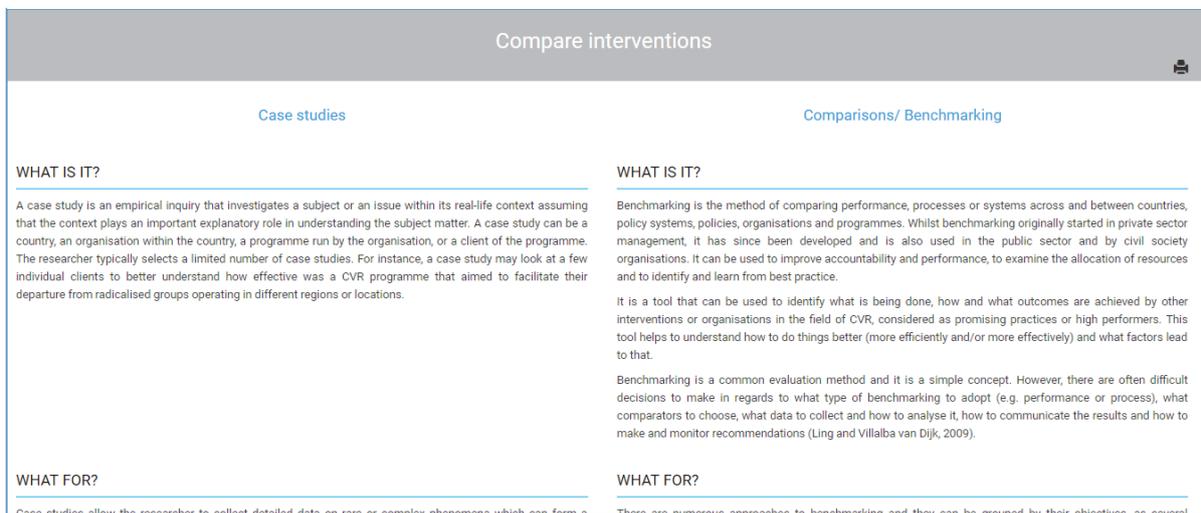


Figure 7.42: Compare interventions



7.4.4. More information about the Methods database

More information about how the methods database was developed can be found on the page *About Methods*. Click on the grey button on the left side of the page labelled *About Methods* to go to this page (see Figure 7.43).

Figure 7.43: About Methods

ABOUT METHODS	TITLE	SELECT TO COMPARE
FILTERS Type <input type="checkbox"/> Design <input type="checkbox"/> Method Approach <input type="checkbox"/> Qualitative <input type="checkbox"/> Quantitative Focus <input type="checkbox"/> Process / Mechanism evaluation <input type="checkbox"/> Impact / Economic evaluation	Case studies Comparisons/ Benchmarking Contribution analysis Cost-benefit analysis Cost-effectiveness analysis Cross-sectional data analysis Data mining Descriptive statistics	       

8. Interventions Database

The *Interventions Database* comprises two sections: the *CVE Database Search* and *Alternative Approaches*. Below the two sections are discussed in more detail.

8.1. The CVE Database Search

Please go to the *CVE Database Search* in the 'Interventions Database':

<http://impact.itti.com.pl/index#/inspire/search>

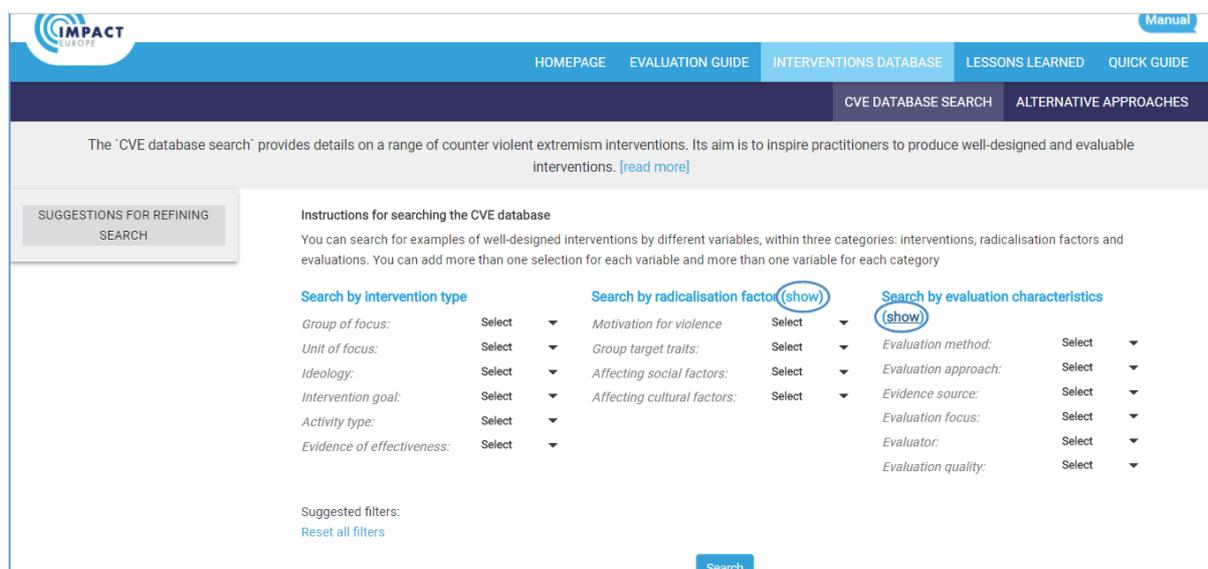
You will see the following screen (Figure 8.1):

Figure 8.1: CVE Database search

The screenshot shows the 'CVE Database Search' interface. At the top, there is a navigation bar with the following items: 'HOME PAGE', 'EVALUATION GUIDE', 'INTERVENTIONS DATABASE', 'LESSONS LEARNED', and 'QUICK GUIDE'. Below this, there are two tabs: 'CVE DATABASE SEARCH' (which is active) and 'ALTERNATIVE APPROACHES'. The main content area has a 'Manual' button in the top right corner. Below the navigation, there is a brief description of the search tool: 'The 'CVE database search' provides details on a range of counter violent extremism interventions. Its aim is to inspire practitioners to produce well-designed and evaluable interventions. [read more]'. On the left side, there is a 'SUGGESTIONS FOR REFINING SEARCH' button. The main search area is titled 'Instructions for searching the CVE database' and contains the text: 'You can search for examples of well-designed interventions by different variables, within three categories: interventions, radicalisation factors and evaluations. You can add more than one selection for each variable and more than one variable for each category'. There are three search categories: 'Search by intervention type' (which is active), 'Search by radicalisation factor (show)', and 'Search by evaluation characteristics (show)'. Under 'Search by intervention type', there are six dropdown menus: 'Group of focus', 'Unit of focus', 'Ideology', 'Intervention goal', 'Activity type', and 'Evidence of effectiveness'. Below these, there is a 'Suggested filters' section with a 'Reset all filters' link and a 'Search' button.

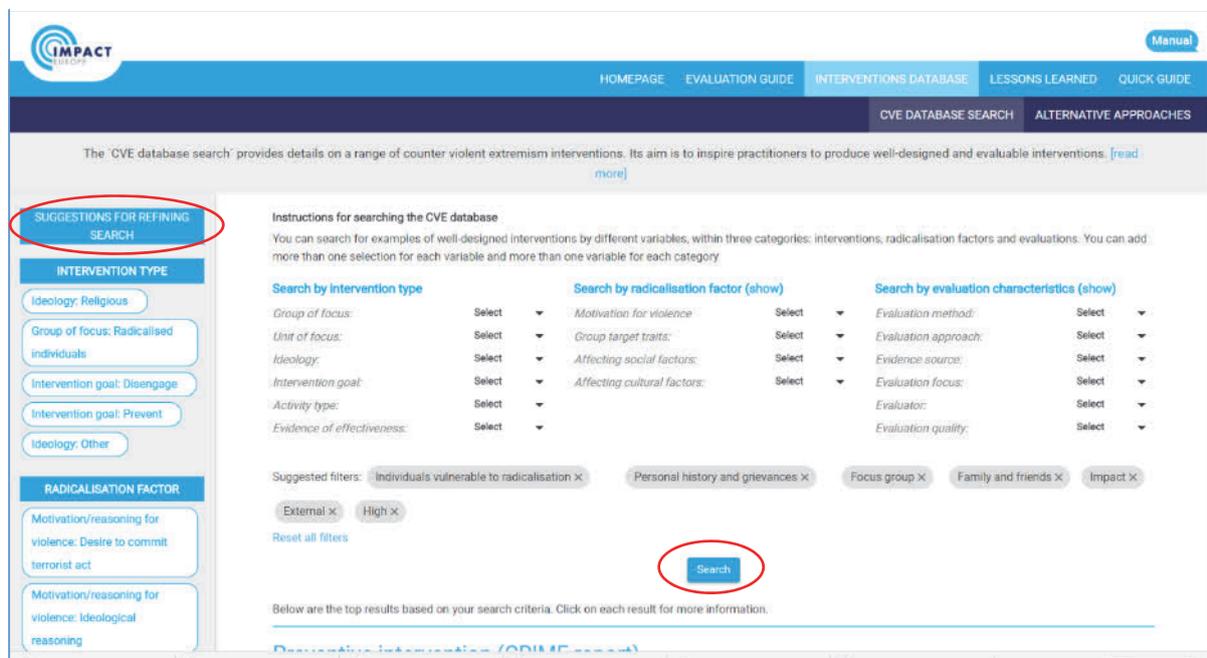
The *CVE Database Search* enables users to query a database of CVE interventions. The aim of the database is to inspire users to produce well-designed and evaluable interventions. CVE interventions in the database can be identified by searching for specific indicators across a range of parameters. The parameters are divided into three categories: intervention type, radicalisation factor and evaluation characteristics. The parameters of the first category (intervention type) are shown by default. The parameters of the second and third category are shown by clicking on *show* (see Figure 8.2).

Figure 8.2: The three categories of the CVE database search



For each category you can choose which parameters you want to use in your search. For each parameter you can add more than one selection. On the basis of your input, you will also be provided with suggestions for filters to help refine your search. These suggestions are shown when you click on the 'suggestions for refining search' button on the left side of the page (see Figure 8.3).

Figure 8.3: Suggestions for refining search



Once you have chosen and filled in the parameters of your choice, click on the *search* button (see Figure 8.4) to get an overview of the results of your search on the basis of the selected filters. The results are filtered by the extent (as a percentage) to which they match with the selected filters (see Figure 8.6).

Figure 8.4: Percentage match with the selected filters

The screenshot displays four search results for interventions. Each result includes a title, a brief description, and a 'Matched filters percent' value. The first two results, 'Disengagement programme for right-wing extremists run by the German Intelligence services' and 'Bringing Communities Together', both show a 100% match. The third result, 'The Netherlands' Broad Approach', shows a 100% match, with the text 'Matched filters percent: 100%' circled in red. The fourth result, 'The exit strategy', shows a 50% match, with the text 'Matched filters percent: 50%' circled in red. Below each result are buttons for 'Group of focus: Radicalised individuals' and 'Group of focus: Individuals vulnerable to radicalisation'.

To find out more about a particular intervention and its respective evaluation you can click on the title of the intervention in the list of search results. You will be provided with a summary and the coding of this specific intervention (see for example Figure 8.5).

Figure 8.5: Example of an intervention

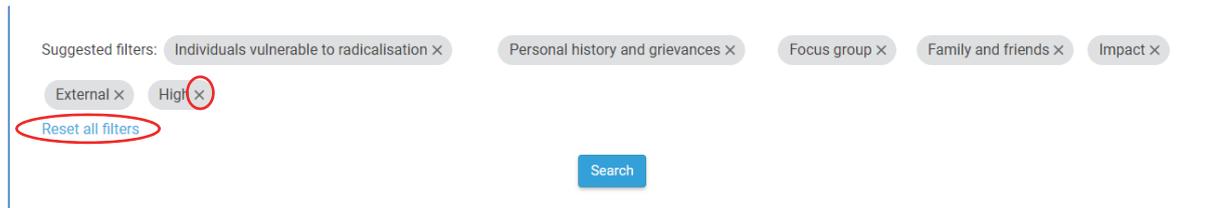
The screenshot shows the details for the 'ADFYWIAD programme'. It includes a summary of the program and a list of filter settings. The filters are organized into three sections: 'INTERVENTION TYPE', 'RADICALISATION FACTOR', and 'EVALUATION'. Each section contains several filter categories with their respective values. For example, under 'INTERVENTION TYPE', 'Group of focus' is set to 'Individuals vulnerable to radicalisation' and 'Communities'. Under 'RADICALISATION FACTOR', 'Motivation/Reasoning for violence' is set to 'None'. Under 'EVALUATION', 'Evaluation method' is set to 'Qualitative interview', 'Survey', and 'Quantitative interview'. A 'SUGGESTIONS FOR REFINING SEARCH' box is visible in the top left corner.

If you would like to start a new search, you can click on *reset all filters* or remove the filters

The screenshot shows the filter bar at the bottom of the page. It contains several filter buttons with an 'x' icon to remove them: 'Individuals vulnerable to radicalisation x', 'Personal history and grievances x', 'Focus group x', 'Family and friends x', 'Impact x', 'External x', and 'High x'. A red circle highlights the 'High x' button. Below these buttons is a 'Reset all filters' button, also circled in red. A 'Search' button is located at the bottom center.

one by one by clicking on the 'escape' (see Figure 8.6).

Figure 8.6: Remove filters



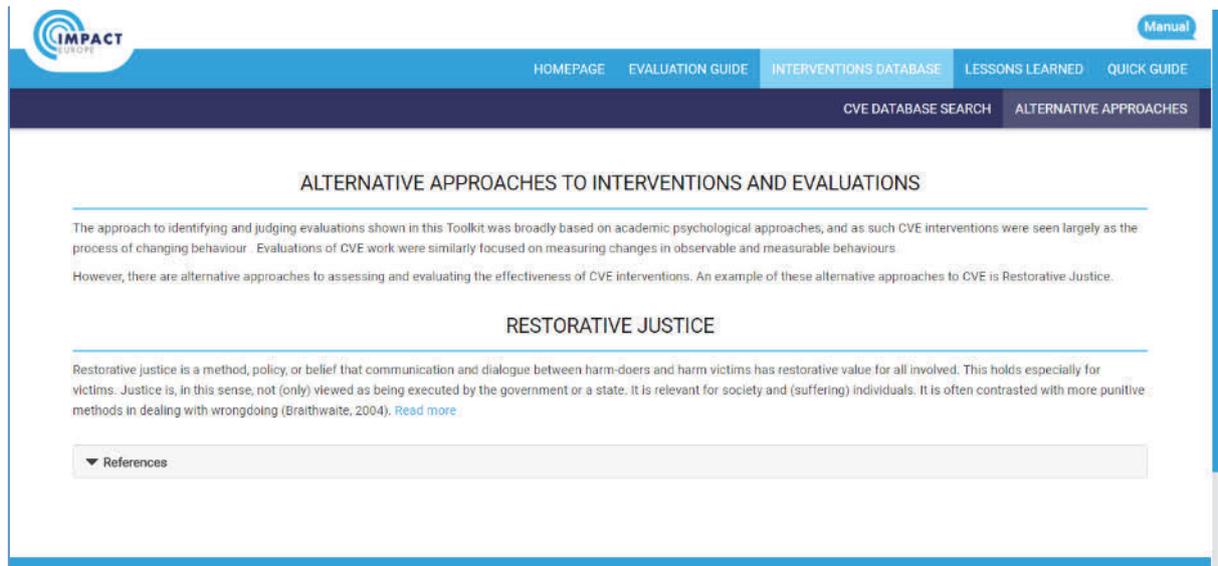
8.2. Alternative Approaches

Please go to *Alternative Approaches* in the *Interventions Database*:

<http://impact.itti.com.pl/index#/inspire/alternative>

You will see the following screen (Figure 8.7):

Figure 8.7: Alternative Approaches in Interventions Database



The section *Alternative Approaches* was added to the toolkit in order to ensure that as-yet unevaluated interventions of emerging and novel approaches are also described in the toolkit. You can explore these different approaches – including restorative justice, exit counseling and internet addiction prevention – by clicking on these titles in the toolkit.

9. Lessons Learned

The third main component of the toolkit, the *Lessons Learned* section, presents learning from previous evaluations of CVE interventions, and allows end-users to contribute to collective knowledge by uploading new evidence to the toolkit. The *Lessons Learned* section comprises four sub-sections: *Start*, *Evaluated CVE interventions*, *Crosscutting lessons* and *Upload*. The features of the different components are discussed in the following paragraphs.

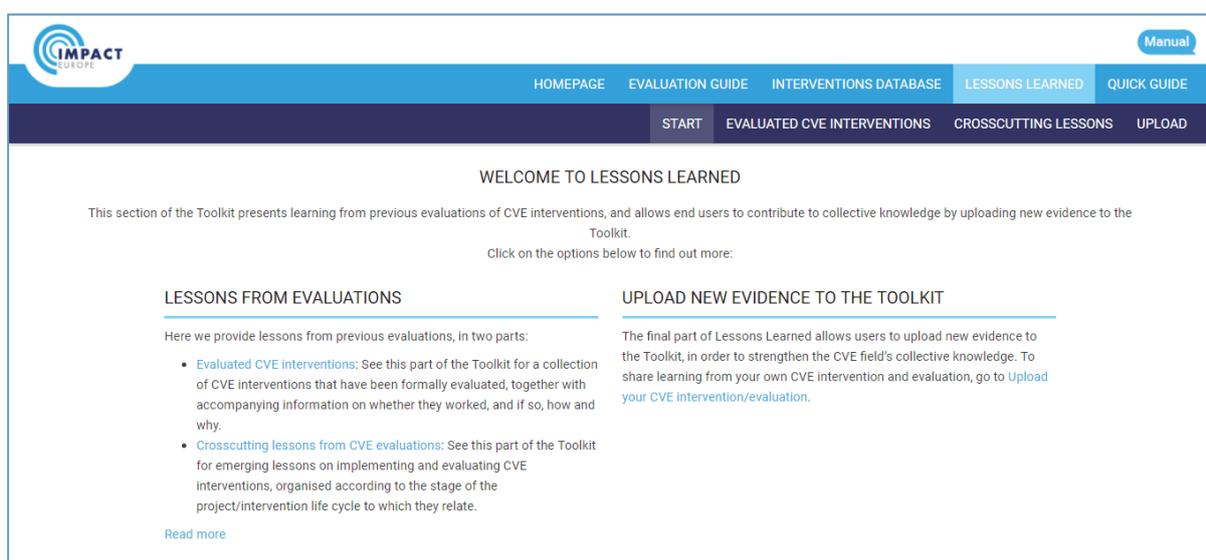
9.1. Start

Please go to the *Start* page in *Lessons Learned*:

<http://impact.itti.com.pl/index#/inform/start>

You will see the following screen (Figure 9.1):

Figure 9.1: Lessons Learned start page



On this page you can choose whether you want to explore the lessons learned from evaluations or upload new evidence to the toolkit. If you want to explore the lessons learned you have two options: you can either browse through evaluated CVE interventions or explore the crosscutting lessons learned from evaluated CVE interventions. Choose the option that is relevant for you.

9.2. Evaluated CVE interventions

Please go to *Evaluated CVE Interventions* in the 'Lessons Learned' section:

<http://impact.itti.com.pl/index#/inform/whathow>.

You will see the following screen (Figure 9.2):

Figure 9.2: Evaluated CVE interventions

INTERVENTION	LEVEL OF EFFECTIVENESS	STRENGTH OF EVIDENCE ON EFFECTIVENESS	SELECT TO COMPARE
Curative intervention (CRIME report)	✓ ✓ ✓	■■■	⌵
EXIT-Deutschland [EXIT-Germany]	✓ ✓ ✓	■■■	⌵
The Police Security Service (Norway)	✓ ✓ ✓	■■■	⌵
Case study: The South Moluccan Radicals in the Netherlands in the 1970s	✓ ✓ ✓	■■■	⌵
Counter-narratives used by governments	✓ ✓ ✓	■■■	⌵
Counter-narratives used by German governments	✓ ✓ ✓	■■■	⌵

Evaluated CVE interventions is a collection of CVE interventions that have been formally evaluated and provides detailed information on whether each intervention worked and, if so, how and why.

You can rank the different evaluations on the basis of their level of effectiveness and strength of evidence on effectiveness by clicking on the arrows (see Figure 9.3).

Figure 9.3: Ranking evaluations

INTERVENTION	LEVEL OF EFFECTIVENESS	STRENGTH OF EVIDENCE ON EFFECTIVENESS
Curative intervention (CRIME report)	✓ ✓ ✓	■■■
EXIT-Deutschland [EXIT-Germany]	✓ ✓ ✓	■■■

To find out more about a specific intervention and its evaluation you can click on the title of the intervention. Once clicked on, each intervention page provides a more detailed narrative description of the intervention (*about*), an indication of its measured impacts (*how effective*),

the strength of the available evidence (*how strong*), summaries of any lessons learned (*what does it tell us and lessons learned*) and references to source documents (see Figure 9.4).

Figure 9.4: Example of intervention page

The screenshot shows the IMPACT Europe website interface. At the top, there is a navigation bar with links: HOME PAGE, EVALUATION GUIDE, INTERVENTIONS DATABASE, LESSONS LEARNED, and QUICK GUIDE. Below this is a dark blue header for the 'Curative intervention (CRIME report)' with sub-links: ABOUT, HOW EFFECTIVE, HOW STRONG, WHAT DOES IT TELL US, LESSONS LEARNED, and REFERENCES. The main content area is titled 'WHAT CAN WE LEARN FROM IT?' and contains several sections: 'On the intervention itself' (with a note on lesson quality), 'About the evaluation' (noting no lessons learned), and 'Recommendations from IMPACT Europe' (suggesting alternative evaluation designs). The footer includes the European Union logo and IMPACT EUROPE branding.

It is also possible to compare two interventions and their evaluations. In order to compare two interventions and their evaluations you select the pin belonging to the specific interventions and select 'compare' (see Figure 9.5 and Figure 9.6).

Figure 9.5: Compare interventions and their evaluations

Please click on the column headings to rank the evaluations from high to low, or low to high

INTERVENTION	LEVEL OF EFFECTIVENESS	STRENGTH OF EVIDENCE ON EFFECTIVENESS	SELECT TO COMPARE
Curative intervention (CRIME report)	✓ ✓ ✓	■ ■ ■	★
EXIT-Deutschland [EXIT-Germany]	✓ ✓ ✓	■ ■ ■	★

[Compare](#)

Figure 9.6: Example of comparing two interventions and their evaluations

The screenshot shows a comparison page for two interventions. The left column is for 'Curative intervention (CRIME report)' and the right column is for 'EXIT-Deutschland [EXIT-Germany]'. Both columns have a section titled 'WHAT IS THIS INTERVENTION ABOUT?'. The 'Curative intervention' section describes a long-term restorative measure targeting individuals at risk of radicalization, using role models and social integration. The 'EXIT-Deutschland' section describes a long-term restoration program for right-wing extremists, focusing on empowerment and social reintegration. Both sections include details on methods, target groups, and costs.

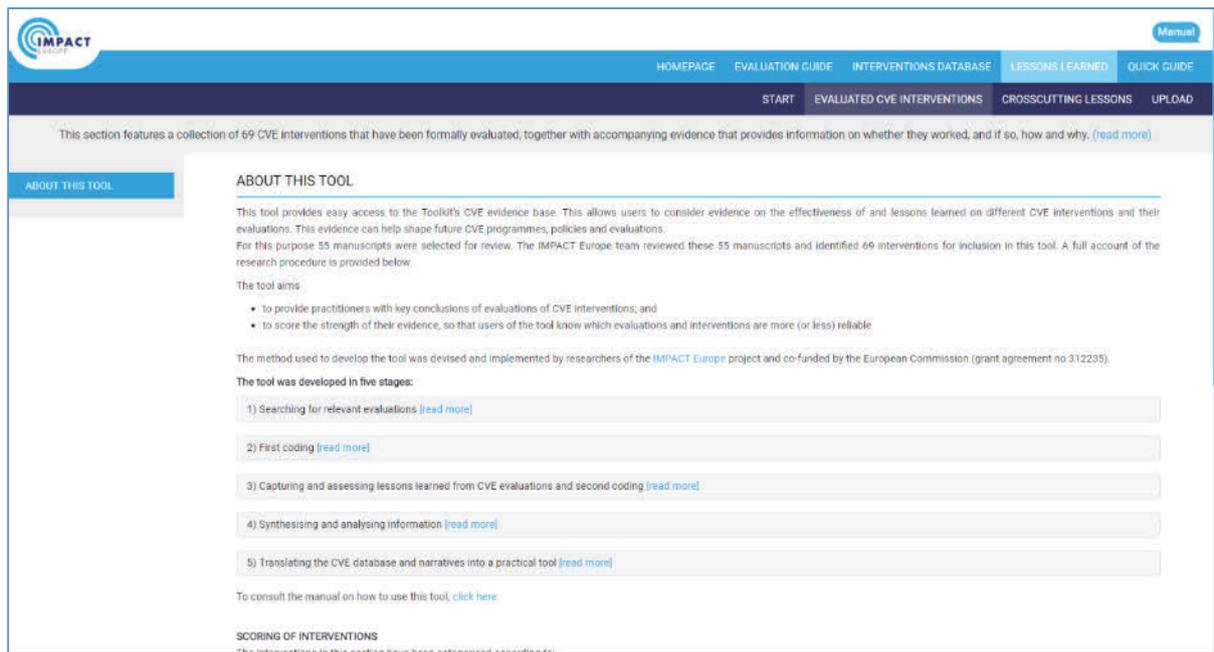
Lastly, to find out more about how the evaluated interventions were identified and scored, you can click on *About This Tool* (see Figure 3.3) and you will be redirected to a page that explains this in more detail (see Figure 9.8).

Figure 9.7: About this tool button

The screenshot shows a table of evaluated interventions. The 'ABOUT THIS TOOL' button is circled in red. The table has four columns: 'INTERVENTION', 'LEVEL OF EFFECTIVENESS', 'STRENGTH OF EVIDENCE ON EFFECTIVENESS', and 'SELECT TO COMPARE'. The 'LEVEL OF EFFECTIVENESS' column shows three checkmarks for each intervention. The 'STRENGTH OF EVIDENCE ON EFFECTIVENESS' column shows a progress bar for each intervention. The 'SELECT TO COMPARE' column shows a plus sign for each intervention.

INTERVENTION	LEVEL OF EFFECTIVENESS	STRENGTH OF EVIDENCE ON EFFECTIVENESS	SELECT TO COMPARE
Curative intervention (CRIME report)	✓ ✓ ✓	Progress bar (approx. 25%)	+
EXIT-Deutschland [EXIT-Germany]	✓ ✓ ✓	Progress bar (approx. 25%)	+
The Police Security Service (Norway)	✓ ✓ ✓	Progress bar (approx. 25%)	+
Case study: The South Moluccan Radicals in the Netherlands in the 1970s	✓ ✓ ✓	Progress bar (approx. 25%)	+
Counter-narratives used by governments	✓ ✓ ✓	Progress bar (approx. 25%)	+
Counter-narratives used by German governments	✓ ✓ ✓	Progress bar (approx. 25%)	+

Figure 9.8: About this tool page



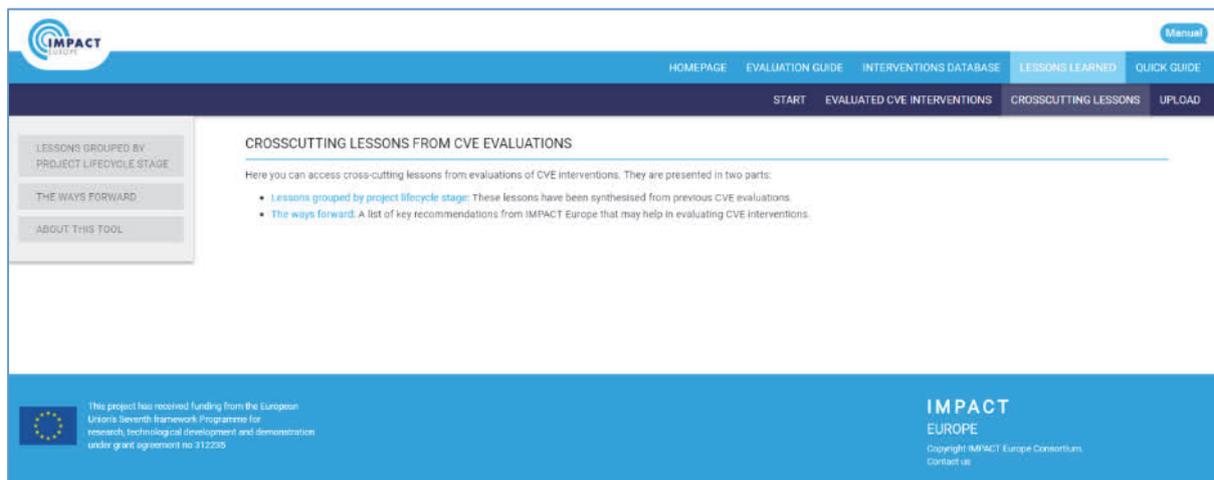
9.3. Crosscutting lessons

Please go to *Crosscutting Lessons* in the *Lessons Learned* section:

<http://impact.itti.com.pl/index#/inform/lessons/crosscutting>

You will see the following screen (Figure 9.9):

Figure 9.9: Crosscutting Lessons start page



On this page you can choose which lessons you want to explore. These options are presented both in text and in the buttons on the left side of the page. They are: *Lessons grouped by project lifecycle stage*, *The Ways Forward* and *About this Tool*. Click on the section you would like to explore first.

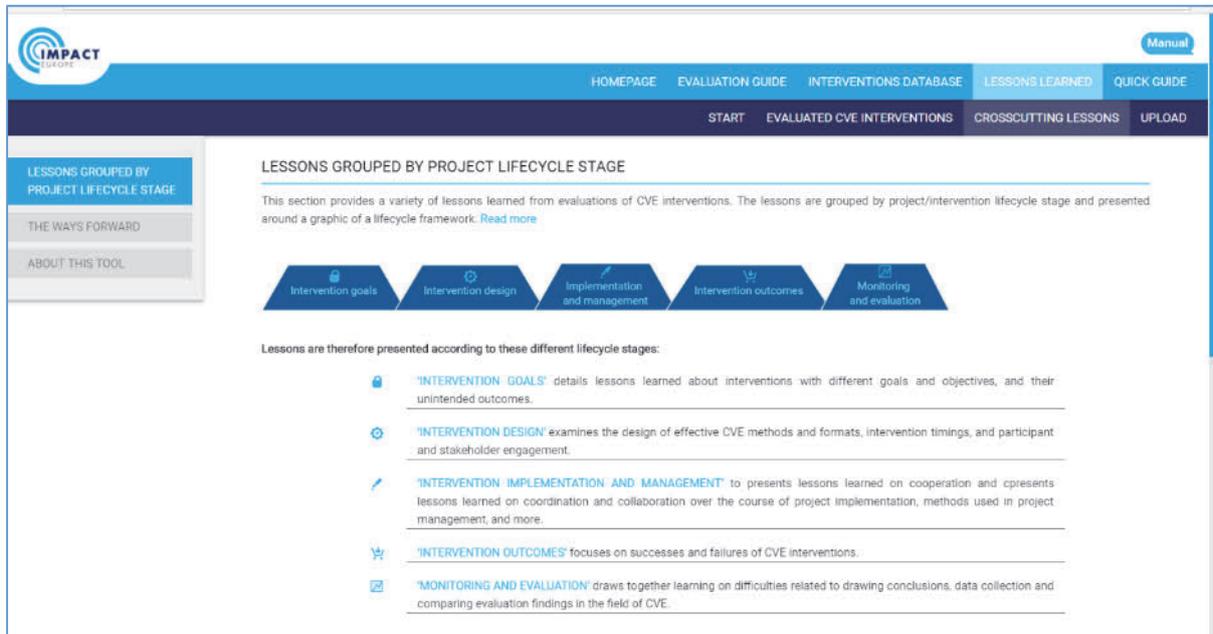
9.3.1. Lessons grouped by project lifecycle stage

Please go to *Lessons grouped by project lifecycle stage*:

<http://impact.itti.com.pl/index#/inform/lessons/lessonslifecycle>

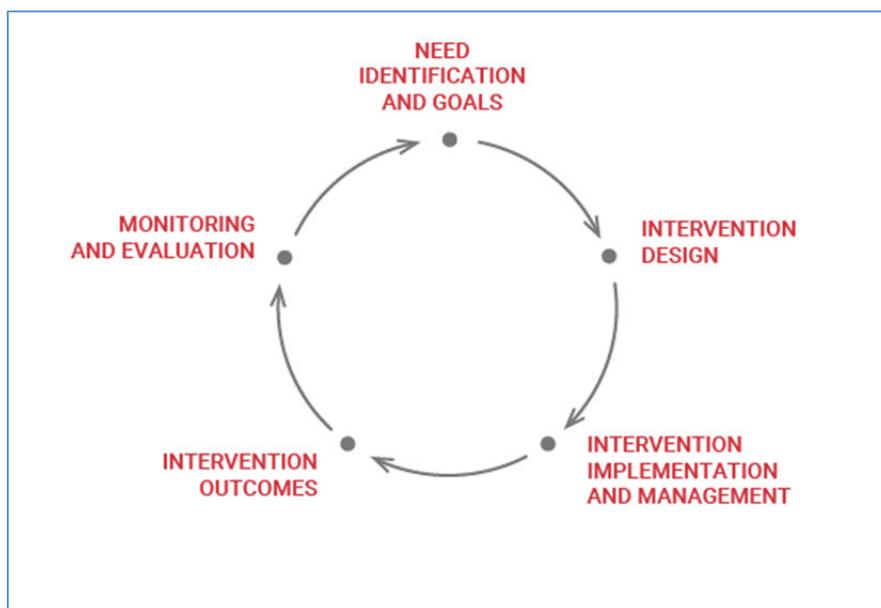
You will see the following screen (Figure 9.10).

Figure 9.10: Lessons grouped by project lifecycle stage



This section provides a variety of lessons learned from evaluations of CVE interventions. The lessons are grouped by project/intervention lifecycle stage and presented around a graphic of a lifecycle framework (see Figure 9.11).

Figure 9.11: The lifecycle framework



The different stages of the project/intervention lifecycle are:

1. **Intervention goals:** this details lessons learned about interventions with different goals and objectives, and their unintended outcomes:
<http://impact.itti.com.pl/index#/inform/lessons/goals>
2. **Intervention design:** this examines the design of effective CVE methods and formats, intervention timings, and participant and stakeholder engagement:
<http://impact.itti.com.pl/index#/inform/lessons/design>
3. **Intervention implementation and management:** this presents lessons learned on coordination and collaboration over the course of project implementation, methods used in project management, and more:
<http://impact.itti.com.pl/index#/inform/lessons/management>
4. **Intervention outcome:** this focuses on successes and failures of CVE interventions:
<http://impact.itti.com.pl/index#/inform/lessons/outcomes>
5. **Monitoring and evaluation:** this draws together learning on difficulties related to drawing conclusions, data collection and comparing evaluation findings in the field of CVE:
<http://impact.itti.com.pl/index#/inform/lessons/monitoring>

Please click in the online toolkit on the entry point that you would like to explore. You can navigate through this section either by clicking on the different tabs in the blue ribbon or on the lifecycle framework (see Figure 9.12).

Figure 9.12: Navigation through Lessons grouped by project lifecycle stage

The screenshot displays the IMPACT Europe website interface. At the top, there is a navigation bar with links: HOME PAGE, EVALUATION GUIDE, INTERVENTIONS DATABASE, LESSONS LEARNED, and QUICK GUIDE. Below this is a secondary navigation bar with: START, EVALUATED CVE INTERVENTIONS, CROSSCUTTING LESSONS, and UPLOAD. The main header area is titled 'Crosscutting lessons'. On the left, a sidebar menu includes 'LESSONS GROUPED BY PROJECT LIFECYCLE STAGE', 'THE WAYS FORWARD', and 'ABOUT THIS TOOL'. Below the sidebar, a horizontal navigation bar shows five stages: Intervention goals, Intervention design, Implementation and management, Intervention outcomes, and Monitoring and evaluation. The 'Intervention goals' stage is highlighted, and a large blue arrow points from it to a detailed view of the 'INTERVENTION GOALS' section. This section contains a text paragraph: 'The first step in designing a CVE intervention is to analyse the problems that you are hoping to tackle, and identify the outcomes that would help to address them. Establishing the goals of your intervention in this way has important implications for the design, implementation and evaluation of your intervention.' Below the text is a circular diagram with five nodes: NEED IDENTIFICATION AND GOALS, INTERVENTION DESIGN, INTERVENTION IMPLEMENTATION AND MANAGEMENT, INTERVENTION OUTCOMES, and MONITORING AND EVALUATION. A larger, zoomed-in version of this circular diagram is shown in a box to the right, with a blue arrow pointing from the 'NEED IDENTIFICATION AND GOALS' node in the main diagram to this zoomed view. At the bottom of the page, a horizontal navigation bar repeats the five stages: Intervention goals, Intervention design, Implementation and management, Intervention outcomes, and Monitoring and evaluation.

Every section in *Lessons grouped by lifecycle stage* comprises lessons learned that are grouped by an overarching theme, methodological suggestions and references. For example, the section on [intervention goals](#) has lessons grouped around the following themes: prevention vs de-radicalisation goals, behavioural vs attitudinal objective, the challenges of short-term CVE interventions, and unintended outcomes of CVE goals (Figure 9.13). Click on the theme of your choice to read more about the lessons learned on that specific subject (see Figure 9.14).

Figure 9.13: Thematic grouping of lessons learned

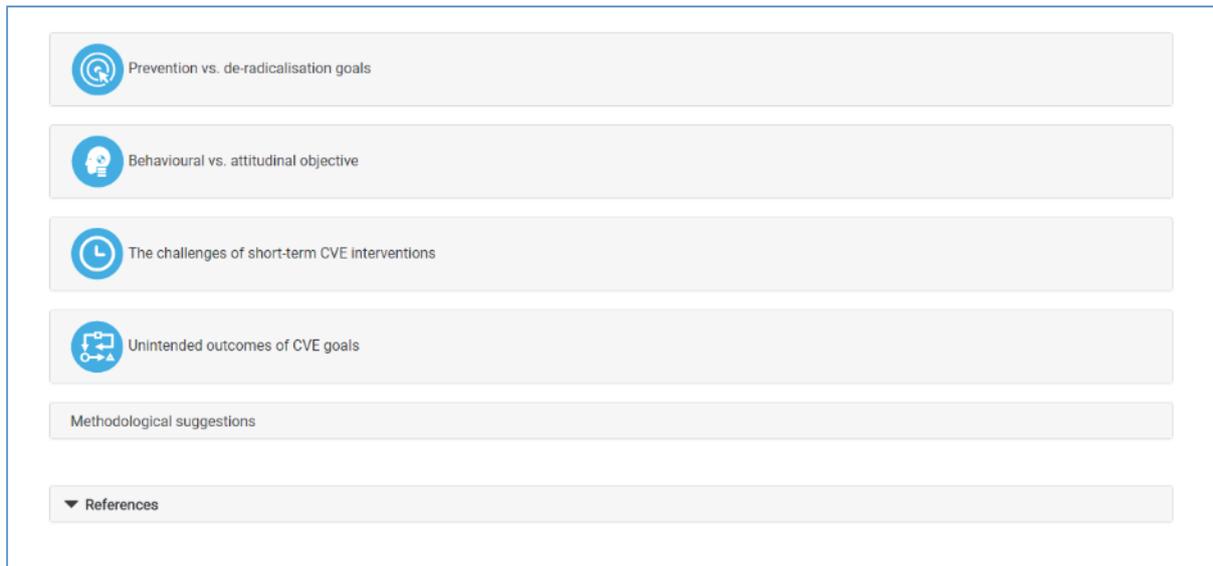
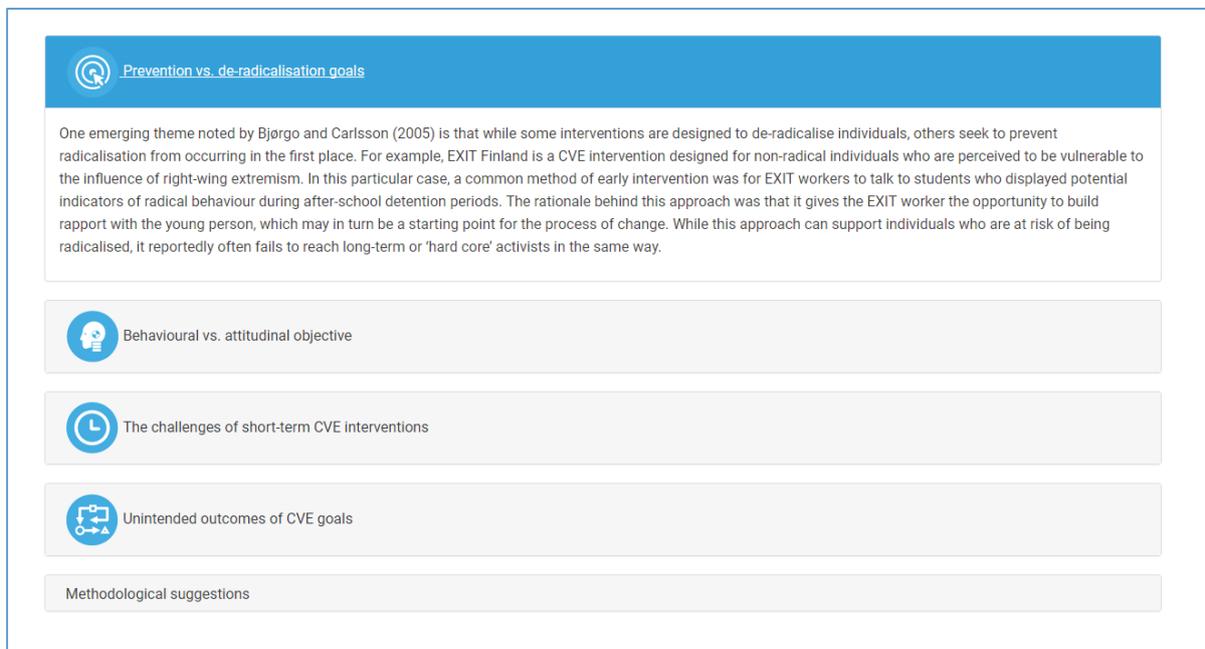


Figure 9.14: Example of collapsible content



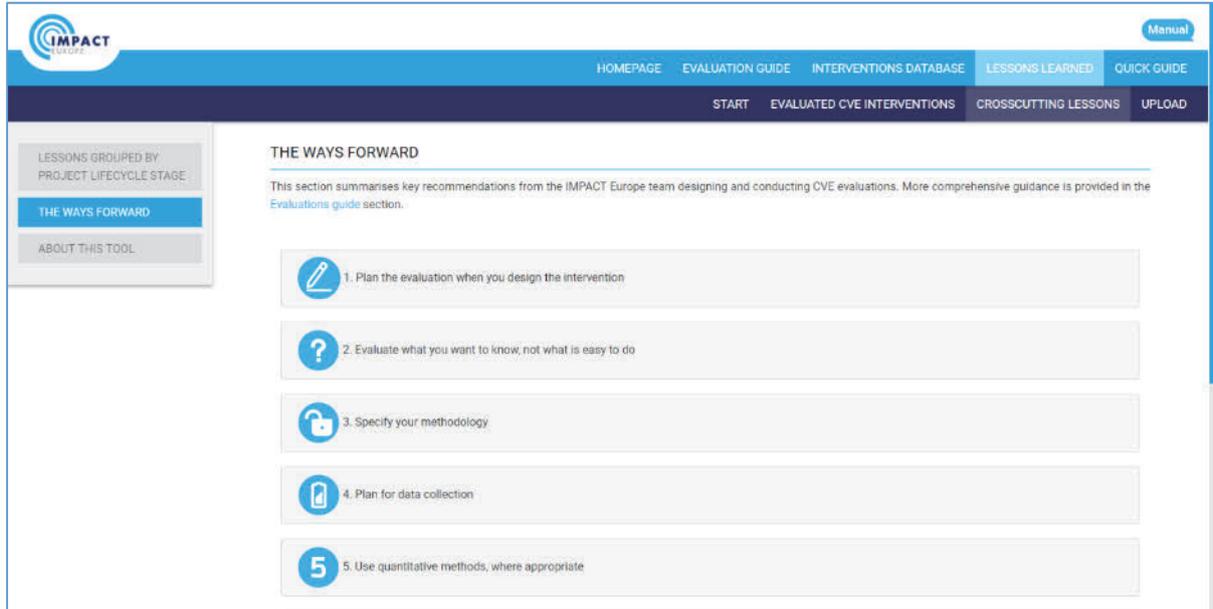
9.3.2. The ways forward

Please go to *The Ways Forward* in *Lessons Learned*:

<http://impact.itti.com.pl/index#/inform/waysforward>

You will see the following screen (Figure 9.15):

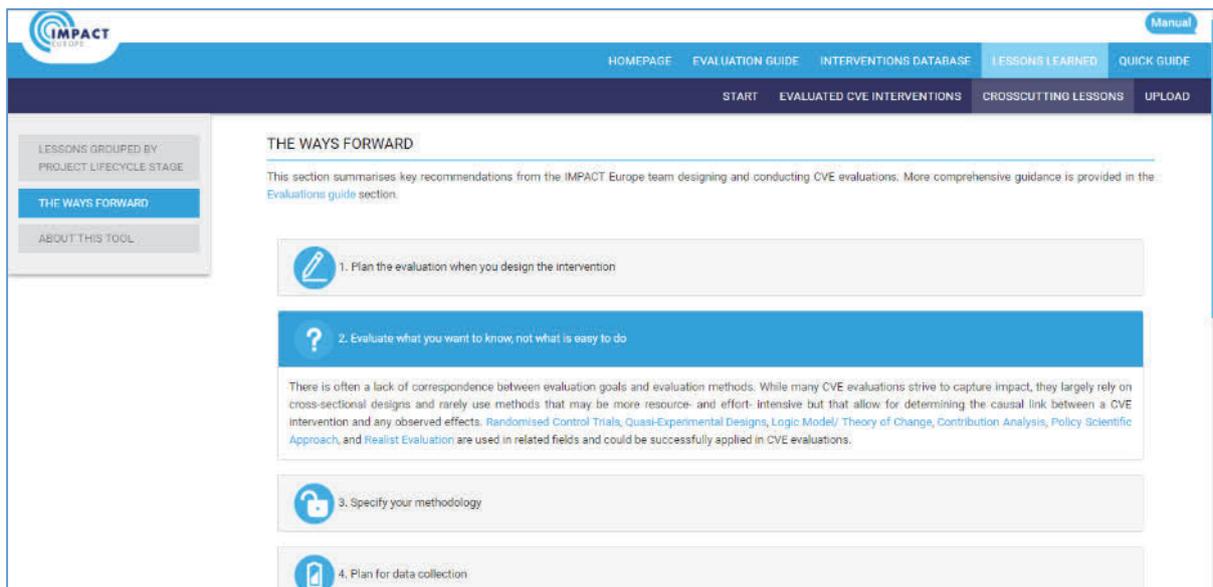
Figure 9.15: The Ways Forward



The Ways Forward is a list of key recommendations on the basis of the lessons learned that may help in designing and conducting evaluations of CVE interventions.

You can click on a particular recommendation to find more information about it (see Figure 9.16).

Figure 9.16: Collapsible content in The Ways Forward



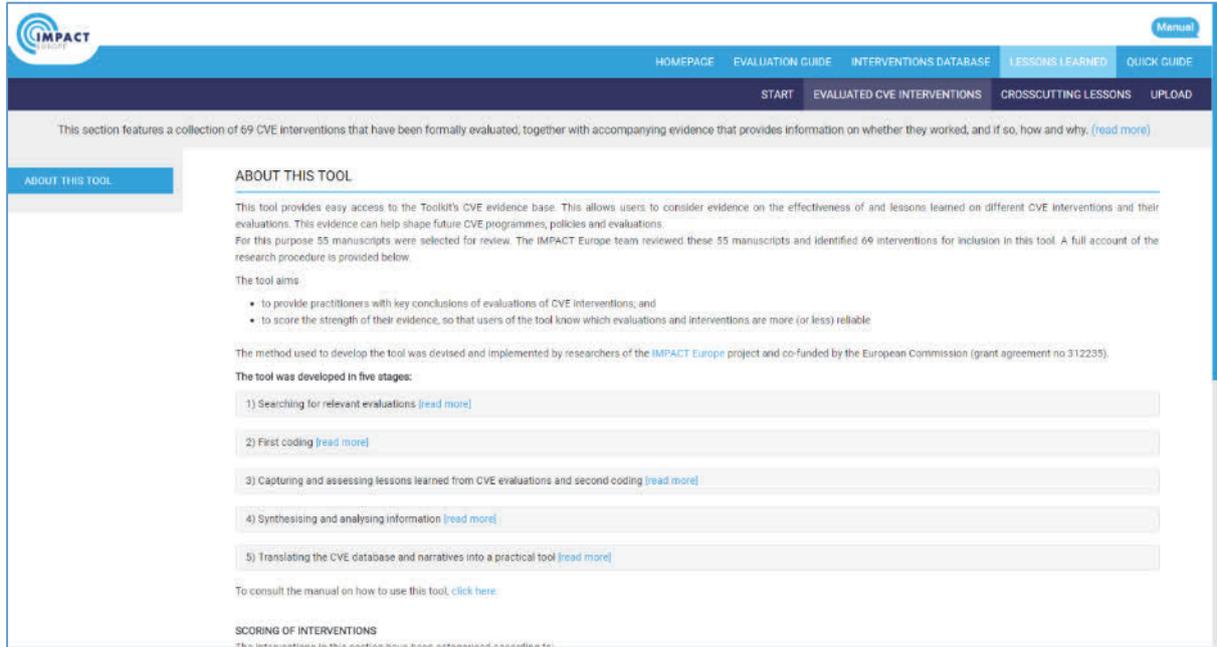
9.3.3. About this tool

Please go to *About this Tool* in *Crosscutting lessons*:

<http://impact.itti.com.pl/index#/aboutthistool>

You will see the following screen (Figure 7.15):

Figure 9.17: About this tool



This section explains how evaluated interventions were identified and scored and how lessons learned were drawn from these evaluated interventions.

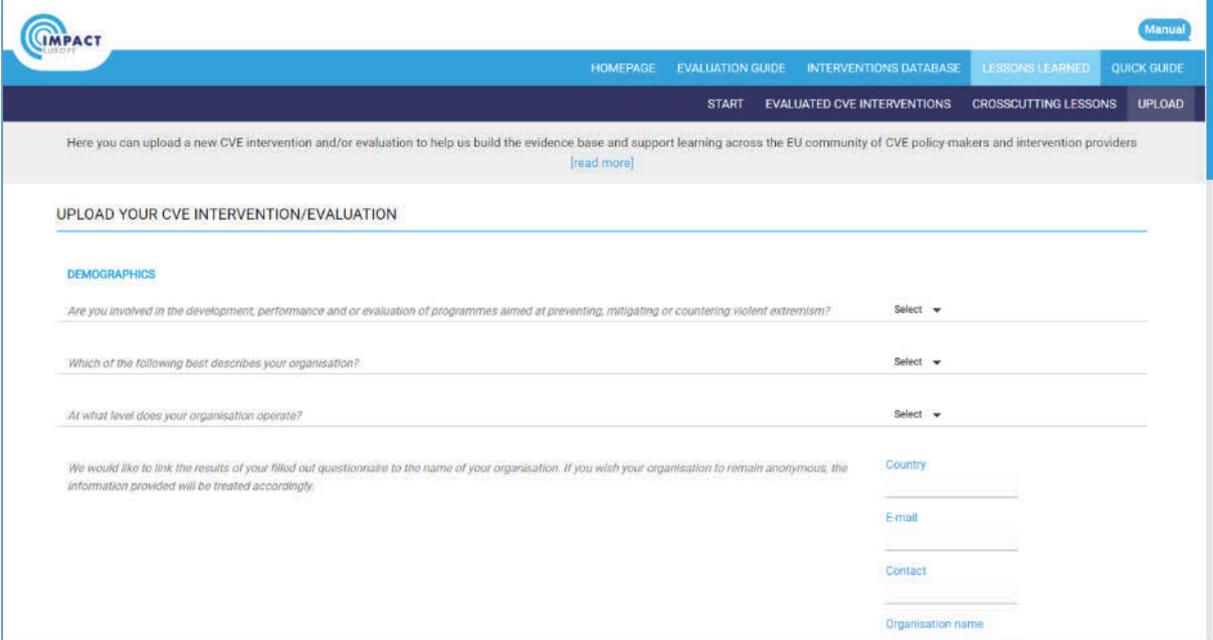
9.4. Upload

Please go to *Upload* in *Lessons Learned*:

<http://impact.itti.com.pl/index#/inform/registry>

You will see the following screen (Figure 9.18):

Figure 9.18: Upload your CVE intervention/evaluation



The screenshot shows the 'Upload your CVE intervention/evaluation' form on the IMPACT toolkit website. The page has a blue header with the IMPACT logo and navigation links: HOME PAGE, EVALUATION GUIDE, INTERVENTIONS DATABASE, LESSONS LEARNED, and QUICK GUIDE. Below the header is a dark blue navigation bar with links: START, EVALUATED CVE INTERVENTIONS, CROSSCUTTING LESSONS, and UPLOAD. The main content area is white and contains the following elements:

- A sub-header: **UPLOAD YOUR CVE INTERVENTION/EVALUATION**
- A section titled **DEMOGRAPHICS**.
- Three dropdown menus with the following questions:
 - 'Are you involved in the development, performance and/or evaluation of programmes aimed at preventing, mitigating or countering violent extremism?' (Select ▼)
 - 'Which of the following best describes your organisation?' (Select ▼)
 - 'At what level does your organisation operate?' (Select ▼)
- A text input field for 'Country' with a blue label.
- A text input field for 'E-mail' with a blue label.
- A text input field for 'Contact' with a blue label.
- A text input field for 'Organisation name' with a blue label.

Below the input fields, there is a note: 'We would like to link the results of your filled out questionnaire to the name of your organisation. If you wish your organisation to remain anonymous, the information provided will be treated accordingly.'

In this section you can upload new evidence to the toolkit by uploading your intervention and/or an evaluation of your intervention. You are asked to fill in all fields and then click on 'submit'. A CVE intervention and evaluation entered through the *Upload* form will be considered for review. Input, provided by users will not be processed automatically. A review (e.g. of data) by a researcher is required. This is therefore subject to securing further funding for inputs to be analysed and embedded in the toolkit.

10. Quick Guide

Please go to *Quick Guide*:

<http://impact.itti.com.pl/index#/quick-guide>

You will see the following screen (Figure 10.1):

Figure 10.1: Quick Guide

The screenshot shows the IMPACT EUROPE Quick Guide interface. At the top, there is a blue navigation bar with the IMPACT EUROPE logo on the left and a 'Manual' button on the right. The navigation bar contains links for 'HOMEPAGE', 'EVALUATION GUIDE', 'INTERVENTIONS DATABASE', 'LESSONS LEARNED', and 'QUICK GUIDE'. Below the navigation bar, there are five flags representing different languages: Danish, Dutch, German, French, and English. A section titled 'Help with evaluations' contains several blue boxes with links to various guides. Another section titled 'Examples of interventions and evaluations' also contains blue boxes with links. A final section titled 'Background Information' contains three blue boxes with links to the Toolkit Training Manual, About IMPACT Europe, and Glossary. The footer includes the European Union logo and text about funding from the Seventh Framework Programme, along with the IMPACT EUROPE logo and contact information.

The different flags at the top of the page redirect to a written *Quick Guide* in the respective languages that guides users in getting started with using the *Evaluation Guide* in the online toolkit. This guide is available in Danish, Dutch, German, French and English. Below the flags you will find the interactive online *Quick Guide*. The blue boxes give an overview of the different aspects discussed in the toolkit and are categorised under *help with evaluations*, *examples of interventions and evaluations* and *background information*. When you click on one of the topics in the blue boxes you will be redirected to the corresponding page.

11. Conclusion

IMPACT Europe has produced an evaluation toolkit for professionals working in the counter-violent extremism field. The main purpose of the IMPACT Europe Evaluation Toolkit is to help professionals in designing and conducting evaluations in the CVE field in which robust and rigorous evaluations have not yet become the norm. Our understanding of what works in the field can be improved if we conduct more and better evaluations. The toolkit therefore also helps professionals to develop well-designed programmes, which are easier to evaluate and more likely to achieve results.

11.1. Suitable application of the toolkit

The toolkit described in this manual is designed with particular consideration of practitioners and end-users who are involved in designing, implementing and evaluating interventions in the field of CVE.

The IMPACT Europe Evaluation Toolkit is particularly suitable in two key circumstances:

- Firstly, the toolkit assists practitioners in the design and implementation of their CVE interventions. This includes establishing the goals, planning the outcomes, identifying facilitators and inhibitors to the planned intervention, and identifying its effectiveness.
- Secondly, the toolkit assists end-users and practitioners in evaluating the effectiveness of their CVE intervention. This is achieved through examining factors such as goals, timeframe, design, objectives and outcomes.

The implementation and evaluation aspects of CVE programmes are further strengthened by the provision of previous historical examples in the *Lessons Learned* platform.

11.2. Benefits of using the toolkit

Previous research as part of the wider IMPACT Europe project, conducted prior to designing the toolkit, has highlighted the lack of well-designed and well-evaluated interventions within the field of CVE. As a result, the overarching aim of the IMPACT Europe project, the toolkit and the manual is to assist practitioners in developing more effective interventions and, having done so, to help them be in a better position to evaluate the effectiveness of those interventions.

11.3. Added value of each tool

This manual explains in detail how to use the various tools contained in the toolkit, along with their purpose, benefits and added value. These are as follows:

- The **Evaluation Guide** is designed to guide end-users and practitioners step by step in designing and conducting evaluations of CVE interventions.
- The **Interventions Database** is designed to inspire end-users and practitioners to develop well designed, effective and appropriately customised CVE interventions suitable for their specific needs and requirements.
- The **Lessons Learned** section is designed to facilitate the more substantial incorporation of evaluation into the CVE field by providing end-users and

practitioners with examples of what works, and any emerging lessons learned based on available evidence.

11.4. IMPACT Europe Evaluation Toolkit Training Course

This manual was written to serve as both a stand-alone reference document and an accompanying guide to the training. The training is designed to guide end-users through the toolkit and the process of designing an evaluation plan. The training starts with a two-day course in which participants work on their evaluation plans with the help of the toolkit and under the supervision of IMPACT Europe trainers. A prerequisite for the training is that participants are either planning to evaluate their intervention or are developing an intervention which they would like to evaluate at a later stage. The third training day takes place six months after the first two training days. This provides the participants with the opportunity to finish working on their evaluation plans and to start conducting their evaluation before the third training day takes place. The third training day offers the opportunity to exchange challenges in conducting evaluations and focuses on how to deal with these challenges.

11.5. Desired implications of the toolkit

In conclusion, the IMPACT Europe Evaluation Toolkit described and detailed in this manual can be expected to be of real practical benefit to end-users and practitioners in the wider field of CVE. In particular, it is hoped that it will assist them in better designing and evaluating interventions which are effective in countering violent extremism. To that end, the manual has been designed to be as practical as possible, while highlighting the benefits to end-users and practitioners of utilising the tools contained in the toolkit. Ultimately, it is hoped that the IMPACT Europe research behind the toolkit and its use by those in the field of CVE interventions and evaluations will help mitigate and reduce the level of violent extremism in Europe.