

# Compendium of Good Practices

## Measuring Results in Counter-Terrorism and Preventing and Countering Violent Extremism

A JOINT EU-UN PUBLICATION



United Nations Global  
**COUNTER-TERRORISM**  
Coordination Compact



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# Acknowledgements<sup>1</sup>

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<sup>1</sup> This document is an advance unedited version. Please note that the content and formatting are subject to change before the final release.



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# Foreword

The ever-evolving nature of global threats and challenges worldwide are placing new demands on the European Union's (EU) internal and external policy. In spite of a **relative decrease in the number and scale of terrorist attacks across the globe**, the deepening of social and economic inequalities, the erosion of trust between citizen and governments and the mounting social unrest **have paved the way to an unprecedented level of polarisation, extremist rhetoric and of violent extremist discourse in the public sphere**.

The **changing nature of terrorism** and violent extremism requires a **whole-of-society and multidisciplinary response that is enshrined in the four pillars of the 2020 EU Counter-Terrorism agenda: "anticipate, prevent, protect and respond"**.

In order to make the most of such actions, it is crucial to monitor and evaluate them so as to learn from past experiences and understand what works and what needs improvements, thus ensuring the effectiveness and impact of current and future initiatives.

The constant reinforcement of monitoring and evaluation practices with a focus on results, outputs, outcomes, and impacts is as equally essential for the European Union as for the United Nations (UN), who have a longstanding cooperation based on **shared values and principles, including respect for human rights and the rule of law**.

As part of this shared vision, the EU and the UN have joined their efforts to ensure that good practices in monitoring and evaluating results of CT and PCVE efforts are coded and disseminated in a structured manner to foster learning across stakeholders active in this area of work.

This compendium reflects the EU commitment to multilateralism and the importance of trust-based partnerships between multilateral organisations, governments and civil society actors.

It provides practical guidelines and helpful background for practitioners who are working to advance the Counter-Terrorism and Prevention of Violent Extremism agenda and I trust that the issues addressed in this publication will help shape constructive discussions and dialogue.

**Peter M. Wagner**

Head of Service, Foreign Policy Instruments  
European Commission



The need to better monitor and assess the results of efforts in counter-terrorism and prevention and countering of violent extremism (CT/PCVE) has been acknowledged in various United Nations resolutions, reports, studies, and multilateral platforms. In fact, the first independent United Nations system-wide meta-synthesis of evaluation results under the United Nations Global Counter-Terrorism Strategy, commissioned by the Resource Mobilization, Monitoring and Evaluation Working Group (RMME WG) of the United Nations Global Counter-Terrorism Coordination Compact with the financial support of the State of Qatar in 2021, called for strengthening evaluation knowledge and capacities among internal and external stakeholders.

Recognising the inherent value of monitoring and evaluating results in promoting accountability and transparency, enhancing effectiveness of interventions, and advancing shared learning, and with a view to address the capacity needs and gaps in this area, the United Nations, through the RMME WG, collaborated with the European Union to develop this Compendium of Good Practices for Measuring Results in CT/PCVE.

This joint publication, which presents a diverse selection of monitoring and evaluation good practices, along with resources and examples of evaluations, is intended to support programme managers, evaluators, and experts to identify approaches that are most relevant to the challenges they face and to effectively measure results for more relevant, coherent, effective, efficient, and sustainable CT/PCVE interventions.

The Compendium is a culmination of collaborative efforts of representatives from the United Nations, the European Union, Member States, and civil society organisations, who contributed expertise, participated in consultative workshops and data collection exercises. Under the coordination of a management group representing the United Nations, European Union, and Global Counterterrorism Forum (GCTF)-inspired institutions, the Compendium has benefitted from a rigorous assessment of inputs to ensure that good practices featured in the document are targeted, relevant, and validated. We thank the European Union for its strong partnership and all contributing Member States and organisations for sharing their expertise and experiences, which made this publication possible.

While we recognise that the case studies of good practices provided in the Compendium are illustrative and do not present an exhaustive list of all available evaluation approaches and tools, we believe this publication is an important step forward in building and sharing evaluation knowledge for the benefit of practitioners worldwide.

Building on the Compendium, we will continue to gather, promote, and use monitoring and evaluation good practices, drawing from growing expertise and innovative efforts in this area, and to expand the Community of Practice on monitoring and evaluation for CT/PCVE to strengthen knowledge and capacities of stakeholders.

### **Oguljeren Niyazberdiyeva**

Chief, Office of the Under-Secretary-General,  
United Nations Office of Counter-Terrorism (UNOCT),  
and Chair of the Resource Mobilization,  
Monitoring and Evaluation Working Group

### **Masood Karimipour**

Chief, Terrorism Prevention Branch,  
United Nations Office on Drugs and Crime (UNODC),  
and Co-Chair of the Resource Mobilization,  
Monitoring and Evaluation Working Group

### **David Scharia**

Chief of Branch, Legal Affairs,  
Counter-Terrorism Committee Executive Directorate (CTED),  
and Co-Chair of the Resource Mobilization,  
Monitoring and Evaluation Working Group





# 1 Introduction

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# 1.1. Background and objective

The Compendium of Good Practices for Measuring Results in Counter-Terrorism and Preventing and Countering Violent Extremism was developed in collaboration between the European Union (EU) and the United Nations (UN) as part of their joint efforts in funding, implementing, monitoring, evaluating, and learning from interventions in the fields of countering terrorism (CT) and preventing and countering violent extremism (PCVE). Both organisations recognise the importance of strengthening monitoring, evaluation, and learning in these sectors.

The initiative to create this Compendium came out of the first UN-wide [meta-synthesis](#)<sup>1</sup> of 118 evaluations and oversight reports of CT and PCVE projects under the United Nations Global Counter-Terrorism Strategy, produced in 2021. This effort was led by the Resource Mobilization, Monitoring and Evaluation Working Group (RMME WG) of the United Nations Global Counter-Terrorism Coordination Compact, through its Sub-Group on Evaluation. One of the key recommendations from this meta-synthesis was to enhance evaluation knowledge and capacities among internal and external stakeholders. The Compendium was developed as one of the responses to this recommendation, and as a first step in a wider effort to contribute to strengthening evaluation practices in CT and PCVE initiatives.

The development of the Compendium was guided by a participatory process and informed by an analysis of existing tools, research, and the extensive expertise and experience in evaluation within the UN, EU, Global Counterterrorism Forum (GCTF)-inspired institutions, and Member States. Approximately 180 documents were reviewed, an online workshop (March 2023) and two hybrid workshops took place in Rabat (April 2023) and Brussels (June 2023), two online surveys were conducted, and consultations were held with representatives of 25 organisations, including EU and UN entities, Member States, and others.

The primary audience for this Compendium is programme/project managers and monitoring and evaluation (M&E) specialists. While most parts of the Compendium are accessible to non-M&E specialists, certain sections provide more specific tools and approaches that will be particularly relevant to evaluators and others involved in M&E.

The objective of the Compendium is to support programme managers, evaluators, and other experts in reliably measuring and evaluating the results of CT and PCVE interventions. Through this emphasis, the Compendium aims to promote a culture of demonstrating the results of CT and PCVE work across the EU and UN. Ultimately, this focus on measuring results will enhance the implementation of relevant, coherent, effective, efficient, and sustainable CT and PCVE interventions for the benefit of end-recipients in all EU and UN Member States.



**180**

documents  
reviewed



**1**

online workshop



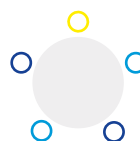
**2**

surveys



**50+**

individuals  
consulted



**2**

hybrid workshops  
(Rabat and  
Brussels)



**25**

Organisations contributing  
(Member States, EU and  
UN entities, others)

# 1.2. Scope

## 1.2.1. The scope of EU and UN strategic frameworks for CT and PCVE

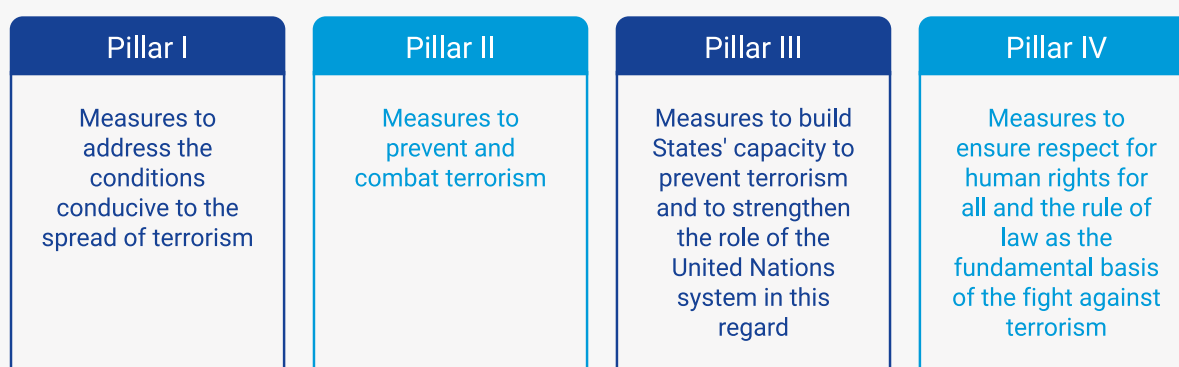
The EU and the UN strategic frameworks align with and respond to Sustainable Development Goal 16 (SDG 16)<sup>2</sup>, which focuses on promoting peaceful, just, and inclusive societies. SDG 16 emphasises the importance of effective institutions, access to justice, and the rule of law in achieving sustainable peace and security. Both the EU and the UN recognise that addressing terrorism and violent extremism requires a comprehensive and multidimensional approach. They emphasise the importance of promoting respect for human rights, upholding

the rule of law, and providing inclusive governance structures as key elements in preventing and countering terrorism.

The [United Nations Global Counter-Terrorism Strategy](#)<sup>3</sup> is a unique global instrument to enhance national, regional and international efforts to prevent and counter terrorism. Through its adoption by consensus in 2006, all UN Member States agreed to a common strategic and operational approach to fighting terrorism. It is composed of four pillars:

### 4 PILLARS OF THE UN GLOBAL COUNTER-TERRORISM STRATEGY

The UN Global Counter-Terrorism Strategy in the form of a General Assembly resolution and an annexed Plan of Action (A/RES/60/288) is composed of four pillars, namely:



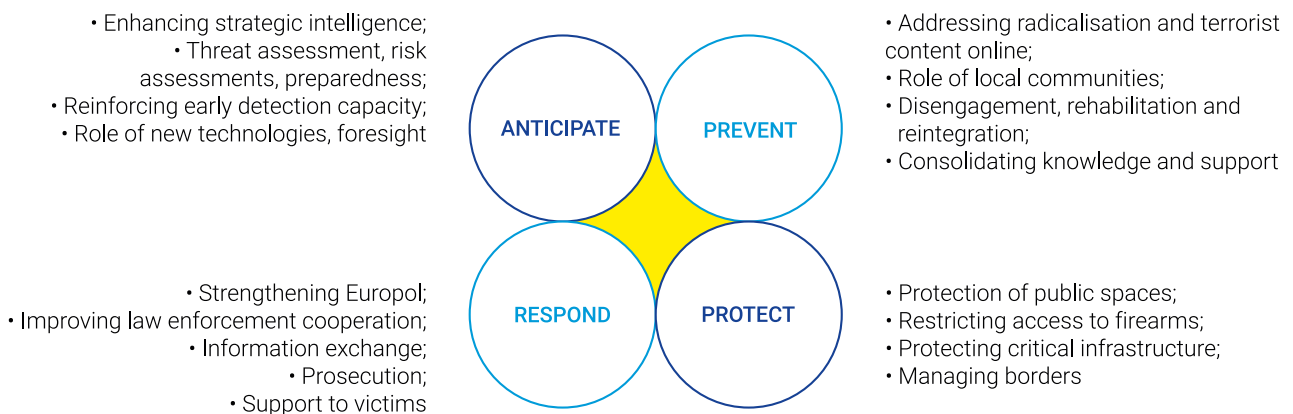


In 2018, the United Nations Secretary-General launched the United Nations Global Counter-Terrorism Coordination Compact<sup>2</sup>, which is the largest inter-agency framework across the three pillars of work of the United Nations: peace and security, sustainable development, and human rights. It currently consists of 46 UN and non-UN entities.

The EU's [Counter-Terrorism Agenda](#)<sup>4</sup>, which was announced in the EU's Security Union Strategy in 2020, brings together existing and new strands of work in a joined-up, comprehensive approach that aims to prevent and combat terrorism and violent extremism through a combination of measures at the EU

and Member State level, recognising the need for a coordinated and integrated response to the threat of terrorism and violent extremism. It emphasises prevention as a key component of this response, while also recognising the importance of protecting citizens, pursuing, and disrupting terrorist networks, and responding to terrorist incidents. The EU's counter-terrorism agenda is based on four pillars:

In addition to these four pillars, the EU's strategic framework also emphasises the importance of international cooperation, including cooperation with third countries and international organisations such as the United Nations<sup>5</sup>.



<sup>2</sup> See [Counter-Terrorism Compact brochure](#) for details



## 1.2.2. The scope of CT and PCVE interventions

*CT and PCVE are two distinct but interconnected approaches in addressing the challenges of terrorism and violent extremism. CT primarily focuses on countering and disrupting terrorist activities through law enforcement, intelligence, and military measures. It aims to neutralise immediate threats, apprehend terrorists, and dismantle terrorist networks. On the other hand, PCVE focuses on addressing the underlying factors that contribute to radicalization and recruitment into violent extremism. It employs non-coercive measures to prevent individuals from being attracted to violent ideologies, promote resilience within communities, and provide pathways away from violence. This Compendium covers both approaches.*

Violent extremism is driven by a complex interplay of social, political, economic, and ideological factors. As a result, a wide range of interventions is developed to address these diverse drivers, including, among others:

- interventions addressing the “conditions conducive” or structural drivers<sup>3</sup> that lead to terrorism, such as lack of socio-economic opportunities, marginalization, or discrimination;
- individual-level interventions to interrupt pathways to radicalization;
- interventions aimed at countering extremist narratives;
- interventions supporting effective rehabilitation and disengagement from violent extremist or terrorist groups;
- interventions aimed at developing human rights-compliant laws and policies;
- interventions aimed at building technical capacity and provision of resources to security services;
- and interventions helping to foster trust and societal cohesion in communities vulnerable to influence of violent extremism.

All are important, and often work best in tandem, but require different approaches and tools to measure their results. Evaluating the results of these interventions becomes complex due to the multiple factors involved and the need to measure their combined results. Identifying which specific interventions or combination of interventions are most effective in countering violent extremism requires careful evaluation and analysis of their individual and synergistic effects. Evaluating PCVE and CT interventions often involves assessing changes in multiple areas, such as attitudes, behaviours and activities, and relationships/social networks<sup>6</sup>. Each of these areas requires specific measurement approaches and tools. Ensuring comprehensive evaluation that captures the complexities of change across various levels of analysis can be challenging, as it requires a multi-dimensional and contextually sensitive approach to data collection and analysis.

Programme managers and evaluators must therefore consider the broad diversity in the scope of international and national interventions that support the objectives of preventing and countering violent extremism and terrorism. There is a need to carefully assess the level of analysis that is relevant to a specific intervention, and which - ideally - should be reflected in a carefully constructed theory of change. It is also critical that programme managers and evaluators understand the type of change that an intervention aims to promote and the level of implementation.

<sup>3</sup> See the [Report of the Secretary-General on the Plan of Action to Prevent Violent Extremism \(A/70/674\)](#)

## 1.2.3. The scope of the Compendium

The resources and evaluations highlighted in this document are, with few exceptions, restricted to those developed or commissioned by the EU, UN, GCTF-inspired institutions, or Member States. The featured evaluations were undertaken between 2017 and 2023.

*The use of the acronym 'M&E' can lead to 'monitoring' and 'evaluation' being considered as one process. However, these are distinct processes. Monitoring is a continuous practice that involves the systematic collection and analysis of data using the intervention's indicators throughout its lifecycle. On the other hand, evaluation is an assessment of an intervention conducted at specific points in time to analyse the level of achievement of results - typically focusing more on outcome and higher-level results - by examining the results chain, processes, contextual factors and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact and sustainability<sup>4</sup>. The Compendium covers both processes.*



<sup>4</sup> See [United Nations Evaluation Group, Norms of Evaluation in the UN System](#)

# 1.3. Methodology and approach to developing the Compendium

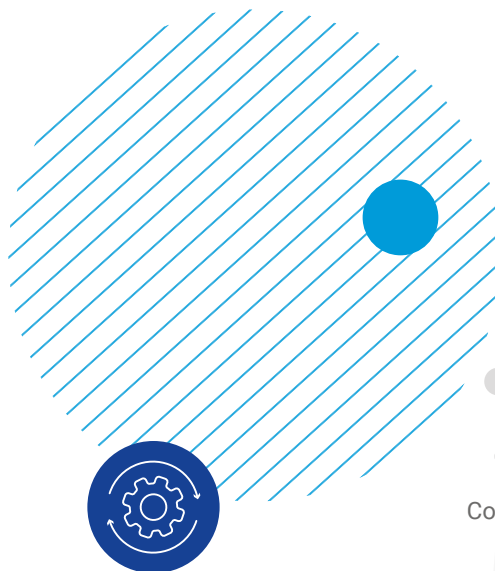
## 1.3.1. Defining a good practice

In the context of this Compendium, “good practice” is defined as a demonstrated approach, method, or strategy that has shown promising results in enhancing M&E processes, generating reliable and meaningful data, insights, and recommendations, and contributing to the improvement of current or future interventions. The good practices presented in this context respond to the following key characteristics:

- **Rigour and reliability:** Good practices adhere to rigorous and reliable methodologies, ensuring the collection of valid and credible data. They employ sound evaluation designs, robust data collection and triangulation techniques, and appropriate analysis methods to ensure the accuracy and integrity of the findings.
- **Innovation:** Some good practices embrace innovative approaches, methods, and tools for data collection and analysis that have demonstrated promising initial results in M&E processes.
- **Adaptability:** Good practices are contextually relevant and adaptable to different CT and PCVE settings. They take into account the specific needs, challenges, and dynamics of the target populations and are flexible enough to be adjusted and tailored to specific contexts.

- **Ethical considerations:** Good practices adhere to ethical principles and guidelines in the conduct of M&E. They prioritise the protection of human rights, privacy, and confidentiality of individuals involved in CT and PCVE interventions. They ensure that evaluations are conducted with sensitivity, respect, and consideration for the well-being and safety of all stakeholders.

The use of the term “good practice” instead of “best practice” in this context reflects the understanding that there is no universally applicable or one-size-fits-all solution, and it acknowledges that positive outcomes can be achieved through various approaches, methods, and strategies. Using the term “good practice” emphasises the importance of continuous learning, improvement, and innovation. By recognising that there is no definitive “best” practice, it encourages stakeholders to continuously seek and explore innovative approaches and adapt principles and insights from different practices to specific contexts.



## 1.3.2. Process of compiling and selecting good practices and illustrative examples

This Compendium aims to identify and showcase examples of good practices in M&E from existing CT and PCVE evaluations implemented by the UN and the EU with added input from Hedayah and GCERF, Member States at large, and other key actors. Recognising the wealth of knowledge and experience that exists within the UN and EU – both at the institutional as well as the Member State level – the methodological approach for identifying and selecting the good practice examples included in the Compendium was based on a multi-phased analytic and consultative process. The analytical process involved the development of a conceptual framework,

a master list of “good practices”, and selection criteria for the examples to include in the Compendium based on an extensive literature review (of approximately 180 documents) and initial consultations with key stakeholders. Insights, examples of evaluations, and other contributions were subsequently obtained from representatives of 25 organisations, including four Member States, six EU and related agencies, and ten UN agencies. Figure 1 illustrates the multiple ways in which inputs were gathered, with a fuller explanation of the methodological approach being provided in Annex 3.



## 1.3.3. Limitations

The list of good practices and resources, as well as the examples of evaluations used to highlight those good practices, should be taken as illustrative, rather than exhaustive, of the many innovative efforts that are being made in this area.

The Compendium is also limited in the extent to which it covers the full range of CT and PCVE interventions. Several sections place more emphasis on PCVE.

In respect to the evaluations that are showcased, not all demonstrate the entire range of good practices in monitoring and/or evaluation that are presented in the Compendium. However, most demonstrate more good practices than the specific good practice they are used to illustrate. The keywords serve to identify other relevant aspects of these documents for readers to reference.

## 1.3.4. Organisation of the good practices

The remainder of the Compendium organises the good practices in M&E of CT and PCVE interventions into two distinct parts. Part A includes good practices that apply to M&E across disciplines. Part B focuses on good practices that are specific to the fields of CT and PCVE, though many good practices discussed in this section may also be relevant to other fields.

Each part of this report groups good practices on the basis of specific problem areas in M&E of CT and PCVE interventions that they address. This

will help practitioners to identify practices that are relevant to the particular challenges they face in conducting M&E. Within these problem areas, the Compendium lists a number of good practices that can help address the respective challenge at hand. To the extent possible, these are accompanied by specific examples of evaluations that exemplify the good practice. This information is supplemented by relevant M&E guidance primarily from EU, UN, and Member States.



# 2

# Good Practices and Examples

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## Part A Evaluation Design and Process



## 2.1. Good practices on evaluation design and process for measurable outcomes

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*Effectively assessing and measuring the efficacy and results<sup>5</sup> of interventions to prevent and counter violent extremism and terrorism is a complex but necessary endeavour. Ensuring that evaluation approaches, processes, and tools are relevant, credible, and useful is key to implementing sustainable interventions that achieve their intend-*

*ed outcomes and objectives. Often, however, M&E frameworks for PCVE and CT lack truly measurable results because of how and when they are developed. What practices ensure that monitoring, measuring, and evaluation systems are developed in a way that allows for the collection of meaningful data about the results of the intervention?*

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### 2.1.1. Integrating M&E tools at critical junctures

#### Challenge:

In many cases it is difficult to know what difference CT and PCVE interventions have made either at the individual project level or at the institutional level when the entire CT and PVCE portfolio is examined. Contributing factors include lack of clarity about how activities can realistically contribute to intended results, inadequate baseline information or measures to assess progress, insufficient capacities to collect data, having disparate projects that do not align with organisational strategies, and no established processes for capturing and using monitoring and evaluative information. Without this, evaluating the performance and results of interventions becomes problematic.

#### How the good practice responds to the challenge:

Evaluations are much more likely to provide credible evidence and useful recommendations when clear monitoring, learning and evaluation processes are established at the design phase of an intervention (see Example 1). These processes should be informed by a comprehensive needs assessment and baseline analysis to understand the context, identify relevant stakeholders, and establish a baseline for measuring progress. It is also important to develop a robust theory of change (ToC) and results frame-

work that outline the intended change pathways and the indicators that will be used to measure progress of projects, programmes, and strategies. Box 1 provides examples of ToCs and guidance to help demystify these concepts and how to apply them.

Careful planning for data collection is an essential, but often overlooked, step in this process. A purposeful plan to assess and build the capacity of programme staff and local partners on M&E is important to ensure that they have the necessary skills and knowledge to implement the monitoring and evaluation activities effectively. This can be achieved through training programmes, workshops, and mentoring support. Such investments enable data to be gathered and interpreted by people who best know the context and conflict dynamics of each location (see Example 2).

Organisations wanting to learn from the cumulative and longer-term effects of their CT or PVCE programming will also benefit from having established procedures to enable consistency in the types of data collected by each intervention and a plan for extracting lessons from M&E processes to continuously improve programming (see Example 3). Ideally, organisations will also be able to track the effects of an intervention after it has closed but is a practice that requires institutional and donor commitment (see Example 2).

---

<sup>5</sup> Well-defined M&E frameworks specify three types of results – output, outcomes and impact-level results.

## EXAMPLE 1

# Evaluate Your CVE Results: Projecting Your Impact, 2018<sup>7</sup>

### Description and context:

This guidance document outlines a seven step process that emphasises the need for assessment to be objectives-led, usable, achievable, and valid:

1. Defining the context of the CVE intervention and stating the problem being addressed.
2. Developing a theory of change (ToC) outlining the intended pathways from inputs/activities to desired impact.
3. Identifying the intended results and establishing a clear link between them and the intervention's activities.
4. Determining key indicators and measures of success based on the defined results.
5. Determining the tools and collection methods that will be used to obtain the necessary dataset for evaluation.
6. Assessing whether the staff involved have appropriate capacity to use the collection methods and tools effectively to measure the key indicators.
7. Assessing the results based on the data collected, distinguishing outputs, outcomes, and impact.

### What makes this a good practice:

This accessible, step-by-step guide is a useful resource for all practitioners involved in designing and managing interventions, and especially those who are new to the full cycle of project/programme management, which highlights how monitoring and evaluation can be built into project design from the outset. Although tailored for individual PCVE interventions, some of the content, such as the guidance on developing logic models, is applicable for policy and strategy development.

Based on this framework, Hedayah also developed the smart-phone, tablet, and desktop application MASAR. The app guides users through the process of creating a basic plan for monitoring, measurement, and evaluation of PCVE interventions, including the development of a theory of change. Features include a tutorial, library with 250+ resources, case examples, an indicator generator, chat function, and the option to export data into a PDF. The app is available at no cost in English and Arabic for iOS and Android systems.



## Hedayah

Countering Extremism  
& Violent Extremism

### Actor

Hedayah

### Issue addressed

Hedayah has a clearly structured framework for monitoring, measuring, and evaluating (MM&E) the results of PCVE interventions.

### Key words

- intervention design
- monitoring
- evaluation
- theory of change
- indicators
- tools
- technology
- guidance

### Further information

<https://hedayah.com/>

<https://hedayah.com/resources/masar/>

## EXAMPLE 2

# Multi-Layered Monitoring and Evaluation Approach

### Actor

GCERF

### Issue addressed

GCERF's practice serves as a useful model for implementing a comprehensive M&E system that can assess impact-level results across the organisation's portfolio.

### Key words

- harmonization of results
- baseline and end-line data
- theory of change
- ex-post evaluations
- impact-level results
- sustainability

### Further information

<https://www.gcerf.org/wp-content/uploads/2023/06/GCERF-Monitoring-and-Evaluation-Infosheet.pdf>

<https://www.gcerf.org>

[GCERF's M&E Information Sheet](#)

### Description and context:

GCERF has established a clear process for how objectives, indicators and measurement processes will connect between the global, country and individual project levels. This makes it possible for GCERF to capture the extent to which its portfolio is reaching its global objectives. At the individual project level, the M&E capacities of potential grantees are assessed as part of the selection process for funding to help ensure that appropriate data will be collected and reported. GCERF then assists its local partners along the way in developing theories of change, results frameworks and monitoring and reporting systems, and in undertaking the mandatory baseline assessments. Once the project is completed, end-line assessments are carried out with formal independent evaluations. Increasingly, GCERF is also commissioning ex-post evaluations that evaluate projects one year after closure to better understand the sustainability and impact of their work.

### What makes this a good practice:

This process, clearly laid out in diagram form, not only enables an organisation to capture the cumulative and longer-term results and learning from all of its work, it also helps to develop the M&E capacities of local partners.





### EXAMPLE 3

# CVE Evaluation Approach, 2022-2024

## Results measured:

The evaluations of all initiatives are designed to assess achievements at the intervention level plus contribution to the programme outcomes (diversion from violent extremism, disengagement and reintegration, and improved community resilience in PCVE), and to the ultimate aim of NSW residents facing a lower risk of violent extremism.

## Description and context:

NSW has taken a whole-of-government approach with over 20 PCVE initiatives being integrated into programming in schools, police departments, multi-cultural departments, mental health services, and youth and justice interventions, as well as in partnerships with local councils and faith-based communities. Measuring results and continuous improvement is a priority, with the core tenant of the M&E approach being collaborative learning, experimentation, information sharing, and M&E capacity-building of implementing agencies and partners.

## What makes this a good practice:

The programme was designed from the outset to facilitate implementation of a meta-evaluation in 2024. The evaluation plans and framework of all supported interventions were aligned with the overall programme logic model and theory of change (which was co-designed with implementing groups). The M&E capacity of all implementers was assessed at the beginning of the programme and colour codes were assigned to easily identify the types of training and support each needed in order to effectively carry out the prescribed monitoring and assessment processes.



## Actor

New South Wales Government (NSW), Australia

## Key words

- harmonization of results
- participatory design
- theory of change
- M&E capacity building
- collaborative learning

## Further information

NSW Countering Violent Extremism Programme<sup>8</sup>: <https://www.cveevaluation.nsw.gov.au/program-finder/compact-program>

# Box 1- Developing a theory of change and Intervention Logic:

Theories of Change (ToCs) are an essential tool for planning, monitoring, and evaluating CT and PCVE interventions. A ToC is a way of presenting the logic of an intervention, describing the expected pathways from inputs/activities to the desired impact. It outlines why and how the actions taken will lead to the desired results. It should articulate the assumptions underlying the intervention logic and thereby help identify potential design challenges. ToCs are also essential for guiding the design of the evaluation, particularly for how the criteria of effectiveness and impact are to be assessed. They are also relevant for programmes and strategies.

ToCs can be expressed in written form using “if...then” statements or presented diagrammatically, showing the links between inputs, activities, outputs, outcomes, and impacts. ToCs in diagram format are typically structured hierarchically, with impacts at the top representing the long-term effects of the intervention. Outcomes are the short to medium-term effects and changes resulting from the intervention which, in turn, feed into the impacts. Outputs, on the other hand, are the tangible products created by the intervention. Outputs are produced as a result of the activities carried out by implementers and the resources they have available.

## Examples of Theories of Change for different types of interventions:

[New South Wales COMPACT Evaluation](#)<sup>9</sup>, 2018: This report includes a theory of change and programme logic for community-based programmes focused on reducing the likelihood of violent extremism among youth in Appendix B and C.

[UNODC’s Global Programme for the Implementation of the Doha Declaration](#)<sup>10</sup>, 2020: The ToC that was reconstructed by evaluators during the inception phase of the evaluation is shown on page 98. Strengthening Member States’ capacity to prevent and respond to terrorism was one component of this global programme.

[Commonwealth Secretariat Strategic Plan \(2021/22 – 2024/25\)](#)<sup>11</sup> : This document has a dedicated chapter that clearly sets out the organisation’s ToC, showing the pathways, assumptions, and risks involved in achieving the Secretariat’s strategic outcomes. It is useful for those interested in strategic-level planning frameworks, providing both a narrative and visual theory of change.

## Further information:

[USAID, Theories and Indicators of Change Briefing Paper: Concepts and Primers for Conflict Management and Mitigation](#), 2013<sup>12</sup> is a guide for incorporating conflict dimensions into theories of change and intervention planning.

[Better Evaluation](#)<sup>13</sup> is a knowledge platform for doing, managing, and using evaluations. It has helpful guidance on developing ToCs.

[European Commission, Project Implementation & Monitoring System \(PIMS\) Guidelines](#), 2021. This guide supports the design, monitoring, and reporting on actions where funding is channelled through the EU NDICI-GE Foreign Policy component but provides useful instructions for anyone wanting to learn more about intervention logic, logframes, and indicators.

## 2.1.2. Designing a holistic and credible evaluation

### Challenge:

Determining the direct impact of CT and PCVE interventions on reducing terrorism and violent extremism can be challenging due to the complex and multifaceted nature of these phenomena. Defining measurable outcomes and establishing causal links between interventions and desired outcomes can be a significant challenge for evaluators even when clear M&E systems were established. Often decision-makers need to be assured that evaluation processes were sufficiently robust in order to have confidence in the evaluation's results and recommendations.

### How the good practice responds to the challenge:

There are established standards and procedures that help to ensure that evaluations adequately and ethically assess the performance of all types of interventions, and by which the quality of an evaluation can itself be assessed (see Box 2). Also key to addressing the specific challenges of evaluating CT and PCVE interventions is the use of the theory of change and/or results framework to guide evaluation design and the assessment of effectiveness and impact. If these instruments do not exist or are inadequate to measure results and establish linkages, then it is good practice for evaluators to develop or improve them.

A robust evaluation design then builds on this groundwork, typically by using a mixed-methods (qualitative and quantitative) approach and establishing a concise set of evaluation questions aligned with the relevant OECD-DAC criteria and the main objectives of the evaluation. Other characteristics of a robust process include, but are not limited to, having a clear evaluation framework, rigour in sampling and analysis, triangulation of sources and methods, and transparency about the limitations of the study. As underscored later in the Compendium, good evaluations also use a human rights and gender lens, actively engage stakeholders, and attend to ethical issues. Incorporating a clear description of the design and methodological process in the evaluation report that conveys the thoroughness of the evaluation can help instil confidence in its results and recommendations.

The examples presented in this section are of complex evaluations that had robust designs and well-evidenced findings which led to useful sets of conclusions and recommendations.

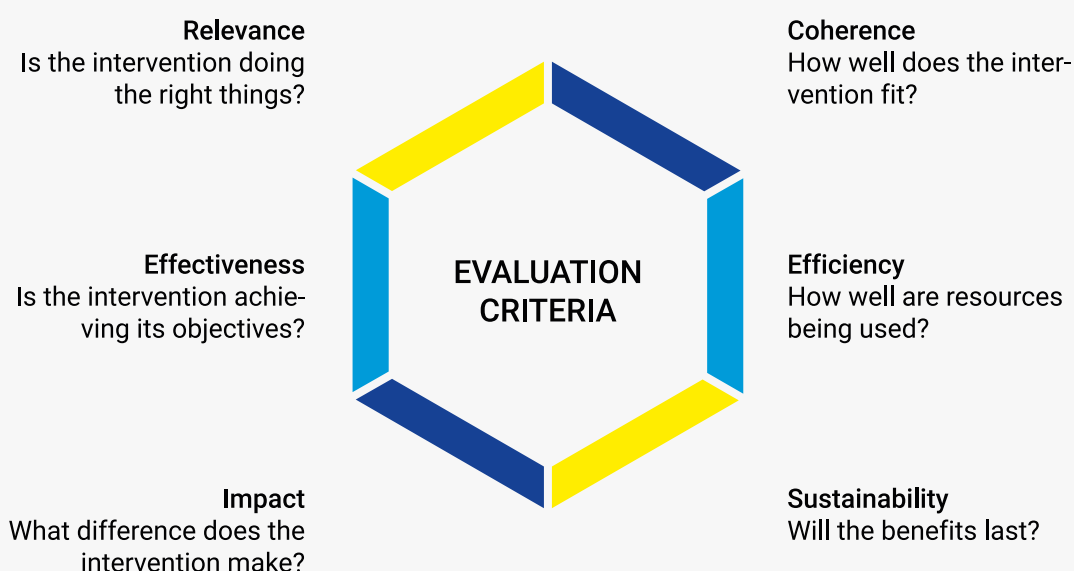


## Box 2 - Foundational Evaluation Resources

### OECD-DAC Evaluation Criteria<sup>14</sup>

The Development Assistance Committee of OECD (OECD DAC) and its Network on Development Evaluation (EvalNet) issued a set of widely adopted criteria in the early 2000s to structure the lines of enquiry for evaluation and serve as the basis upon which evaluative judgements

are made. Use of these criteria is a standard requirement for all evaluations commissioned by the EU and UN. The scope and subject of the evaluation will determine which of the six criteria will have the most focus and which may not be necessary.



### United Nations Evaluation Group (UNEG)<sup>15</sup>

UNEG is an interagency professional network that brings together the evaluation functions of the UN system. It establishes the UN evaluation normative framework to reflect emerging or innovative developments as well as good practices in evaluation. UNEG's website is an

important knowledge sharing hub and provides a range of resources including the UNEG Norms and Standards for Evaluation (2016), and guidance on inclusive and ethical evaluation practices<sup>16</sup>.

## EXAMPLE 4

# Mid-term Independent Joint Evaluation of the United Nations Countering Terrorist Travel Programme, 2023<sup>17</sup>

### Results measured:

This evaluation looked at the extent to which the programme was relevant at the strategic level, demonstrated coherence in meeting the technical and structural requirements of all implementing partners, was broadly efficient in its use of resources, and was effective in making progress in the establishment of Passenger Information Units across many countries.

### Description and context:

The CT Travel Programme aims to make travel safer by supporting Member States to establish Advance Passenger Information (API) and Passenger Name Recognition (PNR) systems, as well as to operationalise and deploy the 'goTravel' software system. The comprehensive technical assistance package includes legislative, operational and technical support and IT solutions. It is implemented jointly by UNOCT, CTED, UNODC, OICT, ICAO, INTERPOL, and IOM.

### What makes this a good practice:

The evaluation exemplifies many of the traits of a good practice evaluation highlighted above. Importantly, the logical framework was used to assess programme effectiveness and the stratified random sampling approach was used to select key informants, which increased the robustness of the assessment. The evaluation was also attentive to how the programme addressed human rights and gender equality.

Another notable feature of the exercise was that it was jointly led by two UN entities. Joint evaluations, along with the trend towards joint programming, are increasingly being encouraged through UN reform processes to further UN system-wide coherence. Jointly undertaken exercises can also increase the expertise, oversight, resources, data, and insights leading to stronger evaluations. In this case, the evaluation used well-established UNODC templates, guidelines, and tools (described further in Example 8) which were adapted to ensure that the needs of all implementing entities were reflected.



UNITED NATIONS  
OFFICE OF COUNTER-TERRORISM



UNODC  
United Nations Office on Drugs and Crime

### Actors

UNOCT and UNODC

### Link

[https://www.unodc.org/documents/evaluation/indepth-evaluations/2023/Midterm\\_Joint\\_Evaluation\\_Report\\_UN\\_Countering\\_Terrorist\\_Travel\\_Programme.pdf](https://www.unodc.org/documents/evaluation/indepth-evaluations/2023/Midterm_Joint_Evaluation_Report_UN_Countering_Terrorist_Travel_Programme.pdf)

### Key words

- evaluation design
- evaluation implementation
- sampling process
- human rights
- gender equality
- joint evaluations

### Further information

[oct-ecu@un.org](mailto:oct-ecu@un.org)

[unodc-ies@un.org](mailto:unodc-ies@un.org)

[UNEG Resource Pack on Joint Evaluations<sup>18</sup>](#)



## EXAMPLE 5

# Monitoring, Evaluation and Learning Toolkit to Support Action Plans to Prevent and Counter Violent Extremism, 2023<sup>19</sup>

### Actors

UNOCT and UNCCT

### Link

<https://www.un.org/counterterrorism/sites/www.un.org/counterterrorism/files/uncct-mel-toolkit-web.pdf>

### Issue addressed

This resource responds to the need to support capacities to assess PCVE action plans.

### Key words

- policy development
- national action plans
- government and civil society actors
- evaluation terms of reference

### Further information

[uncct\\_pcve@un.org](mailto:uncct_pcve@un.org)

### Description and context:

National and regional PCVE action plans are a key tool in advancing and coordinating initiatives to prevent violent extremism. They provide a structure by which national governments and regional organisations can set priorities, coordinate actions, and track progress. They encourage governments to make meaningful changes to policies, support and fund relevant initiatives, and create space for different levels of government, regional organisations and civil society organisations to work together to address the complex challenges of PCVE.

There are many governments that have well established M&E mechanisms, such the Government of Indonesia which has established a joint secretariat to coordinate, monitor and evaluate the implementation of its National Action Plan for PCVE across ministries, agencies, and local governments. The Secretariat is able to report on the number of actions and activities implemented and capture success stories and areas for improvement. However, not all Member States have such structures and expertise.

### What makes this a good practice:

The UNCCT toolkit is designed for actors at the national and regional and local levels with little or no experience in monitoring and evaluation and provides very practical steps on developing and implementing a Monitoring, Evaluation and Learning plan. The annexes include basic templates for terms of reference for Working Groups, for designing an evaluation, and for concise and visually appealing reports. The process of developing this resource was also a good practice as input and feedback was obtained from 20 peer reviewers representing Member States, multiple UN entities, and other PCVE experts.



## EXAMPLE 6

# Strengthening Resilience to Violent Extremism – STRIVE (Horn of Africa) Final Evaluation Report, 2017<sup>20</sup>

### Results measured:

The key results assessed were reduced readiness of young people in urban environments to engage in political violence, and how learning from the pilot projects was informing further interventions.

### Description and context:

STRIVE (Horn of Africa) was set up to start the EU's engagement in the field of PCVE in order to build expertise and contribute to international exchanges on best practices. The project delivered mentorship opportunities, in partnership with a local civil society organisation, to vulnerable youth living in Nairobi. It augmented this work through several pilot activities including capacity-building of law enforcement, research related to the role of women, facilitating interfaith dialogue, and supporting communication, including through radio.

### What makes this a good practice:

STRIVE explicitly integrated a pilot approach to its operations. As such, there was a consistent emphasis on research, monitoring, and evaluation to extract lessons learned on an ongoing basis. The evaluation applied the OECD-DAC criteria to provide a comprehensive assessment of the project, including by using the ToCs for each results area. Notable elements include an annexed table that showed how STRIVE aligned with international standards of good practice in design, delivery, and implementation and the very clear set of recommendations that were instrumental in informing an expanded STRIVE programme.



### Actors

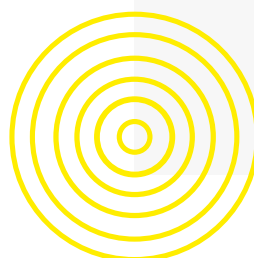
European Commission and  
Royal United Services Institute (RUSI)

### Link

<http://ct-morse.eu/wp-content/uploads/2017/04/170124-STRIVE-evaluation-Report-Final.pdf>

### Key words

- pilot approach
- alignment with international standards
- lessons learned
- use of results



## 2.1.3. Incorporating use of appropriate CT and PCVE indicators

### Challenge:

Choosing appropriate indicators to measure the progress and impact of CT and PCVE interventions can be a complex yet crucial task.

### How the good practice responds to the challenge:

Good practice requires developing indicators that are aligned with the intervention's outputs, outcomes and objectives, appropriate to the context in which they are being used, and SMART (specific, measurable, achievable, relevant, time-bound).

Ideally, appropriate indicators will have been identified in the design phase of the intervention and used to provide baseline data from which both monitoring and evaluation processes can then draw upon to measure results (see Example 7 – COMPACT Program). However, it is often the case that the original indicators are not useful or were not established and it is incumbent upon evaluators to select indicators that accurately capture the desired changes and outcomes and allow for meaningful evaluation.

*Proxy indicators offer an indirect way of assessing whether a change has occurred. For example, one proxy for decreased vulnerability to joining a violent extremist group is a decrease in the physical presence of such groups mobilising populations in the area. However, not all proxy indicators are equally useful and a risk with using proxy indicators is that they can hide non-linear relationships between the proxy and change. This is especially relevant to PCVE interventions working with complex change in dynamic environments. To mitigate these risks, their use should be minimized, and care should be taken to ensure that the proxy indicator is relevant to the context and that there is a clear relationship between the proxy and the intended change.*

Some organisations have developed sets of common indicators to be used across their CT and PCVE projects (see the European Commission Sector Indicator Guidance in Box 3). Box 3 also includes other resources for programme managers and evaluators looking for examples of indicators and guidance for their use.

It is important to keep in mind that indicators should be designed in a way that protects the confidentiality and security of individuals involved in CT and PCVE interventions. In some cases, proxy indicators may be used if direct indicators are not feasible, appropriate, or involve risk.

The identification and use of appropriate indicators should be a dynamic process that incorporates new knowledge, emerging trends, and lessons learned from previous evaluations. This ensures that the evaluation framework remains responsive to the evolving nature of violent extremism and adapts to the changing needs of CT and PCVE interventions.





## EXAMPLE 7

# Evaluation of the COMPACT Program, 2018<sup>21</sup>

### Results measured:

The evaluation addressed several criteria but the key focus was increased community resilience to violent extremism.

### Description and context:

This programme aimed to promote social cohesion and community harmony by adopting a community resilience-building approach to countering hate, violence, fear, and division in society. This was achieved by providing grant funding to 12 locally-based projects focused on engaging with young people.

### What makes this a good practice:

The evaluation used a comprehensive, mixed methods approach with the quantitative component involving a participant pre/post-survey (1000+ respondents) and a sentiment analysis pre/post survey (300+ respondents). In the design of these data collection tools, known indicators of social cohesion and community resilience were researched and validated scales were used to measure achievement of outcomes. These included the Cantril Self Anchoring Striving Scale (Cantril, 1965) a well-known measure of general wellbeing; and measures from the Scanlon-Monash Index of Social Cohesion (Scanlon Foundation and Monash University, 2007<sup>22</sup>, allowing for a future comparative analysis of project-level results with state-wide results.

The evaluation process was also notable for including a workshop, attended by the range of community partners delivering the 12 projects under the programme, to co-design the ToC and indicators on which the evaluation was based. The final report is an example of a well-designed document that includes good use of visual aids to convey results.



### Actor

New South Wales Department of Premier and Cabinet, Multicultural New South Wales, Australia

### Key words

- indicators
- validated scales
- participatory design
- theory of change
- evaluation matrix
- sentiment analysis
- reader-friendly design

### Further information

[compact@multicultural.nsw.gov.au](mailto:compact@multicultural.nsw.gov.au)

<https://multicultural.nsw.gov.au/community-resilience/compact/>

## Box 3 - Sources for CT and PCVE-specific indicators

### UNDP and International Alert, Preventing Violent Extremism Indicator Bank, 2018<sup>23</sup>

The Indicator Bank contains over 230 output and outcome indicators (quantitative and qualitative) that are relevant to, and have been used in, PVE programming. It is organized around UNDP's core PCVE programming: Corruption, Dialogue and Reintegration, Media, Human Rights and Rule of Law, National Action Plans, Local Government, Youth Engagement, Schools and Universities, Participatory Decision Making, Social Cohesion, Socio-economic Alternatives, Faith-based/ Religious Leaders and Gender Equality.

The Indicator Bank is presented in an excel database format which enables users to sort by several criteria including programming area, example programme objective, target group, qualitative/quantitative, type (output or outcome), and whether the indicator is PVE specific (projects with a specific PVE objective) or PVE-relevant (projects without a specific PVE objective, but which contribute to a PVE outcome or goal). [Using the Indicator Bank<sup>24</sup>](#) is a guidance note that explains the principles that underpin this resource and highlights the need for users to tailor and contextualise these indicators, based on the nature of the PVE intervention, context dynamics and violent extremist threat the intervention is addressing.

### Australian and New Zealand Counter-Terrorism Committee, Countering Violent Extremism Evaluation Indicator Document, 2018<sup>25</sup>

This publication is part of the [National Countering Violent Extremism Evaluation Framework and Guide<sup>26</sup>](#). It covers diverse PCVE outcomes and provides numerous potential indicators, including pre-existing measures that exist across a range of research and policy fields, as well as suggested measurement strategies.

### European Commission, Sector Indicator Guidance: Countering Violent Extremism<sup>27</sup>

This was developed by the EC Directorate-General for International Partnerships (INTPA, formerly DEVCO) to guide the design of measurable PCVE interventions for each of the European Union's four principles for PCVE programming. It is another useful resource for indicators that practitioners can learn from and adapt to their needs.

## 2.1.4. Promoting an enabling environment for evaluation

### Challenge:

M&E activities require adequate resources, including funding, skilled personnel, and time. However, resource constraints often limit monitoring activities as well as the scope, depth, quality, and use of evaluations. Comprehensive assessments of CT and PCVE interventions can also be hindered by evaluation hesitancy whereby there is a reluctance to participate in evaluation activities due to factors such as uncertainty, scepticism, fear of judgement, or resistance to change.

*Evaluation requires an enabling environment that includes an organisational culture that values evaluation as a basis for accountability, learning and evidence-based decision-making; a firm commitment from organisational leadership to use, publicise and follow up on evaluation outcomes; and recognition of evaluation as a key corporate function for achieving results and public accountability. Creating an enabling environment also entails providing predictable and adequate resources to the evaluation function.” [Norm 11, UNEG Norms and Standards for Evaluation, 2016]*

### How the good practice responds to the challenge:

An enabling environment for evaluation makes it more feasible to have consistent and high-quality evaluation processes that support organisational learning and improvement. Such an environment requires a culture that embraces evaluation, institutional commitment, and adequate resources.

While the importance of evaluation has become more accepted, there remains wide variation in structures, capacities, and resources to undertake and manage evaluations amongst the many types of organisations that carry out CT and PCVE program-

ming. While some entities have evaluation functions with multiple staff members and well-established procedures, there are others that rely on programme managers to carry out all evaluation-related work in addition to their other responsibilities and have more limited funds for each evaluation.

Some of the key components of an established evaluation function include having in place: an approved evaluation policy that makes M&E an institutional requirement; annual evaluation plans; clear evaluation procedures and quality standards (these are often set out in an evaluation handbook<sup>6</sup>); further topic-specific guidance material and tools; templates for terms of references and for evaluation reports; online systems for accessing results of past evaluations, tracking the implementation of evaluation recommendations and managing evaluations; evaluation quality checklists as well as quality assurance and assessment processes. (See Example 8)

An enabling evaluation environment takes time to build and requires very purposeful efforts in all sizes of organisations to achieve (see Example 9). Those seeking to strengthen their capabilities can learn and seek inspiration from the good practices of more established systems. Even with limited resources, organisations can begin by clarifying procedures and expectations for evaluation managers and evaluators, including on how evaluations should be planned, commissioned, implemented, and used.

Also key to ensuring comprehensive and high-quality evaluations are the evaluators. Ideally, evaluations will be conducted by a team of experienced evaluators with diverse expertise and preferably local representation to ensure that a broad range of perspectives and knowledge are used to inform the evaluation process. However, often budgets are only sufficient for one evaluator or for an internal evaluation. Robust internal assessment processes, although not in line with UNEG Norms and Standards for evaluations, can still yield useful information and recommendations.

<sup>6</sup> See [UNOCT Evaluation Policy](#); [UNOCT Evaluation Handbook](#) and its [Annexes](#) as additional resources.

### Actor

UNODC

### Issue addressed

These resources respond to the need to provide comprehensive guidance for evaluation on an institutional level.

### Key words

- policy
- templates
- guidance
- toolkit
- budgeting
- software
- evaluation management
- knowledge management

### Further information

[Evaluation at UNODC](#)

[unodc-ies@un.org](mailto:unodc-ies@un.org)

## EXAMPLE 8

# Institutional resources for evaluation

### Description and context:

UNODC has a centralized evaluation function with dedicated staff and resources. It has been steadily building its capacity and recently achieved the highest possible score for its evaluation policy and the second highest scores for its evaluation report quality and gender-responsive evaluations in the OIOS review of UN evaluation functions<sup>7</sup>.

### What makes this a good practice:

UNODC has made an institutional commitment to prioritising evaluation and results-based management. Its Independent Evaluation Section (IES) has developed a range of resources to help ensure that evaluations are independent, credible and of high quality to support accountability, organisational learning, and the implementation of the UNODC 5-Year Strategy. Resources that even those outside of UNODC will likely find useful to draw from and adapt include:

- [Evaluation Step by Step](#)<sup>28</sup> process map that includes roles and responsibilities of IES, programme managers and the evaluation team.
- [Templates](#)<sup>29</sup> for Evaluation Plans, Terms of Reference, Inception Reports, Evaluation Reports, Evaluation Briefs, Follow-up Plans, and Evaluation Quality Assessment.
- [Toolkit for Evaluating Interventions on Preventing and Countering Crime and Terrorism](#)<sup>30</sup>, [Guidance Note for Evaluators: Inclusive Evaluations](#)<sup>31</sup>, and [guidance documents on integrating human rights and gender equality into evaluations](#)<sup>32</sup>.
- [Unite Evaluations](#)<sup>33</sup>, a web-based evaluation management and knowledge sharing application that contains a database of evaluation recommendations, lessons learned and good practices and enables the evaluation function, project managers and independent evaluators to upload documents and track progress through all phases of an evaluation process.

Another good practice is that UNODC aims to have a mix of skills and expertise within their evaluation teams. The organisation engages at least two evaluators for each assignment with team leadership experience, evaluation and subject-matter expertise, and human rights and gender expertise, and local/regional representation all being prioritized. Depending on the type of intervention being assessed, skills such as data management are also an important part of the recruitment strategy.

## EXAMPLE 9

# Creating a systematic approach to evaluation

### Description and context:

The Department of State (State) conducts a diverse number of CT and PCVE-related initiatives from building military, law enforcement, and justice sector capacity, to conducting diplomatic engagement, counter-messaging, and PCVE programming. These efforts are spread across a vast, global enterprise, sometimes overseen or carried out by personnel who were not familiar with M&E processes.

### What makes this a good practice:

State used a three-pronged strategy to bring a more systematic approach to its CT and PCVE programming, elements of which have relevance to much smaller organisations.

- **Ensure alignment** - All CT and PVCE programming should align with the overall organisational CT/CVE Strategy because there is an imperative to demonstrate that programme success links to strategic goals and achieving strategic success. To support this, State created a Program Design and Performance Management Toolkit that provides step-by-step instructions on how to design, implement and monitor programs. The toolkit guides users to integrate M&E design from the beginning. Importantly, programme managers are encouraged to have strategic patience, recognising that results may take time to materialise and that some things might not work as planned.
- **Embrace transparency and accountability** – Actions here include making much more information publicly available (see links below), and engaging with think tanks, academia, civil society, legislators, and journalists on programs and evaluation findings. This recognises the need for a symbiotic relationship with civil society where governments share information and civil society can inform programs and policies to ensure their appropriateness.
- **Build a culture of learning** – The diverse approach to accomplishing this involved the adoption of legislation that mainstreams learning (such as the Foreign Assistance Transparency and Accountability Act of 2016), developing institutional policies that required dedicating resources to M&E (including by creating streamlined contracting mechanisms to more easily deploy independent evaluations), building internal M&E capacity (through training and continuing education including for those who do not directly manage programs), and creating a community of interest that cross sectoral lines to share good practices and findings from evaluations.



### Actor

United States Department of State (DoS)

### Key words

- strategic alignment of programming and results
- transparency
- evaluation system
- M&E capacity
- learning culture

### Further information

[foreignassistance.gov](https://foreignassistance.gov)

[State.gov Evaluation Database](#)

[USAID Evaluation Dashboard](#)

[USAID's CVE Policy](#)



## Box 4 - Practical tools for evaluation managers

### Evaluation Terms of Reference

Critical to the success of most evaluations is the development of a clear and comprehensive Terms of Reference (ToR). The ToR should be agreed upon by the main stakeholders involved in the evaluation process, including the funding partners, to ensure there is a shared understanding of the expectations of the exercise. Key elements to include are: information on the project (background and context), what the exercise is intended to accomplish (the objectives), what it will encompass (the scope), how it is to be carried out (methodology), key issues to address (main evaluation criteria and questions), special considerations (such as being disability inclusive), the oversight process (evaluation management structure), work process (deliverables and timelines), and required expertise to implement (evaluator competencies). Evaluators can be recruited directly (in which case there may need to be a ToR for the evaluation and for each team member) or through a bid solicitation process.

### Examples of clearly defined ToR and ToR Templates:

UNDP, [Terms of Reference for the Final Evaluation of "Preventing Violent Extremism through Promoting Tolerance and Respect for Diversity in Maldives and Sri Lanka", 2022](#)<sup>34</sup>

UNODC, [Terms of Reference templates for Independent Project Evaluations and In-depth Evaluations](#)

### Evaluation Budget Calculator

A common challenge faced by programme managers at the beginning of the programme lifecycle is estimating the resources that should be set aside for evaluation. To address this, UNODC/IES has developed an [Evaluation Budget Matrix](#) which calculates expenditures related to evaluators, travel, publications, interpretation, translations, software, etc. It also suggests the composition of the evaluation team and the number of working days for the team. The tool has shown itself to be useful during project planning to ensure an appropriate amount is reserved for the evaluation. Further information can also be requested from [unodc-ies@un.org](mailto:unodc-ies@un.org).



## 2.2. Good practices in leveraging innovative tools and rigorous approaches

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*Violent extremism and terrorism are driven by a complex interplay of social, political, economic, and ideological factors. Evaluating the success and value of any one intervention is challenging due to the multiple drivers involved and the need to assess their combined impact. Further, collecting reliable and valid data on the results of interventions designed to address violent extremism*

*and terrorism can be difficult and sensitive, and data gaps and bias in reporting is very high, making it difficult to extract meaningful conclusions or to identify causality. What innovative tools and approaches can be leveraged in the evaluation of CT and PCVE interventions that would allow for more rigorous collection and analysis of different types of data?*

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### 2.2.1. Leveraging rigorous and innovative methods

#### Challenge:

Collecting reliable and valid data on sensitive topics related to terrorism and extremism can be challenging. The data may be scarce, incomplete, or inadequately address biases, or the evaluation design or data collection process may not be sufficient to have confidence in the evaluation results.

#### How the good practice responds to the challenge:

The incorporation of more rigorous approaches into evaluations is generally considered to enhance the robustness and validity of findings. This can lead to a more comprehensive understanding of programme effectiveness and impact than what is obtained through the standard practice of using key informant interviews, focus group discussions and online surveys. More rigorous or sophisticated approaches highlighted in the Compendium include the use of large sample sizes that enable statistically significant results to be drawn<sup>8</sup> (see Example 10), quasi-experimental design and impact assessments<sup>9</sup> (see Example 11), and experimental approaches (see Example 12).

*Experimental and quasi-experimental evaluations - Both designs use comparison groups to determine the effect an intervention has had (the causal relationship). In experimental design, evaluators use random assignment to assign participants to an experimental group (who received the intervention) and the control group (who did not). In quasi-experimental designs, a non-random approach to assignment is used, typically because random assignment is not feasible or ethical<sup>10</sup>.*

- 
- 8 Statistical significance means that the results of a study are unlikely to have happened by chance. Including a large proportion of a programme's participants in a study helps evaluators have confidence that their findings are reliable.
  - 9 There are different understandings of impact assessments/ evaluations. The term as used here requires the use of a counterfactual (usually a comparison group) to determine what the outcomes would have been in the absence of an intervention.
  - 10 For more information see, Braddock, Kurt, 'Experimentation & Quasi-Experimentation in Countering Violent Extremism: Directions of Future Inquiry', RESOLVE Network, 2020 ([https://resolvenet.org/system/files/2020-01/RSVE\\_RVESeries\\_Braddock\\_January2020.pdf](https://resolvenet.org/system/files/2020-01/RSVE_RVESeries_Braddock_January2020.pdf))

These methods increasingly are augmented using CT and PCVE-specific tested tools and validated scales, several of which are highlighted in Examples 7, 10 and 13. Tools that have undergone testing and validation procedures increase confidence in the accuracy and consistency of the data they are used to collect<sup>11</sup>. They often have established standards and protocols for their use which enables comparisons across studies.

A caveat for use of these more rigorous tools and methods is that they are not always applicable, appropriate, or practical. Such practices tend to be resource intensive in terms of time and cost, and require specific skill sets to properly design the study, oversee the data collection, and analyse and interpret the results. They are included in the Compendium to broaden understanding amongst practitioners and policy-makers of more rigorous approaches being applied in the evaluation of CT and PCVE interventions.



<sup>11</sup> Further information on validity and reliability can be found at [betterevaluation.org](https://betterevaluation.org) and <https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/>



## EXAMPLE 10

# Shared Endeavour Fund Call Two Evaluation Report, 2023<sup>35</sup>

### Description and context:

The Mayor of London's Shared Endeavour Fund is a civil society grant funding scheme that supports initiatives designed to build Londoners' resilience to radicalization and extremist recruitment, and reduce racism, intolerance, hate and extremism in the city. The initiative supported 19 projects that reached over 33,000 beneficiaries. This independent evaluation was commissioned to assess the outcomes of the fund portfolio, showcase the achievements of supported projects, and generate learning and recommendations. The methodology was underpinned by a theory of change.

### What makes this a good practice:

The evaluation is notable for demonstrating the application of a rigorous and systematic mixed methods approach to measuring results. Rigour was attained by the careful selection and number of tools used as well as the large sample size. A set of 12 self-report attitudinal survey measures was employed, each of which was aligned with one of the objectives of the Shared Fund. The measures were administered to 2300+ participants using a retrospective pre-post research design<sup>36</sup> whereby before and after information is collected at the same time. In traditional pre-post designs, respondents answer questions before taking part in an activity and then answer the same questions again after their engagement ends. While recognising the bias that can be inherent in any type of self-reported response tool, the evaluators noted that a major advantage of a retrospective approach is that fewer resources are required than traditional pre-post approaches since one survey captures pre and post data. The retrospective design has also been shown to reduce response-shift bias whereby respondent's understanding of what the survey questions mean can change over time.

The measures included pre-existing instruments as well as bespoke instruments that were adapted by the evaluators to the context. These included the Brief Resilient Coping Scale (BRCS), [Civic Engagement Scale](#), [Meaning in Life Questionnaire](#), Tolerance of Difference measure, [Social Dominance Orientation \(SDO\)](#) short form, amongst others. The full set of measures is described in the evaluation report along with the strategy used by evaluators to screen for 'careless responses'; an important quality assurance check to ensure that the answers are being filled out in an attentive manner.

## MAYOR OF LONDON

### Actor

Mayor of London Office for Policing and Crime, UK

### Link

<https://www.isdglobal.org/wp-content/uploads/2023/01/SEF-Call-Two-Evaluation-Report.pdf>

### Results measured

The evaluation assessed the programme's efficiency (fidelity) and its effectiveness in reducing racism, intolerance, hate and extremism.

### Key words

- theory of change
- experimental design
- retrospective pre-post research design
- validated scales
- attitudinal change
- resilience
- youth engagement
- reader-friendly design

### Actors

GCERF and local partners

### Key words

- impact evaluation
- quasi-experimental design
- local justice system

### Further information

[infopi@gcerf.org](mailto:infopi@gcerf.org)

## EXAMPLE 11

# Impact Evaluation of Barangay Justice System Programme, 2023

### Results measured:

The evaluation measured criteria such as awareness, trust, and perception of the local justice system.

### Description and context:

This project worked with the local justice system in the Philippines and on building their relationship with their communities. Justice system members were considered to be an important source of resilience, especially given that the weak rule of law was an important driver in the region. The objectives included increasing the capacity of members as well as increasing awareness and improving the perception of the population towards this local justice system.

The evaluation used a rigorous quasi-experimental design (using re-randomization) to compare Barangays (wards) in which the GCERF grantee worked with places that were not part of the programme (comparison group). Statistical matching was used instead of random assignment to select the control group. Evaluators used three instruments which included a household survey for community perception, and a survey for the Barangay Justice system to assess their capacity using vignettes.

### What makes this a good practice:

The careful selection of comparison groups brings greater confidence that the evaluation can assess results. In this case the evaluators were able to provide clear evidence that the programme was effective in building the capacity of the justice system members in general terms and especially in conciliation. For the community, it showed a positive statistical difference in terms of awareness. The perception of the community regarding the local justice system being honest or fast/efficient was also positive, but statistically insignificant when other factors were considered. Thus, the evaluation allowed GCERF and partners to understand what impact the project had, and how far the initiative succeeded across the results-chain.

## EXAMPLE 12

# Enhancing Efforts to Prevent Violent Extremism by Leveraging Behavioural Insights: Lessons learned from Practical Experiments, 2022<sup>37</sup>

### Results measured:

The studies focused on the effectiveness of behavioural intervention in changing behaviours.

### Description and context:

This report summarises the practical application and results of Behavioural Insights (BI) experiments that were carried out in three countries - Pakistan, Uzbekistan, and Tajikistan - showcasing diverse and accessible opportunities for using BI in PVE. In Pakistan, the behavioural intervention was designed to increase the use of Gender Desks previously established by UNDP to support cases of gender-based violence, amongst other issues. The study's 100 participants were randomized into either a control group or a treatment group that received a commitment card and additional reminders and information about the Desk's services. The results showed a significant increase in reports of grievances by those receiving the intervention, and the lessons from this experiment are being integrated into new programming by UNDP Pakistan.

### What makes this a good practice:

Increasing attention is being given to BI for its potential to be embedded in PVE programming to increase the impact and measurement of programs. Although there are some concerns about how BI has been applied, most consider that using BI in evaluations provides a deeper understanding of human behaviours and decision-making, so that recommendations about intervention design are based on learning and evidence rather than on assumptions about what works and what does not.



### Actor

UNDP, Nudge Lebanon and B4Development, with financial support from the EU

### Link

<https://www.undp.org/publications/enhancing-efforts-prevent-violent-extremism-leveraging-behavioural-insights>

### Key words

- behavioural insights (BI)
- experimental design
- randomized controlled trials

### Further information

See [UN Secretary-General's Guidance on Behavioural Science<sup>38</sup>](#) and the UNDP's Practitioner Guidance, 2021: [Applying Behavioural Science to Support the Prevention of Violent Extremism: Experiences and Lessons Learned<sup>39</sup>](#)

## EXAMPLE 13

# Building Resilience Against Violent Extremism (BRAVE)<sup>40</sup>

### Key word

tested and standardised tool •

### Further information

[The BRAVE Measure User Manual<sup>41</sup>](#),  
version 2.0, 2022

### Results measured:

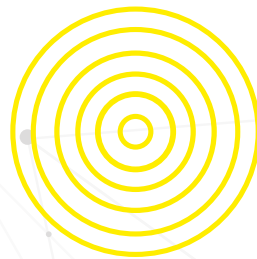
These tools broadly measure resilience to violent extremism.

### Description and context:

This is a brief questionnaire tool that can be used to assess risk and protective factors for young people's resilience to violent extremism at the community level. BRAVE-14 is a validated and standardized 5-factor, 14-item measure. It was designed by researchers in Australia and Canada looking to identify and understand what resources and capacities help people, especially youth, to resist narratives of social networks. The user manual provides suggestions for adapting the tool to other contexts.

### What makes this a good practice:

By using PCVE tested tools that measure change at an individual level, this practice enables evaluators to assess the specific changes and outcomes experienced by individuals participating in CT and PCVE interventions. These tools provide standardized measurement approaches that capture changes in attitudes, beliefs, and behaviours related to violent extremism, allowing for a more comprehensive evaluation of the effectiveness and impact of CT and PCVE interventions at the individual level.



## 2.2.2. Obtaining longer-term and aggregated data sets

### Challenge:

Assessing the long-term impact of CT and P/CVE interventions is challenging due to the evolving nature of terrorism and extremism. The effects of interventions may not be immediately apparent and can take years to materialise. In addition, although mid-term and end-of-project evaluations are important for learning and accountability they do not necessarily indicate the success of any type of intervention or strategy over the longer term or in different contexts. On their own, individual evaluations are usually insufficient to inform policy decisions.

### How the good practice responds to the challenge:

**Ex-post (or post hoc)** evaluations, which are undertaken one year or more after an intervention has closed, are a good way to establish the sustainability and impact of results. Although these types of assessments yield critical information about longer-term effects of an intervention, they are not common practice. This is typically because funds are not available once the intervention has ended. However, there are some organisations that are making ex-post evaluations a priority (see Example 14).

**Cluster evaluations** can be a useful approach to assessing several similar-typed interventions at the same time. In addition to acquiring larger amounts of data, bundling multiple evaluations into one exercise can achieve economies of scale and a more consistent evaluation approach than engaging an evaluation team for each intervention. They can also provide a higher level of analysis that goes beyond the sum of individual projects and look at more strategic intervention logic (see Example 15). Cluster evaluations are generally most appropriate for smaller-scale projects, so that the scope of work for the evaluators is reasonable, and when the interventions have a similar design and results chain, so that the evaluators do not actually have to conduct separate evaluations under the guise of it being one.







### Actors

GCERF and local partners

### Link

<https://www.gcerf.org/wp-content/uploads/2015/12/Executive-Summary-Ex-post-evaluation-Nigeria.pdf>

### Key words

- conflict resolution of intercommunity grievances
- ex-post evaluation
- case study approach
- use of results

## EXAMPLE 14

# Evaluation of Community Action-Response Teams (CARTs), Nigeria, 2021

### Results measured:

The evaluation assessed the project's effectiveness in reducing intercommunity grievances.

### Description and context:

This GCERF-supported project sought to understand and address intercommunity grievances used to recruit people to terrorism-related activities in the North Middle Belt in Nigeria. It did so by forming Community Action and Response Teams (CARTs) which were made up of community members trained to play a role in conflict resolution of such grievances.

The evaluation assessed the project outcomes 12 months after the end of the project, using mixed-methods. The design included (1) an assessment of the capacity/knowledge of the CART members in terms of training provided by the GCERF-supported consortium, (2) a large-scale survey to understand the perception of the communities towards those CARTs, and (3) three case studies that provided a more in-depth assessment (through focused group discussions and key informant interviews) of the role played by CARTs in the establishment of peace pacts between communities.

### What makes this a good practice:

Ex-post evaluation allows evaluators to better understand the sustainability and impact of an intervention. It can also provide deeper insights into unexpected results, both positive and negative, which are also important for programme improvement and organisational learning. In this case, the evaluators found relative retention of knowledge across the CART members, although it was uneven; that communities largely saw the CARTs as legitimate and effective; and that there was strong evidence that CARTs played a role in the establishment of peace pacts between communities, moderate evidence that CARTs helped in electoral monitoring and response to voters concerns, and lack of evidence for their role on micro-credit. The evaluation purposely looked for, and found, two unintended consequences (prevention of electoral violence, and facilitation of a micro-credit programme). These findings reinforced GCERF's positive perception of the overall sustainability of the approach, and its lessons helped to adjust the expansion of the programme.

## EXAMPLE 15

# Independent In-Depth Evaluation of UNODC Programming in West and Central Asia, 2021<sup>42</sup>

### Results measured:

The evaluation assessed the extent to which the UNODC programming in the region addressed the specific context and national needs while contributing to addressing regional and inter-regional issues, including related to counter-terrorism.

### Description and context:

This evaluation covered five programs - three at the country level, one covering multiple countries, and another with a regional focus. They covered a range of programming areas, including work related to terrorism prevention. Input was received from 200+ stakeholders, mostly through interviews but also through email questionnaires and an online survey. The methodology focused on utility to help ensure the evaluation results would be of substantive value to all the five programs in designing and planning the next five-year cycles. In addition to human rights, gender equality and leaving no one behind, it covered four of the OECD-DAC criteria but with an emphasis on coherence.

### What makes this a good practice:

This cluster approach enabled more strategic-level results to be assessed than if each of the five programs had been evaluated individually. It was also a cost-effective approach with UNODC estimating a savings of more than 50%. The evaluation established that the UNODC programs were making significant contributions to Member States' implementation of international conventions and other instruments, with many examples highlighting national ownership of programme initiatives.



**UNODC**

United Nations Office on Drugs and Crime

### Actor

UNODC

### Link

[https://www.unodc.org/documents/evaluation/indepth-evaluations/2021/Final\\_Evaluation\\_Report\\_UNODC\\_Programming\\_West\\_and\\_Central\\_Asia.pdf](https://www.unodc.org/documents/evaluation/indepth-evaluations/2021/Final_Evaluation_Report_UNODC_Programming_West_and_Central_Asia.pdf)

### Key words

- strategic and programmatic evaluation
- cluster approach
- cost-effectiveness
- inclusive design

### Further information

<https://unodc.org/evaluation>  
[unodc-ies@un.org](mailto:unodc-ies@un.org)

## 2.2.3. Addressing complexity and contribution

### Challenge:

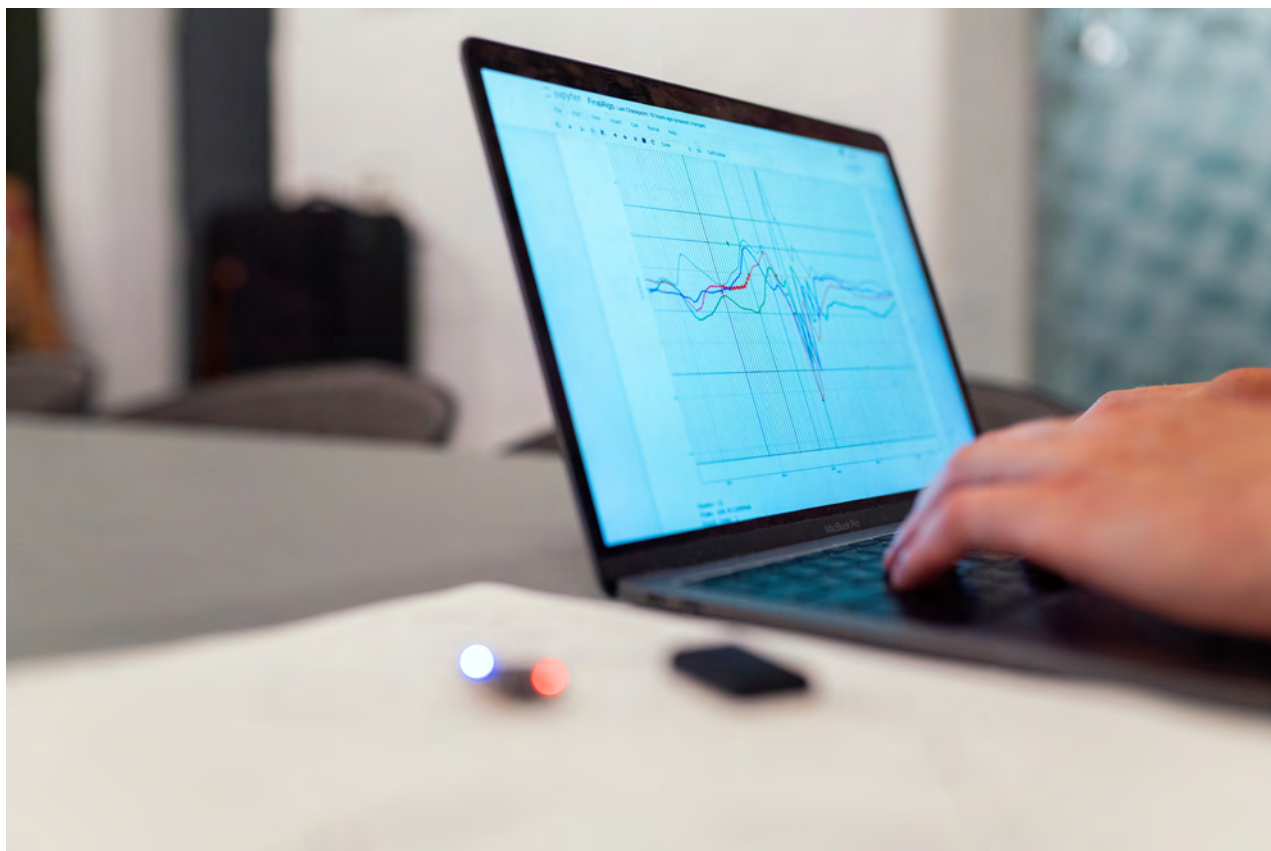
Violent extremism and terrorism are complex phenomena influenced by various interconnected factors. Evaluating the success of interventions targeting these issues presents challenges due to the need to understand and assess the combined impact of multiple drivers. Isolating the contribution of a particular intervention from the broader context and other actors operating in this space is a persistent challenge, and in some cases cannot be established.

### How the good practice responds to the challenge:

By using evaluation approaches tailored to address complexity, organisations can better understand the nuanced effects of their interventions and make informed decisions for programme improvement. These approaches acknowledge the intricate nature of violent extremism and terrorism and provide evaluators with the tools to navigate and evaluate the complex factors involved.

One such approach is **contribution analysis**, which focuses on identifying and assessing the contribution of an intervention to desired outcomes within a complex environment. It recognises that interventions alone may not produce observable changes but can contribute to broader outcomes through their interactions with other factors (see Example 16 and Example 4). Outcome harvesting involves collecting and analysing evidence of outcomes as they emerge, allowing for a more flexible and context-specific evaluation. This method is particularly useful when the outcomes of an intervention are uncertain or not well-defined from the outset (see Example 17).

Other useful approaches include **Most Significant Change analysis**, **process tracing**, and **feminist evaluation lenses** which can all provide diverse and valuable insights into the complex dynamics of violent extremism and terrorism.



## EXAMPLE 16

# Final Evaluation Report – UNDP Partnership for a Tolerant, Inclusive Bangladesh (PTIB), 2022<sup>43</sup>

### Results measured:

A key issue measured was the extent to which main stakeholders better prevent violent extremism and counter incitement of hate and violence since the project began.

### Description and context:

The PTIB project is a multi-year initiative to understand and prevent violence and extremism in Bangladesh. It has a research component to gain insight into the drivers of violence in the country, a citizen engagement component to increase inclusivity and tolerance, and a government engagement component to sensitise government agencies to emerging global best practices in promoting social inclusion and tolerance.

The programme's evaluation has a clearly articulated methodology that shows how contribution analysis was applied. It also explains how the evidence was examined through a gender analysis and Leave No One Behind (LNOB) analysis following the human rights-based approach.

### What makes this a good practice:

The use of contribution analysis enabled evaluators to identify the tangible contributions made by PTIB as inputs to improving knowledge, debate, and policy.

This study was UNDP's 2020 Evaluation Excellence Award Winner for Innovative Evaluations. It was recognized by the review panel for being *"a good example of the type of innovation expected from evaluation in order to build back better: methodologically adaptive and innovative, proactively inclusive, comprehensively committed to 'leaving no one behind' and willing to go the extra mile beyond standard performance measures and benchmarks in order to produce forward-looking learning and effectively communicating lessons for decision-making"*.



### Actor

UNDP Bangladesh

### Link

<https://erc.undp.org/evaluation/documents/download/18187>

### Key words

- Bangladesh
- methodology
- contribution analysis
- ethical considerations
- leave no one behind
- human rights-based approach
- clear presentation
- useful recommendations



### Actors

GCERF and local partners

### Link

<https://www.gcerf.org/wp-content/uploads/2015/12/Executive-Summary--End-of-grant-Evaluation-Tunisia.pdf>

### Results measured:

The evaluation looked at the extent to which religious leaders changed their communications in respect to preventing violence and improved relationships with people in the community (stories of change).

### Key words

- religious leaders •
- outcome harvesting •
- participatory approaches •
- unexpected results •

## EXAMPLE 17

# Evaluation of Tunisia Religious Leaders Project<sup>44</sup>

### Description and context:

This project sought to influence and support religious leaders, aiming to positively influence their communication skills and their relationship with followers and the community through capacity-building and relay workshops, and by supporting community initiatives.

The evaluation used an outcome harvesting approach. It was conducted in five stages, with an initial harvest (gathering of data) through a review of documentation by the evaluation team, then a second harvest through local workshops with GCERF local partners and programme participants (religious leaders). A number of stories of change were selected (according to three criteria: feasibility, relevance, and good practice on PCVE). The stories were then substantiated by the evaluation team. Finally, the findings were discussed with participants and local partners through sense-making workshops.

### What makes this a good practice:

Outcome harvesting allows evaluators (and programme managers) to deal with complexity, and also to identify outcomes even when they were not fully delineated beforehand. Due to its participatory approach and intense qualitative nature, outcome harvesting also helps programme managers to understand the type of change that occurred, and how, often prioritising the perspective of the intervention's participants.

In this case, the outcome harvesting evaluation helped GCERF and its local partner not only to validate the first layer of the theory of change of the project (support to religious leaders leading to change in their communication and relationships), but also to identify what specific changes it was achieving. The evaluation found that religious leaders displayed a change in their communication skills and relationships established, and in some cases, there was evidence of religious leaders delivering 'prevent-relevant' support to a small number of people who experienced risk factors relevant to violent extremism. The evaluation also showed that much more effort in terms of programming was needed to trigger change at the community level and that appropriate M&E measures were needed to measure the expected effect of such community-level change. Both considerations informed the second phase of the project.



2

# Good Practices and Examples

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## Part B CT and PCVE-Specific Good Practices





## 2.3. Good practices in advancing a “Do No Harm” approach

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*Violent extremism and terrorism often take place in fragile or conflict-prone environments in which there are weak governance structures and limited protections for human rights abuses. Often, conflict dynamics and human rights violations are themselves drivers of terrorism. This means that the design, implementation and evaluation of*

*PCVE and CT programs require an extra level of consideration to ensure that interventions do not exacerbate conflict dynamics or place communities or other stakeholders at risk of harm. How can M&E processes be developed to minimise potential negative impacts while maximising learning?*

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### 2.3.1. Incorporating conflict sensitivity into M&E design and process

#### **Challenge:**

Violent extremism and terrorism are often inextricably related to fragility and conflict. Many PCVE interventions are specifically designed to address the conditions that drive conflict and fragility and, in turn, violent extremism and terrorism. Yet, paradoxically, in working with specific vulnerable communities and groups, interventions sometimes risk exacerbating sectarian tensions or divides, and/or placing communities and individuals at risk of harm. This is often done inadvertently through a lack of clear understanding of the conflict and power dynamics, politics, and inequities in a given region or locality.

#### **How the good practice responds to the challenge:**

To address this challenge, applying conflict-sensitive frameworks to the evaluation process is essential. This approach allows for the collection of important insights into the factors contributing to violent extremism and the effectiveness of CT and PCVE interventions (see Example 19). It also contributes to an overall “Do No Harm” approach to programming, ensuring that interventions do not inadvertently contribute to conflict or harm communities.

Risk and harm assessment is a critical component of conflict-sensitive M&E. Evaluations should carefully consider and assess how interventions may impact (in positive and negative ways) conflict and power dynamics (see Box 5). This includes applying a gender lens to risk and harm assessments and, for example, examining the potential risks posed to women and girls by changes in power dynamics in the community caused by the implementation of the intervention, and actively mitigating these risks.

It is also important to evaluate unintended negative or positive consequences of interventions (see Example 18). While it may be too late to address these retrospectively at the end of a project, capturing them throughout implementation and through third party monitoring is crucial, as well as in mid-term reviews and final project evaluations to inform programming going forward.

## EXAMPLE 18

# Final Evaluation of the Preventing and Responding to Violent Extremism in Africa, 2021<sup>45</sup>

### Results measured:

The evaluation assessed the relevance of the intervention to the context and changes in Africa at the time of implementation, the effectiveness of the project in contributing to regional and global UNDP outcomes, the efficiency of the management structure, the sustainability of the project, and its performance in cross-cutting issue areas such as implementing a human rights-based approach and contributing to gender equality and the empowerment of women.

### Description and context:

The United Nations Development Programme (UNDP) Regional Bureau for Africa (RBA), in collaboration with the Regional Bureau for Arab States (RBAS), launched a six-year regional project in 2016, titled “Preventing and Responding to Violent Extremism in Africa: A Development Approach”. The project was designed to support development interventions to build resilience against violent extremism at the regional, country and community-levels. A final evaluation was conducted in 2021 to gather lessons from the design and implementation of the intervention.

The evaluators explicitly addressed the question: “To what extent has conflict sensitivity been addressed in the design, implementation, and monitoring of the project?”. Interview subjects were queried as to the extent to which they understood relevant conflict dynamics in the project. They observed that “conflict sensitivity was seen as key to the project” by relevant staff and that “regional, national, and local tensions and conflicts shaped the violent extremist challenges and opportunities for PVE”.

### What makes this a good practice:

An overarching conclusion in this study was that “[c]onflict sensitivity in programming avoids unintended consequences. The conflict-sensitive approach appears to have worked to mitigate unintended negative effects, and to influence conflict positively in each national project context. PVE activities supported by the Regional PVE project do not appear to have led to conflict or a backlash that instead enabled violent extremism.” This demonstrates the value of not only integrating conflict sensitive approaches in interventions, but also of unpacking and investigating them in evaluations.



### Actor

UNDP

### Link

<https://www.undp.org/africa/publications/preventing-and-responding-violent-extremism-africa-development-approach>

### Key words

- conflict sensitivity
- conflict dynamics
- conditions conducive terrorism
- root causes of violent extremism

## EXAMPLE 19



### Actors

A joint project by UNODC and UNDP funded by PBF

### Results measured

The evaluation measured results against the OECD-DAC criteria, as well as evaluation criteria specific to the UN Peacebuilding Fund (PBF), such as project catalytic effects, risk-tolerance, and innovation, as well as human rights, gender equality and leaving no one behind. In doing so, it considers a broader range of issues relevant to the local context.

### Key words

conflict sensitivity •  
prisons •

# Final Independent Project Evaluation: Support to the Prevention of Radicalization to Violence in Prisons and Probation Settings in the Kyrgyz Republic, 2021<sup>46</sup>

## Description and context:

The Kyrgyz Republic has faced issues around radicalization and recruitment into violent extremism due to political and socio-economic challenges, as well as identity-related issues, compounded by the COVID-19 pandemic. In this context, the project “Support to the Prevention of Radicalization to Violence in Prisons and Probation Settings in the Kyrgyz Republic” was implemented by UNODC and UNDP between 2018 and 2021. The project aimed to reduce vulnerability to violent extremism in Kyrgyzstan by focusing on enhancing the expertise of penitentiary staff, facilitating the social reintegration of violent extremist offenders, and providing high-quality expertise in terrorism and extremism related cases.

In 2021, a final independent evaluation of the project was conducted, following a mixed methods approach, which combined quantitative and qualitative data collection and analysis. The evaluation adhered to UNEG norms and standards and UNODC Evaluation Guidelines, with a focus on a “Do no Harm” approach to ensure respect, fairness, and transparency.

## What makes this a good practice:

This evaluation report demonstrates good practice in several ways:

- The report provides a comprehensive overview of the conflict-related setting in Kyrgyzstan, highlighting the political and socio-economic challenges, as well as identity-related issues.
- The evaluation includes specific evaluation questions related to the conflict context. By including these questions, the evaluation report explores the project’s outcomes within the conflict context and assesses its effectiveness in addressing the specific challenges faced by Kyrgyzstan.

## 2.3.2. Ensuring ethical practice in research and data collection

### Challenge:

Monitoring and evaluating CT and PCVE interventions in fragile and conflict-affected areas presents unique challenges for data collection. These areas often have limited infrastructure, weak governance structures, and ongoing security concerns. In such contexts, accessing accurate and reliable data, ensuring the safety of evaluators, and implementing M&E processes can be particularly difficult. Additionally, the dynamic and fluid nature of conflict and violence in these areas makes it challenging to establish stable baselines and track progress over time.

### How the good practice responds to the challenge:

Evaluators and researchers understand the importance of collecting data in ways that are accountable and ensure that no harm is done to those interviewed, studied or queried. Standards, codes of conduct, and ethics committees are required for academic research projects that involve human subjects. While many evaluators of PCVE and CT programs have academic backgrounds in which they have received training in ethical guidelines for research, not all have. In addition, the risks presented in PCVE and CT programs may be distinct and require specialized understanding of the context in which the programme is implemented.

Ensuring that evaluators and all relevant stakeholders involved in M&E processes understand how to conduct research professionally, responsibly and with integrity not only strengthens the outcomes of the evaluation but also contributes to the overall results of the intervention. Observing ethical guidelines in M&E practice is an important component in mitigating any potential unintended harm or risk to beneficiaries and programme implementers and evaluators (see Box 5).

Evaluations of CT and PCVE interventions must be conducted ethically and with sensitivity, taking into account the potential risks to individuals, communities, and the evaluators themselves. It is important to consider that the evaluation process itself may have consequences for communities as well and take steps to mitigate any potential negative impacts. This includes the anonymization of data, ensuring informed consent, and following clear ethical guidelines that govern the evaluation process, such as those laid out in the guidance documents and toolkits in Box 5.

Evaluations conducted in conflict-affected contexts must also take into account the potential dangers the evaluation process can pose to the evaluators themselves. Evaluators may face various security threats, including physical harm, intimidation, and the potential for their work to be misinterpreted or misused by different parties involved in the conflict. Therefore, it is essential for evaluation teams to undertake rigorous security assessments, develop security protocols, and ensure the safety and well-being of the evaluators throughout the process (see, for example, Box 6).

## Box 5 - Toolkits and guidance documents on conflict sensitivity and risk management

Various organisations within the EU and UN systems have issued guidance on ethics, conflict sensitivity, and risk management with relevance to M&E.

- European Commission, “**Operational Guidelines on the preparation and implementation of EU financed actions specific to counter-terrorism and violent extremism in third countries**”, 2015<sup>47</sup>: This document provides guidance on various aspects relevant to M&E throughout the project cycle. It provides guidance on implementing conflict-sensitive approaches and conducting context analysis, a framework for context analysis for both CT and PCVE interventions, guidelines for conducting research on sensitive issues and in sensitive environments, recommendations for local community engagement, and proposed actions for integrating human rights and gendered approaches.
- UNDP, “**Risk Management for Preventing Violent Extremism (PVE) Programmes: Guidance Note for Practitioners**”, 2019<sup>48</sup>: UNDP’s guidance note highlights the significance of risk evaluation in PVE programs. It encourages programme managers and evaluators to assess risks against established criteria and engage in discussions with key stakeholders to determine the acceptability and manageability of risks. This process helps to identify potential harms and unintended consequences and weigh them against the benefits of the programme. Additionally, the guidance highlights that monitoring and reviewing the context and risks throughout the intervention’s implementation ensures the risk management strategy remains adaptable.
- UNDP, “**Conflict Sensitivity in Approaches to Preventing Violent Extremism: Good intentions are not enough**”, 2019<sup>49</sup>: This report stresses that conflict sensitivity requires im-

plementers to reflect on the implications of PVE interventions on the context and conflict dynamics. Integrating conflict sensitivity into design, monitoring, and evaluation necessitates organisational systems that support adaptive programming and learning. This approach allows for course correction, understanding unintended outcomes, and promoting a culture of transparency, trust, and learning.

- UNEG, “**UNEG Ethical Guidelines for Evaluation**”, 2020<sup>50</sup>: UNEG’s guidelines emphasise the importance of ethics in evaluations and provide principles of integrity, accountability, respect, and beneficence for both those who organise and conduct evaluations, as well as checklists for both programme managers and evaluators. Following these guidelines ensures that evaluations in CT and PCVE interventions consider the rights and interests of diverse participants and their communities, thereby advancing a “do no harm” approach.
- UNODC, “**Toolkit for Evaluating Interventions on Preventing and Countering Crime and Terrorism**”, 2021<sup>51</sup>: UNODC’s toolkit emphasises the importance of conflict sensitivity in designing, delivering, and evaluating programs in fragile or conflict-affected states. It notes that evaluators should consider how conflict and fragility dynamics may influence both the intervention and the evaluation process itself. The toolkit provides a checklist for conflict-sensitive evaluations at each stage of the evaluation process, aiding in the promotion of a conflict-sensitive approach.





## Box 6 - Resources on researcher safety in extremism research

A number of resources are available discussing the importance of considering and mitigating the potential harmful effects on the wellbeing and mental health of researchers, caused by prolonged exposure to terrorist content. While these resources are primarily focused on extremism and terrorism researchers, many of the findings and standards in trauma prevention and coping can be applied to those involved in M&E of CT and PCVE interventions as well.

### Further information:

- Global Network on Extremism & Technology, [Understanding the Trauma-Related Effects of Terrorist Propaganda on Researchers](#), 2023<sup>52</sup>
- VOX-Pol, [REASSURE Project](#)<sup>53</sup>
- VOX-Pol, [Online Extremism and Terrorism Researchers' Security, Safety, and Resilience: Findings From The Field](#), 2023<sup>54</sup>
- ICCT, [Who's Protecting the Researchers? RE-ASSURE report findings on identity and harms for online extremism and terrorism researchers](#), 2023<sup>55</sup>





## 2.3.3. Prioritising local engagement and participation in M&E processes

### Challenge:

Involving relevant stakeholders, including government agencies, civil society organisations, affected communities, and international partners is crucial for effective M&E. Engaging diverse stakeholders and ensuring their active participation can be challenging due to power dynamics, conflicting interests, or concerns around the sensitivities linked to CT and PCVE interventions.

### How the good practice responds to the challenge:

PCVE and CT programs are ultimately about promoting peace and stability and require the consideration, involvement, understanding and ownership of local actors and partners to be impactful and sustainable. This extends to the evaluation process. The participation of local stakeholders and their insights and local knowledge not only deepens and contextualises any lessons from an intervention but also builds local capacity. However, it is important to be fully transparent about contradictory views or perspectives of different groups of stakeholders, acknowledging the existence of diverse opinions.

Incorporating participatory practices and engaging a wide range of local community-level stakeholders as a cornerstone of evaluation processes ensures inclusivity and accountability and affords more meaningful and relevant evaluation results.

*Participatory tools are specific techniques and methods used to engage stakeholders in data collection, analysis, and interpretation, including surveys, focus group discussions, interviews, participatory mapping, and ranking exercises. On the other hand, participatory processes encompass the different ways of involving stakeholders throughout the entire M&E process. This includes involving stakeholders in setting evaluation priorities, defining evaluation questions, designing data collection methods, analysing findings, and using evaluation results for decision-making and intervention improvement (see Example 20).*

While certain issues need to be kept in mind when working with remote data collection and relying primarily on local communities to collect data, including confirmation bias in remote data collection and ensuring that perspectives of hard-to-reach populations are included, such approaches can be useful in conducting evaluation, particularly in conflict or crisis situations where having evaluation teams on the ground is often not an option<sup>12</sup>.

<sup>12</sup> See, for example, UNODC's "Guidance Note For Managers And Evaluators: Planning and Undertaking Evaluations in UNODC During the COVID-19 Pandemic and Other Crises", [https://www.unodc.org/documents/evaluation/Guidelines/COVID-19\\_Guidance\\_document.pdf](https://www.unodc.org/documents/evaluation/Guidelines/COVID-19_Guidance_document.pdf).

## EXAMPLE 20

# Participatory M&E for PVE

### Description and context:

This PCVE project works to give youth (and women) a voice and visibility in policy, planning, legislative and programme development processes by training them to produce data related to violent extremism. It pairs young peacebuilders with experienced researchers to co-design the survey tools and methodology. Youth co-analyse the data, co-develop recommendations, and lead in communicating the findings to UN entities and their government, civil society, and academic partners. This pairing ensures the quality of the data, ethical practices, and steady transfer of skills over the course of progressively more youth-led research processes.

In the Philippines, Malaysia, and Thailand the project is enabling youth to produce the evidence-base to inform PVE National Action Plan development and implementation, from national to local level.

### What makes this a good practice:

This approach recognises that civil society organisations, including women and youth-led non-governmental organisations and human rights defenders, have information necessary for effective PCVE, as they are aware of the needs in their communities and the challenges and opportunities inherent in meeting those needs. If given a voice in designing, monitoring, and evaluating PVE initiatives, they can help shape effective, risk-informed, and conflict-sensitive approaches that put their needs at the centre.



### Actor

UNDP

### Issues addressed

This approach responds to the need to include a diverse range of relevant local stakeholders in M&E processes in meaningful ways.

### Key words

- participatory practice
- youth-led monitoring
- national action plans

### Further information

UNDP PVE 2021 Annual Report (pp. 46-51): <https://www.undp.org/publications/prevention-violent-extremism-2021-annual-report>

## Box 7 - ICE on behalf of the European Commission, Study on best practices in Third Party Monitoring, 2020<sup>56</sup>

This study highlights one approach that is often used for remote data collection: Third Party Monitoring (TPM) – a monitoring approach that involves engaging a third party to conduct monitoring of people's views or monitoring of assets. The study states that the benefits of TPM include high-quality data, reduced risk, and the ability of TPM to enable improved programme design. However, it also notes potential chal-

lenges, including the risk of disempowering project managers through TPM and loss of oversight over project activities. Technological advancements, such as aerial imaging and big data, are highlighted as providing potential new opportunities for TPM.

### 2.3.4. Mainstreaming human rights in PCVE and CT evaluations

#### Challenge:

Poorly or narrowly conceived CT and PCVE measures can have adverse consequences for human rights. In some cases, interventions may unjustly criminalise individuals or stigmatise specific ethnic or religious groups. When interventions are implemented without due regard for individual rights to freedom of expression, belief, association, and privacy, these violations not only infringe upon fundamental rights, but they can also exacerbate grievances and potentially fuel further violent extremism.

It is also important to acknowledge the inherent tensions between security concerns and human rights in the context of CT and PCVE efforts. Striking the right balance is an ongoing and critical challenge, as safeguarding security interests should not come at the expense of respecting and upholding human rights.

#### How the good practice responds to the challenge:

Ensuring a human rights perspective is integrated into M&E is crucial, given the potential detrimental impact CT and PCVE interventions can have on human rights. It is essential to mainstream human rights in all M&E efforts in this area, which means considering human rights at all stages of programming to identify whether human rights were adequately considered and whether unintended positive or negative consequences emerged<sup>13</sup>.

Mainstreaming human rights in the evaluation process and tools is equally important. This means systematically integrating and considering human rights principles and standards throughout the different phases of the evaluation process, including in the design of the evaluation, data collection, analysis, and reporting. By incorporating a human rights lens, evaluations can assess the extent to which interventions and programs respect and promote human rights, identify potential human rights violations or impacts, and provide recommendations for improvement. This helps to ensure accountability and organisational learning.

<sup>13</sup> UNODC's 2021 evaluation of its Global Programme "Strengthening the Legal Regime Against Terrorism", which was discussed in Example 24, is a good example for an evaluation that included human rights considerations throughout the evaluation process.

## EXAMPLE 21

# Evaluation of OHCHR Support to Legislation in Conforming with International Standards, 2018<sup>57</sup>

### Results measured:

The evaluation assessed OHCHR's contribution to changes in legislation in the areas of discrimination and rule of law on the achievement of improvements on human rights issues in line with five evaluation criteria: relevance, effectiveness, impact orientation, sustainability and gender mainstreaming.

### Description and context:

The evaluation concerned OHCHR's global achievements in supporting national legislation in conformity with international standards within the 2014-17 programme cycle.

### What makes this a good practice:

The evaluation followed the UNEG Guidance on integrating human rights and gender (listed below). The mainstreaming of gender and human rights issues was a central consideration throughout the evaluation process, ranging from consultation with and participation by stakeholders, and the selection of the methodology to the composition of the evaluation team. Human rights-related issues were considered in the evaluation ToR, the evaluation scope, objectives, and overall methodology, including "data collection methods, data sources and processes, sampling frame, participatory tools, evaluation questions and validation processes". In addition, the evaluation's findings, conclusions and recommendations emphasized human rights and gender-specific findings as well as specific findings on human rights-related criteria and questions.



### Actor

Office of the United Nations High Commissioner for Human Rights

### Key words

- human rights
- fundamental freedoms

### Further information

UNODC, "Guidance Note for Evaluators: Human Rights Mainstreaming in UNODC Independent Evaluations", 2023<sup>58</sup>

European Commission, "Operational Human Rights Guidance for EU external cooperation actions addressing Terrorism, Organized Crime and Cybersecurity: integrating the rights-based approach", 2015<sup>59</sup>

UNEG, "Integrating Human Rights and Gender in Evaluations", 2014<sup>60</sup>

## 2.4. Good practices in integrating gender perspectives

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*The roles that men and women play in joining, supporting, leaving, and resisting violent extremist movements and terrorist groups are unique and multi-faceted. Much effort has been made to develop tools and guidance to ensure that PCVE and CT interventions do not make untested assumptions about gender in their design and implemen-*

*tation. How can a gender lens be best incorporated in M&E approaches so as to assess the viability of these efforts, and contribute to ongoing learning about the role of gender in PCVE and CT?*

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### 2.4.1. Collecting and analysing gender-sensitive data

#### Challenge:

If gender-sensitive data collection and analysis are not prioritized, experiences and perspectives of diverse gender groups may be overlooked, resulting in interventions that are not tailored to their specific needs and realities. Moreover, gender inequalities and gender-based violence as underlying factors of extremism may remain unaddressed, perpetuating social injustices and hindering efforts to effectively counter extremism.

#### How the good practice responds to the challenge:

M&E frameworks should explicitly incorporate gender analysis and intersectional analysis as core components. This includes setting objectives, selecting appropriate indicators, designing data collection methods, and planning for analysis and reporting. One approach to integrating gender in a meaningful way is to apply the gender equality continuum<sup>14</sup>, which can provide a way for conceptualising gender-integrated evaluation both for interventions that are specifically focused on gender and those without a specific gender focus<sup>15</sup>.

Gender-sensitive data collection and analysis is crucial in understanding the unique experiences, roles, and impacts of men and women, boys, and girls in relation to violent extremism and terrorism. Collecting gender-sensitive data involves a combination of

qualitative and quantitative research methods, such as gender-specific surveys, interviews, focus group discussions, case studies, and observations that delve into the gender dynamics and motivations behind involvement in violent extremism (see Example 22).

It is also important that gender considerations are taken into account by programme managers from the inception of the intervention. This includes applying a gender lens to risk and harm assessment (see section 2.3.1), which allows a better understanding of gender-specific harm that could be done by an intervention, the integration of gender perspectives into the intervention design, as well as the identification and tracking of gender-specific outcomes and results of the intervention from the outset. It also includes defining gender-related indicators to measure changes in gender-related attitudes, behaviours, and outcomes, capturing the nuanced gender dynamics, power relations, and social norms that influence the impact of intervention<sup>16</sup>.

Conducting gender analyses also includes exploring the intersectionality of gender with other identities, such as age, ethnicity, and disability, which allows evaluations to uncover the multiple forms of discrimination and marginalization that contribute to violent extremism as well as the different needs and experiences that can be addressed through interventions.

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<sup>14</sup> This continuum stretches from gender-blind to gender-transformative interventions. More information: [http://sbccimplementationkits.org/gender/wp-content/uploads/sites/7/2016/03/Activity-0.1\\_Understanding-and-Appling-the-GenderEquality-Continuum.pdf](http://sbccimplementationkits.org/gender/wp-content/uploads/sites/7/2016/03/Activity-0.1_Understanding-and-Appling-the-GenderEquality-Continuum.pdf)

<sup>15</sup> For an example of how to introduce this framework to M&E, see UNICEF's 2019 guide, "UNICEF Guidance on Gender Integration in Evaluation", <https://www.unicef.org/evaluation/media/1221/file/UNICEF%20Guidance%20on%20Gender.pdf>

<sup>16</sup> Examples for this include "women and men's experiences as terrorist suspects in the criminal justice system", or the "ways in which women that participated in a training employed their skills in practice and whether doing so produced better or worse outcomes". More examples of gender indicators are included in this UNODC Briefing Note "Mainstreaming Gender in Terrorism Prevention Projects/Programmes", 2020, [https://www.unodc.org/documents/Gender/20-05713\\_Terrorism\\_Brief\\_ebook\\_cb.pdf](https://www.unodc.org/documents/Gender/20-05713_Terrorism_Brief_ebook_cb.pdf) as well as in the Toolkit discussed in Box 8 and the guidance discussed in Box 10.



## EXAMPLE 22

# Kenya NiWajibu Wetu (NIWETU) Program, Final Performance Evaluation, September 2022<sup>61</sup>

### Description and context:

The NIWETU Program, which was implemented by USAID in Kenya between 2016 and 2020, worked in the areas of community mobilization and government responsiveness to address violent extremism, with the aim of improving the capacities of communities, sub-grantees, and the Government of Kenya to identify and respond to threats posed by violent extremism at the national and county levels.

The 2022 evaluation of the programme highlights the importance of integrating and centralising gender considerations across the project cycle, from the design of the intervention to monitoring and evaluation. The report indicates that the activities outlined in the ToC contributed to increased understanding and improved leadership on PCVE, particularly with youth and women. However, despite the recognition of women's importance, the report acknowledges barriers that limit their engagement in community leadership and civil society due to prevailing gender norms.

### What makes this a good practice:

Gender considerations were included in the programme design from the outset. For example, the ToC of the programme highlighted the need to view women and youth as essential stakeholders and partners in PCVE efforts, rather than solely as victims or quotas to be included. The intervention focused on capturing the perspectives and building the capacities of a diverse range of community stakeholders, including women and youth, and aimed to identify localized radicalization and recruitment dynamics on an individual, family, and community level.

To ensure balanced perspectives in the evaluation, the evaluation team conducted interviews and focus group discussions, with women, men, and youth. The team adopted tools and approaches to increase gender inclusion to “not only interview a quota of women but, also, to address and follow up on issues specific to women and CVE”. This included employing interview prompts for female interviewees to gain a better understanding of their concerns and issues. The evaluation team also “used triangulated analysis to ensure that responses were not only ‘gendered’ but that they analysed the application of gender tools, approaches, and the implementation and outcomes of strategies.”.



### Actor

USAID/Kenya and East Africa (USAID/KEA)

### Results measured

The evaluation assessed the extent to which the programme's objectives of encouraging community mobilization to address violent extremism and improving government responsiveness to violent extremism were achieved.

### Key words

- Kenya
- community response to VE
- women
- youth

### Further information

[https://pdf.usaid.gov/pdf\\_docs/PA00ZNG1.pdf](https://pdf.usaid.gov/pdf_docs/PA00ZNG1.pdf)

## Box 8 - Global Counterterrorism Forum, Gender and Preventing and Countering Violent Extremism: Policy Toolkit, 2022<sup>62</sup>

This toolkit is a useful resource for integrating a gender perspective into all aspects of PCVE approaches.

It includes a chapter on designing gender-sensitive policies and interventions for PCVE, which provides guidance on developing a gender-sensitive theory of change, engaging stakeholders in an accessible and gender-sensitive manner, and using gender-inclusive language in PCVE interventions. It also includes examples of gender-responsive policy responses and programs, such as rehabilitation and reintegration efforts and National Action Plans (NAPs) on PCVE.

Additionally, the toolkit features a chapter on M&E in the context of gender-sensitive PCVE. This chapter offers insights into designing gender-sensitive indicators to measure progress in PCVE efforts. It also addresses gender-related considerations in the evaluation of PCVE policies and interventions, including process and impact evaluations. The chapter emphasises the importance of incorporating a gender perspective throughout the monitoring and evaluation process to ensure comprehensive PCVE initiatives.

### 2.4.2. Mainstreaming gender perspectives into M&E processes

#### Challenge:

If gender is not mainstreamed into M&E, assumptions about gender roles, behaviours, and drivers of extremism may go unchallenged, leading to incomplete understandings of the complexities and nuances of violent extremism. Without mainstreaming gender in M&E, the potential for empowerment, inclusivity, and impactful interventions is limited, with implications for the overall impact of CT and PCVE efforts.

#### How the good practice responds to the challenge:

*Gender mainstreaming, as defined by the United Nations Economic and Social Council (ECOSOC), is the “process of assessing the implications for women and men of any planned action, including legislation, policies, or programmes, in all areas and at all levels”<sup>63</sup>.*

Gender mainstreaming plays a crucial role in ensuring that the unique circumstances, needs, and experiences of individuals of different genders are fully considered. By incorporating a gender perspective in all activities, it promotes respect for the human rights and contributions of women and men, boys and girls. By making gender considerations an integral part of the entire project cycle, mainstreaming can contribute to making CT/PCVE interventions more impactful, benefiting all genders and minimizing gendered harms, with the ultimate objective of achieving gender equality<sup>17</sup>.

To effectively mainstream gender in M&E processes, it is important to ensure that evaluators have specific expertise in gender and human rights issues (see Example 23), in addition to leveraging the expertise of local organisations that specialise in gender-related issues to bring a contextualized understanding of local gender dynamics into the intervention from the outset. It is essential to highlight gender issues not only as a standalone category but also to mainstream them throughout the evaluation process and reports<sup>18</sup>.

<sup>17</sup> A useful collection of resources on gender mainstreaming throughout the policy cycle can be found here: <https://eige.europa.eu/gender-mainstreaming/policy-areas/security/policy-cycle>

<sup>18</sup> Evaluations commissioned by many of the organisations discussed in this Compendium already use this approach. For example, see UNODC, “Final Independent Evaluation of the Sub-programme on Counter-Terrorism: East and Southeast Asia, Partnership on Criminal Justice Responses to Terrorism”, 2016, [https://www.unodc.org/documents/evaluation/Independent\\_Project\\_Evaluations/2016/XAPX37\\_Sub-Programme\\_CounterTerrorism\\_East\\_and\\_Southeast\\_Asia\\_final\\_evaluation\\_report\\_2016.pdf](https://www.unodc.org/documents/evaluation/Independent_Project_Evaluations/2016/XAPX37_Sub-Programme_CounterTerrorism_East_and_Southeast_Asia_final_evaluation_report_2016.pdf)

## Box 9 - Guidance documents on mainstreaming gender perspectives into M&E processes

Various organisations within the EU and UN system have issued guidance on integrating gender components into the project cycle within their own organisational settings, though it should be noted that there are currently no CT/PCVE-specific guidance documents available for mainstreaming gender on an organisational level outside of these structures. These guidance documents highlight the importance of considering gender issues from the planning stage (explicitly including gender-related questions and considerations in the ToR, disaggregating the list of stakeholders by gender to ensure diverse engagement, identifying gender-sensitive indicators, ensuring the inclusion of gender expertise) to implementation (reviewing project documents, inception reports, etc. from a gender perspective, implementing gender-responsive project activities, training sessions, etc., collecting gender-sensitive data) and evaluation (assessing impacts of the intervention on gender equality, ensuring gender expertise in the evaluation team, including relevant/tailored evaluation questions).

Overall, the guidance documents emphasise that all evaluations should integrate a gender perspective to move beyond simply counting women and men in trainings and programs. Project and programme managers play a crucial role in ensuring the active commitment to gender mainstreaming in evaluations. Their leadership and dedication are necessary to foster organisational reflection, learning, and the promotion of gender equality and women's empowerment in CT and PCVE initiatives.

### Further information:

- EU: [https://international-partnerships.ec.europa.eu/system/files/2019-09/manual-hr-guidance-ct-oc-cyber-november-2015\\_en.pdf](https://international-partnerships.ec.europa.eu/system/files/2019-09/manual-hr-guidance-ct-oc-cyber-november-2015_en.pdf)
- UN WOMEN: <https://www.unwomen.org/en/digital-library/publications/2022/05/un-women-evaluation-handbook-2022>
- UNDP: <https://www.undp.org/uganda/publications/guidance-note-mainstreaming-gender-undp-projects>
- UNEG: <http://www.uneval.org/document/detail/1616>
- UNOCT: [https://www.un.org/counterterrorism/sites/www.un.org.counterterrorism/files/unoct\\_gender\\_mainstreaming\\_policy-2022.pdf](https://www.un.org/counterterrorism/sites/www.un.org.counterterrorism/files/unoct_gender_mainstreaming_policy-2022.pdf)
- UNODC: <https://www.unodc.org/unodc/en/evaluation/human-rights-and-gender.html>

## EXAMPLE 23

# Independent In-depth evaluation of The Global Programme against Money Laundering, Proceeds of Crime and the Financing of Terrorism, 2017<sup>64</sup>

### Actors

UNODC

### Key words

- terrorism financing •
- money laundering •
- gender expert •

### Further information

[https://www.unodc.org/documents/evaluation/indepth-evaluations/2017/GLOU40\\_GPML\\_Mid-Term\\_In-Depth\\_Evaluation\\_Final\\_Report\\_October\\_2017.pdf](https://www.unodc.org/documents/evaluation/indepth-evaluations/2017/GLOU40_GPML_Mid-Term_In-Depth_Evaluation_Final_Report_October_2017.pdf)

### Results measured:

The evaluation looked at the relevance of the project objectives to UNODC's priorities in the area of anti-money laundering (AML) and combating the financing of terrorism (CFT), as well as to the needs of beneficiaries. It also assessed the project's results in achieving its objectives in strengthening Member States' capacity to establish regimes against AML/CFT.

### Description and context:

The objective of UNODC's Global Programme against Money Laundering, Proceeds of Crime and the Financing of Terrorism (GLOU40 or GMPL) is to provide technical assistance to Member States in the areas of AML/CFT. The project's mid-term evaluation was carried out by an evaluation team that included a dedicated gender expert, and gender was, as is standard practice in UNODC evaluations, mainstreamed into every aspect of the evaluation and also dealt with as a standalone category.

### What makes this a good practice:

The evaluation found that while the GPML contributes to UNODC's mandates on mainstreaming human and gender rights, it lacks explicit information on these commitments and frameworks in its programme documents and reports. This may be because issues related to anti-money laundering and financing of terrorism are often not explicitly considered from a human rights and gender perspective. The evaluation therefore recommended that GPML undertake a gender analysis to ensure that its activities and results explicitly consider the impact on men and women, addressing issues such as data protection and information exchange. On the basis of the recommendations made in this report, a global network for women leaders in international AML/CFT actions was created<sup>65</sup>.

## EXAMPLE 24

# Project on Training and Capacity Building of Law Enforcement Officials on Human Rights, the Rule of Law, and the Prevention of Terrorism, External Project Evaluation, 2022

### Results measured:

The evaluation assessed the value and likely impact of the intervention on training recipients and their agencies. It also analysed to what extent the project applied and mainstreamed gender perspectives throughout the project cycle, including design, implementation and monitoring.

### Description and context:

The Global Project on Training and Capacity Building of Law Enforcement Officials on Human Rights, the Rule of Law, and the Prevention of Terrorism was initiated by the UN Counter-Terrorism Implementation Task Force (CTITF) Working Group on Protecting and Promoting Human Rights and the Rule of Law. Implemented by the United Nations Office of Counter-Terrorism (UNOCT) and the Office of the United Nations High Commissioner for Human Rights (OHCHR) since 2016, the project focuses on training and capacity building for law enforcement officials. Its objective is to enhance their ability to prevent, respond to, and investigate terrorism threats in accordance with international human rights law and the rule of law.

### What makes this a good practice:

The evaluation found that gender was not adequately addressed throughout the programming cycle and highlighted areas that would require additional focus in follow-up interventions. For example, it recommended incorporating gender analysis and considerations into future training modules, taking into account the gender-based outcomes of CT measures. The evaluation also suggested supporting at least one gender study within each intervention, integrating gender into a human rights analysis of CT, and incorporating human rights findings into gender analyses of CT measures.



### Actor

UNOCT and OHCHR

### Key words

- gender
- human rights
- mainstreaming
- law enforcement

### Further information

<https://www.un.org/counterterrorism/publications>



## Box 10 - Women in International Security (WIIS), Promoting the Role of Women in Security and Counterterrorism: Guidelines for the Criminal Justice Response to Terrorism, 2023<sup>66</sup>

This document provides practical guidance for CT stakeholders in various fields of the criminal justice response to terrorism. The guidelines focus on women's roles and address both participation and representation. They aim to support the operationalization of gender policies and provide a practical reference for practitioners involved in the criminal justice response to terrorism, with a focus on women's roles and contributions. The guidelines include chapters on the following:

- **Key Performance Indicators (KPIs):** establishing specific and measurable objectives, and determining minimum criteria and desired results.
- **Risk management:** identifying potential gender-related risks throughout the intervention and its various phases.
- **Communications:** developing a communication plan and tools to effectively disseminate information.
- **Design phase:** incorporating a "gender by design" approach from the outset, tailoring the initiative to the local context and collaborating with relevant stakeholders.
- **Implementation phase:** paying attention to the impact on women, anticipating risks, and adapting to unforeseen events for successful implementation.
- **Evaluation phase:** using rigorous, evidence-based processes to assess results, including gender-specific KPIs.
- **Measuring gender impact:** Address the challenge of measuring gender impact, collect qualitative and quantitative gender-related data to evaluate and demonstrate results.

## 2.5. Good practices on learning and the purposeful use of evaluation results

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*One of the overarching purposes of evaluating any PCVE or CT intervention is to learn what worked and where there is room for improvement. Often evaluations are seen as the end point in the project cycle rather than*

*a tool to iterate and improve an intervention. How can M&E processes best be developed to ensure learning, and maximise sustainability and impact of PCVE or CT interventions?*

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### 2.5.1. Using evaluation results to improve interventions

#### Challenge:

CT and PCVE interventions are not always flexible and adaptable enough in design to incorporate learning and continuous improvement. M&E processes should support the refinement and adjustment of interventions based on findings.

#### How the good practice responds to the challenge:

By prioritising learning objectives and extracting lessons from the evaluation, this practice promotes the active use of evaluation findings to enhance the efficacy of the intervention. On a project level, setting clear learning objectives and implementing an iterative improvement process is key to adapting interventions to changing contexts and challenges. Adaptive management allows for flexibility and responsiveness, with regular M&E guiding course corrections and adjustments based on evaluation findings (see Example 25). Establishing feedback mechanisms, such as consultations and dialogue with implementers, beneficiaries, and partners captures diverse perspectives and insights, and can help to promote ownership and support for the evaluation process.

On an organisational level, a learning-driven approach entails collecting reflections from evaluators and project or programme managers to generate insights and recommendations for improvements on a broader organisational scale<sup>19</sup>. On this level, learning mechanisms are also important for ensuring accountability.

Moreover, it should be noted that the process of evaluation can contribute to learning in itself by forcing those involved in implementation to think about what has worked and what could be improved, as well as the wider impacts of the work that has been done. This is particularly the case for participatory evaluation processes. A specific way to encourage stakeholders involved in the intervention, including evaluators themselves, to think about learning objectives and consider wider programmatic frameworks and context is to include evaluation questions such as “(What) did you learn from past evaluations?”.

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<sup>19</sup> The Sub-Group on Evaluation (chaired by UNODC, UNOCT, UNICRI) of the inter-agency Working Group on Resource Mobilization, Monitoring and Evaluation of the United Nations Global Counter-Terrorism Coordination Compact is a good example of a partnership that has contributed to the visibility of many of these efforts on an organisational level.

**Actors**  
UNODC

### Key words

- counter-terrorism
- criminal justice
- legal regime
- evaluation design and implementation
- ethical considerations
- gender equality
- organisational learning
- use of results

### Further information

[https://www.unodc.org/documents/evaluation/indepth-evaluations/2021/GLOR35\\_Final\\_Evaluation\\_Report.pdf](https://www.unodc.org/documents/evaluation/indepth-evaluations/2021/GLOR35_Final_Evaluation_Report.pdf)

[unodc-ies@un.org](mailto:unodc-ies@un.org)

## EXAMPLE 25

# Independent In-Depth Evaluation: Strengthening the Legal Regime Against Terrorism, 2021<sup>67</sup>

### Results measured:

The evaluation assessed the programme's contribution to strengthening legislative systems to implement CT measures in accordance with international resolutions and the rule of law, including the effectiveness of training activities in terms of the use of skills acquired.

### Description and context:

This global programme focuses on supporting Member States to implement UN Security Council and General Assembly resolutions addressing counter-terrorism, including the Global Counter Terrorism Strategy (A/RES/60/288). The programme (GLOR35) was launched in 2003 by the UNODC's Terrorism Prevention Branch (TPB) and assists over 70 Member States each year in implementing.

The purpose of this 2021 in-depth evaluation was to ensure accountability and learning, informing the design of a potential second phase or a new Global Project. The evaluation assessed the project's relevance, efficiency, coherence, effectiveness, impact, and sustainability, while also considering human rights, gender equality, and the impact of the COVID-19 pandemic, generating lessons, good practices, and recommendations.

### What makes this a good practice:

The evaluation made clear recommendations for the phasing out of GLOR35 and the development of a new Global Programme, as well as for the adaptation of the function, structure, and expertise of the TPB at headquarters. TPB responded to these recommendations within the scope of the evaluation report, partially accepting both recommendations, as well as accepting all other recommendations made in the report, while adding certain caveats on implementation, such as the need to respond to requests from Member States when prioritising countries for programming. Since the evaluation, TPB has utilized all recommendations and has implemented them in the development of the new Global Programme on Preventing and Countering Terrorism, including, for example, an extensive consultative process with over 70 Member States, UN entities, regional and civil society organisations, etc<sup>68</sup>.

## 2.5.2. Navigating the sharing of sensitive findings

### Challenge:

Disseminating evaluation findings and sharing them with relevant stakeholders is crucial for transparency, accountability, and learning. However, concerns related to security, confidentiality, and sensitivities surrounding terrorism and extremism may restrict the publication and dissemination of evaluation reports. Balancing the need for sharing knowledge and lessons learned with the imperative of safeguarding sensitive information poses a challenge in effectively communicating evaluation findings to a wider audience.

### How the good practice responds to the challenge:

Evaluators and researchers understand the importance of PCVE and CT interventions often involve sensitive information related to security, individuals, and communities. The potential risks associated with publishing evaluation reports, such as compromising ongoing operations or endangering individuals, must be carefully considered. To minimise the risk of compromising security or endangering individuals, evaluations should apply strict anonymization and confidentiality protocols, and follow clear guidelines in terms of secure storage and processing of sensitive data. This involves removing or modifying information that could potentially compromise security or identify individuals or communities, such as the location or the names of local organisations involved in implementation, in evaluation reports, whether they are made public or not. Making evaluation reports public a year or more after implementation has ended can also help to mitigate potential risks associated with sensitive information. Such risks should also be considered as part of risk assessments (see section 2.3.1), taking into account specific contextual factors and the potential impact of sharing evaluation findings on affected individuals and communities.

Instead of sharing complete evaluation reports, abridged versions or executive summaries of full evaluations can be also published to enable wider learning<sup>20</sup>. Such abridged reports should focus on key findings, lessons learned, and recommendations while excluding sensitive information. Another way of sharing learnings with the wider CT/PCVE field without compromising the security of stakeholders could be to move any potentially sensitive information that is essential for internal learning to an annex that is only used for internal use, while the rest of the report can be made public.

<sup>20</sup> UNODC has implemented a strategy of producing short, 2-page evaluation briefs of their comprehensive evaluation reports to effectively communicate their findings in a concise manner. While UNODC uses this format to complement more detailed evaluation reports, this approach can also be used to publish key findings of otherwise unpublished evaluations without compromising the security and privacy of individuals and communities involved in the evaluated projects. More information: [https://www.unodc.org/unodc/en/evaluation/reports\\_topic\\_terrorism-prevention.html](https://www.unodc.org/unodc/en/evaluation/reports_topic_terrorism-prevention.html)

## Box 11- Enabling internal learning when evaluation findings cannot be shared externally

While it is generally preferable to make evaluation reports public, this is sometimes not possible due to sensitivities around the subject matter itself or the agencies and partners involved. In such cases, interventions should still rely on M&E for internal learning.

### **EU, Radicalisation Awareness Network (RAN) Policy Support**

RAN Policy Support is a branch of the Radicalisation Awareness Network (RAN) that was launched by the European Commission in 2021. It facilitates exchanges among policy-makers in the EU and supports the implementation of key policy priorities related to PCVE. It gathers experts from various sectors to provide evidence-based information and analysis to inform policy-making through papers, training programs and workshops, and thematic research events.

RAN Policy Support incorporated M&E from the outset of its activities. It employs a structured M&E methodology with a logical framework that outlines outputs, immediate and intermediate outcomes, and overall impact. Baseline and target indicators are used to measure progress. Data collection methods include desk research, semi-structured interviews, event observation, post-event surveys, case studies, and monitoring reports from the consortium. Given the sensitive nature of the exchanges in this initiative, the mid-term evaluation has not been made public and no plans currently exist to make future evaluation reports publicly available. However, by employing a rigorous M&E strategy, the project ensures internal learning, compiles evidence of results at different levels and supports accountability of the European Commission for the use of public funding.

## 2.5.3. Focusing on knowledge-sharing

### **Challenge:**

Even if evaluations are published, they are often not used to their full potential in informing learning in the wider field, either due to differences in organisational setups or because reports are not prepared and shared in a way that encourages learning beyond institutional boundaries. In addition, staff turnover and other factors can lead to issues with internal uptake of learnings as well.

### **How the good practice responds to the challenge:**

Within organisations, it is important to promote learning in handover processes and through central organisational knowledge hubs, making new colleagues aware of existing evaluations and learnings without overwhelming them with information.

In addition, lessons learned and evaluation findings should also be shared with local partners and communities in an accessible form to ensure that local stakeholders are benefiting from the learnings of an evaluation, even if its findings are not immediately made public.

In the wider field of CT and PCVE, creating platforms for knowledge sharing and dissemination of evaluation findings as well as learning networks and Communities of Practice (CoP) among practitioners, evaluators, researchers, and policymakers can help to enhance learning across interventions, organisations, and the wider CT and PCVE community. These platforms can serve as spaces for sharing experiences, good practices, challenges, and lessons learned, in addition to fostering collaboration, encouraging continuous learning, and promoting the exchange of knowledge and innovation (see Box 12).



## Box 12 - M&E Communities of Practice (CoP) and other methods for knowledge-sharing

### UNOCT Connect & Learn Platform<sup>69</sup>

The Monitoring and Evaluation Community of Practice (CoP) on CT and PCVE supports peer learning and partnerships among M&E practitioners to strengthen performance, accountability, and learning. Under the Resource Mobilization, Monitoring and Evaluation Working Group of the UN Global Counter-Terrorism Coordination Compact, the CoP serves to promote the use of evaluation results, good practices, methodologies, tools, and knowledge for developing M&E initiatives to better measure the results of CT and PCVE interventions.

The CoP connects experts and practitioners from UNOCT, UNODC, and UNICRI, and intends to grow its membership by extending invitations to contributors of this Compendium and beyond. The CoP provides a shared context, enables dialogue, stimulates learning, introduces collaborative processes, and generates new knowledge. Through a series of interactions, the CoP enables evaluators, partners, Member States, programme managers and practitioners in the area of CT and PCVE to share and learn through a series of interactions and reflections on this subject matter.

### Capacity4dev Knowledge Sharing Platform<sup>70</sup>

Capacity4dev is a knowledge-sharing platform initiated by the European Commission's Directorate General for International Partnerships (INTPA). It aims to connect professionals in the wider development field worldwide, enabling them to collaborate, exchange knowledge, and share lessons learned from their work. The platform offers several key features, including collaborative workspaces for global discussions and collaborations within groups, project visibility features to share and archive project information, personalized information updates based on individual preferences, easy access

to valuable resources for daily work, and a dedicated section for sharing and learning about good practices.

### GCERF, CoP and knowledge-sharing on M&E<sup>71</sup>

Knowledge-sharing and learning are integral to the Global Community Engagement and Resilience Fund (GCERF) throughout the grant-making and management process. GCERF provides extensive support to grantees in developing a ToC, results framework, work plan, and budget. This support continues during the grant management phase with feedback loops and training to enhance capacity in quality assurance, results framework revision, and M&E. Knowledge is also shared in workshops involving grantees and local government, fostering collaboration and learning opportunities.

Communities of Practice (CoP) serve as another way of knowledge-sharing for GCERF grantees. These quarterly events, organized at global, regional, and national levels, facilitate the exchange of learnings, good practices, and the establishment of relationships among grantees, government entities, board members, and donors.

GCERF also aims to promote learning through the Local Knowledge Partner (LKP) grant model. LKPs are tasked to support the "local GCERF ecosystem of grants in terms of monitoring, evaluation and incorporation of advanced research methods for knowledge-sharing, policy and research." The intention is to inform future programming, enrich the P/CVE field through wider dissemination, and build grantees' capacity in M&E.

## 2.5.4. Making evaluation findings accessible

### Challenge:

Evaluations that are overly technical and primarily targeted at internal audiences, such as donors, programme managers, and other stakeholders involved in the intervention, often face challenges in being widely used, resulting in limited opportunities to contribute to broader learning in the field. Additionally, the large volume of evaluations conducted within the field poses a challenge in staying up-to-date with publications and identifying wider patterns in evaluation findings.

### How the good practice responds to the challenge:

It is crucial to present evaluation findings in a way that strikes a balance between technical rigour and accessibility. Reports should be designed and structured in an accessible manner, ensuring that colleagues and stakeholders can perceive them as credible and reliable sources of information. At the same time, the importance of presentation and design of the reports should not be neglected to ensure that diverse audiences can effectively navigate and comprehend the evaluation's findings. One good example for an evaluation report that was presented and designed in an engaging way, making good use of visual aids to convey key information, is discussed in Box 10.

*When disseminating findings at the governmental level, it can be beneficial to break down the evaluation findings into specific recommendations for different implementing partners or departments, presenting them, for example, as concise policy briefs that outline each recommendation, its rationale, and supporting evidence.*

Strong dissemination efforts are also important to increase the reach and impact of evaluation findings. One specific way in which evaluation findings can be presented to increase uptake and encourage learning within the wider field is through meta-syntheses (see Example 26)<sup>21</sup>. This approach combines data from multiple evaluations and other sources, including oversight reports, research studies, and interviews, to provide a comprehensive and rigorous understanding of a given topic, incorporating diverse perspectives and identifying knowledge gaps. By synthesising findings, it generates new insights and presents them in a more digestible way that is accessible to a wider community of stakeholders. Synthesis studies can be particularly useful for learning more about thematic areas, such as legislative responses to countering terrorism, by drawing information from multiple projects within a larger programme as well as from similar work of other organisations. This approach is also useful for addressing the scarcity of evaluation results on CT/PCVE interventions.

<sup>21</sup> See also: [https://www.unodc.org/documents/evaluation/Meta-Analysis/UNODC\\_Crime\\_Prevention\\_Meta\\_Synthesis.pdf](https://www.unodc.org/documents/evaluation/Meta-Analysis/UNODC_Crime_Prevention_Meta_Synthesis.pdf)

## EXAMPLE 26

# Learn Better Together: Independent Meta- Synthesis Under the UN Global Counter- Terrorism Strategy, 2021<sup>72</sup>

### Description and context:

The UN Global Counter-Terrorism Strategy (GCTS) is a global instrument which seeks to enhance national, regional, and international efforts to prevent and counter terrorism. The meta-synthesis was commissioned by the Resource Mobilization, Monitoring and Evaluation Working Group of the United Nations Global Counter-Terrorism Coordination Compact to aggregate and synthesise the results of evaluation and oversight reports produced under the aegis of the GCTS. The goal was to better inform policy formulation and decision-making and guide technical assistance delivery to the Member States.

The study was notable for its methodological rigour, using a mixed-method, theory-based approach, and for bringing together large amounts of data. A total of 118 documents, including mid-term and final evaluations, end of project reports, special reports, syntheses, audits, oversight, strategic reviews, and assessment reports from 18 Counter-Terrorism Compact entities, among others, were reviewed and included in the content analysis. This included over 160,000 survey responses that were found in 39 of the reports.

### What makes this a good practice:

While the meta-synthesis approach does have its limitations, compiling such a wide variety of data into one and assessing it in a rigorous way has allowed for the identification of insights and common patterns at an aggregated level of achievements of the UN towards implementing the GCTS, as well as the development of broader recommendations with relevance to the field as a whole. Among its recommendations was the need to strengthen evaluation knowledge and capacities of internal and external stakeholders which, in turn, led to the commissioning of this Compendium, as well as the recommendation to conduct a fully-fledged, independent evaluation of the GCTS.

### Actor

RMME WG

### Issue addressed

The meta-synthesis identifies aggregate findings of evaluation and other oversight reports to inform decision-making in the areas of minimising conditions conducive to the spread of terrorism, strengthening the infrastructures and systems in CT and PCVE, and increasing respect for human rights and the rule of law.

### Key words

- meta-synthesis
- theory of change
- qualitative comparative analysis
- validity
- utility
- methodological rigour

### Further information

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[oct-ecu@un.org](mailto:oct-ecu@un.org) or [unodc-ies@un.org](mailto:unodc-ies@un.org)



# 3 Conclusion

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This Compendium is the result of a participatory effort on the part of multiple organisations to consider and address common challenges in capturing the effectiveness and impact of the work in this space. Although not exhaustive, the examples and guidance highlight many of the ways that governments, European Union and United Nations entities, and GCTF-inspired institutions are undertaking good practices, and that others may find useful.

A common denominator in the experiences presented in this document is the importance of making early investments at the intervention planning stage. This includes involving key stakeholders, developing a clear theory of change and intervention framework, identifying appropriate CT and/or PCVE indicators that enable success to be measured, and providing adequate resources (including capacity development support) for monitoring and evaluation.

Having established systems and procedures for commissioning and implementing evaluations helps to ensure high quality evaluations that meet institutional needs. It is recognized that organisations vary greatly in the resources available for M&E and, therefore, the Compendium has provided a range of model structures, guidance material, and templates that can be drawn from as a starting point or for those looking to further develop their processes.

For readers wanting to go beyond standard good practice, the Compendium showcases evaluations (and the monitoring practices that support them) that have incorporated more rigorous and longer-term approaches and tools to increase the evidence base of findings.

Other common themes emanating from the examples presented are the need to address complexity and the challenges of showing contribution to end results, in addition to the importance of incorporating conflict sensitivity and ethical practices, prioritising engagement with local stakeholders, integrating and centring inclusivity, human rights and gender considerations. All of these issues are important for any evaluation but have extra significance given the particular sensitivities inherent in evaluating CT and PCVE interventions.

One of the overarching purposes of evaluation is to learn what worked and where there is room for improvement. The Compendium has aimed to support the evolution of CT and PCVE by providing insights and examples of how monitoring and evaluation has supported such learning, and has been used to maximise the effectiveness and impact of this work.

# 4 Outlook

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The importance of measuring results and understanding what works and what doesn't work in CT and PCVE has become more prominent over the past years. Practitioners, evaluators, and others working in this field can learn from experiences across Member States, international, regional and national organisations, civil society organisations, and academia to further the implementation of joint efforts to counter and prevent terrorism and violent extremism.

Against this backdrop, the first United Nations system-wide meta-synthesis of evaluation results under the United Nations Global Counter-Terrorism Strategy has highlighted the need to strengthen evaluation knowledge and capacities among internal and external stakeholders. This Compendium, a product of EU-UN cooperation, is an essential step towards mitigating capacity gaps, ensuring that good practices across different stakeholders are given attention and that learning takes place across Member States, international and regional organisations, civil society organisations and other CT/PCVE actors.

However, this is just the first step, and many more need to follow to ensure increased accountability for results and shared learning. Indeed, this Compendium is intended to be a living document, providing a robust basis upon which further good practices are identified and included over the coming months and years through a community of practice.

Collaborative efforts, such as the creation of a Community of Practice on Monitoring and Evaluation in CT/PCVE under the Resource Mobilization, Monitoring and Evaluation Working Group of the United Nations Global Counter-Terrorism Coordination Compact, are key to disseminate this knowledge and lessons learned to a broader audience of practitioners, experts, and programme managers. Further efforts will be needed, though, to translate this document into a learning tool, ensuring that related capacity building efforts are developed and reach a diverse set of stakeholders across the globe to foster a culture of evaluation in CT/PCVE efforts.

Resources should be secured to identify these opportunities and implement them, and to ensure next steps are taken as soon as possible to leverage the wealth of information offered by this Compendium, the meta-synthesis, and the Community of Practice, to continue the efforts towards strengthening CT/PCVE interventions.

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