

# Building Evaluation Capacity to Improve Extremism Prevention

## Best Practices for Developing Toolkits

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# Executive Summary

Demand for activities that prevent and counter violent extremism (P/CVE) to build on evidence and lessons learned is growing. So is the need for evaluation to determine which preventive measures work and under which circumstances. A key challenge for frequent, high-quality evaluation is a lack of evaluation experience and expertise among stakeholders in the field.

To close the evaluation knowledge and skills gap, different actors have developed support instruments to help build evaluation capacity. While evaluation support for P/CVE is increasingly accessible across contexts, particularly through toolkits, research is lacking on what makes such capacity-building instruments effective and how to ensure appropriate design. In this study, we examine experiences with designing evaluation toolkits as learning resources.

Based on our analysis of available P/CVE evaluation toolkits and interviews with developers and funders, we present best practices and recommendations for designing and implementing effective toolkits and support structures for evaluation in extremism prevention. Our recommendations relate to relevance and user-centric design, accessibility and language, user testing and feedback, effective outreach and communication, as well as assessments of toolkit use and impact. We address the following recommendations to anyone seeking to build evaluation capacity in the P/CVE field and beyond.

## As a tool developer, you should:

1. Involve target audiences from the start of development to ensure toolkit designs align with their learning and language needs.
2. Test draft designs with end users before final implementation, allowing sufficient time and resources to incorporate feedback.
3. Create engaging communication strategies to disseminate your toolkit to its intended audience.
4. Integrate a plan to monitor dissemination and allocate resources for ongoing outreach and updates to keep toolkit content relevant.

## As a funder of evaluation support instruments, you should:

5. Assess capacity needs to identify the most suitable capacity-building tools and determine if existing resources can be adapted before creating new ones.
6. Embed toolkits into an evaluation capacity support system, which combines various tools and addresses structural barriers like (dis-)incentives for evaluation.
7. Ensure the use of capacity-building instruments can be monitored and evaluated to contribute to an evidence base on how to successfully build evaluation capacity.

# Introduction

Like many policy fields, efforts to prevent and counter violent extremism (P/CVE) face scrutiny when it comes to their effectiveness and efficiency. Stakeholders increasingly recognize the need for P/CVE to be evidence-based. The United Nations' Plan of Action to Prevent Violent Extremism from 2015 calls on "[building] on lessons already learned to refine our actions and render them more effective."<sup>1</sup> Similarly, the European Union's 2011 Counter-Terrorism Strategy advocates for examining member states' experiences to discern effective and ineffective interventions, to identify valuable lessons and best practices for prevention efforts.<sup>2</sup> In Germany, where our study originates, the government aims to ground its preventative concepts and strategies in evidence by evaluating and improving its funded initiatives.<sup>3</sup> Growing evaluation demands highlight the need for more professional evaluation, including skills-building and establishing common standards.<sup>4</sup>

Evaluation – the systematic assessment of activities – can provide both accountability for public spending and support for learning what works under which circumstances, to prevent and combat violent extremism. However, limited understanding of the value of evaluation leads implementers to perceive it as an accountability mechanism rather than a tool for learning.<sup>5</sup> Unlike in fields like development or education policy, evaluation efforts in P/CVE are less developed and rarely employed strategically.

In a recent report on P/CVE and evaluation practices across 14 countries, we find that governments, as key funders and coordinators of P/CVE, rarely steer evaluations to follow clear learning strategies.<sup>6</sup> Our analysis, which is based on a survey of 37 P/CVE and evaluation experts on 14 countries, shows that key challenges to P/CVE evaluations are funding constraints, methodological difficulties, insufficient awareness of the value of evaluation, a lack of coordination and standardization, and – crucially – limited capacity and expertise in managing and conducting evaluations. Surveyed experts see specific methodological skills, general evaluation know-how, and increasing professional experience with evaluation as important requirements to be strengthened in order to enable more widespread, high-quality evaluations.<sup>7</sup>

Mirroring similar findings from the literature on P/CVE evaluation,<sup>8</sup> one central recommendation to funders of P/CVE activities is to invest the capacity of implementers and government officials for conducting and managing high-quality evaluations and learning processes.

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## [Report: How Do We Know What Works in Preventing Violent Extremism? Evidence and Trends in Evaluation From 14 Countries](#)

Building on existing comparative research, this report provides an overview of the state of P/CVE and evaluation. The insights are based on the first iteration of an online expert survey conducted with 37 experts about 14 countries. Survey questions relate to the general P/CVE landscape, trends in extremist phenomena, and evaluation practices.

Recommendations for funders and implementers relate to:

- Approaching evaluations as an opportunity to build trust and achieve more coherent and effective prevention efforts.
- Ensuring adequate funding for high-quality evaluations, including by developing dedicated evaluation funding instruments.
- Ensuring that evaluations follow learning strategies with clear uptake mechanisms.
- Supporting and enabling the sharing of evaluation results and lessons learned.
- Investing in building the capacity of implementers and government officials to conduct and manage high-quality evaluations and learning processes.
- Continuing to invest in P/CVE (evaluation) research and international, interdisciplinary exchange, including meta reviews and inclusive formats for knowledge sharing.

In this guide, we advise on developing evaluation toolkits that help build knowledge and skills, to support stakeholders in filling the capacity gap. Although we acknowledge that evaluation toolkits are only one resource to strengthen evaluation capacities, they are – next to professional networks – one of the most widespread formal capacity support instruments available in the P/CVE field. Other formats, such as evaluation databases or help desks, are rare.<sup>9</sup> The prevalence of toolkits allows us to synthesize lessons learned and recommendations, something absent from the literature to date.

In what follows, we first explain the state of the art and challenge of building evaluation capacity in P/CVE. In the main part of the study, we focus on P/CVE evaluation toolkits and provide practical tips on their design and implementation. Our advice builds on semi-structured interviews with 11 developers and funders of seven different P/CVE evaluation toolkits, as well as five background conversations with P/CVE experts and implementers.<sup>10</sup> Unless otherwise referenced, we base empirical claims in this study on these conversations. A list of tools for which we interviewed developers can be found in Annex A. In Annex B, we include an extended list of P/CVE evaluation toolkits of all relevant resources we identified in our literature review. Some resources may be excluded due to language and search term limitations.

While this study primarily addresses developers of evaluation capacity-building tools, we also acknowledge the particular role of funders and recommend how they can support the development of effective toolkits. In addition, P/CVE implementers may find our analysis and Annexes useful for exploring toolkits that support their evaluation needs. In the conclusion, we discuss recommendations for developers and funders of evaluation toolkits. As many evaluation challenges are shared across policy fields, we hope these insights are relevant for people building evaluation capacity in other policy fields.

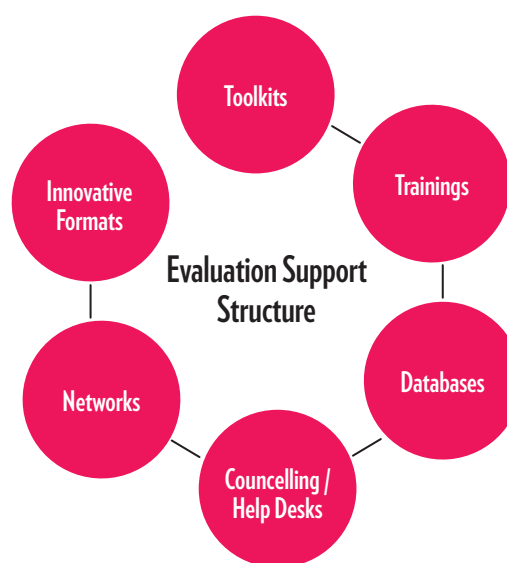
# Challenges with Building P/CVE Evaluation Capacity

Evaluation includes a wide range of activities, from project implementers regularly reflecting on lessons learned through self-evaluations, to external experts – often specialized consultants or academics – measuring the behavioral or attitudinal change of participants in social interventions. The prevalence of some evaluation types, methods and stakeholders over others varies between contexts and ideally results from dedicated efforts to build and sustain a functioning evaluation ecosystem.<sup>11</sup>

Many challenges to widespread evaluation for learning and improvement, like lacking resources and awareness of the value of evaluation, and the difficulty of measuring long-term effects beyond project cycles, are not unique to extremism prevention; they are similarly found in other social and health service professions.<sup>12</sup> Specific evaluation challenges in P/CVE include data protection concerns in highly sensitive sectors such as prisons, and the difficulty of measuring prevention measures' effects on highly complex (de-)radicalization pathways.<sup>13</sup> Despite frequent evaluation obstacles, many P/CVE stakeholders have proposed solutions to overcome them and conducted evaluations that have produced crucial evidence to help stakeholders improve their work.<sup>14</sup>

While some experts have highly specialized knowledge and skills in evaluation methods for P/CVE, even external evaluations usually require P/CVE implementers and decision-makers to value evaluations as a learning tool and support them. Even if, for example, evaluation is not the main focus for all frontline practitioners delivering interventions, their participation in planning for adequate evaluations, ensuring the collection of appropriate data throughout project implementation, and adjusting strategies and activities based on evaluation results is indispensable to moving P/CVE practice forward. Meanwhile practitioners value participatory evaluation approaches, which could help to reduce reluctance regarding evaluation,<sup>15</sup> but experience and skills to support evaluations are often lacking.<sup>16</sup> This is why building evaluation capacity beyond a few specialized experts with dedicated support instruments and structures is important.

By evaluation **support instruments or tools**, we mean specific resources, applications, or formats that foster knowledge and skills on evaluation and that assist in planning and managing evaluations. These include evaluation toolkits and training, and also knowledge-sharing formats like databases, expert networks, and communities of practice (see Figure 1).<sup>17</sup> Multiple such capacity-building instruments in a given context form what we call **support structures** for evaluation, and contribute to skills-building within an overarching evaluation ecosystem, which consists of all evaluation actors, instruments and structures and is shaped by additional cultural and organizational factors.<sup>18</sup> The resources listed in Box 1 exemplify what P/CVE evaluation support instruments are currently available or in development.<sup>19</sup>

**Figure 1: Evaluation Support Structure and Instruments****Table 1: Evaluation Support Tools**

### Toolkits

Toolkits, also called guides or guidebooks, provide guidance and resources for planning, managing and executing evaluations. They usually offer instructions and explanation on evaluation processes and methods, often targeted at non-experts in evaluation to build foundational understanding of the value and principles of evaluation and step-by-step instructions for skills like data collection. Because toolkits are usually easily accessible and present information in a user-friendly format, they are ideal for self-directed learning.

### Trainings

Evaluation trainings offers participants hands-on experience and contextual understanding of evaluations. Interactive learning encourages participants to engage with the materials through practical exercises and to ask follow-up questions, while trainers can offer tailored guidance and real-time feedback through in-person support, which self-directed learning resources do not cover. Trainings reinforce foundational evaluation expertise but can also convey more complex evaluation know-how, thus deepening the superficial knowledge generated by toolkits.<sup>20</sup>

### Professional Networks

Professional networks are among the most widely available and valued evaluation support formats.<sup>21</sup> Networks enable personal exchange on common challenges and good or innovative practices. Interactive discussion spaces allow participants to share personal experiences and helpful resources, including evaluation guides, to pass on good practices. Knowledge networks can also foster mutual understanding of programming and implementation challenges in policy, practice, and research.<sup>22</sup> This can strengthen informed decision-making on effective prevention policies and practice with positive implications for the development of theoretically sound but practical, user-oriented support instruments.

### Databases

Evaluation and intervention databases offer overviews of P/CVE efforts and published evaluation results. Databases facilitate capacity-building through knowledge exchange on good practices and lessons learned. Practical examples help evaluators identify appropriate methods, indicators, and data collection techniques that others have successfully used in similar interventions. By gathering key insights into a single, accessible location, they lower barriers to learning and strengthen the otherwise limited transparency of P/CVE evaluations.<sup>23</sup>

### Help Desks

Help desks represent opportunities for users to seek customized support from evaluation experts, for example via counselling hotlines or appointments. As such, help desks are demand-oriented and can support individuals or teams in designing and managing evaluations. Help desk solutions can range from ad-hoc, individual support to resource hubs that combine learning resources like toolkits and indicator databases with digital or in-person counselling, as well as event calendars with information on evaluation trainings and knowledge-exchange opportunities that monitor evaluation needs and match users with appropriate support services.<sup>24</sup> In practice, however, formalized evaluation help desks for P/CVE remain rare.<sup>25</sup>

The general academic literature on evaluation capacity-building mostly focuses on measures that promote evaluation capacity within a particular organization.<sup>26</sup> This is of limited value for P/CVE, where implementers range from law enforcement agencies to small local community organizations. Supporting the capacity of implementing, grantee or community-based organizations with limited resources poses additional challenges for capacity-building from a funder's perspective, because funders are at least one step removed and have limited insight into the needs, challenges and practices of implementers.<sup>27</sup>

P/CVE evaluation research also offers limited insights into the benefits and shortcomings of different capacity-building instruments. Findings suggest that evaluation support aims to be accessible to users with different levels of knowledge, resources, and needs,<sup>28</sup> and to be relevant to the practical realities of implementers.<sup>29</sup> Tools promoting independent learning prioritize clear, user-friendly language,<sup>30</sup> but usually offer limited external support for questions and troubleshooting.<sup>31</sup> Additional resources, such as dialogue formats or mentoring,<sup>32</sup> complement evaluation support structures by fostering skills development and understanding of best practices.<sup>33</sup>

In some places, support structures for evaluation are underdeveloped or not well known.<sup>34</sup> Available support offers are also not always tailored to P/CVE,<sup>35</sup> and sometimes lack practical applicability,<sup>36</sup> or visibility.<sup>37</sup> In Germany, implementers and experts described the development of new formats, such as help desks, that lack funding sustainability, innovation, or are impractical.<sup>38</sup> Overall, there is no evidence that funders and developers systematically assess the impact and effectiveness of capacity-building tools.



# The Role of Toolkits in Capacity Support

Experts recognize that P/CVE evaluation toolkits are increasingly available.<sup>39</sup> As one of the more prevalent capacity-building tools, experiences with developing toolkits offer an opportunity to synthesize lessons and best practices, which we do in the following sections. We are particularly interested in the role P/CVE evaluation toolkits play as easily accessible, low-threshold support instruments in building evaluation capacity.

Toolkits address challenges to evaluation in different ways. Step-by-step guides simplify the evaluation process and encourage users to think about evaluation from project onset, improving planning, which often fails to receive sufficient attention.<sup>40</sup> Toolkits that guide users to outline intervention logics and establish measurable outcomes shape theories of change, thereby addressing challenges with measuring intervention effects.<sup>41</sup> By streamlining evaluation processes, toolkits address perceived time constraints and make it easier to integrate evaluations into busy schedules.<sup>42</sup> The variety of evaluation approaches and materials in toolkits allows users to select and tailor tools to their specific needs.

Before commissioning a toolkit, funders should assess whether they are the most effective solution to identified capacity needs.

Although not an independent solution, toolkits aim to be self-explanatory and usable without external support, making them a cost-effective option for evaluation assistance. Digital resources, for example, usually require no upfront access cost and can be downloaded by anyone. This is especially relevant in a field like P/CVE, where evaluation professionalization is still developing and funding is often limited.<sup>43</sup> Toolkits convey foundational evaluation know-how, making evaluation more accessible to implementers when formal external evaluations are not feasible. Other evaluation stakeholders, like P/CVE funders and decision makers with limited evaluation expertise, can also benefit from toolkits by clarifying evaluation processes and needs for assessing their own initiatives, setting evaluation obligations, or commissioning third-party evaluations.

for funders

We mainly address developers with recommendations below for the design and implementation of evaluation toolkits. However, we recognize that funders often play a key role, providing resources and requirements for developers of capacity support instruments. Importantly, toolkits are but one capacity-building instrument among many. Before commissioning a new toolkit, funders should assess whether they are the most effective solution for identified capacity needs. To avoid duplication and to ensure efficient resource use, funders should also determine whether a new tool is needed or if existing resources can be adapted.

# Lessons for Toolkit Development

Implementers of extremism prevention programs are often stretched thin for time, money or evaluation expertise.<sup>44</sup> In such circumstances, evaluation can seem daunting and overwhelming. Good practices for developing effective evaluation toolkits that we identified in interviews relate to relevance and user-centric design, accessibility and language, as well as user testing and feedback.

Various P/CVE evaluation toolkits exist and are tailored to different application contexts. For this study, we draw insights from toolkits developed for (1) individual projects or programs, like the Landscape of Hope Evaluation Guidebook and Targeted Violence and Terrorism Prevention Grant (TVTP) Program Evaluation Toolkit; (2) national contexts, like the Evidence-Based Working Toolkit for the Prevention of Radicalization, the RAND Program Evaluation Toolkit for Countering Violent Extremism (CVE), and the New South Wales Government (NSW) CVE Evaluation Tool; and (3) transnational application, like the IMPACT Europe Online Evaluation Toolkit and United Nations Office of Counter-Terrorism's (UNOCT) Monitoring, Evaluation and Learning Toolkit. More detailed descriptions of each toolkit are available in Annex A. All identified resources are listed in Annex B, not including guides on P/CVE programming that only partially address monitoring and evaluation.

## Relevance: Know Your Target Audience and Implementation Context

Toolkits can address different evaluation stakeholders with varying needs, expertise, and expectations. Start by identifying and mapping your target users to understand for whom you are designing your tool. Some developers noted that while toolkits often address implementers of individual prevention activities, they also help build knowledge and skills among funders and the public sector who design programs and commission evaluations. Toolkits can either provide hands-on support for specific program contexts or be relevant for a wider, even global audience, at the expense of detailed and simple instructions. Desk research and conversations with intended end users and experts helps to inform effective design, considering relevant capacity gaps and context-specific nuances in P/CVE implementation.

Many evaluation toolkits share similarities, meaning you will not have to reinvent the wheel.

Desk research is a common first step among developers, identifying established evaluation methodologies and tools that apply across contexts. To streamline your development process, you can draw inspiration from other well-designed tools. Many evaluation toolkits share similarities in content and structure, meaning you will not have to reinvent the wheel.

Insights from the literature and evaluation toolkits can also reveal gaps to help determine your tool's added benefit. For example, a systematic literature review by RAND found that there were too few evaluation studies on Western CVE programs to effectively guide the development of programs based in the United States (US), and those available varied in quality.<sup>45</sup> When the developers of the TVTP Program Evaluation toolkit, the National Counterterrorism Innovation, Technology, and Education Center (NCITE) and RTI International, reviewed other support resources, they perceived many existing toolkits as too complex and overwhelming for grantees with little evaluation experience, and as lacking specific guidance that would be relevant for their programmatic and implementation contexts – for example on preventing *targeted violence*, a concept used in the US intervention landscape.<sup>46</sup> While the developers indicated that they did not use content from other toolkits directly, these served as inspiration to design a bespoke tool for their implementation context.<sup>47</sup>

Understanding the added value of a tool is important to avoid duplicating efforts. One expert argued that stakeholders should prioritize building users' skills to use existing support instruments effectively before investing in new ones. From their perspective, critical capacity gaps do not necessarily only stem from a lack of resources but also from practitioners understanding of how to use them effectively.<sup>48</sup>

Interviews with subject matter experts and intended end users should complement your desk research. Developers consulted with P/CVE implementers and experts on evaluation challenges, needs, design considerations, and current evaluation approaches, as well as objectives and types of intervention. In addition to interviews and workshops, developers sought ongoing input through repeat meetings during the development process.<sup>49</sup> Engaging with relevant stakeholders also deepens understanding of your tool's application context, facilitating more tailored designs. Several developers highlighted their knowledge of the intervention landscape as a key asset in developing their tool. For example, the NCITE team recognized the diversity of TVTP-funded programs – varying significantly in size and objectives – that their tool needed to address.<sup>50</sup> Resources that provide evaluation assistance for specific intervention types, like the Dutch Evidence-Based Working Toolkit, necessitate a similar level of familiarity with the respective P/CVE landscape. The toolkit supports interventions under the Dutch integrated local approach, focusing on four key intervention types prevalent at the time of its development: multidisciplinary case consultation; key figures; theatre; and resilient parenting.<sup>51</sup>



Insights gathered from desk research, other evaluation tools, and conversations with relevant P/CVE stakeholders build the foundation for your first design draft. Leverage different sources and perspectives, including within your development team, to address relevant evaluation challenges and needs from the beginning. Adopting an initial user-centric focus saves you time and resources on avoidable revisions and adaptations. Engaging with intended end users through dialogue can also foster a sense of ownership and collaboration. This helps to avoid a top-down approach that some stakeholders already associate with evaluation, by developing a tool with users for users.

Questions to ask:

- Who am I developing this tool for?
- What are the evaluation needs of my intended end users?
- What programming specifics does my tool need to account for?

## Accessibility: Address Barriers to Understanding

One particular advantage of evaluation toolkits is their easy accessibility as a support resource to a wide range of users. To maximize this benefit, reflect on potential barriers – such as language – during the design process. This includes paying attention to technical jargon and available language options that could affect the usability of your tool. To build inclusive and accessible tools, develop an understanding of your end user's level of expertise, background and language needs.

Because toolkits enable independent learning, it is important to verify that the information presented is clear, self-explanatory, and easy to find. Developed to be “everyone's best friend for evaluation”, for example, the UNOCT toolkit aims to show that evaluation does not have to be complicated.<sup>52</sup> It promotes measuring effectiveness and fosters learning with a welcoming

tone and writing style for beginners. The developers focused on clarity and approachability so that even those new to evaluation can engage with and benefit from the toolkit. The NCITE team prioritized a tool design that requires minimal administrative support. Short primers on different evaluation methodologies therefore help users navigate the tool and understand its functions.<sup>53</sup>

A proactive approach from the onset of the design process helps you align your terminology with a language familiar to your target audience. Insights from engaging with intended end users and other P/CVE stakeholders in the previous step enable a choice of framing and wording for your toolkit that speaks to your target audience. For example, developers' experiences indicate that specific frames, such as evidence-based evaluation, are not always

appealing or intuitive to all users and thus less likely to be searched for.<sup>54</sup> If left unaddressed, this risks users avoiding tools they cannot relate to, find with reasonable effort, or deem relevant.

Specific frames, like evidence-based evaluation,

sometimes lack user appeal or are not

intuitive to search for.

Feedback from test and end users of several toolkits highlighted that overly scientific or text-heavy tools, while theoretically sound, discouraged use.<sup>55</sup> Research-based toolkits should especially focus on developing a common language with intended end users, demonstrating that high-quality designs are both practical and effective for real-life application. Fostering more interactions between developers and users is therefore recommended to strengthen the application of scientific tools in P/CVE evaluation practice.<sup>56</sup> This goes beyond opportunities during tool development, such as background research or user testing. It also encompasses formal and informal exchanges at a broader level, facilitated through personal networks, working groups, webinars, and conferences that bridge research and practice.<sup>57</sup>

Language barriers pose another accessibility concern, particularly the limited number of non-English resources. For instance, Marret et al. emphasize the need to translate lessons learned on countering radicalization to non-English speaking practitioners to make good practices more accessible.<sup>58</sup> Similarly, a recent systematic review of evaluation studies on P/CVE programs finds that evaluation findings from non-English speaking contexts impede learning for practitioners with limited English proficiency.<sup>59</sup> Regarding capacity-building, our own recent survey report confirms that language barriers challenge transnational knowledge exchange and limit the use of English-language support services.<sup>60</sup> This particularly impacts P/CVE stakeholders in contexts where evaluation support resources are lacking or have not yet been developed. Experts therefore recommend offering capacity-building activities, such as training, in users' native languages to increase participation.<sup>61</sup>

Project-based or nationally developed toolkits should be offered in the primary language of their application context. Since the RAND toolkit is designed for US implementers, offering it exclusively in English is logical and appropriate. Similarly, the Evidence-Based Working toolkit, accessible only in Dutch, targets municipalities in the Netherlands. Landscape of Hope, which operates in parts of Canada, offers its evaluation guide in French and English to accommodate a bilingual target audience. Some toolkits developed for transnational application offer full translations into additional languages, but not all.<sup>62</sup> UNOCT currently offers its full MEL toolkit in English and an additional information flyer in Russian.<sup>63</sup> Feedback from user testing prompted the IMPACT Europe developers to add quick guides in Danish, French, German, Dutch, and English to improve the tool's usability across contexts.<sup>64</sup> The quick guides offer instructions on using the toolkit, but the main tool – including the intervention database and lessons learned section – remains accessible only in English. This contributed to the development of the Dutch Evidence Based Working Toolkit, with one developer noting that practitioners were eager for a local-language resource that IMPACT Europe – despite its quality – could not provide.<sup>65</sup> There is growing recognition that evaluation

resources meant to be applied across contexts – for example in different European countries – need to be available in multiple languages.<sup>66</sup>



Ensure that language barriers do not prevent your target audience from using your tool. To create inclusive tools, consider accessibility concerns from the outset of your design and involve your target audience early to develop a language that is accessible, ideally free of unfamiliar expert jargon. By offering your toolkit in the appropriate languages, you improve its usability and avoid the need to redevelop high-quality resources that already exist. Accurate and meaningful translations require time, so plan ahead and allocate resources for professional translation services if necessary.

Questions to ask:

- What languages do my intended end users speak?
- What is their disciplinary background?
- What level of evaluation knowledge do my intended end users have?
- Is my language clear and understandable enough to support their learning independently?

## Usability: Take User Testing Seriously

User tests can help you validate design choices, making sure your tool is intuitive to use and meets users' needs. By observing how users interact with your tool, you can identify any weaknesses or gaps, including technical issues, and make necessary adjustments before implementation. User testing may look different depending on your objectives and available resources, but the right timing matters.

Among developers, technical testing is common, whereby users work through the tool independently or with some assistance. Test users provide feedback in person or through follow-up emails or video calls, depending on the test format. For instance, RAND asked three program managers to review the toolkit materials remotely, without direct supervision. Test users provided feedback via email by completing a standardized questionnaire, assessing how well the toolkit met its objectives, the clarity of the content, areas for improvement, and any discomfort encountered with the enclosed tools.<sup>67</sup> Pilot testing for IMPACT Europe evaluated the toolkit's clarity, user-friendliness, and feasibility, assessing its adaptability and effectiveness across various contexts and intervention levels.<sup>68</sup> Feedback collected during video calls informed adjustments in the tool's interface, language clarity, and translations.<sup>69</sup>

In addition to end-user feedback, developers sought insights from subject matter experts to assess their toolkit's content and quality. UNOCT, for instance, engaged 20 experts from United Nations (UN) agencies, universities, government, research institutions, and consultancies to refine their original draft.<sup>70</sup> Expert peer reviews test whether your resource meets rigorous standards and addresses evaluation holistically. Reviewers with specialized evaluation and prevention knowledge are useful for quality control but may struggle to identify design weaknesses that impact less knowledgeable end users. To complement insights from the peer review and stress test the toolkit, UNOCT plans to deliver additional training sessions to target audiences, with each toolkit chapter corresponding to a respective training module.<sup>71</sup> With trainings, you can gather more immediate feedback, as noted by one developer, but this may require you to make adjustments post-implementation. If you plan to collect feedback before and after toolkit delivery, allocate resources accordingly. An IMPACT Europe developer, for instance, was critical of user testing only occurring in the project's final

phase, resulting in resources being wasted on scientific discussions that had little relevance to end users. They argued that involving end users earlier would have allowed the team to address usability issues upfront, avoiding costly adjustments later.

To test toolkits' usability, a continuous feedback and adaptation loop is ideal.

User testing typically happens with an advanced draft, but a continuous feedback and adaptation loop is ideal. Project-based toolkits can leverage relationships within their organization to foster ongoing feedback and dynamic discussions. For Landscape of Hope, developers organized biweekly consultations with staff members to discuss updates to the tool, seek ideas for next steps, and test them later.<sup>72</sup> For the Evidence Based Working Toolkit, the funders established an advisory board, which included representatives from different municipalities, to consult during the design process.<sup>73</sup> Advisers provided input throughout the development process and later served as tool ambassadors to maximize outreach. Developmental learning supports ongoing adjustments but is resource intensive. It requires greater time commitment from participants and developers to provide and process feedback and is therefore not suitable for all cases.



Assess what resources to support user testing are available to you and choose a method that best suits your setting and objectives. Keep in mind that test users with varying evaluation experience may require different levels of support during piloting. Leverage personal or funder's networks to recruit relevant P/CVE stakeholders for testing. For user testing, conduct tests with a well-developed draft design, incorporating both content and technical features. Ensure you allocate enough time to analyze and integrate user feedback into the final version of your tool before its official launch.

Questions to ask:

- What information do I want to gather from user testing?
- What type of user testing best supports my resources and objectives?
- Which test users are representative of my target audience?

# Lessons for Toolkit Implementation

Upon finalizing the design, a toolkit is ready for launch. This section discusses best practices for the implementation of developed tools, emphasizing strategies to maximize impact through effective outreach and evaluation, to reach your target audience effectively and maintain your toolkit's relevance over time.

## Outreach: Promote Your Toolkit Strategically

Many funders choose toolkits as a relatively efficient, low-barrier entry point to learning about evaluation. But the actual use of a toolkit is not guaranteed. Developers and funders use launch events to raise awareness of newly developed tools, their features, and use value for target audiences. Besides conferences and webinars, they also use social advertising and tool ambassadors to reach a wider audience. Varying communication strategies exist but leveraging personal connections with key P/CVE stakeholders is particularly valuable.

Ultimately, your best communication strategy knows the target audience and chooses the most effective format to capture their attention. For example, while policy events facilitate crucial dialogue among decision makers, experts, and practitioners, they may be less appealing to individuals who prefer practical, hands-on tutorials that are cost-effective. To leverage insights about the tool's implementation context from intended end users during the development phase, you should first ask yourself who you want to reach and how.

Among various communication channels, release events are common to launch new support tools. Whether in-person or online, these events allow you to introduce your tool's objectives and key features, for example, through live demonstrations. Attendees get to learn firsthand how the tool can facilitate evaluation processes and learning, adding value to their work. Events like the IMPACT Europe launch conference "Preventing and tackling violent extremism – what works best?" also serve as a platform for practitioners, researchers, and policymakers to connect over lessons learned and emerging practices for effective prevention and evaluation.<sup>74</sup> Hybrid or virtual events let you reach a wider audience, making them beneficial for disseminating tools with P/CVE stakeholders in various locations. UNOCT, for instance, first introduced its MEL toolkit at a project evaluation event but plans a more global launch with permanent UN missions in New York, also livestreaming it on UN WebTV to accommodate participant preferences.<sup>75</sup>

Several developers indicated that their project's budget or objectives did not foresee sustained promotion efforts. For IMPACT Europe, the launch phase coincided with the projects' ending, leaving no money or capacity for further promotion. One developer said the hope that EU member states would pick up the toolkit and disseminate it among national audiences had only limited realization. Landscape of Hope developed its guidebook as an internal resource, never intending to share it with an external audience strategically.<sup>76</sup> The developers gave online talks in English and French to introduce the toolkit and explain its features to intended users, and they published it on their website and social media channels but did not advertise it further.

**Influential P/CVE stakeholders can serve as early adopters and advocates of your tool.**

To inform intended end users about support tools and encourage adoption, leveraging personal networks and strategic partnerships is particularly promising. For instance, a RAND developer noted that the US Department of Homeland Security (DHS) had previously been the tool's primary multiplier, sharing it with its partner

organizations. Similarly, an evaluation survey on the Evidence Based Working Toolkit revealed that 58% of respondents became aware of the website through an advisor from the Ministry of Social Affairs and Employment's (SZW) Expertise Unit Social Stability (ESS) or the National Coordinator for Counterterrorism and Security (NCTV),<sup>77</sup> which commissioned the tool's development. Only 9% learned about the toolkit through the introductory meeting on evidence-based working, highlighting the limited impact of one-time events for outreach. Influential P/CVE stakeholders can serve as early adopters and advocates of your tool, lending credibility and spreading the word. ESS and NCTV recruited ambassadors from the toolkit's advisory board, which included municipality representatives.<sup>78</sup> These people used the tool to evaluate their initiatives and promoted it among local partner organizations delivering P/CVE initiatives.<sup>79</sup> In addition, a sounding board group for municipalities, set up by the government to support joint learning about evidence-based prevention work, promotes knowledge-building and the sharing of support tools like the toolkit.<sup>80</sup> Finally, a press release and news articles amplified the tool's outreach to a broader audience.<sup>81</sup>



Strategically planning your tool's rollout is good practice. Do not assume that intended end users will automatically adopt well-designed tools. Instead, reflect on how you can best reach intended audiences and support adoption. Through personal networks and strategic partnerships, you can push for a more targeted outreach. Influential P/CVE stakeholders can lend credibility to your tool and amplify your dissemination. Funders, for instance, have a vested interest in strengthening implementers' evaluation capabilities, often lacking the capacity to self-evaluate all funded programs themselves, and are well-positioned to engage with target audiences as sponsors of their P/CVE initiatives. Discussion spaces on P/CVE evaluation and evidence-based practices are also opportunities to introduce your tool.

Questions to ask:

- Who do I need to reach and how can I reach them?
- Which resources do I need to promote my tool effectively?
- Which existing partnerships can I leverage to promote my tool?

## Impact: Assess What Works - and How to Improve

Independent learning resources like toolkits are designed to be self-sustaining. For instance, resources like the IMPACT Europe toolkit can remain accessible online after the project has ended. Still, some level of monitoring and performance evaluation is beneficial to keep your tool effective, relevant, and attractive over time and to add to the general knowledge of how effective a particular toolkit is in closing a capacity gap.

Once implemented, you can observe how your final design performs in real-world conditions and validate adjustments after user testing. This helps to identify remaining design weaknesses, while also tracking how well end users adopt your tool and its corresponding support. Web analytics can provide insights on download numbers and user interactions with different technical features but fall short of explaining user behavior and satisfaction. Download numbers, for instance, say little about who your users are or how effectively they use your toolkit for evaluations. Instead, developers typically rely on informal feedback from end users or funders, who discuss evaluation issues with relevant target audiences, to assess their resource's value and usage.



Some developers conduct interviews and surveys with (potential) end users to receive more detailed feedback on their tool's impact. One developer argued that "it would almost be hypocritical for an evaluator not to want to evaluate their [own] tools."<sup>82</sup> When toolkit development is outsourced by a funder to external consulting experts, those experts often do not hear back about longer-term use and have little options to learn. The only formal evaluation we know of was of the Evidence-Based Working Toolkit, conducted four years after its implementation. A survey, alongside several semi-structured interviews with municipality representatives, assessed how the target audience used and valued the toolkit and additional support services.<sup>83</sup> Insights from users and non-users identified barriers to tool adoption and highlighted challenges for evidence-based practices. Through moderated user tests, the executing consultancy observed how participants engaged with the toolkit in real time, with testers articulating their actions and experiences out loud. Among other things, the evaluation yielded recommendations for strengthening technical features and increasing the visibility of the toolkit and associated support structures, some of which stakeholders rarely used.<sup>84</sup>

Long-term monitoring ensures that your content retains its relevance. While developers do not expect core evaluation principles to change significantly,<sup>85</sup> intervention approaches and language adapt to evolving threats and prevention priorities. For instance, some end users described the Evidence Based Working Toolkit as outdated, prioritizing intervention types that became less relevant over time while failing to address current issues – such as the role of online radicalization and social polarization.<sup>86</sup> The funders now plan to update the toolkit's categories and intervention types to better align with the current P/CVE landscape, including the increasing role of resilience-based approaches.<sup>87</sup> Similarly, a RAND developer noted that in an intervention space increasingly focused on a public health approach, including more mental health care and direct interventions, the CVE framing in the toolkit's title distracted from its continued relevance, discouraging its use.<sup>88</sup>

For evaluation, the increase in digital data and advancements in data analytical tools, including the use of artificial intelligence, could change evaluation methods,<sup>89</sup> warranting updates to toolkit content. The NSW CVE Evaluation Tool, for example, encourages users to send in their evaluations to keep populating their database and to provide more examples and inspiration to others in conducting state-of-the-art evaluations of their activities.<sup>90</sup>

An often-dominating project logic is a key  
obstacle to sustainability

A key obstacle to retaining relevance is often a dominating project logic, which impedes meaningful reflection, post-implementation feedback, and sustainability. Developers of two toolkits noted that their budgets did not allow them to promote or update the tool later.<sup>91</sup> Consequently, feedback received after the project ended could not be incorporated, as team members had already moved on to new projects. A lack of monitoring makes it difficult to judge the extent to which some resources are still in use or even known among target audiences. In one context, a funder of an existing toolkit that was not maintained or updated after the funding ended is currently funding the development of a similar but entirely new tool by different designers.<sup>92</sup> In contrast, in another context, where restructuring and staff discontinuity led to a reduced prioritization of evaluation capacity-building in one agency, resources that were already developed were shared with another entity at a different level of the same government. This entity had the capacity to disseminate them, while presenting them in a more user-friendly way – showing that building on previous efforts and cooperation can help ensure sustainability of resources.<sup>93</sup>



To strengthen the sustainability and effectiveness of your tool, integrate some level of monitoring into your delivery plan. Proactively contact end users through personal networks, including through funders, or encourage feedback via dedicated channels like email or submission forms. Complementary evaluation training post-implementation can be an opportunity to discuss your toolkit's features and gather questions and comments on its design. Tool evaluations are useful when prevention strategies and threat dynamics evolve, particularly as time passes after implementation. If you are a third-party stakeholder commissioned to develop a toolkit, carefully plan with your funder who will monitor the tool's impact and relevance after the project ends.

Questions to ask:

- How will I capture user experiences and feedback post-implementation?
- What resources do I have available to integrate updates and improvements?
- Who is best suited to monitor my tool's long-term performance?

# Conclusion

As the P/CVE field grows and evolves, research shows that a widespread lack of evaluation expertise and experience remain key challenges to understanding what works under which conditions in preventing violent extremism and supporting resilient, peaceful communities. While some experts have deep evaluation knowledge and experience, a basic understanding of evaluation principles and methods across various P/CVE stakeholder groups, from government officials to project implementers, is important to help move the field forward. This includes the ability to plan for evaluations and making sure their results are used to improve programming – but also includes implementing reflection processes for self-evaluation and learning, or collecting the data needed for external evaluations.

Evaluation toolkits are an increasingly widespread instrument that help build this capacity in an easily accessible way. The prevalence of toolkits enables comparison of developer experiences and synthesis of lessons learned. In this study, we have summarized best practices in developing and implementing effective evaluation toolkits to build evaluation knowledge and skills among P/CVE stakeholders and provided guidance to toolkit designers.

Based on interviews with toolkit developers and funders, we find that, as a tool developer, you should consider all steps of the development process strategically, especially the integration of user perspectives and resource support. The primary value of toolkits lies in providing P/CVE stakeholders with easy and cost-effective access to evaluation support and know-how. To maximize this benefit, it is crucial to maintain a strong user-centric focus throughout an iterative development process. User testing serves as an important mechanism to validate design decisions regarding your tool's user-friendliness. By integrating target audience perspectives from the project's onset, you reduce the likelihood of costly late-stage revisions and can use your resources more efficiently. Effective user-oriented toolkits are developed with users for users.

The implementation process, namely dissemination and effectiveness monitoring, currently receives little attention during development. This risks limiting the relevance of even the most well-designed tools. We recommend paying attention to reaching the target audience and demonstrating the practical utility of the finished tool through events and other communication. Some level of monitoring should – if necessary in consultation with the tool's funders or implementation partners – be included to understand whether a toolkit is effective and useful over time.

**Ironically, the impact or intermediary outcomes of many P/CVE evaluation toolkits are currently not monitored or evaluated.**

Currently – and ironically – the impact or intermediary outcomes of many P/CVE evaluation toolkits are not monitored or evaluated. Evidence for the extent to which various tools are effective in supporting evaluation capacity and skills is lacking. Developers usually rely on informal, anecdotal feedback and lack resources to integrate improvements post-implementation, rendering this feedback somewhat ineffective. A project-dominating logic means that some developers quickly move on to new projects, leaving support instruments' long-term implementation unaddressed. Further research on the effectiveness and actual use of toolkits and other support tools, as well as evaluations, is needed to determine specific benefits of toolkits and the user groups they best serve – including those not originally targeted during design. This could include evaluation toolkits from related fields such as crime prevention or community safety,<sup>94</sup> which share similar content and structures, and often address similar target groups.

Finally, while this study focused on good practices for developers of toolkits, funders play a crucial role in deciding which capacity support tools should be developed, and whether

they are sustainable and coordinated. Funders should be clear about the added value and need for a new evaluation support tool before its commission. During the development process, they should make sure developers have the resources and access to take an iterative design approach and provide resources for implementation and evaluation to understand whether a tool is effective and sustainable, and how it can be improved. Toolkits provide an easily accessible entry point to explain the basics of evaluation, but they tend to have limits when it comes to conveying more complex evaluation knowledge and skills. Ideally, they are developed and implemented in coordination with other tools – such as professional exchange networks, databases, counselling, or help desk services – to provide an effective evaluation support structure. After all, developing new support instruments, like toolkits, should therefore be part of a larger effort to enable learning-oriented evaluations that inform P/CVE policies and practice.

# Recommendations

## As a tool developer, you should:

1. Involve target audiences from the start of development to ensure toolkit designs align with their learning and language needs.
2. Test draft designs with end users before final implementation, allowing sufficient time and resources to incorporate feedback.
3. Create engaging communication strategies to disseminate your toolkit to its intended audience.
4. Integrate a plan to monitor dissemination and allocate resources for ongoing outreach and updates to keep toolkit content relevant.

## As a funder of evaluation support instruments, you should:

5. Assess capacity needs to identify the most suitable capacity-building tools and determine if existing resources can be adapted before creating new ones.
6. Embed toolkits into an evaluation capacity support system, which combines various tools and addresses structural barriers like (dis-)incentives for evaluation.
7. Ensure the use of capacity-building instruments can be monitored and evaluated to contribute to an evidence base on how to successfully build evaluation capacity.

# Annex A: Description of Toolkits Included in This Study

## Toolkits developed for individual projects or programs:

### **Landscape of Hope Evaluation Guidebook**

Landscape of Hope is a Canadian organization that uses arts-based initiatives to tackle issues related to hate speech, discrimination, and cyberbullying. Team members created the Evaluation Guidebook to make self-evaluation more accessible within the organization and better demonstrate their impact to funders.<sup>95</sup> Previously, the team had limited experience demonstrating effects beyond basic output reporting. The guide now serves as a resource for team members working across various communities, helping them apply evaluation knowledge easily. The guidebook can be downloaded online in the form of a PDF, covering steps from mapping the project's objectives and context, and planning and conducting an evaluation, to analyzing and reporting results. Examples of evaluation instruments for arts-based initiatives inspire the use of tailored data collection methods, including imagery, written word, and physical movement, to capture lived experiences.<sup>96</sup>

### **Targeted Violence and Terrorism Prevention Grant Program Evaluation Toolkit**

The TVTP grant program of the US Department of Homeland Security (DHS) provides funding for P/CVE initiatives and research. On behalf of DHS, teams at NCITE and RTI International currently develop an application to facilitate self-evaluations of TVTP grantees. The tool focuses on the activity level. It mainly consists of an online portal and data collection tool that assists grantees with limited evaluation experience to gather and organize information for monitoring and evaluation purposes. Users receive adequate survey questions that match their type of activity or develop their own questions to generate data for outcome and process evaluations, as well as lessons learned. Short primers explain different assessment types and methods to build grantees' evaluation know-how, improving data quality and quantity from self-reporting. Compared to the other resources in this study, it is exclusively accessible for grantees of a specific program. The main goal is to help grantees collect the right type of information to allow harmonized measurement approaches and evaluation designs across activities under the grant program.<sup>97</sup>

## Toolkits developed for national contexts:

### **Evidence-Based Working Toolkit for the Prevention of Radicalization**

The Evidence-Based Working Toolkit for the Prevention of Radicalization supports Dutch municipalities and implementers in evaluating their activities. It recognizes the pivotal role local governments play in addressing and reducing social tensions, equipping them with practical knowledge and tools to promote evaluation.<sup>98</sup> It also aims to encourage knowledge exchange between municipalities regarding evaluation insights.<sup>99</sup> Developed by Radar Advies, Verwey-Jonker Institute, and AG Advies, on behalf of the SZW and NCTV, users can access the materials through the ESS website. With the toolkit, users can evaluate four types of interventions – multidisciplinary case consultation; key figures; theatre; and resilient

parenting – commonly used in the integrated local approach to addressing radicalization and violent extremism.<sup>100</sup> Through related links, users can download additional PDF materials like guiding questionnaires, descriptions of evaluation control questions, and checklists. Municipalities can also conduct a quick scan of their local approach, a condensed program evaluation, to highlight strengths and gaps in their strategy to counter radicalization, but this can also be used to develop a new strategy.<sup>101</sup>

### **RAND Program Evaluation Toolkit for Countering Violent Extremism**

The RAND Program Evaluation Toolkit assists US CVE program managers and directors of community-based initiatives, as well as funders, in evaluating program effectiveness, identifying areas for improvement, and allocating resources effectively.<sup>102</sup> Developed for DHS, it builds on RAND’s Getting To Outcomes (GTO) approach – a 10-step evidence-based program for implementing and strengthening different types of prevention programs.<sup>103</sup> Modeled after RAND’s Suicide Prevention Program Evaluation Toolkit, which builds on the GTO approach,<sup>104</sup> it guides users with limited evaluation experience in designing tailored evaluations, selecting appropriate methods, and interpreting findings to drive program improvements. Additional worksheets, templates, and checklists within the PDF assist users in developing logic models and streamlining the evaluation planning process.

### **New South Wales Government Countering Violent Extremism Evaluation Tool**

The CVE Evaluation Tool of the NSW government in Australia is an online resource hub to help users learn from other CVE programs and evaluations, and find ways to measure their own program.<sup>105</sup> The tool aims to share lessons about programs and ways to evaluate them, and its website encourages governments and practitioners worldwide to contribute by sharing their evaluations.<sup>106</sup> The tool provides an overview of existing programs and their outcomes, and an overview of example indicators for CVE activities. It also includes a CVE glossary and shares resources to help implementers evaluate their programs, such as an indicator document<sup>107</sup> and a data collection and analysis manual.<sup>108</sup> The latter resources were originally developed on behalf of the Countering Violent Extremism Centre at the Australian Department of Home Affairs, which also funded the development of the NSW government tool.<sup>109</sup>

## **Toolkits developed for transnational application:**

### **IMPACT Europe Online Evaluation Toolkit**

The IMPACT Europe consortium set out to deepen policy, practice, and evaluators’ understanding of radicalization and effective prevention practices. Its research supported priorities set by the EU’s Counter-Terrorism Strategy to systematically collect lessons learned to understand what works (or not) and why.<sup>110</sup> IMPACT Europe’s Online Evaluation Toolkit equips P/CVE professionals in Europe and beyond to conduct robust evaluations and design impactful interventions. The tool consists of three elements: an evaluation guide; an intervention database with evaluated initiatives; and a section on lessons learned, which can be accessed through a dedicated website. Users can indicate whether they are planning, conducting, or completing an evaluation, which directs them to follow-up links with tailored steps for each phase. The project’s database seeks to “inspire practitioners to produce well-designed and evaluable interventions.”<sup>111</sup> Users can select variables to search for interventions tailored to specific radicalization factors, intervention goals, and evaluation methods. To promote mutual learning across the field, the IMPACT Europe tool encourages users to upload their own interventions and evaluations.

### **UNOCT Monitoring, Evaluation and Learning Toolkit**

The MEL toolkit, developed by UNOCT, addresses individuals and organizations involved in the development and implementation of P/CVE action plans. In assisting UN member states with developing P/CVE action plans, UNOCT observed a persistent need for capacity-building. Rising requests for evaluation support prompted the team to develop a resource for self-directed learning. Key to choosing this type of support tool was limited capacity among the monitoring and evaluation team to provide external support. Developing a toolkit enabled UNOCT to reach a broader audience than would have been feasible through individualized support through the organization.<sup>112</sup> The toolkit is a versatile instrument that can be applied across different levels of governance and forms of action plans.<sup>113</sup> Users can access the resource through a digital PDF. The toolkit is organized into three phases of the MEL process: planning; monitoring and evaluating; and learning and communicating results. The step-by-step guide allows users with no or limited evaluation experience to work through the document in their own time. Guiding questions, case study examples, and activities with corresponding templates facilitate hands-on learning.



# Annex B: Extended List of P/CVE Toolkits

Tool	Developer	Available Language(s)	Designed for*	This resource is useful if you:
<b>Toolkits in This Study</b>				
Countering Violent Extremism Evaluation Tool	Office of Community Safety and Cohesion, NSW Department of Communities and Justice	Full resource: <a href="#">English</a>	CVE implementers	Want to learn about other CVE programs, their outcomes, and relevant indicators to inform the design and evaluation of your CVE initiative;  And/or want to share information about your own program design and evaluations.
Evaluation Guidebook	Landscape of Hope	Full resource: <a href="#">English</a> , <a href="#">French</a>	Landscape of Hope researchers and community partners	Are evaluating a Landscape of Hope initiative; And/or want to learn about arts-based instruments for evaluation.
Online Evaluation Toolkit	Impact Europe	Full resource: <a href="#">English</a>  Quick guide: <a href="#">Danish</a> , <a href="#">French</a> , <a href="#">German</a> , <a href="#">Dutch</a> , <a href="#">English</a>	(European) CVE professionals, including frontline practitioners, multi-level end-users, policymakers and other decision makers	Are looking for a step-by-step guide to design and conduct an evaluation of a CVE intervention;  And/or are looking for examples of other intervention designs;  And/or want to identify lessons learned or share your learnings from previous evaluations.
Program Evaluation Toolkit for Countering Violent Extremism	RAND Corporation	Full resource: <a href="#">English</a>	Managers and directors of US community-based CVE programs, as well as program funders	Want to assess the effectiveness of a CVE program and allocated resources and identify areas for improvement in your programming design;  And/or are looking for practical resources to assist you with developing a logic model and evaluation framework, such as worksheets, templates and checklists.
Targeted Violence and Terrorism Prevention Grant Program Evaluation Toolkit	National Counterterrorism Innovation, Technology, and Education Center (NCITE) and RTI International	Full resource: <a href="#">English</a> **	Targeted Violence and Terrorism Prevention Grantees (TVTP)	Are a TVTP grantee looking for support on how to fulfill the grant's self-evaluation requirements.
Toolkit Evidence-Based Werken bij de preventie van radicalisering	Radar Advies, Verwey-Jonker Institute and AG Advies	Full resource: <a href="#">Dutch</a>	Dutch municipalities and P/CVE implementers	Want to evaluate interventions to prevent radicalization, particularly for the following intervention types: multidisciplinary case consultation, key figures, theatre, and resilient parenting;  And/or assess or develop your local prevention approach.
Monitoring, Evaluation and Learning Toolkit to Support Action Plans to Prevent and Counter Violent Extremism	United Nations Office of Counter-Terrorism (UNOCT)	Full resource: <a href="#">English</a> , <a href="#">Russian</a> (tbd)  Toolkit flyer: <a href="#">English</a> , <a href="#">Russian</a>	Individuals and organizations involved in the development and/or implementation of P/CVE action plans	Have limited or no evaluation experience and want a step-by-step guide, complete with activities and examples, to help you create an evaluation framework for a P/CVE action plan;  And/or want to use lessons learned to strengthen the design of a P/CVE action plan.

Tool	Developer	Available Language(s)	Designed for*	This resource is useful if you:
<b>Additional Evaluation Toolkit Resources</b>				
Evaluate Your CVE Results: Projecting Your Impact	Hedayah	Full resource: <a href="#">English</a>	CVE program designers	Want to conduct an outcome or impact evaluation of an individual CVE program;  See also Hedayah's <a href="#">MASAR</a> app for smartphones, tablets, and desktop application, which provides support for monitoring, measurement, and evaluation of P/CVE programs and projects.
Evaluation Guidebook	United Nations Office of Counter-Terrorism (UNOCT)	Full resource: <a href="#">English</a>	UNOCT staff and contracted evaluators who manage program evaluations	Are planning or conducting an UNOCT evaluation, either internally or as an external evaluator.
Improving the Impact of Preventing Violent Extremism Programming: A Toolkit for Design, Monitoring and Evaluation	United Nations Development Program and International Alert (UNDP)	Full resource: <a href="#">English</a>	UNDP implementers and partners involved in PVE and related programs.	Are seeking guidance on designing, monitoring, and evaluating PVE projects (with a conflict-sensitive approach);  See also the UNDP's related PVE indicator bank if you are seeking inspiration on developing appropriate and measurable indicators.
Guide to Evaluating Programs for Preventing Violent Extremism	PREV-IMPACT Project, UNESCO Chair in Prevention of Radicalization and Violent Extremism	Full resource: <a href="#">English, French</a>	Canadian PVE practitioners and program managers	Want to learn about fundamental elements of PVE program evaluation, including relevant ethical issues to plan and conduct an evaluation.
How to Design Impact Evaluations of CVE Programs: A Practical Guide for Southeast Asian Civil Society Organizations	Southeast Asian Network of Civil Society Organizations	Full resource: <a href="#">English, Filipino, Indonesian, Thai</a>	Southeast Asian civil society organizations implementing CVE programs	Are a civil society organization seeking a detailed, step-by-step guide to assess the effectiveness of your intervention program.
INDEED Toolkit	INDEED Project	Full resource: <a href="#">English, Spanish, Romanian, Polish, Latvian, Italian, German, French, Greek, Bulgarian</a>	(European) P/CVE practitioners and policymakers	Want to learn about key principles of evidence-based evaluation and/or conduct an evidence-based evaluation of a P/CVE initiative.
Learning and Adapting: The Use of Monitoring and Evaluation in Countering Violent Extremism	Royal United Services Institute	Full resource: <a href="#">English</a>	CVE practitioners and policymakers	Want to learn about relevant CVE monitoring and evaluation frameworks, methods, and tools;  And/or refine your evaluation approach based on lessons learned from other fields, such as evaluating crime prevention, gang prevention, overseas development or peacebuilding initiatives.
The Counter-Narrative Monitoring & Evaluation Handbook	Institute for Strategic Dialogue	Full resource: <a href="#">English</a>	Implementers of counter-narrative initiatives	Plan to evaluate a counter-narrative campaign and have limited prior experience with evaluation.
Toolkit for the Evaluation of School-Based Initiatives	Community Safety Evaluation Lab, Harvard T.H. Chan School of Public Health	Full resource: <a href="#">English</a>	Implementers and evaluators of school-based initiatives aimed at improving online safety and youth's acceptance of diversity, as well as reducing exposure to hate.	Seek guidance on designing and conducting evaluations in school-based settings.

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UNODC Toolkit for Evaluating Interventions on Preventing and Countering Crime and Terrorism	United Nations Office on Drugs and Crime (UNODC)	Full resource: <a href="#">English</a>	Evaluation experts with limited UNODC familiarity, UNODC thematic experts benefiting from evaluation guidance, and the broader evaluation community	Are conducting an in-depth and strategic or independent project evaluation in the framework of UNODC; And/or are looking for additional resources on evaluation tools, examples, and standards.
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\*The toolkits' content and resources may be relevant to stakeholders beyond the defined target audience.

\*\*This resource is not publicly available.

# Endnotes

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