

# SEVENTH FRAMEWORK PROGRAMME

Collaborative Capability project

Grant Agreement no. 312235

**Innovative Method and Procedure to Assess counter-violent-radicalisation Techniques in Europe**



## Memo mapping metrics, methods, and Interventions

Deliverable details	
Deliverable number	D2.1
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Due date	Aug 31 2014
Delivered date	Aug 31 2014
Dissemination level	PU/CO
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## EXECUTIVE SUMMARY

### Objectives

This report describes the results of the first part of work package two (WP2) of IMPACT Europe, i.e. the mapping of relevant factors, interventions, and evaluation methods in the (scientific) radicalisation domain. The main objective of WP2 is to analyse the state-of-the-art in terms of radicalisation leading to terrorism and violent extremism factors, programmes tackling radicalisation leading to terrorism and violent extremism, and methods to evaluate their effectiveness. Specifically, it will produce a WP2 database indicating which type of evaluation methodology and metric is appropriate for particular types of intervention programmes. This database will provide input for the IMPACT evaluation toolkit to be developed in WP3 and the user manual to be developed in WP4.

### Description of the work

Overall, the work in WP2 consists of three major tasks: 1) Mapping relevant radicalisation factors, interventions, and evaluation methods (i.e. constructing a WP2 relational quantitative database); 2) Filling this WP2 database with literature (both scientific and non-scientific); 3) Analysing the WP2 database for trends and recommendations. This report describes the first of these three tasks. The mapping of factors, metrics, methods and interventions was realised in two steps: a) Defining the problem space: Morphological Analysis workshops; b) Preparing the

### Results and conclusions

The different sub files that constitute the WP2 database structure, i.e. radicalisation factors, interventions, evaluation methods, and relations between these factors, are presented and described. An Excel file is concluded to this deliverable which gives an overview of this structure. A snapshot of this file is provided in this report. In the next deliverable for WP2 the filled database and analysis will be presented.

The ultimate goal of WP2 is to provide a classification of methods that professionals and evaluators can easily query from different perspectives and with different purposes, such that they can study, compare, and eventually employ the best evaluation methods in the field of de-radicalisation interventions.

#### Acronym: IMPACT

**Grant Agreement N°:** 285222  
**Total Cost:** € 3,534,308.74  
**EU Contribution:** € 2,801,537.10  
**Starting Date:** 01/01/2014  
**Duration:** 42 months  
**Website:** [impacteurope.eu](http://impacteurope.eu)

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## Abstract

**Purpose:** The main objective of WP2 is to analyse the state-of-the-art in terms of radicalisation leading to terrorism and violent extremism factors, programmes tackling radicalisation leading to terrorism and violent extremism, and methods to evaluate their effectiveness. Specifically, it will produce a database indicating which type of evaluation methodology and metric is appropriate for particular types of programmes. This database will provide input for the IMPACT evaluation toolkit to be developed in WP3 and the user manual to be developed in WP4.

**Methods:** A multimodal approach was used to develop the WP2 database, borrowing from meta-analysis and network analysis. A Morphological Analysis for scoping was used, as well as consultation with end users during a workshop. Using a literature study and gathering other information from the three domains (radicalisation factors, interventions, and evaluations), including a questionnaire, the database will be filled during the next stage of the work in WP2. In this report we focus on how the WP2 database was developed and how it is structured.

**Results:** The outcomes of the Morphological Analysis are described. The different sub files that constitute the WP2 database structure, i.e. radicalisation factors, interventions, evaluation methods, as well as relations between these factors, are presented and described. The reasoning behind the choice for a relational approach to the data-representation is explained.

**Conclusions:** The ultimate goal of WP2 is to provide a classification of methods that practitioners and evaluators can easily query from different perspectives and for different purposes, such that they can study, compare, and eventually employ the best evaluation methods in the field of de-radicalisation interventions. The database structure that is described in this report is the first step toward attaining this goal.

## 1. Introduction

Stopping terrorism and radicalisation leading to terrorism and violent extremism have been priorities for European Union (EU) Member States following the US, Madrid and London bombings in 2001, 2004 and 2005 respectively. Initially, EU Member States were mainly concerned with Islamist radicalisation. However, within a decade, and most notably as a result of Breivik's coordinated attacks in Norway, EU Member States' perspective on the threat posed by radicalisation has widened to include the more traditional threats of right- and left-wing extremists, and nationalist-separatists. Hundreds of millions of euros have been invested in counter-terrorism policies and interventions. Yet, ten years later, there is widespread recognition that Member States still find it challenging to measure the effectiveness of their counter terrorism and de-radicalisation work and to learn from it<sup>1</sup>. In 2011, Gilles de Kerchove, the EU counter-terrorism coordinator, reminded the European Council that a key priority of the EU's counter-terrorism strategy was to:

*(...) look systematically at Member States' experiences, not only internally but also in third countries, at lessons learned, good practices, unsuccessful practices, and analyse why certain approaches have succeeded or not, in order to develop expertise on what makes for successful interventions.*<sup>2</sup>

Since then, EU Policy initiatives include the launch of the EU-wide Radicalisation Awareness Network (RAN) in September 2011. This is a network that is focused on facilitating exchange between first-line local practitioners in ways to tackle (violent) radicalisation leading to terrorism and violence<sup>3</sup>. Accompanying research funding initiatives of the European Commission is research into Lone Actors and their motivations, and the current EU FP7 project IMPACT Europe<sup>4</sup>. IMPACT is designed to fill gaps in knowledge and understanding of 'what works' (and what does not) in tackling radicalisation leading to terrorism and violence. IMPACT Europe's goal is to develop an evaluation toolkit to help professionals in the public and voluntary sectors design and implement an evaluation of their programmes tackling radicalisation leading to terrorism and violent extremism, whether policies or interventions. The toolkit will also help professionals go beyond the evaluation of a single project by integrating best practice into the design and implementation of future programmes.

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<sup>1</sup> See official and scientific documents: European Commission's Expert Group on Radicalisation leading to terrorism and violent extremism (2008), *Radicalisation Processes Leading to Acts of Terrorism*; Home Office (2011), *United Kingdom PREVENT Strategy*, London: Home Office; Reding, A. et al. (2011); *SAFIRE inventory of the factors of radicalisation and counterterrorism interventions*, Santa Monica; RAND Europe; Rabasa, A. et al. (2010); *De-radicalising Islamist extremists*, Santa Monica: RAND Corporation; Disley, E. et al. (2010); *Individual disengagement from Al Qa'ida-influenced terrorist groups: A rapid evidence assessment to inform policy and practice in preventing terrorism*, London: Home Office; Horgan, J. and K. Braddock (2010) 'Rehabilitating the Terrorists?: Challenges in Assessing the Effectiveness of De-radicalisation Programs', *Terrorism and Political Violence*, 22: 2, 267 – 291.

<sup>2</sup> EU Counter-Terrorism coordinator (7 June 2011) "EU Counter-Terrorism Strategy – Discussion Paper", p. 6, sent by email to the consortium team.

<sup>3</sup> See the website of the Radicalisation Awareness Network (RAN): [http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation\\_awareness\\_network/index\\_en.htm](http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/index_en.htm) (accessed August 2014).

<sup>4</sup> Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions (2014) *Preventing Radicalisation to Terrorism and Violent Extremism: Strengthening the EU's Response*, Brussels, 15.1.2014, COM (2013) 941 final, p.2. Available at [ec.europa.eu/dgs/home-affairs/e-library/documents/policies/crisis-and-terrorism/radicalisation/docs/communication\\_on\\_preventing\\_radicalisation\\_and\\_violence\\_promoting\\_extremism\\_201301\\_en.pdf](http://ec.europa.eu/dgs/home-affairs/e-library/documents/policies/crisis-and-terrorism/radicalisation/docs/communication_on_preventing_radicalisation_and_violence_promoting_extremism_201301_en.pdf)

This evaluation toolkit will be composed of four elements:

1. Standardised methodology, to provide professionals with a tool to conduct robust evaluations;
2. An evaluation results database, to allow professionals to analyse results over time, identify best practice(s) and develop a more informed understanding of radicalisation leading to terrorism and violent extremism;
3. A training course (including a train-the-trainer component), to build professionals' capacity to design, carry out and learn from appropriate evaluations;
4. A training manual, to provide easy reference for professionals applying the toolkit.

In this report we present a typology (a systematic classification) that forms the scientific basis on which the project builds: A typology of radicalisation leading to terrorism and violent extremism factors, programmes tackling radicalisation leading to terrorism and violent extremism, and methods to evaluate their effectiveness. Particular attention is given to ways to identify relationships between these. The present report presents the framework that is used a) to present the state of the art in scientific literature and practice; and b) forms the outline of the database that is used to populate the evaluation toolkit. The state of the art as well as the restrictions and recommendations on the applicability of different assessment and evaluation methods to programmes tackling radicalisation leading to terrorism and violent extremism will proceed from this framework and presented and described in the D2.2 report.

Chapter 2 describes relevant definitions and outlines the approach we took in more detail. Chapter 3 presents the steps we took to get to the typology structure. Chapter 4 describes the results of one of the steps (the Morphological Analysis). Chapter 5 presents the structure of the resulting relational database. The concluding Chapter 6 outlines the future steps to be taken in WP2, and presents a summary and recommendations valid for the IMPACT Europe project and other professionals in relevant domains (i.e. scientists or policy makers with especial interest in the evaluation of de-radicalisation interventions, or professionals with other complex, multidimensional issues that could benefit from a similar approach).



## 2. Approach of WP2

### 2.1. Goal of WP2

As mentioned in Chapter 1, the overall goal of IMPACT Europe is to develop an evaluation toolkit for use in the field of preventing radicalisation leading to terrorism and violent extremism. WP2 helps to achieve this goal by providing an analysis of the state-of-the-art in tackling terrorism and radicalisation leading to terrorism and violent extremism and methods to evaluate interventions in this area.

According to the Description of Work of IMPACT Europe, in WP2 we will:

*(...) explore which radicalisation factors are relevant for programmes tackling radicalisation leading to terrorism and violent extremism, which programmes currently exist and which methods are available to evaluate these. This three-tiered analysis will provide insight into the metrics, programmes and methods that the evaluation toolkit will need to address. We will develop the three typologies by looking at current practice, but also at what is likely to be future practice (based on empirical research in the radicalisation field) and what may be beneficial future practice (based on practice and empirical research in different fields). It is the combined analysis of current and future practice that will enable us to develop an innovative evaluation toolkit in WP 3.*

As such, WP2 forms the scientific basis on which the project builds. The review of the state-of-the-art will feed into the innovative assessment framework that will be developed in work package 3. It is the combined analysis of current and future practice that will enable the consortium to develop an innovative evaluation toolkit in WP3 that can be relatively easily updated with new input.

This Deliverable is based on the work done in WP2.2, “Typology of radicalisation leading to terrorism and violent extremism programmes”. Both the desire to build a toolkit in which new insights can be incorporated as the need to integrate information from a variety of domains (de-radicalisation -, intervention -, and evaluation domains) and sources (literature and practice) has led us to apply less conventional approaches to convey the relevant information. In a conventional approach, the state of the art is described in a report that can be used as a reference. However, a report does not provide us with the possibility to incorporate new insights. In addition, it integrates information from different domains in a static, as opposed to dynamic manner. A dynamic information transmission is needed because the interests of the users of the toolkit will vary to a large extent (i.e. the interests for policy makers will be different than those for scientists and those of practitioners).

The radicalisation domain is a complex domain, especially when trying to incorporate information from (de)radicalisation, intervention and evaluation literature. There are various scientific domains that deal with complexity, in the sense that parts of information interact with each other in multiple ways. Examples are ecological systems, geographical networks, mathematical problems, as well as complex behaviour and behavioural systems. To create our framework, we gain from insights from these fields, and apply insights from amongst others network approaches and meta-analyses (see for a general introduction into these topics: [http://en.wikipedia.org/wiki/Network\\_theory](http://en.wikipedia.org/wiki/Network_theory) and <http://en.wikipedia.org/wiki/Meta-analysis>).

In our domain, these network approaches and meta-analyses provides us with relevant advantages. Meta-analyses provide us with the opportunity to combine information from different studies in a systematic and traceable manner. The network approach provides amongst others intuitive ways to illustrate relationships between different factors. These can form the basis of how a user of the evaluation toolkit is receiving answers to questions. To be able to do so, we have to represent the relevant information in a database. Just as for a report, we need to determine which aspects are relevant and which are not. In addition, a database requires a systematic classification of the relevant available information.

The present report describes the outline for the database and the process of coding of information that will be fed into the evaluation toolkit. The framework is based on a relational quantitative approach that will be further described in 2.3. We will start with some definitions in the domain at hand.

## 2.2. Definitions

This report focuses on radicalisation leading to terrorism and violent extremism, interventions and evaluation thereof. In the report and frameworks, the word radicalisation will always refer to radicalisation leading to terrorism and violent extremism unless mentioned differently.

### 2.2.1. Radicalisation

The IMPACT Europe proposal states the following on the term radicalisation:

"While only a minority of people who have been radicalised have gone on to engage in acts of terrorism all of those who have engaged in terrorism have at some point been radicalised. This understanding is reflected in various definitions of radicalisation adopted by supra-national institutions and EU Members States. For example, the United Kingdom defines radicalisation as 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism'<sup>5</sup>; the Dutch intelligence services 'as an increasing willingness to pursue and/or support fundamental changes in society, possibly by undemocratic means, which are in conflict with or could pose a threat to the democratic legal order'<sup>6</sup>; and the European Commission as 'the phenomenon of people embracing opinions, views and ideas which could lead to acts of terrorism'<sup>7</sup>.

In recent years the term 'radicalisation leading to terrorism and violent extremism' has been developed to clarify the process of radicalisation that leads to terrorism and to respond to concerns that individual rights and personal freedoms could be at risk from using a term (i.e. radicalisation) which fails to distinguish between radicalisation leading to terrorism and violent extremism and radicalisation that does not. These individual rights and personal freedoms are protected by Articles 18, 19 and 20 of the Universal Declaration of Human Rights, which states:

*Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship*

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<sup>5</sup> Home Office (2011) United Kingdom PREVENT Strategy, London: Home Office.

<sup>6</sup> General Intelligence and Security Service (2011) Annual Report 2010, Ministry of the Interior and Kingdom Relations.

<sup>7</sup> Commission of the European Communities (2005) "Terrorist recruitment: addressing the factors contributing to violent radicalisation", COM (2005) 313 final.



*and observance... Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers... Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association. (Articles 18, 19, 20)*

These rights are captured in Article 10 of the European Convention on Human Rights on the freedom of expression and adhered by the EU Impact Europe project. It is important to note that this right is not absolute and can be disregarded if doing so is in the interest of public safety or if upholding the right infringes upon the rights of others (cf. Articles 10 and 17)<sup>8</sup>. This means that it is legitimate to monitor programmes that seek to intervene through lawful means with radical behaviours that could lead to terrorism and violent extremism, excluding radical behaviours that do not lead to terrorism and violent extremism.

### 2.2.2. Radicalisation and de-radicalisation

There are intricate differences between the terms radicalisation, de-radicalisation, and disengagement that have been discussed in the literature<sup>9</sup>. Contrary to what is sometimes assumed, de-radicalisation is not disengagement from a terrorist group and its ideology but refers primarily to a cognitive rejection of certain values, attitudes and views. As such, de-radicalisation can occur both prior and after any engagement in violence. Determinants of de-radicalisation will possess at least some relationship with radicalisation determinants. De-radicalisation determinants after violent acts have been executed will in part be different from before violent acts have been committed (see Figure 1). Interventions with the aim to de-radicalise can be focused on different or similar determinants.

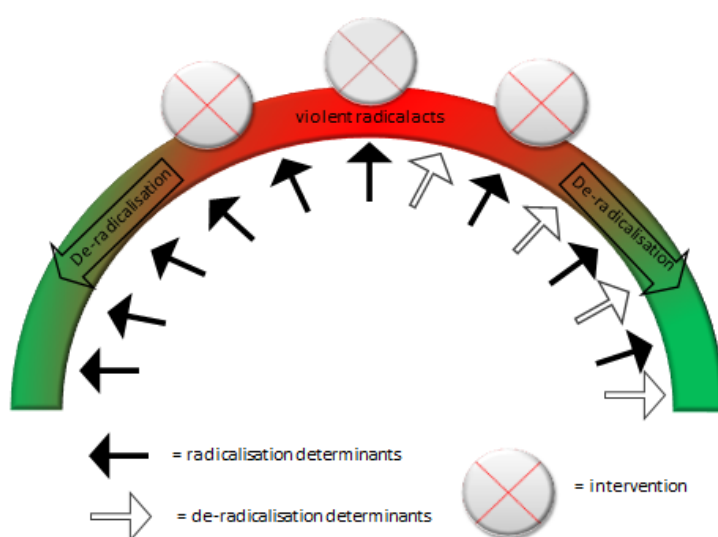


Figure 1. Depiction of de-radicalisation in relation to violent radical acts, including differences in the timing of interventions

<sup>8</sup> European Convention of Human Rights (1950) accessible from <http://www.hri.org/docs/ECHR50.html> [accessed November 14 2011].

<sup>9</sup> For example, Schmid, Alex P. Radicalisation, De-Radicalisation and Counter-Radicalisation: A Conceptual Discussion and Literature Review. The Hague, International Centre for Counter-Terrorism, March 2013; Research Paper (91 pp.) available at: <http://www.icct.nl/publications/icct-papers/radicalisation-de-radicalisation-counter-radicalisation-a-conceptual-discussion-and-literature-review>

Our main focus in information gathering is on violent radicalised individuals. However, we will include information about at risk individuals and individuals from related domains as well (see Figure 2). There are two reasons for this. First, when investigating interventions on de-radicalisation, it will sometimes be impossible to distinguish at risk individuals from individuals who actually will become violently radical at later stages. Second, other, related domains can provide us with important additional information that would otherwise be excluded.

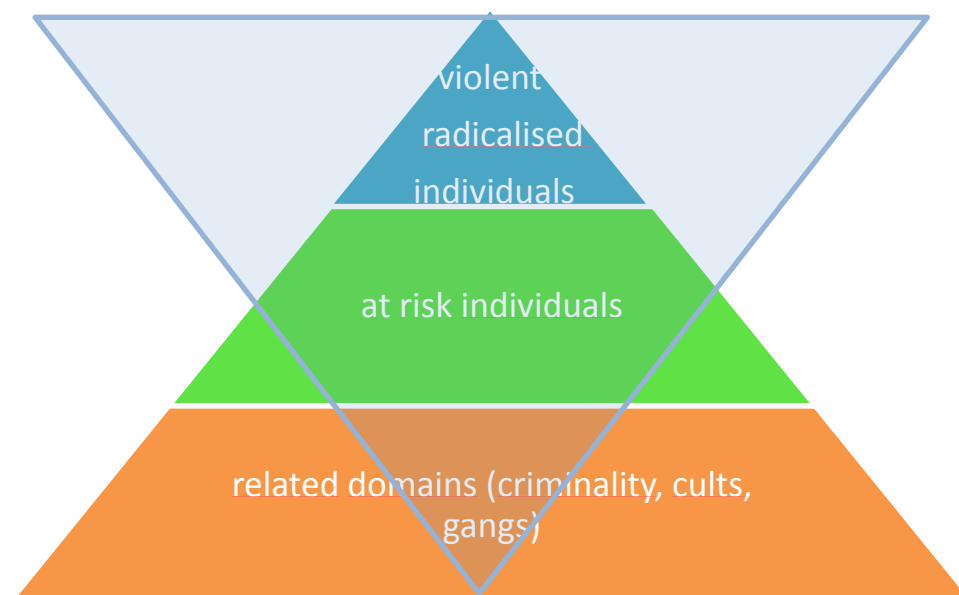


Figure 2. Depiction of different groups of individuals under investigation. The reversed pyramid depicts the envisioned relative sample sizes of the identified relevant groups.

### 2.2.1. Interventions

In psychology, interventions can be described as methods used to facilitate change in an individual or group's behaviour, emotional state, or feelings<sup>10</sup>. For current purposes, and to include for example disengagement, we define an intervention as any deliberate process by which the potential for change is introduced into peoples' thoughts, feelings and/or behaviours. Here, we focus on interventions that aim to tackle radicalisation leading to terrorism and violent extremism.

### 2.2.2. Evaluations

Throughout WP2, we use the following definition of evaluation:

*“Evaluation involves a judgement of interventions according to their results, impacts and needs they aim to satisfy. It is a systematic tool which provides a rigorous evidence base to inform decision-making and contributing to making (...) activities more effective, coherent, useful, relevant and efficient.” (EC, 2012)<sup>11</sup>.*

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<sup>10</sup> Ballou M. 1995. Psychological Interventions: A guide to Strategies. Praeger Publishers/Greenwood Publishing Group, Inc: Westport, CT, USA...

<sup>11</sup> Taken from the 'Charter for the Evaluation Function of Eurostat', Directorate B: Corporate, statistical and IT services

## 2.3. Explanation of the relational, quantitative approach

The approach taken to the analysis of the state-of-the-art can be summarised as a relational quantitative approach. This implies that we arrive at the state-of-the-art by compiling all relevant available information (from a variety of sources) on factors, interventions, and evaluations into a structured database. This database will be structured with an extensive number of factors that we identified (through several ways) as of importance. This method of information representation allows for maximum flexibility and completeness at later stages. In particular, having the relevant factors together and related in one database, allows us to a) quantify trends, developments and b) discover unexplored areas in the field. In addition, the database facilitates transition to the WP3 task, i.e., developing the evaluation toolbox, because all information will be available in a searchable, relational file.

In WP2 we take a relational approach to the mapping of radicalisation factors, interventions, and evaluation methods and developing typologies. By taking a relational approach we allow for optimal flexibility at later stages of the project, such as during the construction of the toolkit or the end user training, for all factors will be encoded into the WP2 database and, if applicable, so will be the relations between the factors. The WP2 database will, in addition, include references and, when applicable, links to all original sources to allow consortium partners and end users to retrieve more detailed information. In addition, the database representation allows for future information inputs, provided the structure of the database is extensive and systematic. Because of the inclusion of original material as well as the application of a stringent coding methodology, the resulting WP2 database will be a more objective and dynamic representation of the state-of-the-art knowledge than can be achieved by just carrying out and presenting a regular literature review. The relational quantitative approach is based on aspects of two methods that can be used to inventory literature i.e. meta-analysis and network analysis.

### 2.3.1. Meta-analysis

The relational quantitative approach implies that WP2 does not produce a literature review in the traditional sense of the word, but rather a database filled with radicalisation factors, interventions, and evaluation methods. This database is in effect a large matrix in which all factors, interventions, and evaluations are included and arranged according to relevancy.

To have a fuller understanding of how to effectively handle the challenge of radicalisation, and more specifically how to evaluate interventions, it is imperative to understand how and why people are drawn to radicalism and how these radicalisation processes can be tapped into by interventions. Rather than pinpointing single causal chains leading to radicalisation, our approach is to identify, on the basis of a body of highly diverse literature (e.g. anecdotal, scientific, biographical), as many relationships as possible between variables. These sets of ordered relationships, also called 'edges', may then be analysed by sophisticated techniques to provide more understanding of the intricate relationships between radicalisation leading to terrorism and violent extremism, interventions, and evaluations. This approach can be seen as an alternative to a meta-analysis of scientific studies<sup>12</sup>. Glass<sup>13</sup> defined meta-analysis as:

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Unit B1: Quality, methodology and research, European Commission. Available at: <http://epp.eurostat.ec.europa.eu/portal/page/portal/quality/evaluation>

<sup>12</sup> See for example Cooper, H. & Hedges, L.V. (1994). *The Handbook of Research Synthesis*. New York: Russell Sage; Hunter, John E; Schmidt, Frank L (1990). *Methods of Meta-Analysis: Correcting Error and Bias in Research Findings*. Newbury Park, California; London; New Delhi: SAGE Publications.

<sup>13</sup> Glass, G. V. (1976). Primary, secondary and meta-analysis of research. *Educational Researcher*, 5, 3-8.

"the statistical analysis of a large collection of analysis results from individual studies for the purpose of integrating the findings" (p. 3).

In order to perform a meta-analysis, research reports in the literature are searched in a systematic way and coded on a number of sample-related and study-related variables<sup>14</sup>, as well as on statistics for calculating effect sizes. For our approach, this systematic coding procedure is helpful, as it provides the same methodological rigour to a literature review that is required for experimental research. Meta-analysis provides an opportunity for shared subjectivity in reviews, rather than true objectivity. Authors of meta-analyses must sometimes make decisions based on their own judgment, such as when defining the boundaries of the analysis or deciding exactly how to code moderator variables. However, meta-analysis requires that these decisions are made public so they are open to review and comment from other scholars<sup>15</sup>.

### 2.3.2. Network analysis

Similar to the approach taken in the EU FP7 SAFIRE project on radicalisation processes, we adopt features from network analysis to get insight into the relations between factors, interventions, and evaluations in the domain of radicalisation leading to terrorism and violent extremism.

The United States National Research Council defines network science as "the study of network representations of physical, biological, and social phenomena leading to predictive models of these phenomena." It is an interdisciplinary academic field which studies complex networks (i.e., telecommunication networks, computer networks, biological networks, cognitive and semantic networks, and social networks). The field draws on theories and methods including graph theory from mathematics, physics, data mining, visualization from computer science, inferential modelling from statistics, and social structure from sociology.

Network representations can be created within any domain where relationships between variables matter. A network (or networks) of relations representing radicalisation leading to terrorism and violent extremism factors, interventions, and evaluations can thus be created. This type of network can be called a Content Network, and it can change dynamically and it can 'learn'<sup>16</sup>. Instead of selecting relevant factors for each of these constructs (radicalisation, intervention and evaluation) in isolation, and then relating the three constructs to each other, a network approach implies identifying as many as possible relevant factors of each of these constructs and relate each factor to all other factors in a network<sup>17</sup>. This network can then be visualised proceeding from questions at hand<sup>18</sup>. This implies that the mapping *structure* is very important. For example, characteristics of a target group are likely to be connected to several types and aspects of intervention programs (for example, specific method or costs of the program) and these are each connected to the way interventions can be evaluated.

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<sup>14</sup> For example, gender of the sample, theoretical background of the study, methods to establish the effect.

<sup>15</sup> DeCoster, J. (2004). Meta-analysis Notes. Retrieved August 8, 2014 from <http://www.stat-help.com/notes.html>

<sup>16</sup> Krackhart, D., & Carley, K.M. (1998). A PCANS model of structure in organizations. In: International Symposium on Command and Control Research and Technology, Monterey, CA.

Carley, K.M., & Kamneva, N.Y. (2004). A Network Optimization Approach for Improving Organizational Design. Carnegie Mellon University, School of Computer Science, Institute for Software Research International, Technical Report CMU-ISRI-04-102.

<sup>17</sup> See for example A.O.J. Cramer, L.J. Waldorp, H.L.J. van der Maas & D. Borsboom (2010). Comorbidity: a network perspective. *Behavioral and Brain Sciences*, 33(2-3), 137-150. 10.1017/S0140525X09991567.

<sup>18</sup> S. Epskamp, A.O.J. Cramer, L.J. Waldorp, V.D. Schmittmann & D. Borsboom (2012). Qgraph: Network visualizations of relationships in psychometric data. *Journal of Statistical Software*, 48(4), 1-18.

Compared to a more traditional approach of identifying factors that predict radicalisation, interventions that tap into these factors, and evaluating these interventions, the building of a Content Network has the advantage of including and visualising variables and their relationships. As described in the SAFIRE Synthesis report (D4.1): “Visualisations have two advantages. First, they can give a sophisticated overview of the many variables related to radicalisation, and thereby aid in hypothesizing about relationships. Second, different forms of examination emerge from network analysis, because the structure of the relationship between entities can be incorporated”<sup>19</sup>.

This way, network analysis can be used to increase the understanding of the complex of radicalisation leading to terrorism and violent extremism factors, interventions and evaluations. For example, information about the relative importance of variables and relationships in a graph can be obtained. Examples of questions that can be asked are: Which of the radicalisation variables are targeted in which interventions? Are these variables related? Are they directly related or indirectly (through another variable)?

This new way of representing and investigating knowledge that is available in the literature about radicalisation interventions has many uses. It can pinpoint several issues and conclusions that guide interventions and evaluations, give indications of which set of radicalisation factors are central, and which are peripheral, and help to decide which variables can be targeted when trying to prevent violent acts as the result of radicalisation or when trying to evaluate interventions that aim to prevent radicalisation leading to terrorism and violent extremism or de-radicalise.

## 2.4. Steps taken in the WP2 approach

Overall, the work in WP2 consists of three major tasks:

1. Mapping the relevant radicalisation factors, interventions, and evaluation methods (i.e. constructing a WP2 database, specifically, an Excel file including all factors)
2. Filling this WP2 database from the literature (both scientific and non-scientific)
3. Analysing the WP2 database for trends and emerging themes

The first of these three tasks - the mapping of factors, metrics, methods and interventions – is performed in two steps, these are:

- a. Defining the problem space: Morphological Analysis workshops
- b. Preparing the WP2 relational quantitative database: Expert sessions and end-user workshop

This report describes the first task; it presents details of the process and the outcome of the task. The process leading up to the WP2 relational quantitative database is described in Chapter 3. The resulting, structured database is presented in Chapter 4. In the next Deliverable, (D2.2, scheduled for completion in Month 12 of the project) we will describe fully the work undertaken to achieve task 2 and task 3.

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<sup>19</sup> Van Vliet, A. J. (2013). The added value of network science in understanding radicalisation: how to look. Retrieved on August 8, 2014, from the SAFIRE website <http://www.safire-project-results.eu/usergroups/research.html>

### 3. Process

This chapter outlines the methodology that was used to perform the activities in WP2. A multimodal approach was used to perform the first step, i.e., mapping the relevant radicalisation factors, interventions, and evaluation methods (i.e. constructing a WP2 database, specifically, an Excel file including all factors). The mapping was realised in two sub-steps described in respectively 3.1 and 3.2.

#### 3.1. Defining the problem space: Morphological Analysis Workshops

##### 3.1.1. Introduction

As described in Chapter 2, the radicalisation domain is a complex one. As a consequence, the mapping of factors in this domain is complex as well. There are many factors related to the subdomains we aim to map, e.g. radicalisation leading to terrorism and violent extremism, de-radicalisation, disengagement and counter-radicalisation interventions and their evaluations. These factors are all interrelated and no straightforward causal relations between factors, nor are clear-cut methodologies to intervene or evaluate available. It is thus a challenge to structure all factors involved. Moreover, the challenge of mapping these factors falls into the definition of a ‘wicked problem’ i.e., it is difficult to solve. In section 3.1.2. We give further details of ‘wickedness’ and how the concept is relevant to this research.

In addition to the complexity of the domain, the issue of radicalisation can be approached from different angles and hence is studied by different types of experts. The research domain of (de)radicalisation involves many research disciplines. This holds for the IMPACT Europe consortium as well: Members of the consortium have different roles and backgrounds, varying from scientists to end users in the field, and their expertise ranges from social sciences to software development. This implies that IMPACT consortium members have different perspectives, use different terminology and have a different understanding of the problem field. In an ideal case, these different understandings all need to be involved and addressed in the mapping work that will create the basis for the IMPACT toolkit. Moreover, the end users who will work with the IMPACT toolkit represent different perspectives, which should also be represented in the toolkit.

Besides other approaches, one way of making a structured problem of an unstructured ‘social mess’ and handle different insights on the topic at hand, is the use of Morphological Analysis (MA; see the next section 2.1.2 for more details on MA)<sup>20</sup>. A MA was applied in this project<sup>21</sup>. The goal of the MA was twofold:

1. Develop a framework in which the relations between the factors of (de)radicalisation, interventions and evaluation thereof are presented.

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<sup>20</sup> Ritchey, T. (2011) *Wicked Problems – Social Messes: Decision support Modelling with Morphological Analysis*. Berlin: Springer.

Ritchey, T. (2011). *Decision Support Modelling with Morphological Analysis*  
Series: Risk, Governance and Society, Vol. 17.

<sup>21</sup> Morphological Analysis was successfully applied in previous FP7 EU projects with similar “social messes” i.e. CPSI ([http://cordis.europa.eu/result/rcn/55627\\_en.html](http://cordis.europa.eu/result/rcn/55627_en.html)) and TACTICS (<http://www.fp7-tactics.eu/>).



*Please note: The goal is not necessarily a reduction of the solution space, rather a display of the relevant factors and (known) relations between factors in the solution space.*

2. Create shared situational awareness (i.e. a common picture) within the consortium team.

### **3.1.2. Morphological Analysis as a method to structure ‘wicked problems’**

Morphological Analysis (MA) is a non-quantifiable method for structuring wicked problems. Wicked problems are complex societal and organisational planning problems which are difficult or impossible to solve due to the fact that:

1. The information concerning the problem is incomplete, contradictory or changing i.e. there is no final state or stable situation;
2. There are many interdependencies of which the nature (for example, causal) is not clear, additionally there are conflicting interests of different parties involved;
3. There is more than one solution and there are many ways to deal with the problem, some are better than others, some make the situation worse. The challenge is finding out what way is the better way (Ritchey, 2011)<sup>22</sup>.
4. MA is especially useful in dealing with problems that cannot be causally modelled or simulated in a meaningful way. Instead, a judgmental approach is more useful for structuring and reducing complexity of these problems. MA is a proven approach with scientific valuable outcomes based on a non-quantified, but highly structured methodology (Ritchey, 2011).

The objective of IMPACT, dealing with de-radicalisation interventions and evaluation thereof is a wicked problem, according to the definition above. As explained, there are many dependencies between factors, there is not one way of structuring these and there are many different interests and perspectives to the problem. In addition, the problem will never be solved completely, there is no point when it can be said “it’s done now”.

In practice MA reduces the complexity of the problem by<sup>23</sup>:

1. *Determining the dimensions of the subject and related variables.* This is done by identifying and properly defining the dimensions of the problem (i.e. the relevant issues involved). For each issue (parameter) a spectrum of values must be defined that represent possible, relevant states or conditions that each parameter can assume. This results in an innumerable amount of scenarios.<sup>24</sup>
2. *Reducing the number of (formally) possible configurations (scenario’s) in the problem space* to a smaller set of internally consistent configurations by excluding

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<sup>22</sup> Ritchey, T. (2011). Wicked Problems - Social Messes: Decision support Modelling with Morphological Analysis. Springer Verlag, Berlin Heidelberg

<sup>23</sup> Ritchey, T. (1998). General Morphological Analysis: A general method for non-quantified modelling. Downloaded from the Swedish Morphological Society ([www.swemorph.com](http://www.swemorph.com))

<sup>24</sup> A scenario is a specific combination of variables over different dimensions.

contradictory value pairs. By performing a so-called cross-consistency assessment, all of the parameter values (conditions) in the morphological field are compared with one another, pair-wise. As each pair of conditions is examined, a judgement is made as to whether the pair can coexist, i.e. represent a consistent relationship. This results in a limited amount of possible scenarios that link (not causally) the variables and dimensions with each other.

Input for the MA-method is a so-called focus question. This focus question steers the process of identifying relevant dimensions and variables of the subject at hand.

Specific to the method is not only the resulting framework, but especially the way the process is carried out. Four preconditions/requirements of the MA-process are:

1. Four to eight structured workshops days (2-4 sessions);
2. A multidisciplinary team of seven subject specialists;
3. Consensus is not necessary; acceptance of different perceptions is;
4. All opinions are equally important.

The MA-process, when performed partially or fully, leads to a generic transparent framework that is easy to update with advancing insights later on in a project. Because of the multidisciplinary team, all participants (or representatives of parties) are involved and understanding and ownership of the framework is shared. For more detailed information on the method, please refer to <http://www.swemorph.com>.

### 3.1.3. The MA-workshops

This paragraph gives a short summary of the process in the MA-workshops for this project. The workshop program consisted of four days, and was built up as shown in the figure below (Figure 3). We invited seven participants for the MA-workshops. These participants were all member of the IMPACT consortium. As the MA method prescribes, the participants had different backgrounds and represented different foci on the topic (e.g. practitioner, end user and researchers with different expertise's).

Day 1	Day 2	Day 3	Day 4
Introduction to MA	Brainstorm interventions for deradicalisation	Feedback on model violent radicalisation	Feedback on model interventions & evaluation
Discussion focus question	Brainstorm evaluation of interventions for deradicalisation	Defining violent radicalisation scenario's	Cross Consistency Analysis
Brainstorm violent radicalisation			

Figure 3. Workshop program

### 3.2. Preparing the WP2 relational quantitative database

The frameworks that emerged from the MA-workshops were transitioned and combined into a codeable database. This was done in four ways:

1. Partners involved in the MA-workshops were asked for their final adjustments to the MA-frameworks.
2. An end user workshop was organised by TNO and Verwey-Jonker Institute (VJI) to consult end users (and consortium partner RAND) regarding their knowledge requirements for the WP2 database. In other words in this workshop the central question was: what type of information is useful for them when considering the application and evaluation of a counter-radicalisation intervention? See Appendix 1 for a detailed report of the end user workshop.
3. Using 1 and 2, consortium partners involved in WP 2.1 (FRS), 2.2 (TNO), and 2.3 (MIB) refined the frameworks in line with their own expertise and (theoretical) findings so far. The frameworks were reshaped into data files that serve as input for a central WP2 database.
4. The WP2 database structure was complemented by two edge lists (one for radicalisation factors and one for intervention factors), i.e. Excel data files that allow for coding relations between factors in the database (in line with the network analysis approach, see 2.3.2). These edge lists were based on previous insights from the EU SAFIRE project (<http://www.safire-project.eu/>), the MA-frameworks, and refinements in step 3. The edge lists were added, as we were not merely interested in isolated radicalisation factors, but rather in relations between them. For the intervention factors we focused on both relations and isolated factors. For the evaluation factors we only focused on coding isolated factors, as literature in this domain hardly provides information on relations between factors.

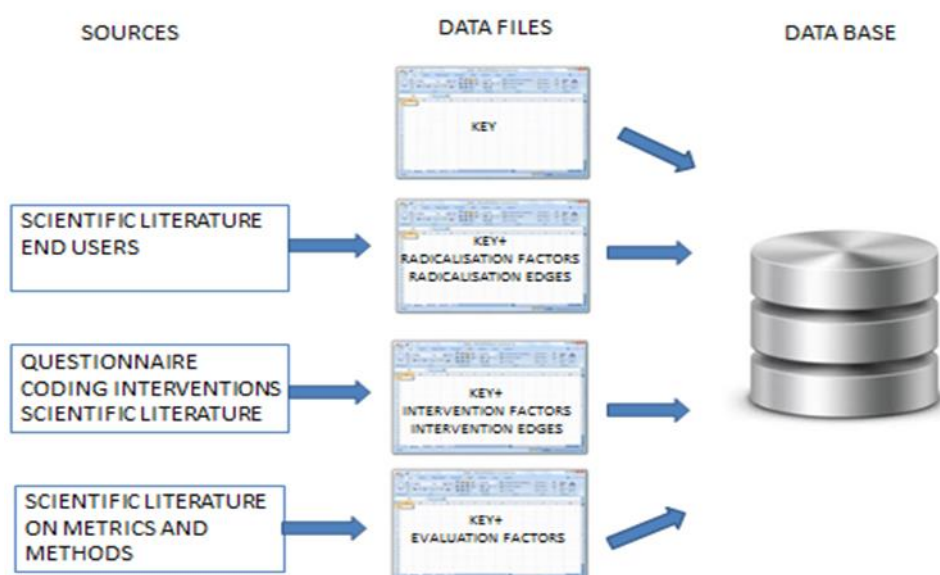


Figure 4. Construction of the WP2 database

In Figure 4 the construction of the WP2 database is visualised. Three separate data files (spreadsheets) were constructed that represent typologies of respectively radicalisation factors, intervention factors, and evaluation factors. Input for these data files differs across tasks, but always includes scientific literature. More details on this input will be provided in the second deliverable for WP2, i.e. D2.2. The resulting data files will be merged at a later stage using a key file, i.e. an administrative file with unique identifiers for all entries. The filled WP2 data base (an Excel file including all factors related to specific interventions and evaluations) will be delivered by the end of 2014 and it forms an input for the toolkit. The template for this database is presented in the next chapter.



## 4. Morphological Analysis findings and implications

This chapter outlines the results of the two steps that were taken to achieve the first objective of WP2, i.e. mapping the radicalisation factors, metrics, methods and interventions:

- a. Defining the problem space: Morphological Analysis workshops
- b. Preparing the WP2 relational quantitative database: Expert sessions and end-user workshop

### 4.1 The problem space: Morphological Analysis Structure

The objective of the Morphological Analysis (MA) was two-fold (see 3.1.1):

1. Develop a framework in which the relations between the factors of (de)radicalisation, interventions and evaluation thereof are presented.
2. Create shared situational awareness within the consortium team.

The framework resulting from the MA workshop sessions (objective 1) is presented below. First, here some remarks on objective 2 - creating shared situational awareness - are made, based on observations from the facilitators of the MA workshop.

In the process of making the MA framework, differences in background of participants became more explicit. In the discussions it appeared that some participants applied different terminology to specify (almost) similar concepts, or the other way around, used similar terminology for different concepts. In the MA process these differences become clear as the group has to specify the (1) dimensions, (2) variables (3) adequate terminology that will be used in the framework. The group spent much time to make thoughtful decisions on each of these three. Many of these decisions were made, definitions were specified and agreed on and notes of the differences were taken if issues could not be completely solved (yet). *(Please note that the MA process proceeds from the idea that consensus is not necessary but acceptance of different perceptions is).*

The group also made extensive use of each other's expertise. For example, participants having more knowledge of specific sub-domains prepared a first list of relevant variables and explained these to the group. Or, end users illustrated the meaning and implications of some concepts using their practical experiences. In the group process all participants had their contribution.

In all, after the MA workshops were finished, participants had the feeling they had gained a better understanding of the domain of radicalisation and each other's perspective on this domain. They also supported the framework that came out of the MA process. However, they agreed that improvements still could be made to this framework and that time limited a thorough work out and review all factors involved.



### 4.1.1 Framework 1: Radicalisation leading to terrorism and violent extremism

The MA workshops resulted in two frameworks: the Radicalisation leading to terrorism and violent extremism Framework (Framework 1) and the Interventions and Evaluations framework (Framework 2). These frameworks define the problem space for the IMPACT Europe project and provide input for the relational quantitative database. In Figure 5, Framework 1, the Radicalisation leading to terrorism and violent extremism Framework, is shown<sup>25</sup>. The framework consists of nine dimensions. In the process of naming the dimensions the MA-participants focussed more on being encompassing than on being concise. Some dimensions consist of two factors (for example, 'political context' consists of 'political conviction' and 'political conflicts'), and others of eleven factors (e.g. the dimension group factors).

The nine dimensions of the framework can be summarised as follows:

- Four dimensions pertain characteristics of the radicalised individual (individual stable and variant characteristics), personal motives and goals, and reasoning/justification of violence.
- Four dimensions pertain characteristics of the group and the society in which the radicalisation takes place (group factors, societal factors, cultural factors, and political factors)
- One dimension pertains enabling factors of radicalisation

Descriptions of the dimensions can be found in Appendix 2.

### 4.1.2 Framework 2: Interventions and Evaluations

Framework 2, the Interventions and Evaluations framework, is shown in Figure 6. It consists of 18 dimensions.

The identified dimensions can be summarised as follows:

- Eight dimensions pertain characteristics of the interventions (i.e. identification of the problem, definition of the goals, target of the intervention, demographic aspects, methods of intervention, attributes of interaction, products or impact consequences, and resources and/or conditions).
- Ten dimensions pertain characteristics of the evaluation (i.e. purpose, possibilities of gathering data, establishing counterfactual, time for evaluation, skills and expertise, methods, number of participants, partners and stakeholders involved, metrics to measure effectiveness, and budget).

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<sup>25</sup> The initial radicalisation leading to terrorism and violent extremism brainstorm and framework (result of workshop days 1 and 2), including a thorough process description, can be obtained from TNO.

Stable individual factors	Variant individual factors / context	Ambition / personal motives / personal drives	Reasoning / justification of violence	Group factors / context / perceived perceptions	Societal factors / context	Cultural factors / context	Political factors / context	Enablers
narcissism	anger	upward mobility	ideology	feelings of group superiority	inequality in society	religious environment / religion	political conviction	recruitment
gender	frustration	ambition for leadership	justification by leaders	group pressure	poverty	ethical values	political conflicts	means (e.g. tools, money, logistics)
rationality	lack of income	feelings of superiority	religious interpretation	perceived inequality	social integration	violent tendencies		skills
empathy	lack of opportunities	(lack of) societal success	perceived illegitimacy of authority	perception of collective threat	polarisation	culture of sacrifice		training
hostility	social exclusion	religious conviction	trigger factor	victimisation	exposure to violence	culture of altruism		network
intelligence (IQ)	exposure to violence	need to belong to a group		ingroup - outgroup	ineffective law enforcement	cultural identity		
sensation seeking	victim of violence	gratification (real or symbolic)		perception of group threat	conflict(s)	norms and values		
psychiatric condition	relative deprivation	role model / facilitator		family / strength of family connections				
vulnerability	developmental stage of identity	social status		social identity				
attention seeking	immaturity			dehumanisation of 'the other'				
	suicidal intention			echochamber				
	personal identity strength							
	self esteem							
	tendency to withdraw from society							

Figure 5. MA Radicalisation leading to terrorism and violent extremism Framework<sup>26</sup>

<sup>26</sup> The difference between ethical values and norms and values in this MA model is debatable. Usually norms and values encompass ethical values.

Figure 6. MA Interventions and Evaluations Framework

INTERVENTION Identificat. of the problem	INTERVENTION Definition of goals	INTERVENTION Target of the intervention	INTERVENTION Demographic aspects / profile of radicalized person	INTERVENTION Methods of intervention	INTERVENTION Attributes of interaction	INTERVENTION Products/ deliverables or impact consequences (MOPs/MOEs)	INTERVENTION Resources and or conditions	EVALUATION Purpose	EVALUATION Possibilities of gathering data	EVALUATION Establishing counter- factual	EVALUATION Time for evaluation	EVALUATION Skills and expertise	EVALUATION Methods	EVALUATION Number of participants, partners and stakeholders involved	EVALUATION Metrics to measure effectiveness	EVALUATION Budget % of project budget
key indicative behaviours	short-term preventative (prevent violent acts)	radicalised individual whom has been violent	gender	family support	one sided	passive output (tangible deliverables)	money	process (HOW)	monitoring data	presence of the control group (a priori - RCT)	short (one - a few weeks)	interviewing	literature review (systematic reviews, Rapid Evidence Assessment, targeted documentation review)	large (>10) and homogenous	intention to use violence	small < 2,5%
	medium-term preventative (creating doubt)	(potentially radicalised individual(s))	age	awareness raising	two sided	active output (tangible deliverables)	skills / expertise	impact (WHAT)	documentation of the intervention (internal reports, reviews, minutes, etc.)	feasibility of forming a control group (ex post)	medium (1 - 6 months)	survey questionnaire design	key informant interviews (telephone, face-to-face, online)	large (>10) and diverse	shifting opinions of a group	medium 2,5% -5%
	long-term preventative (school programs)	violent radical groups	profession	social reintegration		outcomes	time	economic	general demographic information	availability of baseline data about / from participants	long-term (12 months+)	sampling methods	focus group interviews (face-to-face, online)	small (<10)	goal/ behaviour intention	large > 5%
	medium-term restorative (vulnerable (youth))	(potentially radicalised groups)	level of education	intellectual dialogue		effects (long-term results)	evidence of previous interventions/ quality of design		feedback from participants, partners, third parties			statistical and quantitative data analysis	survey questionnaires (telephone assisted)		risk factors (radicalisation model)	
	long-term restorative	first-line professional (police, teacher, social workers, religious leader)	cultural background	motivational dialogue		unintended consequences	support for approach		timing of evaluation in relation to the start / end of the intervention			qualitative data analysis	case studies		satisfaction with the program (by participants or executors)	
	short-term suppressive	family and friends	type of ideology/ radicalisation	exit strategies			credibility / reliability of the interlocutor		contextual background data			report writing	benchmarking?			
	medium-term suppressive	community		counter narrative			showing respect					data mining	network analysis?			
		society		empowering									observation			

## 4.2 Combining the two frameworks

After the development of a MA-framework, the next step in the MA-process is usually to carry out a cross-consistency check. The MA-sessions for IMPACT resulted in two connected but separate frameworks. These two frameworks together listed too many factors for a full cross consistency check. An alternative strategy was chosen with the goal of checking whether the identified dimensions and factors were relevant for existing radicalisation examples. For the defined scenarios a specific and publicly well-known example of the scenario was named. Then the radicalisation framework, as well as the intervention and evaluation framework, were connected to the scenarios. Two relevant insights emerged. First, most scenarios co-existed with many aspects of interventions and many aspects of evaluation, which might indicate that there is no reason to preclude the consideration of certain dimensions of interventions and evaluation on basis of type of radicalisation. A second conclusion was that the factor 'budget' was a selective factor for many other evaluation - and intervention factors.

## 4.3 Practical input for the toolkit

During the workshops, it was decided to create a specific subset of dimensions and variables that consisted of general process steps of designing or evaluating an intervention. The variables of these determinants were thought to be relevant for any situation and for all interventions and evaluations. The dimensions are thus not distinctive when selecting or specifying scenarios in the MA-framework. The dimensions together describe "how to..." and are thus a useful addition to the toolkit, possibly as input for a user manual. Using these dimensions the user manual would carry information on<sup>27</sup>:

- Criteria for programming (designing) the intervention i.e. appealing, relevant, accessible, internal management, internal decision making process, prototyping, testable, changeable, metrics, design methodology.
- Reminders for designing an evaluation i.e. resources, clarity of targets, source of information, type of indicators.
- Ways to interact and aspects of the interaction with a client: credibility /reliability of the interlocutor, anger management, assertiveness, fogging, classic mainstream frontlines, showing respect, apply ethical standards.

## 4.4 Summary of MA results

During the MA workshops a group of seven consortium members thoroughly discussed the radicalisation domain. In this way they worked on shared situational awareness of the domain. These discussions form a relevant base for the consortium as a whole in creating understanding of differences in viewpoints and backgrounds.

The MA workshops further resulted in two frameworks, each with several dimensions. Framework 1 is named Radicalisation leading to terrorism and violent extremism. Framework 2, named Interventions and Evaluations, specified a first overview of relevant factors in the subdomains radicalisation interventions and the evaluation thereof, as identified by these experts. Although it will be clear that these dimensions were selected in a

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<sup>27</sup> During the MA workshops notes were taken of definitions and descriptions of these variables. These can be obtained through TNO.

subjective manner, they still provide a substantial overview of what these experts together deemed important at a certain point of time. These frameworks thus are a ***first step*** in selecting relevant variables for the relational quantitative database.

Lastly, the MA workshops resulted in useful suggestions for the user manual for the evaluation toolkit.

## 5. Structure of the relational quantitative database

The combined activities of creating a shared problem space and initial framework as obtained in the MA, together with several iterations and further adjustment by the experts of WP2, other experts within the consortium and an end-user workshop, resulted in a template for a WP2 database. This database will be filled with actual data on radicalisation factors, interventions, and methods over the coming months. The filled WP2 database will be delivered end of 2014 and forms the basis for the toolkit.

The structure of the WP2 relational quantitative database template consists of two parts: the 'codebook' and the 'edge list'.

### 5.1 The first part of the relational database: Coding relevant information

The first part of the relational quantitative database will be filled with information that is relevant for evaluations and de-radicalisation interventions. This information stems from scientific literature and information of existing interventions e.g. websites describing interventions on de-radicalisation. We have created an extensive 'codebook' to systematically code relevant information. In Figure 7, we present a sample of systematically coded interventions, following a meta-analysis approach. To see the actual database we refer to an Excel document that can be obtained from TNO. Figure 7 can be considered as a 'snapshot' of a part of this Excel document, namely the first database. The snapshot illustrates how relevant information related to radicalisation interventions and –partly - the evaluation thereof is captured in the database, and also shows some of the selected factors in this database. The actual database currently consists of over 70 input rows per intervention, so over 70 factors. One information source will usually result in filling in a subset of the total of possible input fields per intervention.

The snapshot shows that for each intervention first an ID number is specified; each intervention that is coded in the database receives an unique identifier. Subsequently, general aspects of the intervention are coded e.g. name, source of reference, year of publication and so on. A second group of factors specifies the intervention in more detail. Here aspects of its target (group) are specified, including their ideology, as well as for example the ultimate goal of the intervention program. A third group of factors grasps process aspects of the intervention, such as the type of activities applied in the program, as well as its average runtime. A fourth group of factors identifies aspects of the evaluation of the intervention at hand. For example, the performer of the evaluation, the frequency and the objective of the evaluation. The last group of factors specifies characteristics of the organisation applying the intervention.



			Each column represents one intervention; If information is available, applicable cells are filled.							
			1	2	3	4	5	...	...	N
General aspects of the intervention	1	ID number								
	2	Intervention name								
	3	Source								
	4	Abstract								
	5	Publication year								
	...	.								
Characteristics of intervention (e.g. its target group )	...	.								
	9	Ideology target (group)								
	10	Gender target (group)								
	11	Age range target (group)								
	14	Ultimate goal of intervention program								
	...	.								
Process aspects of the intervention	...	.								
	18	Type of intervention activities								
	20	Average runtime of intervention program								
	...	.								

Properties of the evaluation of the intervention	...									
	25	Performer of the evaluation								
	26	Frequency of evaluation								
	27	Phases in which information gathering for evaluation is applied								
	28	Objective of evaluation								
	33	Quality of evaluation								
Characteristics of organisation applying interv..	39	Level of operation of organisation applying intervention								
	40	Sector of operation of organization applying intervention								

Figure 7. 'Snapshot' of part of database 1

## 5.2 The second part of the relational database: Representing relations as edges

The second part of the database is the edge list. This is a database where relations between factors identified in the first 'coding' database will be represented. This edge list is also included in the Excel document that is provided with this deliverable. These relations will also be identified on the basis of relationships specified in the scientific literature and relationships that are apparent in information of existing interventions. It consists of the aspects represented in Table 1.

Aspect	Explanation/Categories
Identifier	<i>A number given for administrative purposes</i>
Ideology*	<i>e.g. Extreme right-wing, Extreme left-wing, violent jihadism, new religious movement, national separatist, anti-globalism, ecological activist, other</i>
Actor*	<i>Individual, group, organisation/network</i>
Dimension X	<i>A factor taken from the first part of the database</i>
Element X	<i>A specification of the dimension</i>
Relationship	<i>Representing the direction and strength of the relationship between Element X and Y. A coding was developed to demonstrate whether the relationship is uni- or bidirectional, whether the relationship is positive or negative and the strength of the relationship<sup>28</sup>.</i>
Relationship quality	<i>Is the relationship based on empirical, theoretical or anecdotal evidence</i>
Dimension Y	<i>A factor taken from the first part of the database</i>
Element Y	<i>A specification of the dimension</i>

\*Most relevant for the radicalisation factors

Table 1. Relationships/Edges. Aspects identified for the second part of the database

Each row in these edge lists represents a relationship between any two factors. For example, a certain age group could be related to a specific type of intervention. Similarly, a specific nationality could be related to a specific type of intervention. Also, a specific type of intervention could be related to a specific evaluation type. And a specific evaluation type could be related to a certain age group, and so on. In short, this relational approach will allow for a networked visualisation of the factors that are relevant for radicalisation, interventions, and evaluation methods, and will support a relational toolkit to be developed in WP3. Figure 8 shows the way in which the input into the WP2 database leads to the relational network to be used in the toolkit.

<sup>28</sup> The codes for representation are as follows: (+, ++, +++, -, --, ---, <+, <++, <+++), (>, <--), <---) the explanation is straightforward: A +> means a unidirectional weak positive relationship, a +++> means a strong unidirectional positive relationship. A -> means a unidirectional weak negative relationship, and a <+> means a weak bidirectional positive relationship, and so on. In case of no relationship there will be no entry for that particular edge in the database, so the category <0> is not needed

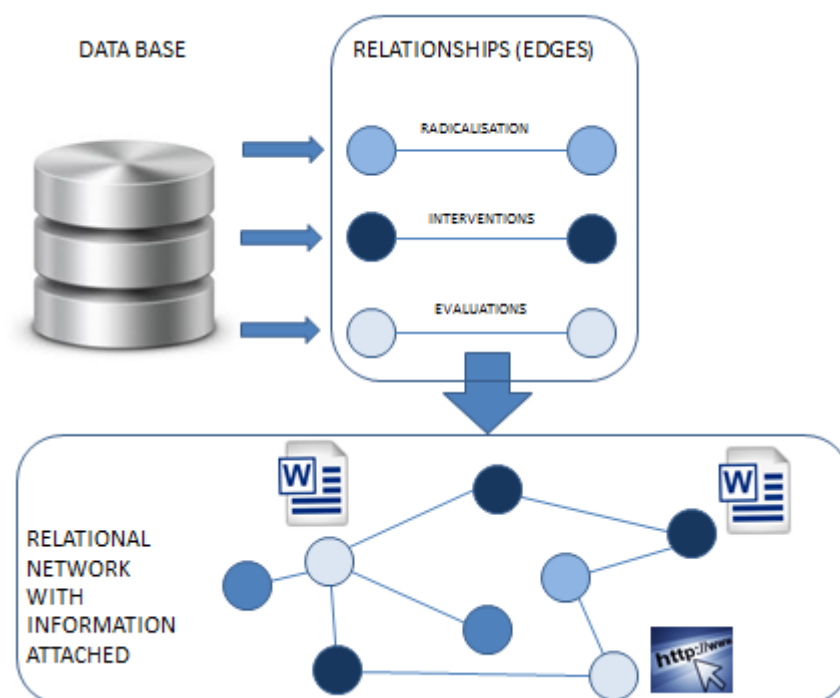


Figure 8. Relation between WP2 database and network of factors

## 6 Conclusion

This report describes the main activities that constitute the first part of WP2. First, we focused on creating a shared problem and solution space within the consortium. This was operationalised by a series of Morphological Analysis (MA) workshops in an early stage of the IMPACT Europe program, where experts from different partners of the IMPACT Europe consortium participated with explicit instruction to inform and consult their colleagues at home. A shared problem and solution space was achieved by developing frameworks on radicalisation, interventions and evaluations. The resulting MA-frameworks are a reflection of the process that the participants went through. The acknowledgement of the extent of differences *and* overlap in views between different experts due to differences in background (i.e. culture, expertise) was another accomplishment.

The frameworks that were the result of the MA formed the basis of the WP2 database structure, which constituted a second activity. In a number of iterations, and extensive input of the WP2 partners (TNO, UNIMIB, and FRS), the frameworks were adjusted into a WP2 database structure to be filled with related data on radicalisation factors, de-radicalisation interventions and evaluation methods. Thus, the construction of the systematic database structure forms the second part of the activities described in this report. To complete the second deliverable (D2.2), work within WP2 will fill the databases with accumulated (scientific) information.

We described several advantages of the relational, quantitative approach. Depending on what type of information is needed for inclusion in the toolkit and the end user training, the relational approach allows for identification and further study of specific relations between factors (for example, target group, cost of interventions, and recommendations for evaluations at different levels of scientific rigour). Moreover, the resulting relational network provides WP3 with opportunities to build a tool that helps end users to find information on questions such as “Which interventions can be used for this target group?”, “How can an intervention be evaluated?”, or “How effective was this type of intervention in other countries?”

In addition, the WP2 database will include references, and if applicable the linkages to the original sources, of all original data. Therefore, users of the database will have the possibility to retrieve more detailed information following the references. Furthermore, the WP2 database will guide the selection of variables that are preferentially extracted from future literature. This stringent methodology reduces bias in the literature review<sup>29</sup>. This way, we obtain more objectivity in our state of the art-knowledge than we could have achieved doing a regular literature review.

Following construction of the database structure, further tasks of WP2 will consist of data collection (literature search, questionnaire, existing overviews), inputting data into the database and edge list, synthesizing filled data files prepared by FRS, TNO, and UNIMIB (specifically, combine similar variables, remove loose ends and optimise the terminology) into the WP2 database, finalise the filled WP2 database and prepare the visualisation of the relational database for transition into WP3.

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<sup>29</sup> See handbooks on meta-analytic methodology, for example, Hunter, John E., & Schmidt, Frank L. (1990). *Methods of Meta-Analysis: Correcting Error and Bias in Research Findings*. Newbury Park, CA: Sage.

The ultimate goal of WP2 (to be completed by Month 12 of IMPACT), is to provide a useful classification of methods that professionals and evaluators can easily query from different perspectives and with different purposes, such that they can study, compare, and eventually employ the best evaluation methods in the field of de-radicalisation interventions. We expect that the present description of the structure of the database has resulted in increased understanding of the approach we took. Parts of our approach are linked to existing statistical and methodological fields in science (i.e. network analysis and meta-analysis). As a whole, we believe our approach is innovative. We aspire with this innovation to contribute to an improvement in information sharing on radicalisation, interventions, and evaluations thereof.



## Appendices

### Appendix 1

#### Report of the WORKSHOP ON COUNTER-RADICALISATION INTERVENTIONS IMPACT Europe. Organized by TNO and Verwey-Jonker Institute

**Time and Location:** Tuesday May 13 2014, 13:00-17:30 Soesterberg, the Netherlands.

**Organisers:** Dianne van Hemert and Lisette de Koning, TNO; Ron van Wonderen and Freek Hermens, Verwey-Jonker Institute

**Participants:**

Participant	Organisation	Country
<b>Jan Wegbrans</b>	Social Rehabilitation (Reclassering), the Netherlands	NL
<b>Hassan Al-Ghazi</b>	Municipality of The Hague (Voorkomen is beter dan genezen)	NL
<b>Mozafar Said</b>	Municipality Krimpen aan den IJssel (stichting WIJ)	NL
<b>Ferry Pasché</b>	Municipality Eemsmond (Youth work Barkema & De Haan)	NL
<b>Teye Barkema</b>	Municipality Eemsmond (Youth work Barkema & De Haan)	NL
<b>Magda Rooze</b>	ARQ	NL
<b>Kees Schoonen</b>	Dutch Police	NL
<b>Theo Muskee</b>	Dutch Police	NL
<b>Abdul-Rehman Malik</b>	Radical Middle Way	UK
<b>Daniel Koehler</b>	Exit Deutschland	GE
<b>Morten Hjørnholm</b>	SOROE	DE
<b>Roemer van Oordt</b>	Zasja Amsterdam	NL
<b>Maarten van de Donk</b>	Radar	NL
<b>Esma Salama</b>	Sipi	NL
<b>Wilma Aarts</b>	Sipi	NL
<b>Joanna Hofman</b>	RAND Europe	UK
<b>Ines von Behr</b>	Project manager RAND Europe	UK

The workshop took place within the context of the European Commission funded project IMPACT Europe (Innovative Methods and Procedures to Assess Counter-Radicalisation Techniques in Europe).

#### Session 1: Aspects of the intervention

In this session the participants talked about what they would want to know of other interventions in order to determine whether they could use this intervention. The participants split up into three groups and discussed this issue.

The participants found it interesting to share experiences. In particular the mix of local and national interventions and the different angles and target groups of the interventions was useful.

The groups approached the relevant aspects of interventions differently, i.e. from the point of view of what makes an intervention successful and from the point of view of what is necessary information to select an intervention. Therefore we discuss the points of views for each group separately.

#### Group 1

This group has mainly focused on which aspects make a successful intervention (the *diversity* of success factors is actually an important aspect they identified).

1. A first aspect they identified is to take time to listen to ideas, thoughts and ideals of the target group. Especially young people in the target group should have the time to express their thoughts without being judged by professionals.
2. A second aspect is to gather information and share it with each other as cooperating parties so that a common ground is created for applying an intervention.
3. A third aspect that is important for a successful intervention is to start early to teach skills to youth, for example at school. Having skills provides positive identity. It is important not only to focus on the group with radical ideas.
4. A fourth aspect is the involvement of the target group through social seduction, that is, with a combination of fun and confrontation. For example, a youth group (preferably a group which already has radical ideas) visiting Auschwitz or the Anne Frank House, combined with a cultural or city trip. According to this group, this kind of approach works. This way you break taboos and the radicalised individuals expand their gaze and could change their mind.
5. A fifth aspect that makes an intervention successful is using a tailored approach. A group that is far into the radicalisation process, for example, in the sphere of justice, could be reached with an approach tailored to this group. For example, a judge can recommend the release a former group member under certain conditions and then deploy an intervention in the close area of this group.

#### Group 2

1. A first aspect is getting to know the target group. Does this group consist of individuals or groups? How far are these young people in the radicalisation process (level of radicalisation)? Is the target group compulsorily or voluntarily involved?
2. The second aspect is knowing which professionals are involved, from what other organizations? How is the intervention organized? And who runs it? Is it a multidisciplinary approach or just performed by a single partner? If you want to apply an intervention you have to know who to engage with.
3. Another important aspect is knowing how to implement an intervention and how to act. What is needed (which preconditions)? Is there a manual or standard operating procedure (SOP)?
4. Knowing the focus of the intervention is a fourth aspect. Is the focus set on identity and self-confidence? Why does the target need to join? What do you want to change in this target group? What is the perspective that people are offered? What can the audience expect, for example, the prospect of a job?
5. The fifth aspect is the answer on the question whether the intervention has been effective? Sometimes this has been monitored. An important question is to know why it is effective and how to measure it if it is. And with whom? It should be clear in advance what you need to know or to measure to answer the question of whether an intervention is effective or not.

#### Group 3

1. First aspect this group identifies clear definitions: goals, methods, targets groups, time scales and evaluation criteria.

2. A second aspect is what plays a role in (or contributes to) the success of an intervention. That depends on what you want to achieve. What can you achieve and what is the impact? What does success look like? You need a benchmark or baseline for an intervention.
3. A third aspect is the understanding of the limits of an intervention: ethical, moral, political and the law, such as the "freedom of speech". How do you influence individuals and what limitations are relevant here? Does the client know what you do? And does he know the parties you share information with?
4. A fourth aspect is the context of public policy, the political landscape and the structure of the government machinery involved. That context is subject to change and affects interventions. Which political elements are present? And do interventions in this political context get the space and the ability to continue for several years? What is the involvement of the government and how is the intervention funded? There must be an understanding of the political implications.
5. A fifth aspect is building trust, inclusion, understanding /comprehension and contingency. There are high-quality demands to build up a relationship and trust in professionals. Specific interventions are sometimes more effective than group interventions.

## Session 2: Relevant aspects for selecting, applying and evaluating interventions

In this session, the groups discussed the selection, the use and the evaluation of interventions. The focus was on whether they could select /apply/evaluate an intervention based on previously chosen aspects. In addition, the groups discussed how to obtain relevant information, what challenges they saw in selecting/applying/evaluating and what value they saw for the tool.

### *Selecting an intervention*

This group did not consider other aspects than during the first section, but they clustered them in a different way.

1. The first relevant aspect in selecting an intervention are clear definitions, such as problems/objectives, context and terms to talk about an intervention. This is the way the selection process always begins. As end users you should agree about the words you use and which meaning these words have, for example for problem and context. Terms such as disengagement and de-radicalisation need to be clear and mean the same thing for end users. Ideally, there is agreement on the terms and what these terms mean. Sometimes there is no time to think about all these aspects, for example, if there is political pressure. Then an intervention should be conceived and start within, for example, two weeks. In that situation, there is no time to think about definitions.
2. Important when selecting an intervention is to link (match) the intervention to the problem, by answering the question what the problem is and which intervention it needs. Matching is also about linking the right person to the intervention. Who should apply the intervention? This match is different every time and depends on the case; the intervention has to be customized (tailor made). After applying the intervention you should monitor whether the intervention achieves the goals that are set. If necessary the intervention can be adjusted in order to improve the effect. This requires a high degree of professionalism, so you need a professional (either public or private) with experience, knowledge of various interventions and ability to monitor. This requires selection of the appropriate professionals. Target group and professionals must be matched to each other. It is not about what works, but who works and who they work with.
3. It is also important to determine the scale of the intervention. It is important not to overreact.

4. Another aspect in selection is the length of time (time equals cost). How long does an intervention take? A media campaign could take about half a year, but an individual process often takes several years.
5. Evaluation is also an important aspect for the selection of an intervention. This is necessary for accountability.

The group has some specific advice for the IMPACT toolkit:

- Accountability. The ability to create tailored interventions. The tool has to help with assessing the degree of concern about the radicalisation (the concern level). If you know this level, which interventions can then be used?
- At the start, sharing information can be technical but later, you always have to take into account the aspect of person-to-person contact and context. A possibility to achieve this would be a forum or stable platform where experts can communicate and share information with each other. Some organizations have a lot of relevant knowledge within their own organisation and should be encouraged to share it.
- We should keep in mind that the term intervention is a very broad one. There are preventive, repressive and de-radicalisation interventions at the macro, micro and meso levels. Here, but also in other points within the project, it is important that there is uniformity of definitions and terminology (at European level among end users) and that existing databases and networks are used to create the tool.
- The toolkit should provide instruction on how to perform evaluations, associated with how you perform interventions. Early cooperation is also important for evaluation. In the beginning it should be clear to all partners what to evaluate.

### ***Applying an intervention***

Relevant aspects:

1. Engagement and commitment of the society, other professionals and the target group is needed for a sense of urgency. The importance of the intervention should be connected to the needs of the target group.
2. Lasting (sustainable) and ongoing actions.
3. Make an intervention attractive

What is needed for a successful application of an intervention?

- Alertness to and identifying signals at an early stage
- Ambassadors of administrators (leaders of board / administration)
- Attract, connect, wide promotion of the offer
- Examples of quick wins (rapid successes)

Challenges in the implementation of an intervention:

- Money and sustainable financing
- Sustainable commitment of young people
- Trust and respect

The group has some further specific advice for the IMPACT toolkit:

1. Database. Fill in keywords and as a result a number of interventions are visible. This does not have to be only the preconceived aspects.
2. Narratives of good practices (story telling), but also of bad practices. Or a video or a comic. Summarize all the success factors for applying an intervention.
3. Information on types of funding sources and not just the local government /state. Suggestions for raising funds. What works to get funding?

It is important to be alert in an early stage to create a sense of urgency. To involve other

ambassadors and organizations to make an intervention successful.

***Evaluating an intervention (Emerging thoughts)***

Relevant aspects:

1. Not only know the goals at the start of an intervention, but also take into account that the goals can change during the intervention. A kind of parameter stating the purpose, target group, cost and time, and the extent to which they develop.
2. Mechanisms of intervention. What is the process of implementation? What happens on the way and what effect does it have on the evaluation? Does success or failure of an intervention depend on the method, the implementation or the context? A successful intervention is sometimes due to those who carry out the intervention (a specific person or organisation). The context makes a difference.
3. Impact. Constant measurement of impact or outcome, not only examining the impact at the end of the intervention but also during the intervention. Sometimes there is an unsolicited or unforeseen impact.
4. Scope (shape) and scale (size) of the evaluation. This should be well defined, including accountability but also suggestions for (micro) improvements.
5. Sustainability has an impact on the evaluation. If some interventions finish, others may be able to follow them up. Sustainability may be a criterion for assessment, as interventions might be unsuccessful in the long run not because they do not have the anticipated effect but because they are not sustainable. This may be a political or resource problem, but it is often the reality. Therefore sustainability is important not only for evaluating interventions but for designing interventions in general.
6. Also cost and benefit analyses are important to obtain (continuous) funding for projects. How can this kind of evaluation be carried out?

## Appendix 2

### MA framework with definitions of the dimensions

RADICALIZATION FRAMEWORK	
Stable individual factors	Individual characteristics of violent radicalised individuals that cannot be changed easily (sometimes also referred to as traits)
Narcissism	
Gender	
Rationality	
Empathy	
Hostility	
Intelligence (IQ)	
Sensation seeking	
Psychiatric condition	
Vulnerability	
Attention seeking	
Sensation seeking	
Variant individual factors / states/situation	Individual characteristics of violent radicalised individuals that are more variant (sometimes also referred to as states)
Anger	
Frustration	
Lack of income	
Lack of opportunities	
Social exclusion	
Exposure to violence	
Victim of violence	
Relative deprivation	
Developmental stage of identity	
Immaturity	
Suicidal intention	
Personal identity strength	
Self esteem	
Tendency to withdraw from society	
Ambition / personal motives / personal drives	Motivation is an inner drive to behave or act in a certain manner (see also <a href="http://en.wikipedia.org/wiki/Motivation">http://en.wikipedia.org/wiki/Motivation</a> )
Upward mobility	
Ambition for leadership	
Feelings of superiority	
(lack of) Societal success	
Religious conviction	
Need to belong to a group	
Gratification (real or symbolic)	
Role-frameworks / facilitator	
Social status	

<b>Reasoning / justification of violence</b>	<b>Justification: sincerely trying to give reasons (intelligible to others) why you have done or will do a certain action. There are constraints to justifications, for example intelligibility to others.)</b>
Ideology	
Justification by leaders	
Religious interpretation	
Perceived illegitimacy of authority	
Trigger factor	
<b>Group factors / context / perceived perceptions</b>	<b>Group dynamics: is a system of behaviours and psychological processes occurring within a social group (<i>intragroup</i> dynamics), or between social groups (<i>intergroup</i> dynamics) (see <a href="http://en.wikipedia.org/wiki/Group_dynamics">http://en.wikipedia.org/wiki/Group_dynamics</a> how do I think that others see me?) The factors in this dimension relate to a 'group', but this group can be imaginary: it is not necessarily (physically) there.</b>
Feelings of group superiority	
Group pressure	
Perceived inequality	
Perception of collective threat	
Victimisation	
In-group – out-group	
Perception of group threat	
Family / strength of family	
Social '(group) identity	
Dehumanisation of 'the other'	
Echo-chamber	
<b>Societal factors / context</b>	<b>Factors that directly or indirectly relate to society and are contextual to the radicalising individual or group</b>
Inequality in society	
Poverty	
Social integration	
Polarisation	
Exposure to violence	
Ineffective law enforcement	
Conflict(s)	
<b>Cultural factors / context</b>	<b>Factors that directly or indirectly relate to culture and are contextual to the radicalising individual or group</b>
Religious environment / religion	
Ethical values	
Acceptance of violent behaviour	
Culture of sacrifice	
Culture of altruism	
Cultural identity	
Norms and values	
<b>Political factors / context</b>	<b>Factors that directly or indirectly relate to politics and are contextual to the radicalising individual or group</b>
Political conviction	
Political conflicts	



Enablers of radicalisation leading to terrorism and violent extremism	The enablers are viewed from the perspective of the intervention. In the intervention you might target on removing these enablers. The enablers further refer to enablers for becoming <i>violently</i> radical. So, if a radical person is actively looking for a (military) training he is considered to be in a process of becoming violently radical.
Recruitment	
Means (e.g., tools, money,	
Skills	
Training	
Network	

<b>INTERVENTION AND EVALUATION FRAMEWORK</b>	
<b>Identification of the problem</b>	This dimension refers to the identification of the problem of radicalisation leading to terrorism and violent extremism. Specific behaviours are key to this identification. Examples of such behaviours are gaining membership; proselytism (=aggressively forcing your belief on others); etcetera,
key indicative behaviours	Mostly a change in common behaviours
<b>Definition of goals</b>	<p>A goal is a desired result a person or a system envisions plans and commits to achieve a personal or organizational desired end-point in some sort of assumed development. (see <a href="http://en.wikipedia.org/wiki/Goal">http://en.wikipedia.org/wiki/Goal</a>)</p> <p>In this dimension the following possible categorisation of goals are combined: Preventative; restorative; suppressive. and short term; medium term; long term</p> <p>Combination of these categorisation options results in 9 theoretically possible combinations, of these 7 were considered as useful to add.</p>
Short term preventative (prevent violent acts)	
Medium term preventative (creating doubt whether violent acts should be performed)	
Long term preventative (i.e., preventing to see violent acts as a solution for a problem) (school programmes)	
Medium term restorative (vulnerable youth)	
Long term restorative	
Short term suppressive	
Medium term suppressive	
<b>Target of the intervention</b>	This dimension refers to the person(s) at which the intervention is directed. Direct targeting is targeting the (violently) 'radical persons'; indirect targeting is targeting on social workers or family.
Radicalized individual that has been violent	
(potentially violent) Radicalized individual (s)	
Violent radical groups	
(potentially violent) Radicalized	
First line professional (police, teacher, social workers, religious leader)	
Family and friends	
Community	
Society	

Demographic aspects / profile of radicalized person	Referring to demographic aspects and profile aspects of the radicalised person that are relevant for intervention
Gender	
Age	
Profession	
Level of education	
Cultural background (including nationality)	
Type of ideology / radicalization (e.g. left-wing; right-wing; Islamic)	
Methods of intervention	An approach you use to achieve a goal
Family support	
Awareness raising	
Social reintegration	
Intellectual dialogue (two-way interaction)	
Motivational dialogue (two-way interaction)	
Exit strategies	
Counter narrative	
Empowering	
Type of interaction	Is the interaction of the intervention one-sided or two-sided?
one sided	
two sided	
Products / deliverables or impact consequences	The outcomes, results and effects of the intervention (to be measured in Measures of Performance (MoPs) and Measures of Effect (MoE) )
Passive output (tangible deliverables) e.g.: a helpline	
Active output (tangible deliverables) e.g.: approaching people	
Outcomes	
Effects (long-term results)	
Unintended consequences	
Resources and or conditions	Resources available for the intervention and conditions under which the intervention is executed
Money	
Skills / expertise of the practitioner	
Time available to perform the intervention	
Evidence of previous interventions/ quality of design	
Support for approach by ....	
Credibility of the interlocutor for the target of the intervention	

The ability of the practitioner to show respect	
<b>Purpose of evaluation</b>	<b>The goal of the evaluation, thus what aspects needs to be evaluated.</b>
Process (HOW)	
Impact (WHAT)	
Economic	
<b>Possibilities of gathering data</b>	
Monitoring data	
Documentation of the intervention	
Contact details to participants	
Feedback from participants,	
Timing of evaluation in relation to	
Contextual background data	
<b>Establishing counterfactual</b>	<b>Counterfactual is about trying to understand what might have had happened if the intervention was left out. It therefore does not have to be the same as having a control group. It may be based on existing data.</b>
Presence of the control group (a priori - Randomized Controlled Trial)	
Feasibility of forming a control group (ex post)	
Availability of baseline data about / from participants	
<b>Time for evaluation</b>	<b>Time for evaluation refers to the duration in time. It does not refer to the intensity of evaluation. So a year may refer to 'a once a year survey' as well as 'every day in a year doing an evaluation activity'. The intensity of evaluation relates to the budget.</b>
Short (one till - a few weeks)	
Medium (1 - 6 months)	
Long-term (12 months+)	
<b>Skills and expertise</b>	<b>This refers to skills and expertise of the individual(s) executing the evaluation</b>
Interviewing	
Survey questionnaire design	
Sampling methods	
Statistical and quantitative data	
Qualitative data analysis	
Report writing	
Data mining	
<b>Methods</b>	<b>Methods that can be used as evaluation</b>
Literature review (systematic reviews, Rapid Evidence Assessment, targeted documentation review)	
Key Informant Interviews (telephone, face-to-face, online)	
Focus group interviews (face-to-face, online)	

Survey questionnaires (telephone assisted, computer assisted, pen and paper, online)	
Case studies	
Benchmarking	
Network analysis	
Observation	
<b>Number of participants, partners and stakeholders involved</b>	<b>Referring to the number involved in the intervention</b>
Large (>10) and homogenous	
Large (>10) and diverse	
Small (<10)	
<b>Metrics to measure effectiveness</b>	<b>Preferably you want to measure here the change e.g. in behaviour The variables in the dimension a few examples to start with.</b>
Intention to use violence	
Shifting opinions of a group	
Goal/ behaviour intention	
Presence of risk factors, i.e. self-esteem	
Satisfaction with the program (by participants or executers)	
<b>How much budget (%) of project budget is reserved for evaluation?</b>	<b>This dimension refers to the costs of an organisation executing the intervention and evaluation of the intervention. In some cases not all costs are clear. For example, for the end-user the contribution of the police not really costs money.</b>
Small - < 2,5%	
Medium 2,5% -5%	
Large > 5%	