EVALUATE YOUR CVE RESULTS

PROJECTING YOUR IMPACT

CRISTINA MATTEI
& SARA ZEIGER

Hedayah
countering violent extremism

The views expressed in this Guide are the opinions of the authors and do not necessarily reflect the views of Hedayah.

© Hedayah, July 2018
All rights reserved.

Cover design and publication layout by Iman Badwan.

ABOUT HEDAYAH

Hedayah was created in response to the growing desire from members of the Global Counterterrorism Forum (GCTF) and the wider international community for the establishment of an independent, multilateral center devoted to dialogue and communications, capacity building programs, research and analysis to counter violent extremism in all of its forms and manifestations. During the ministerial-level launch of the GCTF in New York in September 2011, the UAE offered to serve as the host of the International Center of Excellence for Countering Violent Extremism. In December 2012 Hedayah was inaugurated with its headquarters in Abu Dhabi, UAE.

Hedayah aims to be the premier international center for expertise and experience to counter violent extremism by promoting understanding and sharing good practice to effectively serves as the true global center to counter violent extremism.

ABOUT THE AUTHORS

Cristina Mattei is a Program Manager within the Capacity Building Programs Department. Throughout her time in the organization, she has been working on the development and delivery of the Returning Foreign Terrorist Fighters Program in coordination with the Government of Tunisia among other related activities. She has expertise in youth radicalization and Families and CVE and since 2015 has been working on rehabilitation and reintegration practices. As part of the Capacity Building Programs team, Cristina is primarily involved in training curriculum development and has developed the internal Monitoring, Measurement & Evaluation framework in coordination with the Research & Analysis Department. Cristina is managing the CVE & Education Program and is actively researching to develop a curriculum for social workers, psychologists and educators.

Prior to joining Hedayah, Cristina worked in Brussels in a number of organizations to include Friends of Europe and the German Marshall Fund of the United States. She also worked in international security and defence and has been engaged in project management, advocacy and communication. Cristina has a Master's degree in European studies from LUISS University and a Bachelor's degree in Political Science from Tuscia University.

Sara Zeiger is a Program Manager in the Department of Research and Analysis. She joined Hedayah in August 2012 and currently leads Hedayah's portfolio on CVE and education. Sara is also currently a Non-Resident Fellow in International Relations and Counter-Terrorism for TRENDS Research & Advisory.

At Hedayah, Sara supports the Director in providing oversight for the Department's programs, including the Counter-Narrative Library, non-resident Fellowship Program and annual International CVE Research Conference. Sara is currently leading the development of an App for Monitoring, Measurement and Evaluation for CVE projects titled MASAR as well as the development of a collection of counter-narratives for the East and Horn of Africa region. Sara is also the Co-Director of a NATO SPS Advanced Research Workshop grant on the role of women in CVE.

Sara was Hedayah's liaison with the Global Counterterrorism Forum (GCTF) to support the development and drafting their framework document, the Abu Dhabi Memorandum on Good Practices for Education and CVE and follow-up Action Plan. Her recent publications include Violent Radicalisation and Far-Right Violent Extremism in Europe; Preventing and Countering Violent Extremism in Africa: The Role of the Mining Sector, and two How-To guides on Undermining Violent Extremist Narratives (South East Asia & Middle East and North Africa).

Prior to joining Hedayah, Sara worked as a Research Assistant at the Center for Middle Eastern Studies at Harvard University. She also served as a Head Teaching Fellow for the Harvard Extension School and was a Graduate Assistant at Boston University, conducting research on politics and society in Latin America, Europe and the Middle East. Sara holds an M.A. in International Relations and Religion (concentrations: Security Studies and Islam) from Boston University, and graduated as valedictorian with a B.A. in Psychology and Religion from Ohio Northern University.

TABLE OF CONTENTS

Introduction 2

Challenges to MM&E 3

Purpose of MM&E 4

Principles for MM&E 5

Stakeholders of MM&E 6

Key Definitions 7

Countering Violent Extremism (CVE) MM&E Framework 9

Figure 1: CVE MM&E Framework 11

Guiding Principles Step 1: Identifying The Context And Statement Of The Problem 12

Guiding Principles Step 2: Defining a Theory of Change 15

Figure 2: Sample Theory of Change 17

Guiding Principles Step 3: Goals and Objectives 19

Figure 3: Activity Chart 22

Guiding Principles Step 4: Key Indicators and Measures 23

Guiding Principles Step 5: Collection Methods and Tools 25

Guiding Principles Step 6: Capacity and Resources for MM&E 28

Guiding Principles Step 7: Analyzing Results 30

Appendix A: Evaluation Methods 32

Appendix B: Resources 33

Appendix C: Aide Memoire 35

Appendix D: Monitoring, Measurement and Evaluation for CVE - Sample 1 36

Appendix E: Monitoring, Measurement and Evaluation for CVE- Sample 2 39

Appendix F: A Practical Example (Ali's Story) 42

Appendix G: Surveys 50

PRACTICAL TIP #1

This document is useful for evaluating at least two types of CVE programs and projects:

1. those that directly influence the target population (potentially radicalized individuals), and
2. those that influence interlocutors such as government officials and civil society.

The model and framework can also be applied to trainings, conferences and workshops for CVE.

INTRODUCTION

This document provides standards of practice for monitoring, measuring and evaluating (MM&E) the results of Countering Violent Extremism (CVE) programs and projects, to include projected impact. It was developed based on existing good practice in the field and originally designed to be an internal framework for Hedayah, the International Center of Excellence for Countering Violent Extremism. It merges the best and most useful tools already existing in CVE-related space in order to create guidance intended for organizations with limited time, capacity and resources for MM&E. It should be noted that this toolkit is tailored for individual CVE programs, not CVE policies or strategies.[1] However, some of the logic models and structures may be applicable to CVE policies and strategies.

Purpose

The MM&E in this document mainly focuses on two types of evaluation: outcomes evaluation and program impact evaluation. Outcomes evaluation intends to assess the effect of the program on the recipients of the program. On the other hand, Impact Evaluation intends to assess whether the program helps to realize the ultimate vision of reducing radicalization and recruitment to violent extremism, with respect to the target population of the program. This document also provides some guidance on performance measurement and program management, but it is not intended to be a comprehensive framework for all types of evaluation. For additional information on different MM&E types, see Appendix A.

Good MM&E practices should be considered as a fundamental part since the design phase of any project, including those for CVE. However, this document is not intended to be a fully-developed guidance on project design. Still, considerations for MM&E during the design phase are indicated several times in this document to embed this good practice more holistically in the framework.

The language in this document is simple and straightforward and is intended to be the first step in creating good MM&E for CVE programs. However, this is not to say that MM&E is simple nor should be taken lightly. There are a number of existing resources that can aide in the further implementation of a MM&E framework for a CVE program, and a list of additional resources can be found in Appendix B.

1 There are three types of evaluation described: vertical evaluation (that measures a particular project or program; 2) horizontal evaluation (that measures the outcomes of a particular policy, theme or strategy); and 3) multidimensional evaluation (that measures how a broad range of activities contribute to CVE). See piece by Naureen Chowdhury Fink, Peter Romaniuk, and Rafia Barakat, "Evaluating Countering Violent Extremism Programming: Practice and Progress," New York, NY: Center on Global Counterterrorism Cooperation, 2013, https://bit.ly/2tlQOXw

MASAR: An App for MM&E

The guidance contained in this document is also the foundational work for the smart phone and tablet App for MM&E for CVE, "MASAR." MASAR is designed to be an interactive tool for practitioners looking to design better frameworks for MM&E for their CVE programs. The App provides customized step-by-step guidance on how a program designer should think through the development of their CVE project and accompanying MM&E. Interested practitioners and civil society organizations can download MASAR at the App store for iOS and Android for free. For more information about MASAR, see Hedayah's website at www.hedayahcenter.org.

CHALLENGES TO MM&E

There are a number of challenges that practitioners and program designers may face when measuring the outcomes or impact of their CVE program. For example,

- Outcomes develop over long time and the effects are not seen immediately or within a program management cycle;
- The nature of CVE is sensitive and entails heightened emotions including fear. Trust takes time to develop and can be severed quickly—affecting results;
- There are many political sensitivities that arise when addressing violent extremism at a local level, and local actors may not be keen to share the most relevant data;
- There are no valid (significantly tested) scales to measure levels of support for violent extremism among individuals, so data relies primarily on self-reporting, observation of behavior, & expert judgment;
- It is difficult to measure intent and capability of potential terrorist and therefore difficult to ascertain the actual impact of an individual not becoming radicalized;
- Causality is difficult to prove in terms of the program's impact on an individual or group;
- The collection of data for P/CVE program implementers is challenging—both in terms of safety (physical location) and access to communities;
- In general, there is a lack of resources to dedicate to MM&E in program design and budgets (time, funding, number of staff);
- There is not one standardized framework required by international donors, and therefore it is difficult to compare results.

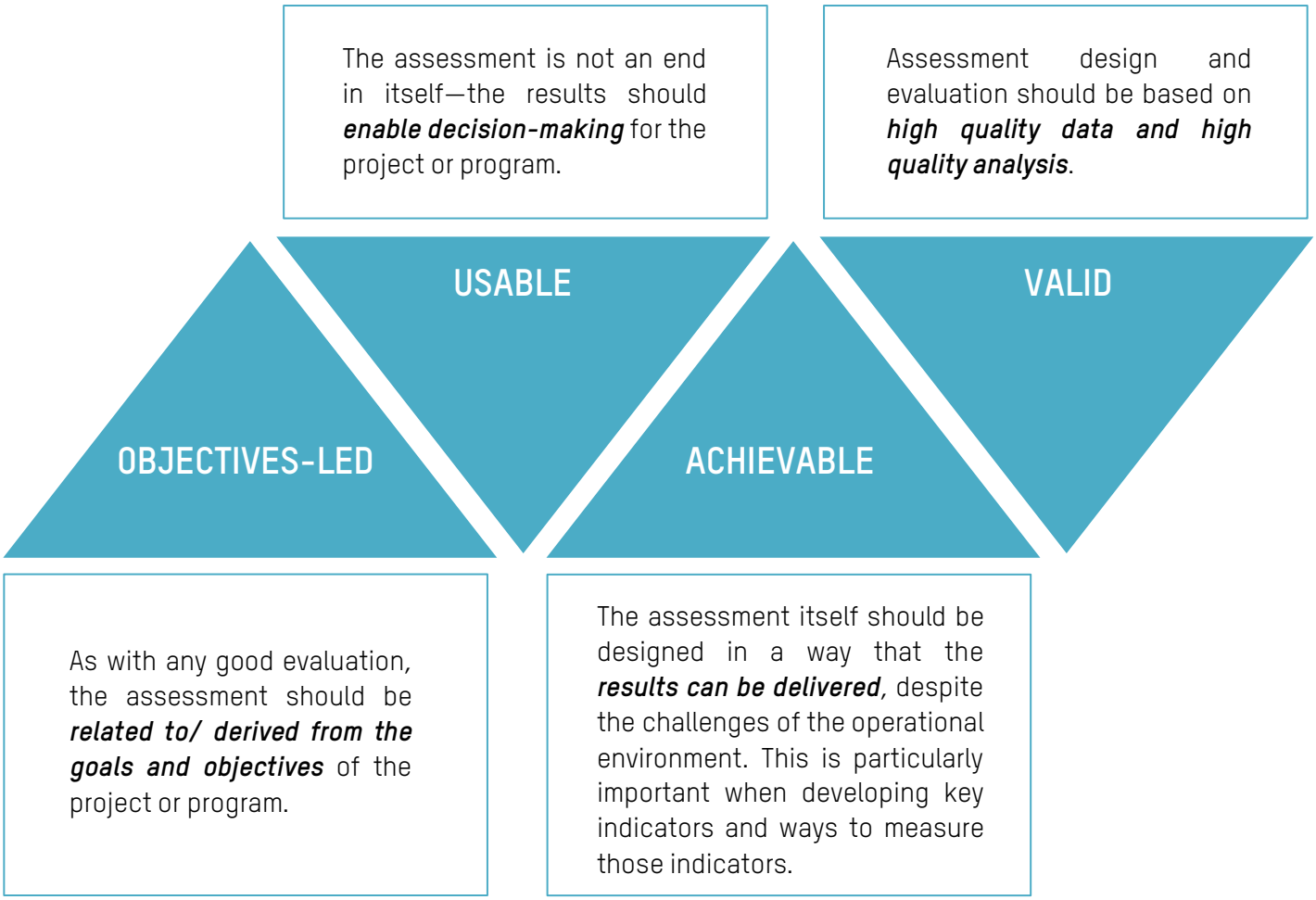
PURPOSE OF MM&E

Despite the challenges listed above, it is important that CVE programming includes an element of MM&E for a number of reasons. For example:

- MM&E is a requirement for most donors in the CVE community;
- It helps articulate how the CVE program meets stated goals and objectives;
- Advertising successes can market programs for future funding;
- Identifying successes can provide models of good practice to other organizations that could replicate the work elsewhere;
- Results justify time, resources and money spent on a CVE program or project to donors, taxpayers and governments;
- It indicates the impact of the program in how it might contribute to reducing violent extremism.

PRINCIPLES FOR MONITORING, MEASUREMENT AND EVALUATION

The MM&E guidance contained in this document follow a number of key principles that are outlined below:



STAKEHOLDERS OF MONITORING, MEASUREMENT AND EVALUATION

In designing an efficient way of monitoring, measuring and evaluating a CVE program, it is important to identify the key stakeholders involved and how those stakeholders will use the MM&E results. Actors that can have a "stake" in MM&E results include:

- Recipients of CVE Programs & Practitioners
- CVE Programs designers & related institutions/organizations
- Policymakers for CT & CVE
- Donors/Funders
- Security organizations
- Target audiences of CVE programs

CVE program designers should think about a number of questions related to the relevant stakeholders for the program, including:

- What decisions do stakeholders need to make?
- What information could help inform those decisions?
- How do the stakeholders know if a program is running as planned?
- Who will make the decisions?

KEY DEFINITIONS

ACTIVITY

this is one of the sub components of a program or project that describes the actions that support the goals and objectives of the program or project.

EFFECTIVENESS

to what extent (success) the program has achieved its pre-determined objectives

EVALUATION

a systematic assessment of a program to determine its impact and effectiveness based on benchmarks, standards and goals.

IMPACT

the measurable effect or change a program has on the target population (impact can be intended or unintended, direct or indirect).

IMPACT EVALUATION

the effect of the program on the target population. Ultimately, it intends to assess on whether the program contributes to realize the vision of reducing radicalization and recruitment to violent extremism.

MEASUREMENT

an ongoing process by which indicators are tracked over time.

MONITORING

data collection throughout the duration of the program to assess indicators along the way and make appropriate changes if necessary.

OUTCOMES

intended results of program activities or services (usually qualitative). Often outcomes are expressed in terms of change in behavior or attitudes.

OUTCOMES EVALUATION

the effect of the program on the recipients of the program.

OUTPUTS

measurable products (usually quantitative) of a program's activities or services. Often outputs are recorded measures in terms of units completed.

PROGRAM

this refers to a series of activities conducted in relation to each other, such as a series of workshops under capacity-building, research with a number of sub components. Programs may have a number of different activities with different goals and objectives.

PROJECT

this refers to a single event or activity with no sub components or related elements.

RECIPIENTS (OF THE CVE PROGRAM)

those individuals or organizations that are directly influenced by the CVE program's activities.

TARGET POPULATION

those individuals that are the ultimate goal of CVE programs and projects, sometimes referred to as "vulnerable individuals" or "at-risk" population that are being prevented from joining a terrorist group or participating in violent extremism.

THEORY OF CHANGE

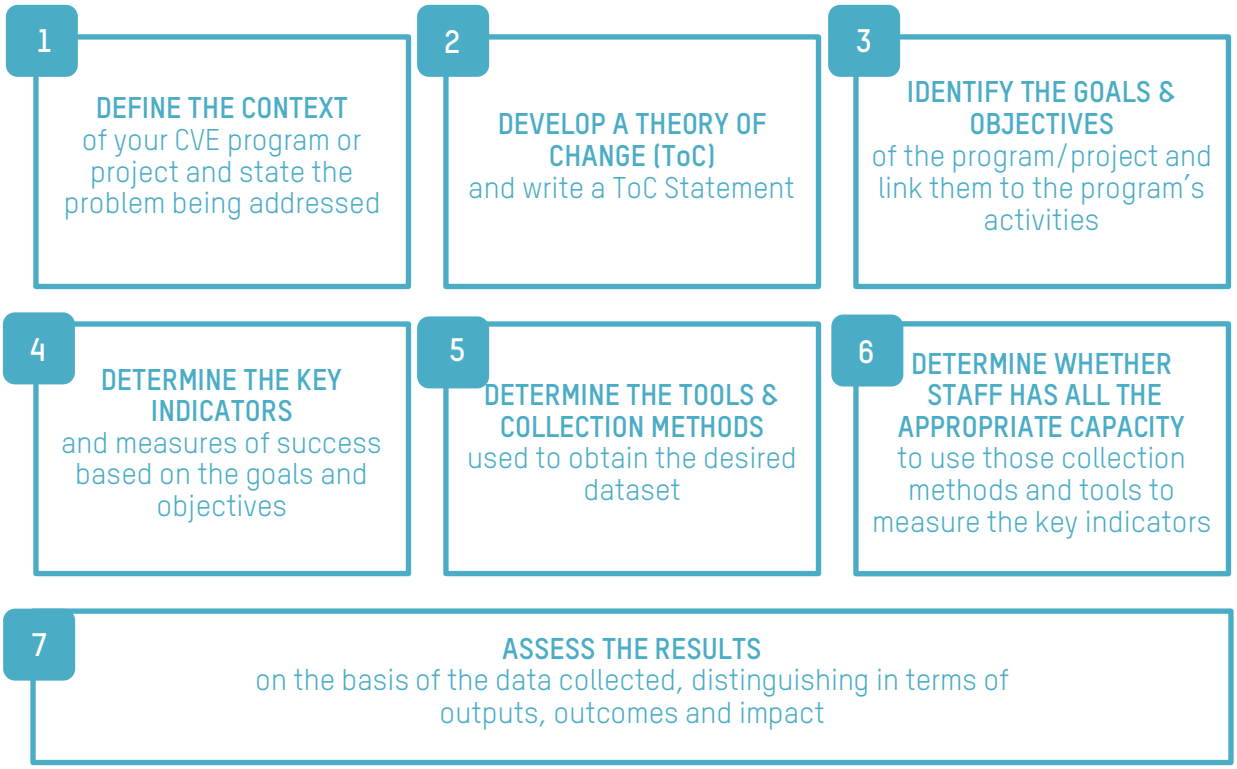
explanation of causal links from inputs to activities to outcomes, outputs and impact, often depicted in logical models.

COUNTERING VIOLENT EXTREMISM (CVE) MM&E FRAMEWORK

The following framework (see Figure 1) guides the CVE program designer to think about certain elements at the outset of the program so that MM&E can be conducted successfully. The framework in Figure 1 can be filled out for each objective and sub-objective, and it is up to the CVE program designer to determine how detailed the answers should be for their CVE program.

In this document, each step in the framework contains a set of guiding principles to assist the user with determining the best options for their particular program. Key points associated with these steps can be found in a one-page document in Appendix C. Samples of MM&E Frameworks for real CVE programs from Hedayah can be found in Appendix D & E.

The steps are summarized below:



*The seven steps are not intended to be an exclusively chronological process as the user should try to consider the logic model holistically as much as possible. In fact, later steps might affect previous ones, and earlier steps should be revisited to ensure the framework is comprehensive. As an example, capacity and limitations (STEP 6) should be taken into account since the beginning as limited capacity might seriously affect the definition of goals, objectives and activities.

General Questions to Consider:

1. What is the context of the CVE program and what problem are you attempting to solve?
2. What is the logic behind how your CVE program relates to solving the problem?
3. What is the goal or objective of the CVE program/project?
4. What are the key indicators being used to measure whether you reached your goals?
5. How will the data on these indicators be collected?
6. What are the resources available for monitoring, measurement and evaluation?
7. After assessing the data collected, what are your actual results?
8. How will the results be evaluated in terms of outputs, outcomes and (projected) impact?
9. What do the results mean, and how will the results be used to change or tailor current or future programming?

For a more practical example of applying this framework using a non-CVE example, see Appendix F "Ali's Story. Ali's Story can also be used for training purposes to better illustrate the framework and steps for monitoring, measurement and evaluation."

FIGURE 1: CVE MM&E FRAMEWORK

Title of Program or Project:	
Theory of Change Statement:	

GOALS & OBJECTIVES	KEY INDICATORS & MEASURES	COLLECTION METHODS & TOOLS	CAPACITY, RESOURCES & LIMITATIONS	SUMMARY OF RESULTS
Objective 1				
Objective 1.1				
Objective 1.2				
Objective 2				
Objective 2.1				
Objective 2.2				

Sample Timeframe for the MM&E: before and after all the activities and 3, 6 or 12 months since the end of the program to assess the outcome and/or impact on the ground.

GUIDING PRINCIPLES STEP 1: IDENTIFYING THE CONTEXT AND STATEMENT OF THE PROBLEM

This section provides guiding principles for looking at the context before developing your CVE program, and identifying relevant contextual problems that you may want to address. Before designing the CVE program, it is important to look at the reasons why there is or might be a problem of radicalization leading to violent extremism or actual violent extremism, in that particular community.

Questions to Consider:

1. What is the local context of the country or community of implementation?
2. What is the identified problem in the country or community of implementation, with regard to radicalization leading to violent extremism?
3. What are the drivers of radicalization in the country or community of implementation?
4. What is the target population of your program (age, gender, socioeconomic status, region located etc.)? What are the local push and pull factors that potentially influence this target population?
5. Who are the recipients (age, gender, socioeconomic status, region located etc.) of the CVE program itself? What are the relationships between the recipients and the target population?
6. Does your program seek to reduce the drivers of radicalization, build sources of resilience, or both?

Evaluation of Country or Community Context

Understanding the context of the country or local community is important to program design, which ultimately influences monitoring, measurement and evaluation. In identifying the local context, it is important to consider how the CVE program may be perceived or received by the target population. The ultimate goal of evaluation is to define the problem you may want to address in your CVE program.

Social and Cultural Context

CVE program design should examine the social and cultural context of the local community to identify the relevant customs that could influence the CVE program. For example, it is important to identify the main religion, ethnicity and/or tribal influences of the local community. The languages spoken in the community is also an important consideration.

Political Context

The political context is relevant to CVE programming because the perception of violent extremism is extremely sensitive. The definitions of violent extremism in the local community, or as perceived by the main political organizations in the country, may affect the outcomes of the monitoring, measurement and evaluation if direct questions are asked in terminology that is not contextually relevant. Political changes in government or government structure could also

influence the CVE program (either positively or negatively), including the ability to conduct the program in its original vision.

Economic Context

Economies of countries are important to the livelihoods of the communities and individuals that are residents and citizens of those countries. As such, the overall economic context and conditions have the ability to influence the CVE program on the ground. For example, providing participants with excessive per diems in a disadvantaged community could skew the results—individuals may feel inclined to report "positive" results for the CVE program. Economic drivers can also be core components of attraction to violent extremist groups.

Defining a Target Population and Program Recipients

The next step to evaluating context and good CVE program design is to define the target population of the CVE program, or those individuals that are the ultimate goal of CVE programs and projects. The target population of a program may include "vulnerable individuals" and/or "at-risk" individuals or individuals that have already embraced radicalization or participated in violent extremist acts. In addition to the target population, it is important to also define who will be the main program recipients, the individuals or organizations that are directly influenced by the CVE program's activities (e.g. teachers, law enforcement agencies, social workers, prison staff, community and religious leaders).

Reducing Drivers of Radicalization of Target Population

In the field of CVE, the drivers of radicalization and recruitment are often referred to as "push" and "pull" factors, derived from a framework developed through the US Agency for International Development (USAID).[2] Later descriptions of drivers by the Royal United Services Institute (RUSI) have also been called "structural motivators" and "individual incentives."[3]

Push Factors (structural motivators)

are structural factors (socioeconomic, political and cultural) -perceived at the individual or community level- that contribute to the conditions conducive to violent extremism. Some examples of push factors include:

Sense of exclusion and lack of belonging due to social, cultural, political, religious or ethnic marginalization.

Grievance due to the cultural threat of foreign occupation.

Perceived injustice due to widespread corruption

Frustration due to poverty or lack of employment or opportunities (to change social, political, or cultural situation

2 US Agency for International Development (USAID), "The Development Response to Violent Extremism and Insurgency," Washington, D.C.: USAID, September 2011, https://pdf.usaid.gov/pdf_docs/Pdacs400.pdf.

3 Khalil, James, and Martine Zeuthen, "Countering Violent Extremism and Risk Reduction: A Guide to Programme Design and Evaluation," Whitehall, London: Royal United Services Institute, 2016, https://rusi.org/sites/default/files/20160608_cve_and_rr.combined.online4.pdf.

Pull Factors (individual incentives)

are the conditions that have a direct impact on the individual and include psychosocial and/or personal rewards that attract individuals to join terrorism or violent extremism. Some examples of pull factors include:

Sense of identity or self-worth

Money or economic incentives

Sense of duty or honor

Support for the family provided by terrorist organization

Sense of power, adventure or desire to commit violence

It should be noted that a third category of factors are what has been referred to by RUSI as "enabling factors" that may catalyze and/or exacerbate the process of radicalization and recruitment such as the presence attractive online forums or charismatic leaders.[4]

Increasing Resilience of Target Population

Resilience refers to the capacity of individuals and communities to manage and overcome adversity and risk. It is a dynamic concept assessed by considering the balance of risk and protective factors at a given moment, and it can take place at the individual level or the community level. Restoring resilience is also the main focus in all the disengagement and de-radicalization processes. Some examples of resilience factors might include:

- Family members' influence related to rejecting violence
- Community public opinion moved away from supporting violence
- Change of vision of enemy and desired outcome
- Reversal of social alienation
- Non-violent views of significant others

Changes in the Target Population

Taking these drivers of radicalization into consideration, the CVE program designer may want to determine what changes are desired in the target population. Some examples are:

DE-RADICALIZING FACTORS	• Rejection of ideology justifying violence • Rejection of violence as a tool to reach a result • Evidence of replacement of non-violent goals • Motivation to de-radicalize as an individual • Community support for de-radicalization	DISENGAGEMENT FACTORS	• Belief that violence is a failing strategy • Disillusionment with spiritual leadership • Shift in ideology • Disillusionment with organization experiences • Growth away from movement (realization of wrongdoing)

4 Ibid.

GUIDING PRINCIPLES STEP 2: DEFINING A THEORY OF CHANGE

This section provides guidance on how to develop a Theory of Change for a CVE program, and write a Theory of Change statement. Notably, there are other ways in which CVE programs have been measured, such as through logic models. However, the present framework opts for utilizing a Theory of Change because it creates a testable hypothesis for further research and scientific inquiry. [5]

Theory of Change (ToC)

One key element of program design with regards to goals and objectives should be to ensure the CVE program has a logical Theory of Change (ToC). This means that the inputs, activities, outputs and outcomes should all connect to the goal or objective of the program through a specific correlational logic.

This current framework takes the definition of a ToC by Ris and Ernstorfer:

> A theory of change is an explanation of how and why an action is believed to be capable of bringing about its planned objectives, i.e. the changes it hopes to create through its activities, thereby revealing underlying assumptions. A clear theory of change helps to articulate the logical flow from the starting point (analysis) to the action (objective) to the change the organization wants to achieve.[6]

A ToC explains how the program activities and results are connected to each other. It offers a testable hypothesis for determining the impact of the CVE program or project. The ToC incorporates three types of projected results that should be articulated based on this correlational logic:

OUTPUTS
are measurable products (usually quantitative) of a program's activities or services. Often outputs are recorded measures in terms of units completed. For example, number of participants with an increased understanding of CVE after the program.

OUTCOMES
are the intended results of program activities or services (usually qualitative). Often outcomes are expressed in terms of change in behavior or attitudes. For example, the enhanced understanding of CVE good practice might be a program outcome amongst the recipients.

---

5 For a detailed account of ToC and logic models, refer to the handbook for practitioners, by Laura Dawson, Charles Edwards, and Calum Jeffray, *Learning and Adapting: The Use of Monitoring and Evaluation in Countering Violent Extremism*, Whitehall, London: Royal United Services Institute, 2014, https://rusi.org/sites/default/files/201406_bk_learning_and_adapting.pdf or the USAID-developed guidebook on theories of change, "Theories and Indicators of Change Briefing Paper: Concepts and Primers for Conflict Management and Mitigation, Washington, D.C.: USAID, March 2013, http://pdf.usaid.gov/pdf_docs/pnaed181.pdf.

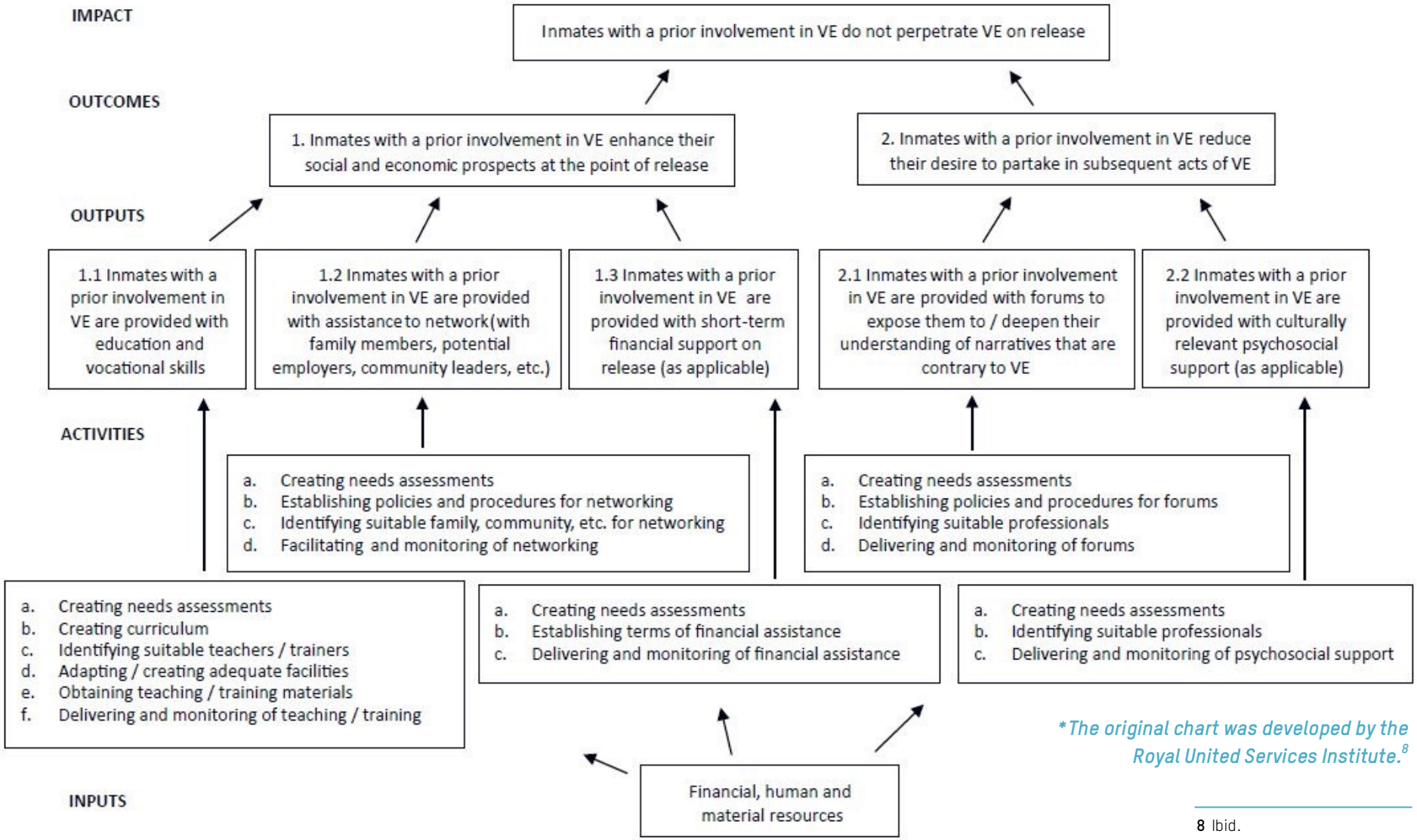
6 Ris, Lillie and Anita Ernstofer, "Borrowing a Wheel: Applying Existing Design, Monitoring, and Evaluation Strategies to Emerging Programming Approaches to Prevent and Counter Violent Extremism," New York: CDA Collaborative, March 2017, http://cdacollaborative.org/wordpress/wp-content/uploads/2017/04/Applying-Existing-DME-Strategies-to-Emerging-PCVE-Approaches.pdf, p 16.

IMPACT refers to the ultimate goal or objective of the program, affiliated with both the recipients and target population. Often impact is the most difficult component to measure. However, outputs and outcomes should support the measurement of impact through the ToC derived from the outset. This means that although impact might not be visible or measurable immediately, it is still possible to reasonably consider its projection, through the ToC.

A fully developed ToC maps the inputs with the activities to the projected outputs, outcomes and impact of the program. An example of a developed ToC of a CVE program can be seen in Figure 2, drawn from a report by the Royal United Services Institute.[7]

7 See Khalil, James, and Martine Zeuthen, "Countering Violent Extremism and Risk Reduction: A Guide to Programme Design and Evaluation," Whitehall, London: Royal United Services Institute, 2016, https://rusi.org/sites/default/files/20160608_cve_and_rr.combined.online4.pdf.

FIGURE 2: SAMPLE THEORY OF CHANGE



**The original chart was developed by the Royal United Services Institute.*[8]

8 Ibid.

Theory of Change Statement

As part of developing a ToC for the program, the designer should take into consideration the underlying assumptions outlined in step 1 and articulate them in a concise statement that maps the logical flow of the inputs, activities, outcomes and projected impact. In its simplest form, a ToC Statement can be expressed through an "IF".... "THEN".... "BECAUSE" statement. The ToC statement can help to articulate the broader ToC of the program in a succinct and useful way, particularly in reporting to donors and partners.

Several examples of simplified ToC Statements are below:

Program A: Reintegration of Ex-Foreign Terrorist Fighters in Country X

IF	ex-foreign terrorist fighters gain skills and resources to obtain a job
AND	
IF	ex-foreign terrorist fighters are motivated to re-join society
THEN	they will be able to re-integrate into the community and be less likely to re-engage with violent extremism
BECAUSE	they will have alternative sources of income that will reduce their economic allegiance with their former commanders.

Program B: Teacher-Training Program in Country Z

IF	Teachers increase their knowledge and teaching skills on building empathy in the classroom setting;
AND	Teachers apply their knowledge and skills with their students in the classroom consistently,
THEN	Students will be more resilient against negative effects of violent extremist propaganda targeting their identity,
BECAUSE	Students will learn how to be empathetic towards others, listen to diverse opinions, feel respected, and feel part of a community of learners.

GUIDING PRINCIPLES STEP 3: GOALS AND OBJECTIVES

This section provides guiding principles for filling out the logic model section on goals and objectives, as well as some advice on general CVE program design. Note that practitioners might choose to focus on the most relevant questions, depending on the nature of the program/project.

Questions you might want to consider when setting goals and objectives:

1. What change do you want to see in the recipients of the CVE program?
2. What are the potential changes you want to see in the target population? How do changes in the recipients relate to changes in the target population and over what time period?
3. Who are the stakeholders who need to be involved to aid achieving program objectives?
4. How do your goals and objectives relate to the program activities?
5. How do your goals and objectives relate to your ToC?

Recipients and Target Population

HEDAYAH PROGRAMS

At present, the majority of Hedayah's programs involve recipients that are "key influencers," secondary influencers or tertiary influencers of the target population, not the target population itself. In this regard, MM&E will primarily be directed at ***recipients,*** not the target population. This is also the case with many CVE programs in general, and is why it is important to have a good ***theory of change.***

In the case Hedayah's programs are implementing a sub-grant or training CVE practitioners to better design programs, it is recommended that Hedayah program designers specify certain collection methods or tools to directly measure and evaluate changes in the ***target population*** and specifically require sub-grantees to report on these indicators.

The recipients of the CVE program/project might be different than the target population. The recipients are those that are directly involved and impacted by the CVE program/project. The target population are the individuals potentially being radicalized or recruited to violent extremism, with the ultimate goal of preventing these individuals from participating in violent extremism—or to disengage/de-radicalize those individuals.

In determining the recipients of the CVE program, it is important to understand the relationship between the recipients and the target population. In some cases, these two might be mutually exclusive. For example, if the CVE program is to rehabilitate former foreign terrorist fighters, the recipients and the target population are the same. In other cases, the target population might be secondary or tertiary in relationship to the recipients. For example, if the CVE program is to train psychologists to rehabilitate former foreign terrorist fighters, then the target population is secondary to the recipients. Many times the recipients of CVE programs are "key influencers" of the target population, but not the target population itself.

Examples of recipients might be:

- Policymakers that write and/or implement CVE policies nationally
- Social workers that mentor vulnerable individuals
- Civil society organizations that train youth in leadership skills

Examples of a target population might be:

- Unemployed individuals that are vulnerable to joining Al-Shabaab in Kenya
- Muslim youth in the UK that are persuaded by Daesh recruitment videos online
- Youth convicted and detained for terrorism-related crimes
- Young Australians with extremist ideas towards non-white Australians that might join white power movements

Setting the Goals and Objectives: Changes in Recipients

Goals and objectives should refer to the ones set by donors in the grant agreement. In this case, CVE program designers should set sub-goals and objectives that are supportive of the overall goal(s).

The goal or objective of a CVE program/project should be focused on changing attitudes, behaviors and/or institutional structures affiliated with the recipients, as a result of the program/project. Within the overarching category of goal and objectives practitioners may decide to insert sub-goals and sub-objectives

Some examples of goals and objectives that focus on changing attitudes are:

- increasing knowledge of the topics of the CVE program/project
- increasing knowledge of countering violent extremism definitions and/or methods
- increasing awareness of push and pull factors
- increasing understanding of another group (e.g. different religion or sect)
- developing buy-in that CVE is a way forward for the community or organization
- increasing knowledge of the main topic of a workshop/project
- high level of engagement during the project/program
- actively engaging recipients during the program/project

Some examples of goals and objectives that focus on changing behaviors[9] are:

- catalyzing or intention to catalyze efforts to counter the narratives of violent extremism
- inspiring or intention to inspire individuals to act in a non-violent or peaceful way to create change
- inspiring or intention to inspire individuals to disengage with violence (when previously affiliated with it)

Some examples of goals and objectives that focus on changing institutions are:

- developing a draft CVE policy or strategy for the organization or government

9 It could be difficult to set goals and objective focused on changing behaviors since it might be difficult to get an appropriate measurement. This remark should be appropriately taken into account when developing the matrix for the whole M&E plan for the project or program. Measurements of this goal will likely be qualitative.

- developing action plans as a result of the workshop/program/project
- changing or intention to change the organizational structure of the institution to address conditions conducive to violent extremism as a result of the program/project
- developing practical and operational capability to apply knowledge and design concrete projects for the target population
- changing or intention to change a societal structure to address conditions conducive to violent extremism (e.g. implementing a policy to increase employment)
- catalyzing efforts to re-organize structure of institution to allow for better collaboration

When setting goals and objectives, it is important to keep in mind the resources available for the program. The goals should be realistic as per the available resources and activities, and should not try to achieve too much or too little.

Matching Goals & Objectives to Activities

After defining the goals and objectives of the program, it is also important to link those goals and objectives to specific activities in the program itself. Activities and goals/objectives are not mutually exclusive; one activity may correspond to one or several program goals. On the other hand, one program goal may be linked to any number of the activities. In a complex program with many activities, it may be more useful to set specific goals and objectives for each of the activities, and then link them back to a more overarching goal.

Figure 3 can be utilized to describe the activities as related to the goals & objectives outlined in your MM&E framework in Figure 1.

FIGURE 3: ACTIVITY CHART

TITLE OF PROGRAM/PROJECT			
DESCRIPTION OF ACTIVITIES *Refer to these in Goals and Objectives Column of the logic model in FIG. 1*		**START DATE**	**END DATE**
ACTIVITY 1	**Title/Type:** **Number of Participants:** **Location:**		
ACTIVITY 2	**Title/Type:** **Number of Participants:** **Location:**		

GUIDING PRINCIPLES STEP 4: KEY INDICATORS AND MEASURES

This section provides guiding principles for filling out the logic model section on key indicators and measures.

Questions to Consider

What are the key indicators to be used to measure whether you reached your goals and objectives and/or the sub-goals/objectives?

Key Indicators

The key indicators should always refer to goals and objectives and should actually be able to measure the change of the status quo in the progression towards your goals and objectives.

When developing key indicators and measures, it is important to take into consideration the methods utilized for evaluation (again, the logic model should be considered holistically as a later STEP might affect the previous one). For more specifics on different types of evaluation methods, see Appendix A.

Types of Indicators

Key Indicators may be either qualitative or quantitative:

QUANTITATIVE MEASURES

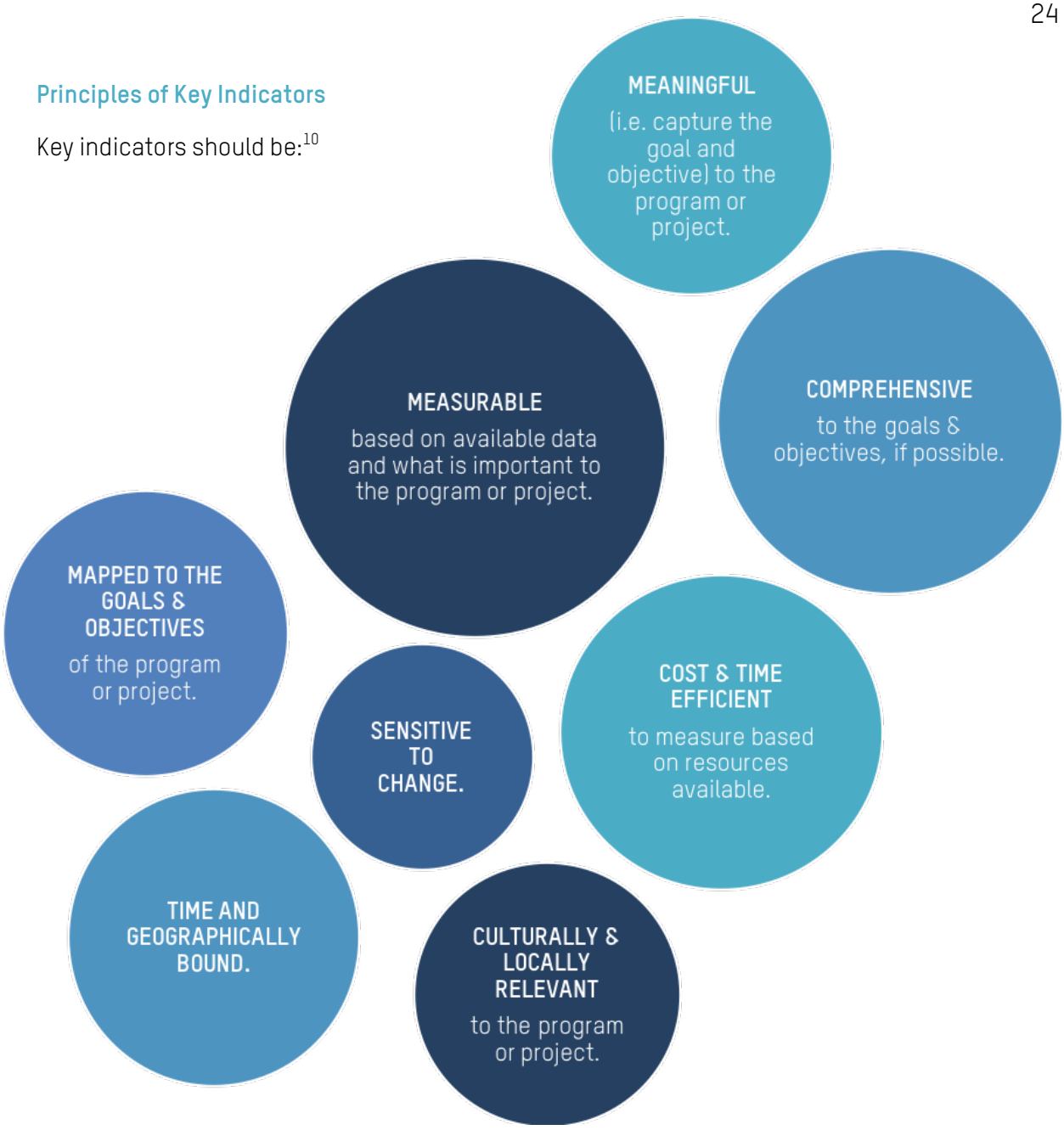
are numerical and have the advantage that they are easier to compare over time. For quantitative measures, it is also often possible to use visualization (graphics or charts) and statistical methods to analyze and compare the dataset.

QUALITATIVE MEASURES

are descriptions of change over time (i.e. behaviors, attitudes or institutions) that are not captured in a numerical format. Qualitative measures may not be able to be analyzed using statistical data (although qualitative descriptions can sometimes be coded), and may be assessed subjectively or based on a particular context.

Principles of Key Indicators

Key indicators should be:[10]



Some examples of indicators are:

- Acquired knowledge after the program/project as a measure of increasing the knowledge of the topics of the workshop
- Number of active recipients in sharing lessons learnt as a measure of the level of engagement of recipients

For more examples of indicators related to CVE, refer to the UN Development Programme (UNDP) databank of indicators.[11]

---

10 In the MM&E literature, the principles are sometimes referred to as "SMART" or Specific, Measurable, Assignable, Realistic and Time-Bound. However, this expanded list adds some elements of good practice not contained in the SMART model.

11 UNDP's Databank of Indicators can be downloaded at: http://www.undp.org/content/dam/norway/undp-ogc/documents/PVEIndicatorBank04032018.xlsx.

GUIDING PRINCIPLES STEP 5: COLLECTION METHODS AND TOOLS

This section provides guiding principles for filling out the logic model section on collection methods and tools. The guidelines in this section will assist the program manager in identifying the best and most efficient collection method and/or tool for gathering data about the CVE program.

Key Terms

Formative Evaluation-ongoing evaluations that examine program delivery and quality of implementation. Formative evaluations may impact the program design throughout the process.

Summative Evaluation-evaluation that takes place at the end of the program, and usually measures the program's success.

Questions to Consider

1. How will you collect the information about the indicators identified in the previous step?
2. When are you collecting data for measurement? The timeline of collection is important—will you be evaluating the programming throughout, or will you only collect data at the end of the program?

PRACTICAL TIP #2

One way to conduct opinion-polling or Delphi surveys is through questionnaires distributed before and after the conference and even after 3/16/2 months. This may take multiple forms, for example:

a) Pre and post workshop survey (relevant for training workshops).
b) Feedback form submitted at the end of a conference or workshop.
c) Email survey sent to all conference or workshop participants.

Opinion polling for conferences or workshops may want to consider the following questions:

a) The age, gender, position, country and employer of participant.
b) What the individual learned from the conference or workshop.
c) How the participant will/did share information learned.
d) The relationship between the participant and the target population.

Types of Collection Methods and Tools

Opinion-Polling or Delphi Surveys

This method is the most commonly used method used for social sciences (including CVE), and relies on participant reporting of their thoughts, opinions, personal experiences, knowledge gained, and how information was shared. One main advantage is that the information can easily be collected and collated through email or written surveys. One main disadvantage is that

participant self-reporting is sometimes unreliable in terms of accuracy. For examples of pre-and post-workshop surveys, see Appendix G.

Open-Source Datasets

This method relies on open source information from standardized and well-established national or international collection methods to compare information across time periods. For example, national unemployment data may be cross-referenced with programs aimed at reducing poverty in order to assess if the poverty reduction program has been successful. Similarly, CVE programs related to the criminal justice sector may be able to access crime data, whereas CVE programs related to the education sector may draw upon regular education statistics or existing educational evaluations through ministries of education.

Personal Testimonies

This method relies on face-to-face conversations or feedback (solicited or unsolicited) from either the recipients of the CVE program or the target population. Personal testimonies can be used as anecdotal evidence to support results of more structured surveys or interviews, as case studies to showcase change in individuals, and/or combined together to develop a more comprehensive dataset. For example, after a CVE event, the program designer may ask a select group of individuals to give personal testimonies of how that event impacted their work, their attitudes, their behavior or institutions.

Focus Groups

This method relies on small-group discussions with a facilitator in order to review and elicit information about the program. Focus groups may be most effective for pre-assessments or establishing goals and objectives. Focus groups may also be useful for process evaluations on how efficiently the program was organized or how the program may be improved. Transcripts of the focus groups can be recorded and coded for quantitative evaluation (key words) and qualitative evaluation through meaning and content.

Interviews

This method relies on face-to-face or phone interviews. Transcripts of the interviews can be recorded and coded for quantitative evaluation (key words) and qualitative evaluation through meaning and content. This method may be useful for collecting anecdotal evidence for how learning objectives for training programs are shared beyond the individual participants.

Media Monitoring

In this approach, media sources are monitored for information (e.g. number of terrorist attacks or incidents), both qualitative and quantitative. This method may be utilized in a situation where actual statistics are unavailable, in hard-to-reach areas, or where field access is nearly impossible due to a security situation (or otherwise). Media monitoring may provide insight into the situation on the ground in ways that official reporting structures may not.

Snowball Sampling

This sampling technique utilizes networks (such as on social media) to identify further subjects through affiliations, acquaintances and friends. This type of sampling may be useful to CVE because it may improve chances of accessing individuals that may be difficult to reach because it protects subjects and provides anonymity. For example, this sampling technique has been used to access drug users, networks of human traffickers or radicalized individuals.

Randomized Control Trials

This sort of evaluation approach compares data between the recipients and a "control" population that may be located in a similar community or area. For example, if the CVE program is targeted at Location X, data may also be collected from Location Y in order to compare if the results of the program were impactful more in Location X than Y. Alternatively, results can be compared across two sets of populations, those defined as "at risk" and a general population sample.

Structured Clinical/Professional Judgement (SPJ)

The structured clinical judgement approach combines empirical knowledge from a quantitative dataset with the professional judgement of a certified clinician (usually a psychologist). The assessor is trained on set standards so that all assessors utilizing a specific tool are consistently producing similar results. SPJ models for CVE are most useful when utilizing professionally trained psychologists and sociologists, for example in a rehabilitation program.

PRACTICAL TIP #3

Evaluators may want to consider face-to-face interviews conducted during the program or project as one collection method for MM&E of a selected group of participants. Results from interviews may be collected on video or on voice recording, and data can be compiled at a later date. Video testimonies may be used for promotional material at a later stage (***ensure consent of individual prior to publishing this information***). Phone interviews of the same select group of participants could be conducted at a later stage in order to measure results over time.

Face-to-face interviews may want to consider the following questions:

1. What did you learn from this CVE program?
2. How will you share this information with others?
3. What changes will you make to your institution after this event?
4. How do you perceive your work in relation to the target population?

In order to obtain a clear measure of the program, we will see in the next section that it is important to be able to measure the overall impact, among the other relevant results. Some CVE facilitators implement programs, projects and activities that relate to the recipients of a program (e.g. government officials, practitioners), but not with target populations. As such, it is difficult to assess the impact that the program may have on the target population. However, a way to overcome the challenge is to regularly repeat questionnaires and survey containing specific and tailored questions to how the recipients of the program are interacting with the target population, and to gather data on observations of how the recipients of the program observe change in knowledge, attitudes, skills or behavior of the target population.

GUIDING PRINCIPLES STEP 6: CAPACITY AND RESOURCES FOR MM&E

This section provides guiding principles for filling out the logic model section on capacity and resources. When evaluating a program/project, there is always the need for pragmatism. Once defined the goals and objectives of the program, practitioners need to define the key indicators and measures, the methods and tools that will be used to evaluate, assessing at the same time their capacity and limitations.

Implementation refers to the step-by-step process through which program design is carried out and it cannot be defined without general awareness of the present limits in resources. The evaluation process also need to consider what tools are available; it is preferable therefore to always set not too ambitious goals and to measure short-term results rather than focusing on the overall outcome of a program which might take long time to be produced.

Questions to Consider

1. What are the resources available to get a measure and collect data in light of the goals and objectives?
2. What are the limitations to the available resources?
3. What are the limitations that might impede monitoring, measurement and evaluation?
4. Who is responsible for monitoring and evaluating the CVE program?
5. Does that individual/group have appropriate access to and knowledge of the CVE program being implemented?
6. How will the evaluation results influence future (re) design?

Critical Assumptions for Resources and Limitations for MM&E

Implementation process specifically needs to take into account the following resources available for MM&E:

- Facilities (physical space and resources)
- Staffing (number of staff available, but also knowledge and skills)
- Funds
- Technical capacities
- Timelines

PRACTICAL TIP #4

CVE program designers should at least take into consideration the resources and capacity available for MM&E when setting goals and objectives of the program. However, sometimes goals and objectives are set by donors, and may not be able to be adjusted. If there are limitations to MM&E capacity and resources, the CVE program designer may need to recognize that concrete results for evaluation may be limited.

As already mentioned, goal and objectives as well as evaluation methods need to take into account the limits of the program. Limits can be classified as naturally inherent to the program or as the consequences of a limited capacity of the evaluation team.

The first scenario (limits as naturally inherent to the program) should be particularly considered when also defining the goals and objectives and/or evaluation method. Many practitioners described evaluating domestic and international CVE programs as an extremely challenging process due to the length of time taken for outcomes to emerge. CVE is indeed a long-term effort and specific results may take long time before arising. In the second scenario, when limits depend on a lack of appropriate capacity of practitioners, goals and objectives need to be properly tailored. One solution is to evaluate the capacity of the assessment and implementing team, and set realistic objectives dependent on this. Alternatively, outside evaluators may be useful if the CVE program's impact measurement will be influenced by a low-capacity evaluation team within the organization that is implementing the CVE program.

GUIDING PRINCIPLES STEP 7: ANALYZING RESULTS

This section provides guiding principles for filling out the logic model section on outcomes and outputs. Results necessarily need to refer to the "goals and objective" section that represent the "ideal results" The section should be also able to reflect any other development which had not been previously considered as an ideal goal.

Questions to Consider

1. What is the desired goal and objective we wanted to achieve?
2. What are my actual results?
3. How were the results measured? What constitutes success?
4. Within the category "results" what are the outputs, the outcomes and the impact?
5. Is it already possible to have a measure of the impact of my program/project?

Types of Results obtained

OUTPUTS are measurable products (usually quantitative) of a program's activities or services. Often outputs are recorded measures in terms of units completed. For example, number of participants with an increased understanding of CVE after the program. Some examples of outputs include:

- Number of trainees with an increased understanding of CVE
- Presence/absence of report or publication
- Presence/absence of a strategy

OUTCOMES are the intended results of program activities or services (usually qualitative). Often outcomes are expressed in terms of change in behavior or attitudes. For example, the enhanced understanding of CVE good practice might be a program outcome amongst the recipients. Some examples of outcomes include:

- Increased knowledge of CVE
- Increased number of programs related to CVE
- Increased coordination between institutional bodies on CVE
- Changes in behavior of recipients that facilitate CVE
- Changes in behavior of the community to promote peace, tolerance and social cohesion

IMPACT refers to the ultimate vision of the program, affiliated with both the recipients and target population. Often impact is the most difficult component to measure. However, outputs and outcomes should support the definition of projected impact through the Theory of Change derived from the outset. Some examples of impact include:

- At-risk individuals prevented from joining violent extremist organizations.
- Increasing the number and effectiveness of counter-messages that influence the behavior of a target population.

- Increasing in number of fully de-radicalized/disengaged and rehabilitated individuals.

For CVE projects that interact with the recipients of the program and not the target population, measurement of impact is more difficult to achieve. It is however possible to get a sense of the projected impact through regular contacts with the recipients (e.g. through regular surveys). In this sense, a valid, robust ToC can also help in determining the projected impact.

As a reminder, both the preliminary and final results of the MM&E should inform the decision-making and design of current and future programs. Therefore, based on certain preliminary results the program team might realize that there could be the need to re-set/change goal and objectives or stop a program.

APPENDIX A: EVALUATION METHODS

Evaluation methods do not necessarily focus on whether the specific objective has been achieved but take into account a broader spectrum of variables. The diverse evaluation methods are not exclusive of one another and the same result (output/outcome/input) might be relevant for different methods.

LINE OF SIGHT EVALUATION

to evaluate if projects are aligned with CVE program outcomes and capabilities. In this type of evaluation, the aim is to measure and evaluate the design and effort of the program itself. Some key indicators might be:

a. The presence of a Theory of Change for the program
b. Activities that support outcomes and outputs
c. Outcomes and outputs that support the goal or objective
d. Sufficient resources to carry out program activities
e. Number of courses delivered, number or hours spent, or number of trainees taught

PROJECT EFFECTIVENESS EVALUATION

to evaluate how projects meet their stated objectives. In this case, the measurement and evaluation is of performance of the program or project. Some key indicators might be:

a. Completion of program
b. Reach and scope in alignment with target
c. Budget spent to maximum capability
d. Resources (time and staff) utilized efficiently

PROGRAM BENEFIT EVALUATION

to evaluate if program outcomes result in desired benefits. Some key indicators might be:

a. Added value to the community of recipients and/or target population
b. Added value to the institutional frameworks of the recipients and/or target population

OUTCOMES EVALUATION

to evaluate if projects contribute to program outcomes, and essentially measures the effect of the program on the recipients. Some key indicators might be:

a. Change in attitude of recipients and/or target population
b. Change in behavior of recipients and/or target population

PROGRAM IMPACT EVALUATION

to evaluate if program benefits help realize the vision

a. Reduction of number of violent incidents in Location X across Time Y
b. Reduction in percentage of population supporting violent extremism in Location X across Time Y

APPENDIX B: RESOURCES

Dawson, Laura, Charles Edwards, and Calum Jeffray. Learning and Adapting: The Use of Monitoring and Evaluation in Countering Violent Extremism. Whitehall, London: Royal United Services Institute, 2014. https://rusi.org/sites/default/files/201406_bk_learning_and_adapting.pdf.

Fink, Naureen Chowdhury, Peter Romaniuk, and Rafia Barakat. "Evaluating Countering Violent Extremism Programming: Practice and Progress." New York, NY: Center on Global Counterterrorism Cooperation, 2013. http://globalcenter.org/wp-content/uploads/2013/07/Fink_Romaniuk_Barakat_EVALUATING-CVE-PROGRAMMING_20132.pdf.

Harrington, Rebecca. "Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming," October 2015. http://learningforpeace.unicef.org/wp-content/uploads/2015/11/Emerging-Practice-Guide.pdf.

Horgan, John, and Kurt Braddock. "Rehabilitating the Terrorists?: Challenges in Assessing the Effectiveness of De-Radicalization Programs." Terrorism and Political Violence 22, no. 2 (2010): 267–91.

Khalil, James, and Martine Zeuthen. "Countering Violent Extremism and Risk Reduction: A Guide to Programme Design and Evaluation." Whitehall, London: Royal United Services Institute, 2016. https://rusi.org/sites/default/files/20160608_cve_and_rr.combined.online4.pdf.

Levine, Carlisle J. "Catholic Relief Services' (CRS) Guidance for Developing Logical and Results Frameworks." Baltimore, Maryland: Catholic Relief Services, 2007. http://pqdl.care.org/CuttingEdge/CRS'%20guidance%20for%20developing%20logical%20and%20results%20frameworks%20english2.pdf.

Mastroe, Caitlin and Susan Szmania. "Surveying CVE Metrics in Prevention, Disengagement and Deradicalization Programs." Baltimore, Maryland: START, 2016. https://www.start.umd.edu/pubs/START_SurveyingCVEMetrics_March2016.pdf.

Ris, Lillie and Anita Ernstofer. "Borrowing a Wheel: Applying Existing Design, Monitoring, and Evaluation Strategies to Emerging Programming Approaches to Prevent and Counter Violent Extremism." New York: CDA Collaborative, March 2017. http://cdacollaborative.org/wordpress/wp-content/uploads/2017/04/Applying-Existing-DME-Strategies-to-Emerging-PCVE-Approaches.pdf.

Romaniuk, Peter. "Does CVE Work? Lessons Learned from the Global Effort to Counter Violent Extremism." GCCS, September 2015. http://www.globalcenter.org/publications/does-cve-work-lessons-learned-from-the-global-effort-to-counter-violent-extremism/.

Romaniuk, Peter, and Naureen Chowdhury Fink. "From Input to Impact: Evaluating Terrorism Prevention Programs." New York, NY: Center on Global Counterterrorism Cooperation, 2012. http://globalcenter.org/wp-content/uploads/2012/10/CGCC_EvaluatingTerrorismPrevention.pdf.

UNDP. "Databank of Indicators." Oslo: UNDP Oslo Governance Centre, 2018, http://www.undp.org/content/dam/norway/undp-ogc/documents/PVEIndicatorBank04032018.xlsx.

UNDP and International Alert. "Improving the impact of preventing violent extremism programming: A toolkit for design, monitoring and evaluation." Oslo: UNDP Oslo Governance Centre, 2018, http://www.undp.org/content/undp/en/home/librarypage/democratic-governance/oslo_governance_centre/improving-the-impact-of-preventing-violent-extremism-programming.html.

US Agency for International Development (USAID). "The Development Response to Violent Extremism and Insurgency." Washington, D.C.: USAID, September 2011, https://pdf.usaid.gov/pdf_docs/Pdacs400.pdf.

---. "Theories and Indicators of Change Briefing Paper: Concepts and Primers for Conflict Management and Mitigation." US Agency for International Development, March 2013. http://pdf.usaid.gov/pdf_docs/pnaed181.pdf.

Wholey, Joseph S, Harry P Hatry, and Kathryn E Newcomer. "Handbook of Practical Program Evaluation (Essential Texts for Nonprofit and Public Leadership and Management)," 2010.

Williams, Michael J, John G Horgan, and William P Evans. "The Critical Role of Friends in Networks for Countering Violent Extremism: Toward a Theory of Vicarious Help-Seeking." Behavioral Sciences of Terrorism and Political Aggression 8, no. 1 (2016): 45–65.

APPENDIX C: AIDE MEMOIRE

The present aide memoire summarizes the key steps that will help to have a measure of your activity and/or program in relation to the goals and objectives set; the matrix is not meant to measure the level of effort or the program management quality.

EVALUATING CONTEXT

- Evaluations should take into consideration the social, political and economic context.
- Assessment of locally-relevant push and pull factors is critical to ensuring goals and objectives are either reducing drivers of radicalization or increasing and or restoring resilience.

DEVELOPING A THEORY OF CHANGE

- A theory of change maps your underlying assumptions with the projected outputs, outcomes and impact of the program.
- A theory of change statement can help articulate the underlying assumptions in a succinct way.

KEY INDICATORS & MEASURES

- Key Indicators should always be mapped to the goals and objectives, culturally driven and sensitive to change.
- Key indicators might be either qualitative or quantitative; quantitative ones are more easily measurable.
- Key Indicators should be a measure of the change in the status quo.

DEFINING GOALS AND OBJECTIVES

- If Goals and Objectives are defined by donors, make sure to develop sub-goals and sub-objectives that might be supportive and easily measurable; you might also set further goals and objectives that are not requested by donors but might be of interest for the program.
- If Goals and Objectives are not defined by donors, make sure to set realistic, useful and measurable ones.
- Goals and Objectives of a CVE program/project should be focused on changing attitudes, behaviors and/or institutional structures affiliated with the recipients, as a result of the program/project.
- As a consequence, you should have a clear idea of the recipient of your program and the difference with the target population.

COLLECTION METHOD & TOOLS

- Collection Method and Tools should help you capture the change of your status quo.
- You should always select the most appropriate collection method in light of the key indicators your previously selected.
- You should re-evaluate your activity over a certain period of time to catch progress towards the specific goal and objective.

CAPACITY & RESOURCES FOR MM&E

- The previous phases should be carried out with pragmatism and taking into account the present limits in capacity and resources.
- If the team realizes not to have the capacity to utilize a specific collection method or if the key indicator is difficult to grasp, the team should change its preferences accordingly; the team might even decide to reset the goal and objective if it is not measurable and too ambitious.

ANALYZING RESULTS

- What was the ideal goal and objective and what are the actual results?
- The team should remember to differentiate among outputs, outcomes and impact and that it might take long time before seeing an actual outcome and even more for impact on the ground; for this reason you should monitor and measure over time to catch any progress.

APPENDIX D: MONITORING, MEASUREMENT AND EVALUATION FOR CVE – SAMPLE 1

Title of Project or Program: **Returning FTF Program**

Theory of Change Statement: *IF select members of the Government of Tunisia are provided with appropriate content on CVE as complementary approach for managing Returning Foreign Terrorist Fighters (RFTF) AND select members of the Government of Tunisia increase their understanding of the importance of such approach AND develop project ideas to apply such knowledge and advance the concept of reintegration in the country THEN Tunisia as a whole will enhance the understanding of the threat of radicalization AND the understanding of CVE, Rehabilitation and Reintegration practices for RFTFs AND there will be a practical changes in the management policy of such issue, BECAUSE Government, civil societies and practitioners will be better equipped, willing and knowledgeable to work on CVE and to handle the threat of RFTFs.*

OBJECTIVES (HIGHLIGHTED: OBJECTIVES SET BY DONORS)	KEY INDICATORS AND MEASURES	COLLECTION METHODS AND TOOLS: HOW TO MEASURE	CAPACITY AND LIMITATIONS	RESULTS
Enhancing the awareness in the target country (Tunisia) of the nature of radicalization and violent extremism				
Enhancing the awareness in the target country (Tunisia) of rehabilitation and reintegration good practices Activity Number 1.	Percentage of change of attitude toward rehabilitation and reintegration in the audience Production of good practices that could fit any country affected by RFTFs	○ Utilizing pre- and post- surveys ○ Capturing the existence of a deliverable: book of 22 principles	Appropriate capacity	

Greater Understanding of measures that might be taken as part of an effective criminal justice response to FTFs				
Increased knowledge of participants on the role that CVE approaches can play as a complimentary approach to traditional CT that addresses the drivers and root causes of VE				
Greater understanding of the 22 principles as complimentary measures in Tunisia Activity number 1	Percentage of participants who consider the 22 Principles relevant in the Tunisian context	Utilizing pre- and post- surveys	Appropriate capacity	
Changes to policy in practice in the beneficiary states as part of a more effective and holistic response to FTF problem				
Changes to policy in practice in Tunisia as part of a more effective approach to the threat posed by FTFs Activity Number 1	Increased level of consensus between the Government of Tunisia (GoT) and civil society reflected in the project plans drafted Percentage of participants influenced by the 22 principles in drafting future policies and action plans.	○ Capturing the number of projects designed by GoT and civil society ○ Capturing the quality projects designed by GoT and civil society ○ Capturing the quality projects developed on the ground as a result of the activity ○ Utilizing pre- and post- surveys	Appropriate capacity	

Supporting and encouraging any follow up activities stemming from the program Activity 1 and 2	Increased level of follow-up engagement	Monitoring by emails/conference calls and or survey any successive follow-up development	Appropriate capacity	

Appendix E: Monitoring, Measurement and Evaluation for CVE - Sample 2

Title of Project: **Counter-Narrative Library**

Theory of Change Statement: *IF practitioners, governments and civil society organizations have access to existing high quality counter-narratives examples against violent extremism, and IF practitioners, governments and civil society have access to the appropriate resources to build counter-narratives in their contexts, and IF practitioners, government and civil society disseminate existing counter-narratives or develop new counter-narratives and disseminate them, THEN the appeal of violent extremism will be reduced in a variety of local contexts, BECAUSE existing counter-narratives inspire better and more effective counter-narratives through good practices and lessons learned.*

OBJECTIVES (HIGHLIGHTED: OBJECTIVES SET BY DONORS)	KEY INDICATORS AND MEASURES	COLLECTION METHODS AND TOOLS: HOW TO MEASURE	CAPACITY AND LIMITATIONS	RESULTS
Provide a practical tool for front-line practitioners to access relevant content to counter the narrative of violent extremists.				
Providing Counter-Narrative Library as online tool.	○ Number of users with access to content (150 in 6 months) ○ Diversity of users with access to content, users from 30 countries in 6 months ○ Ease of access to content ○ Number of times CN Library was shared	○ Content Management System Data (MONTHLY) ○ Content Management System Data (MONTHLY) ○ Delphi Survey (SurveyMonkey) to users on ability to access web portal Delphi Survey to assess sharing with others of users/ Twitter analytics to assess reach and scope of social media	○ None ○ None ○ Limited staff capacity for collecting data ○ Limited staff capacity for collecting data	

Adding and updating content regularly.	○ Number of new items ○ Number of new collections (at least 2 in 2017) ○ Relevance of collections available ○ Relevance of individual library items ○ Relevance of languages available	○ Content Management System (MONTHLY) ○ Content Management System (MONTHLY) ○ Delphi Survey (Survey Monkey) assessing how many counter-narratives used in their work ○ Ranking system of library items (CMS) ○ Delphi Survey (SurveyMonkey) assessing relevance of languages	○ None ○ None ○ Limited staff capacity for assessing results ○ Individual items may be difficult to assess overall, depending on how many users actually rank items; functionality of ranking system is under process ○ Limited staff capacity for assessing results	
Encouraging users to add their own content (monthly emails).	○ Number of new items by users (3-5 user-generated items monthly) ○ Number of users adding items to library (2-3 users adding content monthly)	○ Content Management System (MONTHLY) ○ Content Management System (MONTHLY)	○ None ○ None	
Ensuring the online tool is functional for users.	Assessment of functions of website	Delphi Survey (Survey Monkey) of features of website	Limited staff capacity for assessing results	
Amplify the existing narratives against violent extremists				
Encouraging users to share content	Ability to share content through different channels	Delphi Survey (Survey Monkey) assessing how many counter-narratives shared in campaigns	Limited staff capacity for assessing results	
Provide practical advice for individuals developing counter-narratives against violent extremism				

Providing access to toolkits and useful documents	Relevance of content in toolkits section of site	Delphi Survey (Survey Monkey) asking relevance of content provided	Limited staff capacity for assessing results	
Disseminating good practices developed from How-To Guides and CN related workshops	Number of new users from counter-narrative workshops conducted	Collected during workshops + CMS	Ensuring relevant staff are collecting data (especially from other departments)	

ALI IS TIRED

Appendix F: A Practical Example (Ali's Story)

This section is meant to provide an example of how the Theory of Change and this framework can be applicable to a practical situation. The purpose of the exercise is to translate the framework into a digestible format and applied in a common situation. After presenting the scenario, this example will show how to utilize the steps of the MM&E framework to devise a solution and evaluate the results.

SCENARIO: ALI IS TIRED

Ali is a 30-year old man who lives and works in a small community in New Northlake. His habits are quite regular; he struggles to wake up in the morning and often "runs" to catch the last bus to go the office. Ali also has little time for himself because he has a little-paid office job where he is requested to work behind a desk with a computer, sometimes over an extensive period of time and beyond normal working hours. Ali regularly falls asleep beyond midnight, after returning home late from work. Despite the tough routine, his colleagues seem to be able to keep up the pace and therefore he does not complain. In order to enjoy his personal time, Ali sometimes hangs out with his friends at a very late hour, and this is probably the only viable option he has to enjoy his social life. Ali found this job after a long period of unemployment and actually likes it, despite the low salary and the effort it requires. The salary still allows him to cover the expenses of his little sister's tuition in college and his mortgage. Ali does not have time to have breakfast because he tends to be slightly late at work and actually is not used to eating or drinking anything in the morning. Ali started to perform poorly at work and realized that he is chronically tired.

WHAT CAN ALI DO?

STEP 1: DEFINE THE CONTEXT OF YOUR PROGRAM OR PROJECT AND STATE THE PROBLEM BEING ADDRESSED

IDENTIFIED PROBLEM

Ali realized that is chronically tired and as a result he decreased the level of his performance at work. Ali has a stressful life and would like to find a way to change his life style or habits and fix his problem of tiredness.

EVALUATION OF CONTEXT

Why is Ali tired?

1. Ali hangs out with his friends at a very late hour. This is the only moment to enjoy his personal life.
2. Ali has a difficult job - the level of effort required and the little salary he earns, increases the level of his stress, and consequentially his tiredness.
3. Ali does not even have time to cook and eat a healthy breakfast, because he wakes up late.

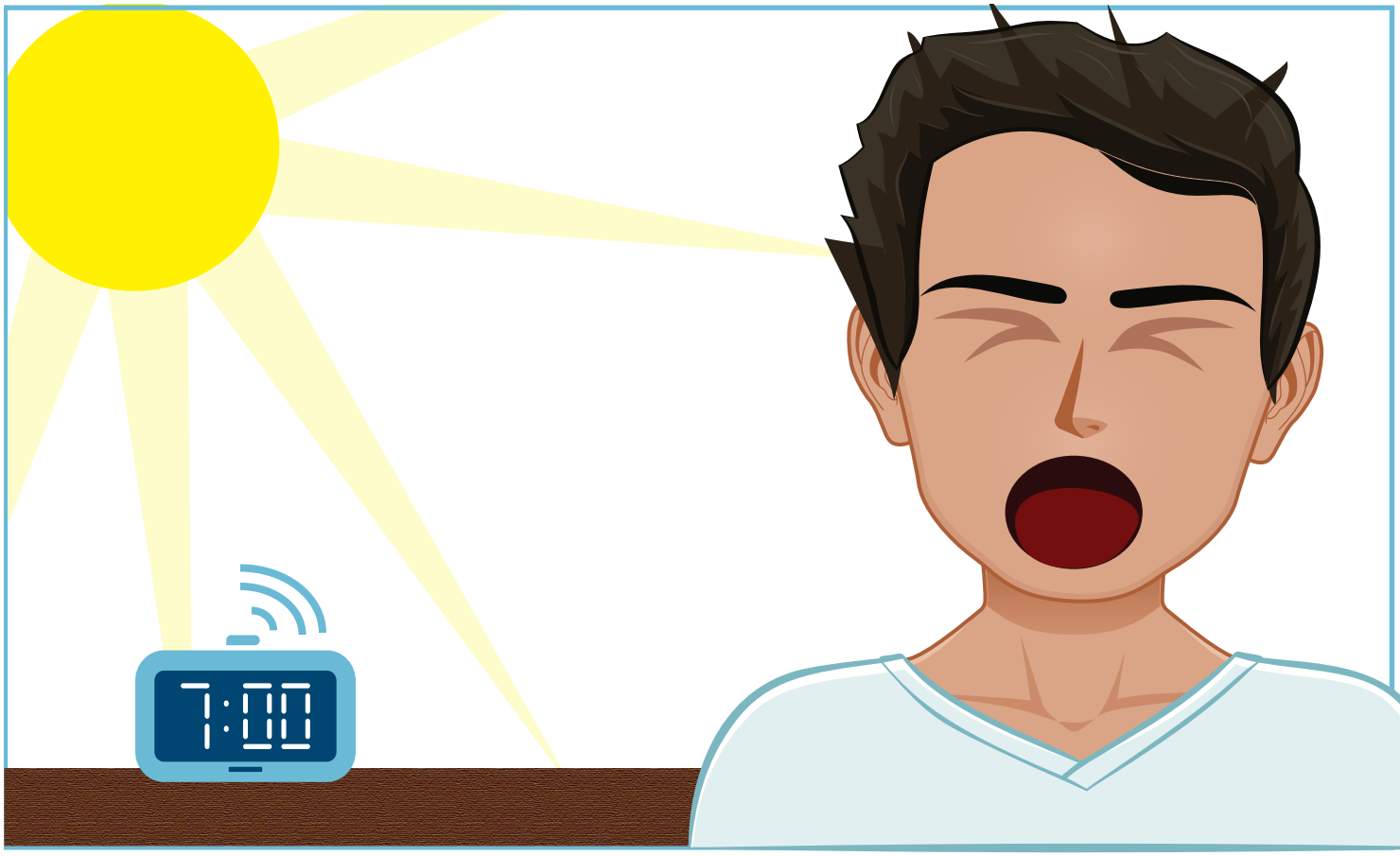
What can Ali effectively do to solve his problem of tiredness in the medium and long-term? Ali should look at cost-effective solutions in the medium and long run that can fix his problem without affecting other spheres of his life in a negative way.

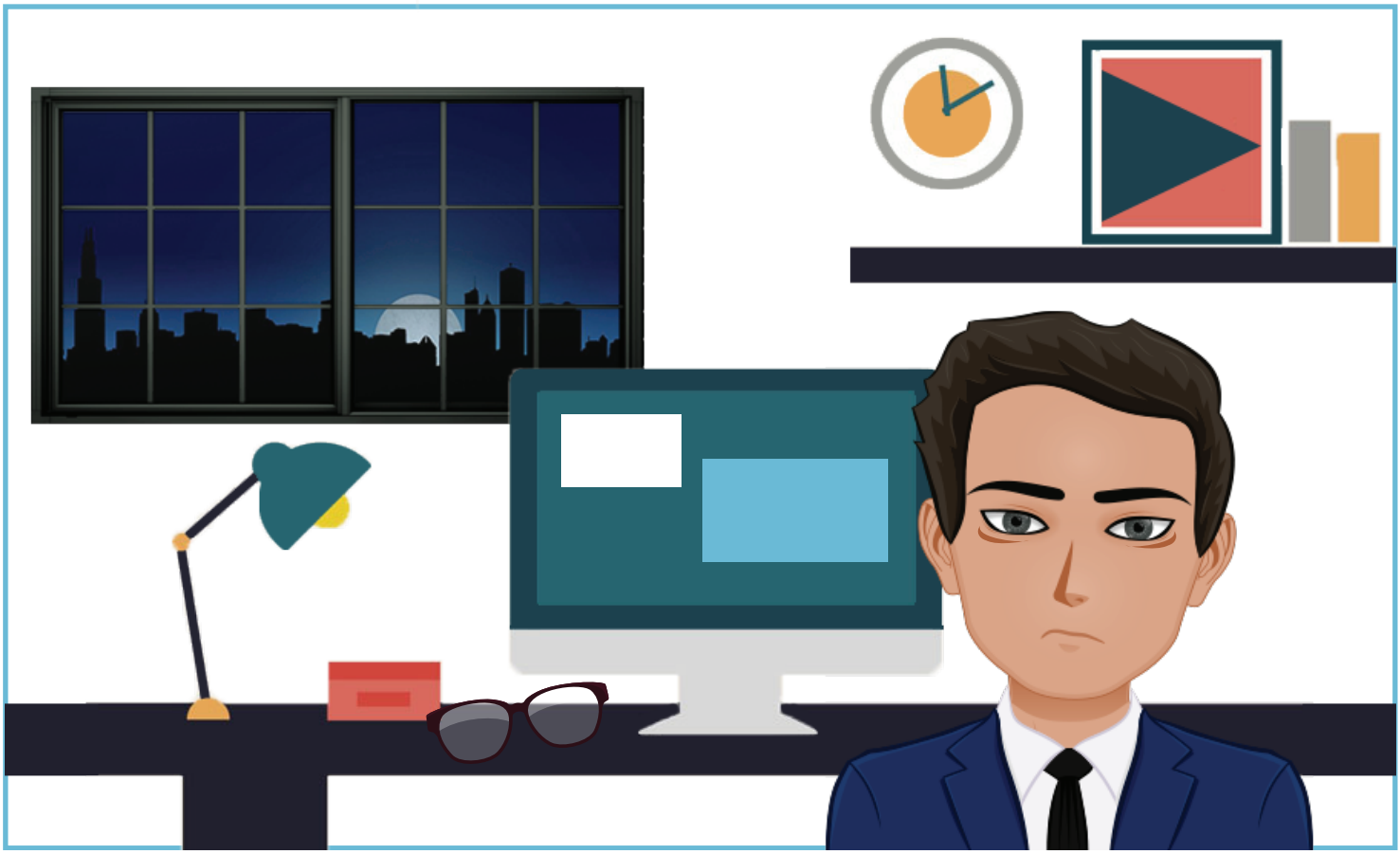
1. **Ali should stop seeing his friends at such a late hour. This way, he would be able to decrease the chance of being tired.**

   Reflection: Ali stated that seeing his friends is the only enjoyable moment of his week. He does not do it often and his tiredness seems more associated to other factors. Ali decides that he does not want to be deprived from his social life as this might cause another source of stress and grievance. In addition, there is not strong evidence that this might alleviate his chronic tiredness.

2. **Ali should quit his job as this seems to be the source of problems.**

   Reflection: Ali is not interested in quitting his job because he likes it. Despite the poor salary, he is still able to pay his bills. Quitting his job without a valid alternative, would not allow him to cover the tuition fees for his sister


7:00



and would create another (potentially) bigger problem: unemployment. This might contribute to further stress and chronicle diseases. Ali has already a bad experience before getting the current job and does not intend to repeat it. Therefore, despite seeming the optimal solution, this strategy might potentially create more serious issues in the long-run. Also, since his colleagues seem to be able to work without problems, it is likely that the root of Ali's problems is to be found elsewhere. Why is the job so impactful on Ali's life?

3. **Ali should wake up earlier and eat a healthy breakfast. In particular he should energetic food or anything that can boost his energy. In this way, he will be more energetic and ready to face his work**.

   Reflection: Ali cannot wake up any earlier given his routine. By waking up earlier, there is the chance that he would increase the level of tiredness. Consequentially, he would not be able to eat a healthy, complete breakfast. Ali is also not used to that, therefore the option does not seem appropriate given Ali's personal context.

Potential Solution

Ali can at least drink every day a cup of coffee and monitor the level of tiredness. Coffee is cost-effective, not expensive product, and does not require much time to be prepared. Ali does not need more money or significantly more time to opt for this solution.

STEP 2: THEORY OF CHANGE – A CUP OF COFFEE FOR ALI

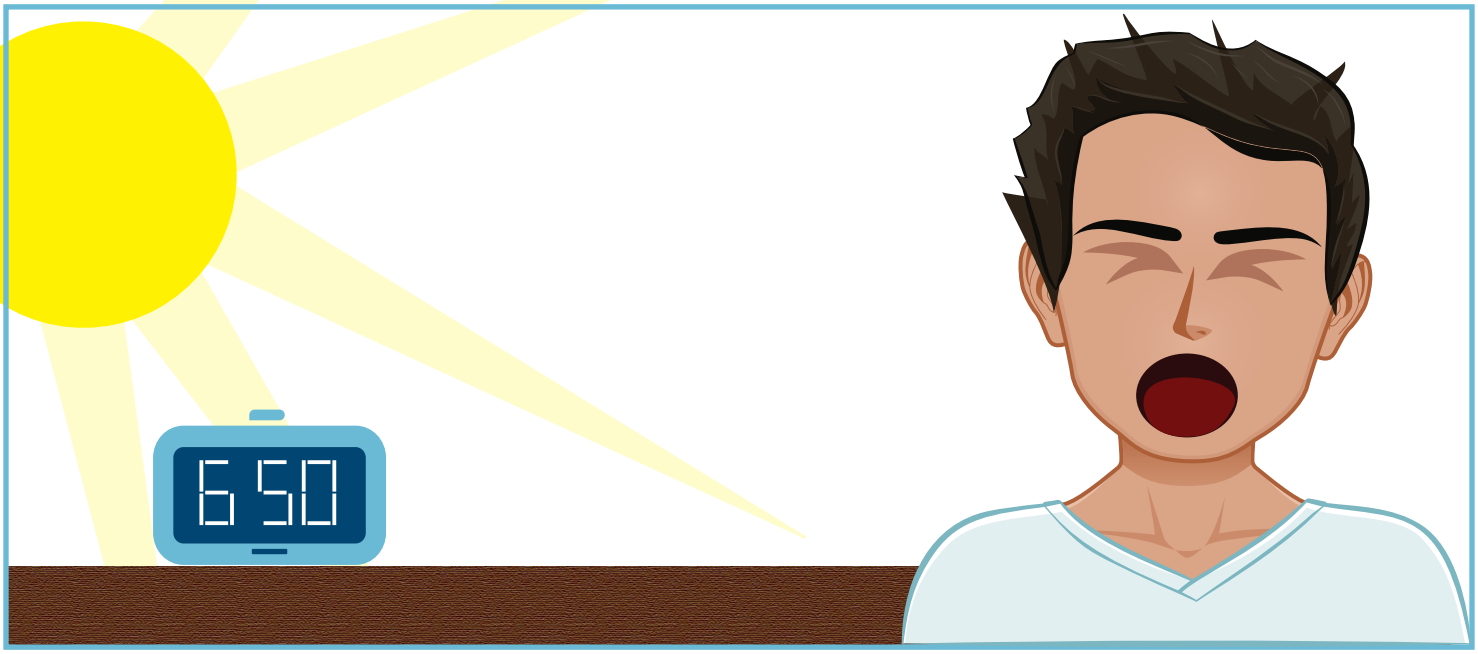
IF	Ali wakes up 10 minutes earlier for a cup of coffee every morning
AND	he keeps coffee regularly in his kitchen
AND	drinks regularly and consistently the coffee every morning
THEN	Ali will reduce his tiredness, be more productive at work and be overall happier
BECAUSE	the coffee will give Ali the necessary extra energy to focus at work and spend time with his friends

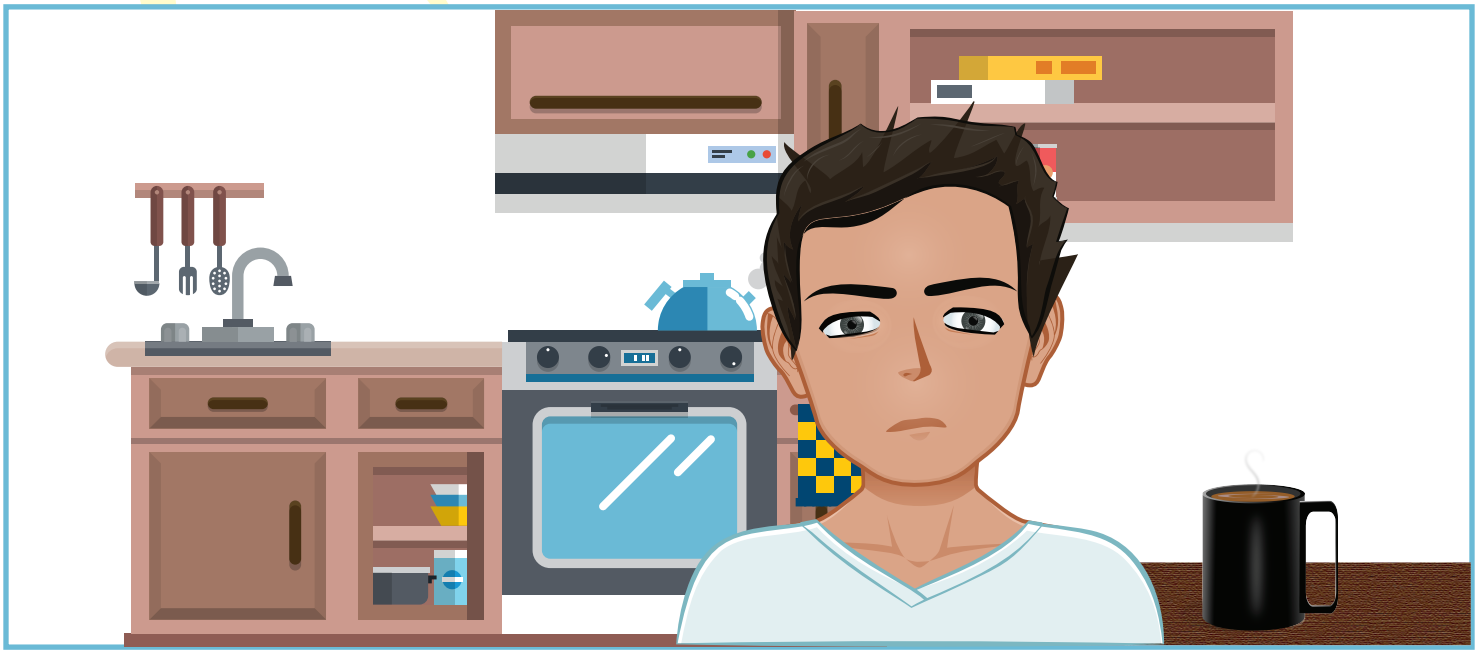
STEP 3: GOALS AND OBJECTIVES	STEP 4: KEY INDICATORS AND MEASURES	STEP 5: COLLECTION METHODS AND TOOLS: HOW YOU CAPTURE THE INDICATORS	STEP 6: CAPACITY AND RESOURCES AND LIMITATIONS	STEP 7: SUMMARY OF RESULTS IS ALI LESS TIRED?
Goal 1: " Being Less Tired" *Referring to* *Activity 1: Preparing and Drinking a cup of coffee*	Level of tiredness; *Baseline: Self rating of 10/10 on level of tiredness*	- Self-rating of tiredness over time each morning	Is it possible to capture the level of tiredness of Ali by observing activities performed and his productivity?	- Reduced average rating of tiredness from 10 to 4 within 1 month
Goal 2: "Better productivity at work" *Referring to* *Activity 1: Preparing and Drinking a cup of coffee*	Number of emails sent; Average time of departing work after tasks completed *Baseline: Average emails/day=15; Average leaving time=21:00*	- Counting how many emails Ali sends; Tracking how late Ali is staying after hours		- Increased number of emails sent by Ali from 15/day to 25/day - Average time departing work changed from 21:00 to 18:00
Goal 3: "Happier social life" *Referring to* *Activity 1: Preparing and Drinking a cup of coffee*	Number and frequency of social activities attended after work; Quality of social time after work *Baseline: 1 social event/week; poor quality of conversation by Ali*	- Observation of meaningful activities that Ali is attending work; comments by friends on how Ali is participating in activities		- Increase of social events from 1/week to 3/week - Three of Ali's friends commented on increase in Ali's level of happiness and quality of conversation

TIMELINE: *Tracking on a daily and weekly basis for 1 month.*

EVALUATION OF RESULTS

The solution that Ali can at least drink every day a cup of coffee to improve his level of tiredness had a positive impact on Ali. For the first goal of "being less tired," Ali reduced his average self-reported level of tiredness from 10 to 4, which is an extreme improvement. With respect to the second goal of better productivity at work, Ali was able to increase his number of emails per day from 15 to 25, and reduce the amount of time he was spending at work to accomplish his tasks by an average of 3 hours per day. For the last goal, a "happier social life," Ali showed significant improvements because he was able to attend an average of three events per week instead of 1 event per week with his friends. This is likely due to the fact that Ali was leaving the office earlier and could spend more time with his friends. His friends also noticed a more "interactive" Ali during those social events, with qualitative and anecdotal data showing that Ali's overall level of happiness had seemed to improve, and he was much more engaged in the conversations with his friends.


6 50



Appendix G: Surveys

RETURNING FOREIGN TERRORIST FIGHTERS WORKSHOP

Pre-Survey

0. Please select what type of organization your work in:
   a. Government Organization or Ministries
   b. Non-Governmental- Organizations

1. Rate your knowledge of the main topics of the workshop (Reintegration and Rehabilitation of Returning Foreign Terrorist Fighters) (1-5, low being 1).

1	2	3	4	5

2. Rate your knowledge of the 22 principles that will be discussed during the RFTFs workshop? (1-5, low being 1)

1	2	3	4	5

3. If you have knowledge of the 22 principles, please check the ones you anticipate could be the most appropriate for the Tunisian context. Please indicate 0 if none is anticipated to be relevant.

- ☐ 0)
- ☐ 1) Establish clear goals and objectives to identify success and failure.
- ☐ 2) Good standards and practices are a key to building effective, safe and smoothly operating reintegration programs.
- ☐ 3) Conduct effective assessments to determine the best approach for reintegration programs needs.
- ☐ 4) Prepare communities for a reintegration program; address their legitimate concerns from the outset.
- ☐ 5) Provide strategies to gain the trust and cooperation of communities.
- ☐ 6) Law enforcement can play an instrumental role in successful reintegration efforts
- ☐ 7) Reintegration programs should use a broad range of cross disciplinary experts, which close coordination among relevant officials.
- ☐ 8) Fully integrate psychologists and other social service professionals in the reintegration process and encourage returning FTFs to participate in their own programs.
- ☐ 9) Program participants, law enforcement and civil society members should understand the reintegration process.

- ☐ 10) Consider integrating appropriate scholars and other experts into the reintegration process.
- ☐ 11) Appoint the most suitable interlocutor to a returning FTF; ensure the interlocutors receive specialized training and coordinate their activities closely with reintegration professionals.
- ☐ 12) Include victims and positive voices in reintegration programs.
- ☐ 13) Former violent extremists can be influential with those going through the reintegration process.
- ☐ 14) Charismatic members of the community can help inspire change.
- ☐ 15) Include cognitive skills programs in reintegration efforts.
- ☐ 16) Reintegration programs could include basic education courses, vocational skills training and employment assistance.
- ☐ 17) Consider introducing specific mechanisms with regard to returning FTFs' communication.
- ☐ 18) Use appropriate incentives for returning FTFs who participate in reintegration programs.
- ☐ 19) Develop aftercare programs, working in close partnerships with civil society organizations and communities.
- ☐ 20) Provide protective measures when there is credible information that a reformed violent extremist faces threats to his/her life, or to family members' lives.
- ☐ 21) Formal or informal monitoring post-release can be an effective method to prevent recidivism.
- ☐ 22) Integrate families and inner circles of influence into reintegration programs and foster a welcoming, positive community environment.

4. Do you have already some project ideas in relation to the rehabilitation and reintegration of returnees?
   a. Yes
   b. No

RETURNING FOREIGN TERRORIST FIGHTERS WORKSHOP

Post- Survey

0. Please Select what type of organization your work in:
   a. Government Organization or Ministries
   b. Non-Governmental- Organizations

1. Rate your knowledge of the main topics of the workshop (Reintegration and Rehabilitation of Returning Foreign Terrorist Fighters) (1-5, low being 1).

1	2	3	4	5

2. What did you learn from the RFTF workshop?

---

3. Will you (or did you) share this knowledge with others?
   a. No
   b. No, but I plan to meet with others in/outside my network to share it.
   c. Yes, informally within my network
   d. Yes, formally within my network
   e. Yes, informally outside my network
   f. Yes, formally outside my network (training or capacity-building)

4. What are the most relevant principles for the Tunisian context? (Please indicate at least 3 principles and 0 if none of the principles are relevant)

- ☐ 0)
- ☐ 1) Establish clear goals and objectives to identify success and failure.
- ☐ 2) Good standards and practices are a key to building effective, safe and smoothly operating reintegration programs.
- ☐ 3) Conduct effective assessments to determine the best approach for reintegration programs needs.
- ☐ 4) Prepare communities for a reintegration program; address their legitimate concerns from the outset.
- ☐ 5) Provide strategies to gain the trust and cooperation of communities.
- ☐ 6) Law enforcement can play an instrumental role in successful reintegration efforts
- ☐ 7) Reintegration programs should use a broad range of cross disciplinary experts, which close coordination among relevant officials.
- ☐ 8) Fully integrate psychologists and other social service professionals in the reintegration process and encourage returning FTFs to participate in their own programs.
- ☐ 9) Program participants, law enforcement and civil society members should understand the reintegration process.
- ☐ 10) Consider integrating appropriate scholars and other experts into the reintegration process.
- ☐ 11) Appoint the most suitable interlocutor to a returning FTF; ensure the interlocutors receive specialized training and coordinate their activities closely with reintegration professionals.
- ☐ 12) Include victims and positive voices in reintegration programs.
- ☐ 13) Former violent extremists can be influential with those going through the reintegration process.
- ☐ 14) Charismatic members of the community can help inspire change.
- ☐ 15) Include cognitive skills programs in reintegration efforts.

- ☐ 16) Reintegration programs could include basic education courses, vocational skills training and employment assistance.
- ☐ 17) Consider introducing specific mechanisms with regard to returning FTFs' communication.
- ☐ 18) Use appropriate incentives for returning FTFs who participate in reintegration programs.
- ☐ 19) Develop aftercare programs, working in close partnerships with civil society organizations and communities.
- ☐ 20) Provide protective measures when there is credible information that a reformed violent extremist faces threats to his/her life, or to family members' lives.
- ☐ 21) Formal or informal monitoring post-release can be an effective method to prevent recidivism.
- ☐ 22) Integrate families and inner circles of influence into reintegration programs and foster a welcoming, positive community environment.

5. How useful were the 22 principles in gaining new and practical ideas relating to existing strategies and policies your country pursues?
   a. Not useful
   b. Somewhat useful
   c. Useful
   d. Very Useful
   e. Fundamental

6. Did the 22 principles and overall workshop (case studies, principles and lessons learnt) help you refine/develop some concrete project ideas?
   a. Yes
   b. No

7. How many new ideas or project proposals by other colleagues assessed over the course of the workshop you think would suit your local context?
   a. None
   b. Few
   c. Some
   d. Most of them
   e. All

8. How much were you in agreement with the comments made by your colleagues from government? (1-5, low being 1).

1	2	3	4	5

9. How much were you in agreement with the comments/observations made by your colleague from Civil Society Organizations? (1-5, low being 1).

1	2	3	4	5

10. Please rate your satisfaction on the overall workshop (1-5, low being 1)

1	2	3	4	5

11. Please provide any additional comments on the workshop