

# International Expert Engagement and Analysis of Countering Violent Extremism (CVE) Evaluations

## Final Report

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## I. INTRODUCTION

In furtherance of its mission to conduct evidence-based research to inform policy recommendations, operational requirements, and public safety needs the Department of Homeland Security (DHS) Science and Technology Directorate (S&T) has developed a countering violent extremism (CVE) framework (the Framework). This Framework will assist DHS S&T in developing a research agenda that seeks to save lives, reduce property losses, and enhance community resilience in the face of rapidly changing threats of extremist violence in the United States. The Framework recommends pursuing research in the following four areas: diverting individuals from radicalization, preventing individuals from carrying out attacks or locations from being targeted, mitigating the impact of extremist events, and developing community and individual resilience to violence inspired by extremism. Initial Framework research conducted for the Countering Violent Extremism – Developing a Research Roadmap project and the 5RD Workshop to Counter Violent Extremism suggested a need for increased evaluation of CVE programs across all four Framework research areas to properly understand how best to implement future programs and improve existing CVE programs.

The goal of the current effort, *International Expert Engagement and Analysis of Countering Violent Extremism (CVE) Evaluations*, is to contribute to the development and implementation of the Framework by collecting information about the current state of international CVE program evaluations, including identifying transferrable best practices and documenting gaps.

To that end, RTI collected data from trusted international CVE researchers and practitioners about the methods and metrics used to evaluate CVE programs. RTI initiated the research effort by conducting a brief web survey of international CVE experts to determine appropriateness for invitation to the elicitation. Suitable researchers and practitioners were then invited to attend. The elicitation focused on the following overarching research questions:

- (1) Given the rarity of violent extremism and the difficulties in measuring non-events, what metrics and outcomes are used to evaluate CVE programs, and how are data collected?
- (2) What are the desired project outcomes and metrics for success for international CVE programs designed to address prevention, diversion, and rehabilitation?
- (3) Do international CVE programs align their program evaluation efforts with written logic models and theories of change specific to their organization? If so, how?
- (4) How do international CVE programs draw the distinction between radicalization and violent extremism? How does that inform logic models or theories of change used?
- (5) Who are the relevant stakeholders/funding agencies for international CVE programs and what are their goals? How do they inform desired project goals/outcomes, logic models, and theories of change?
- (6) How do CVE program developers incorporate or consider program evaluations when designing programs?
- (7) What are the biggest gaps or barriers to conducting evaluations for CVE programs?
- (8) What are the key differences between CVE programs and evaluations in the United States and Europe, and the rest of world?

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Information obtained through these interactions was used by RTI to analyze the current state CVE program evaluations and provide recommendations about how to most effectively design and conduct future evaluations. This document details RTI’s research protocols for all aspects of data collection, key findings from the expert elicitation, and recommendations for improving CVE program evaluations.

## II. PRE-EXPERT ELICITATION DATA COLLECTION PROTOCOLS

RTI initiated research efforts by identifying and engaging a diverse population of international researchers and practitioners—including all levels of government, law enforcement, and CVE practitioners—to provide DHS with a holistic view of the international CVE landscape. Ideal candidates were proficient in conversational English and possessed one or more of the following characteristics:

- (1) experience managing a CVE program;
- (2) experience conducting an evaluation of a CVE program;
- (3) considered an expert in the field of CVE;
- (4) has held mid to senior level positions in a CVE or counter-terrorism role;
- (5) experience working with violent extremist offenders, or individuals vulnerable to radicalization; or
- (6) extensive experience designing or providing support to a CVE program.

With these criteria in mind, RTI – in close coordination with DHS S&T – conducted a review of CVE literature to identify key authors and academic experts, reviewed relevant conference agendas and presentation materials, and conducted independent web searches on a variety of CVE programs and key terms (e.g. primary prevention initiatives, disengagement, diversion, intervention, narrative/counternarratives, etc.) in English, Dutch, and German. Finally, DHS S&T solicited recommendations from their Five Country Research and Development Network (5RD) partners—United Kingdom, Canada, Australia, and New Zealand. 5RD partners provided additional feedback and were a valuable resource in identifying potential elicitation participants. RTI then began the process of recruiting identified experts for participation.

### A. SCREENING SURVEY

After identifying potential participants, RTI developed a web survey to collect additional information on respondents’ experiences in CVE and program evaluation. To reduce respondent burden, experts familiar to RTI and DHS S&T were excluded from the survey.

Screening survey recruitment efforts began with an email from RTI introducing the purpose and goals of the elicitation, a link to the survey, and a unique survey access code. Survey invitations were translated in to French and German to increase accessibility—final text for the survey invitation in all three languages is included in *Appendix B-Recruitment Emails*. To further encourage screening survey participation, a follow up email was sent to respondents who had not completed a screening survey two weeks after the initial invitation—full text for the non-response email is included in *Appendix B-Recruitment Emails*.

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Recognizing the importance of experts’ limited time, the screening survey was designed to quickly assess individuals’ experience in CVE, program evaluation generally, and program evaluation specific to CVE—full survey specifications can be found in *Appendix C-Screening Survey Specifications*. The survey was programmed using Voxco Online and introduction questions were translated in to three languages. After the introduction questions, respondents were asked if they would be comfortable discussing CVE in English during the elicitation. If the respondent reported being uncomfortable discussing CVE in English, they were routed to the end of the survey. Additionally, respondents were screened out if they reported having little or no experience in CVE or no experience in program evaluations. Overall, twenty-nine of eighty-two respondents completed the screening survey (35.3%)—detailed results are included below in *Exhibit 1. Screening Survey Results*.

*Exhibit 1. Screening Survey Results*

Result	Number of Responses	Percent
Completed	22	26.8%
Ineligible – Language	7	8.5%
<b>Total</b>	<b>29</b>	<b>35.3%</b>

**B. EXPERT ELICITATION RECRUITMENT**

After analyzing the survey results, RTI and DHS S&T worked together to develop the list of experts for invitation to the elicitation. Experts were selected based on their experience and geographic location to ensure a geographically representative sample. Invitation emails were then delivered by RTI, formally inviting the experts to attend the elicitation. Two invitation emails were delivered: one for government attendees and one for NGO attendees who were eligible for a travel stipend<sup>1</sup>; included in the email invitation was a flyer offering a brief summary of the event. After two weeks, a non-response follow-up email was sent to non-responders to encourage further participation. Full text of elicitation invites and non-response follow-ups can be found in *Appendix B-Recruitment Emails*.

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<sup>1</sup> DHS Science & Technology policy precludes reimbursement for travel for any federal employees, United States or otherwise.

**C. SNOWBALL SAMPLING**

To further identify and engage experts throughout recruiting, RTI employed convenience (snowball) sampling to solicit additional experts for invitation. First, after each screening survey, RTI asked for recommendations on additional stakeholders to contact. Next, RTI offered proxy invitations to experts who were unable to attend in an effort to identify alternative individuals to represent key organizations at the elicitation.

*Exhibit 2. Snowball Sampling*



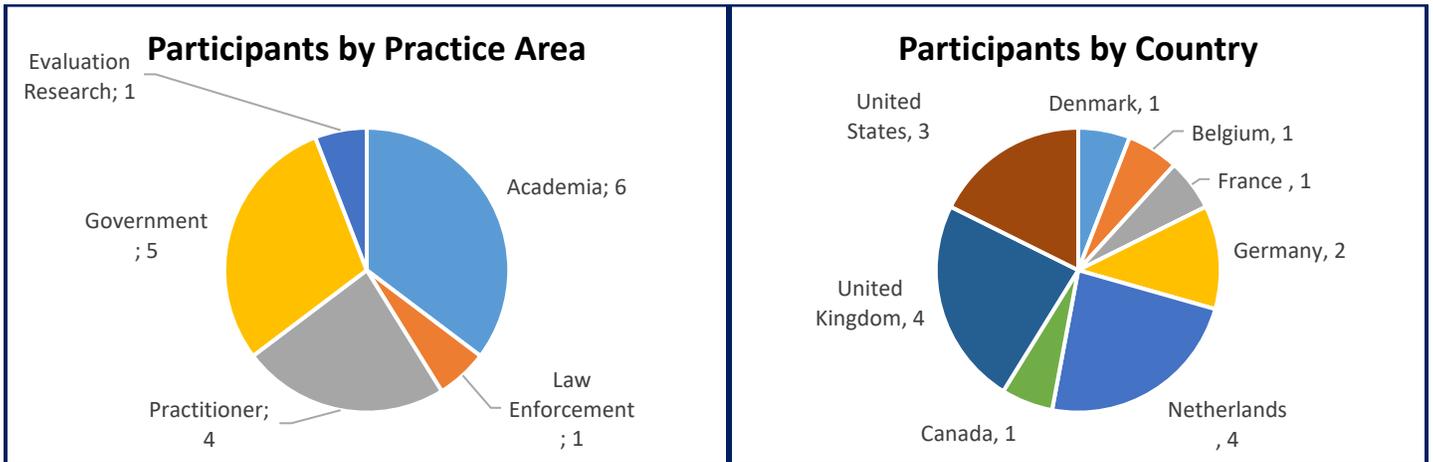
**III. EXPERT ELICITATION**

The Expert Elicitation took place at Open University – Leiden in The Hague, Netherlands on the 28<sup>th</sup> and 29<sup>th</sup> of September 2017. The Hague was chosen as a host city due to its convenient location for the European participants.

**A. EXPERT ELICITATION PARTICIPANTS**

Seventeen participants attended, representing areas of academia, CVE programs, evaluation, law enforcement, and government from seven different countries—Belgium, Canada, Denmark, France, Germany, Netherlands, United Kingdom, and United States—a summary table of current practice areas locations can be found in *Exhibit 3*. Also in attendance were three additional members of the DHS S&T team who observed, and four moderators from RTI.

*Exhibit 3. Participants by Practice Area and Country*



**B. POST-ELICITATION PARTICIPANTS**

Throughout the recruitment process, several experts were interested in participating but were unable to attend in person. These experts were offered the opportunity to participate in a semi-structured interview after the elicitation; a semi-structured approach was used to allow the interview to flow based on the expert’s experience— full interview protocols can be found in

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**Appendix G-Semi-Structured Interview Guide.** Information gathered during these four post-event interviews was used to supplement elicitation findings and recommendations.

**C. EXPERT ELICITATION EVENTS**

The six elicitation events took place over two days; each day began at 9:00 AM and ended at 5:00 PM. The order of the sessions was designed to flow from general CVE experiences, to CVE program evaluations, and finally problem solving and identification of future best practices. Each of the six discussion sessions took place during a pre-allotted block of time – moderators adjusted as needed based on discussion – with several breaks built-in to allow for networking and informal communication among attendees. A copy of the full agenda can be found in *Appendix D-Expert Elicitation Agenda*.

Elicitation events were led by moderators from RTI and discussions were guided by prompts developed prior to the elicitation—full moderator prompts can be found in *Appendix E-Moderator Guides*. Moderators tailored their sessions based on the attendees’ experiences and the flow of the expert discussions. Throughout the elicitation, experts were divided in to smaller groups based on their areas of expertise and experience to encourage more focused and detailed discussions—the goals for each session are described in *Exhibit 4. Elicitation Events*. Minutes and proceedings from each elicitation event are included in *Appendix F-Expert Elicitation Minutes and Proceedings*.

*Exhibit 4. Elicitation Events*

Event	Goals
<b>Affinity Clustering</b>	Identify current CVE programs and evaluations; Learn more about participants CVE and evaluation experience
<b>Journey Mapping</b>	Understand when to consider and how to consider program evaluation when starting a CVE program
<b>Six Thinking Hats</b>	Identify stakeholders involved in CVE programs, their roles, and how they affect program evaluations
<b>Measurement and Evaluation Focus Group</b>	Identify common measures for CVE process and outcome evaluations
<b>Aligning Program Priorities with Evaluation Activities Focus Group</b>	Understand how participants and programs they evaluate utilize logic models and theories of change in their CVE work
<b>Improving PVE/CVE Evaluation Small Group Exercise</b>	Brainstorm solutions to major challenges; Identify potential future collaborations

**D. AFFINITY CLUSTERING**

The elicitation began with an affinity clustering exercise which was designed to: (1) develop a better understanding of all participants’ CVE and evaluation experience, and (2) identify common evaluation practices across countries. Participants were divided into four small groups based on their backgrounds and expertise to discuss four CVE areas of focus: program types, program goals and outcomes, program evaluation methods, and strategies and methods used to incorporate evaluation feedback. For this exercise, moderators attempted to assign each

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group with at least one member from the following areas: program, research, policy, and evaluation. This ensured a holistic view of CVE, and ultimately encouraged discussion that captured a diversity of perspectives: motivations for extremist violence, research and program needs, concerns, practices, and conventions. After the small groups discussed their topic area and compiled their notes, all experts reconvened to present and discuss their findings.

*Exhibit 5. Affinity Clustering Groups*

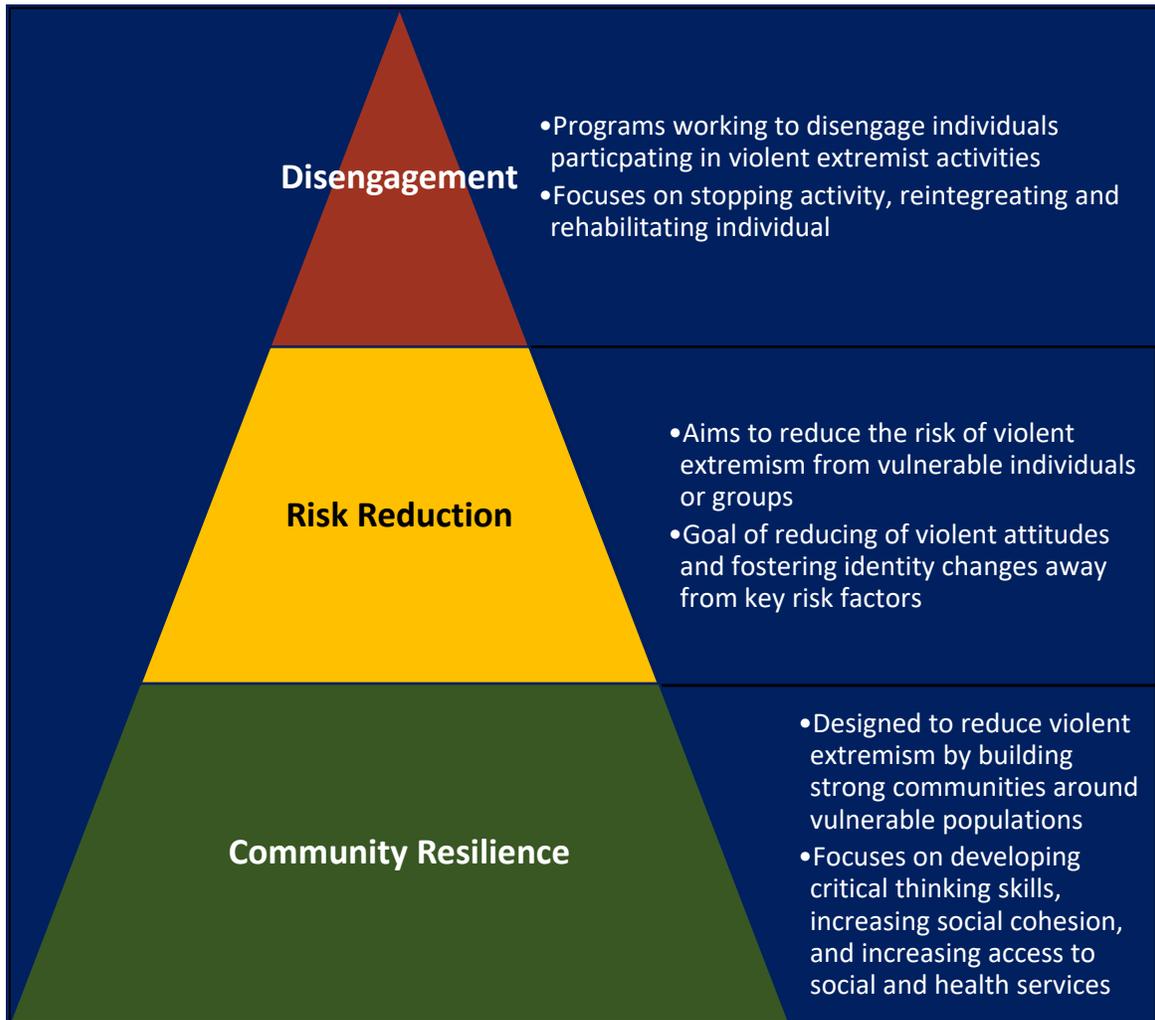
<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>	<u>GROUP 4</u>
<b>CVE Program Types</b>	<b>CVE Program Goals and Outcomes</b>	<b>CVE Program Evaluation Methods</b>	<b>CVE Incorporating Evaluation Feedback</b>

**CVE Program Types – Key Findings**

The first group was charged with identifying types of CVE programs. To summarize their findings, they organized programs in to three areas of practice, based on the intended audience and desired outcomes. The practice areas were organized into a color-coded triangle– green, red, and yellow – with each color representing a different area of CVE practice—illustrated in *Exhibit 6. Areas of CVE Practice*:

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Exhibit 6. Areas of CVE Practice



The green/bottom section represents programs designed to build and strengthen community resilience. These programs strengthen community resilience among vulnerable populations to minimize their susceptibility to extremist recruiting and influence. Participants also noted the need to cater resilience programs to the specific goals or outcomes desired. For example, when trying to reach school-aged children, programs should be catered to local schools and school-aged populations. Attendees noted the Institute for Strategic Dialogue’s Digital Resilience Project as an example; this program builds awareness of and resilience to extremist narratives by teaching youth about common narratives and messaging, as well as effective responses.

The yellow/middle section represents programs with a goal of risk reduction. These programs focus on individuals or groups identified as likely to engage extremist violence and those associated with violent extremist groups; the aim is to reduce the likelihood of action. Discussants offered the U.K.’s Channel program as a successful risk reduction effort. Channel is an intervention program that creates tailored programs to reduce participants’ risk. For example, a young person starting to engage with a right wing extremist group, causing concern

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amongst their parents or peers. Should the concern persist or grow, the parents or peers can refer the individual to the Channel program for a potential intervention that will be led by a local multiagency panel. Interventions are dependent on the type of threat and individual's risk level; contributing risk factors are identified, as are related programs and local social services. A proposal for participation is then presented to the at-risk individual. Participation in the Channel program is completely voluntary.

The red/top section represents programs designed to disengage individuals actively engaged in extremist activities; individuals who may be planning an act of extremist violence, but have not yet broken any law. These programs are similar to intervention programs, but participation is compulsory (depending on the individual's level of engagement in violent extremist activities). The goal of these programs is to disengage individuals from extremist activities and reduce the risk of re-engagement.

Two additional points presented:

- (1) It is important to note that there are online and offline CVE programs and significant differences in their aims. Online programs are more focused on counter-messaging, while offline programs are more focused on resilience and actively disengaging specific individuals.
- (2) The foundations of success for CVE programs are community policing and the availability of mental health resources. Community policing helps to ensure a high degree of cultural awareness, which, ideally, leads to decreased feelings of alienation in the community. The sufficient availability of mental health resources allows for the creation of tailored plans for at-risk individuals or groups, and for those already engaging in extremist activities.

### **CVE Program Goals and Outcomes**

The second group focused on goals and outcomes of CVE programs, specifically the three types of preventions and their respective goals: primary prevention, secondary prevention, and tertiary prevention. The three types of prevention map to the three areas of practice presented by the CVE programs group (primary and resilience, secondary and risk reduction programs, and tertiary and disengagement programs).

Primary prevention for CVE entails developing healthy communities. Primary prevention programs promote social cohesion, critical thinking skills, integrative thinking, tolerance for a multidisciplinary society, reducing polarization, empathic thinking, health access, and social service access. In Amsterdam, this includes civic education on the importance of equality and democratic ideals. A significant point of discussion centered on the fact that in Denmark social services are considered primary prevention and it is not until secondary interventions that CVE specifically becomes a concern. This creates a broader focus, with a greater emphasis on respect and health in the community—with knowledge that respectful, healthy communities are more resilient to the threats of violent extremism. There was broad consensus that primary interventions offer the greatest return on investment.

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Secondary prevention targets those who have been exposed to risk factors; the goal is to reduce violent attitudes and foster identity changes away from key risk factors—peers often intervene at this stage. The group emphasized a need to focus on secondary intervention with groups across Europe, and highlighted the need for CVE to adopt a social-ecological model that operates across multiple levels—community, societal, economical, etc.

Tertiary prevention is used when the individual is actively planning to or has committed an act of violence. Rehabilitation and prevention of recruiting of others is the goal of tertiary programs. Tertiary programs aim to ensure each individual is integrated, rehabilitated, and continually improving through routine check-ups.

This exercise concluded with a discussion of the key challenges in developing clear goals or measurable outcomes for CVE programs. Challenges include:

- Confusion between impact and effect. There is a need to determine the effects, then measure their impacts.
- Lack of consensus between programs, even within countries, regarding what exactly are the objectives of prevention activities. For example, are programs intended to prevent a set of behaviors, an attitude, or other attributes? There is a need for a consensus on the goals of CVE in order to properly evaluate programs.
- Disagreement, even within programs, over the definition of key CVE terms including “CVE”, “prevention”, and “disengagement”. There is a need for improved, and commonly accepted, definitions of key terminology.
- Routine changes to CVE program goals, making it difficult to measure progress towards goals over time.
- Low-base rates make it hard to measure target effects.

### **Methods for CVE Program Evaluation**

The third group discussed methods for evaluating CVE programs, focusing on primary and secondary interventions. The group began by discussing two key difficulties in evaluating CVE programs across their countries:

- (1) Difficulties in measuring the negative for prevention programs. How can researchers prove how many violent extremist acts were prevented?
- (2) Low-base rates, making it hard to establish control groups.

The group presented five notable ideas from their respective countries to mitigate these challenges:

- (1) Perform evaluations of CVE program trainings. While it is difficult to measure the direct impacts of CVE programs on communities, it is easier to measure how CVE-specific trainings improve practitioners’ capabilities. Measurements can include trainees understanding of risks, the ways in which multi-agency agreements are managed, cultural awareness, and knowledge retention. Evaluators are also able to map the goals of trainings to specific field practices and evaluate whether practices reflect the intent of trainings.

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- (2) Encourage program designers and practitioners to consider evaluation at the initial stages. If evaluation is given serious thought in the planning stages, alternative variables for measuring success can be developed and monitored.
- (3) Perform alternative evaluations of areas key to community resilience, rather than attempt to measure the number of violent extremist acts prevented. Key factors include food security, education, and access to health care.
- (4) Evaluate the health of organizations offering interventions, as organizational health is usually reflective of a successful organization. Measures of organizational health include resource utilization, morale, and cohesiveness.
- (5) Employ a formative evaluation during the early stages of a program.

The groups identified the need to increase dissemination of existing evaluations to more rapidly advance the science of CVE program evaluations. Currently, evaluations of CVE programs are maintained internally and their findings are not disseminated. Furthermore, when evaluations are shared, they are usually in academic journals and filled with academic terms that may be difficult for frontline practitioners to successfully implement without the assistance of an evaluator or a strong background in program evaluations.

### **Incorporating Program Evaluation Feedback**

The affinity clustering session concluded with a discussion of methods for incorporating program evaluation feedback into CVE programs. The group's discussion began by discussing four common constraints for incorporating program evaluation feedback and methods for overcoming these challenges:

- (1) Time—CVE program funding cycles often call for evaluations before the effects and impacts of interventions are known, making it challenging to complete scientifically rigorous evaluations. One potential solution is to focus on early/initial evaluations of processes—similar to organizational health evaluations—which offer a chance to show funders and other stakeholders the program is operating efficiently and organizationally capable of meeting goals. Then focus later evaluations on demonstrating the success of certain interventions.
- (2) Language—CVE evaluation toolkits and reference materials are often presented in one language or contain academic language that is inaccessible to practitioners, making it challenging for them to adopt evaluation best practices to multicultural and non-academic applications. If evaluators work with practitioners to develop more accessible evaluation tools, practitioners will be better able to collect data for evaluations and implement evaluation findings.
- (3) Financial Constraints—Evaluations are often expensive and practitioners do not properly consider the cost of an evaluation or the costs of implementing evaluation feedback into their program when developing program budgets.
- (4) Legal Constraints— CVE practitioners do not properly consider legal and logistical difficulties in sharing evaluation feedback among multi-agency partnerships. For example, academics may have limitation placed on the scope or dissemination of their research by Institutional Review Boards. Further, non-disclosure agreements can limit how evaluation findings are shared with community stakeholders. To avoid these

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challenges, CVE practitioners need to make sure all multi-agency relationships are clearly defined to allow the free flow of information among all stakeholders.

The group concluded their presentation by advocating the importance of logic models to formalize the process for implementing evaluation feedback, “If you have a theory or change or logic model—commit to it and move on from there. We will find out if it works or not later, just commit so we can follow-through and see what works and what doesn’t.”

**E. JOURNEY MAPPING**

The journey mapping exercise focused groups on diagramming the process of designing and implementing CVE programs. Groups were given approximately 20 minutes to brainstorm their assigned topic area and summarize their discussions, the larger group then discussed each phase. The topic areas related to the individual steps and processes of designing a program and conducting an evaluation, including pre-planning for the program, design of the program, implementing the program, and evaluation of the program. Key steps and descriptions of each phase are described below.

*Exhibit 7. Journey Mapping Groups*

<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>	<u>GROUP 4</u>
Pre-planning	Design	Implementation	Evaluation

**Pre-planning**

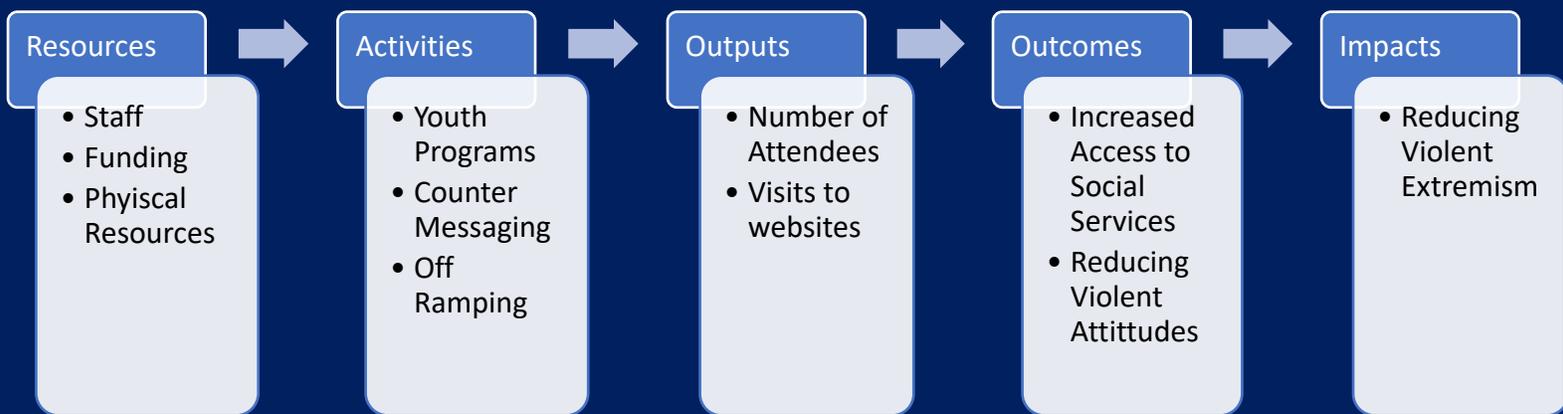
- Problem definition – What specific problem related to violent extremism is the program trying to address? Need to review research from as many data and intelligence sources as possible to confirm the problem exists. Also, define the audience for the program and speak to unique contexts.
- Goal definition – Define specific goals of the program, intended effects for the target audience, and identify the program’s theory of change. What is the aim of the effect (more resilient communities, reducing risk in a specific group, etc.)? Goal definition needs to be dynamic and iterative throughout the design process, reevaluating and updating the goals continuously as additional stakeholders are introduced.
- Funding – Secure the support of policy makers and other funders to provide financial backing for the program. CVE is a long-term endeavor and policy-makers need to be convinced to look beyond the short-term.
- Identify providers – Determine who is best situated to deliver interventions to identified individuals/populations, focusing on provider credibility.
- Create a communications plan – Develop a communications plan, ensuring feedback loops for providers and funders.

## Design

- Hire a program planner – CVE programs need a program planner with expertise in a social science discipline, program design and implementation—beneficial if they have a background in program evaluation.
- Program definition – Define the program activities frontline providers will be responsible for completing.
- Create a logic model – Articulate how program activities link to program goals and establish criteria for measuring efficacy. Logic model should be based in theory and research, showing support for underlying theories.

Exhibit 8. Logic Models

Logic models diagram the causal processes that lead from inputs to outcomes. Key steps in logic models include inputs, activities, outputs, outcomes (including short, medium, and long term), and impacts (Helmus, et al., 2017). Sample logic model inputs for a CVE program could include the below:



- Develop metrics – Need to develop metrics for measuring progress towards goals, including short and long-term metrics. Metrics should be informed by the logic model.
- Conduct a pilot test and initial evaluation – Run a test of the program to evaluate how the program was received by all stakeholders, evaluate ability to collect data on metrics, and, if possible, perform evaluations of organizational health and program efficacy.
- Provide feedback to the community – Provide updates to target individuals and populations on pilot results, creating a greater sense of investment.

## Implementation

- Conduct trainings for program staff – Train frontline personnel and administer knowledge retention assessments.
- Launch program – Formal launch and roll out of program.
- Document changes to program between design and implementation – To better understand potential causes for any unintended consequences.

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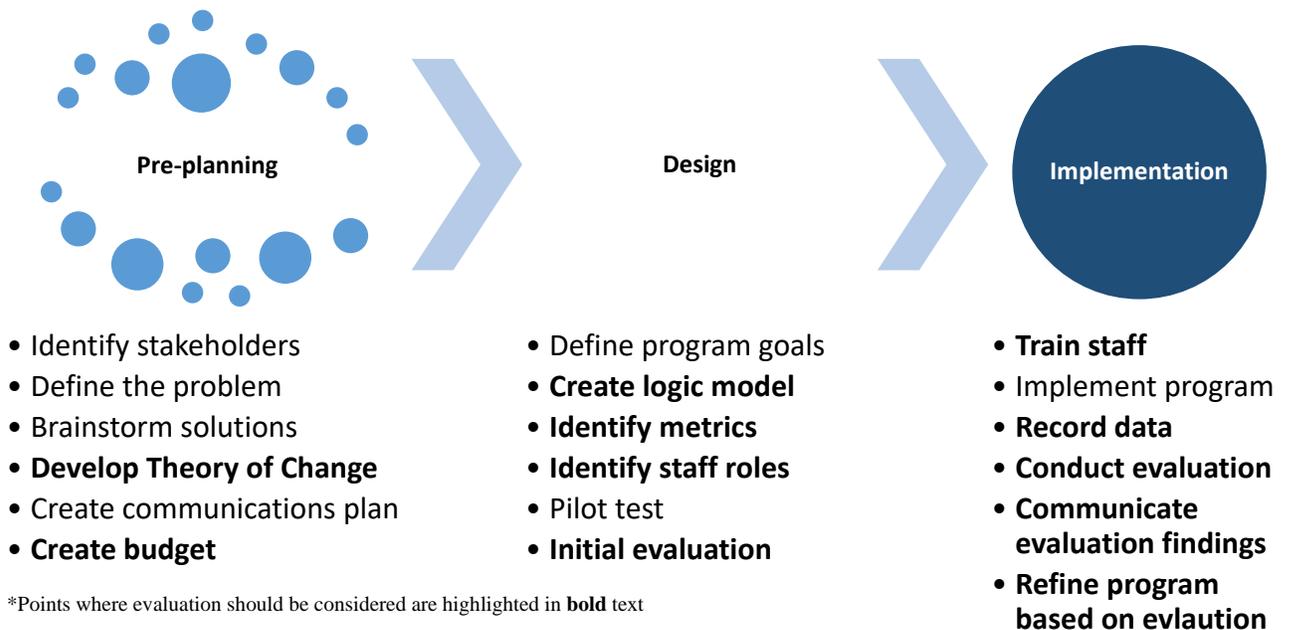
- Collect data on program metrics – Collect data and metrics identified in the design phase, noting any difficulties collecting data. Document any additional data collected from extant data sources (e.g., Census data).
- Conduct evaluation of program – Conduct evaluation based on logic model and make updates to program, program goals, logic model, and metrics as needed, considering context and time.
- Communicate evaluation results – Be transparent with funders and stakeholders in reporting evaluation results and corresponding changes.

**Evaluation**

The final group presented on the key evaluation practices to consider when designing and implementing CVE programs. Many of their recommendations overlapped with the first groups, but they identified the following additional steps—all steps identified are summarized and diagrammed in *Exhibit 9. CVE Program Journey Map*:

- Identify additional external data sources—Provides a useful check to validate internal data.
- Create instructor protocols—Provides a baseline for conducting evaluations of training efficacy.
- Incorporate stakeholder perspectives into evaluations—If incorporating self-report evidence, engage stakeholders from the community and funding agencies to get their input as well.
- Disseminate evaluation results to the broader CVE community.

*Exhibit 9. CVE Program Journey Map*



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**F. SIX THINKING HATS**

To develop a better understanding of the stakeholders involved in CVE programs and their role in program evaluations, a six thinking hats exercise was conducted. Six thinking hats exercises are designed to increase collaboration and creativity in problem solving by asking participants to focus on six different aspects to a problem in a strategic order. Six thinking hats provides a means for groups to think in a parallel, detailed, and cohesive way, leading to more effective conversation and planning. The six thinking hats are colored to represent six different perspectives used to discuss and deconstruct a topic or problem related to CVE program evaluations (*Exhibit 10*).

*Exhibit 10. Six Thinking Hats*

Six Thinking Hats Exercise	
Color	Meaning
Blue	Identifying Stakeholders
White	Defining Roles of Stakeholders
Red	Identifying Stakeholder Conflicts
Green	Brainstorming Mitigation Strategies
Yellow	Evaluating Mitigation Strategies (Pros)
Black	Evaluating Mitigation Strategies (Cons)

The goal of the session order is to help participants better understand how to work collaboratively with their stakeholders to run successful CVE programs and evaluations. Participants were split into two groups based on background and experience, with each group having representation from academia, practice, and government.

**Identifying Stakeholders – Blue Hat**

Participants identified a range of actual and potential stakeholders for CVE programs and evaluations. These stakeholders include:

- Government officials/agencies who own the policy
- Educators
- Students
- Law enforcement
- Charities and NGOs
- Academia
- Radicals and extremists
- Intelligence agencies
- Community members and leaders
- Technology companies such as Google, Facebook, and Microsoft
- Evaluators

One participant noted that “sometimes it is easier to list who isn’t a stakeholder than who is,” exemplifying the diversity and magnitude of those who are affected by CVE policy and programs.

### **Defining Roles of Stakeholders – White Hat**

Ideally, all relevant stakeholders are incorporated into the project’s design and program elevations at the earliest stages, with roles, responsibilities, and goals clearly defined to minimize the potential of conflict. However, this ideal rarely occurs in practice due to competing interests. Given the broad range of stakeholders identified using the blue hat, two participants suggested that stakeholders often have different (and sometimes competing) missions and motivations, complicating evaluations. For example, academics are evaluated on the basis of their publishing records and may not be focused on improving the program, whereas police are focused on performing their daily duties and may be less focused on collecting data for evaluators.

Additionally, there was significant variance, on how stakeholder’s roles were defined. Sometimes stakeholders’ missions are defined by local agencies with some oversight from the federal government, such as in the Netherlands where deradicalization is the responsibility of local municipalities and they have a large degree of autonomy in defining roles and strategies. In Denmark, the inverse is true; the federal government creates strategies, but local municipalities are responsible for creating programs to fulfil those strategies.

### **Identifying Stakeholder Conflicts and Potential Solutions – Red, Yellow, Green, and Black Hats**

Given these overlapping priorities and ways for operationalizing programs, participants identified several potential areas of conflict between stakeholders over evaluations of CVE programs, using examples drawn from their own experiences.

#### **(1) Conflict: Fragmented and siloed approaches to CVE program evaluations**

One participant from the Netherlands suggested that “everyone is doing bits and pieces in their own field,” and “we have a broad approach in theory, but in practice it doesn’t happen.” They continued to state that frontline professionals have a difficult time discerning where to find the answers to this “new” problem, given the seemingly wide variety of different approaches. Another participant suggested that even within the field of academia, different journals and disciplines have different jargon, methodologies, objectives which make “engaging with people who have different interests” difficult.

**Solution:** Encourage collaboration and clearly define roles

For CVE programs and evaluations to be successful, there needs to be a uniform standard of success and a rubric for achieving it that addresses the needs and capacities of each stakeholder involved. By finding ways to cooperate and share resources, the CVE as a whole benefits by lessening the burden on any single stakeholder. This approach requires clearly defined roles and mutual respect between stakeholders working towards a common goal.

(2) Conflict: Differing and competing missions

Different stakeholders have different missions and means of achieving goals within the field of CVE. For example, academics are primarily interested in conducting studies and developing manuscripts for publication, whereas social workers are interested in providing case management to vulnerable individuals, and law enforcement are interested in making arrests (recognizing there are exceptions in every field). Given the wide range of stakeholders, there are an equal amount of goals and objectives which are not always complementary. One participant noted that missions also differ between different countries as well, which can have downstream implications for cooperation, data sharing, and funding.

Solution: Identify common goals and needs

One participant suggested that stakeholders tend to work better together when they realize they have a shared problem or need. By understanding that shared need, and the capacity for each stakeholder to contribute to the solution, stakeholders can mutually “own” the issue and share responsibility for contributing to its solution.

(3) Conflict: Time and funding constraints

Time constraints are often linked with funding opportunities due to the nature of federal grant cycles in the United States; the same is true for many European countries. This could create a tension for stakeholders such as community groups and practitioners who have an immediate need for program implementation, but must wait for annual funding opportunities to begin. Further, money is not always earmarked for evaluation in the initial funding stages and there is often little money left over for evaluation. Similarly, evaluators are sometimes given very short timespans in which to conduct their evaluations, resulting in inadequate evaluation designs and invalid conclusions.

Solution: Proactively budget for evaluations in the early stages of program design

Evaluators should ideally be an integral part of the program design, as they can be helpful in developing theories of change, logic models, and identifying metrics for success. If time or funding is a particular limitation in this regard, program managers can delegate evaluators to specific areas or types of evaluations based on what resources are available. Moreover, the evaluator should be considered a partner in the success of the program and be made a priority whenever able. Evaluation should be imbedded into the culture, which includes demonstrating examples of successful relationships between programmers and evaluators, improving work, and continual growth and funding of evaluations.

(4) Conflict: Communication and data sharing

Several participants reported difficulties in communicating with other stakeholders in relation to sharing case files and other personalized data. Exchanging data between countries can potentially have understandable security implications, but respondents reported issues of exchanging data between agencies and NGOs in the same country. Countries such as Germany have very strict privacy laws, requiring each stakeholder to collect and curate their own data

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sets. Furthermore, law enforcement agencies sometimes only regard CVE as a security issue, and are sometimes reluctant to work alongside agencies and NGOs who are not primarily focused on security or law enforcement.

Solution: Build strong relationships among stakeholder networks

In countries such as Germany, laws prevent the direct exchange of personal and sensitive information between stakeholders. Similar laws exist in the United Kingdom, but one participant stated that their organization has created secure channels with local police agencies through which to exchange information directly. This partnership has been beneficial to the researchers who have access to large amounts of longitudinal, complete, primary source data; and it has been beneficial to the police agencies who benefit from increased situational awareness of the threats facing their communities.

(5) Conflict: Lack of trust

Building trust between NGOs, community, and the government is key to success for CVE policies and programs. One participant from Denmark provided an example of different governmental departments having reservations about launching CVE programs for fears of stigmatizing the local Muslim populations. Schools and local community leaders in particular voiced concerns as well.

Solution: Create a culture of transparency and invite the community to be partners

One participant from Denmark suggested that in order to build trust among communities who fear they will be stigmatized, the program must be championed or led by competent individuals or groups who can look at the issues objectively, remain transparent in aims and methods, and seeks to foster sincere partnerships with the community. They continued to provide an example of success from Copenhagen. The local Muslim community was not supportive of the proposed program being implemented into their communities, but the program leaders were “just very nice and professional people” who persisted in trying to engage the community by saying, “we need *you!*” By inviting social service providers from the community to take ownership of the program, it increased the credibility of the program and eventually secured buy-in from the rest of the community.

(6) Conflict: Regulatory burdens

A participant from the Netherlands suggested that many stakeholders are not primarily focused on CVE (e.g. doctors and teachers), and are oftentimes overburdened with regulatory procedures. For these stakeholders, “radicalization becomes just another box to check off for some trainings.” In other words, doctors have patients to attend to, and educators have students to teach; they do not necessarily consider CVE within the realm of their responsibilities. As one participant noted, “It’s people who are living in the wicked world for which these issues resonate. Your run of the mill teacher or doctor rarely comes across this.”

Solution: Show stakeholders how the issue affects them

One stakeholder from the Netherlands commented that there are people who disagree that radicalization is a problem, saying, “it’s part of growing up to have some crazy ideas.” Another participant from the Netherlands responded that getting stakeholders to buy-in is primarily routed in “talking their language” to show them how radicalization affects them and their communities. CVE practitioners need to show stakeholders how the issue affects them, and how they can individually respond to it. In the case of evaluations, practitioners need to be able to convince funding agencies that evaluations are a necessary component to success. Similarly, in countries that mandate evaluations, practitioners need to be convinced that evaluations will make their program stronger and allow them to better serve their communities.

### **G. MEASUREMENT AND EVALUATION FOCUS GROUPS**

The goal of the measurement evaluation focus groups was to identify current best practices and gaps for measuring and evaluating CVE programs. Participants were divided into two groups based on their background and experience.

#### **Key Findings**

There was strong consensus between both groups on several key themes, focusing primarily on processes for evaluating programs. There were some slight differences in the structure of the discussions, though. For example, Group 1’s discussion was narrow in scope and guided by descriptions of individual programs and evaluations to identify best practices and gaps, whereas Group 2’s discussion was broader and discussed interventions and evaluations in general. The reason for the discrepancy is expected, however, because Group 1’s participants were primarily comprised of practitioners and academics, and Group 2 was comprised of government officials. This division was by design in an effort to create two related, but separate discussions—one from a practitioner perspective and one from a government perspective.

A number of evaluation metrics and limitations were identified between both discussions. The remainder of this section will discuss these metrics for both online and offline programs, followed by limitations to evaluations in general.

#### **Online Programs**

Click-Through Rate (CTR) – CTR is a ratio showing how often people who see an ad or campaign actually continue to click on the ad or access more information. Often, CTR is used to evaluate how well keywords or parameters (such as geography, age, or time of day) are performing. CTR is calculated by dividing the number of times the ad is clicked on divided by impressions (e.g. the number of times the ad is seen). The Institute for Strategic Dialogue uses CTR to evaluate which of their ad styles for their online narrative and counter narrative campaigns are most effective at getting targeted populations to click their ad. ISD considers a CTR of around 2% to be good, and average a CTR of 2.2% across their 18 campaigns. Thus, CTR is a useful metric to evaluating awareness of an issue. A critique of this measurement could be that the reasons the individual clicks on the ad or campaign remain unknown, so it is important to keep in mind that the CTR is designed to gauge exposure to a message, not necessarily its impact on the individual. CTR needs to be weighted according to current events, as well. For example, ISD reports that after the Charlottesville attack on August 11, 2017, the CTR for campaigns for white nationalist keywords spiked to 6% then dipped again after.

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Relatedly, impressions increased significantly due to general interest in the event itself, not necessarily due to vulnerable individuals being drawn to extremist content.

**Duration of Viewing** – Whereas CTR measures awareness, duration of viewing measures engagement. Duration of viewing is a measurement that describes how long an individual watches a video or stays on a particular webpage. Certain websites, such as YouTube specifically, have robust analytics that can measure how long the individual watched a video, as well as which weblink directed them to the video. Not all websites offer this feature, though.

**Cost Per Engagement** – Due to limited resources, it is important to be able to show stakeholders that money invested into a program or campaign is effectively reaching the targeted audience, and resulting in some sort of online engagement. From a government perspective, this is an important metric for advocating for greater budgets for both evaluations and programs.

### **Offline Programs**

**Attitudinal Changes** – The goal of many CVE programs is to prevent an individual from committing or supporting violent means to achieve their social or political aims. Being able to baseline attitudes about certain societal norms (e.g. rule of law, empathy, tolerance, committed to change, etc.) and document changes is a common metric used in individual-focused CVE programs. While a robust and empirically-validated risk assessment tool would be useful in this regard, it is not necessarily required. One example could be a feedback survey administered to the individual before and after the intervention, or even before and after individual sessions (in the case of programs involving some sort of therapy). This method allows for repeated measurements and ease of collecting longitudinal data, and can also be done at relatively low-cost.

**Number of Referrals** – One simple metric to primary intervention programs designed to target the population at large is referrals of individuals for further assessment. Referrals can come from a variety of sources, and the source of the referral could be a secondary metric. For example, in the U.K., individuals can be referred to the Channel Program (a national diversion and intervention program) by various stakeholders. The number of referrals could be a good indicator of whether knowledge about the program is circulating, the quality of the referrals (e.g. true positives vs. false positives) could indicate how well the program is understood, and the source of the referral (e.g. law enforcement vs. community vs. teachers) could indicate which stakeholders are positively engaging with the program and referral process.

**Snap Survey Polls** – After attacks in the U.K., surveys are distributed to the public to assess the effectiveness of messaging about the attack. Questions include where people heard about the event, how they responded to the news, whether they heard statements of condemnation, and how quickly they heard about the event.

### **Limitations**

Four primary limitations were identified by both groups: language, funding, data fidelity, and stakeholder interests.

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- (1) Language – Many of the existing evaluations are published in English, and there is a lack of non-English content in CVE programs in general. Accordingly, it is difficult to share materials and best practices with audiences and practitioners who are not proficient in English. Additionally, even when there is not a language barrier, there could be a terminology barrier. Certain terms common to evaluation and CVE have dual meanings that mean one thing in a clinical context and another in vernacular.
- (2) Funding – Limited resources and funding will always be an issue. For many programs, there is a lack of evaluative experience, so any evaluations would need be conducted by an outside evaluator for a fee. Several participants from the government reported that money allocated for evaluations is typically not sufficient. To counter this, some countries have begun to require programs to build an evaluation into their budget for grants.
- (3) Data Fidelity – Data fidelity is a concern for evaluating the reach and impact of many programs. Due to differing interpretations of privacy between countries, it is very difficult to evaluators to access or share information. Additionally, some programs cannot release information to evaluators without it being anonymized, which is an additional drain on resources in some instances. Furthermore, in some instances consent is required to collect certain types of data. In Germany, programs, authorities, and evaluators cannot exchange data between each other, so each has to create and curate their own data. In an online setting especially, this is a difficult feat. In the United Kingdom, for example, online research cannot be conducted on an individual level, and can only be done on group data. Accordingly, it is difficult to exactly parse out target populations and characteristics for evaluations. To circumvent privacy issues, some universities have created “information pipelines” between research groups and police agencies to share sensitive information in very secure ways (e.g. such as special cyber routes for sensitive traffic, saving to local hard drives, etc.). This method was reported to have success in the U.K. and Canada for criminologists.
- (4) Stakeholder Interests – Stakeholder interests and funding are closely aligned. Many participants reported that evaluations are often an after-thought in the program design and operation, and in many cases, are only conducted as part of a mandatory criteria for funding. In Canada, however, there is an emerging interest in incorporating evaluation earlier in the program design.

## **H. ALIGNING PROGRAM GOALS AND EVALUATIONS**

The goal of this activity was to understand how experts aligned program design and operations with program evaluations, focusing on how logic models are developed and incorporated into programs and evaluation. As with the previous focus group, participants were divided into the same two groups based on their experience and background.

### **Key Findings**

As in the previous activity, the focus of the two conversations was slightly different due to the perspectives and experiences of the participants. The first group was comprised of mostly practitioners and evaluators, while the second had mostly government officials.

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Despite the different perspectives, there was consensus on a number of issues concerning developing and adhering to logic models in CVE programs as well as evaluations. Key features of both conversations are presented below.

*Commit to a theory of change*

Several participants stated that one critical issue facing the field of CVE is the fact that little is known about the factors leading to radicalization, and many of the commonly-used risk factors in risk assessments have not been empirically validated. These same risk factors are being built into theories of change and logic models. Many from the government perspective stated that logic models need to remain malleable and flexible to changes based on realities in the field and changes in the science. However, many of the practitioners believe that progress will only come from the process of elimination. In other words, program managers should commit to a theory of change or logic model and evaluate it to its fullest extent. One researcher concluded, “At the end, you could go on [sic] and if your understanding is not growing, just commit and maybe you have picked the wrong one, but at least you can write it off.”

“When you design an intervention, you need to take a stance and think about what you think the radicalization factors are. When you stick to that it is easier to measure if you are actually affecting those behaviors.”

*Consider a Theory of Change for each individual case*

One practitioner from Denmark reported that their organization has considered developing a theory of change for each individual they counsel. Due to the fact that there are many pathways to violence, each individual may require an individual theory to explain his or her own journey. While this suggestion was generally thought to be intriguing by several other participants, another suggested this degree of individualization is not necessary, suggesting, “There is a lot of confusion between the theory of change and the model. Just because there are multiple paths to radicalization, doesn’t mean there isn’t one explanation.”

Theories of change are programs road map for change, specifying and linking program processes, assumptions, intermediate outcomes, and final outcomes (Msila & Sethalko, 2013)

is a lot of confusion between the theory of change and the model. Just because there are multiple paths to radicalization, doesn’t mean there isn’t one explanation.”

*Improvements to CVE program evaluations are incremental*

There was consensus among all participants that progress toward rigorous evaluations of CVE programs is not being made quickly or efficiently. One participant suggested this is due to the fact that many evaluations are process evaluations. While process evaluations are useful and needed, not enough attention is being paid to the main questions—such as what are the factors that lead an individual to violence and how can we

“In some cases, we are seeing risk indicators, but our data is often so bad we could be seeing something that is not true.”

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link those to specific interventions and outcomes? Another reason for the lack of progress is due to the fact that base rates for terrorism in general are very low. In traditional evaluations and validation studies, evaluators have access to a large randomly-selected experimental and control group. This type of research design is simply not possible due to low base rates of offenders and imperfect data.

*Countries have tended to retro-fit logic models to programs*

Participants widely admitted that logic modeling often occurs after the program has already been designed and fielded, and is usually the result of funding agency requirement. Countries such as Canada and the United Kingdom are beginning to require programs to develop a logic model before funding is awarded, and current programs are being required to retrofit their programs. Attempting to retro-fit a logic model during the evaluation of community policing model in Los Angeles produced challenges, though, as it did not map to any metrics. A government representative from the United States suggested logic models are not a major feature of CVE programs in the United States, as CVE originated from the intelligence community, not the public health community.

Attempts to retrofit in the United Kingdom were described as fruitful, however the process was viewed as “painful.” Programs were asked to incrementally develop evaluation metrics throughout their quarterly review process. In the first quarter, a theory of change was developed, then the next quarter it would turn into a logic model, and in the next quarter metrics would be assigned to the model. Another U.K. participant suggested that pilot programs usually lead to stronger logic models and programs as a result. In Canada, program teams are required to select among a series of evidence-based models, however measuring these new programs has proven difficult as many community members are hesitant to engage in the process.

*Machine learning as a potential new method for evaluations*

One researcher working in the United Kingdom suggested using machine learning to test hypotheses to identify those that can be immediately dismissed based on patterns in the data. This approach, however, would require large longitudinal data sets which are almost impossible to acquire or share in some European countries. This would require direct partnerships with law enforcement agencies and programs, who could securely exchange data, or it would require large amounts of anonymized data.

*A theory of change can carry biases*

One participant from the Netherlands suggested that theories of change can be biased depending on the decisions of various stakeholders involved in its creation. Their agency has reportedly discussed evaluating the creation of theories of change for the various programs they work with based on a naturalistic decision-making framework based on 10 criteria reported as: [sic]

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- |   |                                   |
|---|-----------------------------------|
| 1) ill-defined goals and ill-structured tasks | 6) time stress                    |
| 2) uncertainly in data                        | 7) height of stakes               |
| 3) shifting and competing goals               | 8) multiple players               |
| 4) changing conditions                        | 9) organization goals             |
| 5) real time feedback loops                   | 10) experience of decision makers |

This type of evaluation would focus on answering if any of these ten factors may have negatively influenced the professionals, the program, or the theory of change.

**I. IMPROVING CVE EVALUATIONS SMALL GROUP EXERCISE**

For the conclusion of the elicitation, experts were divided in to four groups to brainstorm solutions to four major problems identified over the course of the elicitation: lack of information sharing on evaluations, limited resources for evaluations, managing stakeholder expectations, and creating accessible evaluation tools and resources. Groups then presented their solutions to the larger group and the solutions were discussed.

*Exhibit 11. Improving CVE Evaluation Small Groups*

<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>	<u>GROUP 4</u>
<b>Lack of Information Sharing</b>	<b>Limited Resources</b>	<b>Managing Stakeholders</b>	<b>Creating Accessible Tools</b>

**Lack of Information Sharing on Evaluations**

The first group discussed the need to create a community of knowledge surrounding CVE program evaluations to advance the state of the science. Creating a community of knowledge will create a common paradigm and vocabulary allowing “people to communicate with the same language.” This community of practice would entail both a vertical (between academia and the practitioners) and horizontal exchange (among different stakeholders). The group posed several suggestions for developing a community of knowledge:

- Create a professional research society – Develop a professional membership organization for CVE professionals, including definitions for who is considered a CVE professional. For example, the Canadian Metropolis Network for Research on Terrorism and Society, which created a policy research network on diversity and immigration.
- Increase publication and dissemination of CVE program evaluations – The focus should be on sharing evaluations already conducted for CVE programs, evaluations from adjacent fields (public health, community policing, and criminology), and how evaluation research from adjacent fields has been applied to CVE, successfully and unsuccessfully.

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- Organize an academic conference on CVE – There is a need for a conference to bring together CVE providers, researchers, evaluators, and policy makers at the same meeting.
- Create an academic, peer-reviewed CVE journal – CVE as a field would benefit from a journal that include practitioner and evaluator contributions to create repository and validation tool for existing methods.

**Limited Resources for Evaluations**

Next, the discussion focused on ways to overcome limited resources for evaluations, focusing on limitations related to time and money. Solutions for working with limited resources included:

- Develop in-house evaluation capabilities – Make smaller investments in training existing staff on basics of evaluation, rather than hiring external evaluators. The group noted internal evaluations may not be as rigorous, but serve as a valuable starting point. For example, ISD brings in technical staff to deliver evaluation trainings regularly, increasing their internal evaluation capabilities.
- Develop webinars and online trainings for evaluation basics – Use online resources to reduce the barriers to receiving evaluation training, reducing the costs and time necessary to attend trainings.
- Limit the question – Develop more specific question evaluation questions, based on the organization’s budget. Focus on collecting data documenting progress towards primary goals.
- Cultivate stakeholder engagement – Stakeholders have limited time, so incentivize their participation in evaluations. Develop tools for showing them the benefits they will receive from evaluations.
- Create peer feedback mechanisms for coding – Validates coding schemes while reducing costs associated with having multiple coders review all data.

**Managing Stakeholder Expectations**

The third group focused on managing stakeholder expectations for evaluations, with an emphasis on policymakers and funders. They recommended the following strategies:

- Develop interim reports – Develop quarterly or monthly reports to all stakeholders on project performance, to increase rapport, communication, and stakeholder investment.
- Ask for specific metrics from funders and policymakers – When establishing the program, meet with funders and policymakers and ask them to lay out their goals and desired metrics. Implement their feedback in to logic model and program reports.
- Include time in logic model – State when specific effects are expected in logic models to allow clear setting of expectations.

**Creating More Accessible Evaluation Tools**

The final group focused on ways to make evaluation tools more accessible, focusing on cultural and financial impediments, offering the following solutions:

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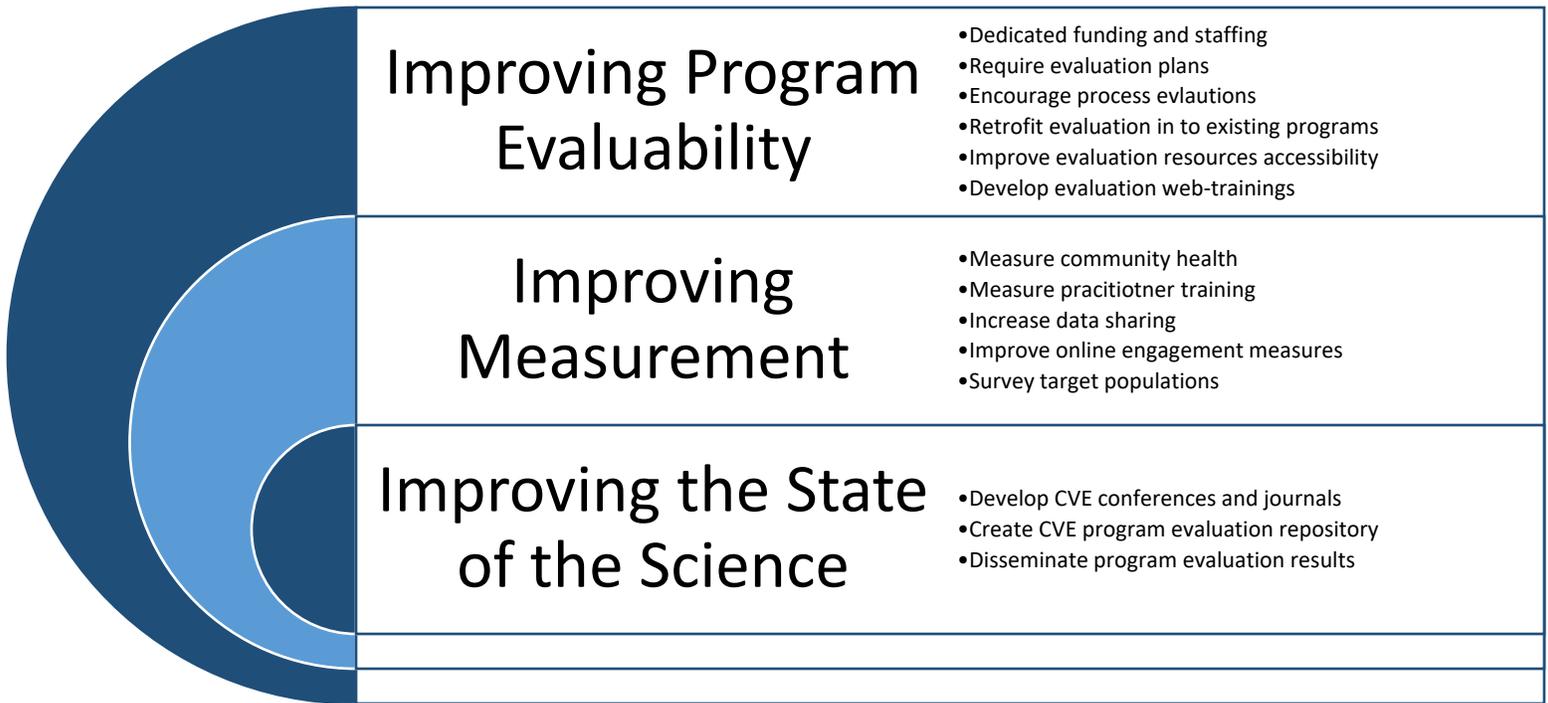
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- Create a CVE program evaluation database – Develop a repository listing evaluation methods, results, and program details (including context) for CVE program evaluations.
- Create adaptable language tools – Create language tools that are easier for practitioners to understand and more easily translated in to other languages. Assess the reading level required for current toolkits and make efforts to lower the reading level.
- Develop more open-source evaluation tools – Work as a community to share and integrate best practices in to open source toolkits to reduce reliance on expensive, proprietary toolkits.

**IV. SUMMARY AND RECOMMENDATIONS**

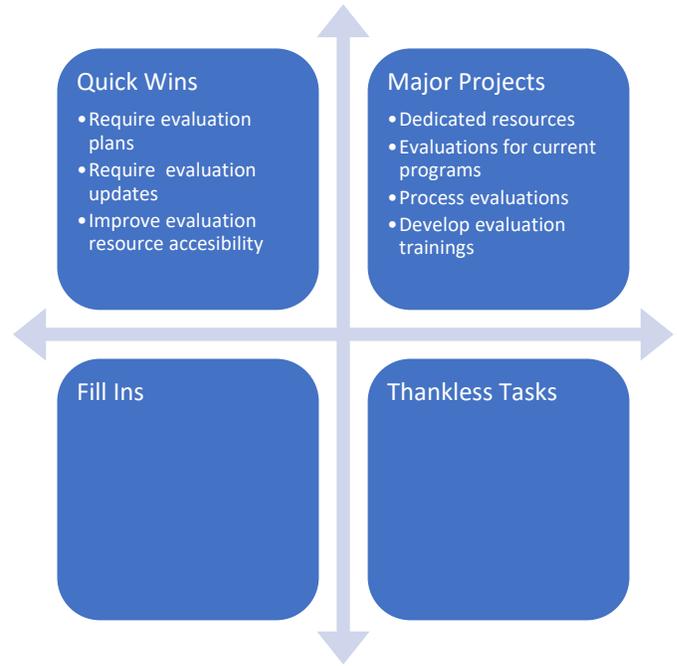
Based on analysis of the elicitation proceedings and expert interviews, RTI identified several recommendations for improving evaluations of domestic CVE programs. Recommendations are based on transferrable ideas from participant’s home countries and their assessment of gaps in their own programs and evaluation efforts. Recommendations are organized around three broad goals: improving program evaluability, improving measurement, and improving the state of the science. RTI staff reviewed the recommendations and placed each on an impact/effort matrix to measure the effort required to implement the recommendation compared to the impact of the recommendation. The four quadrants of the matrices were labeled: major projects (high effort, high impact), quick wins (low effort, high impact), fill ins (low effort, low impact), and thankless tasks (high effort, low impact),

*Exhibit 12. Recommendations Summary*



### Recommendations for Improving Program Evaluability

- (1) **Dedicated funding.** All participants agreed program evaluations are resource intensive and require dedicated funding to support scientifically rigorous evaluations of CVE programs. One expert suggested dedicating 5-10% of CVE program budgets for evaluations. Setting requirements for programs to use a dedicated percentage of funding for program evaluation sets the expectation for evaluation and removes the temptation to dedicate all funds to program operations.
- (2) **Dedicated staffing.** Conducting CVE program evaluations requires experienced evaluators to help design and monitor program evaluations throughout the design and implementation stages of a program. While many programs may not be able to support a full-time evaluator, having evaluators available to support programs within funding agencies is a more viable alternative. Having dedicated CVE program evaluation staff was customary practice among countries in attendance, with several countries either having evaluation experts on staff in their agencies responsible for CVE or academics funded externally to work specifically on evaluating their CVE programs. These evaluation experts primarily assist with designing evaluations, providing periodic feedback on evaluation progress, and conducting analyses.
- (3) **Require evaluation plan or evaluation components in grant applications.** Requiring grant applicants to consider evaluation in the design phase will make it easier to evaluate programs, produce better evaluations, and improve programs. Having programmers consider a logic model or theory of change at the design stage is accessible for practitioners and has the potential to yield significant results. Experts who discussed similar requirements in their countries reported an improvement in the quality of evaluations and, in turn, programs.
- (4) **Require quarterly updates on evaluation activities.** To ensure programs are following evaluation plans and following program evaluation best practices, require quarterly updates on all evaluation activities to ensure programs are collecting the right data, conducting the proper analyses of data, and incorporating evaluation feedback.
- (5) **Include process evaluations in program evaluations.** Process evaluations provide a way to bridge the gap between program implementation and outcome evaluations by developing measures to assess the program's service delivery and organizational health. Results of process evaluations also offer a means to demonstrate short-term

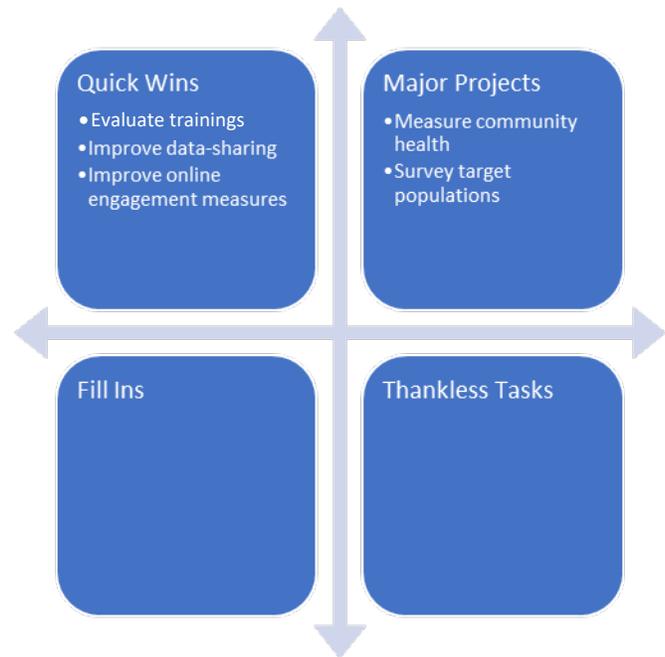


program success to stakeholders – notably funding agencies – who want to see reports on program efficacy before outcome evaluations can feasibly be completed.

- (6) **Design a process for making current programs evaluable.** Many CVE programs are currently conducted without program evaluations and are not designed to be evaluable. To improve the evaluability of programs, create a program to implement elements of evaluation as part of a quarterly review process. The United Kingdom successfully implemented a similar process in to their quarterly reviews for online deradicalization programs – although the process was described as labor intensive. In the first quarter programs were required to create a theory of change, the second quarter focused on expanding the theory of change to a logic model, the third quarter focused on developing metrics more monitoring goals, and in the fourth quarter programs began tracking progress.
- (7) **Improve accessibility of CVE-specific program evaluation resources.** Work with academics and professional evaluators to make evaluation guides more accessible for programmers. Work to lower the reading level, focus practical steps and checklists, and reduce the use of academic evaluation language. Experts generally agreed the RAND toolkit was a step in this direction, but more needed to be done.
- (8) **Develop web-based training on program evaluation basics catered to frontline practitioners.** To increase evaluation competency among program operators and implementers, develop web-based training on program evaluation fundamentals (logic models, etc.) and how to implement program fundamentals in to program design and operations. Academic and evaluation experts, generally cited programmers’ unfamiliarity with how to create evaluable programs as a problem, while program operation experts cited issues with understanding program evaluations as a barrier, these trainings would be low-burden tool to help bridge this gap.

### Recommendations for Improving Measurement

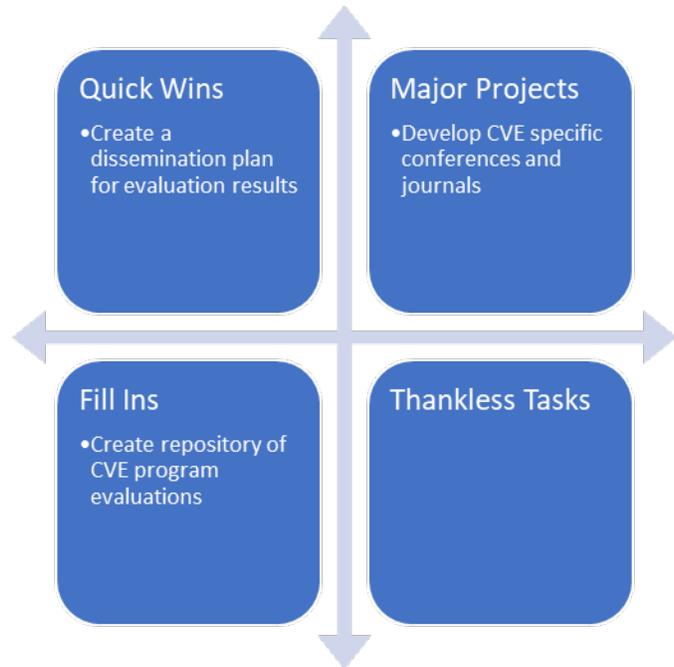
- (1) **Research measures of community health to measure the success of resilience programs.** One frequently cited issue throughout the elicitation was difficulty in measuring success for resilience and prevention programs. One alternative presented was considering measures of community wellbeing, including measures of education and access to healthcare. The underlying theory is healthier communities are less likely to foster the sense of alienation and isolation often cited as risks for violent extremism.



- (2) Develop methods for evaluating training of CVE program staff.** Another alternative presented was evaluating the success of trainings provided to field staff for large national and multinational prevention programs. Assessing how program protocols are implemented in the field and if implementation matches design was recommended by multiple academics and programmers. Conducting training evaluations serves as a useful enhancement to standard process evaluations, providing a fuller assessment of program delivery. For example, the BOUNCE program conducts evaluations of the trainings of community-level practitioners by EU-level practitioners to assess the program's resilience building efforts.
- (3) Develop secure systems for sharing data between programs.** Developing secure systems for sharing between programs with similar data needs will remove costly barriers to properly conducting outcome evaluations of programs. Similar programs have been successful in Europe, although experts acknowledged there are still too few and they are difficult to setup due to legal constraints.
- (4) Support more robust measures of online engagement.** Online deradicalization programs in Europe are widely embracing more robust measurements of online engagement yielding a better understanding of program reach. Using widely, available and affordable analytic tools, even as simple as Google Analytics, offers a useful way to more effectively gauge online engagement by measuring unique visits, click throughs, and duration of visit.
- (5) Design methods for surveying target populations.** Creating brief surveys as part of interventions to assess program impacts. Surveys should be limited to two or three questions and should focus on respondent's attitudes, which are otherwise hard to measure. Similar approaches have yielded positive results for European CVE programs, notably online programs where it is easy to incorporate surveys.

### Recommendations for Improving the State of the Science

**(1) Support development of CVE specific conferences and journals.** All elicitation participants recognized the importance of creating a more unified community of practice in CVE to improve information sharing on CVE program evaluation best practices. The experts specifically cited creating a CVE focused conference and journal as way to develop CVE program evaluations, by pulling experts out of their respective fields (public health, criminology, etc.) and giving them a place to discuss their research with other CVE researchers and programmers.



**(2) Create a repository of CVE program evaluations.** Related to developing a community of practice, there was a call for greater information sharing on CVE program evaluations. Creating a central repository for literature related to CVE and CVE program evaluations would be a valuable tool for evaluators and programmers alike. However, there are challenges related to providing the resources for managing a repository and transparency—programmers may be unwilling to share unsuccessful evaluations.

**(3) Create a dissemination plan for program evaluation results.** Disseminating evaluations results is a useful way to demonstrate utility and build trust with community stakeholders. Broader dissemination of evaluation results will also help improve the science of CVE program evaluations.

### Summary

Overall, the participants in the expert elicitation and post-elicitation interviews provided a wealth of knowledge on CVE program evaluations and a useful roadmap for improving domestic CVE program evaluations in support of DHS S&T’s Framework, many aligning with and working to reduce the gaps identified in the CVE – Developing a Research Roadmap project. The most important takeaway is that program evaluations are essential to the success of CVE and funding agencies need to strongly consider making an evaluation plan a compulsory requirement for receiving CVE funding. Requiring evaluations will increase accountability, provide a valuable tool for demonstrating program success to funders and community members, and, ultimately, reduce the occurrence of violent extremism.

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**APPENDIX A: BIBLIOGRAPHY**

Helmus, T., Matthews, M., Ramchand, R., Beaghley, S., Stebbins, D., Kadlec, A., . . . Acosta, J. (2017). *RAND Program Evaluation Toolkit for Countering Violent Extremism*. RAND Corporation.

Msila, V., & Sethalko, A. (2013). Evaluation of Programs: Reading Carol H. Weiss. *Universal Journal of Educational Research*, 323-327.

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**APPENDIX B: RECRUITMENT EMAILS**

**Screening Survey Invite**



(French and German translations available below)

Dear [NAME]:

To better understand the current state of countering violent extremism (CVE)/preventing violent extremism (PVE) program evaluation, RTI International-- with funding from the United States Department of Homeland Security's Science and Technology Directorate-- is conducting a survey of CVE/PVE experts. This brief survey will focus on your experiences with CVE/PVE programming and evaluations.

You are receiving this invitation because you have either been identified by your peers or through your organization's website for possible participation in an elicitation of international CVE/PVE experts. During the elicitation, attendees will be asked to share experiences, lessons learned, and discuss the challenges of CVE/PVE program evaluation.

Below is a link to the initial survey and a unique access code. We ask that you please take a few moments to complete the survey to share your experiences with us. Participation is voluntary, but we'd most appreciate your feedback.

Survey

Link: <https://survey.rti.org/SE/1/CVE/?st=KCQdkraS2Aq5Azr9Eb7vx5BDSn7rGmM55JiFJZblGNGeE0VY9QCpf8dVnmOP9OGg>

Survey Access Code: 32H7

Please feel free to contact me, Dustin Williams, directly with any questions about the survey at [CVE@rti.org](mailto:CVE@rti.org).

Thank you in advance for taking the time to help us with this important effort.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dustin Williams', with a long, sweeping flourish extending to the right.

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**French**

Cher/Chère,

Dans le but de mieux comprendre l'état actuel de l'évaluation des programmes de réponse à l'extrémisme violent et de prévention de l'extrémisme violent (countering violent extremism /preventing violent extremism ), RTI International, avec l'appui financier de la Direction des sciences et technologies du Ministère américain de la sécurité intérieure, mène une enquête auprès des experts en CVE/PVE. Cette courte enquête concernera votre expérience des programmes CVE/PVE et leur évaluation.

Nous vous invitons à participer parce que vous avez été identifié(e) par vos collègues ou sur le site de votre organisation comme candidat potentiel pour le recueil de renseignements auprès d'experts internationaux en CVE/PVE. Au cours de ce recueil de renseignements, les participants seront invités à partager leur expérience ainsi que les enseignements qu'ils en ont tirés et à discuter des défis de l'évaluation des programmes CVE/PVE.

Vous trouverez ci-dessous un lien vers l'enquête initiale et un code d'accès unique. Nous vous demandons de bien vouloir prendre quelques instants pour répondre à cette enquête afin de nous communiquer votre expérience. Votre participation est volontaire, mais nous apprécierions particulièrement recueillir votre opinion.

Lien vers l'enquête:

<https://survey.rti.org/SE/1/CVE/?st=KCQdkraS2Aq5Azr9Eb7vx5BDSn7rGmM55JjFJZbIGNGeE0VY9QCpf8dVnmOP9OGg>

Code d'accès à l'enquête : 32H7

N'hésitez-pas à me contacter directement concernant toute question sur cette enquête: Dustin Williams, [CVE@rti.org](mailto:CVE@rti.org).

Merci par avance du temps que vous nous consacrerez pour nous aider dans cette tâche importante.

**German**

Sehr geehrte(r),

um ein besseres Verständnis zum Status Quo der Programmauswertung zur Bekämpfung bzw. Vermeidung von gewalttätigem Extremismus zu ermöglichen, führt RTI International mit Mitteln des Ministeriums für Innere Sicherheit der Vereinigten Staaten, Abteilung Science and Technology, eine Umfrage mit Extremismusexperten durch. Diese kurze Umfrage beschäftigt sich mit Ihren Erfahrungen mit Programmen und Auswertungen zur Bekämpfung bzw. Vermeidung von gewalttätigem Extremismus.

Sie erhalten diese Einladung, da Sie entweder von Ihren Fachkollegen namentlich erwähnt oder über die Website Ihrer Organisation gefunden und für eine mögliche Teilnahme an einer Erhebung mit internationalen Extremismusexperten in Betracht gezogen wurden. Im Rahmen der Erhebung werden die Teilnehmer zu ihren Erfahrungen und Erkenntnissen befragt und diskutieren die Herausforderungen der Programmauswertung zur Bekämpfung bzw. Vermeidung von gewalttätigem Extremismus.

Nachstehend finden Sie einen Link zum Beginn der Umfrage sowie einen individuellen Zugangscode. Wir möchten Sie bitten, sich kurz Zeit zur Teilnahme an der Umfrage zu nehmen, um uns Ihre Erfahrungen mitzuteilen. Die Teilnahme ist freiwillig, Ihr Feedback wäre jedoch sehr willkommen.

Link zur Umfrage:

<https://survey.rti.org/SE/1/CVE/?st=KCQdkraS2Aq5Azr9Eb7vx5BDSn7rGmM55JjFJZblGNGeE0VY9QCpf8dVnmOP9OGg>

Umfrage-Zugangscode:32H7

Sollten Sie fragen zu dieser Umfrage haben, so zögern Sie bitte nicht, mich, Dustin Williams, direkt zu kontaktieren: [CVE@rti.org](mailto:CVE@rti.org).

Im Voraus vielen Dank, dass Sie sich die Zeit nehmen, um uns bei diesem wichtigen Projekt zu unterstützen.

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**Screening Survey Non-Response Follow-Up**



Dear [NAME]:

Recently, we contacted you about participating in a brief survey on your experiences with countering violent extremism (CVE)/preventing violent extremism (PVE) programming and evaluations. The survey is part of an elicitation of CVE/PVE experts conducted by RTI International—with funding from the United States Department of Homeland Security to better understand the current state of CVE/PVE program evaluations. This brief survey will focus on your experiences with CVE/PVE programming and evaluations.

You are receiving this invitation because you have either been identified by your peers or through your organization's website for possible participation in an elicitation of international CVE/PVE experts. During the elicitation, attendees will be asked to share experiences, lessons learned, and discuss the challenges of CVE/PVE program evaluation.

Below is a link to the initial survey and a unique access code. We ask that you please take a few moments to complete the survey to share your experiences with us. Participation is voluntary, but we'd most appreciate your feedback.

Survey Link:

<https://survey.rti.org/SE/1/CVE/?st=KCQdkraS2Aq5Azr9Eb7vxwBUtGMf5CpesVraR6FVgKY1v%2b3qTlen%2bt6e%2fPEXk5TK>

Survey Access Code: 32H7

Please feel free to contact me, Dustin Williams, directly with any questions about the survey at [CVE@rti.org](mailto:CVE@rti.org).

Thank you in advance for taking the time to help us with this important effort.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dustin Williams', written in a cursive style.

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**NGO Elicitation Invite**



Dear [NAME],

You are cordially invited to attend an elicitation of experts and professionals working in the fields of preventing violent extremism (PVE) and countering violent extremism (CVE), presented by RTI International—with funding from the United States Department of Homeland Security (DHS) Science & Technology Directorate (S&T).

RTI International, a non-profit research company headquartered in North Carolina, USA, is currently seeking assistance from international experts to understand the current state of international CVE program evaluations. The goal of this elicitation is to identify the methods and metrics currently used to evaluate CVE programs, barriers to evaluating PVE/CVE programs, and best practices for future evaluations to maximize the efficacy of PVE/CVE programs. The elicitation will be comprised of a variety of discussions and exercises designed to share experiences, and to identify challenges and corresponding solutions regarding the design and evaluation of CVE programs.

The expert elicitation will take place on the 28<sup>th</sup> and 29<sup>th</sup> of September, 2017 in The Hague, Netherlands at Leiden University – with elicitation events beginning at 08:30 and ending at 17:00 both days. To compensate you for your time, RTI will reimburse you for your cost of travel to and from The Hague, including transportation, lodging (up to \$200 per night) for the nights of the 27<sup>th</sup>-29<sup>th</sup> and meals (up to \$115 per day).

We request that you confirm your attendance **no later than August 31<sup>st</sup>** by replying to this invitation at [CVE@rti.org](mailto:CVE@rti.org). Additionally, if you have any questions or concerns, please feel reach to reach out to RTI International at this email, or by calling the RTI Project Director, Dustin Williams, at +1 919 541 8006.

A detailed schedule of events, a list of participants, and additional instructions for lodging and reimbursement will follow shortly after confirmation of attendance.

We look forward to hearing from you soon.

Sincerely,

A handwritten signature in black ink that reads 'Dustin Williams'.

Dustin Williams

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**Government Elicitation Invite**



Dear [NAME],

You are cordially invited to attend an elicitation of experts and professionals working in the fields of preventing violent extremism (PVE) and countering violent extremism (CVE), presented by RTI International—with funding from the United States Department of Homeland Security (DHS) Science & Technology Directorate (S&T).

RTI International, a non-profit research company headquartered in North Carolina, USA, is currently seeking assistance from international experts to understand the current state of international PVE/CVE program evaluations. The goal of this elicitation is to identify the methods and metrics currently used to evaluate PVE/CVE programs, barriers to evaluating PVE/CVE programs, and best practices for future evaluations to maximize the efficacy of PVE/CVE programs. The elicitation will be comprised of a variety of discussions and exercises designed to share experiences, and to identify challenges and corresponding solutions regarding the design and evaluation of PVE/CVE programs.

The expert elicitation will take place on the 28<sup>th</sup> and 29<sup>th</sup> of September, 2017 in The Hague, Netherlands at Leiden University – with elicitation events beginning at 08:30 and ending at 17:00 both days.

We request that you confirm your attendance **no later than August 31<sup>st</sup>** by replying to this invitation at [CVE@rti.org](mailto:CVE@rti.org). Additionally, if you have any questions or concerns, please feel reach to reach out to RTI International at this email, or by calling the RTI Project Director, Dustin Williams, at +1 919 541 8006.

A detailed schedule of events, a list of participants, and additional instructions for lodging and reimbursement will follow shortly after confirmation of attendance.

We look forward to hearing from you soon.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dustin Williams'.

Dustin Williams

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**NGO Elicitation Non-Response Follow-Up**



Good Morning [NAME],

Recently, RTI International invited you to an expert elicitation for PVE/CVE professionals and researchers to be held September 28<sup>th</sup> and 29<sup>th</sup> in The Hague, Netherlands. The goal of this elicitation is to identify the methods and metrics currently used to evaluate PVE/CVE programs, barriers to evaluating PVE/CVE programs, and best practices for future evaluations to maximize the efficacy of PVE/CVE programs. The elicitation will be comprised of a variety of discussions and exercises designed to share experiences, and to identify challenges and corresponding solutions regarding the design and evaluation of PVE/CVE programs. The event will provide participants a unique opportunity to focus on and share information about one of the most pressing issues in the field of PVE/CVE.

To compensate you for your time, RTI will reimburse you for your cost of travel to and from The Hague, including transportation, lodging (up to \$200 per night) for the nights of the 27th-29th and meals (up to \$115 per day).

If you are able to attend, please RSVP by Tuesday September 12<sup>th</sup> via email to [CVE@rti.org](mailto:CVE@rti.org).

Thank you for your time and I hope to see you in The Hague.

Sincerely,

A handwritten signature in black ink that reads 'Dustin Williams'.

Dustin Williams

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**Government Elicitation Non-Response Follow-Up**



Good Afternoon [NAME],

Recently, RTI International invited you to an expert elicitation for PVE/CVE professionals and researchers to be held September 28<sup>th</sup> and 29<sup>th</sup> in The Hague, Netherlands. The goal of this elicitation is to identify the methods and metrics currently used to evaluate PVE/CVE programs, barriers to evaluating PVE/CVE programs, and best practices for future evaluations to maximize the efficacy of PVE/CVE programs. The elicitation will be comprised of a variety of discussions and exercises designed to share experiences, and to identify challenges and corresponding solutions regarding the design and evaluation of PVE/CVE programs. The event will provide participants a unique opportunity to focus on and share information about one of the most pressing issues in the field of PVE/CVE.

If you are able to attend, please RSVP by Friday September 6<sup>th</sup> via email to [CVE@rti.org](mailto:CVE@rti.org).

Thank you for your time and I hope to see you in The Hague.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dustin Williams', written in a cursive style.

Dustin Williams

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**NGO Elicitation Flier**

**2017 International Expert Engagement on the Evaluation of  
Programs for Preventing Violent Extremism/Countering  
Violent Extremism**

Presented by



With funding from the United States Department of Homeland Security  
Science and Technology Directorate.



When: 28<sup>th</sup> and 29<sup>th</sup> of September

Where: Leiden University in The Hague, Netherlands

Meals, lodging, and travel to and from The Hague will be  
reimbursed by RTI International.

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Please confirm your attendance no later than August 30,  
2017 by emailing [CVE@rti.org](mailto:CVE@rti.org)

**Government Elicitation Flier**

**2017 International Expert Engagement on the Evaluation of  
Programs for Preventing Violent Extremism/Countering  
Violent Extremism**

Presented by



With funding from the United States Department of Homeland Security  
Science and Technology Directorate.



When: 28<sup>th</sup> and 29<sup>th</sup> of September

Where: Leiden University in The Hague, Netherlands

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Please confirm your attendance no later than August 30,  
2017 by emailing [CVE@rti.org](mailto:CVE@rti.org)

**APPENDIX C: SCREENING SURVEY SPECIFICATIONS**

**Multinational Expert Elicitation**

**Screening Survey, Version 1.4**

This survey is being conducted by RTI International with funding from the United States Department of Homeland Security's Science and Technology Directorate as part of an effort to better understand the current state of program evaluation in countering violent extremism (CVE)/preventing violent extremism (PVE). You've either been identified by your peers or through your organization's website for possible participation in an elicitation of international CVE/PVE experts, during which attendees will be asked to share experiences, lessons learned, and discuss the challenges of CVE/PVE program evaluation. Through this survey, we'd like to learn more about your familiarity with CVE/PVE programming and experience conducting evaluations in the field. Please email any questions to Dustin Williams, [cve@rti.org](mailto:cve@rti.org).

Participation is voluntary, but we'd most appreciate your feedback.

The survey will take approximately 5 minutes to complete.

Consent. Do you agree to participate?

1. Yes
2. No [SKIP TO THANK1]

Q1. Are you comfortable discussing issues surrounding CVE/PVE in a semi-structured environment in English?

1. Yes
2. No [SKIP TO THANK1]

Q2. Which of the following best describes you:

1. Academic Researcher
2. Non-Government Organization (NGO) Employee
3. Government
4. Law Enforcement
5. Other: \_\_\_\_\_ (Please fill)

Q3. Please rate your familiarity with the concept of CVE/PVE:

1. 1 – Not at all familiar
2. 2 – Slightly familiar
3. 3 – Somewhat familiar
4. 4 – Moderately familiar
5. 5 – Extremely familiar

Q4. Please rate your experience managing CVE/PVE programs:

1. 1 = No Experience [SKIP TO THANK1]
2. 2 = Very Little Experience
3. 3 = Some Experience

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4. 4 = A Lot of Experience
5. 5 = I am considered an expert

Q5. Which of the following best describes your experience conducting CVE/PVE program evaluations?

1. I have no experience conducting program evaluations for CVE/PVE, and I have limited/no knowledge of the process. [SKIP TO THANK1]
2. I have no experience conducting program evaluations for CVE/PVE, but I have some knowledge of the process. [SKIP TO THANK1]
3. I have some experience conducting program evaluations for CVE/PVE.
4. I have a lot of experience conducting program evaluations for CVE/PVE.

Q6. Are you interested in being contacted about possibly taking part in an expert elicitation on CVE/PVE program evaluations to occur in The Netherlands in September 2017.

If you agree to be contacted, you may decline attendance when contacted.

1. Yes
2. No [SKIP TO THANK1]

Q7. Can you please confirm the following contact information?

1. Prefix: [FILL]
2. First Name: [FILL]
3. Last Name: [FILL]
4. Suffix: [FILL]
5. Best Email Address: [FILL]
6. Correct [SKIP TO THANK1]
7. Incorrect

Q8. Would you please provide your current contact information?

1. Prefix: [FILL]
2. First Name: [FILL]
3. Last Name: [FILL]
4. Suffix: [FILL]
5. Best Email Address: [FILL]

THANK1. Thank you for your responses.

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**APPENDIX D: EXPERT ELICITATION AGENDA**

**DAY 1: Understanding the PVE/CVE Programming & Evaluation Landscape**

Thursday, September 28, 2017: 8:30a.m. – 5:00 p.m.

- |                      |   |
|----------------------|---|
| <b>08:30 – 09:00</b> | <b>Registration &amp; Check In</b>  |
| <b>09:00 – 09:30</b> | <b>Welcome and Introduction</b> <ul style="list-style-type: none"><li>• Welcoming remarks, Dr. Richard Legault, DHS S&amp;T</li><li>• Introduction, Mr. Dustin Williams, RTI International</li><li>• Purpose and objectives of meeting</li></ul>                            |
| <b>09:30 – 10:00</b> | <b>Introduction of Participants</b> <ul style="list-style-type: none"><li>• Ice breaker</li><li>• Research priorities and current capabilities</li></ul>  |
| <b>10:15 – 11:45</b> | <b>Break/Networking</b>   |
| <b>10:00 – 10:15</b> | <b>Affinity Clustering</b> <ul style="list-style-type: none"><li>• Guided group exercise to identifying key and shared PVE/CVE program concepts, goals, and evaluation practices</li></ul>  |
| <b>11:45 – 13:15</b> | <b>Lunch/Networking</b>   |
| <b>13:15 – 13:30</b> | <b>Keynote Speaker, Matthew DeMichele, RTI International</b>  |
| <b>13:30 – 15:00</b> | <b>Journey Mapping</b> <ul style="list-style-type: none"><li>• Facilitated small group discussion on the process of designing and implementing PVE/CVE programs and program evaluations, and incorporating program evaluation findings</li></ul>                            |
| <b>15:00 – 15:15</b> | <b>Break/Networking</b>   |
| <b>15:15 – 16:45</b> | <b>Six Thinking Hats</b> <ul style="list-style-type: none"><li>• Facilitated discussion on the process of identifying stakeholders, stakeholder goals, and balancing stakeholder’s competing goals in designing and implementing PVE/CVE programs and evaluations</li></ul> |
| <b>16:45 – 17:00</b> | <b>Summary of Day 1</b> <ul style="list-style-type: none"><li>• Overarching themes from Day 1</li><li>• Agenda for Day 2</li></ul>  |

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**DAY 2: Research Landscape & Gaps**

Friday, September 29, 2017: 8:30a.m. – 5:00 p.m.

- |                      |  |
|----------------------|--|
| <b>08:30 – 09:00</b> | <b>Check In</b>  |
| <b>09:00 – 09:15</b> | <b>Introduction of Day 2 Activities</b> <ul style="list-style-type: none"><li>• Overlapping themes from Day 1</li><li>• Objectives for Day 2</li></ul>   |
| <b>09:15 – 10:45</b> | <b>Measurement and Evaluation</b> <ul style="list-style-type: none"><li>• Small group discussion on measures used for evaluating PVE/CVE program impact and efficacy</li></ul>   |
| <b>10:45 – 11:00</b> | <b>Break/Networking</b>  |
| <b>11:00 – 11:45</b> | <b>Aligning Programming Priorities with Evaluation Activities</b> <ul style="list-style-type: none"><li>• Facilitated small group session on mapping programming priorities with evaluation activities to identify gaps, major obstacles, and best practices for PVE/CVE program evaluations</li></ul> |
| <b>11:45 – 13:15</b> | <b>Lunch</b>   |
| <b>13:15 – 14:30</b> | <b>Small Group Projects – Improving PVE/CVE Evaluations</b> <ul style="list-style-type: none"><li>• Using information from previous sessions, small groups will develop ideas for overcoming gaps and barriers to evaluating PVE/CVE program</li></ul>   |
| <b>14:30 – 14:35</b> | <b>Break</b>   |
| <b>14:35 – 15:35</b> | <b>Impact/Effort Matrix</b> <ul style="list-style-type: none"><li>• Group cost/benefit analysis for implementing ideas from small group projects</li></ul>   |
| <b>15:35 – 15:50</b> | <b>Break</b>   |
| <b>15:50 – 16:50</b> | <b>Horizon Scanning</b> <ul style="list-style-type: none"><li>• Small group discussion on how innovations and new technologies could shape PVE/CVE program evaluations, and potential challenges to for conducting PVE/CVE evaluations</li></ul>   |
| <b>16:50 – 17:00</b> | <b>Wrap-up &amp; Conclusion</b> <ul style="list-style-type: none"><li>• Opportunities for future collaboration</li><li>• Support required to maintain momentum</li><li>• Closing remarks</li></ul>   |

## APPENDIX E: MODERATOR GUIDE

### **Affinity Clustering Protocol**

#### **Protocol Description**

Participants will write down as many ideas relating to the four themes below on their note cards. Then, in groups of 3-5, they will discuss the cards and group them based on similarities. Groups will then report findings at the end of the exercise, and categories will be grouped again based on similarities.

#### **Suggested Script**

Welcome, this first exercise is called Affinity Clustering, where we will work together to learn more about one another's experiences with PVE/CVE programs and evaluations and then identify key similarities across your collective efforts. The information gathered in this exercise will help us achieve a better understanding of what work has been done, frame later elicitation exercises, and provide opportunities for future collaboration. You will start the exercise by recording notes about your experiences in three key areas: PVE/CVE program types, PVE/CVE program goals and desired outcomes, and methods for evaluating PVE/CVE programs. We'll then reconvene in to small groups and identify similarities.

We're going to start by having you take 15 minutes to write down as many points about the three main topics on the notecards in front of you. We'll then reconvene in small groups and identify commonalities and conclude with a discussion on our findings, highlighting key areas for future improvement and collaboration. For this exercise, I encourage you to think about the totality of your PVE/CVE experience and not just your current/ongoing efforts.

Use the note cards you have in front of you to write down as many ideas related to the following themes—

1. PVE/CVE program types – How do PVE/CVE programs operate? How do they engage their target audience? On a day-to-day basis, what activities occur?
2. PVE/CVE program goals/outcomes – what are the desired goals and outcomes of PVE/CVE programs you have worked with/on? What are your programs hoping to accomplish?
3. Methods for evaluating PVE/CVE programs, including types of evaluations, data sources used, key metrics used, and who conducts evaluations (outside vs. internal).

[15 minutes]

Now we will divide in to small groups of 3-4 and each group will be given all the note cards related to one topic. The group will then organize the cards from their assigned topic according to key similarities. Our goal is to use these groupings to create a taxonomy of the main types of PVE/CVE programs and evaluations. Please reach out and work with people you have not previously collaborated with for this stage of the exercise.

[20 minutes]

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[MODERATOR NOTE: HAVE EACH GROUP REPORT ON THE ONE TOPIC AREA BEFORE MOVING ON TO THE NEXT TOPIC AREA] Now, let's have each group report on their key findings and categories from their topic area.

[15 minutes]

How can we incorporate these findings into PVE/CVE evaluations and programming? What new ideas does this suggest? How does it reinforce current practice?

[10 minutes]

## **Journey Mapping Protocol**

### **Protocol Description**

Journey maps are diagrams illustrating the steps PVE/CVE researchers and practitioners go through in designing and conducting program evaluations. Journey mapping clarifies problems related to PVE/CVE program evaluations and prime areas for improvement. Participants will walk through the specific steps needed to arrive at identified evaluation outcomes and opportunities for research that can improve evaluations and streamline the process.

### **Suggested Script**

Now we're going to create a journey map to diagram the key steps for creating PVE/CVE programs and evaluations. For this exercise, we're specifically interested in three aspects of PVE/CVE program design and implementation process: designing and operationalizing PVE/CVE programs, the extent to which evaluations are considered in the design and initial implementation stages, and how program managers incorporate evaluation findings back in to programs. From this process, we hope to create a design process that shows how to incorporate key evaluation considerations in to PVE/CVE program design and implementation.

The journey mapping process breaks the diagramming process up into 4 phases: pre-planning, design, implementation, and evaluation. We'll consider each phase separately and then combine the findings to create a summary flow chart of the PVE/CVE program design and implementation process.

#### Pre-Planning

First, we need to consider the pre-planning stage, focusing on the very first steps PVE/CVE programmers need to take when moving from idea to action. We'll focus on several aspects of the pre-planning including identifying stakeholders, funding sources, and goals. What are the first steps, pre-design phase, when launching a PVE/CVE program?

[Suggested Interviewer Probes]

- If you have an idea for a PVE/CVE program, what is your first step?
- How do you identify stakeholders?
- How do you identify your goals or objectives?
- How do you secure funding for your project(s)?
- What kind of research do you do before launch?
- How do you define your target population?
- Any additional steps we have not yet discussed?
- Based on our discussion, what are the key/essential steps in the pre-planning stage?

[RECORD KEY STEPS ON FLIP CHART]

#### Design

Now that your idea is taking shape, what steps do you take in designing the actual program?

[Suggested Interviewer Probes]

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- How do you incorporate your goals and objectives in to program design?
- What differences exist in how you incorporate long and short term goals?
- How do you identify metrics for success?
- How do you plan to measure these metrics?
- Do you create a formal theory of change when designing your program?
- What roles do your stakeholders and funding sources play in the design phase?
- How far into the future do you look when designing interventions?
- Any additional steps we have not yet discussed?
- Based on our discussion, what are the key/essential steps in the design stage?

[RECORD KEY STEPS ON FLIP CHART]

Implementation

Once you have designed the program, how do you implement the program to ensure program goals are achieved?

[Suggested Interviewer Probes]

- What types of information is important to collect, and how do you record data and metrics of progress throughout implementation?
- Do you take any actions or make any changes to your program based on the data you collect?
- What are some common challenges during implementation and how do you overcome these challenges? How involved are stakeholders during implementation?
- What data/information on progress do you share with your stakeholders?
- Any additional steps we have not yet discussed?
- Based on our discussion, what are the key/essential steps in the implementation stage?

[RECORD KEY STEPS ON FLIP CHART]

Evaluation

Now, let's talk more about how you initiate and operationalize program evaluations of PVE/CVE programs.

[Suggested Interviewer Probes]

- Have you conducted an evaluation of a PVE/CVE program?
- Was the evaluation conducted once at a specific point in time, or is it an ongoing process?
- Was the evaluation considered in the pre-planning and design stages?
- Are evaluations required/encouraged by funding sources and/or stakeholders?
  - o Were they required as a condition of funding or after implementation?
- How do you identify evaluators?
- What does the evaluation process look like for PVE/CVE programs?
- How does it differ from other program evaluations?
- Does your program have a formal logic model?
- Are there any challenges unique to evaluating PVE/CVE programs?
- How do you incorporate results of the evaluation in to your program?

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- How quickly are the results of the evaluation implemented into the program?
- How do you report the results of the evaluation to your stakeholders?
- Do you use any supplemental data sources?
- Any additional steps we have not yet discussed?
- Based on our discussion, what are the key/essential steps in the evaluation stage?
  - o Which of these can we incorporate in to the earlier stages?
  - o Are there any steps best left as a separate evaluation stage?

[RECORD KEY STEPS ON APPROPRIATE FLIP CHART PAGE]

## **Six Thinking Hats Protocol**

### **Protocol Description**

Six thinking hats exercises are designed to increase collaboration and creativity in problem solving exercises by asking participants to focus on six different aspects to a problem in a strategic order. In this exercise, we will have participants work through problems introduced by their respective stakeholders and ways to overcome these challenges. The goal is to help participants better understand how to work collaboratively with their stakeholders to run successful PVE/CVE programs and evaluations.

### **Suggested Script**

Representing the needs and interests of stakeholders is a fundamental part of any program evaluation. When stakeholders feel represented it can increase the scientific validity and credibility of evaluations, improve the implementation of evaluation results, increase the likelihood of advocacy for future programming and evaluation efforts, and maintain and strengthen current funding streams. However, stakeholders also pose unique problems for program evaluations. Stakeholders may have competing agendas driving them to seek different outputs from programs and evaluations, causing attempts influencing the focus or metrics of the evaluation. For instance, a funding agency, program manager, and community member may all have very different desired outcomes from the same program and try to make the results of an evaluation match their desired goals, even though they are all ostensibly working towards the same goal.

Our next exercise will help us better understand how to integrate stakeholders in PVE/CVE program evaluations and balance their competing agendas through an exercise known as “Six Thinking Hats.” Six Thinking Hats is a problem-solving method encouraging parallel thinking by considering one aspect of a problem at a time from multiple perspectives. By assuming multiple perspectives Six Thinking Hats exercises encourage creativity and constructive collaboration, while discouraging adversarial thinking. The exercise will proceed through six stages where we will emphasize one aspect of integrating stakeholders in to PVE/CVE program evaluations, leading us to conclusions on how to better integrate stakeholders in to future evaluation efforts.

### **Blue Hat (Introduction)**

The first hat is the blue hat, during this phase we will establish the goals and guidelines for the exercise, set definitions, and work to identify key problems relating to stakeholder involvement in PVE/CVE program evaluations.

The exercise will utilize all six hats (blue, white, yellow, black, green, and red), before returning to the blue hat for a summary of our findings. Approximately ten to twelve minutes will be allotted for each section and we would like to hear from everyone during each phase to ensure a holistic perspective. If ten minutes is not enough time for one hat, we do have some flex time to expand the conversation as needed.

At the end of our exercise, our goal is to have a better idea of how and when to involve stakeholders in PVE/CVE program evaluations.

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First, who are the stakeholders in a PVE/CVE program evaluation? Please as inclusive as possible.  
[INTERVIEWER NOTE: If not already mentioned at the end, probe to make sure they have considered funders, program operators, evaluators, and community members/target populations]

What problems could arise from involving each group of stakeholders in PVE/CVE program evaluations?

Is there anything you like to learn about managing stakeholders' roles in PVE/CVE program evaluations?

What questions do you ask of stakeholders?

White Hat (Information)

Now we're going to put on the white hat and consider neutral, objective information. During this phase we want to rely on facts from your previous experiences conducting, participating in, or studying evaluations of PVE/CVE program evaluations and avoid hunches or feelings.

Which stakeholder groups do you involve in your current evaluations? [LIST ON FLIPCHART]

What roles do these stakeholder groups play in evaluations?

When do you involve each stakeholder group in the evaluation?

How much input do you allow from each stakeholder group on evaluation protocols?

Red Hat (Emotions)

The red hat is next, focusing more on your feelings and emotions surrounding stakeholder involvement in PVE/CVE program evaluations. Here we encourage you to be open and rely on your intuition. Your statements here do not need to be consistent with your answers during the white hat portion.

Do you feel like there are times that stakeholders have hindered PVE/CVE program evaluations? How?

Have there been times that you feel like your input as a stakeholder has not been appropriately considered as a stakeholder in a PVE/CVE program evaluation?

What do you feel like is the appropriate role for each group of stakeholders in an evaluation of a PVE/CVE program?

Green (Creativity)

We'll now put on the green hat to think creatively about ways to solve [LIST ALL PROBLEMS DISCUSSED SO FAR].

What are some possible ways to improve stakeholder integration in to PVE/CVE program evaluations?

How can we balance stakeholders' differing agendas?

[ADD ADDITIONAL PROBES ON SOLVING PROBLEMS DISCUSSED IN EARLIER SECTIONS]

Black Hat (Discernment)

During the black hat phase, we're going to think critically about the [LIST SOLUTIONS FROM GREEN HAT].

[COVER EACH PROMPT FOR EACH SOLUTION, IF TIME ALLOWS]

Will [INSERT SOLUTION] work?

If not, why won't [INSERT SOLUTION] work?

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[OR] What are the weaknesses of [INSERT SOLUTION]?

Blue Hat (Summary)

To summarize, let's return to the blue hat.

What ideas have we developed for managing and integrating PVE/CVE program evaluation stakeholders?

How can we better integrate stakeholders into PVE/CVE program evaluations?

Are there possibilities for collaboration?

How will PVE/CVE program evaluations benefit from our conclusions?

## **Measurement and Evaluation Focus Group Protocol**

### **Protocol Description**

This is a traditional focus group aimed to find out how program managers and evaluators measure program efficacy, ideal measures, and challenges in operationalizing metrics.

### **Suggested Script**

In this session, we are going to discuss the individual metrics used to evaluate PVE/CVE programs, how these metrics are selected, and how they are evaluated. We are going to focus specifically on evaluations of outcome and impact. Outcome evaluations are those seeking to determine how the program is changing measurable behaviors within the target population (e.g., changes in behaviors and attitudes). Impact evaluations measure how well the overall intended goals of the program are being met (e.g., reduction of violent attacks).

### **Questions**

#### Individual Metrics

1. What types of metrics would you use to measure program outcomes? [LIST THEM]
2. What types of metrics would you use to measure the overall impact of a program?
3. When should these metrics be measured? Specifically, how closely after program initiation should these metrics be captured?
  - o Immediate – e.g., satisfaction, initial attitude change
  - o Mid-term – e.g., behavior change 6 months after program initiation
  - o Long-term – e.g., continued behavior change, changes to overall rate of violent attacks

#### Selecting the correct metric

1. Now we are going to discuss how an evaluator decides which metrics are appropriate for different kinds of programs. We have already identified [LIST METRICS IDENTIFIED IN PREVIOUS DISCUSSION(S)]. Which of these would be useful for....
  - a. Individual Resilience Programs
  - b. Community Resilience Programs
  - c. Off-ramping/diversion Programs
  - d. Rehabilitation/Reintegration Programs
2. What is the thought process for deciding on these metrics? Are there any barriers or limiting factors?
3. At what point in the program lifecycle do you begin thinking about evaluation and useful metrics?
4. Have you encountered instances where you been unable to capture particular metrics that would provide critical information for measuring the success of the program? How have you resolved these situations?
5. Are there any non-traditional evaluation metrics that you have used, when none of these metrics have been applicable?

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### Evaluating Metrics

1. One issue facing PVE/CVE evaluations is measuring the non-occurrence of an event. In other words, it is very difficult to measure whether an intervention has worked or not, when the desired outcome is the non-occurrence of an already very rare event. How do we as program managers factor this into programming? How do evaluators overcome this obstacle?
2. Another obstacle facing PVE/CVE evaluators is reliable access to data. In some instances, you are unable to find previous participants, or are unable to access records. How do you overcome these issues?
3. How long after the intervention has been administered can you reliably evaluate whether it has worked or not?

## **Aligning Programming Priorities with Evaluation Activities Focus Group Protocol**

### **Protocol Description**

This is a traditional focus group aimed at understanding how to map program priorities to evaluation activities and if/how program evaluations are considered during design.

### **Suggested Script**

During the journey mapping discussion yesterday, we discussed how to incorporate program evaluations in to the pre-planning, design, and implementation phases of PVE/CVE program evaluations. Today we're going to discuss in additional detail how you currently align program evaluations to PVE/CVE program activities, focusing specifically on logic models.

### **Logic Models**

Logic models link program resources and activities to program goals and outcomes while communicating the theory behind the program. Logic models are a valuable tool for programmers and evaluators to ensure program goals align with evaluation activities by:

- Identifying short-term, intermediate, and long-term outcomes for your program
- Linking outcomes to each other and to program activities
- Providing a guide for incorporating findings from research and evaluation projects
- Making mid-course adjustments and improvements in your program
- Establishing common reference points for staff, stakeholders, constituents and funding agency

How are logic models currently used by PVE/CVE programs? Feel free to speak on your practical and observed experience.

Do you current PVE/CVE programming and research efforts include a logic model?

If not, does your current effort have a strategic plan of five-year plan?

[IF YES ON STRATEGIC OR FIVE-YEAR PLANS] Do these plans include short, medium, and long-term goals?

Do they specifically link program activities to outcomes? How?

Are logic models developed in initial stages or are they only considered once a program starts an evaluation?

If a logic model is not considered in the pre-planning and design phases, how can/does it affect program efficacy?

If a logic model is not considered in the pre-planning and design phases, how can/does it affect evaluations of the program?

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What stakeholders do you involve in the logic model development process?

Are you aware of PVE/CVE programs who do not have logic models?

If so, why do you think they do not have logic models?

Are there barriers preventing PVE and CVE programs from developing logic models?

## **Improving PVE/CVE Evaluations – Small Group Project Protocol**

### **Protocol Description**

This exercise allows small groups to brainstorm solutions to the challenges identified so far in the elicitation. Groups will ideally contain at least one programmer and one evaluator.

### **Suggested Script**

Up to this point we've focused on the current state of PVE/CVE evaluations. Now we'd like to turn our attention to the future and how to continue and improve evaluations of PVE/CVE programs.

For this exercise, you will be divided in to small groups and you will be given one to two challenges facing PVE/CVE program evaluations. You will then work together to brainstorm solutions and ways to overcome these challenges. We encourage you to think as broadly as possible and then focus on how to operationalize the solutions.

The significant challenges we've identified are:

[INSERT BASED ON ELICITAITON RESULTS]

- Balancing stakeholder agendas
- Securing for evaluations
- Measuring rare events

Are there any additional challenges you think we should include?

[MAKE GROUP ASSIGNMENTS]

As you work, please create a notecard for each idea you develop as a group. After one hour, we'll reconvene as a group and report on our most promising ideas/solutions.

## **Impact – Effort Matrix Protocol**

### **Protocol Description**

This exercise takes the ideas from the small group session and asks groups to perform a cost-benefit analysis to determine the short and long term feasibility of the proposed solutions.

### **Suggested Script**

We are now going to take the solutions from the small group session and evaluate them using an Impact/Effort Matrix.

During this exercise, we will plot the solutions on a series of impact/effort matrices and discuss which solutions are easy to implement immediately to great effect, those which will take some time but are worth-while, those that are easy to implement but may not have lasting effects, and then those that will take a lot of effort for little reward. For example, you will first consider how easy it will be to implement a solution to determine where it should go on the X-axis. Then consider the solution's impact and place it on the Y-Axis. The matrix will then suggest whether the idea is a "quick win," "major task," thankless task," or "fill-in."

[IMPACT MEASURES WILL BE BASED ON RESULTS OF ELICITATION TO THIS POINT. PROVIDE MATRICES FOR EACH OF THE KEY METHODS OF MEASURING IMPACT BASED ON RESULTS OF ELICITATION THUIS FAR. ADDITIONAL IMPACTS ARE BELOW]

- Increased community engagement
- Increased validity/Improving measurement accuracy
- Securing additional funding

## **Horizon Scanning Protocol**

### **Protocol Description**

This wrap-up session focuses on getting the experts to discuss how to implement the solutions we've identified, future challenges to PVE/CVE programs and evaluations, and the impact of future technologies.

### **Script**

We're now going to wrap-up by discussing how you all plan to incorporate this elicitation back in to your work, possibilities for future collaboration, and a discussion on the future of PVE/CVE programming and evaluations.

- How do you plan to integrate the lessons learned over the past two days back in to your work on PVE/CVE?
  - In what ways, do you think our findings can help improve PVE/CVE programs?
  - In what ways, do you think our findings can help improve PVE/CVE program evaluations?
  - Are there any potential areas for collaboration that we haven't discussed thus far?
  - Are there any additional ways you as PVE/CVE programmers conducting evaluations can better support one another?
- What does the future of CVE look like?
- Are there any potential challenges to PVE/CVE programs and evaluations that you could see arising in the future?
  - Where will these challenges come from?
  - How likely are they?
  - Is there any way to mitigate these challenges?
- Thinking more specifically, are there any additional challenges posed to PVE/CVE programs by emerging technologies?
  - Is there any way PVE/CVE stakeholders can mitigate these challenges or leverage these technologies?
  - [INTERVIEWER NOTE: IF NOT MENTIONED, MAKE SURE TO BRING UP BIG DATA AS A PROMPT]
- Is there anything else you would like to discuss about PVE/CVE programs or how to implement the results of our discussions this week?

**APPENDIX F: EXPERT ELICITATION MINUTES AND PROCEEDINGS**

**A. AFFINITY CLUSTERING**

<u>GROUP 1</u> CVE Program Types	<u>GROUP 2</u> CVE Program Goals and Outcomes	<u>GROUP 3</u> CVE Program Evaluation Methods	<u>GROUP 4 CVE</u> Incorporating Evaluation Feedback
Joanna	David	Brett	Noemie
Tom	Sushika	Annemarie	Mark
Charlotte	Fanny	Ariane	Erwin
Marie	Kiren	Ineke	

**Group 1—CVE Program Types**

Group 1 organized types of programs in to three areas of practice, based on their target audience and intended outcome. The areas of practice were organized in a triangle divided in to three color coded sections – green, red, and yellow – where each color represents a different area of PVE/CVE programming:

- The green/bottom represents building resilience targeting the general public. Marie noted that one must keep in mind that programs cannot always be universal, however. The goal here is resilience.
- The yellow/middle section represents programs whose goal is to reduce risks. The target groups are individuals or groups who show signs of radicalization, or are associated with people in these groups. The goal here is to reduce risk.
- The red/top section represents programs whose goals are to disengage or deradicalize, desistance from violence; target groups could be offenders of extremist crimes or those who are fully radicalized but who haven’t necessarily broken any law yet. The goal here is to disengage/deradicalize.

**Discussion**

(Charlotte) Digital Resilience Project at the Institute for Strategic Dialogue aims to build awareness and resilience to extremism narratives. The program teaches youth about extremist narratives and messaging, and how to respond effectively to these messages (e.g. contact authorities, do not escalate).

(Tom) At the risk level, intervention types programs, U.K. Channel is an example. Imagine a young white male flirting with right wing extremism, attending meetings, parents or peers might be concerned. In the U.K. they could be referred to the channel program—a multiagency panel in the local area. What those interventions might be is dependent on what type of person he/she is. Contributing factors are identified and a proposal is made to the person suggesting programming to assist, or local social services that are available. Participation in this programming is completely voluntary.

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(Marie) What I found is that some of these programs cater to the individual while others cater to groups. You also have online and offline programs.

(Susan) One way we have looked at the middle reducing risk tier [of the triangle] is through involving by-standers.

(Marie) Yes, in Denmark we have a mentoring program, and parent-coach programs to provide family and network assistance. If you have a young person, who has a network you might be able to provide the parents, or peers with a coach to see how they can tackle it as a family and as a unit.

(Matthew) Can you talk about what you mean about universal program?

(Marie) It means when you build resilience you build it in a group, in a community, so you can provide strength around the vulnerable individuals, so you minimize the breeding grounds for extremism to develop.

You should cater your program to the goal or outcome you want—so if you are targeting school children it might be in schools.

(Annemarie and Noemie) You need to think about micro populations too, in my group we look [at groups as] small as the group within the [school] building. We [people] operate in micro spaces.

(Annemarie)—you have hotspots with their own trigger factors and you can't generalize that, so it can't be a worldwide program. The foundation of success (though not necessarily CVE-specific) is community policing and having sufficient mental health resources available. Program success will depend on these factors. CVE program must make sure there are available/working resources to support their programs.

### **Group 2 Presentation—CVE Program Goals and Outcomes**

The second group focused on goals and outcomes, key findings included:

- Primary prevention for CVE entails promoting social cohesion, critical thinking skills, integrative thinking, tolerance for a multidisciplinary society—removing the us vs them dynamic and polarization, empathic thinking, health access and social service access.
- Secondary prevention targets those who have been exposed to the risk factors and may be planning something—peers can intervene at this stage. Here, a reduction of violent attitudes and identity changes are relevant goals.
- Tertiary prevention is for when the individual is either fully radicalized or has committed violence—so prevention of recruiting of others is the goal here. It's important to ensure individual is integrated, rehabilitated, and continually improving.
- Primordial interventions would mean keeping extremism out of the country or out of media.

### **Discussion**

(Annemarie) What we are trying to counter is the attack to democratic norms—equality, solidarity, safety.

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(Brett) I wonder if we are not thinking enough about secondary intervention—what happens when that group of 5 people sitting in a basement? We often have the image of one person sitting alone, but we don't often think about secondary prevention for a peer group.

(David) Like the social-ecological model, it has to operate a multiple levels—community, societal, economical, etc.

(Susan) Can we have secondary prevention without primary intervention?

(David) Yes, absolutely you can have secondary intervention without trying primary in a public health context. Your biggest bang for your buck, though occurs at the primary level. Having a mass of low probability individuals receiving programming does more than taking those at the end of the spectrum and focusing on interventions for those already involved.

(Rik) It's important to remember when we think about programs, the enterprise is an exercise in resource allocation. There are certainly examples of education programs that fit the public health model that show results.

(Marie) What contributes to primary prevention? In Denmark, we would say if the social services are doing their job you are working on primary prevention. So your question of having secondary without primary, I don't know. We have even discussed if we should label our primary prevention as targeting extremism. We need to know more about the drivers and see whether they are specific to other risk behaviors, or if we can compare them.

(Annemarie) There is a big difference between impact and effect.

(Mark) The critical question is “prevent what?” What is terrorism? Is it a set of behaviors, is it an attitude? That is a critical factor to evaluating any type of program to see what you are dealing with.

(Noemie) There is also an issue of shifting goalposts. If you keep moving the goalposts, we can't keep up. You are creating a new more complex problem. There is an issue of low base rates as well; how many people do we have to put in hospitals to prevent an attack?

(Rik) If we do not understand the fundamental causes of violent extremism, then we cannot begin to fix it.

### **Group 3 Presentation—Methods for CVE Program Evaluation**

We focused on the discussion between primary and secondary intervention evaluations, making a distinction about the stage of development each person is involved—clinicians, counselors, etc in the evaluation. Key questions evaluators should ask include:

- How do we know what is working when we don't even know what is being given as prevention?
- How do we link evaluations to our broader goals?
- Is training we are providing to front line interventions leading to more referrals? We need to understand how people are consuming their training. How do we link training to long-term goals?
- It matters how people view each other, too. Are they comfortable working with police, how do we measure that?
- In terms of organizational health, are people working well together?

## Discussion

(Brett) In Canada, we are seeing more multidisciplinary tables meeting.

(Ineke) We also should look at train the trainer programs.

(Kiren) We are talking about evaluation as an afterthought, but we need to get people thinking about when they are designing a program, they need to have an evaluation strategy in mind—mapping out aims to objectives, and need to make sure that all of these things are there first. Include evaluation at the forefront, at the beginning of the planning, and naturally the metrics and data points naturally fall out. Include intervention providers from the outset.

### **Group 4—Incorporating Program Evaluation Feedback**

For anything to work the evaluation needs to be integrated into the delivery and design of the program, but there are potential barriers

- Time—depending on what kind of question you are answering the amount of time you can deliver it to those who need it will differ. You could have end of day or end of week feedback system, but in order to see more in depth results it will take time. Process questions are shorter time frame while outcome questions take longer to answer.
- Language—existing ways that evaluation learning is feedback to everyone. A lot of the feedback and toolkits are written by academics for academics. If I write something in a report, front-line, program delivery staff are not going to read it. Additionally, there are a lot of materials in English, but not in other languages that people need.
- Constraints—legal issues, transmitting information can be difficult even between different agencies; if academics are involved we have to deal with ethics board, financial, funding—funding is only open for a set amount of time, so there is no more money when the time is up but you have not necessarily given it enough time to see any effects, organizational issues with people moving from different positions, etc. Furthermore, agencies use a lot of frameworks, and have a hard time dealing with anything that does not fit into their framework.

## Discussion

(David) Formative evaluation is a resource the evaluator brings on early into the program to bring success early on. Dissemination science—once you have an evidence based programs, how do you then share, adapt and implement it elsewhere?

(Noemie) If you have a theory or change or logic model—commit to it and move on from there. We will find out if it works or not later, just commit so we can follow-through and see what works and what doesn't.

(Susan) We are not thinking about dissemination, either. For example, we created 2 scenarios to disseminate into the community, 5-10 pages, that scored a 13 on a readability scale, which is very high. We need to make it more accessible.

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**B. JOURNEY MAPPING**

<u>GROUP 1</u> Pre-planning	<u>GROUP 2</u> Design	<u>GROUP 3</u> Implementation	<u>GROUP 4</u> Evaluation
Mark	David	Charlotte	Noemie
Susan	Brett	Marie	Tom
Kiren	Sushika	Ariane	Fanny
Erwin	Annemarie		Joanna
			Ineke

**Group 1—Pre-planning**

(Kiren) From the perspective of government policy makers, the first thing we think about is problem definition-- what is the context, is there a case to deal with the issue, who does the problem affect, who is the audience you are trying to reach? Then we communicate how we are trying to reach them; look at the evidence and research from as many data and intelligence sources as you can. Then you have an idea that, “yes this problem is real and there is something we should do about it.” Then you bring in the policy makers and funders. They have the money and will need to back the program. You must convince the policy makers/funders to look beyond the short-term. CVE is a long-term endeavor and the champion will need to be aware of that. You need to make this first stage robust, because the second stage depends on that. You need to then, once you get funding, identify who is a credible person who can deliver it. It is a critical issue for the target group as well as the government. Can they engage the target audience? There is an issue of trying to find them; it’s difficult but a very important step. It’s also important to anticipate and communicate risk, including reputational risk. The reputation of your organization can be impacted if the provider is not a good fit. There are two goals: wanting to help the community and improve overall capability, but the second goal is that the government (funder) wants to learn something as well. What will you get out of the program? Having a feedback loop between the champion (funder) and deliverer (provider) will help to prevent unintended negative consequences.

Discussion

(Dustin) Are there other funding sources other than the government?

(Charlotte) Sometimes there are public responsibility clauses for companies, but that is mostly for companies working online.

(Mark) In Netherlands, it is all tax payer money, we do not have private universities.

**Group 2 – Design**

(David) There are three phases for programs – plan, do, improve.

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- Goal definition is the starting point; a dynamic iterative process as more people come to the table and discuss. At some point you reach an agreement. This leads to the project definition and planning phase.
- Whether you call it a logic model or not, you need a diagram showing there is some theory there to support what you are trying to do.
- Thinking multilevel, you then attempt to bring the target population to the table, broadening your definition of who's engaged in the development of the program. Any program is a complex intervention, even if there is no best practice in CVE there may be one in other fields. Real world dynamics demand that best practice needs to be applicable in a real world scenario. Dynamics are time specific. Where are we? What is going on in the world? What are the demographics?
- Pilot the project...it can be short, but you need to pilot the program.
- You also need metrics for short term outcomes and long-term outcomes, impact versus affect.
- Feedback to the program and community is important following beta program launch.

Discussion

(Joanna) You could have an evaluator along each phase of the design.

(David) I agree and I'll take it a step further. You need a program planner involved here who can see the logistics. A program planner has expertise in a social science discipline and has learned how to do a design and implement a program.

**Group 3 – Implementation**

(Charlotte) Our discussion is summarized in key questions one should be asking about the program:

- Is the space you are launching your program ready?
- Are the staff trained?
- Are there security risks, are there safeguards in place?
- Are there backups in place if the counselor you have need to back out?
- Is there supervision for the professional in place because you can't foresee what is happening in the intervention?
- How often do you measure what is occurring?
- What's the level of transparency you have with your stakeholders?
- Learn from your mistakes.
- Always remind yourself of what your goals are and what you are trying to achieve. Keep the difference between program goals and outcomes clear. What can be done in the real world to address the broader outcome?

Discussion

(Joanna) Need to keep track of activities and of changes introduced between design and implementation, so you can keep track of what actually had an effect. Alterations to improve

the program during the process can create problems with the evaluation. If the intervention changes, the evaluation must account for those changes.

(David) You need to also keep in mind that you need to keep leadership buying in and showing them that the use of their resources and staff are worthwhile. How and why are the findings/outcomes important to them? Leadership changes occur and you need to make sure you have buy-in from new leaders.

(Brett) Yeah you can get so focused on working on the ground that you forget about leadership. So, if there are those changes you need to be ready to brief them, to push yourself into that schedule.

(David) If you have any successes, you need to communicate those too. Reporting the successes will go a long way toward helping find additional funding.

(Susan) Likewise some projects simply can't move forward, and you have to be realistic about that and accept it sometimes (example of P2p program that a student body really hated a team's program, so the team decided to end their program on campus rather than potentially make the problem worse).

(Dustin) What do you do to make sure you are reaching these groups?

(Kiren) You do your research in the design phase and make sure you understand the situation.

(Susan) Digital marketing, online intervention and evaluation is the future. You know your target audience and you know whether you are reaching them or not.

#### **Group 4—Evaluation**

(Tom) These are our top 12 tips in no particular order.  
You need...

- Flexibility—It's a "small n" world, and the research base is not that good. Can't do randomized control trial. Find what you can do and do it well.
- [Incorporate] Evaluators in the design stage at interventions to help the program define what the intervention is in the first place.
- Theory of change – verbalize what the intervention is, including the mechanism by which it is expected to work.
- Be clear about goals.
- Develop trust and rapport of the users of program and the managers.
- Access to data—decide if you are doing primary data collection, or are there other sources you can use to help with the evaluations.
- Create instructor protocols
- Ethics— this is a controversial area, so you need to remain ethical.
- Capturing context and time when evaluating the intervention.
- Get different perspectives—if you are getting self-reporting evidence, engage other stakeholders close to get their input as well.
- Fidelity—is the intervention being implemented correctly at the right level? Within the right context?

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- Budget and money – make sure that your budget builds an evaluation into the design and budget of the program.

Discussion

(Dustin) When in your experience is evaluation considered?

(Joanna) At the end [laughter].

(Marie) We usually do projects with local municipalities so we make an open application round and put in there “you will be subject to an intervention.” We create the projects based on a theory of change and then once we get the money we begin designing the program.

(Fanny) We do pre-and post-surveys with the program managers –what do you hope to get out of this?

(David) Where are evaluations being published or disseminated? Why aren't we seeing more?

(Fanny) You have to read a lot of articles to find them.

(Joanna) They are not necessarily published in academic press, but no there is no one repository that would connect all of those evaluations (GAP, suggestion).

(Marie) There is a lack of robust evaluation what does she mean by that?

(Joanna) Evaluation in this area is not that robust or rigorous. One of the reasons is they don't necessarily report on the methodology, on how they arrived at their findings. There are very few evaluations that we have identified that 1) state methodology in a clear way 2) use a theory 3) state data collection and 4) state a hypothesis.

(David) I think we have gone on too long for not allowing evaluations to be presented in a transparent fashion. They are being done, but not being made available to the community to evaluate whether the program can claim those results. Sometimes, a well, evaluators profit and do well from giving a positive evaluation than a negative one. We should be pushing for more transparency.

(Ariane) To pick on that point, our evaluations are published on our website and they are in German. We need to find methods that are comparable, each of our programs are evaluated differently and by a different evaluator with different methods.

(David) I disagree. There are a lot of ways of changing human behavior, the real question is: is the money spent on this program going towards an effective program?

(Ariane) [wanting to know which program, which intervention is most effective].

(Mark) There is a quite inciteful report from rand who evaluated about 20 programs. There is also an issue of a political connotation...successful CVE is a political statement of saying what works and what does not works. For CVE, there are many different definitions of a positive and successful outcome.

(Joanna) It would be great to have comparable results, but different programs have different interventions.

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(Marie) We are trying to incentivize documentation of their work, so we want the evaluation to contribute to this as well. We need good evaluations because if we have bad evaluations we will not be taken seriously.

(David) We need a conference for evaluation where transparency becomes a part of the culture (GAP—need).

(Joanna) I’m not familiar of a specific conference, but there are forums for evaluation science.

(Susan) USAID has the data and programs, but that doesn’t translate to domestic work in the United States.

(Noemie) I was at the society for terrorism research and I wonder if they could convene a working group or day conference for this. Terrorism research seems to be more about the topic than the discipline. No one owns it.

**C. SIX THINKING HATS**

**Group 1**

Six Thinking Hats Group 1 Participants			
Moderator: Matthew			
Annemarie	Charlotte	David	Fanny
Joanna	Marie	Mark	Tom

(Matthew) How do you incorporate stakeholders, who are the stakeholders?

(Marie) Usually its always multidisciplinary stakeholders, and it’s difficult to get them to meet around a common goal...those working in social sector, police, health, schooling, and leisure—they could be private sporting clubs, but that is not as common. The social sector is usually involved.

(Tom) Core stakeholders and policy administrators—the ones who own the policy, in CVE part of the strategy is called PREVENT so there’s a director who owns it. He and his senior management are the key people involved there. Then, dependent on the type of ...in primary intervention we would be talking about school teachers, local police, council people, NGO, providers, charity sector...the top part of the pyramid, counter terrorism policing agents, intelligence agencies, intervention providers.

(Matthew) Would anyone target different stakeholders?

(Mark) The radicals themselves.

(Annemarie) Key figures in communities, community leaders, role models within society, they don’t have to be providers or officials---religious leaders, young people, voluntary work, community organizers who are important for social fusion.

(Fanny) In the same way we are developing prison workers, researchers, penitentiary administration.

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(David) Universities at all different levels, the big name and the small names...from faculty down to interns.

(Charlotte) We have lately been working with a lot of the big tech companies, who are more willing to fund...Microsoft, google, etc.

(Matthew) Can each of you talk about in your experience some of the roles these different types of stakeholders have carried out that maybe stand out to you?

(Annemarie) It is all very fragmented, everyone is doing bits and pieces in their own field. If they develop something interdisciplinary from the start, it should be integral. In the Netherlands, we have a broad approach in theory, but in practice it doesn't happen. The police are doing stuff, schools are doing stuff, but they do it separately. If I am a professional there are a dozen institutions I may look at for answers or solutions. I would have a hard time knowing where to look as a frontline professional. It's more difficult for social workers and schools who have to address this "new" problem in the last few years they are not familiar to and they do not know where to look, and even more importantly they don't know what to look for...what is radicalization?

(Matthew) Is this siloed effect common?

(Mark) I see it. Their missions are different—the mission of an academic is different from that of police. For academics, you are evaluated on the basis of your publishing record, but sometimes these journals have their own language and jargon and you are side stepped to a different language and publishing and for academics...its costly. For someone at my stage of my career, it is often difficult to engage with people who have different interests...i.e. I need to focus on my own publications.

(Fanny) In France, sometimes it's quite easy to start a project in the field and they all want to participate, but when you change the level and it comes to government and different departments, there are competitions. The field works, but government issues are different.

(Joanna) From what we have heard, it differs between countries as well. Sometimes there is a culture of working across different fields.

(Annemarie) Since 2011 in Netherlands, the responsibilities is now the responsibility of municipalities. As I understood from Marie in Denmark it is more top down

(Marie) The government creates the strategies but the municipalities are responsible for doing it. Tax money is distributed to municipalities, but they have their own budgets and it's their responsibility to use their funds to create programs.

(Matthew) Is the siloed effect a difference in mission or competition?

(Annemarie) Insecurity about how they should do it...if we don't know, they don't know. There is political pressure and responsibility laid on them.

(Joanna) I agree with Mark, there are different missions and purposes in what we aim to achieve.

(Mathew) Does anyone have example where a program worked?

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(Tom) We have some figures being prepared to be published in the fall on the channel program referrals. We've only produced 2 years of data, but that's not really an evaluation it's just summary figures...so my role is in central government so in terms of policy we have a lot of clarity in terms of what people want to happen in certain areas. There are tensions between people in different areas in terms of how to evaluation and time—how long it takes.

(Annemarie) The conditions of stakeholders...what are the factors that are actually stimulating the problem at this point in this moment? The problem is evolving over time as well...that is the issue of where, what are the specific conditions of what is happening. Personal decision-making process. We need to map the how, and we need to know if they are taking in mind the conditions that are working on that.

(Joanna) There are problems of trust and data sharing, especially with police issues. Departments work together when they realize they have a shared problem or need. By understanding that shared need, people can find ways to work together.

(Charlotte) That is where tech companies come in, they have been criticized for letting hate speech happen so that hurts their reputation.

(Marie) I used to work in Copenhagen, I know when they started in 2009. There was a huge fight between stakeholders, the program started out very small. Some of the other departments did not want to accept the antiracialization or prevention of the issue. They thought by talking about this we would stigmatize the large Muslim population. Local leaders in school sectors, and local leaders in social sectors would have a lot of resistance to this program, but slowly it took many years for the stakeholders to buy in. A lot of the concerns were relative concerns and when I look back I can see why they reacted, but many different things happened to make them buy in—external intervention people, 2014 people started to go to Syria so that made it serious. Another thing, the people in the program were just very nice and professional people, very nice people—we shouldn't be the head of the table, we NEED YOU. They wanted the social services people to be at the head of table, they are the professionals who have the solutions. The issue of credibility is on the table all the time, and local leaders are sometimes reluctant to work on these programs.

(Matthew) Would that be true with extreme right too? Are they facing the same challenges?

(Fanny) We are waiting for the foreign fighters to come back in France, many are still fighting.

(Mark) For extreme right, there has been a realization that it will be a movement for years to come.

(Annemarie) We are waking up now.

(Joanna) We have looked at what type of radicalization interventions have worked across the spectrum. Somethings have been tried with right wing that worked but did not with left wing for example.

(Charlotte) Most of our projects target extremism but also neo Nazis. The far right is far more vocal online, because of fewer repercussions.

(Mark) The extreme left, I don't know of any programs to counter the extreme left.

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(Fanny) In prison we have many right-wing offenders, but some considering left wing...animal defenders, eco terrorism, etc.

(Mark) If you read the Dutch terrorism statements, there is a presence of the left...mostly trying to provoke the right.

(Charlotte) Yeah, they feed off one another.

(Marie) In Copenhagen, the municipalities read the police reports every week and see these left-wing crimes, but we don't get the cases...part of the answer is front line staff are not as concerned with left, as they are with right. Another more complex answer to this question is that these youngsters don't show the same risk factors in left wing environments as they do in right wing environments...if you are over 18, you have a job, you are doing very well...they might not have a file on you, there is no reason for them to knock on your door.

(Matthew) One thing you see in right wing is remorse or guilt in formers, in left wing they lack remorse guilt or shame for their crimes...they are not as socially stigmatized as much.

(Annemarie) You know the killing of people is an important factor that makes people focus that type of extremism...alarm bells go off. Right wing is more body count, while left wing is more economical (paraphrasing—ross).

(Fanny) The role of the media is very important in this phenomenon. Attacks in general are much lower now than in the 70s though, which is shocking to some people.

(Annemarie) [Story about some stakeholder only focused on foreign fighters as the only form of radicalization that was important].

(Mark) Stakeholders are also sometimes very overburdened with regulatory things, for example teachers are burdened with other things, doctors need to work with their patients...this regulatory burden that exist is a problem in and of itself. Radicalization becomes just another box to check off for some trainings.

(Fanny) We have to convince the practitioners that this is important, despite a small n (paraphrasing –ross). You have to build trust and create initiatives

(Marie) People don't necessarily understand how risk factors play into radicalization.

(Mark) We need to raise awareness about radicalization, there are some people who disagree that this is problem...teachers may say "it's a part of growing up to have some crazy ideas" etc.

(Marie) Back on language, getting stakeholders to buy in is about talking in their language, being precise "here is what we are talking about." You need to say, "in your daily life do you see this and how do you tackle it?" We always say you need to approach this from a social perspective and a security perspective—to prevent violence and also to create an environment in which they can develop successful social skills.

(Matthew) How do you help communities and stakeholders differentiate between acting out and radicalization? Issues of African American and Muslims having different treatment than whites.

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(David) The issue in Europe is vastly different than in the united states. These issues do not necessarily resonate with physicians, with school principals, etc.

(Annemarie/David) It’s people who are living in the wicked world for which these issues resonate. Your run of the mill teacher or doctor rarely comes across this.

(Mark) [Example of Dutch colonialism not being taught in schools much] “I can understand how someone from a different field does not realize the problem” so if someone takes offence, are they radicalizing or do they just not see the issue for what it is? Boko haram example—against western education, ISIS wants to dismantle and reform education that they believe was set up by the west.

(Annemarie) We already know that people are violent, that is not new. The virtual aspect is new, the word is spreading out more.

(Marie) How do you not fall into the trap of labeling or stigmatizing these Muslim students? You need people who are very competent who can look at the issue objectively, and you need someone who can bring in the protective factors.

(David) The unintended consequences of intervention can be very large. Doctors do not see their patients much....Maybe I have this guy talking about how the Dutch colonial era as bad, and maybe he has on some Muslim garb...I have one minute to decide if I need to refer him...it could be real, it could be nothing and now this person is on a list.”

Six Thinking Hats Group 2 Participants			
Moderator: Dustin			
Ariane	Brett	Erwin	Fanny
Ineke	Kiren	Noemie	Rik
Susan			

**Blue hat**

Who are your stakeholders?

- Gov – communities (try to keep it broad), leadership (at agency/funders – show importance to agency), Mayors (convincing they have a problem), elected officials, people who control budgets, law enforcement, NGOs, campus security officers, tech sector companies (actively courting smaller platforms), media (information sources people engage with to get information), social media, interdepartmental community, other levels of government, general public
- Sometimes easier to list who isn’t a stakeholder than who is
- Willingness to recognize problem and buy in.
- Mapping stakeholders based on “interest” vs “influence”
  - Knowing how to interact with each
- Teachers can be low or high interest depending on cultural differences
  - Changes to increase buy-in among educators (Belgium)
  - NGO perspective – offer training for teachers and classes ( voluntary)
- Much interest from teachers – particular interest in developing skills in handling different backgrounds, etc.

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- Move to have behavioral threat assessment team on campuses
  - Universities trying to do this, liability concerns, questions over referrals, etc.
- Have to build a narrative to ensure allocating funds in the future

How do you engage and include stakeholders?

- Bridge between prevention and security
- Involve communities at an early stage to encourage participation
  - Communities sometimes begging for involvement
  - Others don't want to talk about the topic
- Sometimes need to do incremental work to get things lined up with stakeholders and ensure environment is ready for intervention
- Evaluators can be stakeholders that need to be involved based on when they become involved
  - Evaluators can be tied to specific areas or types of evaluations
  - Need to manage evaluator/program provider relationship (some will focus on methodology, but need to remember relationship part)
- Information sharing challenges, anonymize case files no longer useable to evaluators.
  - Potential for conflict/challenges
- Managing understanding of others with respect to what the work takes/not easy to make clear to others
- Academics/scientific community is important stakeholder to ensure continuous improvements/development of methods that improve the quality of the work
- Students as stakeholders
- Relationships with others, garnering interest in the work/expanding/improving

### **Red Hat**

What are the challenges you face involving stakeholders?

- Challenges getting access to the data
- Bureaucracy – government relationships
- Transfer of staff/knowledge - changeover
- Everyone has something to lose – election/budget/credibility/prestige
  - Highlights need to get buy in to the goals – The goals/evaluation of reaching goals meets everyone's need
- Issue of trying to find trusted people and not be forced into one person holding everything together or creating too much sway
- Differing agendas – leaders with short term vision for their own needs as opposed to the long term vision needed for CVE
- Outright dismissal by certain groups of stakeholders – e.g., intelligence, police departments that don't see the value in prevention
- Communities cause frustration by now acknowledging problem (e.g., prisons that don't admit to issues with right wing extremist ideas spreading through their population)

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- Communities have perceptions about how the program looks to them (unfair, unjust, etc.) and understanding their perspective can be challenging
- Getting communities connected, building trust among communities/providers/leaders

**Other hats (free for all)-**

- Premium should be placed on listening, relationship building. Difficult to accomplish with different people, changing roles, transitions.
  - Embed evaluation in the culture – lessons learned, how to improve, optimistic
  - Demonstrating the importance of the culture, passing it on to others
  - Partnership, improving work, continued growth and continued funding.
  - Not doing harm – avoiding liability
  - Evaluation designed the right way will help the program meet objectives

**D. MEASUREMENT AND EVALUATION FOCUS GROUP**

**Group 1**

Measurement and Evaluation Group 1 Participants			
Moderator: Matthew			
Annemarie	Ariane	Charlotte	Erwin
Fanny	Joanna	Marie	Noemie
Rik			

(Matthew) If you have programs, what are the outcomes or impacts of the program?

(Charlotte) We have two campaigns in evaluation stage to test the efficacy of that method. One uses ads with Microsoft to place counternarrative messages; these are targeted adds triggered by key words. The outcome is focused on just trying to put content out there. We are very careful with content that falls into midstream level where people may or may not radicalize.

(Matthew) If I type in Aryan nation, that triggers the ad, is it just based if I type it in one time?

(Charlotte) Yes, just one time and they pop up on Bing and Yahoo. We obviously have different words for Far Right and Islamism. They link to YouTube because YouTube has really good analytics, because you can see how much they watched and where they came from. We are testing four things—neutral ads, inquisitive, passive ideological relevance that uses phrases often referred to by extremists, and active ideological too. We’ve found inquisitive and passive (ads) to be the most effective through measuring click through rate and impressions—impression is how many times it shows, clicks are how many times people click on it. From that you get click through rate.

(Joanna) Do you measure how long people stay on these pages?

(Charlotte) Yes, we can go to YouTube to see duration of views and geography. The goal was to test if we can promote adds using targeted search engine marketing; we have no idea if it made an impact or not.

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(Joanna) Is it possible to know how many people actually searched for the terms?

(Charlotte) Yes, you have ad styles and keywords and it also show how many times the keywords are being typed. So Charlottesville, the impressions and adds for far right increased 200%. But you have to constantly moderate and monitor, because if something like Charlottesville happens you have to pause it [the trigger] to avoid getting false positives.

(Annemarie) Do you publish them physically as adds?

(Charlotte) Yes, so it's clear the viewer is watching an ad.

(Annemarie) Why make it clear it's an ad?

(Charlotte) We do ads because it comes up on top of the page

(Matthew) Are you keeping it as an add to keep it covert as counter messaging?

(Charlotte) Yes. If you label something as a counternarrative they are not going to be interested in it.

(Annemarie) With Anne Speckhard It's also not clear.

(Charlotte) ISD also has its own extremist dialogue pages. We have a keyword risk matrix, 1-5, 5 is like how to make a bomb in your kitchen, and 1 is just Isis news. You can profile your audience using this risk matrix. We don't target anyone in risk matrix 1 or 5. Three and 4 is where we try to target the most—joining al Hamza Brigade, how to join next EDL rally in Newcastle, etc.

(Matthew) Can you walk us through the evaluation process and how that links up to the broader goal or impact?

(Charlotte) So our main goal was just to test the efficacy of targeted marketing to disseminate counternarratives, not impact. So, the evaluation is trying to find which add type is the most effective? So we want to give NGOs the same capacity that we do, but they don't know how to market the good content they have. So we can say this ad style works best against these keywords. We are also trying to link tech groups to these efforts.

...so for add styles our main metric is click-through rate. A good CTR is around 1.9-2%, we have 18 campaigns and our average is 2.2% so that indicates adds to spread positive messages against hate is a good way to do that.

(Matthew) How many adds pop up total?

(Charlotte) So you can see how many time your add pop-us up. We see that far right ads pop up more, maybe due to the fact that there are less repercussions for far right.

(Matthew) Can you talk more about how you defined these?

(Charlotte) We divided between awareness and engagement—awareness how many times it popped up and engagement is duration, so how long they watched the video. We just piloted in U.K. and U.S., but are about to open it to English anywhere, and are looking to expand to Arabic as well soon.

(Matthew) Is there any conversation on how that relates to broader behavior, linked to social media maybe?

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(Charlotte) Yes, it does give insight into what is being searched and what people are into at the moment. And it changes as well, after Charlottesville the CTR spiked to 6% then dipped again after.

(Joanna) Is it possible to engage with the ads share them comment?

(Charlotte) Yes, you can comment on the YouTube page it links to. The only negative comment we got was on our white supremacist video on the ISD page.

(Matthew) Do you track if they click on other NGO ads?

(Charlotte) Yeah, our ads link to those so we can see that too.

(Matthew) Can you see if I get a 4 video and click on a video then click on another?

(Charlotte) No, we can't see that.

(Matthew) Have you tried seeding the comments?

(Charlotte) No.

...the problem we were trying to address was the difference in the negative extremist content out there with the relatively small amount of positive counter narrative messages.

(Ariane) Do you work with google or just Microsoft?

(Charlotte) Just Microsoft; they were interested.

(Ariane) One huge issue we keep encountering is the lack of non-English language content. The radical videos in German have been around so much and there is a large presence. We have been trying to get conversations from online to offline, and that is incredibly difficult. We have been trying to use Facebook.

(Charlotte) We had a one to one intervention program as well, we trained 6 people from far right and Islamist to provide outreach to users showing support for violent extremism on their Facebook. They would provide outreach through messages, but the issue is that if they are showing a change online you do not know what their behavior is offline.

(Matthew) How do you train these people and then they make that engagement?

(Charlotte) So we notice they are very vocal and someone messages them, if they ask why they are being messaged, we have full transparency and tell them what it is.

(Ariane) How we find those people is different we have been testing different types of content online and trying to track people.

(Matthew) Tell us about your organization and its goals.

(Ariane) The organization (Violence Prevention Network in Germany) has been around for a long time since 2001 started as a pilot with right wing offenders in prisons, so youth in prison who are in for hate crimes. The project expanded into the organization, and now we work with right wing hate crime offenders and also work with Islamist offenders in prison, so we work now in the intervention sphere where people can be referred to our organization, and we can also intervene directly.

(Matthew) What is the evaluation with the hotline?

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(Ariane) It is a nationwide project with the Ministry of Immigration and refugees, they collaborate with NGOs in Germany, so what we get from this hotline is they refer people to us. So we have to get the case and try to understand whether or not it is a case.

(Matthew) What are your vetting procedures?

(Ariane) Let's say there is a call from a concerned parent and it's being forwarded to us we talk to the parent and try to get as much information on what is going on as possible then based on that try to figure out how to work with them. If we find out that the kid is not being radicalized, in some cases the kid just wants to convert and the parents have not been sympathetic to that and the parents kind of freak out. And that could actually push them to a more radical area, in these cases we work with the parents that their child is free to choose.

(Matt) When you reach out to [intelligible] contacts do you have evaluations of that?

(Ariane) Yeah, we have an incredible amount of projects in different states in Germany, which is what I was talking about yesterday about making things comparable. We have advice centers in different states, some working with returnees, some in intervention cases, and then we have prevention work in schools for students and teachers. So, we have programs for each of the areas in deradicalization, intervention, prevention, and all in different states. So we have a need for counter messaging in the prevention area, so for our experience we believe counter messaging is more important in the prevention area than the intervention area, because if people are too radicalized these messages are not going to reach them. So, offline evaluations, we have our own measures of success, we have more evidence of something in prison. It's more easily measured.

(Matthew) How do you track them and what data sources do you use?

(Ariane) So for right wing, the method would be decided by an external evaluator. In the case of right wing, the project had gone on for a long time before an evaluation was brought in. One reason is who project funding works, so you need to have resources and funding available and in the early stages you don't have the means to involve an evaluator that early. So I think because they got involved quite late, we looked at what is the average recidivism rate for those who we did not work with versus who we worked with?

(Matthew) Do you have matched comparison groups?

(Ariane) We do not have this kind of data. They just compared them to averages which is very problematic and is why it is harder to do that with the Islamist extremism project. There is no data in prison recidivism rate for a certain religious group, we don't collect that kind of data to have that number is available is difficult. So, all you have is the national average—we use age [to filter].

...they look at the recidivism rate for hate crimes, which is what we are mostly interested in. On average, it reduced the rate by a third, I think it was somewhere around 50% for hate crimes, and a bit lower after the project and if you back to prison for a different kind of crime it's a bit messy

(Matthew) Do you track attitudinal change?

(Ariane) Yes, this kind of stuff we...so we have success criteria but they don't really work in the ways a risk assessment tool would work. So how we define success is the willingness to

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change, how committed they are to staying that way, certain changes in attitude, and tolerance and not seeing things black and white. The problem with this is that, there are pros and cons to using a matrix system of evaluation. The bad is that you can make it more comparable in a way, but there is not way to weigh things.

(Matthew) Did the evaluation help you develop a theory or change or logic model?

(Ariane) We have different types of evaluations and what we found most effective are process evaluations. The first evaluation in the prison context, they wanted to start the project just before release and should be carried out after prison. There is a huge gap in that area where people drop into this hole so this process based evaluation is something we find easier to evaluate. We don't find numbers and stats so useful in themselves, because you don't have the rates to develop rigorous statistics due to low case numbers, and not being able to compare cases that well.

...if we have someone who is highly radicalized in both areas of the spectrum, we would work with them one on one as a group and try to work on their biography to see what brought them to the point at which they decided to use violence against minorities. So, we are trying to move forward to prevention work in prisons.

(Matthew) Do you use those evaluation methods to feed back into the program?

(Ariane) One thing that came out of our process is it is very hard to evaluations unless you have someone who can manage and accept the data (do to sensitivity, non-anonymized data), would deeply impact our credibility, but you also have to give the evaluation enough data to conduct the valuation.

(Noemie) [On confidentiality] You'll find that international standards are different between countries.

(Rik) Would being able to work with an outsider evaluator who understands the data be useful?

(Ariane) It depends, the privacy laws in Germany are very restrictive. You cannot share information and data, so we have to generate our own information.

(Noemie) We have a pipeline in the U.K. on university campus that is direct to the police and a few organizations where information can only go through that pipeline. The first org as in Canada and it has been very useful for criminologists.

(Matthew) What about in Denmark?

(Marie) I think I should talk about our mentoring program we have three methods—solution based, conversation, motivational. So, it's a resource approach conversation with the mentee. Then there is a balanced risk assessment, its looking at what is working in your life and what isn't. Professionals are good at looking what is not good, but this also looks at protective factors. And last thing is the analytical framework of the life skill psychology, its developed by a professor at University of Aarhus. So, they started using method on Right Wing Extremism in Aarhus and it has been distributed nationwide, and it is based on research. These three components are the methods, so basically you can identify but using this life skill, we call it the wheel of fortune. But it has a tendency to make some psychedelic slides and figures. We have 10 components in our life skill, and then in each of these components

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we can investigate whether the person has the want, the ability, and if they are doing these aspects. So, this is a framework to map the strengths and weaknesses in this person’s life. It’s a universal method, so it could be used anywhere. You go through it and try to identify which dimensions are problematic that you need to work with...we don’t have a control group. This one is good at identifying outcomes, which perspectives to you want to work with to make a difference?

(Matthew) What are your outcomes and what are the metrics?

(Marie) So you can rate people on a scale in life skills, so it can either be a protective or risk factor...in information houses, you can only share information if it goes to crime prevention...information house is a meeting of multiagency meeting houses.

(???) Issues of data sharing and police becoming involved.

(Marie) We can’t hand over any information gathered into an ongoing investigation. If the organization deems the individual is high risk, they can alert the police but the case file remains confidential and is not shared.

Stopextremism.dk risk assessment in English for the Danish Life Psychology model. adigm and sharing knowledge.

**Group 2**

Measurement and Evaluation Group 2 Participants			
Moderator: Dustin			
Brett	David	Kiren	Mark
Susan	Sushika	Tom	

Now we’re going to talk about experiences with evaluation (gov, NGO, academic), measurements, when, why, how, etc.

What metrics are used to determine PVE/CVE program outcomes

- Only thing ever asked to report was how many people were reached
- Not a premium put on outcomes
- Shift from output to other measures (in the middle)
  - Small program didn’t have a way to measure quantitative outcomes so started looking for qualitative ones
  - Quality/utility of things being produced, value judgement
  - Created a feedback mechanism to annually review how and what is being used, allows for adjustments based on feedback
  - Seen as novel approach as opposed to counting presentations, publications, items developed
  - Thinking about better surveys and how to improve measures
  - Massive list of stakeholders, how to include all levels to assess outcomes is a challenge
  - Academic perspective – what are you actually measuring?

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- What does CVE mean? Not a precise understanding at the moment. Battle for hearts and minds, how do you measure it. Measuring attitudes has limited capacity for predicting behavior.
- Do surveys with explicit statements measure exactly what people are thinking?
- Cognitive architecture, what is it you're trying to measure and counter. Unless you know, how do you measure it.
- LA – secondary prevention program based in long standing threat assessment program
- Evaluating threat assessments to see if they work. Has never been evaluated previously.
- Primary outcome is a standard threat assessment that can be used throughout the United States.
- Measure output (how many watch video messaging), but need to make sure the program aligns with some programming goal. Have used surveys in the past to see if people are aware of counternarrative measures in general. -Kiren
- Online programs measure whether discussions are changing -Kiren
- Past experience, certain communities didn't understand what was being discussed because of the technical language. Needed to revise and create a crib sheet to help understanding. Important to cognitively test materials.
- Offline programs - measures related to attitudes, one way to get evidence of behavior, secondary measures to examine output, some risk measurement but concerns over people answering to satisfy. -Tom
- Qualitative measurement done by professional researchers through contracts, don't train locals. Professional qualitative interviews. Brought in for methodological expertise rather than topical knowledge.
- Feedback therapy – filling out survey before going in to sessions. Distance from practitioner, and people report how they are doing. Can protect the personal information of clients but allows for data collection to lead to discussion with practitioners. Repeated measurement to test over time and track longer term.
- Continuous measurement – life is very digitized. Phone data, facebook data, there is tons of information there, who you communicate with, measures related to time, could make real time monitoring possible. However requires approval of individual being measured.
- Legal/Ethical concerns over that type of measurement – informed consent – if they are willing to share the information legal barriers dissolve.
- UK online research, can never get down to an individual level. Very clear about restrictions, but get analysis of group data.

How do you balance stakeholder demand for measurement that is impressive and what is valid?

- Simple metric – Canada- number of referrals by source, majority were law enforcement, showing that most of the other groups aren't bringing cases to the table and making referrals but it is waiting to reach the law enforcement level -Brett
- Channel referrals – spike in referrals associated with duty reporting (reports from teachers and others with direct contact) -Tom

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- Spikes occur around terrorist events – brings topic to forefront of people’s minds
- Calgary – triage page to sort referrals, very high number reported, but much smaller number that should be referred. Trying to figure out how to raise awareness and get better referrals
- Online numbers are so large – At beginning stakeholders only cared about engagement which means anything in terms of contact/reach
- Try to do trend analysis to show what is happening and what people are responding to. Twitter can give how people think and feel. Facebook is very behavior based. Was posts and likes, but not the reaction is providing more information (tags and shares). So much data is available, you have to be clear what story you want to tell.
- Reach doesn’t mean much, it’s more important to know engagement. How much did we spend to reach how many people is also a very important factor. What did you achieve relevant to aims really tells the story. -Kiren
- Organizational health metric – how well do partners agency work together
- In Canada, considering in Los Angeles, have done similar work in disaster research, how much trust is there between orgs, how much resources do they share, who are key players
- Social network analysis – self report of what organizations are sharing in terms of resources
- CVE funding doesn’t include set asides for evaluation, do other fields? How do we change the culture without that?
- Other fields it depends. Some foundations will fund program and research portion. Sometimes only program portion is funded. Sometimes the evaluation is done using supplemental funds. Have to build the evaluation in, 10% of funding minimum, and that isn’t really enough.
- Gov’t launches projects and moves forward, but evaluation isn’t built in and it may or may not happen.
- UK same situation – sometimes funding is granted to local organizations for that piece of evaluation work. Money allocated for evaluation is usually tiny.
- At times there is no point using staff time for evaluation because it hasn’t been considered from the start and will just set off in the wrong direction.
- Evaluating the evaluability of community policing programs – NIJ call
- What are sources of measurement, how can the program be evaluated? Is there data that can be used to evaluate the program. Evaluability assessment.
- Evaluability should be a requirement of funding. Do you really have indicators of success?
- UK – evaluation hasn’t always been considered at the beginning, but now it is. Program design includes evaluation model
- DHS – worked backwards, developed logic model following program of development of program
- Not uncommon for programs to be launched hoping for effects, but with no plan for evaluability. UK offline initiatives
- In Canada, recent shift toward incorporating evaluation earlier. Gov is very interested in measurement/results.

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What are some community resilience metrics?

- The field has been trying to figure out metrics, huge controversy over how to do it
- Asked what outcomes in a logic model lead to resilient communities? Stronger organization networks, community education, community self-sufficiency (all operationally defined). If you can improve those domains you have improved community resilience. Measured with org network surveys, individual surveys, and tabletop exercises.
- Being replicated in New haven around gang violence
- Could be transferred into the CVE space
- UK – snap survey polls after terrorist attacks.
- Looked at impact of official statements made after event. How did community respond? How did subgroups respond? Differently among subgroups.
- Thinking about whether better measure should be developed ahead of time to ensure higher quality collection immediately following event.
- Asked about where people learned about event, whether they heard condemnation statements, where they came from, how what they heard made them feel?
- Canada – collective efficacy – trying to measure social capital and sense of justice in community. How do people in the community view right/wrong? How likely are they to mobilize as a result of observing something?
- Survey of Emergency Preparedness and Resilience
- 7 measurement categories, past experience, where you get help,
- Identified emergent counternarratives from youth who were picking apart certain narratives.
- Can be tough to get a representative sample, language can be an issue, people may not understand terminology
- Field state? Research – same thing as community resilience? Social capital as well
- Broader thinking on community resilience that may not use the term
  - CVE resilience
- What do we define as good preparedness behaviors? Consumption of media? Social capital questions? Trust with respect to others? Relationships with other communities?
- Social services – how they help those in desperate need, as a preventative to those people becoming susceptible to others with bad motives
  - CVE resilience often speaks to the individual psychological resilience. In other fields the focus is on community resilience. Is resilience being operationalized in the same way?
  - Preparedness for known/coming events, also examining the reactions of communities post event. Need more thinking in terms of what it means in CVE.
- Resilience, referral, response – focus of office of community partnerships

**E. ALIGNING PROGRAMMING PRIORITIES WITH EVALUATION ACTIVITIES FOCUS GROUP**

**Group 1**

Aligning Programming Priorities with Evaluation Activities Group 1 Participants			
Moderator: Matthew			
Annemarie	Ariane	Charlotte	Erwin
Fanny	Joanna	Marie	Noemie
Rik			

(Erwin) When police encounter an individual who is at risk, police are very eager to get the assessment because it shows the individual’s mental state.

(Matthew) This tension between CVE programming and law enforcement is interesting...so with ISD if you see online communication, do they ever make it to police...?

(Charlotte) If someone voices a clear, active imminent intent to do harm to someone or property, we must refer them to police.

(Fanny) The situation in France is unclear like it is in Belgium. If a person in a group says something of alarm, the social worker has to inform police but the red line is not clear, it is sometimes unclear to see if someone is just upset or, sometimes it may be considered by the social worker as a threat or not.

(Charlotte) Yes, it is a very serious step to take, because you could send them further down the path of radicalization.

(Ariane) In Germany we meet with security services and discuss cases anonymously, and if the case reaches a point of seriousness, the name is disclosed.

(Erwin) We can look at police records, but as you all know it is only a part of a person’s information. And especially if we come to assessment, that is the other side of the information...you need to trust and expect that everyone is doing a good job. In Belgium, we leave assessments to social workers, we do not do assessments.

(Annemarie) You are creating an assessment problem, the whole system stems from community focus approach. The police work together with the communities to have social anchoring in communities, as far as I hear Denmark has stayed with the community approach. We have soft approaches and hard approaches, in the Netherlands this evolved into a community targeted approach. Social has to deliver information to the police on a community basis as well as having a national prosecutor present in assessments, so you are implementing a harsher approach in the soft sides. In the Netherlands it is community targeted, not community focused. If police are already involved early on, it sets the stage for the person to already feel ostracized and can have detrimental effects.

(Matthew) How do you go about identifying and tracking short term intermediate and long-term outcomes, and logic models.

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(Joanna) When you design an intervention or think about an intervention you need to take a stance and think about what you think the radicalization factors are, when you stick to that it is easier to measure if you are actually affecting those behaviors. What we are trying to understand what might be certain cluster of factors, and what are then the metrics and scales that are out there that can be used to measure the attitudes that may change...level of trust in institutions for example. Depending on where you stand in the theory or logic model, where the violent radicalization is coming from, then try to address those underlying causes.

(Marie) We use the theory of change logical model in all of our projects, but we also have talked about doing a theory of change for each individual. All of the cases are so different. We all know there is no one pathway, but we need to remind ourselves of that. When you sit down with a person you can identify their grievances and their individual difficulties. Maybe you need tools that apply to the individual themselves.

(Noemie) There is a lot of confusion between the theory of change and the model. Just because there are multiple paths to radicalization, doesn't mean there isn't one explanation. I could be wrong, but I have one. You have one understanding of what the disease is and what it does and a treatment plan, and people can have different reactions to drugs etc., but we all understand the disease and the human body. In some cases, we are seeing risk indicators, but our data is often so bad we could be seeing something that is not true. At the end, you could go on and if your understanding is not growing, just commit and maybe you have picked the wrong one, but at least you can write it off. We have a hard time in this space with creating feedback loops for various reasons that do not occur in other sciences.

(Joanna) And we are not making progress as well, because we are only doing process evaluations, which are great, but we are still missing the main question.

(Noemie) Yes, we are not learning about the root causes.

(Rik) We already know and realize we have small sample sizes, but one problem contributing to that are that we only talk about the people who are going down the road of radicalization, or something who has done a criminal act, we are only selecting based on the dependent variable...this drives me crazy because it puts a lot of pressure on me to tell agencies and NGOs who to look at it.

(Noemie) But "you" have an indicator based sampling strategy.

(Rik) But let's talk about where data does exist, what about time...so if you're interested in outcomes, and you want to see if there are actual behavioral interventions for change, then you are not worried about indicators or markers of the individual, and you can look at the change in the individual over time, that enormously increases the sample size.

(Noemie) I would love to have a random sample size, but the amount of people who would actually change is still very low.

(Joana) In practical terms are we thinking of having a group of people who go through an intervention, or are we looking at panel data to understand the difference between children in pre-school versus no in preschool for example.

(Noemie) We are doing it a little bit with the Peterborough longitudinal study that has a 90% retention rate (delinquency study).

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(Annemarie) In Germany are gang program methods applicable?

(Joanna) The study I have in mind has not been published yet (laughter) there are some developments in CVE evaluations that have been neglected in gang desistance.

(Noemie) Machine learning is very useful for testing hypothesis that can be immediately thrown out.

(Matthew) What is next, is there any long term strategic planning?

(Annemarie) What we wanted to do, if the theory of change is actually depending on the decisions of professionals, so the professionals themselves how do they actually make decisions in the assessment in the multilevel approach. In Netherlands that is the community targeted approach where we use the NDM framework naturalistic decision-making framework that you have to use a table to tick things off. Let's start at the assumption professionals are leading off of...it stems from the idea that professionals in multi-disciplinary chain are being influenced from ideals that don't stem from policy or system thinking, but from real-world dynamics. (decision making dynamics in teams).

- 1) ill-defined goals and ill-structured tasks
- 2) uncertainly in data
- 3) shifting and competing goals
- 4) changing conditions
- 5) real time feedback loops
- 6) time stress
- 7) height stakes
- 8) multiple players
- 9) organization goals
- 10) experienced decision makers

Making an assessment in a multidisciplinary team to identify...these ten features we want to map them in a multidisciplinary approach...did these ten features have an impact on the professionals, in what they wanted to reach in terms of goals.

The director in the municipality, he says we want to know these, the impacts of these features because we feel pressure and also there is an intelligence guy in the room just listening, not participating. So yeah these dynamics are at play, we need to know these and be open about it with all of the stakeholders.

(Matthew) Are you using logic models or theory of change, are they developed or hashed out?

(Fanny) Is the government that decided to implement the global project in the country, as I told 3 cities are selected and each one must develop its program, so I created research units in each city with teachers, judges, social workers, etc. volunteer teams, then we banded together logical frameworks according to the intervention, then we have the same model of evaluation across all three programs. We have some indicators—I meet the offenders, give them the questionnaire.

(Matthew) What outcomes are you tracking?

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(Fanny) In Lyon, they decided to treat offenders most at risk 10 people. It would be interesting if I could have access to other offenders in other cities. The final objective is to decrease the likelihood to engage in terrorism again...recognizing facial emotions, they have issues with that they don't recognize sadness or joy, deconstructing binary mode of thinking through discussing moral dilemmas-it's not really the decision that is important, but it's the logical arriving at it. We have to build a different intervention to each person.

(Ariane) Did you test the emotion recognition with the ten, or other...did you test it with people at different stages?

(Fanny) Yes. They only understand anger. The real entrance point is anger.

**Group 2**

Aligning Programming Priorities with Evaluation Activities Group 2 Participants			
Moderator: Dustin			
Brett	David	Kiren	Mark
Susan	Sushika	Tom	

How have you involved logic models in your PVE/CVE programs?

(Kiren) had to retrofit programs. It was a painful process, but incorporated through project review process. Started with having programs develop a theory of change as part of their quarterly review. One quarter later had them take the theory of change in to a logic model. Next quarter reviewed key metrics and tied relevant metrics to the logic model and dropped metrics if they were not useful. Updated as program goals change over time.

After an attack, perform an inventory of blind spots based on recent events and then review logic models as part of the quarterly review process.

Very engrained in the research culture. All government departments have a dedicated evaluator. There can be struggles between evaluator and the program team if they try to have too much influence on the project.

Could involve campaign disseminators more in the logic model development. Make sure they understand and are clear with campaign developers to ensure alignment of program goals. Same for programs that have an online and offline component, need to make sure both components have the same goals and are consistent in developing metrics.

(Susan) logic models aren't a big part of our history, likely because CVE was born out of the intelligence community and not the programming community.

Having programs develop logic models, but no guarantee of evaluation. Just a systematic way of getting programmers to think strategically about their goals.

Host webinars for community organizations interested in building their evaluation capability.

Logic models can be used to determine funding, which can make it harder to tie to CVE.

(David) Retroactive evaluation of community policing model in LA was problematic because they developed a logic model, but it did not map to any metrics.

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Logic modeling is very rigorous and requires a lot of discipline. Typically occurs when a funding agency requires it to show success.

Need logic models to clarify the program, don't be afraid to update later.

Logic models provide a process map for the evaluation. Also provides a way to generate hypotheses about the program.

Community members are more willing if you eschew academic language, don't make it unapproachable.

(Tom) Logic modelling is viewed as a best practice. Need to think more about how interventions and outcomes are linked to logic model.

Early on you can work with the grantees to make sure metrics and results match up with program goals.

Sometimes start with a pilot program and it usually leads to a more successful program and a stronger logic model.

Senior officials who are not involved in the intervention can be hesitant to participate in the logic model process.

(Mark) Likes action research model. Take the initial action and then work to adjust and develop logic model.

Agile logic models, don't be afraid to tweak.

Need to sensitive to overburdening young programs that are stretched thin.

Horizon 2020 has so many restrictions that it makes it hard to start your program.

Cannot think of a program that ends matching the initial proposal.

Need to make an effort to make sure the model matches reality and is practical. Could be an eloquent that is persuasive logic model, but not useful if it isn't grounded in reality.

(Brett) Federal government want logic models and are open to tweaking now, but can see a time where they require more fixed outputs. In Canada, programming team has a series of evidence based models that programs are required to select. Have pushed against using these rigid models for CVE, because the programs are so new and there are gaps in measurement.

Ultimately maps to larger goals of their division. When it is done well, people love it but there isn't always a choice. Was able to secure funding to bring in outside help to aid developing programs in creating logic models and mapping them to outcomes.

Work with funding recipients to talk clearly and openly about their goals and then steer the logic model based on those goals.

Community dynamics regarding risk and privacy can make community members hesitant to participate in the process.

**F. IMPROVING PVE/CVE EVALUATION SMALL GROUP EXERCISE**

<u>GROUP 1</u> Lack of Information Sharing	<u>GROUP 2</u> Limited Resources	<u>GROUP 3</u> Managing Stakeholders	<u>GROUP 4</u> Creating Accessible Tools
David	Ariane	Brett	Fanny
Mark	Charlotte	Erwin	Joanna
Noemie	Susan	Kiren	Tom
		Marie	

**Group 1—Lack of Information Sharing on Evaluations**

Are there tools or collaborative efforts we can put in place to more easily share resources and knowledge?

(Mark) One of the basic assumptions on the line is that in order to have this information exchange there needs to be a community of knowledge, a shared group of people who have an understanding of the different and shared roles, what knowledge of relevant, a shared paradigm of what we are working on...shared by end users, interventionists, academics, policy makers, etc. This information can only exist when there is a common paradigm that will allow people to communicate with same language. Is it needed? Is knowledge sharing a good goal? If you have two different initiatives, you could get two different perspectives which will add to knowledge. Competition. But with regards to information sharing, you would need a common paradigm and sharing knowledge.

This community would entail both a vertical (abstract thinking and practical implementation) and horizontal exchange (among different stakeholders).

We need to have a clear understanding on how different roles relate to each other. What is the role of basic research and how does it relate to practice?

You need to have transparency in giving people access to this community. In CVE, it's only a particular type of person given access to the community, and there are not always clear rules for being a part of this community. For example, the Radicalization Awareness Network---for many it is an obscure thing.

There needs to be transmission and dissemination studies for CVE...what has already been established from other fields? Is it relevant for CVE?

Have different stakeholders intermingle on a regular basis. Try to create a common language by just engaging and talking to each other...some common understanding of the knowledge will crystalize into a paradigm.

(Dustin) What are some actual activities we can do?

(Mark) Do not restrict it that much at the beginning—one large conference because you need to bring the basic, the applied, and the tech at the same meeting. We need a WHO type organization who sets the goals, sets the terms, etc. it's hard to build knowledge.

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(Susan) US Institute of Peace launched the resolve network for about 1.5 years; idea is to build capacity on the ground with local resources in developing countries. USIP reluctant to work with domestic (US) agencies and organizations.

(Brett) Canadian network for research on terrorism and society. Metropolis network—policy research network on diversity and immigration, helped create 5 multi regional research centers in Canada.

(Joanna) It would be very helpful to have a forum for international coordination and networks.

(David) Face to face contact is huge; need for building a culture of shared knowledge.

(Susan) Start academic journal, including practitioner contributions.

(Marie) It is important to meet face to face, but also to create an organizational an institutional memory and validation of existing methods. Making online things more interactive, meanwhile documenting and declaring knowledge. We need to know what we know, and what we don't know.

(Ariane) Working across disciplines is not really happening. Those working in criminology and public health are not exactly making it over to CVE enough.

[Summary 1) create a society, 2) annual meeting, 3) journal]

### **Group 2—Limited Resources for Evaluations**

Solutions for working with limited resources (money, stakeholder time, project time).

(Ariane) Money— You could do the evaluation in house instead of external, the culture of starting somewhere and doing something even if you don't feel like you have the capacity to do it is essential because then you have something to build on.

Limiting the question—Develop a more specific question, limited to fit the budget you are more likely to come up with answers even if you don't have a lot of resources.

Coding—Provide a peer feedback mechanism to validate

Webinars—Disseminate information and pull information as needed, use online resource and get people together.

Time and timing—There is a timing issue—you are not able to begin an evaluation at the start of project, you have to backtrack as much as you can, but need to know that at some point there is just something that you can't know and can't do unless you documented early on. But if you start two years late you must just accept that there will be some stuff you don't know, but it's better than just not doing anything at all. Important to be clear about what information you are lacking—be transparent.

Stakeholder time—The more useful you make an exercise, the more time people will make for it. Usually evaluations are done in a way that practitioners do not really get much out of, it is a lot of work for them, with few rewards. Going back to language, you need to give them results that are actually useable for them.

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Staff—Be clear about what skills and knowledge you have, using skills you have within your organization and leveraging them is better than just assigning random people. You could also implement rotational experiences for staff...charlotte's example of demos coming to ISD once a week to teach ISD staff their technical skills.

(Joanna) You can borrow staff from other organizations.

(David) Include clinical staff as equal partners on evaluation team example, give them all the opportunities and rewards...give them equal rewards—equal authorship, equal presenting opportunities.

### **Group 3—Managing Stakeholder Expectations**

Managing stakeholder expectations regarding evaluations.

(Brett)

Relationships—Build in quick wins, interim reports, make regular contact between evaluation team and practitioners and stakeholders.

Demand for metrics from policy side—These may not be super meaningful for outcomes, kept coming back to persuasion and influence...you need to know your audience, policy makers are going to want that number...does it work/does it not work?

Make things meaningful—Guide policy maker towards deeper measures (example of minister latching on to Paul Gill's findings on lone actors that in X% of cases, someone knew operational knowledge and didn't report)

Filter/contextualize information—Put the important information up front, make it accessible and in a form that can be used by policy people.

More focus on longer term—We need to allow us more time to ask the deeper questions.

(Marie) We talked about numbers versus the broader picture. How do you report numbers that policy makers want but frame it in the correct context?

### **Group 4—Creating More Accessible Evaluation Tools**

Creating more accessible evaluation tools-language issues, not adaptable, more approachable, etc.

(Fanny) There is a reluctance to share information—1) controversial area, might affect future assessments and 2) evaluation tools are very expensive—[fanny, asked a researcher to give a presentation in France about evaluations and methods, she wanted 9,000 pounds and they couldn't afford to pay that.]

(Joanna) There is an appetite to see more evaluation tools in the field, but they are not available as they are made for certain contexts and uses, so it may not always be applicable. But by sharing questions, it could be useful for improving the types of data. By sharing questions and opening them for scrutiny could improve the science, there needs to be a database of questions that are in use.

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(Tom) Improved accessibility though...seminars, free-standing events...how do we measure progress...? Just go through the questions and talk about them. [Evaluating guidance] There are many guidebooks available, some will be applicable some are not but there is not a collection of good ones in one place.

**APPENDIX G: SEMI-STRUCTURED INTERVIEW GUIDE**

## **Countering Violent Extremism (CVE)-Expert Elicitation**

### **Introduction**

Good evening. My name is XX and I'm joined by YY. We are researchers at RTI International, a non-profit, research institute located in Research Triangle Park, NC. We are under contract with the Department of Homeland Security. We will be asking you a few questions and capturing notes from our discussion.

The Department of Homeland Security (DHS) Science and Technology Directorate (S&T) seeks to understand the current state of the science regarding program evaluations conducted for preventing violent extremism and countering violent extremism programs (PVE/CVE). With a strong foundation in research, DHS strives to support the development of program evaluation best practices that will help stakeholders assess and improve PVE/CVE programs. To properly understand the best practices for conducting scientifically rigorous program evaluations of PVE/CVE programs, RTI is eliciting input from various PVE/CVE experts from around the world including; federal government officials, local law enforcement, experts on terrorism and psychology, and PVE/CVE practitioners. The information collected from our conversations with the stakeholders across numerous sectors will be used to assist DHS S&T better understand the current state of PVE/CVE program evaluations, best practices, and areas for improvements.

We expect the interview to last about 45 minutes.

*\*Ask permission to record the interview.*

### **Consent and Confidentiality**

Before we begin, we'd like to remind you that your participation in this interview is completely voluntary and you may stop at any time. You can choose to skip any question you do not want to answer. *(If permitted to record) We will be recording this interview so as not to miss any important information. The recording will be transcribed so that we will be able to identify, analyze, and compare the major themes that cut across all the interviews that we conduct. We will also be taking notes based on your responses to our questions, but your name will not be recorded or connected in any way to your responses. We request that all participants maintain the confidentiality of the interview and request that you refrain from disclosing any information about the interview session. Keep in mind that we are only interested in gaining a better understanding of your work and your thoughts regarding PVE/CVE program evaluations.*

Do you have any questions before we begin?

### **Background**

1. Could you please give us a brief overview of your position, your role in your organization, and the overall goal/function of your organization?
2. Who are your primary stakeholders—with whom do you work with or serve?
  - a. How do you identify your stakeholders?
3. What are your experiences with evaluations of PVE/CVE programs?

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- a. What was the impetus for any evaluations you have been a part of?
  - b. How were the evaluators identified?
  - c. Was the evaluation required by the funding agency?
  - d. Do program evaluations have any impact on the funding for your PVE/CVE programs?
4. How important to do you think evaluations are in the field of PVE/CVE?

**Design and Planning**

1. How are goals and outcomes identified for PVE/CVE programs you are involved with?
  - a. What is your role in this process?
2. What roles do your stakeholders play in the development of goals and outcomes?
  - a. How do you balance potentially conflicting/competing goals of stakeholders?
  - b. Are there ways to improve the integration of stakeholders in the development of goals and outcomes?
  - c. Do funders have realistic expectations regarding the time needed for evaluations?
    - i. If no, how do you manage these expectations?
3. Based on your experience, when are evaluations considered/implemented for PVE/CVE programs?
  - a. When should they be considered? How can they be better considered in the design phase?
4. How are evaluations results incorporated in to PVE/CVE program operations?
  - a. Are there ways to improve this process?
5. Does your program have a specific logic model or theory of change?
  - a. [IF YES] When was the logic model developed?
  - b. [IF YES] How was the logic model developed and integrated?
    - i. What was the role of your different stakeholders in the development process?
  - c. [IF NO] Does your program have a 5-year plan or strategic plan that links program outcomes to specific goals?

**Measurement and Evaluation**

1. What types of measures do you use to measure program outcomes?
2. What types of measures do you use to measure overall program impact?
3. When should each of these metrics be measured? Specifically, how long after program initiation should they be captured? Long-term, mid-term, immediate, etc.
4. Does the process for tracking metrics vary for the following types of programs?
  - a. Individual Resilience
  - b. Community Resilience
  - c. Off-ramping/diversion
  - d. Rehabilitation/Reintegration
5. How and when are metrics evaluated?
6. Have you encountered instances where you have been unable to capture metrics critical to measuring the success of your programs?
  - a. How have you resolved these situations?
7. How have you measured prevention in your work?
  - a. Are there any adjacent fields that you think could provide guidance n measuring prevention?

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**Next Steps**

1. I want you to picture for me the ideal program evaluation for our PVE/CVE efforts, what does this system/process look like?
2. In order for us to get to this ideal system, where are the major gaps, and what is needed to fill these gaps? (Probe for specific categories- is it funding, more policy, research, , etc.?)