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

Synthesis report on the state-of-the-art in evaluating the effectiveness of counter-violent extremism interventions

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Executive summary

Objectives

This report describes the results of the second part of work package two (WP2) of IMPACT Europe, i.e. the synthesis of the state-of-the-art in evaluating the effectiveness of counter violent extremism interventions in the 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 produces 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 work

We describe how we collected and coded the data for the three sub data files that are part of the WP2 database, i.e., on radicalisation factors, interventions, and evaluation methods. In explorative analyses we show what information can be extracted from these data, how the data files were synthesized and what information can be extracted from the combined data files.

Results and conclusions

The different data files that constitute the WP2 database structure, i.e. radicalisation factors, interventions, evaluation methods, and relations between these factors, are presented and described. A synthesis of these three sub files is conducted and sample findings from this interactive relational database are 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 deploy the best evaluation methods in the field of de-radicalisation interventions.

Key project information

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Abstract

Purpose

The main objective of WP2 was to analyse the state-of-the-art in terms of radicalisation factors leading to terrorism and violent extremism, the projects and programmes used to tackle radicalisation leading to terrorism and violent extremism, and the methods employed to evaluate their effectiveness. From this analysis, a database was produced 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 for the user manual to be developed in WP4.

Methods

A multimodal approach was used to develop the WP2 database, applying concepts from meta-analysis and network analysis. Using a literature study and gathering other information (including from a questionnaire) from the three domains (radicalisation factors, interventions and evaluations), the database was filled. In this report we show what information can be extracted from the data, how the data files were synthesized and what information can be extracted from the combined data files.

Results

The three data 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. A synthesis of these three files is constructed and sample findings from this interactive relational database are presented.

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, so that they can study, compare, and eventually deploy the best evaluation methods in the field of counter radicalisation interventions. The database that is described in this report attains this goal by providing access in a systematic way to the available body of knowledge through manifold perspectives.

1. Introduction

This report describes the results of IMPACT Europe Work Package 2 (WP2), i.e., the state of the art on 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. It builds on deliverable D2.1, that described the mapping of radicalisation factors, intervention, and evaluation.

1.1. Background

Tackling terrorism and violent radicalisation have been priorities for European Union (EU) Member States since before the US, Madrid and London bombings in 2001, 2004 and 2005 respectively. Initially, EU Member States were concerned with Islamist radicalisation but within a decade, and most notably as a result of Breivik's coordinated attacks in Norway in 2011, 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 work and to learn from it[1]. Recently, 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.''*[2]

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[3]. Research funding initiatives of the European Commission examined

[1] See official and scientific documents, e.g. European Commission's Expert Group on Violent Radicalisation (2008). *Radicalisation Processes Leading to Acts of Terrorism*; Home Office (2011) *United Kingdom PREVENT Strategy.* London: Home Office; RAND Europe (2011). Synthesis report on the results from work package 2: inventory of the factors of radicalization and counterterrorism interventions. SAFIRE FP7 Grant Agreement no. 241744; 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. & K. Braddock (2010). Rehabilitating the Terrorists?: Challenges in Assessing the Effectiveness of De-radicalization Programmes. *Terrorism and Political Violence*, 22: 2, 267 – 291.

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

[3] 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 (accessed August 2014).

the process of radicalisation (through FP7 SAFIRE[4]), research into 'Lone Actors' and their motivations, and the current EU FP7 project IMPACT Europe[5].

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. In order for professionals to be accountable for their interventions they need to (better) evaluate and possibly improve the interventions they use.

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. This allows end users to make better judgments of what to do or not do. This way, IMPACT reduces uncertainty about effectiveness and necessary (financial) investments. Also, the very nature of the toolkit helps to map interventions, which has never been done before comprehensively. The 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 these results over time, identify best practices and develop a more informed understanding of violent radicalisation

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

The next paragraph describes the scope of the work in WP2, including definitions of central concepts. The subsequent section outlines the WP2 approach to the knowledge database of the state of the art.

1.2. Scope

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

[4] http://www.safire-project-results.eu (2013).
[5] 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_radicalisaion_and_violence_promoting_extremism_201301_en.pdf

> *(...) 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.*

Both the desire to build a toolkit in which new insights can be incorporated and the need to integrate information from a variety of domains (counter 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. Dynamic information transmission is needed because the interests of the users of the toolkit will vary to a large extent (i.e. the interests of policy makers will be different than those of scientists and practitioners). Therefore, we have built a relational quantitative database (see Deliverable 2.1; D 2.1)) which can be used throughout the construction of the toolkit as it will be available for the other Work Packages.

When trying to incorporate information from (counter)radicalisation, intervention and evaluation literature, it became clear that radicalisation is a complex domain. There are various challenges to creating a knowledge base that deals with complexity as these domains deal with problem spaces in which parts of information interact with each other in multiple ways. Examples are ecological systems, geographical networks and mathematical problems, as well as complex behaviour and behavioural systems. To create our framework, we gained insights from these fields, and applied insights from network approaches[6] and meta-analyses[7] (see D2.1). These theories and ways of analyses are no more than a collection of tools in order to create a *relational quantitative database*, i.e., a database based on relations between factors that allows for quantifying these relations.

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[6] For network theory see for example 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; 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*, 137-150. 10.1017/S0140525X09991567; 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,* 1-18.

[7] For meta-analysis 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; Glass, G. V. (1976). Primary, secondary and meta-analysis of research. *Educational Researcher, 5,* 3-8.

Network approaches and meta-analyses offer relevant advantages. Meta-analyses provide us with the opportunity to combine information from different studies in a systematic and traceable manner. A network approach is an intuitive way 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.

In D2.1, we used a multimodal approach to develop the WP2 database, applying concepts from meta-analysis and network analysis. A Morphological Analysis[8] was used to define the scope of our investigation, as well as consultation with end users during a workshop. We used a literature study and gathered other information from the three domains (radicalisation factors, interventions, and evaluations), including a questionnaire. The database structure that was described in this report was the first step toward attaining the goal of WP2, i.e., to provide a classification of methods that practitioners and evaluators could easily query from different perspectives and for different purposes, so that they can study, compare, and eventually deploy the best evaluation methods in the field of counter-radicalisation interventions[9].

In this D2.2. report we describe how we collected and coded the data, what information can be extracted from these data, how the data files were synthesized and what information can be extracted from the combined data files. We start with some definitions of important terms.

1.2.1. Definitions

This report focuses on radicalisation leading to terrorism and violent extremism, and related interventions to prevent or counter it, and their evaluation. In the report and frameworks, the word radicalisation will always refer to radicalisation leading to terrorism and violent extremism unless mentioned differently.

1.2.1.1. Typology of factors

According to Bailey (1994), a typology is 'another term for classification (…) that is generally multidimensional and conceptual' (p. 5). Our typology consists of three main dimensions, each with a certain amount of (typologised) factors. There are one hundred and eleven radicalisation factors (psycho-social, economic, cultural, organisational/operational, etc.) and their combinations, seventy factors relevant for interventions, and twenty three factors relevant for evaluations (see 4.1.3.2 to 4.1.3.4).

The main focus of the quantitative review is the description of radicalisation factors, interventions, evaluation methods and instruments that have been used in the field. More precisely, the resulting typology includes factors, methods and metrics used by professionals

[8] Morphological analysis is a non-quantifiable method for structuring wicked problems, i.e., complex societal and organisational planning problems which are difficult or impossible to solve; see D2.1 for more information.
[9] It should be noted that the database in the form it was delivered in WP2 is not accessible to practitioners and end users.

in the field to gather evidence regarding radicalisation processes, interventions, and intervention outcomes and results. To accomplish this aim, we restrict our conclusions and inferences only to the ones supported by the available data. By focussing on evidence from the literature and from what is available, our database can be used for different kinds of typologies through the combination of different factors, depending on specific questions or perspectives of researchers and end users (including policy makers).

1.2.1.2. 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'[10]; 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'[11]; and the European Commission as 'the phenomenon of people embracing opinions, views and ideas which could lead to acts of terrorism[12].*

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:

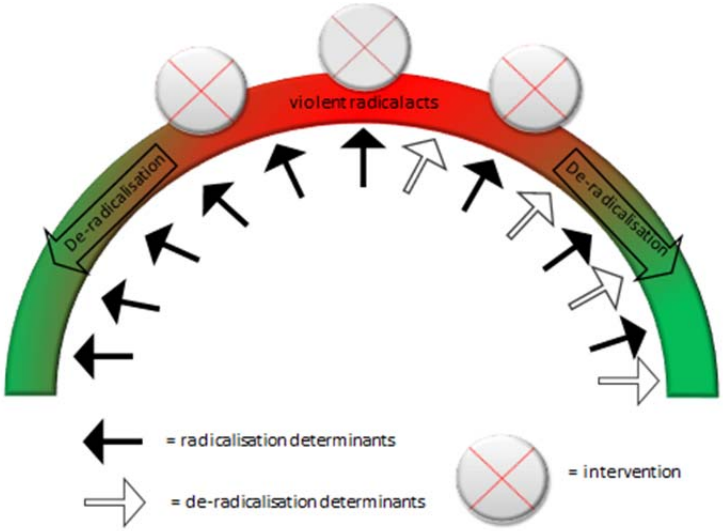
> *Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance... Everyone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

[10] Home Office (2011). *United Kingdom Prevent Strategy.* London: Home Office.
[11] General Intelligence and Security Service (2011). *Annual Report 2010*. Ministry of the Interior and Kingdom Relations.
[12] Commission of the European Communities (2005). *Terrorist recruitment: addressing the factors contributing to violent radicalisation.* COM (2005) 313 final.

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)[13]. 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.

Figure 1.1: Depiction of de-radicalisation in relation to terrorism and violent extremism, including differences in the timing of interventions



1.2.1.3. Radicalisation and de-radicalisation

There are intricate differences between the terms radicalisation, de-radicalisation, and disengagement that have been discussed in the literature[14]. 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 1.1). Interventions with the aim to de-radicalise can be focused on different or similar determinants.

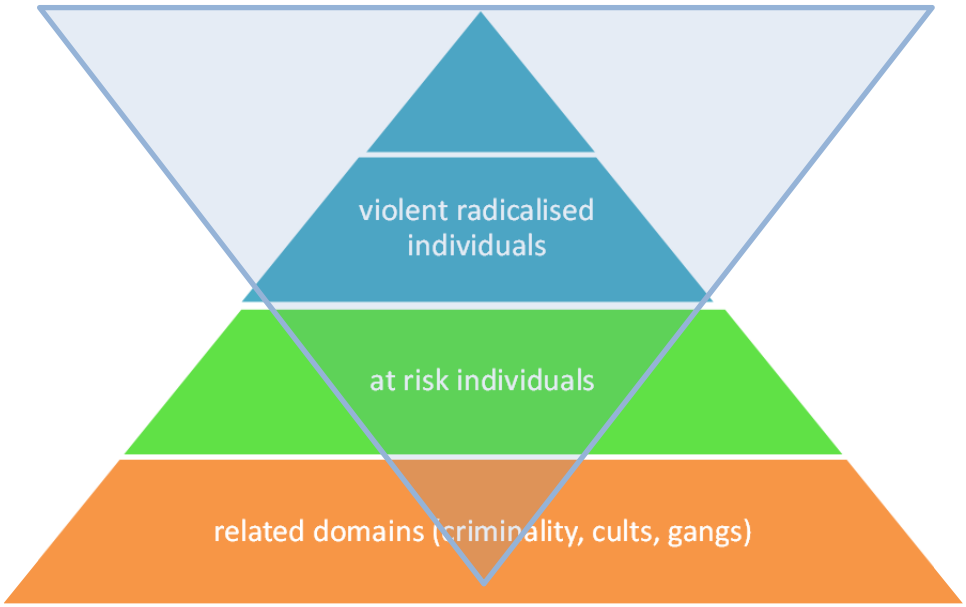
Our main focus is on violent, radicalised individuals. However, we will include information about individuals at risk and individuals from related domains like criminal gangs as well (see Figure 1.2). There are two reasons for this. First, when investigating interventions on counter radicalisation, it will sometimes be impossible to distinguish in advance at risk individuals from individuals who actually will become violently radical at later stages. Second, other,

[13] European Convention of Human Rights (1950). Accessible from http://www.hri.org/docs/ECHR50.html [accessed November 14 2011].

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

related domains can provide us with important additional information with respect to changing and influencing deviant behaviour that would otherwise be excluded.

Figure 1.2: Depiction of different groups of individuals under investigation. The reversed blue pyramid depicts the envisioned relative sample sizes of the identified relevant groups



1.2.1.4. Interventions

In psychology, interventions can be described as methods used to facilitate change in an individual or group's behaviour, emotional state, or feelings (Ballou, 1995). For current purposes, and to include 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.

1.2.1.5. 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)[15].

[15] Taken from the 'Charter for the Evaluation Function of Eurostat', Directorate B: Corporate, statistical and IT services. Unit B1: Quality, methodology and research, European Commission. Available at: http://epp.eurostat.ec.europa.eu/portal/page/portal/quality/evaluation

1.3. Structure of the knowledge database

One of the challenges of creating a knowledge base that feeds into a toolkit is that it must be suitable for a variety of professionals who have different expertise. They will proceed from different theoretical backgrounds, and have different conceptualisations of what radicalisation, evaluations and interventions comprise. This implies that their questions for the toolkit will differ to a considerable extent. Whereas one group of professionals will be mainly interested in improving their evaluation methods, others will be interested in what kind of evaluation method is used for a particular type of radicalisation, and others are interested in what type of evaluation is associated with a certain intervention method.

The differences in both expertise and type of questions that are anticipated require a thorough analysis of how current insights, knowledge and practice should be represented. Basically two options are available. The first is to choose or use the expertise that is considered most appropriate, and provide the information according to that expertise. However, this will inevitably hamper professionals with other types of expertise and theories. The differences in both expertise and type of questions that are anticipated for the toolkit require a thorough analysis of how current insights, knowledge and practice should be represented. We chose not to restrict the organization of the dataset within a particular theory or approach in the evaluation domain, but to emphasize the variety and richness of the approaches in the literature in order to address a variety of professionals. As a consequence, the database provides factors related to radicalisation, interventions, and evaluations and allows for an investigation in the relations between these three[16].

In D2.1 we presented a typology (a systematic classification) that forms the scientific basis on which the project builds. We also described the steps it took to arrive at the selection of variables that comprise the typology. This included an analysis of the problem space using a method that is designed to combine views from different expertise (Morphological Analysis, see Chapter 3 of D2.1). The framework consists of a typology of radicalisation factors, programmes tackling radicalisation, methods, and metrics (i.e., constructs measured by the evaluation instruments) to evaluate their effectiveness, each at their most basic level. For example, we identified different target groups the intervention was aimed at (see Table 1.1). Particular attention is given to ways to identify relationships between factors. For example, it could be significant for professionals to know the relation between different target groups and the key factors (i.e., gaining knowledge, targeting norms and values or addressing emotions) targeted by the intervention.

[16] We want to stress that we are aware that our own expertise will no doubt have influenced the construction of the framework, at least to a certain extent. However, several workshops consisting of experts from different fields formed the basis of the selections we identified.

Table 1.1: Typology of different target groups for the interventions

	Individual	Group
Non-radical	Individual non-radical	Non-radical group
Potential radical	Individual potential radical	Potential radical group
Radicalised violent	Radicalised violent individual	Radicalised violent group
First-line professional	-	First-line professional group

In D 2.1 we presented the typology 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. More information about the methods behind the resulting relational quantitative database can be found in the D2.1, paragraph 2.3.

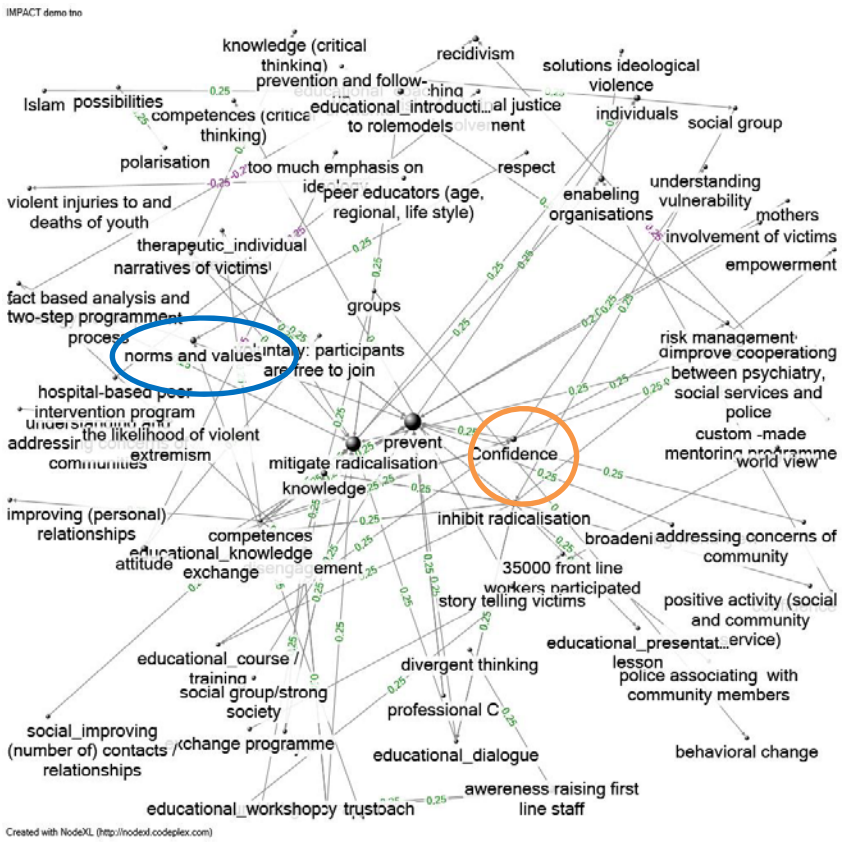
A further challenge of this project is that the available information is so extensive that it hampers professionals' ability to achieve an overview of the topic. For example, each factor that is identified as relevant for radicalisation, interventions on radicalisation, or evaluations, will be linked to at least one, but probably more than one source. This is why, in addition to the fact that professionals from different expertise will have different questions, a descriptive overview of the relevant information is less suitable. As said before, we have therefore chosen to store the information in a database.

Having so many interrelated factors also implies that the knowledge that can be extracted from this database is vast. For this report, we have extracted important questions that our consortium identified. These sample queries provide not only answers to relevant questions, but also provides a glance into the richness of the database. We are able to represent standard information such as frequencies within factors and frequencies relative to other factors. Besides, we are able to use the relational database to build a network of interrelated factors. In Figure 1.3, we give an example of such a network for factors related to interventions. Factors are represented as dots, and relations as lines between the dots. A more central position implies that these are factors with many relations to other factors. Because of the lack of empirical data in the literature, we have chosen to represent co-occurrence within (a description of) an intervention; each line has the same strength, but can be positive (green) or negative (pink). Various insights can be derived from a visual inspection of the network representation. For example, as can be seen, in this network 'confidence' is a more central factor than 'norms and values', implying that confidence (circled in red) is more often related to other factors than norms and values (circled in blue). This could imply that confidence is more key to preventing radicalisation than norms and values.

Based on the dataset testable hypotheses can be derived which can then guide evaluation of interventions. As there is little empirical evidence about effectiveness of interventions and the growing knowledge on (de-)radicalisation is spread out over the literature in different fields of science, the network analysis could point out which hypotheses need to be tested. There are numerous possibilities to select a smaller network based on criterion variables. Examples are ideology type associated with radicalisation, data type, and the country the

intervention was executed. Thus, researchers within the consortium can use the database as a source for generating testable hypotheses, consortium members can use the database as a starting point for the toolbox in WP3, and end users can use the toolkit that is based on the dataset to find specific information on interventions, target groups, or evaluations they might use.

Figure 1.3: Example of a network representation of factors identified as relevant for interventions to counter radicalisation.



To gain more insight into how this information may be extracted, we refer to the following website, prepared by TNO, http://adapt.tno.nl:8001/servlet/SBReadResourceServlet?rid=1NG84FJ9T-1X49KP-D1&partName=htmltext,[17] login: impact, password: d3m0, where an interactive demo shows one of the ways in which the data can be accessed. For example, the demo demonstrates that by going through the network every link represents a number of papers, reflecting a world of (scientific) knowledge. However, we want to stress that this is only an illustrative demo of how relations between factors can be useful. The development of the evaluation toolkit is in progress, and the end result will be made user friendly in WP3, WP4, and WP5. WP2 delivers the "state of the art" of knowledge that will be included in the toolkit.

[17] The latest version of Adobe (Version XI (11.0.00) is needed to watch this demo.

1.4. Overview of the present report

This report describes the second part of the work done in WP2, i.e., data collection and coding of methods, metrics and interventions in the scientific radicalisation domain. We present the scientific basis in violent radicalisation factors, programmes tackling violent radicalisation, and methods and metrics (instruments) to evaluate their effectiveness on which the project builds and illustrate the data with some visualisations. To achieve this objective we explored:

a. Which radicalisation factors are relevant for programmes tackling violent radicalisation (Chapter 2, prepared by Fondation pour la Recherche Stratégique (Foundation for Strategic research - FRS))

b. Which programmes currently exist (Chapter 3, prepared by TNO)

c. Which methods, instruments, and metrics are available to evaluate these (Chapter 4, prepared by University of Milano-Bicocca - MIB)

This three-tiered analysis provides insight into the metrics, programmes, methods, and instruments, that the evaluation toolkit will need to address. We developed the typology 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. This is based on practice and empirical research in different research fields like the field of criminology which has more than 50 years of experience in evaluating interventions countering criminal and gang behaviour and is a valuable source for the IMPACT project (see also Mullins, 2010; Gibbs, 2000; Curry & Decker, 1998; Curry & Spergel), 1992; focus group organized by FRS in WP2.1 (see 2.1.4)).

For each of the three analyses, we present the method of gathering data in more detail in the chapters. We also present some of the findings that can be extracted from the database. Please note that this a sample based on the questions of consortium members, and that much more information can be extracted from the database.

One way is to represent all the related factors as a network of all factors. Chapter 5 describes the method and some of the insights a network analysis can give. Also, it gives some sample visual representations to illustrate some of the advantages of a network representation, such as that a large amount of information can be captured at once.

2. Factors of radicalisation

This WP concentrated on a meta-analysis of (violent) radicalisation literature.

The first section of this chapter describes the method that was used to analyse the state of the art on radicalisation factors. A focus group and interviews were added in order to gain more insights into the scientific or methodological challenges. The second section describes the results. The final section contains concluding remarks.

2.1. Method

We selected complementary approaches in order to associate different strategies and goals:

a) To guarantee sufficient accuracy, in particular regarding the sources' credibility and seriousness (for this reason media, newspaper articles or op-eds (editorial opinion articles) were generally excluded, being mostly too anecdotal).

b) To be understood by practitioners. Considering that IMPACT will have a very concrete final deliverable (a monitoring toolbox/software) and is shaped for a professional audience, we considered it necessary to provide some references that are "understandable" by our end-users, especially the ones who have an operational focus. As consequence, we paid particular attention to references published or written by practitioners (such as social workers) or to publications that have practitioners for readers.

c) To open up our research protocol to non-English sources. As challenging as it can be, we considered strongly this was necessary due to potential limited access of our end-users to English-speaking sources or references: French, Spanish, Italian, and German references were consequently added as a "key-entrance" tool for non-native English-speaking readers. This approach was also consistent with the research protocol designed by TNO and RAND during the previous FP-7 programme (SAFIRE), where English and Dutch sources were systematically considered.

d) We have also deemed it beneficial to represent the whole complexity of radicalisation by adding case studies that English or Dutch sources rarely take into account, namely ethno-separatist or extreme left-wing forms of violent radicalisation.

2.1.1. Meta-analysis challenges

A well-designed meta-analysis can provide valuable information for various readers, specifically by combining studies, increasing the sample size and thus the power to study the effects of interest. However, there are many critical caveats in performing and interpreting them, and thus many ways in which meta-analyses can yield misleading information. We faced the following challenges and tackled these in the following ways:

- The WP2 meta-analysis is based on a categorisation made previously, at the first stage of the research, by a collective team effort. During the identification phase of potential studies we used a collectively designed categorisation (see description of

the Morphological Analysis in D2.1). This was done in order to reduce the possibility of selection bias that could occur if only one researcher scored the meta-analysis.

- Another documented challenge is the heterogeneity of results, e.g. the differences in the results/selection of individual studies. By selecting only academic or peer-reviewed research papers, we attempted to provide an adequate level of qualitative homogeneity.

- Though it is highly desirable for a meta-analysis to include sensitivity analysis to determine the robustness of the results, WP2 intends to use the meta-analysis to perform a Social Network Analysis (SNA) that will shape and facilitate the next WP to elaborate a comprehensive evaluation tool.

2.1.2. Data research methodology

The first step was obviously to query academic or scientific search engines in order to obtain a number of academic-level or peer-reviewed articles. Books and monographs have also been included. We decided that official documents in different languages, such as 'White Papers' on terrorist threats should be excluded for being too descriptive and focusing on the threat representation, rather than the factors leading to (violent) radicalisation[18].

The following search engines were used, being sometimes specialised in specific corpora, or even having (linguistic) bias:

1) http://scholar.google.com (Late April 2014),

2) http://www.ebscohost.com/ (early May 2014-July2014)

3) http://www.base-search.net/index.php?i=a (May 2014-July2014)

4) http://www.metaseek.nl/ (May 2014-July 2014)

5) http://www.worldcat.org/ (May 2014-July 2014)

6) http://oaister.worldcat.org/ (May 2014-July 2014)

7) http://doaj.org/search (May 2014-July 2014)

8) http://www.academia.edu/ (May2014-July 2014)

A complementary approach selected other references by interrogating specialized websites e.g. www.jihadismstudies.net and organisations' websites (FRS, the Combating Terrorism Center, RAND Corporation, CSIS, ICSR, Clingendael, Congressional Research Studies, the Jaffa Center, Herzliya Center for terrorism studies), etc.

[18] For a similar argument, see also RAND Europe (2013). *Limitations to the terrorism literature.* SAFIRE: Results and Findings of the FP7 Project.

The key-words that have been used were (in the following order): “radicalisation”, “radicalization”, “jihadism”, “jihadist”, “separatism”, “far-leftism”, “far-rightism”, “separatist”, “Basque violence”, “Corsican violence”, “Basque militancy”, “Corsican militancy”, “Irish nationalism”, “lonewolf”, “terrorist”, “terrorism”, etc.

Finally, this data research was combined with a qualitative approach involving a focus group and interviews.

2.1.3. Notification of national data protection authority

Under French law, and considering the EU ethical standards and requirements, we officially notified the French National Data protection Authority (*Centre national informatique et liberté*)[19], an independent administrative authority that operates in accordance with the data protection legislation. In early June 2014, before the focus group workshop, we received from CNIL a legal acceptance of our research and data stocking protocols (Number: qFH1080581V). The European Commission was duly informed of this registration number.

2.1.4. Focus group

A focus group was formalised in Paris on June 26th 2014. Taking advantage of another programme, we organised a one-day workshop for a focus group consisting of researchers and practitioners. Not all the invitees agreed to sign the IMPACT informed consent form, particularly due to their professional status. However, nine individuals who participated to the focus group accepted to sign the IMPACT informed consent form:

[19] The Commission nationale de l’informatique et des libertés (CNIL) is responsible for ensuring that information technology remains at the service of citizens, and does not jeopardize human identity or breach human rights, privacy or individual or public liberties (http://www.cnil.fr/english/the-cnil/).

1- Lorenzo Vidino	Researcher	Center for Security Studies, Zurich
2- Daniel Kohler	Research Director	Exit-Deutschland
3- Joanna Pliner	Researcher	ISCA
4- Gônûl Tol	Director	Turkish Center, Middle east Institute (Washington DC)
5- Allard R. Feddes	Researcher	Milan University
6- Frédéric Coste	Researcher	Fondation pour la recherche stratégique
7- Jean-Eric Pieraggi	Social worker	French Ministry of social affairs/Trade union/practitioner
8- Lindsay Clutterbuck	Research Leader	RAND Europe
9- Aurélien Hassin	Deputy director	French ministry of Justice, penitentiary intelligence unit
10- Xxx	Security, Homeland	French civil servant, (formerly in Ministry of Interior)
11- Xxx...	Gang prevention expert	Department of Justice , USA
12- Xxx	Gang prevention expert	US NGO, Washington DC

This focus group, coming from various countries and organisations, discussed specific issues with the help of the FRS moderator in a particular setting (*Chatham House Rules* and informality) where they felt comfortable enough to engage in a dynamic discussion for a few hours: the goal was not to reach consensus on the discussed issues (radicalisation and destructive sub-culture in action), but rather to encourage a range of responses which provide a greater understanding of the opinions and perceptions of participants in an informal environment. The agenda was divided in two periods: the morning used a top-down approach (in other words, political and cultural perspective on the aforementioned issues), while the afternoon was essentially bottom-up-based.

Apart from security perspectives, the focus group essentially agreed to consider that:

- Some decisive differences existed between the US and Europe that explained why Europe had several interventions to prevent and counter radicalisation, while the US did not yet, although some community based programmes could be somewhat perceived as such, but in their early stages (for instance in Minneapolis, regarding young Somali-Americans).

- Many reasons could be evoked to explain such differences: Diaspora demography, the US security policy and its global counter-terrorism policy outside the US, the perception of a larger domestic threat faced by Europeans, and possibly also American reluctance to curtail freedom of speech, “radical ideas” still being ideas. Some of the panellists commented on this point, noting that the US counter-terrorism laws were much more severe than the ones that

prevail in Europe, completely precluding any possibility of inmates being released early from prison.

- The focus group agreed that a useful comparison should be made between interventions to prevent and counter radicalisation on one side and gang prevention of the other side, the latter having existed in the US for decades. Though such comparison should be systematically and scientifically observed, it contributed to confirming our opinion, expressed at the beginning of IMPACT programme, that gang prevention and interventions to prevent and counter radicalisation have many similarities (the use of mainstream social work, physical or verbal violence toward the practitioners, destructive aspects of subculture, personal, family and cultural factors that are potentially explanatory and 'actionable' during an intervention, the jail issue in both cases etc.), and furthermore, that gang members might have similar profiles, or personality traits, as violent radical individuals.

2.1.5. Research interviews

We conducted several interviews, under informed consent, to explore respondents' perspectives on the meta-analysis tools and biases, or on data research protocol:

1. Dr. Frédéric Coste, fellow at FRS and political scientist, emphasised the bias that could potentially infiltrate the coding. He particularly underlined the inconvenience of either having one single coder or having numerous coders acting separately, without any coordination. As a consequence, we were assisted by two assistant-researchers during the coding phase and installed a systematic triple ex-post check.

2. Dr. Milena Uhlmann, Humbolt University Berlin, was interviewed by reason of her expertise on converts to Islam (field-research and participants observation). It appeared very early on that our first data research singularly dismissed this important aspect – an observable proportion of violent radicals in Europe are actually converts. Dr Uhlmann's conclusions were that conversion is usually a very cognitive, reflexive, individualised and active process, which is coherent with the data FRS found.[20]

2.1.6. Meta-analysis on radicalisation references

Considering the qualitative evaluation of the selected references, we estimated that approximately 85-90% of them are peer-reviewed. This scientific high standard provides an obvious quality and guarantees robust findings.

We believe that, apart from finding and selecting data, coding has sometimes encountered some marginal, specific challenges. A small number of references were not easily

[20] Interview by email, 8/1/2014.

"codeable", largely because their approach or findings are difficult to associate with the variables which we defined.[21]

At the end of the data research phase, mid-August 2014, one hundred and eighty six references were selected, analysed and coded. As the IMPACT programme is building on the results of the SAFIRE project[22], the WP2 team considered it valuable and complementary to focus the research protocol on the most recent sources. It must be recalled that radicalisation is not an old concept, but only benefited from intense scientific efforts roughly after 2002-2003. Thus, only references after 2002 are included in this meta-analysis as from that moment 'radicalisation' gained intense scientific attention.

2.2. Results

2.2.1. Descriptives

2.2.1.1. Selected references by year

Largely by reason of the focus being on recent references, it is not surprising that we did not find numerous references on national-separatist violent radicalisation, since this form of political violence peaked in the 1970s and 80s (see Table 2.1).

[21] One reference, on this matter, is particularly indicative: Dr. Speckhard, A., 2011, Psychosocial, Organizational and Cultural Aspects of Terrorism, The Research and Technology Organisation (RTO) of NATO section 2.4. This paper considers that individuals with a 'totalistic mindset', e.g. those who see the world in terms of absolute good and evil, are more susceptible to radicalisation. We finally decided, without being fully satisfied, to display an inverse correlation with "rationality".

[22] http://www.safire-project-results.eu (2013)

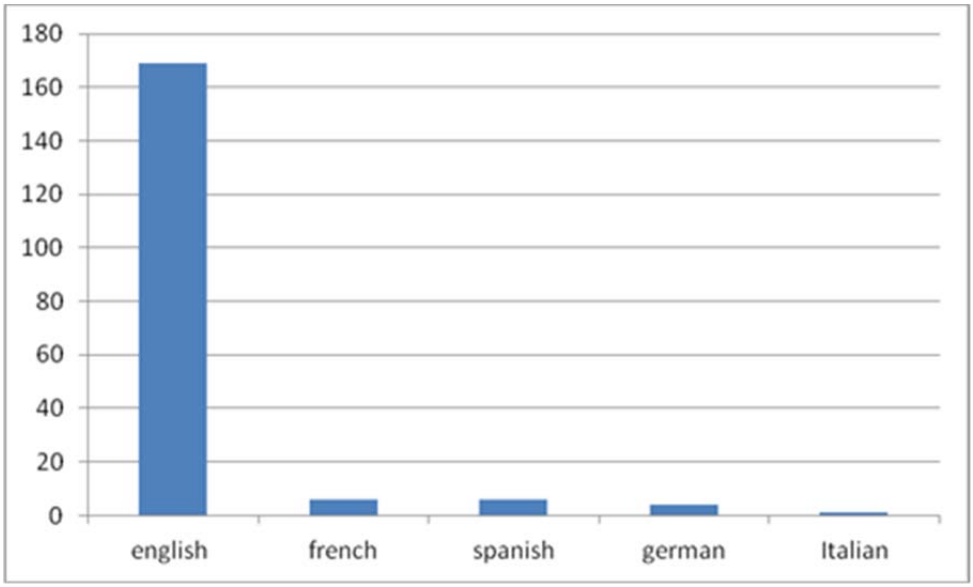
Table 2.1: Number of selected references by year

Number of selected references by year	
1982	1
1992	1
1994	1
2002	3
2003	1
2004	6
2005	4
2006	6
2007	15
2008	15
2009	18
2010	20
2011	24
2012	32
2013	25
2014	14
TOTAL	186

2.2.1.2. Selected references and language

A specific effort has been made, considering the potential and probable end-users (i.e. social workers, practitioners and mid-level managers), to provide non-English sources. Although, as expected, English is the *lingua franca* of academia and research papers, some non-English sources were selected and used (see Figure 2.1).

Figure 2.1: Selected references by language

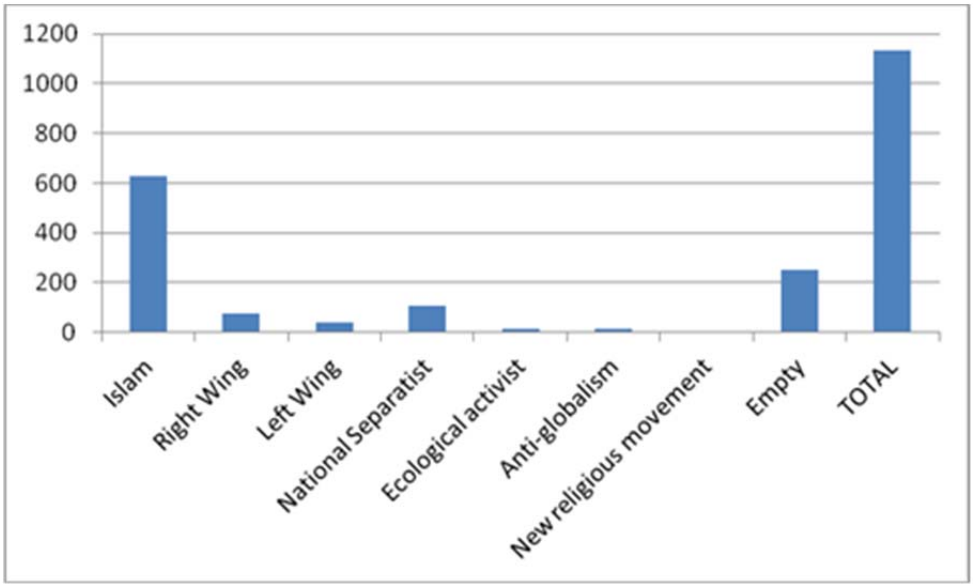


The lack of scientific references in non-English sources can be explained by the dominance of the English language in academia. However, we found that for some nationally-based forms of violent radicalisation, references are, unsurprisingly, mostly written in the language spoken in the respective country. Focusing on domestic issues, the research also tended to be domestically oriented. Due to a shortage of linguistic capabilities, sources in other languages were not selected.

2.2.1.3. Selected references and ideologies

Without surprise, the “Islam” category is over-represented amongst the selected references (see Figure 2.2). This is obviously indicative of the existing prevalent concerns of Western societies and the threats they face and, through a feedback loop, of the persistent effort within academia to understand this phenomenon. Naturally, “Islam” here excludes peaceful, mainstream Islam, and refers to the most extreme fringes of violent radical Islam (e.g. jihadism, or closed extreme radical forms). The size of the “national separatist” category of references can probably be explained by the research protocol itself, and by the use of English languages. For instance, the “Irish national separatism”, is largely covered by English selected sources. The explanation is somewhat similar for the “Left wing” category” – a French, Italian and German priority in the past. It is highly probable that the use of Scandinavian languages or more American sources would have increased the number of references on extreme right wing violence (a type of “Breivik effect”). This is certainly a limitation of our research protocol, though the focus is essentially European. Finally, the “empty” category refers to the research papers that did not deal explicitly with a particular ideology, but that are more ’transversal’ in their approach.

Figure 2.2: Selected connections (N=1134) by ideology



2.2.1.4. Selected references and unit focus

The over-representation of individual cases or individual-based approach in the selected references seems to be indicative of the 'weight' of psycho-social approaches regarding radicalisation, be it by expert judgment, empirically and theoretically (see Table 2.2). This characteristic seems to be consistent with the nature of IMPACT ideally; WP2 must provide some actionable variables/explanatory factors as references for end-users. Such an individual approach or focus helps to provide a continuum between perceptions on radicalisation and counter-radicalisation interventions that are usually based on an individual approach.

Table 2.2: Selected connections (N=1134) by unit focus

Unit focus	
Individual	667
Group	282
Organisation	150
Network	35
TOTAL	1134

The "group" category, in contrast, seems to be somewhat hybrid, somewhere between the individual focus and the "organisation" category. It rather refers to the psycho-social theoretical approach and concept, such as "collective self", "group pressure", internal division of labour, etc. However, there is sometimes a thin line between the group approach and the individual approach, for instance when a group focus underlines specific roles and individual functions inside the group (facilitator, operational militant, supporting militant etc.).

"Organisation" refers to a broader category, which our team sometimes considered as equivalent to a "collective movement" or a grass-roots movement. Political science and references regarding ethno-separatist movements are over-represented in this category.

Finally, the "network" category seems to be underrepresented in our references selection, largely due to our protocol research. It should be systematically verified, but it is possible that a research approach centred on radicalisation may tend to dismiss the importance of the network, while a security or intelligence based approach may tend to overemphasise it.

2.2.1.5. Selected references by nature of the evidence

We categorised the references according to the nature of the evidence, between expert judgment, empirical and theoretical (see Table 2.3).

Table 2.3: Selected connections by nature of evidence

Nature of evidence	
Expert Judgment	570
Theoretical	286
Empirical	278
TOTAL	1134

These categories were sometimes clearly observable in their typical sense, in particular the empirical evidence-based references. However, we very often found this distinction to be somewhat difficult to identify, for instance due to the use of a 'hybrid-approach' be it expert-judgment-empirical, or empirical-theoretical, or even expert judgment-theoretical. The systematic double-check-process that we used in coding prevented any mistakes, although we believe that the accuracy of certain borderline-cases should not be over-estimated, and should just be considered overall as the research team's informed judgement.

2.2.2. Analysis of associations

In 72.48% of cases, the coding of the references used positive causal connections (+>, ++>, +++>), i.e. a relationship between two variables in which both variables move in tandem (see Table 2.4). For instance, as more self-esteem might be related to more violence. The over-representation of medium positive causal connections (++>) (53.88%) is possibly indicative of a 'prudence effect' by the selected research papers' authors, and alternatively by the WP research team itself, especially in dealing with anecdotal references that do not easily provide quantitative/objective data. This issue was a team concern, to the extent that we discussed this part of coding internally. The pending cases were debated in order to avoid internal coding bias.

More substantially, this proportion of positive causal connections should not be a surprise, or even a major problem, considering that it seems intuitively easier to demonstrate the linkage between two variables actively, rather than negatively or passively. As an explanatory hypothesis, it would certainly be interesting to evaluate the proportion of psychological

research demonstrating or using such positive causal connections, in order to see if such a trend is actually a type of epistemic reflex, or “natural” inclination.

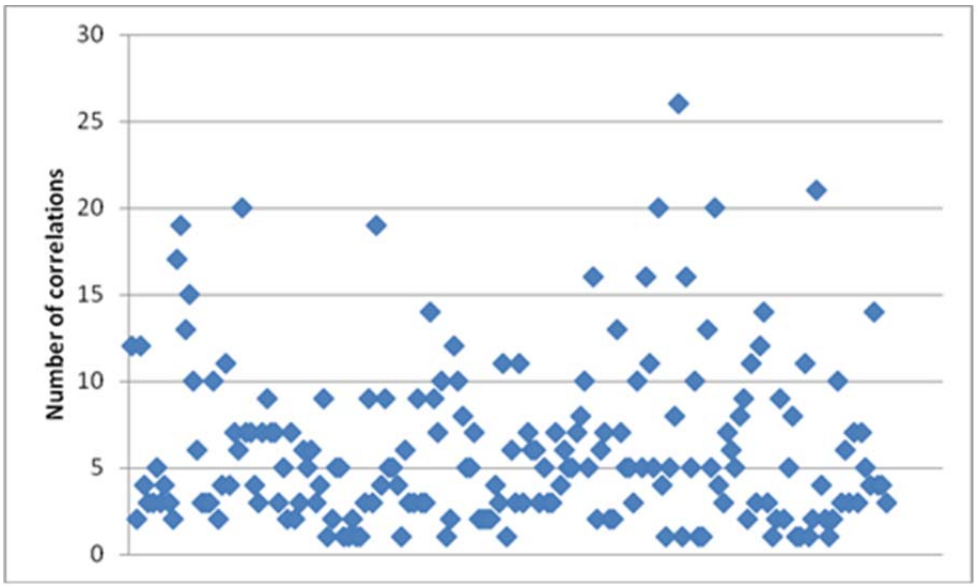
Table 2.4: Causal connection degrees

Causal connection degrees		
+>	141	12.4%
++>	611	53.9%
+++>	70	6.2%
->	12	1.1%
-->	52	4.6%
--->	9	0.8%
<+>	51	4.5%
<++>	140	12.3%
<+++>	16	1.4%
<->	7	0.6%
<-->	23	2.0%
<--->	2	0.2%
Total	1134	100%

2.2.2.1. *Number of causal connections by article*

On a grand total of 1134 causal connections, the mean by article is 6.10, with a maximum of 26 connections and a minimum of 1 (standard deviation = 4.68; see Figure 2.3).

Figure 2.3: Number of connection



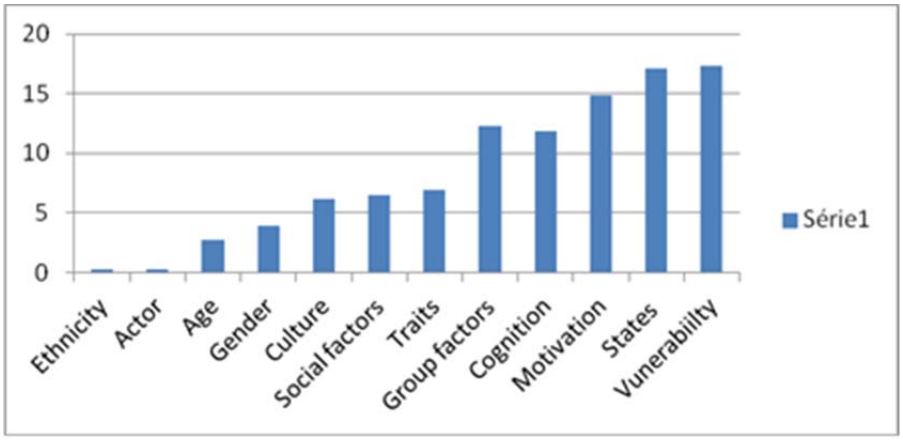
We believe that the fact that we initially selected and coded low-quality level papers to test our methodology (e.g. op-eds. and newspapers) which were later excluded, confirms the nature and the quality of the selected sources.

2.2.2.2. *"Edges" Analysis*

We differentiated here between the first part of the causal connections (e.g. the first variable described by selected references) and the second part of the connection. In other words, if A→B, we pay attention here to A.

Ethnicity (0.3%), actor (0.3%), gender (4.0%) and age (2.7%) seem to be only marginal explanatory variables, analysed by the selected references. Cultural variables (6.2%), social factors (6.5%), traits (6.9%), group factors (12.3%), cognition (11.8%) motivation category (14.8%), states factors (17.1%), vulnerability factors (17.3%) seem to be more influential and, consequently, targets of interventions (see Figure 2.4).

Figure 2.4: Explanatory factors



Among the vulnerability factors, online relationship and identity are particularly present in the selected/coded references. This clearly underlines the current challenge of online radicalisation, especially within the context of the current Syrian jihad and/or self-radicalisation cases (see Table 2.5). The negative influence of social media, however, would certainly not have been so frequently mentioned in research papers few years ago. A temporally structured meta-analysis could permit the evaluation of the problem's emergence, through research literature.

Jail, as a radicalisation 'incubator', is also frequently mentioned, which is unsurprising given the general concerns. Finally, what we may generally describe as real social connections (family, friends, work, and school) also seem to be fundamental determinants of radicalisation. There are also milieus where social work is traditionally active.

Table 2.5: Specification of vulnerability factors

Vulnerability factors	196
family relationships	15
friend relationships	5
romantic relationships	4
online relationships	33
connections to one or more groups	9
appearance	3
interests	3
online identity	23
work	8
school	19
residence	22
travelling	7
world view	3
criminal record / criminal offence	7
Jail	33

The *"states" general category* is also substantially represented in the meta-analysis (see Table 2.6). The sub-group associating poverty, perceived lack of opportunity, and social exclusion represent 36.1% of all the variables mentioned here. This seems to be indicative, in the meta-analysis, of some societal explanatory reasons for radicalisation. Victimisation and exposure to violence could be logically secondary effects of this poverty influence. In terms of the impact on prevention policies, it must be recalled that poverty, broadly defined, is traditionally the core concern of social work. In contrast, more general "social factors" (another general category) such as inequality, poverty and segregation seem to be too vague or too old as concepts to be used as heavily in the references as "social exclusion" or "perceived lack of opportunities".

Table 2.6: Specification of states category

States
anger
frustration
poverty
perceived lack of opportunities
social exclusion
exposure to violence
victimisation
relative deprivation
developmental stage of identity
immaturity
suicidal intentions
personal identity strength
self-esteem
tendency to withdraw from society
family ties
friendships
vulnerability
psychiatric condition

The *"motivation" category* was seen by the research team as being too heterogeneous. It is difficult to see a link between some of its variables (for example, upward mobility and performance of terrorist acts). However, "personal of fraternal experiences of unfair treatment or outcomes", similar to victimisation, must be underlined, due to its size (23.2%).

"Group factors" refers to the various influences and pressures displayed by a group on an individual in order to radicalise them. A psycho-sociological/sociological/political science background tends to favour such focus, according our meta-analysis. The role-models/facilitator (23.7%) and the group identity (23.7%) are the two main observed factors, which may underline the role of the group leader as radicalising agent, and the group role as a transitional structure in helping to find and develop an identity though a collective process or even the creation of a 'collective self'.

In the "*traits*" category, "double alienation", which refers to the dual cultural syndromes among individuals, and "global/local", which refers to the hybrid mixture of global beliefs and local patterns, should be noted as possibly underlining some specifics existential difficulties faced by individuals or population components (for instance, the third or fourth generations or radical individuals with a migrant background) (52.6% of total in "traits").

Among "*cognitive factors"*, which are poorly represented in the selected literature, ideology and religious interpretation were the most frequently mentioned (64.2%). However, overall it is surprisingly marginal in having causal connections. This result should be verified by

alternative means, as it could relativise the importance and the nature of counter-narrative programmes against online-radicalisation for instance.

Among *''cultural factors''*, the notion of cultural identity and acceptance of violent behaviour are frequently associated with radicalisation. A comprehensive explanation might need to associate these factors with close ones, such as double alienation or glocal (global+local) influence.

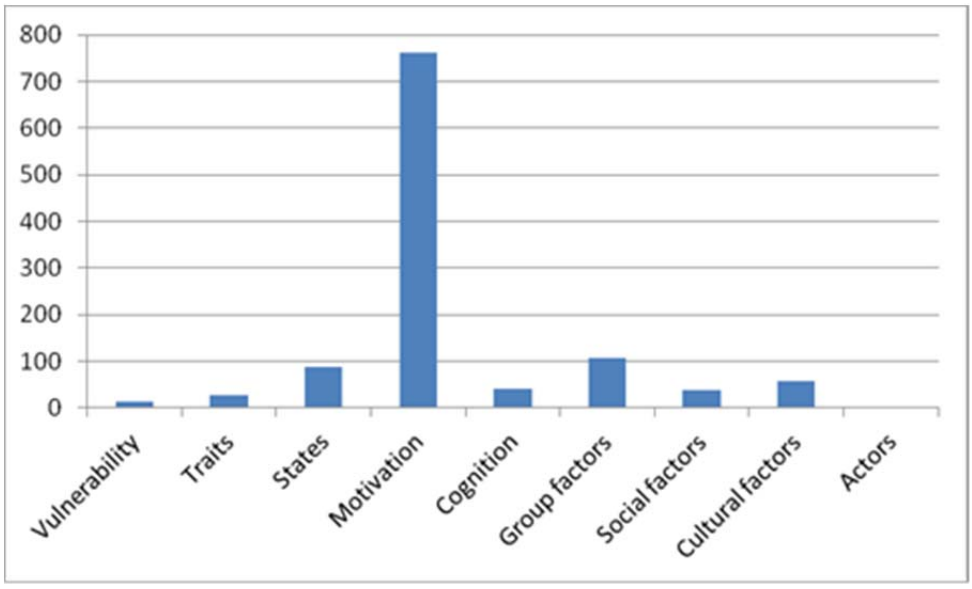
2.2.2.3. Second level of categories

The second level of categories is the second and last part of the causal connection. In other words, when individual/states/victimisation ++> empirical/cognition/religious interpretation, the first level of categories is "individual/states/victimisation" and the second level is "empirical/cognition/religious interpretation". This means that the second level categories were influenced or caused by the first level categories.

The meta-analysis shows a significant over-representation of motivational factors and secondarily, group factors and states factors (see Figure 2.5).

The importance of group factors is a consequence of the group dynamics that come into play after the individual has begun a radicalisation process. It also refers to the group membership as logical consequence of various radicalisation factors *ex ante*.

Figure 2.5: Number of broad categories occurrences



2.3. Conclusion

This meta-analysis on radicalisation is an analytical technique designed to summarise the results of multiple, mostly peer-reviewed, studies. By combining these studies, according to a specific data research protocol, we believe it was beneficial to increase the sample size, and thus the capacity to study the pertinent effects and variables on radicalisation that will be useful and actionable to IMPACT, and eventually to the end-users.

For heuristic purposes, we have provided below a selection of the most frequent variables (>20) observed by the meta-analysis, as the first variable in the causal connections (see Table 2.7). Note that the over-representation of motivational variables in the second part of correlations obviously show consequences of the first described variable. For instance, online relationships (A) could induce sympathy with radical worldview, migration from former social groups to radical group, membership in a radical group or even performing terrorist act(s).

Table 2.7: Most frequent variables in causal connections (>20)

	Variables	Number
Gender	Male	26
Vulnerability	Online relationships	33
	Online identity	23
	Residence	22
	Jail	33
Traits	Global/glocal	22
States	Social exclusion	44
Motivation	Personal or fraternal experience of unfair treatment or outcomes	39
Cognition	Ideology	46
	Religious interpretation	40
	Perceived illegitimacy of authority	24
Group factors	Group identity	33
	Network connections	21
	Role model/facilitator	33
Cultural factors	Cultural identity	27
	Acceptance of violence behaviour	29

Though it would necessitate deeper research to confirm, we believe that most of these variables are actionable by social work or counter-radicalisation interventions. However, some of them are generally underestimated by the de-radicalisation community (in particular the cultural acceptance of violent behaviour), while others traditionally depend on mainstream social work.

3. Factors of interventions

The aim of WP2.2 is to provide a meta-analytical analysis of counter-radicalisation interventions that have thus far been applied. This includes a broad range of information sources, from empirical data published in scientific journals, to consultation of websites and experts on interventions to counter radicalisation. In this Chapter, we describe the way we collected and stored the information. In addition to factors to describe the interventions themselves we coded a number of variables related to evaluation methods. Included variables will be explained in greater detail in the next section.

3.1. Method

A substantial part of counter-radicalisation interventions has not been evaluated and reported in scientific journals. In addition, if they were evaluated, they were incorporated in WP2.3. To encompass the rich variety of interventions that exist, we took a practical approach. First, we included websites and non-published reports on radicalisation intervention practices. Second, we created a questionnaire for experts on radicalisation intervention to gain information about existing radicalisation interventions, their goals, methods and so on. Thus, data for the meta-analysis on factors of interventions (WP2.2) was collected in two ways:

1. Literature search, encompassing various sources

2. Questionnaire, sent out to as many intervention-experts as could be found

Data from these two techniques were coded respectively included in the meta-analysis database.

3.1.1. Literature search

The goal of this literature search was to identify counter-radicalisation interventions and interventions in adjacent areas. Although the focus within IMPACT Europe is on violent radicalisation, we extended our literature search to counter-radicalisation interventions per se, both de-radicalisation interventions and inhibiting radicalisation. In addition, we included some interventions from the gang domain, because this field has not only overlapping issues, but also has expertise on related processes (see also Chapters 2 and 4).

In a meta-analysis it is important to include a variety of countries and languages. Because of practical and logistic limitations, we limited our search to information stemming from a substantial amount of countries, but were written in the English language. As a reference for future inclusion of interventions written in other languages, we included interventions written in the Dutch language as well. Two types of literature research were performed for two different goals:

1. The building stones of existing interventions. These *provide an insight on the elements* (e.g. target group, activities, level of the intervention) that play a role

concerning counter-radicalisation interventions, and therefore are important to take into account in the coding scheme for the meta-analysis. An overview of interventions therefore helped to develop the categories in the database. The process of forming the categories in the database was described in D.2.1.

2. Intervention description. The information about the interventions were used as *input for the database*. We coded the intervention information using the coding scheme developed in D2.1. Naturally, the wealth of information about the interventions varies: for some interventions, the intervention descriptions carry a lot of information, and for others the amount of useful information is relatively limited. Besides the coded information (i.e., goal of the intervention, year it was initiated, target group), we also included a summary and source information and contact details[23].

3.1.1.1. Scientific literature

We performed a scientific literature search on radicalisation interventions in two databases: the Scholar and Scopus databases (accessed March 2014). The main search characteristics were:

a) The scope of the search involved all publishing dates between 2000 and 2014. The majority of the papers was written in that period.

b) Sort the literature on relevance using the search engine feature for this

c) Patents and quotes were excluded

d) We used the following search terms:

- "Intervention AND terrorism'': 52500 hits
- "Radicalisation AND intervention": 15800 hits
- "Polarization AND intervention": 69400 hits
- "Extreme ideologies AND intervention": 386 hits
- "Violent radical behavior AND/OR[24] intervention": 20.300 hits
- "Radicalization interventions evaluation": 18400 hits
- "Radicalization interventions effectiveness": 19600

Because these search terms resulted in a great number of hits, the search results were selected based on relevance. Every link until page 5 of the google search results list was opened and the information was assessed on the following criteria:

[23] These contact details are used to contact the intervener via a questionnaire and/or interview, in order to collect more data on the intervention.
[24] Because the AND combination was not often found, we also included a search for the separate terms

- Did the information include the content or approach of a specific intervention?
- Was the information outdated (i.e., do links still work, was the website recently updated)?
- Was the language of the description in English or Dutch?
- Was the information available (i.e., existing websites, accessible papers)?

The search in Google Scholar resulted mainly in information on general aspects of interventions. Only a limited number of papers describing actual interventions were found, namely those that were studied by scientists (e.g. the intervention “Prevent” from the United Kingdom). The results however did provide us with information of the categories to be coded in the meta-analysis, and to fill the database[25].

As noted before, end users of the IMPACT toolkit might be interested in different information than researchers do; therefore, a detailed search with different search terms in a non-scientific search engine was conducted.

3.1.1.2. Practical information on intervention

Scientific literature on counter-violent extremism interventions is more theoretical and contains less concrete information about specific elements of the interventions. In the practical settings that most end users work in, relevant information would be the duration of an intervention, type of target groups, the costs of the intervention, etc. This information is relevant for end users but not necessarily for scientists. Therefore, we did a literature search in Google, using the following terms:

- "intervention AND radicalization’’ 875.000 hits (studied until results on page 5)
- "terrorism AND intervention" 15.500.000 hits (studied until results on page 5)
- "extreme ideologies AND intervention’’ 12.900 hits (studied until results on page 5)

[25] Examples of references that were used were: Wijn, R. (2013). *What matters in counter- and de-radicalization efforts?* SAFIRE: Results and Findings of the FP7 Project, 35-41; TNO (2011). Evaluations of Interventions (from WP3.1). *Synthesis report on the results from WP 3 & 4,* 29-32. Retrieved from the internet 25/02/2014, http://www.safire-project-results.eu/documents/deliverables/3-4-modeling-culture-indicators-and-intervention-evaluation.pdf; Ufkes, E. G., Otten, S., Van der Zee, K. I., & Giebels, E. (2010). Beeldvorming en conflicten [Intergroup attitudes and conflict]. In T. van Dijk & M. M. Koekkoek (eds.), *Werken aan sociaal weerbare wijken: Lessen over effectiviteit uit de Arnhemse praktijk* [Working toward Invigorated Districts: Lessons on efficacy based on practices in Arnhem], (pp. 43-67). Groningen, the Netherlands: Institute for Integration and Social Efficacy; Lousberg, M., Van Hemert, D, & Langelaan, S. (2009). *Dealing with radicalisation: Options for first-line workers.* Nederland: TNO; Kruglanski, A. W. & Fishman, S. (2009). Psychological Factors in Terrorism and Counterterrorism: Individual, Group, and Organizational Levels of Analysis. *Social Issues and Policy Review, 3,* 1-44; Agenfor Italia (2014). Foreign fighters: Critical analysis for different models of exit strategies; Ideas for the next Italian EU Presidency. Policy paper N. 3, Agenfor Italia, 10/02/2014, Published within the framework of the EU-Funded Project EURAD www.euradinfo.eu; Feddes, A. R., Mann, L., & Doosje, B. (2013). Key socio-psychological factors in preventive and suppressive interventions. *SAFIRE: Results and Findings of the FP7 Project*; Feddes, A. R., Mann, L., & Doosje, B. (2013). Does it work? How to evaluate effectiveness of a programme preventing radicalisation. *SAFIRE: Results and Findings of the FP7 Project*; Lousberg, M., Griffioen-Young, H.J., Dyevre, A.,& Goetz, P. (2007). *CRIME: Containing Radicalisation in Modern Europe.* JLS/2007/ISEC/FPA/C1/028.

- "Violent radical behaviour AND intervention'' 8 hits
- "Polarisation AND "intervention" 53.900.000 hits (studied until results on page 5)
- Several Dutch versions of the above search terms such as "interventies tegen radicalisatie", ''training tegen radicalisering'' and 'inventarisatie interventies radicalisering'' (studied until results on page 5)

In general the results that came up in Google were relatively broad. Because of the number of hits we needed to prioritise the coding. We did this by taking well-established existing overviews of interventions as guidance. These include the websites of the Radicalisation Awareness Network funded by the EU (RAN), the Institute of Strategic Dialogue (Counterextremism.org) and two relevant reports (see Appendix 1 for a short description of these networks and reports).

The long list of interventions that resulted from all the above-mentioned sources (Google searches, existing reports) was assessed in order to make a selection of interventions that could be coded in the meta-analysis and that could be contacted in order to gather more information on the intervention. The selection was made on the following criteria:

- Language: Dutch or English
- Contact details that could be found on the internet
- The intervention focused on radicalisation
- Information about the intervention was available

3.1.1.3. Summary literature search

The resulting long list consists of 445 interventions. These interventions (with reference and summary) are included in a large key file for future reference (see Chapter 5). From these, we coded 76 interventions for inclusion in the meta-analytic database.

3.1.2. Questionnaire

In order to increase the number of coded interventions in the meta-analysis database, we sent out a questionnaire (see Appendix 2) to all contacts that were retrieved during the literature search. We sent the questionnaire by email to 305 points of contact[26]. The questionnaire included the same factors as the coding database. Prior to sending the questionnaire, it was tested by two end-users, one end-user using a generic intervention approach and another with a specific intervention approach. Unfortunately, the return rate turned out to be low: Less than 10 percent of the questionnaires were returned (24 questionnaires).

[26] 445 interventions resulted in 305 points of contact because some organisations manage more than one intervention and some email-addresses (in particular general information addresses) did not lead to the appropriate person.

3.1.3. Coding procedure

The questionnaire resulted in responses that could directly be fed into the database. The information from the literature search was coded by making use of a coding scheme that exactly followed the line of questioning of the questionnaire (see Appendix 2). Four coders (all with a behavioural science background) started out by coding three sources of information together. Issues that arose were discussed until agreement on ways to code was met. Following, the remaining manuscripts were coded on 40+ factors. If doubts arose these were discussed until agreement was met.

In addition to the 40+ factors as shown in Appendix 2, we also coded *relations* between factors. This was done to 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 (see also Chapter 5). Thus, for each intervention we coded whether relations between factors were explicitly mentioned. For example, in an intervention there was a relation mentioned between the goal of the intervention and type of target ideology associated with the radicalisation. As explained in D2.1. this relational coding consists of the aspects represented in Table 3.1.

Table 3.1: Aspects identified for the relations between factors

Aspect	Explanation/Categories
Identifier	*A number given for administrative purposes*
Ideology*	*e.g. Extreme right-wing, Extreme left-wing, violent jihadism, new religious movement, national separatist, anti-globalism, ecological activist, other*
Actor*	*Individual, group, organisation/network*
Dimension X	*A factor taken from the first part of the database*
Element X	*A specification of the dimension*
Relationship	*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*[27]*.*
Relationship quality	*Is the relationship based on empirical, theoretical or anecdotal evidence*
Dimension Y	*A factor taken from the first part of the database*
Element Y	*A specification of the dimension*

**Most relevant for the radicalisation factors*

Each row in these relations lists (also known as '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.

3.2. Sample findings

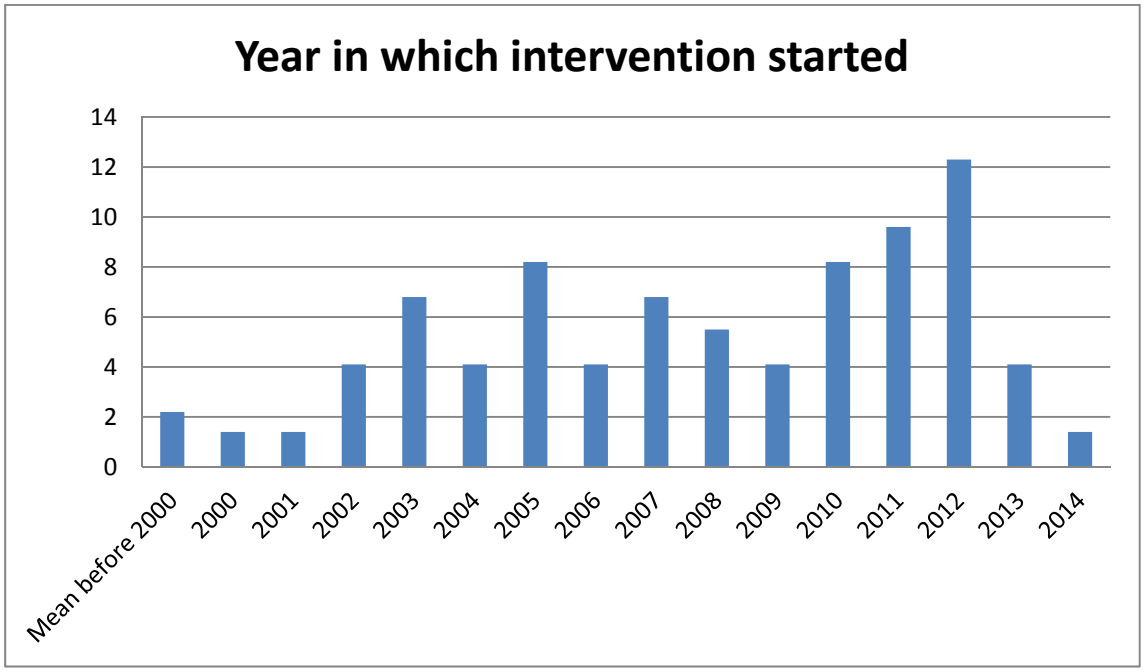
In this paragraph we describe some of the descriptive results of the interventions meta-analysis, starting with an administrative variables (year), followed by characteristics of the target group and the intervention. The dataset consists of 100 coded interventions (including the results from the questionnaire). We want to reiterate that these findings are only samples of what the database can provide for. The present results were selected by the consortium as a whole to represent important issues.

[27] 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

3.2.1. Year of interventions

The year in which the intervention started was coded and available for 73 interventions (data for 27 interventions were missing). Figure 3.1 demonstrates that 2012 showed a record number of interventions that were initiated. It should be noted that we actively searched for interventions from 2004 onwards; interventions that started before that time were either still up and running in 2004 or were included in one of the other reports that were consulted (e.g., RAN, SAFIRE). Still, the pattern is more or less comparable to those in Chapters 2 (radicalisation meta-analysis) and 4 (evaluations meta-analysis): the highest number of interventions started in 2012 and the number of interventions generally increases slightly over the years from 2001 on.

Figure 3.1: Year of interventions, percentages

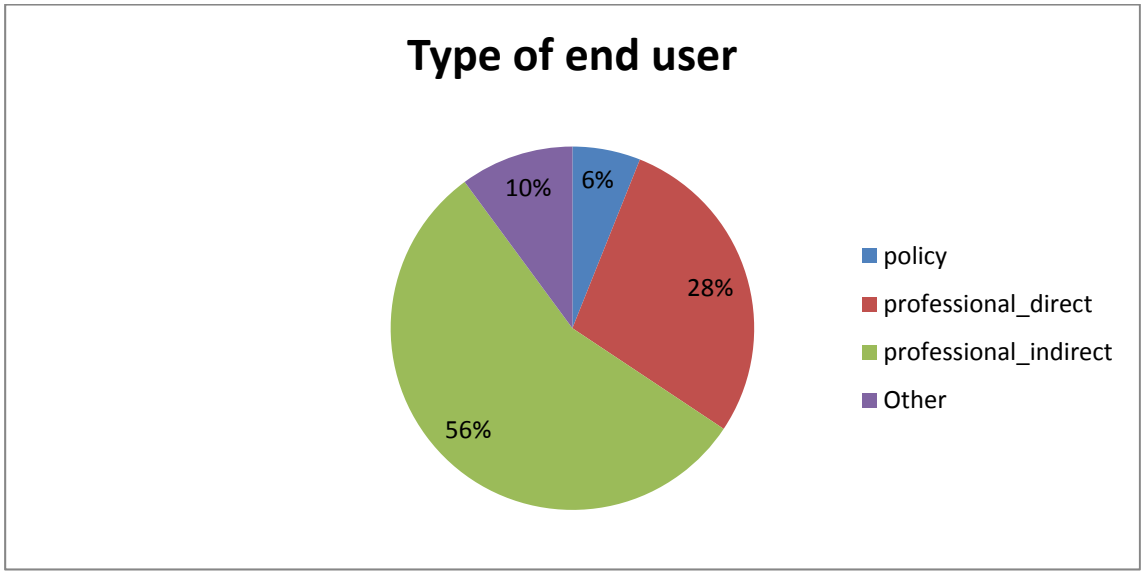


3.2.2. Type of end user

Of the 100 interventions, 99 had information on the type of end user that is associated with the intervention. Figure 3.2 shows the distribution of types of end users. We distinguished:

- policy makers (at both city and national level) who have no direct contact with the target group but direct contact with professionals
- professionals who have direct contact with front line workers but no direct contact with the target group
- professionals who have direct contact with the target group

Figure 3.2: Type of end user, percentages



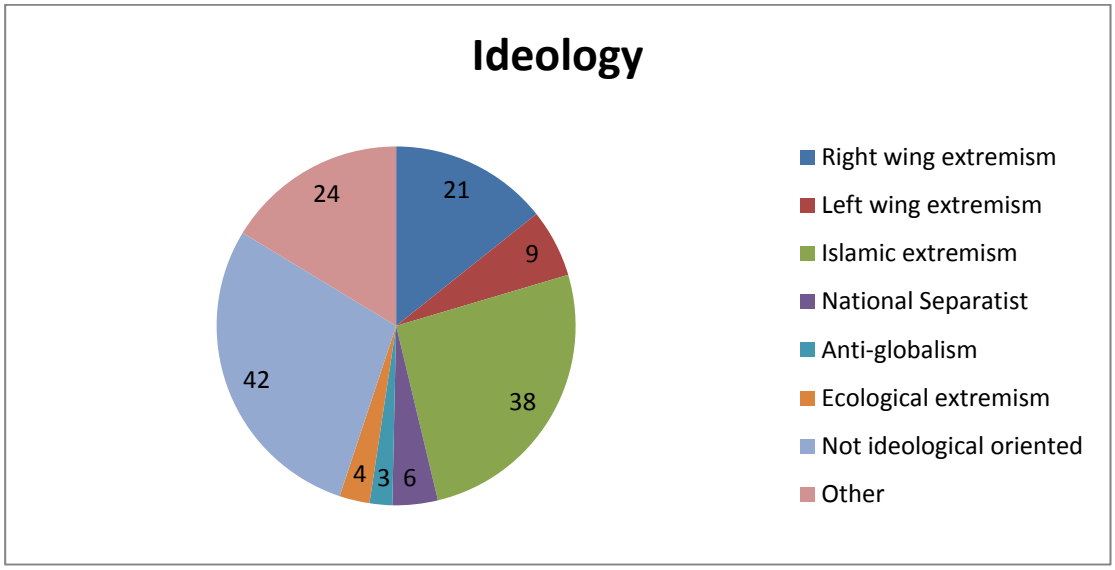
In 10% of all interventions a combination of categories was most appropriate. Thus, we found that more than 50% of the type of end users that we coded were professionals with direct contact with the front line workers but no direct contact with the target group. Over 25% of the type of end users that we coded were professionals with direct contact with the target group.

3.2.3. Ideology of target group

Figure 3.3 shows that most interventions in our sample could be characterized as 'not ideological oriented'. This large number is probably due to professionals who are specialised in counter-radicalisation per se and thus customise their interventions toward the needs of individuals from different extremist ideologies.

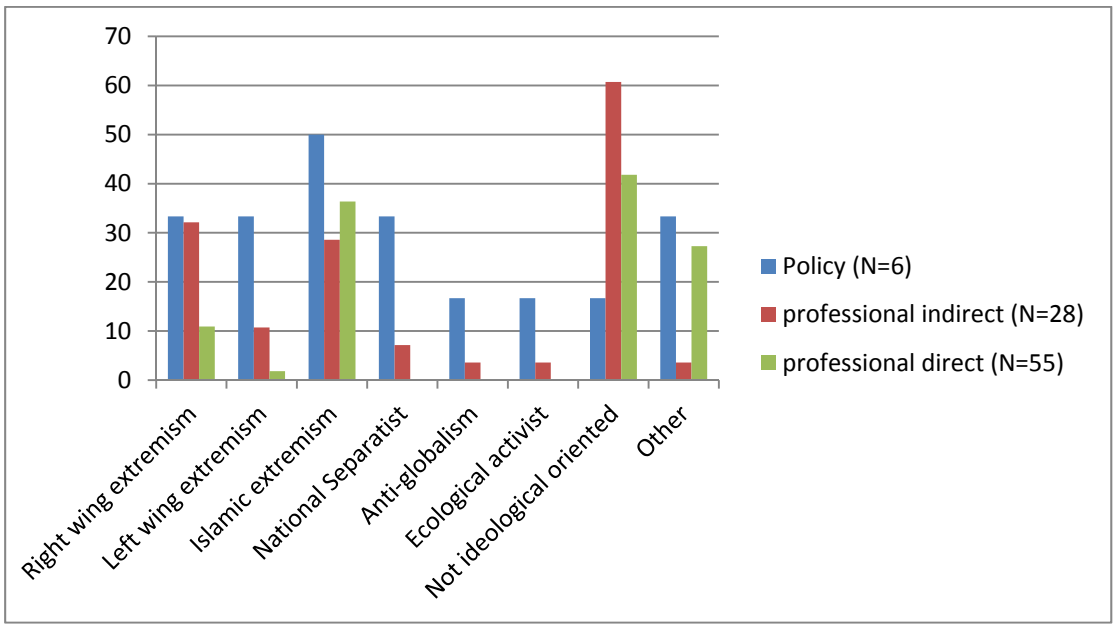
Next to this general category, most interventions target Islamic extremism (38%) and 'other' (24%). The latter category includes interventions that target gang involvement and violence, as well as for example violence in the name of Christianity. Right-wing extremism represents the final larger category of intervention targets. Only a few interventions were located that are aimed at 'left wing extremism', 'national separatist', 'anti-globalism' and 'ecological activists'. Thus, recent interventions (from 2001 onward) seem either to be directed without reference to an ideology, or to Islamic extremism. Over a third has Islamic extremism as focus.

Figure 3.3: Ideology that is targeted by interventions, percentages



In combining the categories *organisation* (3.2.2) and *ideology* (3.2.3) we identified for every type of organisation which types of extremism the interventions in our database focus on. Figure 3.4 shows percentages of different organisations focusing on the ideologies in our database. For example, it seems that especially policy makers focus on many different types of extremism, whereas professionals who are in direct contact with the target group focus on Islamic extremism and right-wing extremism. All three types of organisations focus on Islamist extremism. However, the Figure also demonstrates that the target groups differ depending on the type of organisation you are dealing with: Whereas the professionals who are in indirect contact with the target group are to a large extent not ideologically oriented, policy makers are most focused on Islamic extremism.

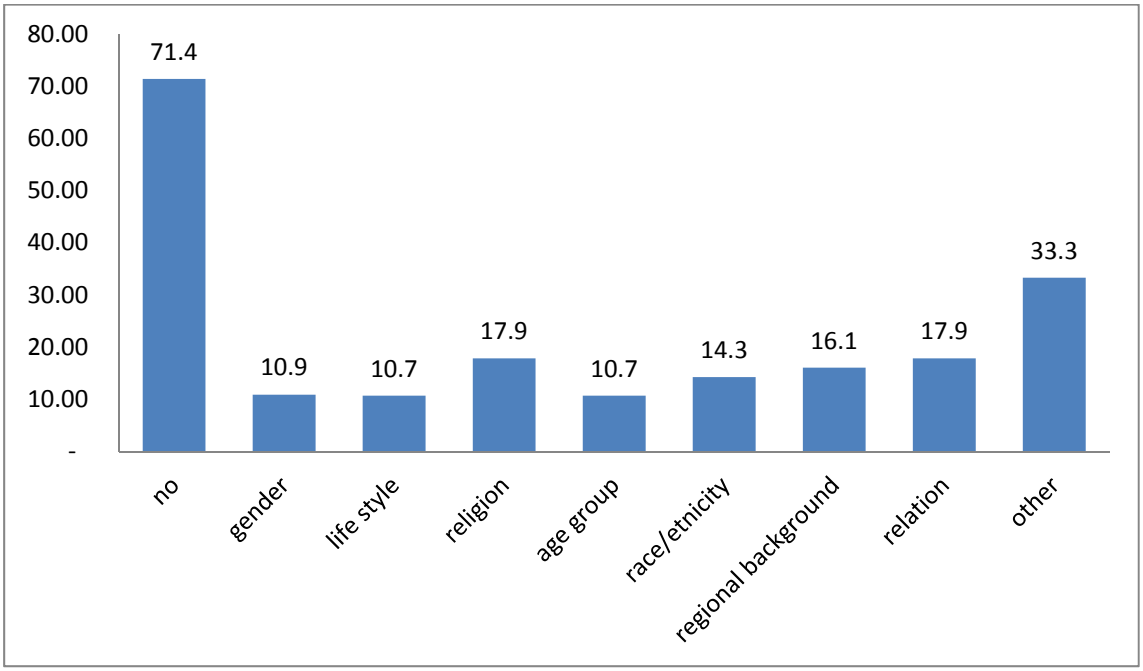
Figure 3.4: Type of organisation and ideology, percentages



3.2.4. Relation with target group

To what extent are the professionals who work with radicalised or radicalising individuals matched with their target group on specific characteristics, such as ideology, gender, or age? Figure 3.5 shows the weighted percentage of interventions that indicate a matching on one of the categories.

Figure 3.5: Matching between professional and target group, percentages



Most interventions (more than 70%) do not indicate that they match their professionals to their target group. When there is matching, it most often involves other characteristics than the most obvious, i.e., religion (17.9%), relationships (17.9%), regional background (16.1%), or ethnicity (14.3%). It should be noted that more than one category could be endorsed here.

When professionals were not matched with their target group on specific characteristics, the 'other' category could be coded. There were three reasons why this option was chosen:

1. An intervention is not matched on the basis of characteristics of the participant, but on the occurrence of an event such as a national incident, bombings, violence, or an arrest.

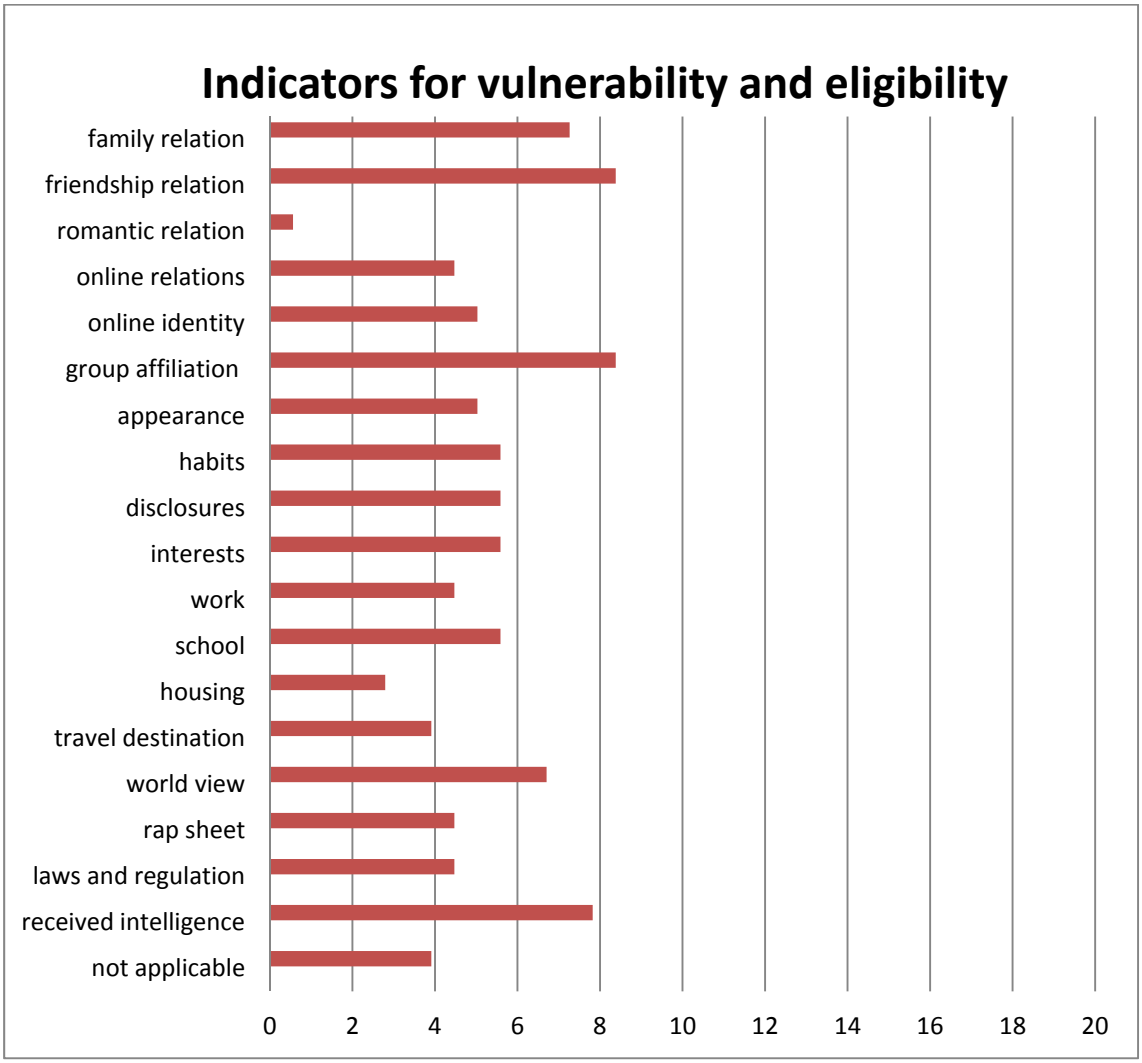
2. Children are matched because their primary school or high school offers a preventative intervention programme.

3. Gang-related interventions match the professionals with the target group on the basis of gang membership, type of gang violence and type of crimes (shootings, homicides). For example, the professional would be an ex-gang member who is matched with an individual who is in the same gang that the professional was previously a member of.

3.2.5. Indicators for vulnerability

An important factor in the interventions database deals with the rationale behind enrolling an individual into the interventions. In other words, what key factors determine whether someone is considered to be vulnerable or eligible for the intervention programme? Figure 3.6 shows the percentages of 18 factors that were included in the meta-analysis. The key factors most used by professionals to determine vulnerability are relations or contacts that the individual has with family or friends, the group the individual is affiliated with, and received intelligence.

Figure 3.6: Indicators for vulnerability and eligibility, percentages of mention of indicators for vulnerability and eligibility of total number of mentions



Relatively few interventions used rap sheets (criminal records) and laws and regulation (all related to illegal activities), housing (for example, through housing council) or travel destinations (although this might be different in the future, in light of the group of Jihadi' s travelling to Syria to fight for an Islamic state).

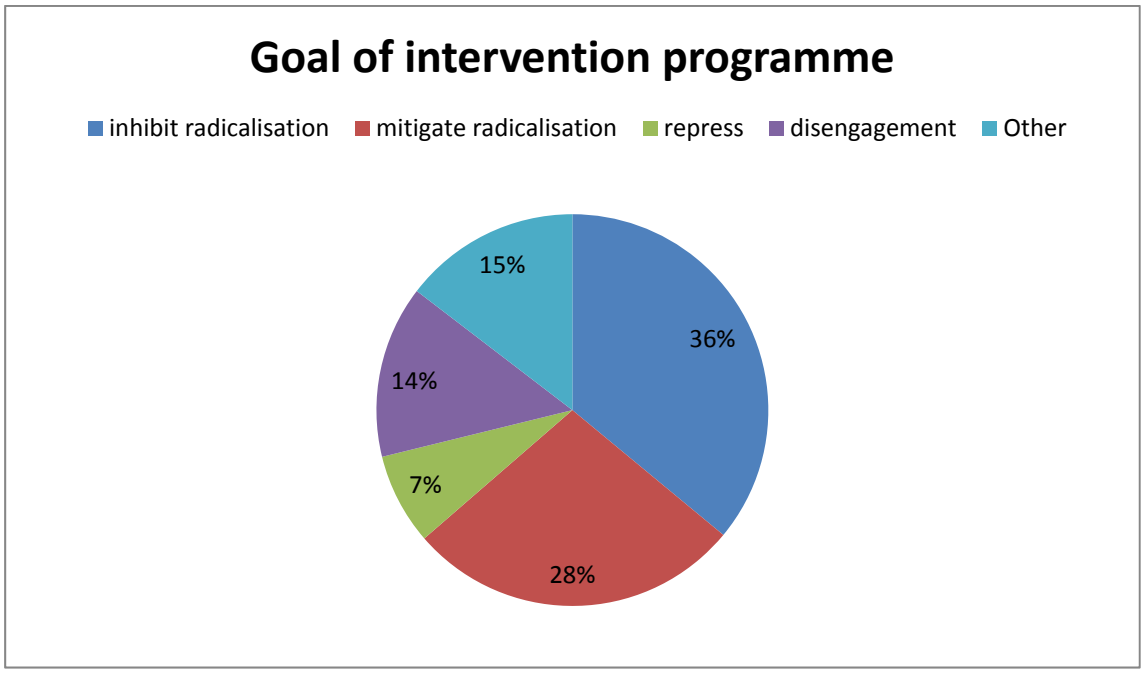
3.2.6. Goal of intervention programme

Sixty-two interventions provided information about the goal of the intervention. We constructed five categories:

1. inhibit radicalisation (with not yet radicalised individuals)
2. mitigate radicalisation (with already radicalised individuals)
3. disconnect radicalised individual from radical group
4. repress radical behaviour of individual through detention
5. other (includes, for example, reducing re-offending by juveniles, preventing and suppressing gang violence)

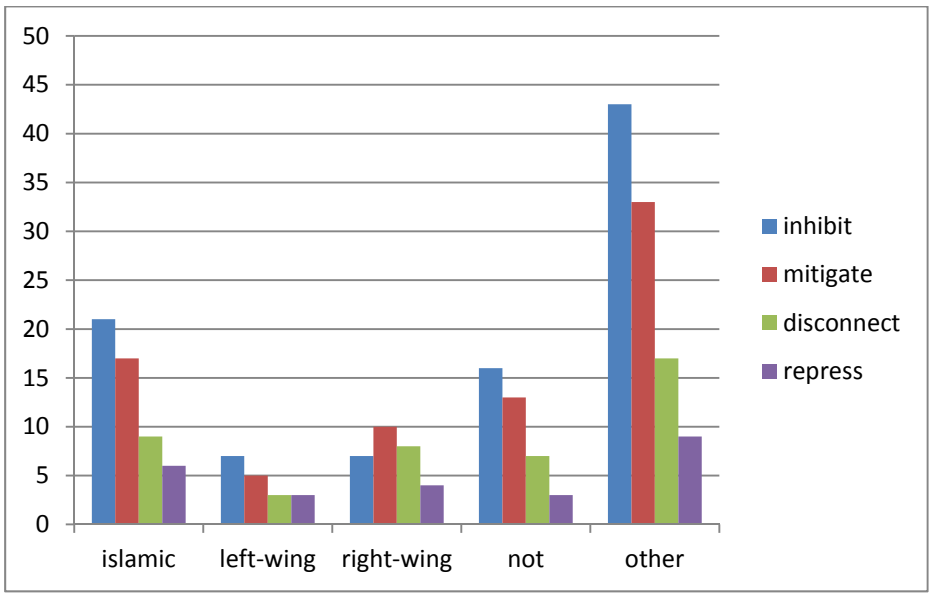
Of the 62 interventions that indicated a goal, the majority, i.e. 36%, focusses on inhibiting radicalisation, and 28% on mitigating radicalisation (see Figure 3.7).

Figure 3.7: Goal of interventions, percentages



We compared the goals of the intervention programmes across the four largest target groups of the interventions (see Figure 3.8), and found that across all ideologies most interventions aim at preventing radicalisation (inhibit) except for right-wing extremism, where most effort is directed at working with already radicalised individuals.

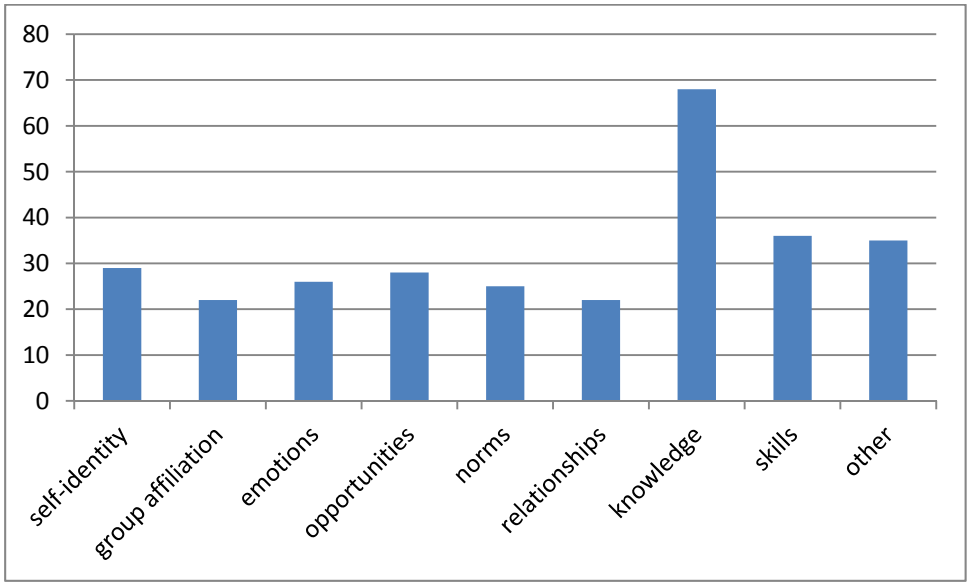
Figure 3.8: Goal of intervention by target group, percentages



3.2.7. Key factors targeted by intervention

An important variable that relates to the goal as well as methodology of the intervention, concerns the key factors which are targeted by the intervention programme. Categories were identity (strengthening self-identity), group affiliation (e.g., increase distance to potentially harmful groups), emotions (reduce negative emotions, strengthen self-esteem), opportunities (offer routes back to main stream society, for example, education, work, and housing), norms (re-establish acceptance of authorities and societal values), relationships (re-establish or improve family and friendship relations), knowledge (for example, enhance insight and awareness), skills (for example, improve social skills), and other.

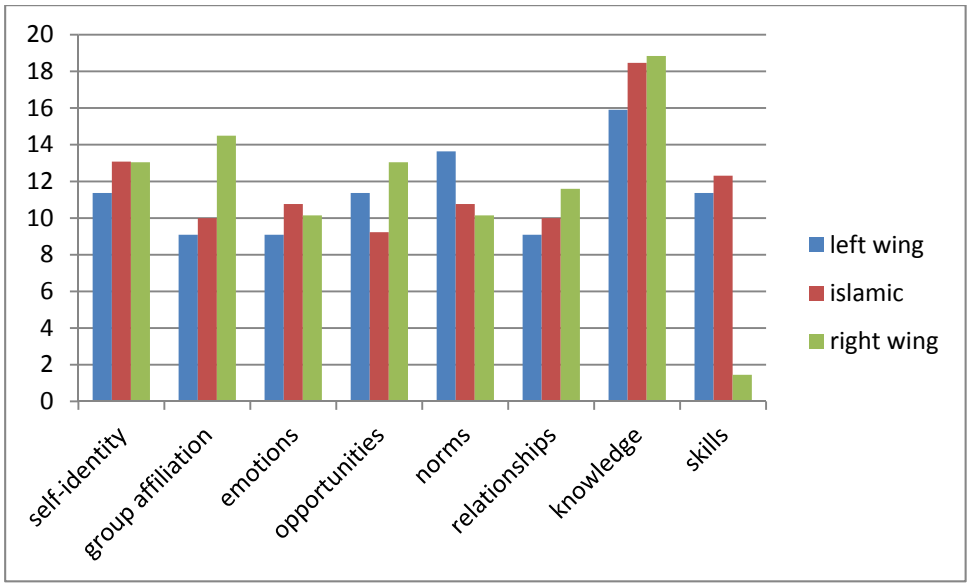
Figure 3.9: Key factors targeted by intervention, percentages



Examples of 'other' key factors in our database were building resilience, responding to needs of persistent offender, social support, counter-communication, probation, tailor-made package, and build and maintain a network of professionals. Figure 3.9 shows the percentages for all these categories; please note that one intervention could address more than one key factor. The figure shows that the larger majority of interventions addressed knowledge and/or skills as a way to achieve their goals.

We combined the key factors of the intervention with the three largest targeted ideologies of the interventions (see Figure 3.10). We found that interventions for all three ideologies targeted identity more or less to the same extent, but emotions were more often targeted in interventions for right-wing extremists, norms more often in interventions for left-wing extremists, and skills more in interventions for left-wing and Islamic extremists than for right-wing extremists.

Figure 3.10: Percentage of ideology distributed within key factors of interventions



3.2.8. Intervention activities

This category refers to the type of intervention activities that are being applied in the intervention programmes. In other words, this variable describes the method that was used to achieve the intervention goal. More than one category could be endorsed in the coding. Table 3.2 shows the percentages of interventions indicated the use of the different activities.

Table 3.2: Intervention activities

Educational activities	%
Presentations	21
Role playing	11
Training	51
Workshop	23
Information exchange	44
Dialogue	42
Role models	22
Coaching	21
Assistance in finding work	18
Social activities	
Improving social relationships	20
Involving parents	18
Involving friends	14
Involving peer age group	19
Sports	7
Therapeutic activities	
Individual counselling	19
Group counselling	12
Creative activity	8
Punishment	
Fines	6
Community service	8
Restriction of freedom	7
Informing activities	
Hotline	4
Information campaigns	10
Dissemination of research results	14
None of the above	**48**

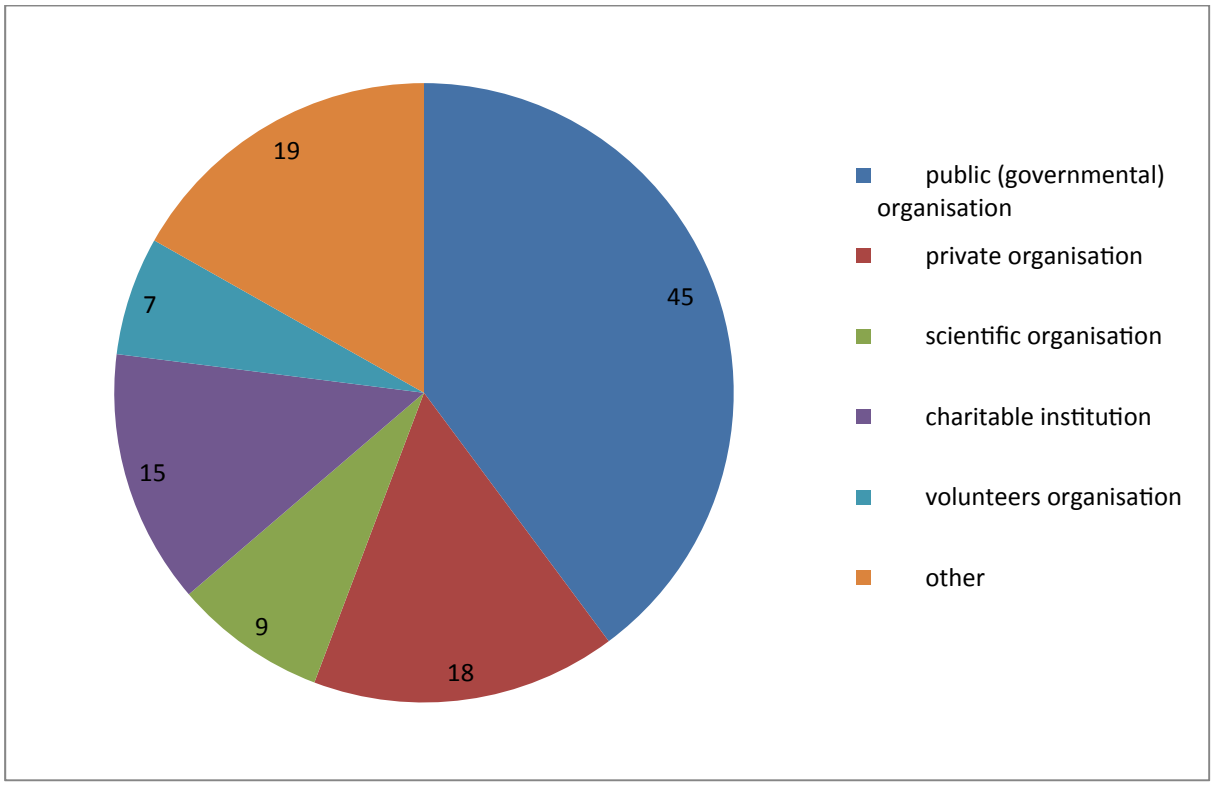
Examples of activities in the 'None of the above' category are teaching material at schools, giving benefits in prison, getting community involved, field trips, and table-top exercise. The table shows that educational activities such as training are used more often, but overall there is much diversity in intervention activities. For example, social activities such as involving parents or peers constitute a significant portion of all activities, as well as therapeutic

activities (counselling). In line with the goals of interventions, where only a minor portion targeted repression, not many intervention activities involved punishment.

3.2.9. Type of organisation

A characterisation of organisations developing, executing, financing, or evaluating intervention programmes was made in the interventions database (see Figure 3.11).

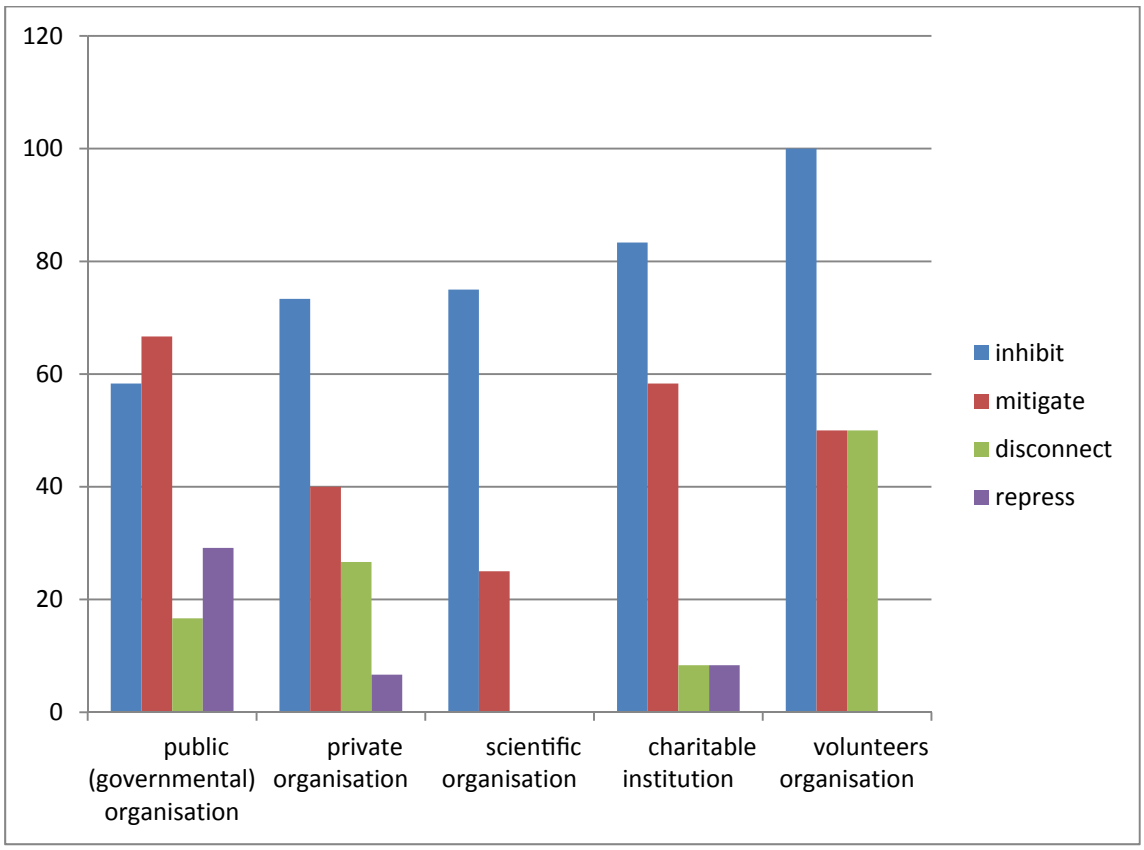
Figure 3.11: Type of organisation, percentages



The largest proportion of organisations in our database were public (i.e. governmental) organisations and private organisations, closely followed by charities. Nineteen percent of organisations fell into the other category, which included non-profit foundations, collaboration of organisations, and funded community initiative (charitable institution that receives funding from government or community administration).

Different types of organisations have different goals; Figure 3.12 shows the combination of type of organisation with intervention goal.

Figure 3.12: Type of organisation by goal, percentages



The Figure reflects that, across organisations, most interventions are aimed at prevention, but this is mostly true for non-governmental organisations. Mitigation is mostly targeted by governmental organisations, but also regularly by charities. Repression is mostly a government task, which is not surprising considering the sole right of the government to use punishment.

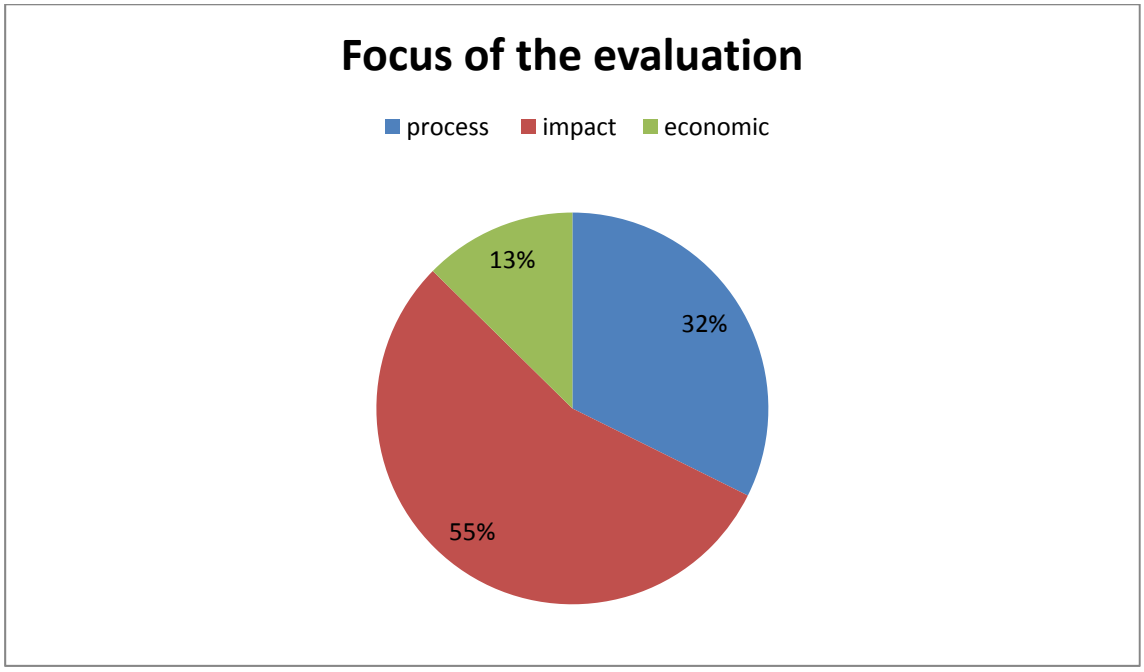
3.2.10. Cost of intervention programme

Information about the costs of interventions programmes was available for 6 out of 100 interventions, and ranged from 4.5 euros to 10,000 euros per participant. Overall costs of the intervention programmes ranged from 500 euros to 320,000 euros. Because of the scarce information on this variables, we could not meaningfully relate costs to any other variable in the database.

3.2.11. Evaluation of intervention programmes

Fifty-two percent of all interventions claim to have performed evaluations. However, the quality of these evaluations can be debated. Although the majority of these evaluations did not go beyond asking participants for their feedback (21% performed verbal interviews, 20% conducted questionnaires, and 18% used anecdotal material or responses of someone involved), we calculated the distribution of different foci of evaluations (see Figure 3.13).

Figure 3.13: Focus of the evaluation



Most evaluations concern the impact of the interventions (the extent to which the intervention achieved the results it was planned to have), or, to a lesser extent, the process of the intervention (which would be the extent to which the intervention was conducted properly). Only 13% of all evaluations concerned the economic aspects (i.e., amount of financial or economic resources compared with outputs, outcomes, or impacts).

3.3. Conclusion

Task 2.3 in WP2 aimed at inventorying counter-radicalisation interventions that have thus far been applied.

Our overview of descriptives showed that a large proportion of counter-radicalisation interventions are aimed at professionals with indirect contact with the ultimate target group and where the intervention is related to Islamic extremism or a non - ideologically oriented approach. Individuals are mainly selected for interventions based on changes in their relationships with friends or the group they affiliate with. Most interventions focus on prevention and mitigation and use educational activities (such as training, dialogue, and information exchange) and to a lesser extent social activities (such as involving parents and peers) to increase knowledge and skills. However, compared with other interventions, interventions targeted at right-wing extremists centred their methodology on group affiliation, interventions targeted at left-wing extremists centred their methodology on norms, and interventions targeted at Islamist extremists centred their methodology on self-identity and emotions.

It should be noted that, because of the large number of factors that were coded on interventions, we showed a selection of the possible graphs. We based our selection on relevance to the remainder of the IMPACT project (in particular, WP3), relevance to the

partners in the consortium, and the actual descriptives themselves. Depending on specific interests and needs, other, different descriptives could be relevant. Ideally, the toolkit could provide for differences in interests between end users, so that they could select graphs according to their needs and interests.

The extension of our literature search into a broader domain was necessary to achieve sufficient overlap with the UNIMIB data file. Within the radicalisation domain there is a shortage of acceptable evaluations (also see Chapter 4), necessitating in the inclusion of evaluations from the gang domain, which is further developed. In the future, it might be beneficial to study gang interventions as well to act as inspiration for potential counter-radicalisation interventions.

One remarkable finding was that there is hardly any information about the costs of interventions. Although end users indicate that costs are one of the prime points of interest in interventions, there seems to be no insight, or at least no transparency, about what an intervention costs. Also, our results showed that evaluations hardly consider the amount of financial or economic resources compared with outputs, outcomes, or impacts.

In the workshop that was organised[28] both end users as well as some respondents to the questionnaire noted that the question should be ‘’who works’’ instead of ‘’what works’’. Asked about the success or failure of interventions, several respondents pointed to the importance of continuity in first-line workers, i.e., the professionals who are in direct contact with the target group. A good working alliance is considered essential for the success of an intervention, not only between professional and target group, but also between professionals. Considering the fact that we found hardly any matching between professionals and the target individuals or groups in the interventions, there seems to be a lot to gain here. A match is likely to be different every time and depends on the specific case, consequently the intervention has to be customised.

[28] An end user workshop was organised by TNO and Verwey-Jonker Institute (VJI) to consult end users (and consortium partner RAND Europe) 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? D2.1 describes the results of the workshop in more detail.

4. Factors of evaluations

4.1. Method

The aim of WP2.3 is to provide a meta-analytical analysis of which methodology has been applied thus far to investigate effectiveness of counter-radicalisation interventions. In addition to methodological variables - describing methods and instruments used - we include a series of factors to describe the interventions themselves and link the used instruments to their context. These include biographical information (e.g., gender and age), but also descriptions of the interventions themselves in short sentences (cf. 4.1.1 for details). We include an assessment of the effect of the interventions (non-significant, weak, medium, and large effect). This assessment should be interpreted with care as evaluation of an intervention can be based on many criteria (such as relevance, coherence, effectiveness, efficiency – see for instance EC, 2013). As will be explained in greater detail below we quantified the effect of each intervention to be able to compare results of both quantitative as well as qualitative evaluations of interventions. The main focus of the quantitative review is the description of evaluation methods and instruments that have been used in the field. More precisely, the resulting typology includes methods and metrics used by evaluators in the field to gather evidence regarding the intervention outcomes and results. To accomplish this aim, we restrict our conclusions and inferences only to the ones supported by the available data. For the sake of clarity and conciseness, the proposed typology does not cover evaluation theories or general approaches, as they do not pertain, strictly speaking, the methodological realm. In addition, we make suggestions for the use of methods and instruments that we deem feasible in evaluating effectiveness of counter-radicalisation interventions. As explained below, these feasible alternatives are based on coder's judgement.

Importantly, to help broaden the scope of the typology, we also include studies from a related field of criminology that offers more than 50 years of experience in evaluation of programmes aimed at countering criminal individual and group behaviour. This is a valuable source of information for development of assessment methods to evaluate counter-radicalisation interventions (see also Mullins, 2010; focus group organized by FRS in WP2.1 (see 2.1.4)). With respect to the aim of the IMPACT project, research on evaluation of programmes countering involvement in criminal (youth) gangs is highly relevant and useful; in contrast to evaluation of counter-radicalisation interventions (which has become a topic of strong interest over the last decade) the criminology literature covers more than 50 years of research using a multi-method quantitative approach in order to effectively determine impact of programmes (see for reviews: Gravel, Bouchard, Descormiers, Wong, & Morselli, 2013; Koehler, Lösel, Akoensi, & Humphreys, 2013).

The dataset built for this literature review has been coded in line with the WP2 dataset guidelines, and will be available to the other Work Package groups for the implementation of the toolkit.

4.1.1. Procedure

To find suitable manuscripts we conducted a literature search online and by direct request to 45 researchers and experts in the field from countries including Australia, Denmark, France, Germany, Italy, the Netherlands, Norway, Spain, the U.K., and the U.S.A.. The online search was systematically performed using a series of keywords in online databases. These databases included: PsycINFO, PsycARTICLES, PUBMED, COCHRANE Library, WEB of SCIENCE, ERIC, SCIENCE DIRECT, the National Criminal Justice Reference Service (NCJRS, U.S.A.), U.K., Home Office Research Database, and Google Scholar. The keywords and results for each database are given in Table 4.1.

Table 4.1: Results of literature search for publications of studies on effectiveness of counter-radicalisation interventions.

	Keywords			
Database	radicalisation AND intervention AND evaluation	radicalisation AND intervention AND assessment	counter AND radicalisation AND programme	terrorism AND intervention AND evaluation
PsycINFO http://psycnet.apa.org/	0	0	0	0
PsycARTICLES http://psycnet.apa.org/	0	0	0	4
PUBMED http://www.ncbi.nlm.nih.gov /pubmed	0	0	0	45
COCHRANE library http://onlinelibrary.wiley.co m/cochranelibrary/search	0	0	0	1
WEB OF SCIENCE http://wokinfo.com/	0	0	9	45
ERIC http://eric.ed.gov/	0	0	0	8
SCIENCE DIRECT http://www.sciencedirect.co m/	120	49	0	2809
National Criminal Justice Reference Service (U.S.A.) http://ncjrs.gov	0	500	0	5
UK Home Office Research Database https://www.gov.uk/govern ment/ publications	523	644	0	503
Google Scholar https://scholar.google.com/	21.200	19.400	17.500	127.000
TOTAL	***21.843***	***20.593***	***17.509***	***130.439***

When a suitable manuscript was encountered we used the so-called “snowball method” to find additional manuscripts by examining the reference list. The following broad inclusion criteria were used to decide whether a manuscript was included in the dataset or not:

1. the manuscript should contain at least 1 description of an intervention aimed at countering radicalisation (prevention, suppression, or de-radicalisation);
2. the intervention was evaluated using a qualitative or quantitative evaluation method.

Based on the criteria 52 manuscripts focusing on the impact of counter-radicalisation interventions were ultimately included in the dataset. These manuscripts contained 126 independent samples. Of these data 83% was published and only 17% peer reviewed. The far majority of interventions had a mixed target group consisting of males and females (67%; 2% focused only on females; 6% only on males and in 25% of the samples gender was not specified). Almost all samples (98%) were of a size larger than $N = 10$. Most interventions dealt with a mixed level of education (55%; 6% focused on participants who stared secondary education; in 7% of the samples participants had finished tertiary education; in 33% of the samples level of education was not reported). In regard to Social Economic Status (SES) 2% were of low SES; 7% middle; and 50% of the samples were of mixed SES; in 41% of the samples SES was not specified).

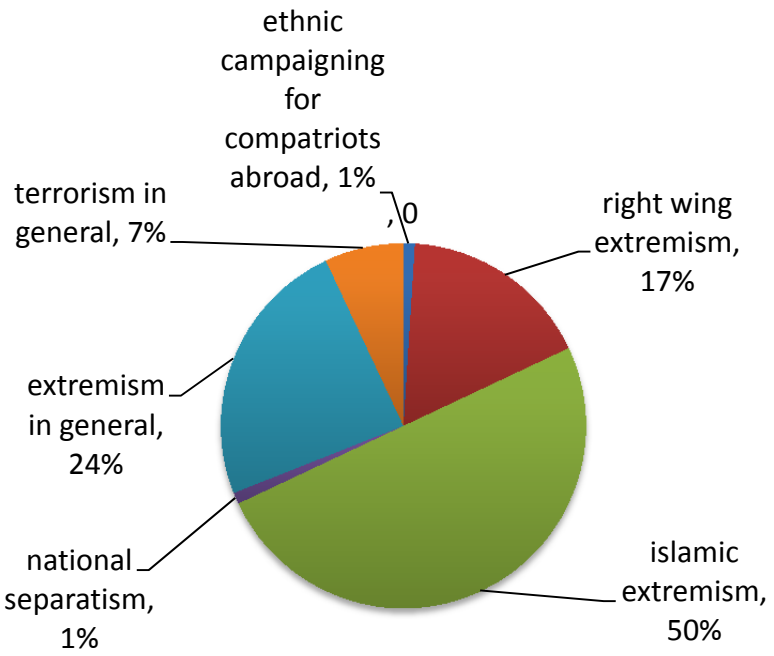
In terms of age groups most interventions reported mixed age groups (51%), followed by adolescents (11%), adults (10%). In 28% of interventions age group was not specified. The majority of evaluation samples were based on reports and articles in the Netherlands (29%) followed by Saudi Arabia (7%), the U.K. (6%), Denmark, (6%), and Germany (6%) as can be seen in Table 4.2. The relatively large number of Dutch samples may be due to the fact that a relatively large number of researchers and first-line professionals that were contacted in the direct request for research reports came from the Netherlands. The ten samples focusing on counter-crime interventions were not included in Table 4.2. These samples came from the United Kingdom (four samples) and the U.S.A. (six samples).

Table 4.2: Country in which the study was conducted, number of samples published and percentage of total number of samples.

Country	Number of samples	Percentage
Algeria	5	4.0 %
Australia	1	0.8 %
Bangladesh	4	3.2 %
Denmark	8	6.3 %
Egypt	2	1.6 %
Finland	1	0.8 %
Germany	8	6.3 %
Indonesia	4	3.2 %
Iraq	1	0.8 %
Israel	2	1.6 %
Jordan	2	1.6 %
Morocco	2	1.6 %
Netherlands	36	28.6 %
Norway	4	3.2 %
Philippines	2	1.6 %
Saudi Arabia	9	7.1 %
Sweden	1	0.8 %
Sri Lanka	1	0.8 %
Thailand	1	0.8 %
United Kingdom	7	5.6 %
United States of America	4	3.2 %
Yemen	4	3.2 %
Mixed number of countries	17	13.5 %
TOTAL	***126***	***100%***

In Figure 4.1 an overview is given of the ideology in the counter-radicalisation studies. As can be seen, half of the reported interventions focused on Islamic extremism (50%) followed by extremism in general (24%) and right-wing extremism (17%).

Figure 4.1: Ideology focused on in the samples in the dataset (in percentages)



In addition to the manuscripts focusing on radicalisation we included in this dataset eight manuscripts focusing on crime, in particular on assessments of evaluations countering involvement in criminal youth gangs. These manuscripts contained ten independent samples. Of these ten samples seven were published and four were peer reviewed. All ten samples focused on both males and females. All ten samples were of a size larger than *N* = 10. Eight interventions dealt with a mixed level of education. One intervention focused on participants who started primary education and in one evaluation educational level was not specified. SES was not specified in five samples, three were low and two of mixed SES. In terms of age groups, five samples included adolescents and five involved mixed age groups. This made a total number of 60 manuscripts in the dataset with 136 independent samples.

4.1.2. Coding procedure

The manuscripts were coded making use of a coding scheme and coding instructions that are given in Appendices 3 and 4. The two coders involved (both with a behavioural science background and one coder with field experience in evaluation of counter-radicalisation interventions) coded three manuscripts together. Issues that arose were discussed until agreement was met. Following, the remaining manuscripts were coded and if doubts arose these were discussed until agreement was met.

4.1.3. Description of factors

In this section the dataset is described and examples are given of how each factor was coded. Not all factors are discussed in this section as some factors are discussed in WP2.1 and WP2.2. We focus on factors relevant to methods and metrics used by evaluators in the field to gather evidence regarding the intervention outcomes and results. In the results section the outcomes in regard to these factors will be discussed. A complete overview of the coding options and definitions are given in, respectively, Appendices 3 and 4.

We coded the samples based on one outcome factor (the dependent variable), namely target group (called "INTERV_TARG" in the dataset). This refers to the target of the intervention (e.g., the intervention focuses on a "radicalised violent individual" or on a "professional worker"). Depending whether there is one or multiple targets in a sample there are one or multiple so-called "entries" in the dataset. The number of entries is given in the column "CHARENTRY" (character of entry). We will now discuss in turn the administrative factors, the respondent/sample factors, the intervention factors, and the evaluation (methodology) factors.

4.1.3.1. Administrative factors

The administrative factors include information about the data like identification number, coder name, the number of comparisons from each study/publication, publication year, the source reference, the manuscript abstract, the strategy by which the manuscript was found, whether it was published or not and whether the publication was peer reviewed or not.

4.1.3.2. Respondents / sample characteristics

Respondents-related factors provide information about the respondents and the sample. This includes the following factors:

- **Age category:** Here we consider three different age categories: children, adolescents, and adults. For example *Children* are considered respondents until 11 years old. *Mixed* was coded when respondents were from different age categories.
- **Gender:** Gender of respondents. If the target sample contains both males and females, *Both* was coded.
- **Sample size:** Here a distinction was made between *Small (less than 10)* and *Large (more than 10)* target sample sizes. If both smaller and larger groups are involved *Both* was coded.
- **Level of education**: level of education of the respondents. For example, for respondents under 18, the level of education could be estimated on the basis of their age (for instance, a group of 10-year olds was coded *Started primary education*).
- **Socio-economic status**: Socio-economic status of respondents: low, medium or high. For example, unemployed respondents and respondents who perform much physical labour are coded *Low*.
- **Country:** This refers to the country where the intervention/evaluation took place. The categorization in the list of countries (see appendix) was used to code the nationality of the respondents.

- **Nationality:** Refers to the nationality of the respondents (see list of countries in Appendix 3).
- **Ideology:** Here the ideology related to the intervention or evaluation was coded. For example, if the intervention focused on the family of a right-wing radicalised individual the ideology was coded as *Right-wing extremism*.

4.1.3.3. Intervention factors

Intervention factors include the intervention title and a verbal description of the intervention in key sentences. Intervention description can be useful to portrait in a few words the intervention characteristics to non-technical users of the dataset.

An example of a description of a resilience intervention that was coded is:

> *"empowering individuals, goal setting, conflict management, mediation, increase resilience, strengthening identity, reducing negative emotions, help finding work, help dealing with financial problems, training in small groups, multiple trainers, aftercare after intervention, trainers available 24/7, outside intervention hours, the communication between clients and trainers occurs via social media, meso level, family support, create social network, cooperation between governmental and nongovernmental agencies, NGO (not connected to authorities)"*

In addition to these descriptive variables the following factors were coded:

- **Intervention target:** the individual, group, or organization at which the intervention focused on. For example, a *Non-radical individual* was coded if the intervention focused on an individual who had not shown any sign of radicalisation but was described as vulnerable to radicalisation. Because intervention target is a crucial characteristic of the intervention, the dataset is built as to highlight all interesting information for each target of intervention found. Accordingly, in the dataset an intervention may appear in multiple entries depending on the number of intervention targets. For example, if an intervention focused on an individual non-radical group, the social community surrounding this group, as well as social workers who were trained to deal with this group, the intervention was coded three times (three different targets). When studies focused on criminal groups or gangs the coding referred to the extent individuals or groups were considered (violent) criminals or groups.
- **Intervention goal**. Here the aim of the intervention is given; the variable was coded based on the intervention target. For example, the aim of the intervention was to prevent radicalisation (a preventative intervention) when non-radical individuals or groups were targeted. For example, short-term preventative is scored when the intervention is aimed at people who are not radicalised and the aim is to book results on a short notice (e.g. a programme focusing on individuals who are described as vulnerable to radicalisation), with an intervention duration of less than 1 month.
- **Intervention method**. Here the method(s) used in the intervention is coded (not to be confused with *evaluation* methods). This factor was coded using short sentences describing the methods. For example, *Awareness raising* is coded when the intervention used information about (risks) of radicalisation or how to recognize signs of radicalisation.

- **Intervention effect.** Coding the effect of an intervention is a complex undertaking. We therefore would like to stress that care should be taken with the interpretation of the results regarding our effect assessment. Effect assessment is completely dependent on the topic of interest of evaluation. As mentioned before, different criteria can be taken for judging effect (see also EC, 2013). For example, effect can be measured by looking at quantitative outcomes like recidivism rates (e.g., how many individuals are getting arrested in the year after the intervention is completed). Effectiveness of interventions is not always measured using quantitative methods. Often a more qualitative approach is used, for example by conducting interviews or by examining how an intervention is implemented (a theory-based approach, see also Leeuw, 2012). In the present meta-analysis we aimed to quantify the outcome of an intervention to make it possible to compare the effect of different interventions. We hereby took a statistical approach from the social sciences. Determining the effect of an intervention depends on several criteria like sample size and statistical power (see for a discussion Cohen, 1988, 1992). Because indices of effect sizes are not generally familiar, Cohen proposed to operationalize "small", "medium", and "large" values of each effect size index. For example, for a test that two population means are equal (i.e., an experimental group vs. a control group) small, medium, and large effect sizes are, respectively, .20, .50, and .80. Even though care should be taken by interpreting effect sizes, they are useful as a general indicator for effect if two populations are investigated in an intervention. These criteria are commonly used in the field of behavioural science (e.g. Braga & Weisburd, 2012). Indeed, in a meta-analysis different statistics (correlations, *t*-tests, F-tests, Chi squares) are transformed into one indicator of effect (Cohen's *d*). The requirement for this, however, is that the samples studied are comparable and that empirical studies are available which allow for a statistical analysis of effect size.

  When no statistics were given, which was the case in most samples, the coder judged the effect of the intervention by comparing the aims of the intervention and to what extend these were met. We maintained a division as outlined by Cohen. If 80% or more of the aims of the intervention were met the intervention was coded to have a large effect. If between 50% or more until 79% of the aims were met it was coded to have a medium effect. If between 30% and 49% of the aims were met the intervention was coded to have a small effect. Below 30% we speak of a non-significant effect. If no aims were outlined before the assessment, we based our evaluation on the hypothesis of the study taking as an indicator that if around 30-49% of the hypotheses were confirmed we would speak of a small effect. When 50-79% of the hypotheses were confirmed we speak of a medium effect. If 80% or more of hypotheses are confirmed we speak of a large effect. If no comparison between predictions and outcomes were possible, we based our evaluation on the evaluation results reported in the study based on the author's own report. In case of doubt the coder discussed the effect of the evaluation with another coder until agreement about effectiveness was met.

4.1.3.4. Evaluation factors

Evaluation factors provide information about the assessment method and design that was used in the study. The following factors were coded:

- **Evaluation description.** Description of the evaluation in key sentences. This provided a short, concise description of the evaluation. For example, a description of an assessment of a resilience training is:
  "empirical study, longitudinal method with follow-up measurement, surveys completed by clients, surveys completed by developers, surveys completed by trainers, interviews conducted with clients, interviews conducted with developers, interviews conducted with trainers, qualitative data collected, quantitative data collected"
- **Evaluation focus.** Here the focus of the evaluation is described. *Impact* was coded when the evaluation examined the result of the intervention, so the impact of the intervention was investigated. Importantly, we made a distinction between a focus on mechanism evaluation and a focus on process evaluation. *Mechanism* was coded when the evaluation focused on the underlying mechanism of the intervention, so in this case the evaluation focused on the question *why* the intervention worked (or did not). *Process* was coded when the evaluation included an assessment of implementation of the programme, that is, whether or not programme components were implemented and whether this implementation was successful. This distinction is useful as some studies focus on the question *why* an intervention works and aims at a possible underlying (psychological) mechanism (e.g. Aly, Taylor, & Karnovsky, 2014) while other studies examine how the intervention is implemented (e.g., Sheikh, Sarwar, & King, 2012). *Economic* was coded when the financial costs of the intervention were examined.
- **Evaluation method.** The method(s) used in the evaluation. With "method" we define the combination of designs and strategies used to collect information by means of the evaluation instruments. For example, *Experimental (quantitative counter factual)* was coded when there was an experimental and control group and the researcher controls assignment of participants to the experimental and control group. A *longitudinal design* was coded when multiple measurements of effects were reported and effects of the intervention were evaluated over time. A *cross-historical comparison* is used when interventions at different points in time are compared (see for example Demant & De Graaf, 2010).
- **Theory-based approach.** Here we specify which kind of theory-based approach is used based on a description of Leeuw (2012). Theory-based evaluation is an approach in which attention is paid to theories of policymakers, programme managers or other stakeholders, i.e., collections of assumptions, and hypotheses - empirically testable - that are logically linked together (Leeuw, 2012, p. 2). An example is a method called *realist evaluation* (see Pawson & Tilley, 1997). This approach stresses the importance of the context, mechanisms involved, and outcomes (CMO) configurations basic to policies and programmes. An example of a context in which this method could be used is the implementation of a policy on a

meso level. One of the tasks of the evaluation is to learn more about 'what works for whom', 'in which contexts does a particular programme work' and what mechanisms are triggered by what programmes in specific contexts'. In Appendix 4 a list with possible theory-based approaches with definitions is given.

- **Evaluation instruments.** The instrument(s) used for evaluating the effect of the intervention is (are) described. With "instrument" we define a technique (e.g. a *focus group*), a device (e.g. *a questionnaire*) or a research process (e.g. *data mining*) used to gather information regarding the intervention to be evaluated. For example, *Quantitative survey* was coded when respondents in the study completed a questionnaire resulting in a quantitative dataset.
- **Evaluation time.** Here the duration of the evaluation is given ranging from cross-sectional (a description of the effects of a programme at one point in time), short (less than a month), medium (one to six months), to long term (more than six months). The evaluation duration includes the time before and after the intervention, that is, the evaluation can start before the intervention starts and is completed after the evaluation report has been written.
- **Evaluation quality.** Coder's appraisal of evaluation quality. The criteria for rating the quality are based on scientific criteria taking into account the practical limitations evaluators are faced with in field research (feasibility). We hereby took as a reference point the methods and instruments commonly used in evaluation research in the area of behavioural sciences (see for example research in the field of criminology). As outlined by DG Regional Policy (Leeuw, 2012) in evaluation research empirically testable assumptions and hypotheses should be outlined and tested and this is considered as good practice. As a basis for our evaluation, therefore, we coded *Low* quality when no empirical investigation is conducted while circumstances would allow for an empirical assessment to answer key impact evaluation questions (assuming sufficient financial and human resources were available). The coders made this judgment. In case of doubt there was a discussion among the team members until agreement was met. *Medium quality* is coded when empirical data is collected to answer the hypotheses but the circumstances would allow for a more advanced data collection (i.e., by using multiple methods or multiple instruments). *High quality* is coded when empirical data is collected to answer the hypotheses using a multi-method approach and multiple instruments.
- **Feasible alternative evaluation methods and instruments.** These final two factors were based on the coder's appraisal of the most suitable evaluation method for the intervention. For each intervention the coder provided an estimate of what assessment method and instruments could have been used to improve the quality of the evidence in support of the evaluation. As a comparison standard we used the commonly used evaluation methods and instruments as reported in the field of criminology (see for example Spergel, Ming Wa, & Sosa, 2005; Koehler et al., 2013; Gravel et al., 2013). For example, a field study was coded in which a quasi-experimental was used but timing and resources – based on the information given in the manuscript – allowed for a longitudinal evaluation. A longitudinal design was then deemed feasible and important for that evaluation. It should be emphasized that the

outcomes of this coding should be considered as illustrative of what method and instruments could be used as for each programme evaluation the right method and instruments should be determined in accordance to circumstances and available resources.

4.2. Results

We will present our results in line with the structure of the dataset, beginning with administrative factors, followed by results regarding intervention factors, and evaluation factors. In our analyses we only include manuscripts focusing on counter-radicalisation interventions. When the manuscripts on crime interventions are included this is mentioned explicitly. We will conclude by presenting cross-tabulation analyses. In these last analyses we combine different factors. This allows us to answer questions like “which evaluation methods are used most often depending on the intervention goal” and “which evaluation methods are deemed feasible in relation to the intervention goal”. As noted before, it should be mentioned that not all results are presented in this section as some factors are discussed in WP2.1 and WP2.2. We focus here specifically on factors related to methods and metrics used by evaluators in the field to gather evidence regarding the intervention outcomes and results.

4.2.1. Administrative factors

Most of the counter-radicalisation evaluations that we found were published after 2007 (cf. Table 4.3). In regard to publications it was found that 70% of the reported samples came from published data but only 16% had been peer reviewed. This reflects recent observations in the field of radicalisation research that assessment of these interventions is rare or virtually non-existing (see also Dalgaard-Nielsen, 2010; Lub, 2013; Moskalenko & McCauley, 2009). The ten samples focusing on crime are not included in the table and were published between 2001 and 2013.

Table 4.3: Year of publication of counter-radicalisation study; number of samples published; and percentage of total number of samples.

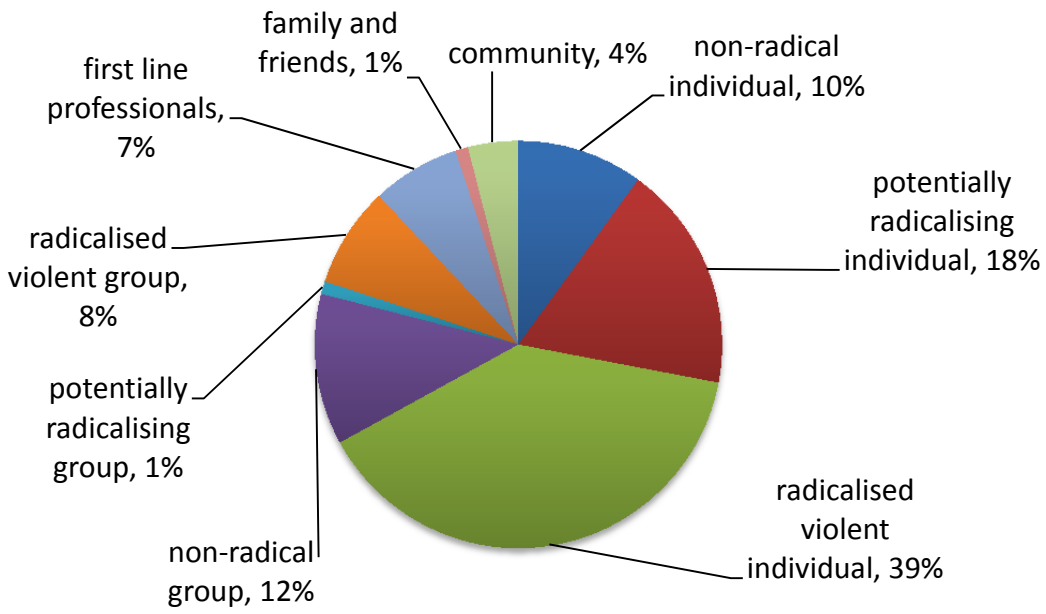
Year	Number of samples	Percentage
1997	2	1.6 %
2005	5	4 %
2006	6	4.8 %
2007	3	2.4 %
2008	18	14.3 %
2009	14	11.1 %
2010	26	20.6 %
2011	11	8.7 %
2012	29	23 %
2013	7	5.6 %
2014	5	4 %
TOTAL	***126***	***100***

4.2.2. Intervention factors

4.2.2.1. Target of intervention

In Figure 4.2 we can see an overview of the target of counter-radicalisation interventions. Clearly, most attention of assessment researchers and experts in the field was directed at interventions focusing on radicalised violent individuals (39% of the samples), followed by potentially radicalising individuals (18%), non-radical groups (12%) and non-radical individuals (10%). The ten crime samples were not included in the figure and focused respectively on non-criminal individual (one sample), potentially criminal individual (three samples), criminal individual (four samples) and criminal group (two samples).

Figure 4.2: Target group of the counter-radicalisation interventions, number of samples, and percentage of total number of samples



4.2.2.2. Goal of the intervention

The goals of intervention are given in Table 4.4. As can be seen, most assessments focused on interventions that were aimed at long term prevention (43%) or long term restoration (39%). The crime samples aimed at, respectively, long term prevention (two samples), long term restoration (six samples) and a combination of prevention and restoration and suppression (two samples).

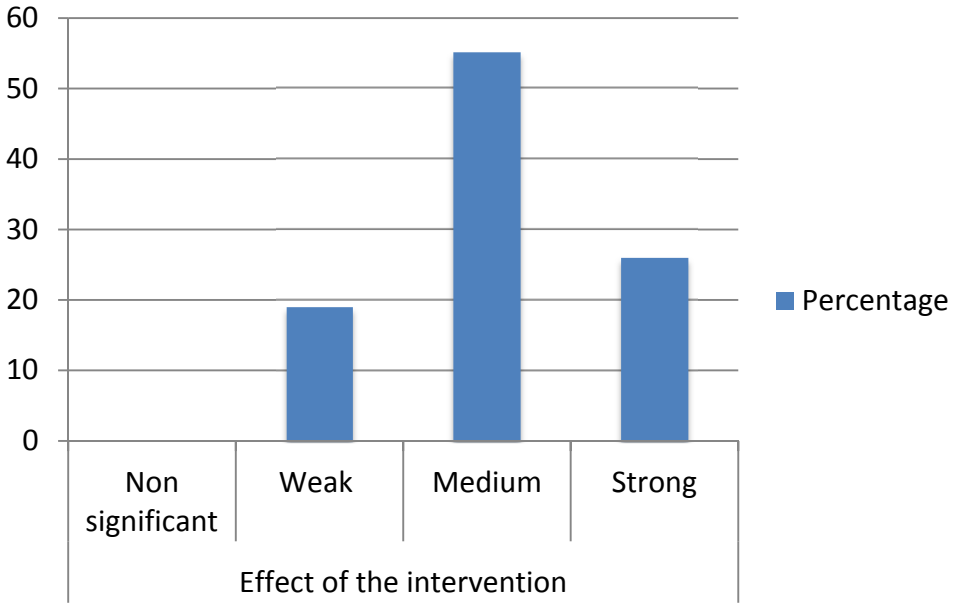
Table 4.4: Goal of the intervention, number of samples, and percentage of total number of samples

Goal of intervention	Number of samples	Percentage
Short term preventative	2	1.6 %
Long term preventative	54	42.9 %
Short term suppressive	-	-
Long term suppressive	14	11.1 %
Short term restorative	3	2.4 %
Short and long time preventative	1	0.8 %
Long term restorative	49	38.9 %
Short term restorative & long term preventative	1	0.8 %
TOTAL	***126***	***100 %***

4.2.2.1. *Effect of the intervention*

In Figure 4.3, the judged effect of counter-radicalisation interventions is given. The criteria of effect evaluation are described in the method section.

Figure 4.3: Percentage of samples coded to have, respectively, a non-significant, weak, medium, or strong effect.



As can be seen, none of the interventions in our sample were considered to have a non-significant effect, 19% of the counter-radicalisation interventions were judged to have a weak effect, 55% were judged to have a medium effect and 26% were judged to have a strong effect[29]. In regard to the ten crime samples, two were judged to have no significant effect, three interventions to have a weak effect, two to have a medium effect, and one was considered to have a strong effect.

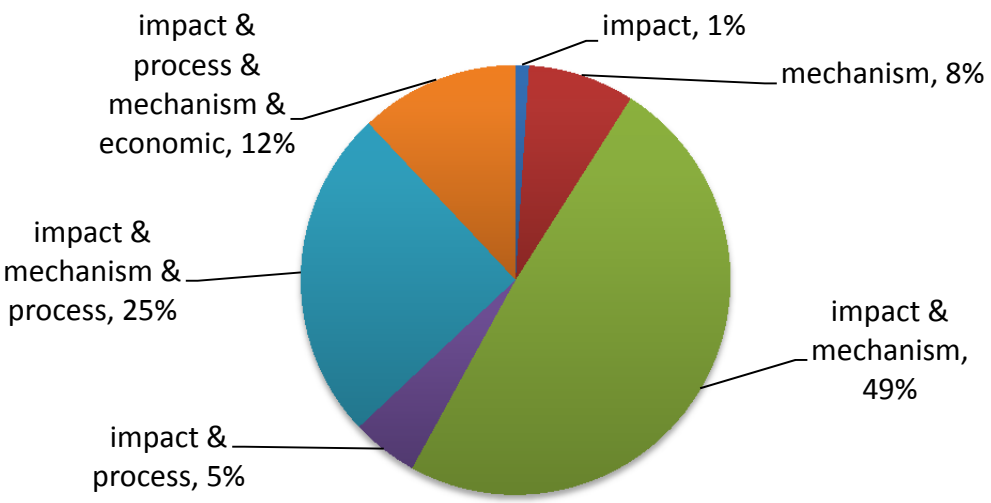
4.2.3. Evaluation factors

4.2.3.1. *Focus of the evaluation*

An overview of evaluation focus is given in Figure 4.4. It was found that most counter-radicalisation assessments (49%) focused both on impact (what) and mechanism (why). This means that there is a great focus on *understanding the underlying mechanisms* involved in the effectiveness of interventions. Interestingly, in existing evaluations relatively little judgement is made in terms of economic costs of interventions (in only twelve percent of the samples economic costs were considered).

[29] A publication bias (i.e., bias towards publication of significant results) could be the reason for this finding.

Figure 4.4: Focus of the counter-radicalisation evaluation (impact, process, mechanism, and economic aspects of the intervention) in percentages of the total number of samples in the dataset



The crime evaluations were not included in the graph above. Separate analyses showed that two samples focused on impact, process and mechanisms, eight samples focused both on impact and process.

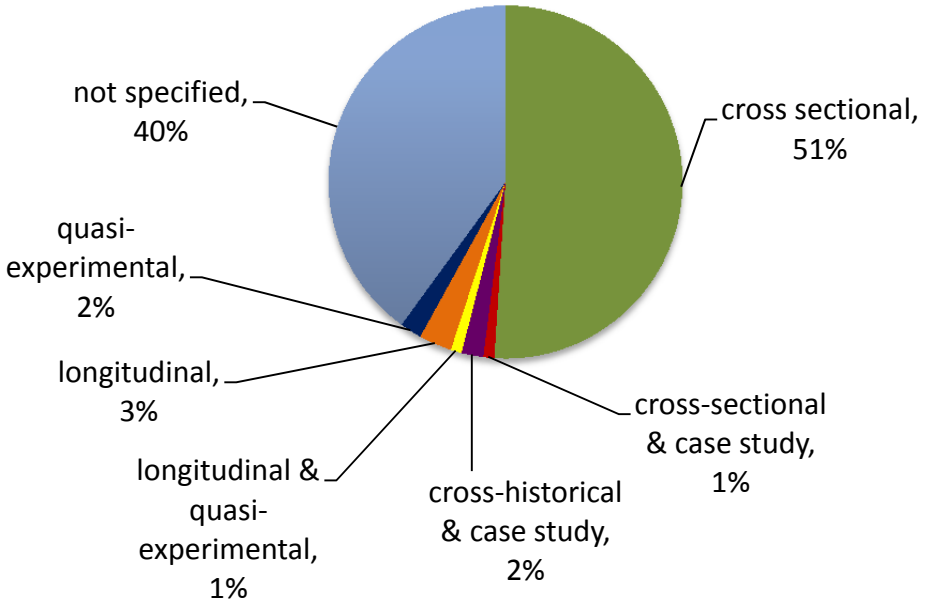
4.2.3.2. Quality of evaluation

Sixty-four per cent of the counter-radicalisation assessments were judged to be of low quality, 37% was judged to be of medium quality and no sample was judged to be of high quality. This confirms the earlier made observation of the poor level of assessment of current counter-radicalisation interventions and is in line with recent observations in this field of research (Dalgaard-Nielsen, 2010; Lub, 2013; McCauley & Moskalenko, 2009). Seven of the ten crime evaluation samples were judged of high quality, one medium, and two of low quality.

4.2.3.3. Evaluation methods

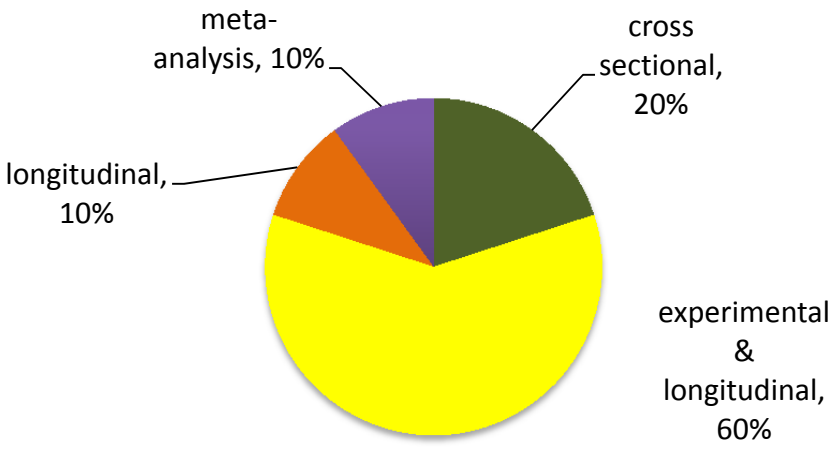
In Figure 4.5 an overview is given of the number of times (combinations of) methods have been used in counter-radicalisation interventions. It was found that cross-sectional methods (51%) were most commonly used. A total of 66 samples used a cross-sectional method. A small minority of assessment studies applied a longitudinal design (five samples out of 126) of which only one study included a follow-up measurement. A cross-historical comparison was encountered in three samples, a case-study also in three samples. Quasi-experimental methods were used in three samples as well. In 40% of the samples the evaluation method was not specified.

Figure 4.5: Evaluation methods used in assessment of counter radicalisation samples (in percentages)



As a comparison, in Figure 4.6 we depict the research methods most often used in the ten samples of the criminology literature.

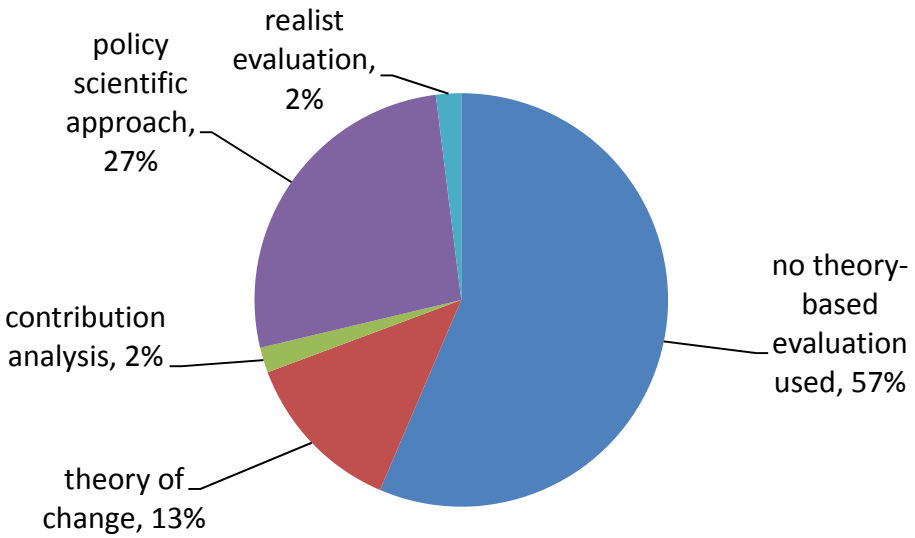
Figure 4.6: Percentage of research methods used in ten evaluation samples countering criminal behaviour and involvement in criminal groups



It can clearly be seen that in the criminological samples the emphasis is often on longitudinal, experimental designs (six out of ten samples). Also meta-analytic methods are used in this field of research (one sample).

We also coded theory-based evaluations. These are depicted in Figure 4.7. As can be seen, the majority of the interventions (72 samples) did not use a theory-based approach. The evaluations which used a theory-based approach most often used a policy approach (34 samples) or a theory of change approach (16 samples). It should be noted that in almost all these samples a theory-based approach was implicitly used and no explicit reference was made.

Figure 4.7: Percentage of samples in which a theory-based approach of evaluation was used.



4.2.3.4. Evaluation instruments

In Table 4.5 an overview is given of the combination of instruments used in the 126 counter radicalisation samples. In regard to instruments used, we can see that in the majority of assessments no empirical instruments were specified (43%). The method that was most used to investigate effectiveness was observation (22%) followed by qualitative interviews (14%). As can be seen from the table, the samples investigated mostly relied on evaluation using one instrument.

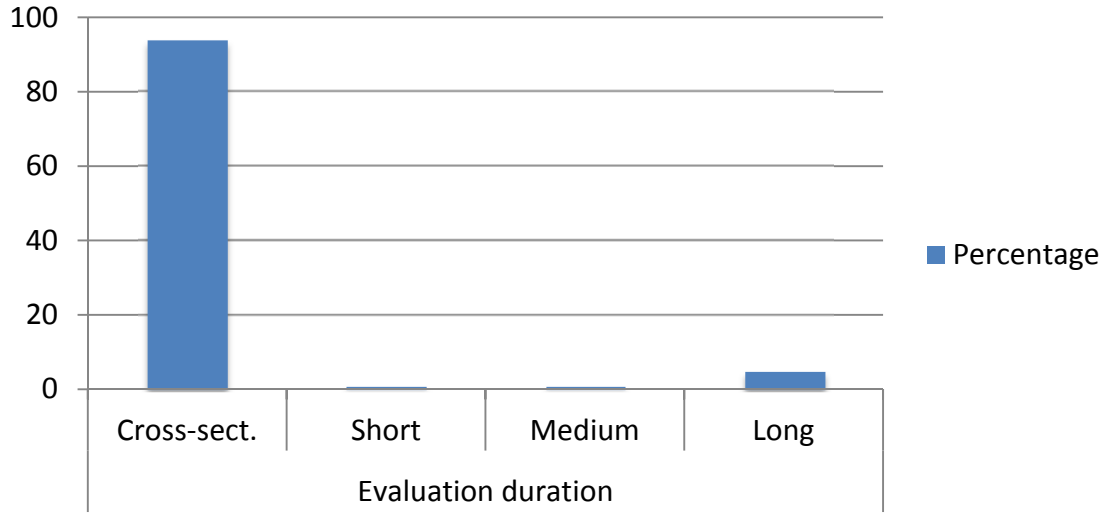
Table 4.5: Overview of combinations of instruments used, number of samples, and percentage of total number of samples.

Evaluation instruments used	Number of samples	Percentage
Not specified	54	42.9 %
Observation	28	22.2 %
Qualitative interview	17	13.5 %
Qualitative interview & observation	6	4.8 %
Qualitative interview & focus group	6	4.8 %
Focus group & quantitative survey	6	4.8 %
Data mining	2	1.6 %
Experiment	1	0.8 %
Quantitative interview	1	0.8 %
Quantitative survey	1	0.8 %
Quantitative survey & quantitative interview	1	0.8 %
Qualitative interview & quantitative survey	1	0.8 %
Quantitative survey, quantitative interview & observation	1	0.8 %
TOTAL	***126***	***100 %***

In the ten crime samples the instruments most often used were qualitative interviews (seven out of ten), in combination with observation (three out of ten) and quantitative survey (one out of ten). One sample used a meta-analytic approach investigating multiple assessment studies of counter radicalisation approaches (Braga & Weisburd, 2012).

In terms of the duration of the assessment the results given in Figure 4.8 show that existing evaluations almost exclusively run on a cross-sectional basis (93%). Only seven studies (5.4%) were performed over a time period of more than 6 months. This is especially worrisome, as the long-term effects of interventions remain unknown.

Figure 4.8: Duration of the evaluation of counter-radicalisation interventions ranging from cross sectional (one point in time), a period shorter than 1 month (short), a period of one to six months (medium) and longer than six months (long)



Note. An evaluation can start before the intervention starts and is finished when the evaluation report is finished).

4.2.3.5. *Alternative feasible evaluation methods*

In Table 4.6 we provide a comparison between evaluation methods used and possible alternative methods deemed feasible. When similar methods are used and are deemed feasible as an alternative in the dataset these are put next to each other as a comparison. In addition, the results are ordered; the used methods are ranked such that the most frequently used methods are given at the top and the least used designs at the bottom. In regard to the alternative feasible evaluation methods the least often coded are presented first and the ones coded most often are placed at the bottom of the table. As can be seen, often the methods used were not specified (40%). The evaluation methods that are most often used are cross-sectional (52%). The feasible alternative methods most often coded were longitudinal method (41%); experimental method (16%), a combination between experimental and longitudinal methods (14%); and quasi-experimental in combination with longitudinal methods (14%).

Table 4.6: Overview of counter radicalisation evaluation methods used and possible feasible alternatives (percentages of the total number of samples)

Evaluation methods	% used	% feasible alternative
Unspecified	40 %	-
Cross-sectional	51.6 %	3.2 %
Cross-sectional & case study	1 %	-
Longitudinal	3.2 %	41.2 %
Cross-historical comparison & case study	1.6 %	1.6%
Quasi-experimental	1.6 %	2.4 %
Longitudinal & quasi-experimental	0.8 %	14.3 %
Cross-sectional & cross-historical comparison	-	3.2 %
Longitudinal & case study	-	7.2 %
Experimental & longitudinal	-	14.3 %
Experimental	-	15.9 %
TOTAL	***100 %***	***100 %***

Note: When similar methods are used as well as deemed feasible then these are put next to each other as a comparison. In addition, the results are ordered based on the percentage of used methods (from most often at the top to least often at the bottom) and percentage of alternative designs that are deemed feasible (from least often at the top to most often at the bottom).

4.2.3.6. Alternative feasible evaluation instruments

In regard to evaluation instruments we also made a comparison between the percentage of used instruments and the percentage of most recommended instruments. The results are given in Table 4.7. As was the case with methods, in many cases the evaluation instruments were not specified (44%). In addition, it can be seen that generally more quantitative instruments are deemed feasible than that they are used. In addition, the use of multiple instruments is often deemed feasible while current the practice is characterized by the use of single instruments (i.e. observation in 22% of the samples and qualitative interviews in 14% of the samples).

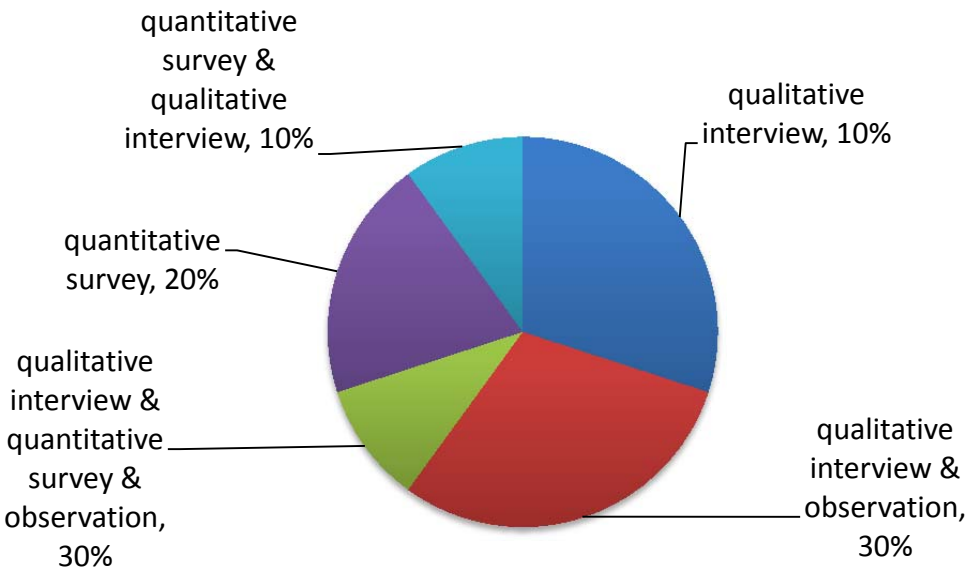
Table 4.7: Overview of evaluation instruments used feasible alternative instruments (both by percentage).

Evaluation instruments	% used	% feasible alternative
Not specified	43.7 %	-
Observation	22 %	-
Qualitative interview	13.6 %	-
Qualitative interview & observation	4.8 %	-
Quantitative survey & focus group	4.8 %	-
Qualitative interview & focus group	4.8 %	-
Data mining	1.6 %	-
Quantitative survey & qualitative interview	0.8 %	-
Quantitative interview	0.8 %	15.6 %
Quantitative survey	0.8 %	-
Quantitative survey & quantitative interview	0.8 %	31.8 %
Quantitative survey & quantitative interview & observation	0.8%	19.1 %
Qualitative interview & observation	0.8 %	-
Focus group	-	1.6 %
Quantitative survey & quantitative interview & observation	-	0.8 %
Focus group & quantitative survey & quantitative interview	-	0.8 %
Focus group & quantitative survey & quantitative interview & observation	-	1.6
Focus group & quantitative survey & quantitative interview & observation	-	4 %
Quantitative interview & observation & focus group	-	4.8 %
Quantitative interview & observation	-	5.6 %
Quantitative interview & focus group	-	12.7 %
TOTAL	***100 %***	***100 %***

Note: The results are ordered based on the percentage of used instruments (most often used on top and least often at the bottom) and percentage of instruments deemed feasible for usage in the interventions (least often at the top and most often at the bottom). If used instruments and instruments deemed feasible matched the values are depicted at the same line.

Again, as a comparison, in Figure 4.9 we depicted the research instruments most often used in the ten samples of the criminality literature. It can be seen that here the emphasis is mainly on the use of instruments to collect empirical data. In seven out of the ten samples multiple instruments were used.

Figure 4.9: Percentage of research instruments used in ten evaluation samples from interventions countering criminal behaviour and involvement in criminal groups



4.2.4. Cross-tabulation of factors

The dataset allows for a wide range of questions to be answered by comparing combinations between different factors. In this section we provide one example by examining a key question that can be asked: *''what evaluation methods were most often used in preventive, restorative, and suppressive counter-radicalisation interventions and which evaluation methods were most often considered to be feasible alternatives?''.* In Table 4.8 we provide the most used evaluation method in assessments that focused on, respectively, long-term prevention, long-term restorative interventions, and long term suppression. In addition, we provide the evaluation method that was considered most feasible in each respective category.

To investigate this we preformed two cross-tab analyses in SPSS. The first analysis included the goal of the intervention and the most used evaluation method. The second analysis included the goal of the intervention and alternative feasible evaluation method. The results are given in Table 4.8.

As can be seen, based on information provided in the articles in about one third to half of all the samples investigated, a recommended longitudinal method was deemed possible. Instead, the method most often used in evaluation studies was cross-sectional (so at one point in time).

Table 4.8: Results of a cross-tab analysis of the method most often used and the method that was most often coded as a feasible alternative in the research field of, respectively, long-term prevention, long-term restoration, and long-term suppression of radicalisation.

		Most used evaluation method	Alternative feasible method
		Cross-sectional	Longitudinal
Goal of the intervention	Long-term prevention (*N* = 54)	63%	48%
	Long-term restoration (*N* = 49)	34%	59%
	Long-term suppression (*N* = 14)	50%	29%

4.3. Conclusion

The present Work Package 2.3 investigated the state-of-the art of evaluation methods and instruments that are currently being used to evaluate effectiveness of counter-radicalisation interventions. An extensive literature review was conducted (covering Europe, the U.S.A., Asia, and the Middle-East) in combination with direct requests for data to leading researchers in Europe, the U.S.A. and Australia.

It can be concluded that hardly any empirically based evidence of counter-radicalisation interventions exists. Methods and instruments used in evaluation studies are often not specified. When specified, the methods used are mainly cross-sectional while the majority of the interventions focus on long-term prevention or restoration. Thus, a longitudinal approach is often deemed feasible.

The results show that evaluation mainly focuses on the individual level (potentially radicalising individuals or radicalised individuals). Relatively little attention exists for effects on the group level. Almost no research exists that has looked at effects on the social context of a radicalising individual or group, namely their family, friends and community.

Another major finding was that little to no attention is given to the costs of an intervention. To our knowledge, hardly any studies exist considering the investment in financial terms or man-hours and the outcomes. Clearly, in future studies this aspect deserves greater attention. One suggestion to incorporate financial analyses is simply counting the man-hours involved in an intervention.

In evaluations, single instruments are often used while the use of multiple instruments is often deemed feasible as well. The quality of evaluations was rated low to medium level. No high-quality evaluations (defined as multi-method empirical studies in combination with multiple instruments) were encountered in the manuscripts describing counter-radicalisation interventions.

The use of longitudinal research methods including a pre-, during-, and post measurements and, if possible follow-up measurements as well, was often deemed feasible. This approach should investigate effects in the long term (more than a year). In addition, the use of control groups (a comparative sample) is recommended to be able to test for both desirable and undesirable effects of an intervention. As no intervention is the same, the evaluation needs to be adapted to the intervention. However, empirically based evaluations are recommended in which quantitative data is collected. This would allow for a meta-analytic study of effects of the intervention (impact?), but also to investigate underlying mechanisms (why does it work?) and moderating circumstances (under which conditions is an intervention suitable?).

It is acknowledged that evaluation research of counter-radicalisation interventions is subject to great challenges and obstacles ranging from pragmatic issues to ethical considerations. As mentioned earlier, to illustrate feasible alternative approaches the present meta-analysis also included studies from the related field of criminology (see also Mullins, 2010). In contrast to the relatively novel field of counter-radicalisation assessment (most of the evaluation samples were from 2008 or later) the criminology field relies on more than 50 years of experience of evaluating interventions countering criminal and violent groups and individuals.

This is illustrated as, in contrast to counter-radicalisation evaluation studies, we encountered high-quality evaluations in the ten manuscripts from the field of criminology focusing on interventions countering criminal gangs. The standard for evaluation in the field of criminology (which also encounters great challenges for evaluation) is characterized by the use of a diversity of research methods including experimental and quasi-experimental counterfactual designs, longitudinal designs, and theory-based evaluations. The evaluations include hypotheses and assumptions that can empirically be tested. Evaluations often include multiple instruments (interviews, surveys, observations, calculation of indicators of recidivism). Examples of “good practice” in the field of evaluation are the evaluation studies of Irving A. Spergel and colleagues e.g. Spergel et al. (2005) who investigated effects of community-wide approaches to gang prevention, intervention and suppression programmes in the USA. But empirical research is also conducted in Europe, as is evident from a recent meta-analysis by Koehler and colleagues (2013) on young offender treatment programmes. This approach illustrates the value of an empirical, quantitative, multi-method approach to evaluating effectiveness of interventions.

Another recent meta-analysis by Gravel et al. (2013) shows an additional advantage of meta-analysis as it helps in developing a theoretical framework in understanding the phenomenon under study, and investigating it. This is one of the reasons this approach was chosen in the present report as well: to develop our understanding of (de-)radicalisation; ‘what works’ in counter-radicalisation interventions; and how can we best investigate the impact of these assessments.

To conclude, the present investigation confirms that evaluations of counter-radicalisation intervention is underdeveloped even though existing reports do provide insight in possible underlying mechanisms which may be at work. Nevertheless, there is a significant lack of empirical tests of propositions and assumptions. The present review provides an overview of existing work on effectiveness of counter-radicalisation interventions complemented by studies from the related field of criminology. This offers us concrete recommendations for high-quality evaluations for empirical tests of propositions. Some recommendations are made which are available in the dataset that describes, in detail, the intervention and evaluation. In short, we would strongly recommend the development of an empirically based, multi-method, longitudinal evaluation approach. Empirical results of evaluation studies can be incorporated in meta-analyses that can help us to clarify not only what works, why it works, and under which conditions, but also to determine which studies are necessary to build a strong foundation for development of counter-radicalisation interventions and evaluations.

5. Synthesis

The data files of radicalisation factors (Chapter 2, FRS), interventions (Chapter 3, TNO), and evaluations (Chapter 4, UNIMIB) were synthesised into one overall database that contains the state of the art within and across these three domains. This chapter describes the method we used to combine the different types of data across the files, and visualises exploratory findings from the database.

It should be noted that this chapter only touches upon possible findings for exploratory purposes. The database allows for queries from an almost unlimited number of perspectives and theories by identifying relationships between different aspects of radicalisation, interventions, and evaluations. By using a network approach for visualisation, complex relationships between variables can be represented without sacrificing clarity. Original sources, such as scientific articles, remain included in the database to allow for further scrutiny of the backgrounds.

5.1. Method

In WP2, three separate data files were constructed that represent typologies on radicalisation factors (Chapter 2), intervention (Chapter 3), and evaluations (Chapter 4). As described in the previous chapters, input for these data files differs but always included scientific literature. In this method section, we describe how these files were merged.

5.1.1. Merging of files

Data files were merged using a key file with unique identifiers for all entries. The key file is a common database identifier, which allowed the three research groups (FRS, UNIMIB, TNO) to work in parallel but share the outcome as a single database file. Slight differences between the requirements necessitated operation on three different data files. The way the data files were construed is described in Box 5.1.

Box 5.1: Construction of files in WP2 database

Construction of files in WP2

FRS produced a dataset based on theoretical consideration, interviews, and the researcher appraisal of radicalisation factors. This dataset consists of *relationships* (or edges) between factors deemed relevant for radicalisation, and is therefore called an *edgelist*. Each source can appear in several rows, as each radicalisation factor may relate to several other radicalisation factors. The data file consists of an excel file with the columns mentioned in Table 3.1, see Chapter 3) to be filled in during the literature search. Each row in the data file features one element and its relation with another element (EDGE FILE). These elements each belong to a certain dimension.

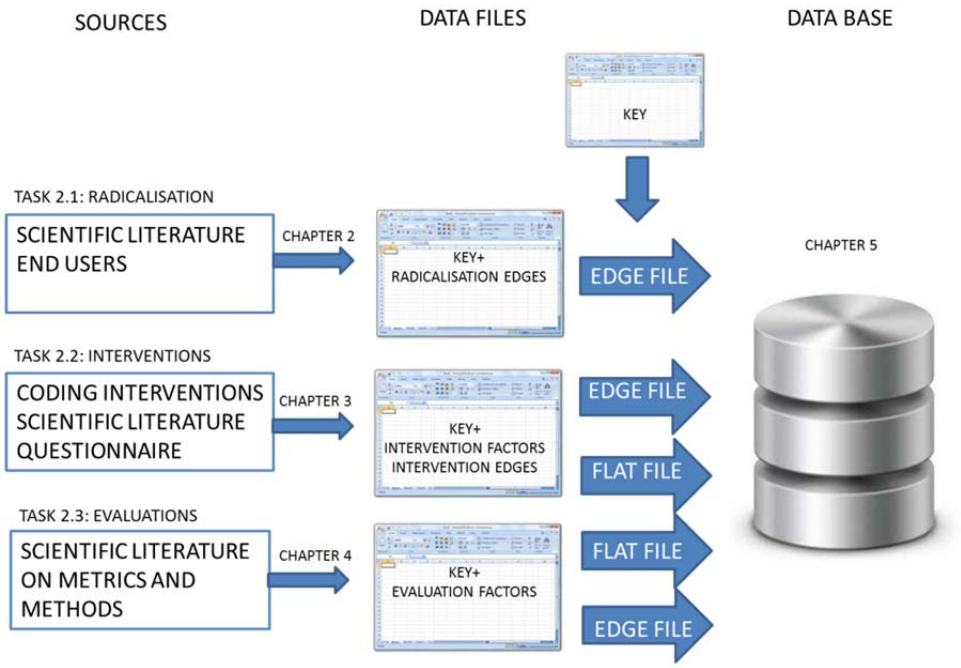
TNO produced a dataset focused on *relationships* among factors related to interventions (similar to FRS; EDGE FILE) as well as on categorisations along *dimensions* (similar to UNIMIB; FLAT FILE).

UNIMIB categorised each evaluation along *dimensions* of methodology used and outcome obtained (see Chapter 4 and Appendix 3 for an overview of all dimensions). This means that each evaluation generally appears in the file as one row (FLAT FILE).

The three edge lists were synthesized during a working session in September 2014 that was attended by consortium partners FRS (responsible for Task 2.1, factors of radicalisation), TNO (work package leader and responsible for Task 2.2, interventions), UNIMIB (responsible for Task 2.3, evaluations), RAND (responsible for WP3) and HU (responsible for ethical considerations). During this working session we transformed the TNO and UNIMIB flat files into additional edge files, based on the assumption that within one entry, all dimensions that characterise the entry are related (as they all pertain to the same intervention). This method was used to increase the connection between different data files that were based on different (types of) literature. By transforming flat files into edge files we added about 60,000 edges for TNO, about 180,000 edges for MIB, in addition to the edges that were already available.

These data were combined by using the aforementioned key file, which contains the intervention/evaluation title, a reference, an abstract, and a numerical key (progressive number) to uniquely identify the source. Figure 5.1 shows an overview of the construction of the synthesised database.

Figure 5.1: Combining three data files into the synthesised database



This focus on relations, or the relational approach, allows for a networked visualisation of the factors that are relevant for radicalisation, interventions, and evaluation methods, and will support the toolkit to be developed in WP3. Figure 5.2 shows the way in which the input into the data base leads to the relational network to be used in the toolkit.

Figure 5.2: Transitioning the database into a relational network

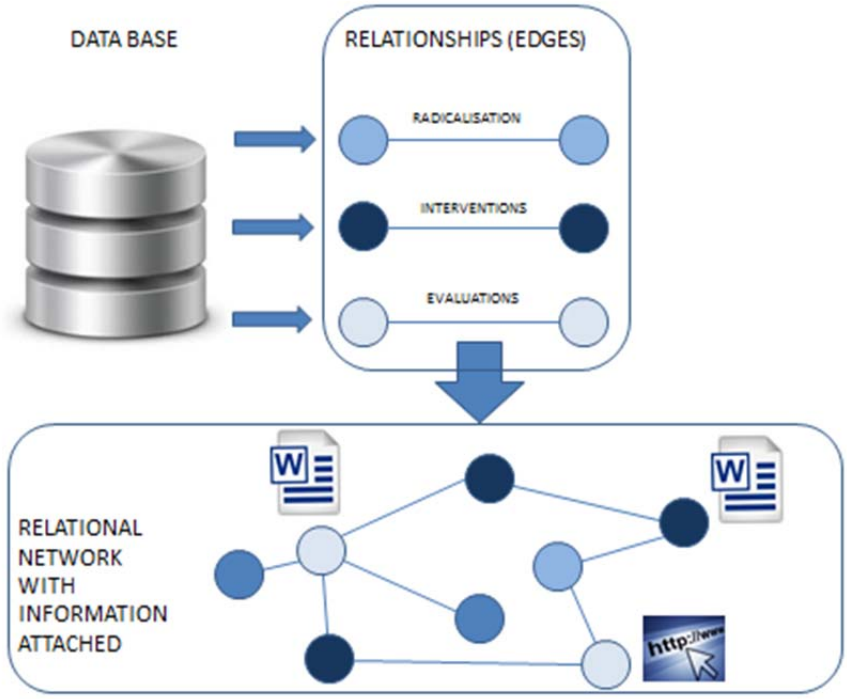


Table 5.1 shows the contents of the database in numbers. We have identified 47 dimensions coded in the database. Each dimension consists of several elements or points, described in Chapters 2, 3 and 4; for example, the dimension *ideology* has, among others, *right-wing extremism* and *left-wing extremism* as nodes. Each element that has a relation with another element is a node in the database. We have identified 531 nodes. Exclusive relations between nodes (the edges) are 34,097. The total amount of edges, including all relations between nodes are 220,000.

Table 5.1: Database statistics

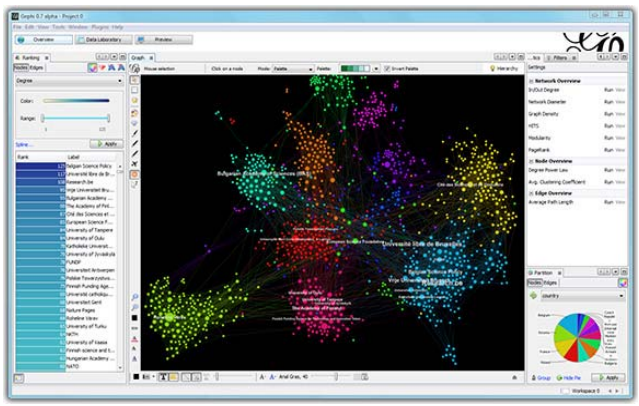
	Dimensions[a]	Nodes[b]	Unique edges[c]	Total edges[d]
Number	47	531	34,097	220,000

[a] *Factors (characteristics of radicalisation, interventions, and evaluations) coded in the three databases*
[b] *Points in network (all labels of all factors)*
[c] *Exclusive relations between all nodes*
[d] *Relations between all nodes, including doubles, triples, etc*

5.1.2. Visualising network: software used

For the purpose of visualising networks prior the formation of the toolkit, mainly for demonstrating purposes, we used Gephi software (http://gephi.github.io/; see Figure 5.3). Gephi is an interactive visualization and exploration platform for all kinds of networks and complex systems, dynamic and hierarchical graphs. It runs on Windows, Linux and Mac OS X. Gephi is open-source and free.

Figure 5.3: Software programme Gephi



Gephi is useful for our purposes because it allows for visualizing the results of queries to the database, i.e. intuition-oriented analysis by networks manipulations in real time, as well as link analysis, i.e., revealing the underlying structures of associations between objects, in particular in scale-free networks. Available metrics include centrality (used in sociology to indicate how well a node is connected), closeness, density, and path length. The next paragraph shows a number of visualisations of selections of the network in the database.

5.2. Explorations: visualising the database

This paragraph illustrates the type of visualisations a relational database could produce by showing informative selections of the network in the database. It should be noted that the factors and relations in the relational database represent data, but that this data consists of the occurrence of connected elements in the coded papers and other sources (co-occurrence). This chapter shows a sample representation of what we found in the literature.

5.2.1. What are the central concepts in the three domains?

We split the network into three separate networks, consistent with the three domains in WP2, i.e., radicalisation, interventions, and evaluations (Figures 5.4, 5.5, and 5.6). In each network we highlighted the central dimension, i.e. the factor that most often occurred in the literature. For the entire database this was *mechanism*, i.e., the processes the intervention

focusses on, such as identity, social group, emotions, possibilities, norms and values, improving (personal) relationships, knowledge, and competences.

Figure 5.4: Central dimensions in radicalisation network

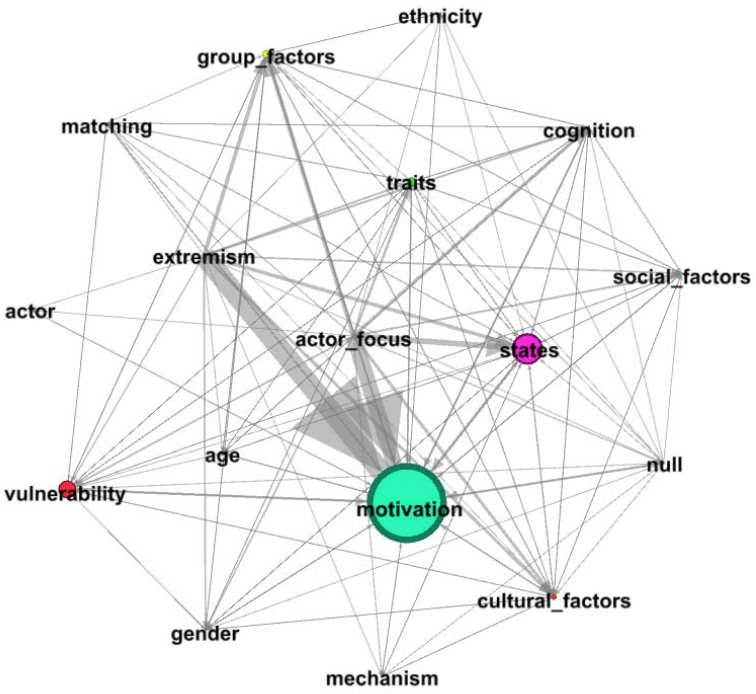


Figure 5.4 depicts the central factors that appear in the literature on radicalisation factors (as described in Chapter 2), with *motivation* as central factor. The width of the arrows indicates how many sources identified the relation between the two factors; the wider the arrow, the more references we found. The position of the factors signals their centrality; more central factors have more relations with other factors. The larger the factor (dot), the more important the factor is in the network.

Although the *mechanism factor* is not central in the radicalisation literature, which makes sense as it is a factor that concerns interventions, it has links with more central factors such as actor focus (is the intervention targeted at the individual or a group), cultural factors, and motivation. These links suggest that there are a number of actionable factors to tap into the mechanisms that are relevant in particular situations. Actionable factors are those factors that can be altered. For example, generally speaking, gender is not an actionable factor. However, cultural factors (in particular, acceptance of violent behaviour, mentioned 29 times in the literature) could be actionables that are central to relevant mechanisms. Cultural acceptance of violent behaviour might be underestimated by the de-radicalisation community, but may be actionable through, for instance, violence expression management.

Also, it is clear that the male factor is important in explanatory factors. This might be connected to a) cultural identity and b) acceptance of violence behavior, considering that women are less prone to use violence (UNODC, 2013). This could imply, that interventions could not only focus on males, but also on culture and the acceptance of violence.

Figure 5.5: Central dimensions in interventions network

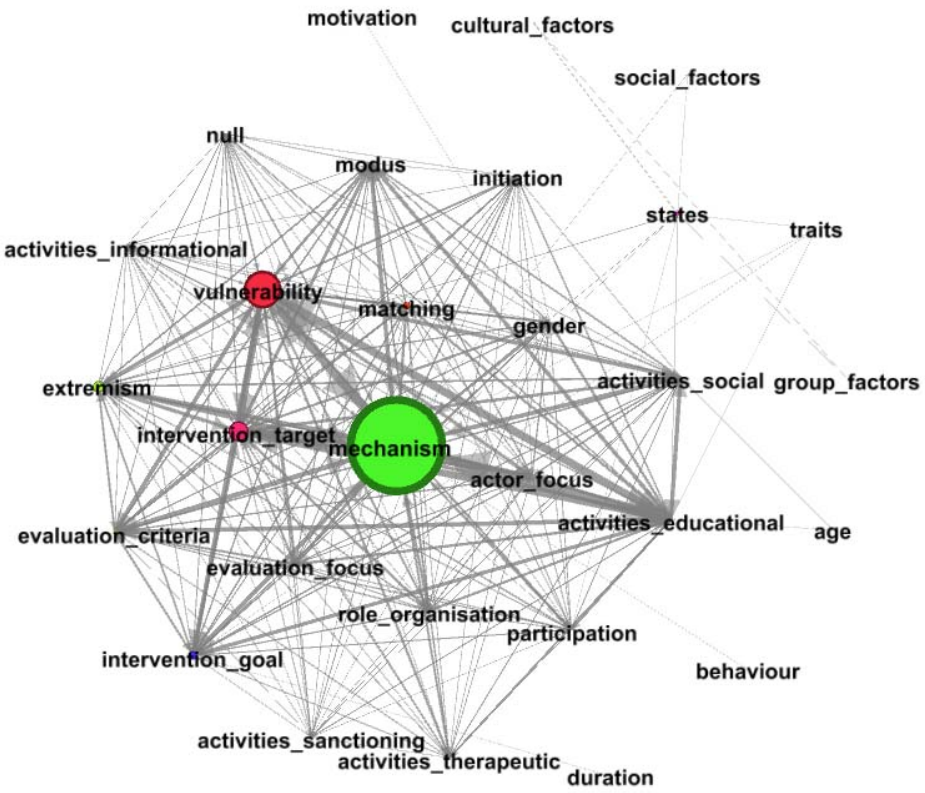


Figure 5.5 shows the central concepts in the interventions network (as described in Chapter 3). The *mechanism* factor is, understandably, central in the interventions network. In describing interventions, the processes the intervention focusses on, such as identity, social group, emotions, possibilities, norms and values, and knowledge, are connected to, on the one hand, vulnerabilities that make radicalised or radicalising individuals and groups eligible for the intervention programme (e.g., their relations, criminal record, behaviour), and on the other hand the specific activities that are part of the intervention (e.g., educational activities such as training, or social activities such as involving parents). Crucial factors in this network are also the goal of the intervention (i.e., prevent, mitigate, disconnect, repress) and the target group of the intervention (i.e., non-radical individual (or group), potentially radicalising individual (or group), radicalised violent individual (or group), etc.). A toolkit should at least include these factors if it is to be useful to end users. Evidently, these separate factors could

be identified by simple descriptive analyses, as showed in Chapter 3. This network representation adds a comprehensive overview of the relative importance of these separate factors. For example, intervention goal and vulnerability both feature frequently in the literature that describes mechanisms that are tapped into interventions, and they are also related with each other.

Figure 5.6: Central dimensions in evaluations network.

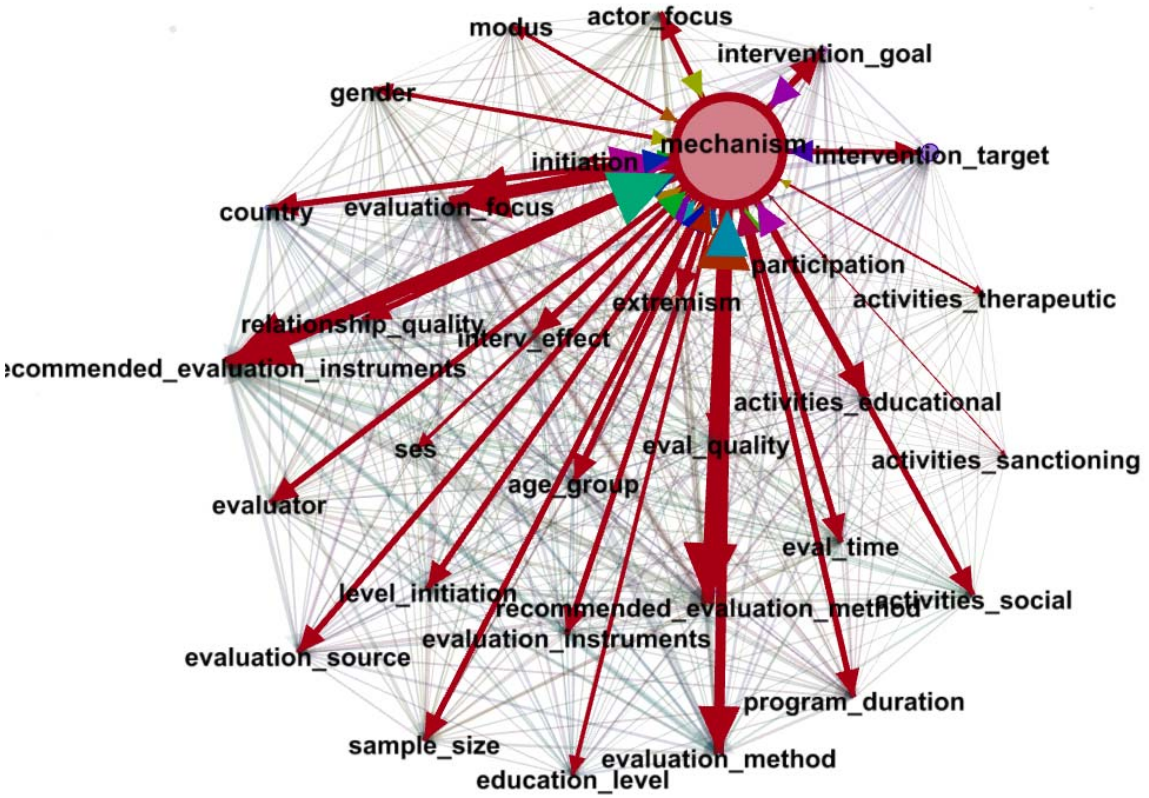
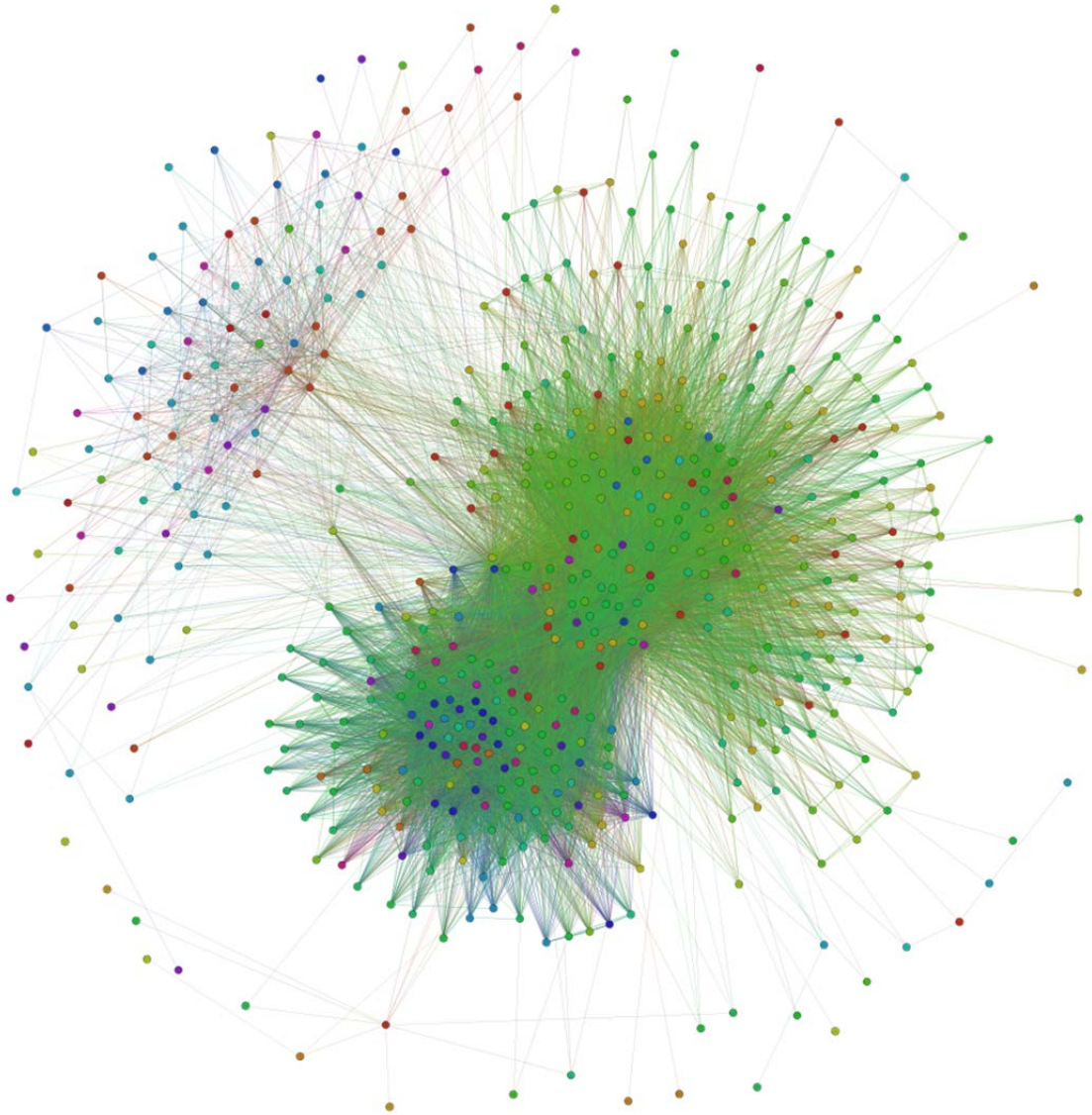


Figure 5.6 shows the central concepts in the evaluations network (as described in Chapter 4) and how they are related to *mechanism.* It seems that *mechanism* serves as a linking pin between, in particular, the interventions and evaluations networks, as both network show many strong relations between their central factors and mechanism. In the interventions network, the mechanism that interventions act on are linked with the recommended evaluation (i.e., the evaluation methods and instruments that our experts would advise for specific interventions), and the focus of the evaluation (i.e., impact, process, economic, or mechanism). Interestingly, evaluation instruments are less often related to mechanisms than evaluation methods, but this is not true for recommended evaluation instruments.

A visualisation of the entire network based on our database is shown in Figure 5.7. The entire network consists of more than 200,000 relationships (lines in the figure) between more than 500 factors (dots in the figure), from the radicalisation data file (Chapter 2, FRS, purple,

top left corner), the intervention data file (Chapter 3, TNO, blue, bottom), and the evaluation data file (Chapter 4, UNIMIB, green, top right).

Figure 5.7: Entire network from WP2



Clearly, this network is too complex to make sense of without any filters. The most optimal way to make sense is by working interactively with the network through software such as Gephi. For the sake of this report, in the next paragraphs we will present some filters to show the possibilities of the database.

5.2.2. How is the intervention goal related to effectiveness?

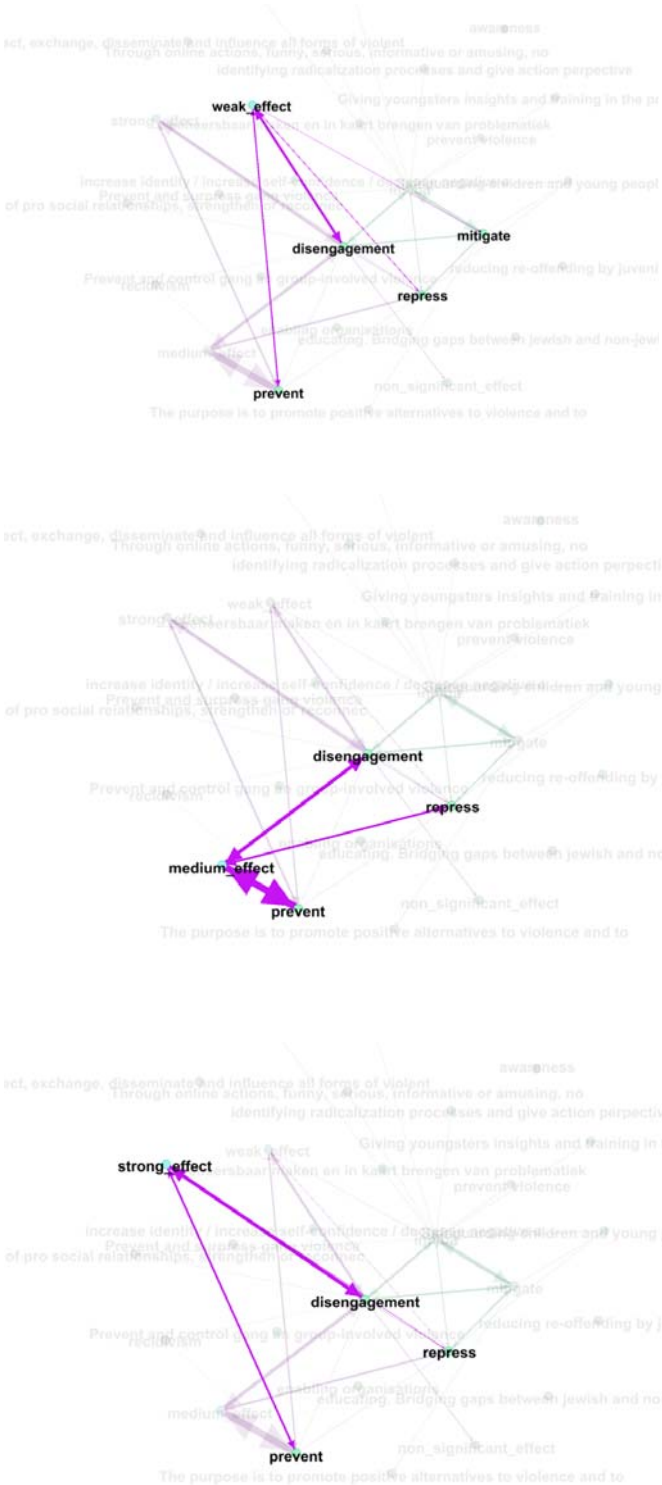
Three levels of effectiveness of interventions were coded, i.e., weak, medium, and strong effectiveness. To what extent is the intervention goal associated with effectiveness of the

intervention? Figure 5.8 shows the relations between these three levels and the intervention goal (i.e., prevent, mitigate, disengage, and repress) across all data in the database.

The first thing that stands out is that the 'mitigate' goal, which occurs regularly in the intervention domain (28% of all interventions, see 3.2.6), hardly appears in any of the figures. Apparently, evaluations are not often linked with mitigation interventions. Further, high effectiveness is hardly found for interventions aimed at repression.

The three representations in the Figure do not show distinctly different patterns for weak, medium, and strong effectiveness; the same intervention goals play a part in the weak, medium, and strong effect networks. However, the literature on highly effective interventions mainly deal with the prevention and disengagement goals, whereas all goals are mentioned in the less effective interventions. Also, most references in the literature deal with a medium effect on prevention goals. Still, these specific networks do not provide us with definite guidance on which intervention goals generate the strongest effects. But the networks could be the starting point of a search for interventions that show, for example, strong effects and have a specific goal, for example, prevention. Our method allows for quickly finding all sources (interventions) that aim at prevention and show strong effects, and, if necessary, filter the selection of interventions by even more factors. Once the tool is developed in future WPs, end users can quickly overview what factors (now in the background) they need to keep in mind when, for example, searching for preventive interventions with medium or strong effectiveness.

Figure 5.8: Relations between weak, medium, and strong effect of intervention and the intervention goal



5.2.3. How are the intervention goal and ideology related?

To what extent is the intervention goal different for different types of ideologies? Figure 5.9 shows the linkages between ideologies that interventions are targeting (in this representation, only right-wing ideology and general, i.e., not ideologically oriented, interventions) and the goal of the intervention (i.e., prevention, mitigation, disengagement, and repression). Interventions targeted at right-wing extremists generally focus on disengagement (for example Exit Deutschland), whereas general interventions tend to focus on prevention.

Figure 5.9: Ideologies that interventions target and the goal of the intervention

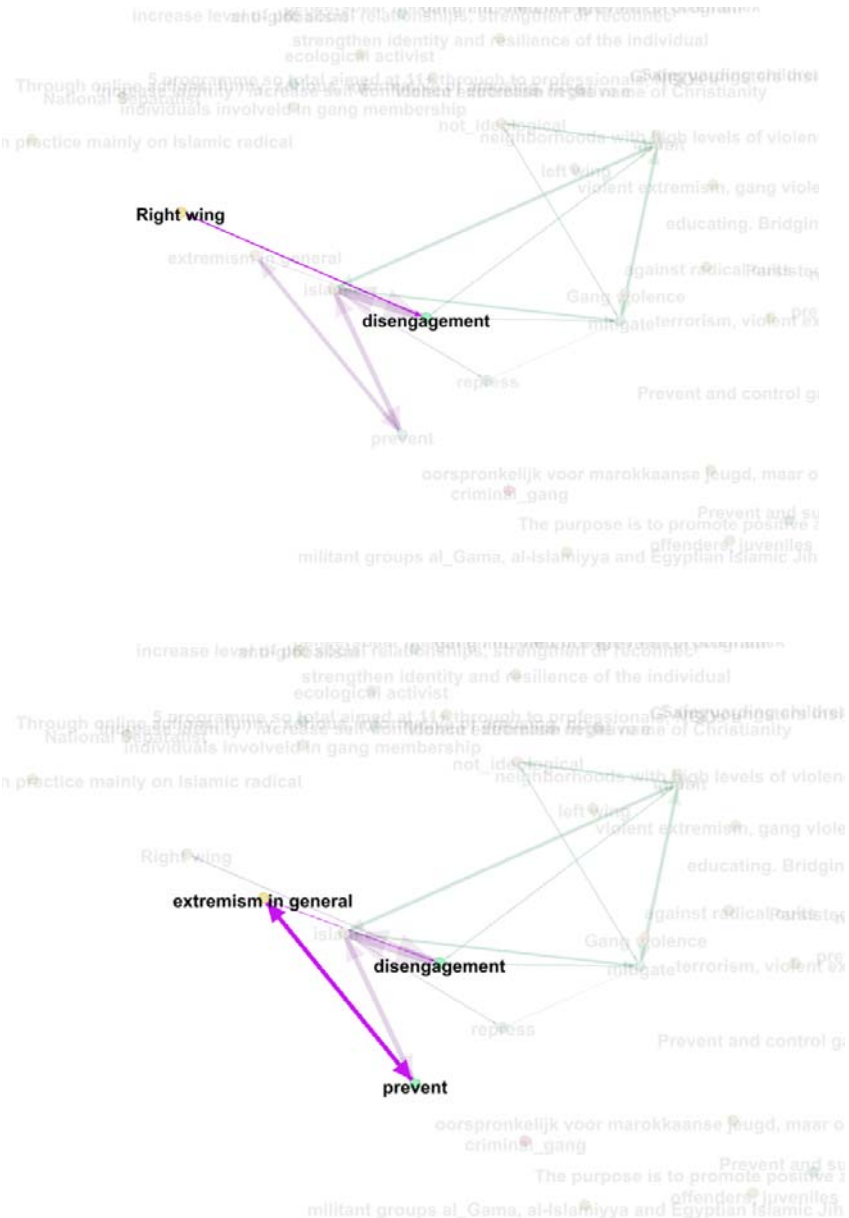


Figure 5.9 makes clear that, although general interventions i.e. interventions that do not target one particular extremist ideology, also aim at disengagement, their main goal is prevention. Apparently, interventions that do not target one particular extremist ideology are broader in their scope. For example, they include general campaigns aiming to change attitudes. On the other hand right-wing focused interventions in our database are mainly Exit Deutschland-type of interventions that work on disengagement.

5.2.4. How are mechanism and ideologies related to the effectiveness of interventions?

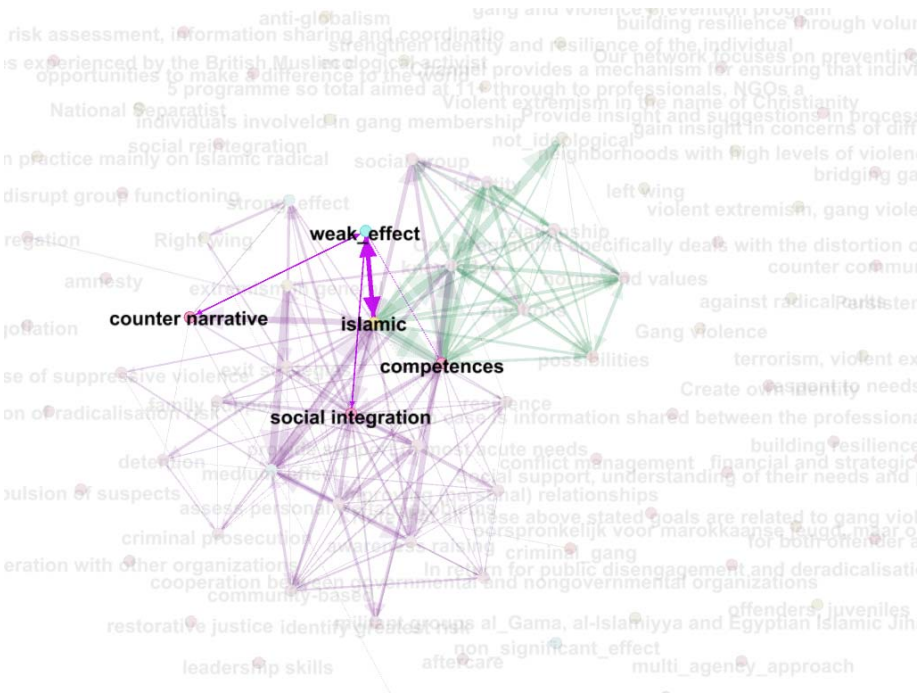
To what extent is effectiveness of the intervention related to type of ideology and the mechanism that is used by the intervention? Figure 5.10 shows the networks for weak and strong effects respectively, with only the mechanism and extremism factors included. The purple dots (and arrows) come from the radicalisation database (Chapter 2), and the green dots (and arrows) come from the other databases. The networks show a link between strong effects and interventions for right-wing extremists, whereas interventions aimed at Islamic extremism seems to achieve relatively smaller effects. This is an example of how network visualisation can aid in representing information that is not very easily retrieved using frequencies or crosstabs; the Figure shows the relative importance of mechanisms as well as extreme ideologies in literature describing low effective (weak effects) and high effective (strong effects) interventions.

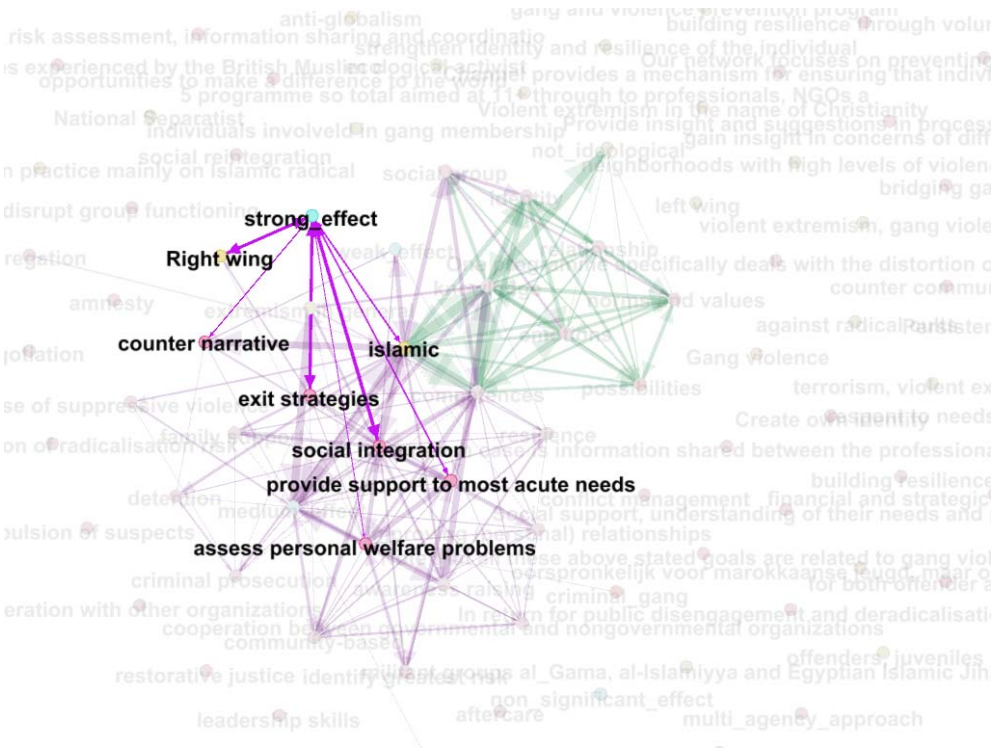
In addition, an end user might want to know how this difference can be explained. This could be done in at least two ways:

1. Compare the networks of right-wing and Islamist oriented interventions interactively using the toolkit i.e. zoom in until a clear picture is available

2. The studies that are relevant to a specific query can be found under the elements or specific relationships in the networks. We will elaborate on this option in the next paragraph.

Figure 5.10: Weak and strong effects with mechanism and extremism





5.2.5. Clusters of interventions

We prepared a few common clusters of interventions based on relevant aspects of those interventions and their evaluations. These clusters should help the construction of the main paths of query in the to-be developed toolkit in WP3.

In the network representation software “Gephi”, we selected the following dimensions (with underlying factors): type of ideology that was targeted by the intervention (“extremism” in the database), stated goal of the intervention (“intervention goal” in the database), the mechanism used in the intervention (“intervention mechanism” in the database) and the effectivity of the intervention (“effect” in the database).

We focused on four subsets of type of ideology targeted by the interventions: right-wing extremism, Islamist extremism, non-ideological extremism, and general interventions. For each of the type of ideology targeted by the intervention we selected relationships with the remaining dimensions (intervention goal, the intervention mechanism, and the effect). We selected only those relations that were mentioned 10 or more times, because this selection provided the most informative networks. As is common for other network analyses (cf. social network analyses), the factors with the highest degree of relations with other factors are represented in the centre of the network.

Figure 5.11 shows the most relevant factors for interventions that target general ideology, i.e., do not explicitly target a specific ideology. It demonstrates that typical general interventions have intervention goals that focus on prevention and disengagement (*preventative and disengagement goals)*, while using intervention mechanisms such as *increasing knowledge, raising awareness* and *increasing resilience*, and *have medium effectiveness*.

Figure 5.11: Relevant nodes for interventions targeted at extremism in general

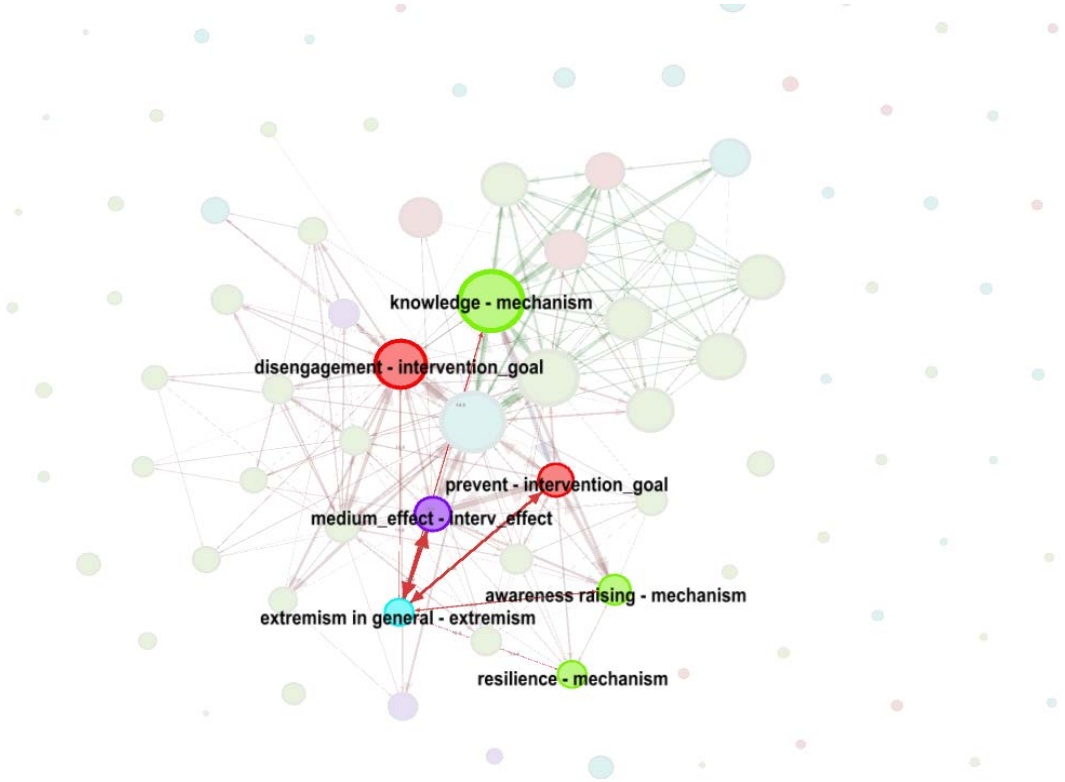


Figure 5.12 shows the most relevant factors for interventions on non-ideological extremism and right-wing extremism. Interventions targeted at non-ideological extremism aim to inhibit and mitigate radicalization and use increasing knowledge, possibilities and competences as mechanisms. No factors on effectiveness are visible in the network; this means that no strong relations between this type of intervention and any level of effectiveness were found.

Figure 5.12: Relevant nodes for interventions targeted at non-ideological extremism

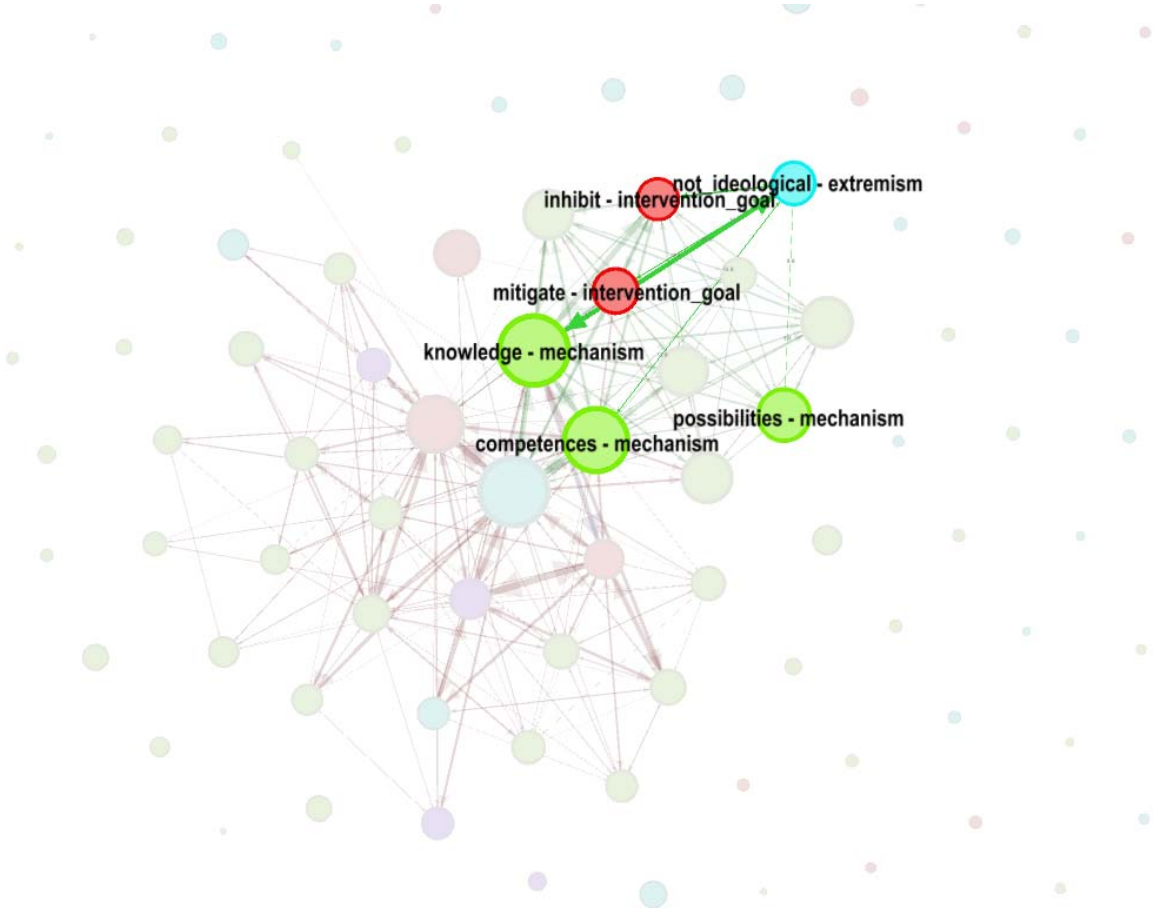
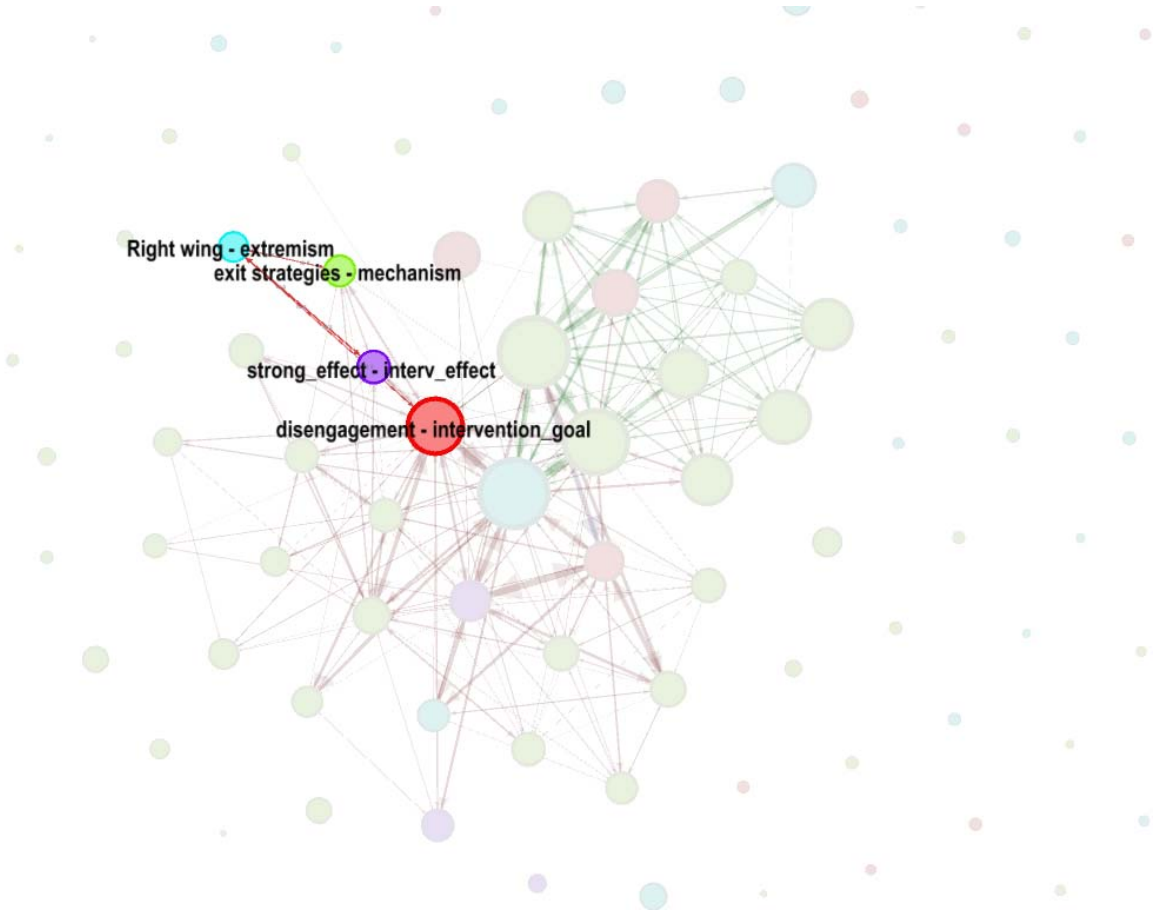


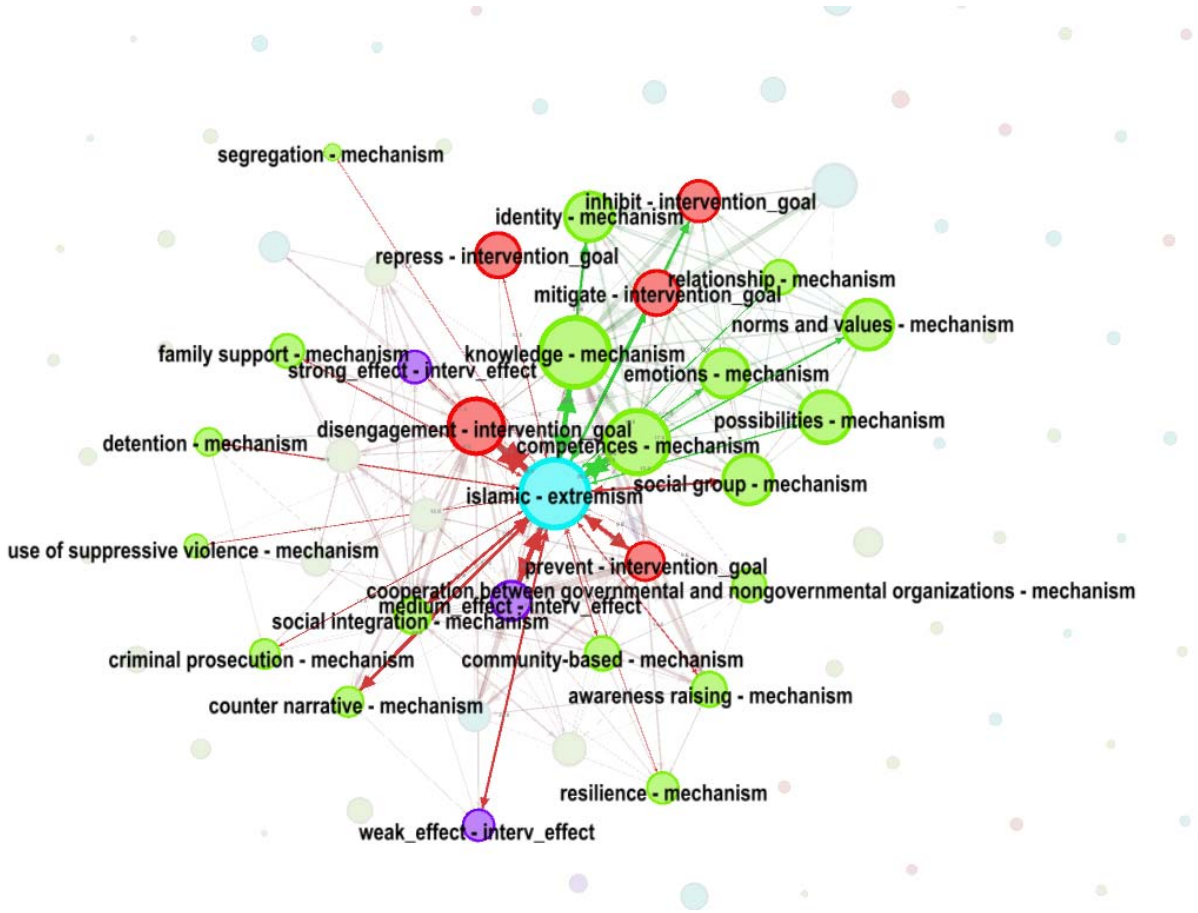
Figure 5.13 shows the most relevant factors for interventions focusing on right-wing extremism. Interventions targeted at right-wing extremism generally have the *goal to disengage the radicalized individual from their peer group*, *use an exit strategy mechanism*, and have *strong effects*.

Figure 5.13: Relevant nodes for interventions targeted at right-wing extremism



Finally, Figure 5.14 represents the most relevant factors (within our selection) of interventions targeting extreme Islamism. Much information was available for this ideology. This is represented in the more complex network representation in Figure 5.14. All intervention goals were regularly found. Predominant intervention goals were *prevention and disengagement*, as can be seen in Figure 5.14. In addition, all mechanisms that we distinguished in the coding are found in Figure 5.14. Predominant mechanisms, as can be seen in the Figure are *increasing knowledge and competences*. Effectiveness ("effect') is included in the Figure, and ranges from *weak to strong*.

Figure 5.14: Relevant nodes for interventions targeted at Islamist extremism



These Figures show that characteristics that are important in understanding the background of interventions and their evaluation vary for interventions targeted at different ideologies, specifically extreme Islamist, extreme right-wing, ideologies in general (non-specific interventions) and non-ideological extremism. The Figures also demonstrate that most information that was found for interventions targeted at Islamist extremism, as is evident by the amount of factors that was mentioned 10 times or more for this type of intervention.

Understandably, the amount of information in our database coincides with information that can be found about effectiveness. It also varies to a great extent for interventions targeting extreme Islamism, which allows for the possibility to select from the database interventions targeting extreme Islamism that are related to strong, mediocre or weak effectiveness. In addition, the effectiveness varies depending on type of ideology: Whereas interventions that target right-wing extremism are associated with (measures of) effectiveness (just as interventions that target extreme Islamism and extremism in general), interventions targeting non-ideological extremism are to a lesser extent related to effectiveness.

The goals and mechanisms also differ for interventions that target different types of radical ideologies. Whereas for radical Islamism, all intervention goals were regularly found, prevention and disengagement were predominant. For the extreme right ideologies, the goal was predominantly disengagement from the peer group. Interventions targeted at non-

ideological extremism predominantly aim to inhibit and mitigate radicalisation, and general interventions have intervention goals that focus on prevention and disengagement.

Interventions targeting extreme Islamism predominantly use mechanisms such as *increasing knowledge* and *competences.* For interventions targeting extreme right ideologies, however, the mechanism is predominantly *exit strategy.* Interventions targeted at non-ideological extremism use *increasing knowledge*, *increasing possibilities* and *competences* as mechanisms, and are therefore more alike the interventions targeting extreme Islamism. Typical general interventions use intervention mechanisms such as *increasing knowledge, raising awareness* and *increasing resilience*.

5.2.6. Associated available information in the database

In the example in paragraph 5.2.5 we found the relationship between strong effect and right-wing ideology. We can also query the database for "which parts of the literature are responsible for this set of edges", in other words where in the literature this relationship was apparent**.** As an illustration, a sample of the references that generated these edges is described in Table 5.2.

Table 5.2: Sample of the references that generated the edges described in 5.2.5

Source	Reference	Abstract
Exit Deutschland	Grunenberg, S. & Van Donselaar, J. (2006). Deradicalisering: lessen uit Duitsland, opties voor Nederland? In J. Van Donselaar & Peter R. Rodrigues (Eds.), Monitor Racisme & Extremisme: Zevende Rapportage (pp. 158-178). Amsterdam/Leiden: Anne Frank Foundation / Leiden University.	[translated from Dutch] [...] To date the Netherlands hardly has any experience with policies specifically aimed at right-wing extremist youth. Because one can learn from experiences gathered elsewhere, an overview is given of so-called 'exit' initiatives in Norway, Sweden, and Germany.
EXIT-Sweden	Bjørgo, T. & Carlsson, Y (2005). Early intervention with violent and racist youth groups. NUPI. ISSN: 0800-0018	The present book provides insights into the processes and motivations involved in group formation and joining, as well as into group cohesiveness and dis-integration, and the processes whereby individual members disengage or are unable to do so. Various forms of interaction between the group and the social environment will also have great impact on the fate of the group and its members. These are all processes and mechanisms that can be influenced through prevention and intervention measures – and more effectively so if action is based on knowledge of both the general phenomenon as well as of the local situation. The text provides a detailed description of several intervention methods and programmes that have been developed to address problems of violent and/or racist youth groups and violence, and that have been demonstrated to have some success in that respect. The main target groups are youth workers, social workers, teachers, police officers, municipal administrators, policy makers and other practitioners who are in positions where they have to handle emerging problems of racist and violent youth groups, as well as students to these professions.
Exit Finland	Bjørgo, T. & Carlsson, Y (2005). Early intervention with violent and racist youth groups. NUPI. ISSN: 0800-0018	(see previous)
The Police Security Service (Norway)	Demant, F., Slootman, M., Buijs, F., & Tillie, J. (2008). Decline and disengagement. An analysis of processes of de-radicalisation. Amsterdam: IMES Reports Series.	The aim of this study is to provide an answer to questions such as: What is it that makes radical movements break down? Why is it that a violent course of action is renounced at a certain point in time? Why do some people leave their radical group? Because of the fact that Islamic forms of radicalism are receiving a great deal of attention, and this phenomenon has, until recently, been relatively unknown in the Netherlands, we endeavour, in particular, to make assessments with regard to a possible decline in this phenomenon. We address the topic of possible de-radicalisation of Islamic forms of radicalism in the future and discuss how this process of de-radicalisation could be

		supported if required.
Coordinating group for crime prevention in Kristiansand	Demant, F., Slootman, M., Buijs, F., & Tillie, J. (2008). Decline and disengagement. An analysis of processes of deradicalisation. Amsterdam: IMES Reports Series.	(see previous)

With these data we can also can provide a link to the actual articles or websites, thus providing an evidence trail for each of the data points in the database.

5.3. Conclusions

The methodology we formulated, applied and demonstrated reveals that the network approach manages to deal with the complexity of radicalisation, interventions and the evaluation thereof. We have demonstrated that parallel to a one- or two-dimensional approach (Chapters 2, 3, and 4) a multi-dimensional approach is also attainable and that this could enhance 'sense making'.

An important conclusion is that queries with respect to factors and actors involved in radicalisation, interventions and the evaluation thereof can be answered with this database. Depending on the query formulation, the number of elements and (relationships between elements the database returns varies. Thus, we envision that different users can use the database and the toolkit to create network representations 'on the spot' that answers their respective questions.

Currently, we have demonstrated the utility of the WP2 relational database by using various software tools. These consist of tools for data collection (SPSS, Excel, Survalyser), data coding (Excel), data manipulation (Excel, SPSS, R), data synthesis (R, SPSS), data selection (SPSS, Excel, R, Gephi) and data visualization (SPSS, Gephi). For the toolkit, it would be worthwhile to have one tool that combines these features and thus makes the database accessible for stakeholders who are less familiar with this software.

Some key findings were:

- Evaluations are not often linked with mitigation interventions. Further, high effectiveness is hardly found for interventions aimed at repression.

- Cultural factors (in particular, acceptance of violent behaviour) could be actionables that are central to relevant mechanisms. Cultural acceptance of violent behaviour is generally underestimated by the counter-radicalisation community, but may be actionable through, for instance, violence expression management.

- The male factor is often mentioned as explanatory factor in the radicalisation literature. This might be connected to a) cultural identity and b) acceptance of violence behavior, considering that women are less prone to use violence (UNODC, 2013). This could imply, that interventions could not only focus on males, but also on culture and the acceptance of violence.

- Evaluation instruments are less often related to mechanisms than evaluation methods, but this is not true for recommended evaluation instruments.

- In the literature, evaluations are not often linked with mitigation interventions. Further, high effectiveness is hardly found for interventions aimed at repression. However, the literature on highly effective interventions mainly deals with the prevention and disengagement goals, whereas all goals are mentioned in the less effective interventions. Also, most references in the literature deal with a medium effect on prevention goals.

- Interventions targeted at right-wing extremists generally focus on disengagement (for example Exit Deutschland), whereas general interventions tend to focus on prevention. Apparently, interventions that do not target one particular extremist ideology are broader in their scope. For example, they include general campaigns aiming to change attitudes. On the other hand right-wing focused interventions in our database are mainly Exit Deutschland-type of interventions that work on disengagement.

- The networks show a link between strong effectiveness and interventions for right-wing extremists, whereas interventions aimed at Islamist extremism seems to achieve relatively smaller effects.

- General interventions (i.e., interventions that do not target one particular extremist ideology) focus on individuals versus groups to more or less the same extent, whereas among interventions targeted at Islamic extremism there is a strong dominance of individual programmes. This could refer to a tendency to see radicalism as personal problem in some cases (in particular, Islamist extremism) and as a social or societal problem in other cases.

6. Discussion and recommendations

In this report, we have described how and what we have found in a review of relevant information with regard to factors leading to radicalisation (Chapter 2), programmes tackling violent radicalisation (Chapter 3) and which methods, instruments and metrics are available to evaluate these (Chapter 4). This is in accordance with the description of work:

> *(...) 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 have developed three typologies to assess and investigate relevant radicalisation, intervention and evaluation factors. These are presented in this report (Chapter 2, 3 and 4). In addition, for each of the typologies we have described in each Chapter the gaps and emphases in current practice, which allows us to address what is regarded as best for future practice, which is also in accordance with the description of work:

> *(…) 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.*

Besides these tasks, we have put effort into additional work. The reason we have done this is firstly to aid the transition from the representation of the current knowledge into a toolbox, and secondly to account for the complexity of the factors involved. The additional work that we have executed consisted of:

a. Representing the current knowledge into a database that can be used as input for the toolkit

b. Creation of a database that specifies the relations between different kinds of knowledge

c. Representation of relations into an interactive network representation (Chapter 5)

The database forms the content of the toolkit that will be developed in WP3. Because questions vary from one type of expertise to another, the database will be the reference for information, conclusions and implications following relevant information. Thus, we have refrained from prescribing the most important conclusions and implications, because they vary as a function of the question at hand. However, some implications will be relevant regardless of background and expertise. We have selected some implications in the conclusions of each Chapter. Before addressing the implications of this additional work in a

section on general implications and on our innovative methodology, we will summarise important implications for each of the developed typologies. We will end with recommendations for the future.

6.1. Radicalisation

The findings on radicalisation factors build on the findings of the FP7 project SAFIRE which focused on identifying factors leading to radicalisation. Further analysis of the scientific literature as well as the consultation of several experts resulted in the present typology of factors.

A focus on extreme Islamist radicalisation factors is prevalently based on information from the last 15 years. This is something that recurs throughout the report. In addition, most research on factors leading to radicalisation focused on individual indicators of radicalisation as opposed to group indicators. However, one of the individual indicators is the perception of group influences, which gives some information about how an individual views group influences.

In the conclusion of Chapter 2, the most frequently mentioned variables regarding radicalisation are summarised. Important variables include *vulnerabilities* (e.g. family relationships, residence, jail), *states* (e.g. poverty), *motivation* (e.g. personal or fraternal experiences of unfair treatment), and *group factors (*e.g. facilitator, group identity*).* Cognitions were relatively underrepresented (e.g. ideology and religious interpretation).

We have some suggestions of next steps for research and knowledge improvement. For example, there is a lack of literature looking into different types of violence that are executed as a result of radicalisation. The relevant variables for radicalisation that we mentioned above could be different for certain types of violence. For example, to what extent is motivation related to greater impact of the violence used? In addition, the research that was done for the FP7 project SAFIRE relied to a certain extent on psychological insights, which could be a reflection of the current 'Zeitgeist'. A question could be to what extent the inclusion of other expertise leads to additional insights. For instance, could the theoretical underpinnings have been responsible for the over-representation of psychological variables for Muslim radicalism, and not for violent far-leftism or separatism? Finally, there appears to be an underrepresentation of empirical data. Most data are based on expert judgments and theoretical information. Future research could enhance a focus on empirical studies.

6.2. Interventions

Finding scientific references about intervention programmes in the radicalisation domain is not easy for two reasons. First, scientific literature on interventions is not abundant (see also RAND Europe, 2013). Second, a certain degree of overlap exists between the literature searches of Tasks 2.2 (interventions, Chapter 3) and 2.3 (evaluations, Chapter 4), because a scientific reference mostly implies that some evaluation on the intervention is apparent. We have tried to retain as little overlap as possible, and where inevitable, we have used the same coding reference using a common key file, so that the overlap is apparent in the

database. This implies that not all interventions that we incorporated were evaluated in a scientific manner. We included non-published information and materials as well. We did this in a structured manner, for example using questionnaires, interviews, or investigating descriptions on the interventions (e.g., websites). It is important not to place too much emphasis on a written description of an intervention. By incorporating the websites we have gained on information, but the information also has to be interpreted with caution. In the database, more certainty about the quality of the information can be achieved by filtering on the source of the information (e.g. scientific, peer reviewed papers versus websites).

We reported several sample outcomes of the accumulated information in Chapter 3. These were selected on the basis of hypotheses formed by end users and members of the consortium. We want to stress once more that the present findings are merely a sample of what can be retrieved from the database.

In terms of the groups of professionals that have provided relevant information in the database, over 25% were professionals with direct contact with the target group (e.g. radicalised individuals). The largest group, however (over 50%) were professionals with direct contact with the front line workers but no direct contact with the target group.

We also found that a large amount (more than 30%) of recent interventions focused on Islamist extremism. This is comparable to findings for factors of radicalisation (Chapter 2). At the same time, different types of organisations define different target groups. Whereas professionals who are in indirect contact with the target group are to a large extent not ideologically oriented, policy makers tend to incorporate ideology more. This finding could point to the danger of mismatches between policy making and the execution of interventions.

In this light, it is relevant that there is much variance in the type of organisations in our database: a majority of 45% of the investigated organisations was public (governmental), but 18% were private and 15% were charitable. This diversity is important because goals for different types of organisations partly differ: For all organisations prevention is most important, except for public organisations: They focus on mitigation to a larger extent. Also, and understandably, for public organisations repressing radical behaviour of individuals through detentions is relatively important.

The key factors mostly used by professionals to determine vulnerability to become radicalised are certain relations or contacts that the individual has with family or friends, the group the individual is affiliated with, and received intelligence (e.g. information by the police). As for the goals of the interventions for the studied organisations, a large portion (36%) focused on preventing radicalisation. This is the case for most ideologies, except for right-wing extremism, where most effort is directed at working with already radicalised individuals.

The interventions tend to focus on the improvement of knowledge and/or skills as a way to achieve their goals (e.g. prevent radicalisation). Examples are the enhancement of insight and awareness, and the enhancement of social skills. Most interventions focus on prevention and mitigation and use educational activities (such as training, dialogue, and

information exchange) and to a lesser extent social activities (such as involving parents and peers) to increase knowledge and skills. Although the emphasis on improving knowledge is understandable, we think that this also could be a caveat. Especially for targets emotionally involved in certain ways of thinking, or who feel affiliated with a certain group, the incorporation of new knowledge could be obstructed by this emotional involvement. It could be beneficial to focus on a combination of emotion regulation and providing knowledge.

There are differences between certain kinds of ideology and methodology used by the interventions: Compared with other interventions, interventions targeted at right-wing extremists centred their methodology on group affiliation, interventions targeted at left-wing extremists centred their methodology on norms, and interventions targeted at Islamist extremists centred their methodology on self-identity and emotions. Most interventions do not indicate that they match the professionals to their target group.

There is not much information on the costs associated with the interventions. Only six of the studies interventions provided information about costs. This is clearly an area where improvements can be made. This topic is closely intertwined with evaluations. Whereas this is largely the focus of Chapter 3, we did incorporate some information about evaluations in Chapter 2, mainly based on estimations of professionals regarding evaluating. Although we did find that a large amount of those professionals reported being satisfied with the outcomes of the evaluations they performed, there is no information as to the quality of the executed information. More information about this can be found in the following section.

6.3. Evaluations

The research on evaluation within the domain of interventions against radicalisation reveals that there is a lack of empirically based evidence of counter-radicalisation interventions. When studies are described, often no method or instruments are specified. For example 64% of the counter-radicalisation assessments were judged to be of low quality. Thus, there is ample room for improvement.

The majority of evaluation samples were based on reports and articles in the Netherlands (29%) followed by Saudi Arabia (7%), the U.K. (6%), Denmark, (6%), and Germany (6%). The relatively large number of Dutch samples may be due to the fact that a relatively large number of researchers and first-line professionals that were contacted in the direct request for research reports came from the Netherlands. However, it is important to take this skewedness of the information into account.

Just as for factors of radicalisation and interventions, the information on evaluations demonstrate a focus on Islamist extremism. In addition, the results show that evaluation mainly focusses on the individual level (potentially radicalising individuals or radicalised individuals). Relatively little attention is paid to effects on the group level. Almost no research exists that has looked at effects of interventions in the social context of a radicalising individual or group, i.e. their family, friends and community.

Evaluations of counter-radicalisation interventions that have been conducted almost always use cross-sectional designs while the majority of interventions focus on long-term prevention or restoration. This implies that more longitudinal evaluations are needed. In line with the findings in earlier Chapters, almost no knowledge exists about costs of interventions. More economic evaluations are clearly needed.

For evaluations to succeed, they a.) need to be based on quantitative data more, which would allow for meta-analyses, and b.) incorporate evaluations in the developmental stage of interventions. The state-of-the-art shows that methods and instruments in the evaluation field are rarely chosen to follow a theory or theoretical principle, as shown from the lack of correspondence between evaluation goals and evaluation methods. The field of criminality provides a good example of how things could proceed in the future for the domain of (interventions in) radicalisation (see for example Koehler et al., 2013; Gravel et al., 2013; Mullins, 2010). On a positive note, our meta-analysis shows that existing work on counter-radicalisation evaluations do provide insight in the mechanisms underlying counter-radicalisation.

6.4. General implications

The work that was performed in WP2 makes (again) clear that the radicalisation domain is a complex one, where the subfields radicalisation factors, interventions, and evaluations are partly overlapping. The overlap between the domains makes it difficult to arrive at clear-cut conclusions. For example, Chapter 3 on interventions and Chapter 4 on evaluations present different conclusions about the quality of evaluations in the radicalisation domain; a relatively high percentage of interventions in Chapter 3 report to evaluate, whereas the situation is less encouraging in Chapter 4. This difference could be explained by, for example, the type of literature that was consulted (self-reported information and websites versus scientific assessments), or the specific types of interventions that were included. Also, the two Chapters made different choices as to which variables from the database were presented in graphics. Finally, differences between findings could be explained by different approaches to the coding across the three subfields: the radicalisation factors were more theoretical, the intervention factors were more practical, and the evaluation factors were more scientific. This difference in type of data, which could be called a bias, is inherent to the subfields. It also highlights the lack of empirically tested interventions. And in our view, the extent to which theory is empirically tested really defines the scientific maturity of the radicalisation domain .

The radicalisation domain could increase its maturity by studying adjacent domains, for example research on gang behaviour. Gang literature could be beneficial for the radicalisation domain as there are similarities in terms of intervention design and in profiles or personality traits between gang members and violent radical group members. However, there are also differences between the two research domains. Most importantly, a major part of the research on gangs is from the United States. The US idea of freedom of speech and opinion may lead to more openness to programmes. Europe has a slightly different perspective, in that it acknowledges freedom of speech and opinion, but also regards

attempts to steer opinions and speech into a certain direction, without regarding this as a violation of human rights.

6.5. Innovative method

In trying to incorporate information from counter-radicalisation, intervention and evaluation literature, we applied insights from network approaches and meta-analyses. These ways of analyses are used to create a relational quantitative database i.e. a database based on relations between factors that allows for quantifying these relations. Our method is innovative for different reasons.

First, we made an effort to define a shared problem space by conducting a series of Morphological Analyses in which the consortium identified relevant definitions, dimensions and factors. Investing time and motivation to combine different perspectives into a shared problem space is crucial before starting the actual work.

Second, the combination of network approaches and meta-analyses offer relevant advantages. Meta-analyses provided us with the opportunity to combine information from different studies in a systematic and traceable manner. A network approach is an intuitive way to illustrate relationships between different factors. These can form the basis of how a user of the evaluation toolkit can easily find relevant answers to questions.

Third, by coding as many factors as possible, taken from a diversity of sources, we made it possible for end users and researchers and consortium members from different disciplines to make their own queries into the vast amount of knowledge that the database contains. In future WPs, our dynamic database can be developed in turn into a dynamic tool for finding relevant information about evaluating counter-radicalisation interventions.

6.6. Future recommendations

It is crucial to stress the fact that this deliverable is the tip of the iceberg of our work, as we provide a large dataset that can be considered as a fundament for the work of following WPs. Besides for consortium internal use, our recommendations are also relevant for other researchers, policy makers and end users in the domain of evaluating radicalisation interventions.

- The use of a database structure increases a systematic, traceable, retrievable and dynamic storage of information. We advocate the use of this approach in complex research domains.

- The fact that the database is dynamic in structure, implies that it is possible to update it with forthcoming information. However, this necessitates future effort to refresh the database. It is recommended that this task is covered during and after the IMPACT Europe project. One way this could be done is to use the questionnaire we designed. A network such as the Radicalisation Awareness Network could play a role in future update activities.

- The resulting toolkit should be designed in such a way it can handle the information that is provided by the database. The database should for example be relational, include (references to) original sources, be updated regularly, and not be restricted to specific theories or perspectives.

- The following WPs could invest into acquiring more information about how to calculate costs and benefits of radicalisation interventions and evaluations. This information is desired by end users but is hardly ever available. Economic expertise is highly recommended.

- Researchers need to be open to end users about the lack of evidence for effectiveness of interventions.

- Because there is ample room for improvements in evaluating interventions in the radicalisation domain, a more comprehensive data collection of gang literature could help the future database.

- Different potential users (academics, end users, policy makers) may require different explanations and/or descriptions of the work. We need to identify the requirements of these different groups in future WPs.

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Appendices

Appendix 1: Short description of networks and reports that guided priority list of intervention coding

The Radicalisation Awareness Network (RAN): Preventing Radicalisation to Terrorism and Violent Extremism: Strengthening the EU's Response. RAN Collection Approaches, lessons learned and practices. First edition 15 January 2014.

RAN has been set up by the European Commission as an EU-wide umbrella network of practitioners and local actors involved in preventing and countering radicalisation. The report is a practical, evolving and growing tool that consists of a collection of interventions that provide practitioners, first liners and policy makers with inspiration and examples of prevention experiences. In total, 71 interventions from this report were incorporated in our overview.

Counterextremism.org: This website is managed by the Institute of Strategic Dialogue, and contains an online repository of specialist knowledge related to countering polarisation and radicalisation in Europe and across the world. It is one part of a wider European commission-funded project to support the dissemination and exchange of best practice in the field of counter-radicalisation work across Europe. The website contains government policies and programmes, both current and historical and case studies and evaluated best practices of government and non-government projects and activities aimed at tackling radicalisation and polarisation. The documents are searchable by theme, country, country area (were intervention is applied) and type of documents. The repository contains 389 documents (21 March 2014). We started our search by studying the case study reports (21) and evaluation reports (43). Furthermore there was a working paper in which different interventions were described. In total 80 interventions from this website were investigated in more detail.

SAFIRE FP7 project (2011). Synthesis report on the results from work package 2: inventory of the factors of radicalisation and counterterrorism interventions. Grant Agreement no. 241744.

This report presents an inventory of interventions associated with individuals or groups within the realm of radicalisation. The goal(s), the method, the focus and the stage of the process of radicalisation are investigated. In total, 87 interventions from this report were incorporated in our overview.

Ingrijpen bij radicalisering - De mogelijkheden van de eerstelijnswerker (Intervening in radicalisation – Options for the first line worker). TNO report TNO-DV 2009 C365, oktober 2009. M. Lousberg, MSc., dr. D. van Hemert, dr. S. Langelaan. Prepared for the Dutch Ministry of Interior.

This report contains fifteen clusters of preventive, curative and repressive interventions that are focused on preventing radicalisation and de-radicalisation of right wing extremists or Muslims. In total 212 interventions were incorporated in our overview.

Appendix 2: Interventions questionnaire

E-MAIL

Dear sir/madam,

You have been selected because your organisation develops, finances, and /or applies interventions aimed at preventing radicalisation or de-radicalisation of individuals.

We kindly request you to fill out our questionnaire on interventions which your organisation is or has been involved in. Filling out this online form will take about 20 minutes of your time. The questionnaire can be accessed through the following link.

The questionnaire is part of an European Union research project IMPACT Europe (Innovative Methods and Procedures to Assess Counter-Radicalisation Techniques in Europe). The aim of this EU project is to identify characteristics of interventions aimed at preventing or mitigating radicalisation in the EU nations. Characteristics such as target groups, duration, type of intervention, financing and evaluation methods are the focus of attention.

[LINK]

We request you to have this questionnaire filled out by one person of your organisation who is involved with your intervention(s). We have tried to identify the appropriate person beforehand, but if you a more appropriate person in mind, we kindly request you to forward this email to that individual. If you do not want or are able to fill in the survey, but would still like to be kept in touch with project news in quarterly newsletters from Autumn 2014 onwards, please reply to this email.

We greatly appreciate your contribution to this significant endeavour.

QUESTIONNAIRE:
Dear sir/madam, welcome to the IMPACT questionnaire on interventions involving preventing and/or mitigating radicalisation.
For a short description on the EU project IMPACT Europe, please click on this link. [link to IMPACT description]. If you would prefer an interview with one of our researchers instead of filling out this online questionnaire please click on the following link. [link to e-mail address]
Before we start, we are required by EU regulations to ask your explicit consent for participation (informed consent) in this survey. Please click on the following link to confirm your consent: informed consent. [link informed consent]]

[Ad Link:] *IMPACT Europe; a short synopsis.*
IMPACT Europe is a EU financed project that is aimed at facilitating the evaluation of prevention and/or mitigation radicalisation programmes. The project will develop a toolkit that will make best practices available for professionals. The state of the art with respect to radicalisation programmes will be made available, best practices will be described, taking into account factors as target group identification, methodologies, activities, financing, legal considerations, and more. To enhance the utility of the toolkit we know that involving the professionals at the earliest start is of utmost importance.

[ad informed consent:] IMPACT Europe is a EU financed project that is aimed at facilitating the evaluation of prevention and/or mitigation violent radicalisation programmes. The project will develop a toolkit that will make best practices available for professionals.

To this end we invite you to participate in our IMPACT Europe project by filling out this questionnaire on intervention strategies for inhibiting and/or mitigating radicalisation. This questionnaire deals with characteristics of interventions such as age group, approach, financing and other general aspects. We DO NOT request information about participating individuals. Filling out the questionnaire will take about 20 minutes.

We request you to have this questionnaire filled out by one person of your organisation who is involved with your intervention(s). We have tried to identify the appropriate person beforehand, but if you have a more appropriate person in mind, we kindly request you to forward this email to that individual.

The thus acquired information will be used for reporting to the European Commission, scientific publications and articles in trade journals. The data will be deleted after a 5 year following the end of the impact Europe project. Your personal data will be kept separate from your responses.

We would like to use the name of your intervention programme in our toolkit, but your surname will not be used. This questionnaire is completely voluntary and you can stop at any given moment.

Please check the following box to confirm informed consent:

- ☐ "I declare to understand the above text and agree with the content"

If you have any questions regarding our request please contact Mirjam Huis in 't Veld (mirjam.huisintveld@tno.nl).

This is the start of our questionnaire, please click the appropriate buttons.

1. Are you involved in the development, performance and or evaluation of programmes aimed at inhibiting or mitigating violent radicalisation?
   (click here for more information on interventions)
   - o Yes
   - o No, I will forward this email to a more appropriate colleague.

Ad interventions: *What do we mean with intervention programmes aimed at inhibition and or mitigation of radicalisation?*

Intervention programmes are actions taken to influence a radicalisation process. Examples of radicalisation are Islamic radicalisation or extreme right-wing radicalisation. Examples of intervention programmes are trainings for professionals who work with groups at risk, exit strategies, or campaigns. Intervention programmes can be targeted at individuals or groups who have a higher risk at radicalisation or who are already radicalised.

The first set of questions deal with the overall aspects of your intervention programme. If your programme includes more than one intervention programmes, choose the programme that has your strongest affiliation. If you would prefer to address more than one intervention programme, please fill out this questionnaire for a second time.

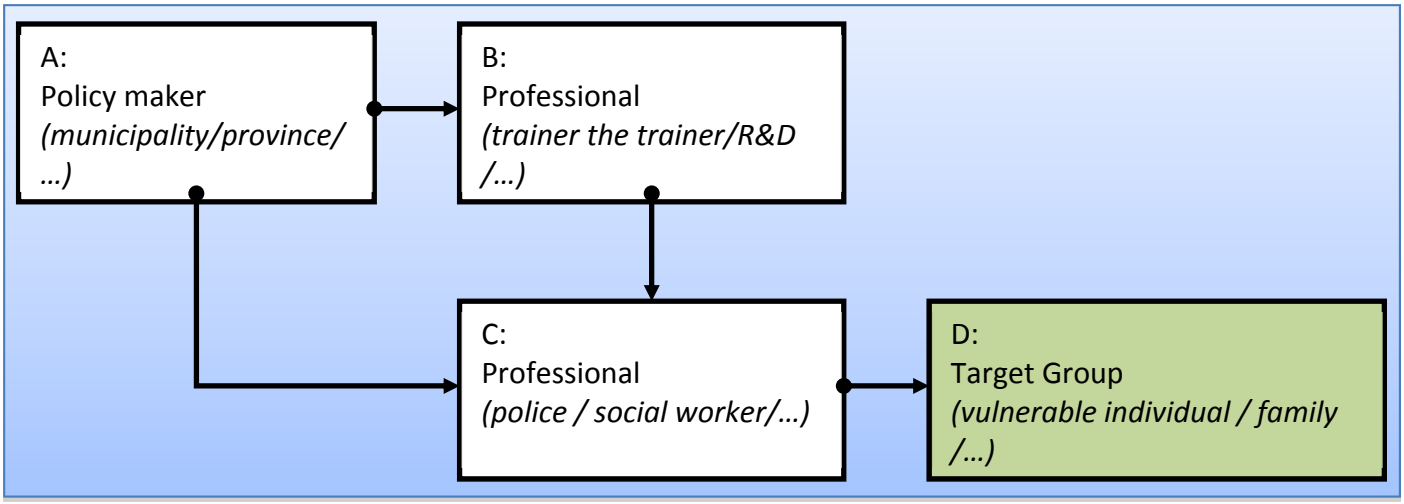
Intervention in general

2. I will focus my attention on:
   - o a specific intervention programme
   - o the overall approach our organisation uses
   - o Other: ….

3. Our intervention programme is called:
   [**Open question**]
   - o We use a generic approach that does not have a specific name, our organisation name is:….)

4. In which calendar years was/is this intervention programme up and running?
   start … *[open]* (expected) finish… *[open]*
   Status – ended – ongoing- unknown
   We would like to know what the role of your organisation is with respect to preventing and/or mitigating radicalisation. We have defined 4 roles (see figure) .

5. Our organisation can be best characterised as:



- o A: policy makers who have no direct contact with the target group but direct contact with professionals [B or C].
- o B: professionals who have direct contact with front line workers [C] but no direct contact with the target group.
- o C: professionals who have direct contact with the target group [D].
- o Other: *[open]*

6. Our intervention programme targets the following individuals / groups [more than one answer is possible]:

If your role is [A]:

- ☐ trainer(s)
- ☐ researchers
- ☐ other: [*open*]
- ☐ unknown

If your role is [B]:

- ☐ teacher
- ☐ priest
- ☐ law enforcing officer
- ☐ social worker
- ☐ health care worker

If your role is [C]:

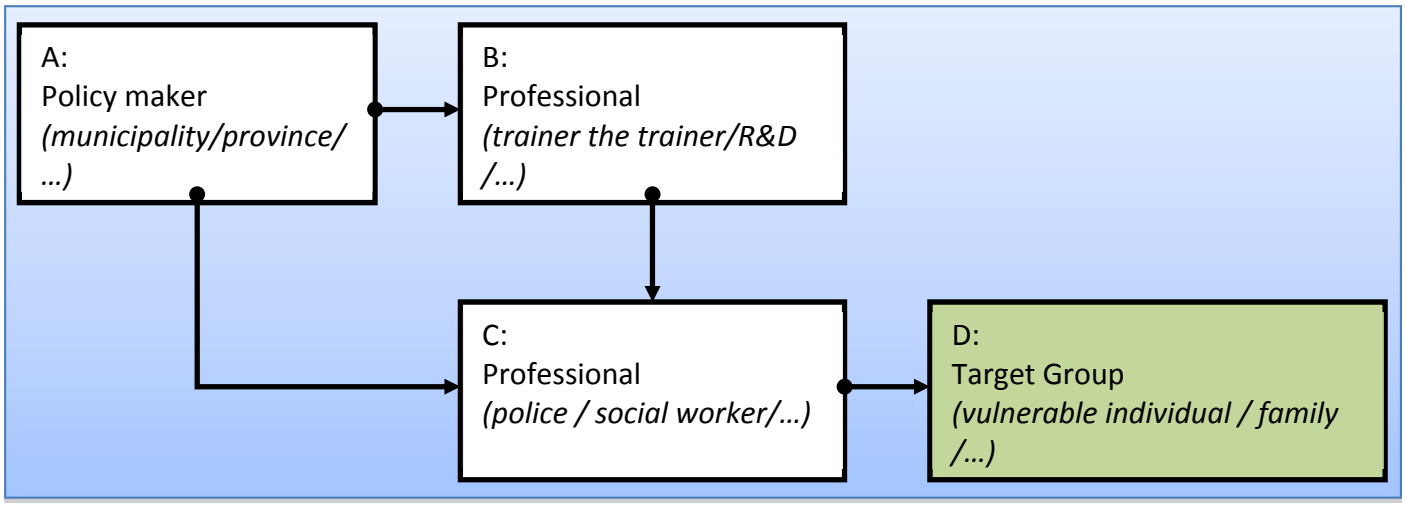
- ☐ potentially radicalised individuals
- ☐ vulnerable individuals

- ☐ family of (potentially) radicalised individuals
- ☐ friends of (potentially) radicalised individuals
- ☐ schools
- ☐ specific organisations that are involved with the ultimate target group (for example city council, housing department)
- ☐ society as a whole

7. The intervention programme is aimed at:
   - o individuals
   - o groups
   - o both

8. Is your intervention programme aimed at specific ideological extremes?
   - ☐ national separatists
   - ☐ right wing
   - ☐ left wing
   - ☐ Islamic
   - ☐ ecological
   - ☐ anti globalist
   - ☐ other: [*open*]
   - ☐ not ideologically oriented

The next set of questions deal with the target group [D].



9. Do you have specific information about the ultimate target group [e.g. age, gender, and other characteristics]?
   - o yes
   - o no (to question 17)

---

10. What is the gender of the ultimate target group?
    - o male
    - o female
    - o both male and female

11. What is the age range of the ultimate target group?
    - o from [_ _] years to [_ _] years
    - o not applicable

12. Which key indicators or changes thereof help you assess vulnerability and eligibility for the intervention programme?
    - ☐ family relations
    - ☐ friendship relations
    - ☐ romantic relations
    - ☐ online relations
    - ☐ online identity
    - ☐ group affiliation
    - ☐ appearance
    - ☐ habits

- ☐ disclosures
- ☐ interests
- ☐ work
- ☐ school
- ☐ housing
- ☐ travel destinations
- ☐ world view
- ☐ rap sheet
- ☐ laws/regulations
- ☐ received intelligence
- ☐ other:
- ☐ key indicators are not applicable, we do not target specific individuals / groups

13. Is there an intended association in characteristics between the professionals and the target group? (multiple answers possible)
    - ☐ no
    - ☐ yes, same gender
    - ☐ yes, same age group
    - ☐ yes, same ethnical background
    - ☐ yes, same regional background
    - ☐ yes, same life style
    - ☐ yes, same relationship(s)
    - ☐ yes, same religion
    - ☐ other:

14. What is the ultimate goal of the intervention programme?
    - ☐ inhibit radicalisation (with not yet radicalised individuals)
    - ☐ mitigate radicalisation (with already radicalised individuals)
    - ☐ disconnect radicalised individual from radical group
    - ☐ repress radical behaviour of individual through detention
    - ☐ other: [*open*]

15. How is the ultimate target group involved to participate?
    - o active, the initiative lies with our organisation

- o passive, our organisation provides information, the initiative lies with the target group
- o both active and passive
- o unknown to me

16. Participation with the programme is:
    - o voluntary
    - o involuntary
    - o coerced, certain benefits are (partially) withheld

---

17. Which key factors are targeted by the intervention programme? (multiple answers possible)
    - ☐ identity: strengthening self-identity
    - ☐ group affiliation: increase distance to potentially harmful groups
    - ☐ emotions: reduce negative emotions, strengthen self esteem
    - ☐ opportunities: offer routes back to main stream society (education, work, housing, …)
    - ☐ norms: re-establish acceptance of authorities and societal values
    - ☐ relationships: re-establish or improve family and friendship relations
    - ☐ knowledge: enhance insight and awareness
    - ☐ skills: improve social skills
    - ☐ other: [open]

Activities

18. Which type of intervention activities are being applied?

Educational

- ☐ presentations
- ☐ role playing
- ☐ training
- ☐ workshop
- ☐ information exchange
- ☐ dialogue
- ☐ role models

- ☐ coaching
- ☐ assistance in finding work / apprenticeship

Social:
- ☐ improving social relationships
- ☐ involving parents
- ☐ involving friends
- ☐ involving peer age group
- ☐ sports

Therapeutic:
- ☐ individual counselling
- ☐ group counselling
- ☐ creative activity

Punishment:
- ☐ fines
- ☐ community service
- ☐ restriction of freedom

Informing:
- ☐ hotline
- ☐ information campaigns
- ☐ dissemination of research results

None of the above
- ☐ Other: [*open*]

19. What is the nature of the engagements? (multiple answers possible)
    - ☐ face to face
    - ☐ by telephone
    - ☐ online

Duration and intensity of the intervention programme

20. What is the average runtime of the intervention programme for a target group?
    - o a few hours
    - o a few days
    - o a few weeks
    - o a few months
    - o a few years
    - o this varies because [*open*]

21. How much time does the participant invest (in total) in in the intervention programme?
    - o a few hours
    - o a few days
    - o a few weeks
    - o a few months
    - o a few years
    - o this varies because [*open*]

Language

22. In which language is the intervention programme described?

    [*open*]

Costs

23. What are the overall costs of the intervention programme? (multiple answers possible)
    - □ € per participant [_____] €
    - □ per course/workshop/intervention [_____] €
    - □ hours work declared (by your organisation) per participant [____] hours
    - □ Total cost of the intervention programme [_____] €
    - □ unknown to me

Evaluation of the intervention programme

In some case intervention programmes are being evaluated. The next set of questions deal with aspects of evaluation.

24. Is the intervention programme evaluated?
    - o yes
    - o no => why not? Because [*open*] <to question 35>

- o not yet known <to question 35>

25. Who performs the evaluation?
    - o a member of our organisation
    - o a member of another organisation
    - o others: [*open*]

26. How frequently does evaluation take place?
    - o once
    - o recurring annually
    - o recurring monthly
    - o recurring weekly
    - o recurring daily
    - o continuous (e.g. recurring hourly)
    - o after each interaction with the participant
    - o otherwise: [*open*]

27. Who supplies information for the evaluation? (multiple answers possible)
    - □ the target group
    - □ involved others (family, friends, …)
    - □ professionals (social workers, police, educators, …)
    - □ others: [*open*]

28. In which phases of the intervention programme is information gathered for evaluation purposes? (multiple answers possible)
    - □ prior to the intervention (baseline assessment)
    - □ during the intervention
    - □ immediately after the intervention
    - □ a while after the intervention

29. What is the focus of the evaluation? (multiple answers possible)
    - □ process: how the intervention is performed
    - □ impact: the effectiveness of the intervention
    - □ financial: do the costs and the outcomes balance

30. What is the objective of the evaluation? (multiple answers possible)

- satisfaction of the professional
- satisfaction of the participant
- relevance of the intervention approach
- effectiveness of the intervention approach
- efficiency of the intervention approach
- long-term effect of the intervention approach
- other:

31. How are the results of the evaluation used?
    - are verbally discussed within our organisation
    - are verbally discussed with the stakeholders (within and outside our organisation)
    - an internal report is made available
    - an external report is made available to stakeholders
    - an external publication is made available
    - other: [*open*]

32. How is information gathered for evaluation purposes? (multiple answers possible)
    - verbal interviews
    - questionnaires
    - anecdotal material (responses of someone involved)
    - systematic observations
    - otherwise: [*open*]

33. How do you rate the usefulness of the evaluation? (7-point scale, useless 1 2 3 4 5 6 7 essential)

34. How could the evaluation be enhanced? [open]

35. In general, how could the intervention programme be enhanced?
    [*open*]

36. In your opinion, which intervention factors contribute to the success of your intervention?
    [*open*]

37. In your opinion, which intervention factors inhibit the success of your intervention?

[*open*]

Your organisation

We conclude the survey with questions about your organisation.

38. Which of the following characteristics describe your organisation? (multiple answers possible)
    - ☐ public (governmental) organisation
    - ☐ private organisation
    - ☐ scientific organisation
    - ☐ charitable institution
    - ☐ volunteers organisation
    - ☐ other: [*open*]

39. At what level does your organisation operate?
    - ☐ European
    - ☐ National
    - ☐ Regional
    - ☐ Local community
    - ☐ unknown to me
    - ☐ other: [open]

40. Which of the following sectorial characteristics describe your organisation? (multiple answers possible}

    Safety and security:
    - ☐ police
    - ☐ justice department
    - ☐ defence department
    - ☐ private security company
    - ☐ rehabilitation
    - ☐ enforcement

    Education, sport or leisure:
    - ☐ education
    - ☐ sports and leisure

    Religious:
    - ☐ church, Christian community

- ☐ mosque, Islamic community
- ☐ temple, other religious communities

Social work

- ☐ social work
- ☐ community work
- ☐ youth work

Health

- ☐ health care
- ☐ mental health care

Other:

- ☐ Commercial organisation
- ☐ self-organising individuals / groups (for example pressure group)

None of the above

- ☐ other: [*open*]

41. Who developed the [name] intervention programme?
    - o Our organisation
    - o In cooperation with other organisation(s)
        - ☐ public (governmental) organisation
        - ☐ private organisation
        - ☐ scientific organisation
        - ☐ charitable institution
        - ☐ volunteers organisation
        - ☐ lobby or private individuals
        - ☐ *other: [open]*
    - o We asked another organisation to develop an intervention programme:
        - ☐ public (governmental) organisation
        - ☐ private organisation
        - ☐ scientific organisation
        - ☐ charitable institution
        - ☐ volunteers organisation
        - ☐ lobby or private individuals
        - ☐ *other: [open]*
    - o We made use of an existing intervention programme

42. Who financed the development of the [name] intervention programme?
    - o completely financed by our organisation
    - o co-funded with
        - o public (governmental) organisation
        - o private organisation
        - o scientific organisation
        - o charitable institution
        - o volunteers organisation
        - o lobby or private individuals
        - o *other: [open]*
    - o The development of the intervention was completely funded by:
        - o public (governmental) organisation
        - o private organisation
        - o scientific organisation
        - o charitable institution
        - o volunteers organisation
        - o lobby or private individuals
        - o *other: [open]*

43. Who performs the intervention?
    - o our organisation
    - o our organisation in cooperation with:
        - o public (governmental) organisation
        - o scientific organisation
        - o company
        - o charitable institution
        - o volunteers organisation
        - o lobby or private individuals
        - o other: *[open]*
    - o Another organisation performed the intervention programme:
        - o public (governmental) organisation
        - o scientific organisation
        - o company
        - o charitable institution
        - o volunteers organisation

- lobby or private individuals
- other: *[open]*

- Other: [*open*]

44. Who financed the performance of the intervention programme?
    - our organisation
    - our organisation in cooperation with:
        - public (governmental) organisation
        - scientific organisation
        - company
        - charitable institution
        - volunteers organisation
        - lobby or private individuals
        - other: *[open]*
    - The performance of the intervention programme is completely financed by other organsiations:
        - public (governmental) organisation
        - scientific organisation
        - company
        - charitable institution
        - volunteers organisation
        - lobby or private individuals
        - other: *[open]*
    - Other: [*open*]

Thank you very much for participating in this survey. With your input we hope to learn more about the intervention strategies used to inhibit and/or mitigate radicalisation. We will use this knowledge to develop a toolkit for professionals to perform interventions and how to evaluate these.

We invite you to get involved in our IMPACT Europe project. Involvement may include participation in workshops, information and experience exchange with (inter)national colleagues and getting informed about the state of the art.

45. Are you interested in receiving news about the project or in further participation in one or more activities for the IMPACT Europe project?
    - □ yes, interested in receiving news about the project
        - ○ my email address is:…

□yes, interested in participation in activities
- ○ my email address is:…

□no

46. We would like to link the results of your filled out questionnaire to the name of your organisation. If you prefer anonymity of your organisation, the information provided will be treated accordingly.

organisation name : …
person of contact name : …
E-mail email address: …
telephone number: …
Address: / PO-box …
City: …
Postal Code: …
Country: …

Again, thank you for your participation. For further information on the questionnaire and the IMPACT Europe project we refer you to info@.....

SIGNATURE TNO and VERWEIJ JONKER

Appendix 3: Coding Scheme IMPACT WP2.3 Method and Evaluation

OUTCOME VARIABLE OF META-ANALYSIS METHOD WORK PACKAGE

Target of Intervention (INTERV_TARG; this variable determines number of entries)

ADMINISTRATIVE VARIABLES

ID
- Number from KEYFILE

INTERVENTION
- Title of the intervention

SOURCE
- Full reference

ABSTRACT
- Abstract or summary

WORKPACKAGE
- Number of work package

CODER
- Coder code

ENTRYSTATUS
- Entry status

Finished

Problematic – needs to be discussed

CHARENTRY
- Character of entry

single entry

not single entry different target groups

NUMCOMP
- Total number of comparisons from this study/publication

PUBYEAR
- Publication year

SEARCH
- Where found

Search engines on internet

First hand interview data
Requested from author

PUBLISHED

- Published/unpublished

SOURCEQUALITY

- Peer reviewed or Not peer reviewed

REMARKS

- Any remarks about the study or the coding process

RESPONDENTS / SAMPLE CHARACTERISTICS

AGECAT *(multiple codes possible)*

- Definition of age category of target

children
adolescents
young adults
adults
mixed age groups

GENDER

- Definition of gender of target

male
female
both

SAMPLESIZE

- Definition of sample size of target

small (< 10)
large (>= 10)

EDUCATION *(multiple codes possible)*

- Educational level of target

Illiterate
Primary education started
Primary education finished
Secondary education started
Secondary education finished
Tertiary education started
Tertiary education finished
Mixed

SES *(multiple codes possible)*

- Social economic status of target

low
middle
high
mixed

COUNTRY *(multiple codes possible)*

- Where does the intervention take place (see list of countries)

NATIONALITY *(multiple codes possible)*

- What is the nationality of the target (see list of countries)

IDEOLOGY *(multiple codes possible)*

- What is the ideology of the target sample (only in case of radicalisation)

animal right extremism
crime
left-wing extremism
Marxist extremism
Islamic extremism
Pro-life extremism
right-wing extremism
separatist extremism
ethnic campaigning for compatriots abroad
extremism in general
terrorism in general

INTERVENTION VARIABLES

INTERV_DESCR *(multiple codes possible)*

- Verbal description of the intervention in key sentences.

ACTOR_FOCUS

- Focus of the intervention

individuals
groups
both

INTERV_TARG *(only one code possible, if more then new Entry, more coding options can be added)*

- Detailed definition of intervention goals

non-radical individual
potentially radicalising individual
radicalised violent individual
non-radical group
potentially radicalising group

radicalised violent group
non-criminal individual
potentially criminal individual
criminal individual
non-criminal group
potentially criminal group
criminal group
family and friends
community
society
first line professionals

EVALUATION_SOURCE

- The source of the data

target
family/friends
professionals
multiple

INTERVENTION_GOAL *(multiple codes possible)*

- The stage of radicalisation the intervention focuses on

short term preventative (< 1 month)
long term preventative (> 1 month)
short term restorative (< 1 month)
long term restorative (> 1 month)
short term suppressive (< 1 month)
long term suppressive (> 1 month)
prevent
disengagement
repress

INTERV_METH *(multiple codes possible)*

- Intervention method used

aftercare
amnesty
assess personal welfare problems
awareness raising
community-based
competences
conflict management
cooperation between governmental and nongovernmental organizations
counter narrative
create possibilities for engagement with authorities
criminal prosecution

detention
disrupt group functioning
educational_coaching or mentorship
educational_dialogue
educational_introduction to role models
educational_knowledge exchange
exit strategies
expulsion of suspects
face-to-face
family support
focused deterrence strategy
identify greatest risk
identity
initial evaluation of radicalisation risk
knowledge
leadership skills
negotiation
norms and values
provide support to most acute needs
resilience
sanctioning_fine
segregation
social integration
social_improving (number of) contacts / relationships
use of suppressive violence

ACTIVITIES_EDUCATIONAL

- Description of educational activities

educational_presentation / lesson
educational_role playing
educational_course / training
educational_workshop
educational_knowledge exchange
educational_dialogue
educational_introduction to rolemodels
educational_coaching or mentorship
educational_teaching societal responsibility
educational_supporting finding a job / internship

ACTIVITIES_SOCIAL

- Description of social activities in the intervention

social_improving (number of) contacts / relationships
social_involving parents
social_involving friends

social_involving peers
social_sports

ACTIVITIES_THERAPEUTIC

- Which therapeutic activities are used

therapeutic_individual conversation
therapeutic_groupsession
therapeutic_activities (e.g. creative activities)
sanctioning_fine
sanctioning_work_sanction
sanctioning_restriction of freedom
informational_providing a telephone information line
informational_campaigning
informational_presenting results of research / investigation

COSTS

- Costs of the intervention

costs per radicalised individual
.. € per individual
.. € per course / workshop / intervention
.. hours per individual
Total: …
unknown

PARTICIPATION

- Are participants free to join or (partly) enforced

voluntary: participants are free to join
enforced: participants are enforced to join
partly enforced: remove of benefits

INITIATION

- Who initiated participation

active: ultimate targets are actively approached by the intervener
passive: intervener is providing information
a combination of both

LEVEL_INITIATION

- The level of initiation of the intervention

national
groups
individuals

MODUS

- Means of contact with the target

face-to-face
telephone
online

MECHANISM

- Which processes are focused on in the intervention

identity
social group
emotions
possibilities
norms and values
improving (personal) relationships
knowledge
competences

INTERV_EFF

- Match intervention aim(s) and outcome(s)

none
small
medium
large

EVALUATION VARIABLES

EVAL_DESCR *(Multiple codes are possible)*

- Verbal description of evaluation in key sentences

EVALUATION_FOCUS *(Multiple codes are possible)*

- Definition of evaluation focus

impact
process
economic
mechanism

EVALUATION_METHOD *(Multiple codes are possible)*

- Definition of method used for evaluation

experimental (quantitative counter factual)
quasi-experimental (quantitative counter factual)
longitudinal (typically quantitative no counterfactual)
longitudinal with follow-up
longitudinal without follow-up
cross sectional (typically qualitative no counter factual)
cross-historical comparison
case study
meta-analysis

THEORY_BASED

- Specification of the theory-based method used

theory_realist
theory_change
theory_contribute
theory_policy
theory_assess
theory_pes
theory_elicit
theory_MOA

EVALUATION_INSTRUMENTS
quantitative survey
quantitative interview
qualitative interview
observation
data mining
focus group
meta-analysis

EVAL_TIME

- Duration of the evaluation

cross-sectional
short (< 1 month)
medium (1 - 6 months)
long term (> 6 months)

EVALUATION_QUALITY

- Quality of the evaluation

low
medium
high

RELATIONSHIP QUALITY

- Description of the data

empirical
theoretical
anecdotal

FEAS_ALT_EVALUATION_METHOD *(Multiple codes are possible)*

- Feasible alternative methods of evaluation

experimental_alt
quasi-experimental_alt

longitudinal_alt
cross-historical_alt
meta-analysis_alt
case_study_alt

FEAS_ALT_EVALUATION_INSTRUMENTS *(Multiple codes are possible)*

- Feasible alternative instruments for evaluation

quantitative_survey_alt
quantitative_interview_alt
observation_alt
focus_group_alt
meta_analytic_analysis_alt

N

- Number of participants

EFFECTSIZE

- Statistics reported (f-values, t-values, p-values etc.)

Appendix 4: Instructions Coding Scheme IMPACT WP2.3 Method and Evaluation

GENERAL INSTRUCTIONS

- **Character of entry (CHARENTRY; see later)** clarifies whether there is a single entry or whether there are multiple entries (this is based on the number of target groups; INTERV_TARG).

- If no information is provided on a variable, nothing is coded (blank entry).

ADMINISTRATIVE VARIABLES

- **Number from search results list (ID)**: this is the number of the publication as mentioned on the key file (for example "ID 10 of 175" is coded as 10).

- **Intervention title (INTERV_TITLE):** Title of the intervention.

- **Full reference (SOURCE)**: APA-style, examples:

Bjørgo, T. & Carlsson, Y (2005). *Early intervention with violent and racist youth groups*. NUPI. ISSN: 0800-0018

Braga, A. A., & Weisburd, D. L. (2012). The effect of focused deterrence strategies on crime: A systematic review and meta-analysis of the empirical evidence. *Journal of Research in Crime and Delinquency*, *49,* 323-358. DOI: 10.1177/0022427811419368

Ginges, J. (1997). Deterring the terrorist: A psychological evaluation of different strategies for deterring terrorism. *Terrorism and Political Violence*, *9*, 170-185, DOI: 10.1080/09546559708427394

- **Abstract (ABSTRACT):** abstract or summary.

- **WORKPACKAGE:** workpackage of the coder.

- **Coder code (CODER)**: studies that were coded together for practice should be coded *Together*.

- **Entry status (ENTRYSTATUS)**: *finished* is coded when the entry is completed, *Problematic* is coded when the coding is not finished or has to be discussed in further detail.

- **Character of entry (CHARENTRY)**: indicates the number of entries. If there is only one target group this is coded *Single entry*, in case of multiple target groups code *Not single entry different target groups.*

- **Number of comparisons (NUMCOMP):** total number of comparisons from a study/publication (is dependent on the number of target groups; INTERV_TARG).

- **Publication year (PUBYEAR)**: as mentioned in the source.

- **SEARCH:** how was the manuscript found (search engines on the internet or requested from author).
- **Published (PUBLISHED)**: was the article published or unpublished? If an article is in press we consider it published. Submitted articles are not considered published.

- **Quality of the source (SOURCEQUALITY)**: If the source is peer reviewed (e.g., by fellow academics, peer-reviewed journal) then *Peer reviewed* is coded.

- **Remarks (REMARKS):** were there any remarkable aspects that should be mentioned?

RESPONDENTS / SAMPLE CHARACTERISTICS

- **Age category (AGECAT)**: Here we consider three different age categories. *Children* are considered respondents until adolescents (age until 11). *Adolescents* are considered children in the age category 12 to 18. *Young adults* are respondents between 18 and 24 years. *Adults* are older than 24. *Mixed* is scored when no age category is specified but the target group is broader than one category.

- **GENDER**: Gender of respondents. If the target sample contains both males and females, *Both* should be coded.

- **SAMPLESIZE.** Here a distinction is made between *Small (less than 10)* and *Large (more than 10)* target sample sizes.

- **Level of education (EDUCATION)**: level of education of the respondents. For respondents under 18, the level of education could be estimated on the basis of their age (for instance, a group of 10-year olds probably *Started primary education*). For adults, the level of education could be determined on the basis of occupation (for instance, a group of nurses could be coded as *Tertiary education started*. *Mixed* is coded in case of a method/evaluation focuses on a broad target group. Multiple codes are possible.

- **Socio-economical status (SES)**: Socio-economic status of respondents. Unemployed respondents (except housewives) and respondents who perform much physical labour are coded *Low*. Typical *Middle* occupations are administrative work and health care (but not doctors). Occupations that demand a higher, academic education are coded as being *High*. For students always score *High*. Housewives are judged by the status of their husband. *Mixed* was coded when respondents differed in SES.

- **COUNTRY:** This is the country where the intervention/evaluation took place. The categorization in the list of countries can be used to code the nationality of the respondents. Multiple codes are possible.

- **NATIONALITY:** Refers to the nationality of the respondents, see list of countries. Multiple codes are possible.

- **IDEOLOGY.** Here the ideology related to the intervention or evaluation is described. This list of ideologies is based on religious or political grounds. *Crime* is scored if the evaluation/intervention focuses on (violent) criminal youth gangs. For example, if the intervention focuses on the family of a right-wing radicalised individual the ideology is coded as *Right-wing extremism*. Multiple codes are possible and new options can be added.

INTERVENTION VARIABLES

- **Intervention description (INTERV_DESCR):** Here a verbal description is given of the intervention in key sentences.

- **Actor_focus:** Describes whether the intervention focuses on individuals, groups or both individuals and groups.

- **Intervention target (INTERV_TARG):** Here the target of the intervention is coded. *Non-radical individual* or *Non-radical group* is coded if the intervention focuses on an individual or multiple individuals who have not showed any sign of radicalisation (e.g. in the case of an intervention focusing on a school population) or in case of individuals described as vulnerable to radicalisation. *Potentially radicalising individual* and *Potentially radicalising group* are individuals who have shown an interest in a violent ideology but have not yet demonstrated behaviour of acts in line with the ideology. *Radicalised violent individual* and *Radicalised violent group* are coded when violent ideologically-based behaviour has been demonstrated. In case of criminal individuals or groups a similar coding scheme is used: a *non-criminal individual or group* is code in case there are no signs of criminal behaviour. A *potential criminal or group* is coded when an individual/group are considered at risk of criminal behaviour but have not yet committed criminal acts. A *criminal individual/group* is coded when criminal behaviour has been demonstrated. Other targets of interventions could be the social context: *Family & friends, Community, Society, First line professionals*. Only one code is possible, in case of several targets then there are several Entries. More coding options can be added in the file.

- **Evaluation_source:** Describes the source of the data (target is in this case the radicalising individual or group).

- **Intervention goal (INTERV_GOAL):** Here the goal of the intervention is given; the variable is coded based on the intervention target (INTERV_TARG). Preventative interventions are taking place when non-radical/non-criminal individuals or groups are targeted in the intervention. *Short term preventative* is scored when the intervention is aimed at people who are not radicalised/criminal and the aim is to book results on a short notice (e.g. a programme focusing on individuals who are described vulnerable to

radicalisation), that is a duration of less than 1 month. *Long term preventative* is coded when there are no signs of radicalisation but the aim is to prevent radicalisation on the long term (e.g., school programmes), more than 1 month. *Short term restorative* is scored when individuals have radicalised/shown criminal behaviour (e.g. have shown an interest in or joined an extremist group) and the intervention aims to make individuals leave the group (disengage) or de-radicalise on short notice, that is within a period of weeks until 1 month. *Long term restorative* is scored when the intervention aims to have individuals leave the group or de-radicalise not within a month but over a longer period of time (more than 1 month). *Short term suppressive* is coded when the intervention aims to suppress ideology-based violence and behaviour for a short period of time (less than 1 month). *Long term suppressive* is when the intervention aims to suppress ideology-based violence and behaviour over a longer period of time (more than 1 month). Multiple codes possible.

- **Intervention method (INTERV_METH):** Here the method(s) used in the intervention is coded. A combination of methods is possible, new combinations can be added in the excel file on the restrictions page. Examples of methods are: *awareness raising* which is coded when information is provided about (risks) of radicalisation or how to recognize signs. *Counter narrative* is coded when a counter-narrative technique is applied (e.g. message via media). *Competences* is coded when an intervention aims to increase an individual's self-esteem or agency to help the individual to disengage/de-radicalise. *Identity* is coded when the intervention aims to help the individual create a positive self-image, to make a person self-aware and reflective, to improve abilities to reflect on the interaction with other people, to improve problem solving abilities. *Conflict management* is scored to improve individuals' ability to deal with conflict and aggression. *Norms and values* are coded when the intervention focuses on helping the individual to make a sound moral judgment of the own and others behaviour. *Exit strategies* are coded when concrete ways are offered to leave the group like alternative housing or helping finding work. *Family support* is coded when the intervention provides support to the family to de-radicalise a family member. *Educational dialogue* is coded when a content-based discussion is used to de-radicalise the individual for example by pointing out discrepancies in the ideology. *Educational_coaching or mentorship* is coded when an individual is supported in leaving the group or to de-radicalise by means of supportive conversation. Finally, *social integration* is coded when the intervention aims to (re-) integrate a radicalised/radicalising individual in society. Multiple codes possible. The list can be expanded; new intervention methods can be added on the restriction page in excel.

- **Activities_educational:** Description of educational aspects of the intervention like the use of role plays or workshops.

- **Activities_social:** Description of the social activities included in the intervention like involving parents, friends, or peers.

- **Activities_therapeutic:** Here the therapeutic activities are coded which are for example group sessions or individual conversations.

- **Costs:** Description of the costs of the intervention like the hours spent on an individual or Euro per hour. If costs are not known *unknown* is coded.

- **Participation**: Description whether participants participate on a voluntary basis or whether there are incentives.

- **Initiation:** Here it is coded who initiates participation in the intervention (the intervener or the target).

- **Level _initiation**: This factor describes whether the initiation is on an individual, group, or national level.

- **Modus:** Describes the means of contact with the target (i.e., via telephone or face-to-face).

- **Mechanism:** Here the processes are coded the intervention focuses on. For example when the intervention aims at creating a more positive identity, *identity* is coded.

- **Intervention effectiveness (INTERV_EFF).** Determining the effect of an intervention depends on several criteria including sample size (see for a discussion Cohen, 1988, 1992). If more than 80% of the aims of the intervention are met the intervention is coded to have a large effect. If between 50% and 79% of the aims are met it is coded to have a medium effect. If between 30% and 49% of the aims are met the intervention effect is coded to have a small effect. If no aims are outlined before the assessment, evaluation is based on the hypothesis of the study taking as an indicator that if 30% or less of the hypotheses were confirmed we would speak of no effect. When between 30 and 49% of the hypotheses are confirmed we speak of a small effect. If between 50 and 79% of hypotheses are confirmed we speak of a medium effect. In case of 80% or more we speak of a large effect. If no comparison between predictions and outcomes are possible, evaluations are based on the evaluation results reported in the study based on the author's evaluations.

EVALUATION VARIABLES

- **Evaluation description (EVAL_DESCR).** Description of the evaluation in key sentences. Multiple codes are possible and more coding options can be added.

- **Evaluation_focus**. Here the focus of the evaluation is described. Impact is coded when the evaluation examines the result of the intervention, so the impact of the intervention is investigated. Importantly, we make a distinction between a focus on mechanism evaluation and a focus on process evaluation. Mechanism is coded when the evaluation focuses on the underlying mechanism of the intervention, so in this case the question answered is why the intervention works. Process evaluation is coded when the evaluation includes an assessment of implementation of the programme, that is, whether or not programme components were implemented and whether this implementation was successful. This distinction is useful some studies focus on the question why an intervention works and aims at a possible underlying (psychological) mechanism (e.g. Aly, Taylor, & Karnovsky, 2014) while others examine how the intervention is implemented (e.g., Sheikh, Sarwar, & King, 2012). Economic is used when the financial costs of the intervention are examined.

- **EVALUATION_METHOD**. The method used for the evaluation. Experimental is coded when there is an experimental and control group and the researcher controls

assignment to the experimental and control group. A Quasi-experimental method is the same but there is no control over who is assigned to experimental/control group. Longitudinal design with follow-up is coded when a design is used with multiple measurement points but at least a pre- and post-measurement and with a follow-up measurement later in time (at least 1 month later). Longitudinal design without follow-up is the same but without follow-up. Cross-sectional is coded when there is one measurement in time (e.g. only a post-measurement). Cross-historical comparison is used when interventions at different points in time are compared. A case study is coded when the evaluation focuses on a specific individual or group, or an event. For example, an intervention conducted in the past may be evaluated. A meta-analysis is coded when results from different studies are combined and analyses using statistical methods.

- **Theory-based**: Here different approaches of theory-based evaluations are coded (see for a discussion Leeuw, 2012). Realist evaluation (theory_realist; see Pawson & Tilley, 1997) stresses the importance of the context, mechanisms involved, and outcomes (CMO) configurations basic to policies and programmes. An example of a context in which this method could be used is the implementation of a policy on a meso level. One of the tasks of the evaluation is to learn more about 'what works for whom', 'in which contexts does a particular programme work' and what mechanisms are triggered by what programmes in specific contexts'. Theory of change (theory_change) is a way to describe the set of assumptions that explain both the steps leading to a long term goal as well as the connections between policy or programme activities and outcomes at each step of the way (Weiss, 1995). Contribution analysis (theory_contribute) is a measure of performance and aims to establish the contribution a programme makes to desired outcomes (Mayne, 2008). Policy scientific approach (theory_policy; Leeuw, 2003) involves identifying the behavioural systems (mechanism) expected to solve the problem and link these with policy programmes. Methods used are systematic reviews, meta-analyses, and realist syntheses. Strategic assessment approach (theory_assess; Leeuw, 2003) is coded when the evaluation uses a group formation procedure in which different groups separately unearth the most significant assumptions underpinning policies or programmes. Prospective evaluation synthesis (theory_pes; U.S. GAO, 1995) is coded when a careful textual analysis of a programme is conducted reviewing and synthesising evaluations from similar programmes and summary judgement of given future success based on past success. Elicitation method (theory_elicit) is coded when mental or cognitive maps/models of people involved in the programme are made explicit, then decision-making in action is examined, with help of interview data a content-based analysis is performed. Finally, a Modus Operandi Approach (MOA; Scriven, 2008) is coded when systematically distant and proximal causes of change are identified.

- **EVALUATION_INSTRUMENTS.** The instrument(s) used for evaluating the effect of the intervention is described. Quantitative survey is coded when the sample has completed a questionnaire resulting in a quantitative dataset. Quantitative interview is coded in case a structured interview is conducted and the data was coded into a quantitative dataset afterwards. Qualitative interview is coded in case of a conversation or an interview that is not coded afterwards. Observation is coded when the author of the source reports on the results but these were not measured. Data mining involves for example a structured search for information on the internet. Focus group is coded when a team of experts is participating in the evaluation. Multiple codes are possible.

- **Evaluation time (EVAL_TIME).** Here the duration of the evaluation is given ranging from cross-sectional (a description of the effects of a programme at one point in time),

short (less than a month), medium (one to six months), to long term (more than six months). The evaluation duration includes the time before and after the intervention, that is, the evaluation can start before the intervention starts and is completed after the evaluation report has been written.

- **Evaluation quality (EVAL_QUALITY).** Coder's appraisal of the quality of the evaluation. Low quality is coded when no empirical investigation is conducted while circumstances would allow for a more thorough methodological assessment to answer key impact evaluation questions (assuming sufficient financial and human resources were available). Medium quality is coded when empirical data is collected but the circumstances would allow for a more advanced data collection. High quality is coded when empirical data is collected using a multi-method approach using multiple instruments.

- **Relationship quality.** *Theoretical* is coded in this column when a theory is tested by means of a review of the literature but no data is collected to test the hypotheses. *Anecdotal* is coded when there is only a description of the intervention but this is not related to any theory and no empirical data is collected. Finally, *empirical* is coded when quantitative or qualitative data is collected to examine the impact of the intervention.

- **Feasible evaluation methods (FEAS_ALT_EVALUATION_METHODS).** Coder's appraisal of possible alternative evaluation methods for evaluating impact of the intervention. Multiple codes are possible.

- **Feasible evaluation instruments (FEAS_ALT_EVALUATION_INSTRUMENTS).** Coder's appraisal of possible alternative instruments that could be used for assessing impact of an intervention. Multiple codes are possible.