PREVENT DELIVERY: A GUIDE FOR EFFECTIVE PRACTICE

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The Tavistock Institute of Human Relations (TIHR) is an independent, not-for-profit multi-disciplinary social science institute. Founded in 1947, our core activities include: applied research and evaluation of complex social programmes, including extensive work in the area of Preventing Violent Extremism (Prevent) on a national and local level since 2009; organisational consultancy; and publishing Human Relations, the international peer reviewed academic journal focused on advancing our understanding of social relationships at and around work.

This Guide has been produced as a result of research, commissioned by the Home Office, into effective practice in the delivery of Prevent projects. TIHR researchers involved in this work and in the development of the Guide are: Giorgia Iacopini, Thomas Spielhofer, Matt Gieve, Kerstin Junge, Elizabeth Cory-Pearce and Camilla Child.

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INTRODUCTION

This Guide is aimed at those who are interested in delivering projects with a Countering Violent Extremism (CVE) focus, or who may already be doing so. It is based on research commissioned by the Office for Security and Counter-Terrorism (OSCT) to identify and bring together learning about 'effective' Prevent implementation.

About the Prevent Strategy

Prevent forms part of the UK's counter-terrorist strategy, CONTEST[1] and aims to safeguard and support vulnerable people to stop them from becoming terrorists or supporting terrorism. It also extends to supporting the rehabilitation and disengagement of those already involved in terrorism. Prevent works in a similar way to programmes designed to safeguard people from gangs, drug abuse, and physical and sexual abuse. The OSCT in the Home Office works to counter the threat to the UK from terrorism, including setting up and implementing the Prevent Strategy.

More specifically, the objectives of Prevent are to:

- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

Prevent depends on leadership and delivery through a wide network of partners –communities, Civil Society Organisations (CSOs), public sector institutions including local authorities, schools and universities, health organisations, police, prisons and probation, and the private sector. A fundamental part of Prevent is the work done by CSOs to deliver projects. CSOs work with schools, families and in local communities to build their awareness of the risks of radicalisation, their resilience to terrorist narratives and propaganda, and to help them know what to do if they have concerns that someone may have been radicalised.

[1]CONTEST has been updated in 2018, available at: https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018. This replaces the previous CONTEST and supersedes the Prevent Strategy, both published in 2011.

Methodology

The research, on which this Guide is based, was carried out between 2017 and 2018 and involved the following:

- Interviews with project leads of 16 Civil Society Organisations delivering Prevent projects across geographical location, delivery setting (e.g. schools, community settings), intensity (short-term, medium-term, sustained), participant type (e.g. young people, parents, or frontline staff), and scale (large, medium or small providers).
- In-depth fieldwork with 9 of these 16 projects (selected to provide geographical spread, and a cross-section of delivery settings, audiences, project length and scale): this included interviews with key delivery staff, direct observations of project activities, and interviews/focus groups with beneficiaries (68 interviews in total).
- Interviews and focus groups with 23 Local Authority Prevent Coordinators, Prevent Education Officers, and Prevent Engagement Officers.
- Collection and analysis of other recent relevant research and evaluation work.
- A workshop attended by a mix of provider organisations, local authority, and Home Office staff, designed to reflect on the research findings and to refine the content of this Guide.

What makes delivering Prevent projects different?

This research has highlighted that in many ways, the factors that facilitate good implementation and outcomes of a Prevent project are not dissimilar from other projects. However, delivering Prevent projects may bring some specific challenges.

First, delivering Prevent projects requires the ability to create safe spaces for dialogue on a number of sensitive issues. Doing this well and confidently requires significant knowledge, skills, experience, and expertise.

"You need someone who can handle a sensitive, delicate topic, whatever that may be, and an ability to communicate in a delicate way in very challenging situations. This might be similar for other areas of work but overall this is the slightly different, slightly more intangible thing I would look for".

Prevent Coordinator

Second, building trust and generating community support is essential for success, and thought needs to be given to the approach to engagement with potential beneficiaries, and to delivery.

Finally, it can be difficult to find practitioners with all of the specialised skills and knowledge needed to deliver a Prevent project well and to meet the local need.

"You're operating in a different space with Prevent: in our communities we have established groups against the agenda. Breaking those barriers down, building trust, and making people understand that how we do Prevent might be different from what they have seen in the media takes a lot of time and is a slightly different task".

Prevent Engagement Officer

It is against this background that this Guide has been produced.

ABOUT THIS GUIDE

The purpose of this Guide is to offer advice on what to think about when *designing, implementing, or scaling up* a Prevent project in a way that helps you maximise and sustain positive outcomes, based on the experience of those who are doing this work.

There isn't a 'one-size-fits all' when it comes to delivering a Prevent project. This Guide is not intended to be prescriptive, but brings together examples of 'best principles', under the key themes below, and explored in greater detail in the next four sections, that can be used or adapted to meet local needs.

Part 1: Planning and designing your project to maximise success:

This section offers tips on what to consider at the during the initial phases of your project, including: how to specify your project's core components, how to adapt it to the local context and to the needs of the community and your intended participants; and key considerations when designing project activities (such as their length, content, and format).

Part 2: Implementing your project:

This section identifies the key factors that facilitate recruitment of sufficient numbers and the 'right' type of participants onto projects; addressing barriers to participation; and how to build an effective project team, highlighting the necessary knowledge, skills and expertise and credibility required to deliver a high-quality project.

Part 3: Achieving a lasting legacy:

Projects are more likely to achieve sustainable outcomes if they encourage participants to embed what they have learned into their day-to-day practice of project involvement. This section offers tips on what to think about to build sustainability of outcomes.

Part 4: Expanding your project:

Scaling can be a time-intensive and challenging task. This section identifies the factors that facilitate success.

Annex A links to resources cited in this document and additional ones you may find useful.

Annex B provides you with a blank logic map template, a tool which can support the planning, implementation and evaluation of your project.

1 BEFORE YOU DELIVER: PLANNING AND DESIGNING YOUR PROJECT TO MAXIMISE SUCCESS

1.1. Setting up your project

Maximising success and producing the desired outcome starts in the 'set-up' stages.

TOP TIP Developing a logic model that is agreed by key stakeholders can enhance your project and its evaluation. Logic models are useful whether you are thinking about developing a proposal for funding, starting a new project, or continuing a project (in the same or new area).

Projects are better set-up to be effective if they are specific about:

- The problem they are addressing, and what they aim to achieve;
- Who they intend to reach;
- How they will work.

Clarity around these issues ensures that objectives are realistic and plausible.

To achieve this clarity it is useful to develop a **logic model** (see example below), which helps to define the aims of a project, its inputs and activities and the changes that you expect to see as a result. This is also helpful for evaluating your project as it can identify the changes and outcomes you should measure. Providing evidence of positive outcomes can then be used to support funding applications and recruitment of participants. A useful consideration to bear in mind is that a logic model that is done in collaboration with, or signed off by, key stakeholders can bring a lot of value, as it can build ownership and ensure an inclusive view of how a project is going to work.

"A lot is about the planning stage: what's the project about, how is it going to be delivered, what are you going to do, how, how much time for each element of the project? All of this needs to be analysed before you start. What we found works well is that, before we commission, we work with the local charity to flesh out exactly what we are doing. We will also have a recruitment plan in place and only then we will go ahead".

Prevent Coordinator

Issue/context	Inputs	Activities	Outputs	Short and medium term outcomes	Impacts
What is the problem, threat or need that your project wants to address?	What resources do you need to deliver (e.g. skills, people, funds invested)? What preparation or pre-delivery work do you need to do?	What do you plan to actually deliver?	What will be produced? Who will be involved? (e.g. number and type of activities; participants recruited)	What changes (in knowledge, attitude, behaviour) do you expect to see as a result?	What will your project achieve in the long term? (These are linked to the overall aim(s) of your project)

The questions set out in the sections that follow can be helpful during your project planning stage.

For illustrative purposes, the text below also includes some examples of the information that is relevant to include the columns of a logic map. Should you then wish to develop one for your project, the Useful Resources section (Annex A) provides links to easy to use step-by-step guides on logic modelling.

1.2. Clarifying your aims and objectives

What problem, threat or needs are you trying to address, and what will your project achieve?

Clearly specify the aims of your project and how they relate to Prevent objectives.

The first step in designing any project is to **identify the particular problems that you are hoping to solve or the need you are hoping to address**, and for whom this need exists (this information is commonly included in the "issue/context" column in the logic model). In Prevent, the local need is often identified and articulated by the Local Prevent Coordinator, who commissions projects to specifically address this.

Next, **specify the overarching objectives of your project**: in other words, what you ultimately hope to achieve (this relates to the 'impacts' column of the logic model). When clarifying what you aim to achieve, key questions to ask yourself are:

- Which ones are most *relevant*? It is important to prioritise and specify your aims against the local need and Prevent objectives.
- What is possible for you to achieve? Is what you aim to do plausible and achievable with the resources (financial and human) you have and within the funding period specified? (The resources you invest to achieve your aims can be specified in the inputs column of the logic map. It may help to identify your 'activities' first and then identify what resource you would need to make that happen).

Awareness of previous research, talking with others, and/or drawing on your practice knowledge and experience will help establish how much progress is possible and over what time-frame. This will help you set objectives that are aspirational and valuable but also realistic.

The importance of context: where will you be delivering your project and are there specific needs in that area?

Spend time learning about the local context, who you may need to involve, and how.

Our research has found that projects that are designed with a clear understanding of the context of delivery (e.g. local social and political issues) are more likely to be effective. Two things can help achieve this.

First, build in time for pre-delivery work. This involves investing time in engaging and working with relevant statutory and community-based stakeholders and / or potential project beneficiaries, and is particularly important for providers who may not be embedded in the local area.

This will ensure that:

- Local partners (e.g. Prevent Coordinators, community groups) can understand the project's aims and who will most benefit from its activities. This enables them to support recruitment and delivery.
- The project is tailored to the local circumstances and becomes embedded in the local community.

In one local authority, council staff had identified gang activity as an issue of concern. They decided to appoint a provider with relevant specialist skills of working with gangs and with other local connections and invested time in understanding potential barriers to delivery with this group. This helped to: get the support of key local actors, including community members who could provide a 'link' between the project and the community; embed the project in existing structures; and make direct contact with potential beneficiaries.

Second, be prepared to adapt your project to suit the local context. Projects need to be able to adapt their content and/or delivery method. This is particularly important for projects designed as a 'package' that can be delivered in multiple areas. This means, for example, using locally relevant examples or topics and 'up-to-date' materials that resonate with, and are relevant to, project beneficiaries' lives.

After discussions with existing local organisations and participants during delivery, one provider discovered that hate-crime and cyber bullying had recently become issues for the group. Delivery staff therefore included sessions on these topics to ensure maximum relevance for participants. Another provider described giving participants some choice about workshop themes, which included topics participants wanted to talk about, such as: sexualised behaviour among young people, bullying, the role of women in families, the concept of 'British values'. This ensured ownership and built trust, which in turn facilitated more open conversations. Other examples include: enlisting the help of experts (e.g. an Islamic scholar on the Qu'ran) to fill gaps in knowledge and to check material.

This pre-delivery work is another example of details that are usually specified in the inputs column of the logic map. Alongside the financial resources needed for the project, this component usually specifies: the staff required (including their skills and the time investment); where you will be delivering; other organisations (statutory, voluntary) that will need to be involved; the materials you need; and the people you are hoping to reach. Being specific about this information can help you identify the total resource required to deliver the project effectively, and to plan and cost your project accordingly.

1.3. Key considerations when designing project activities and thinking about outcomes

What will you deliver and how?

Being specific about what you will deliver is also key to a good planning stage (which in turn facilitates outcomes). This relates to the activities column of a logic map, which should detail what the project intends to do in order to address the identified need. This includes recruitment and engagement activities, and the services and products that the project provides to its participants, such as workshops, training sessions, conferences, seminars, 1:1 work.

The sections that follow give an indication of the things you can consider when thinking about project design.

Who exactly is the project for and what are the needs of your intended participants?

Remember to clearly specify who you aim to reach. Is your project aimed at a certain age group, or those with certain vulnerabilities? If you aim to work with professionals, would your project benefit any member of staff or is a specific knowledge-base required? Clearly specifying your target group enables you to identify the resources you need, develop and plan appropriate recruitment strategies, and design activities that will work for your intended participants.

Use the pre-delivery work to understand their backgrounds, needs and characteristics, such as skills and knowledge, and any linguistic, cultural or access barriers they may face. This allows your project to be pitched at the right level and to match your delivery method to your participants.

> *"It's easy to overlook the basic practicalities sometimes, such as what the language barriers may be, particularly with parents. So if you hire people who don't speak the language, you start delivering and you realise you have a problem".*
>
> **Prevent Coordinator**

One project which aimed to teach e-safety skills learned that it pays off to know what level of knowledge and skill participants already have early on: *"In the end the session was too basic and didn't meet the need. The skills it was imparting were too basic. People already had some knowledge... This meant it didn't really give much in terms of practical take-aways".* (Prevent Coordinator)

Designing a project that is fit-for-purpose: length, content and format

Depending on the objectives providers seek to achieve and whom they aim to work with, projects can vary in terms of length (for example, short-term sessions that deliver to a large audience, or longer-term activities, over a number of weeks, delivered to smaller groups) and type of activity / delivery method (for example: workshops, 1:1 sessions, seminars, training, signposting etc). In the logic map, these again relate to the activities column, where you can specify the things you aim to deliver, and in what way (for example, their length and content, and any materials you will use, such as resource packs).

The section below highlights key themes from our research that are useful to consider when thinking about how to design your project.

How long should the project be

There is no single ideal length or format for all projects. Whether it is a one off-workshop or a project run over several weeks, **the way you design your project activities should be aligned to what your objectives are, and to the needs of your target group**.

However, some common lessons emerging from our research that can usefully be taken into consideration include:

- **One-off sessions are unlikely to be enough if a project aims to change participants' behaviour**, for example, changing the working practices of front-line staff by building their capacity to have challenging conversations. This is because while participants can acquire knowledge in short sessions, it generally takes longer to develop skills and gain the confidence to apply them. These kinds of projects therefore benefit from giving participants time to consolidate and practice their learning, in order to embed behaviours.
- **Several sessions over a period of time are needed if your project aims to work with women or parents and/or particularly vulnerable groups.** This is because building relationships among participants, and between participants and the facilitators, is an important aspect of the work and can only happen over a number of sessions. In addition, it takes time to build trust to the level needed to be able to discuss the more challenging topics.

"[The project worked well because] it ran over a period of time, for about three months. the women were together for a long time, they met every week and although they didn't know each other at the beginning, it meant that it enabled them to build good relationships, to support each other, to share ideas. The tutor also kept emailing participants throughout the week. All of this was useful for building relationships. The fact that the tutors communicated a lot meant it didn't matter they weren't local, because it still built a positive relationship. It all worked really well, they [participants] are now continuing that work; they created their own group."

Prevent Engagement Officer

This does not mean that shorter sessions cannot be valuable, however they need to focus on very specific outcomes that can be addressed in such a short time, such as, for example, raising awareness rather than changing attitudes or behaviours. If your project will not require time to build relationships and has shorter-term aims, a short delivery period may be most appropriate, and allow you to reach more individuals with your resources.

Our research highlighted useful learning on what some have found effective when delivering shorter-term projects and the key elements that should not be sacrificed. For example, allowing time and space to draw out participants' personal experiences, views and potential grievances and linking these back to the topic of the session, remains important. Additionally, closing the session with a review and/or discussion on, for instance, further support required can also be effective to increase impacts within a short time frame.

Interactivity and opening up the space for discussion and to share experiences can become difficult with limited time, however our research has showed these elements are crucial. Using the planning stages of your work to carefully design and structure your projects' sessions will be important.

What content is most effective?

The **content** of a project needs to be adapted to your intended outcomes, but regardless of who you are working with or what you are aiming to achieve, it works best when it's realistic and resonates with people's lives. For example, it is important to use locally relevant examples or topics, and 'up-to-date' materials.

In line with existing research on this topic, some providers involved in our research highlighted that having a balanced focus on different types of extremism and radicalisation and building in wider topics of concern has been important. Doing this reflects the need to safeguard vulnerable people more widely, and from all forms of violent extremism. It also ensures that project activities are experienced as being about participants' needs and that no individuals feel marginalised or targeted.

What delivery methods work best?

Examples from projects about effective methods for delivery are diverse and include building in group activities, role plays, and/or group conversations, or inviting external speakers on particular topics.

As with the content of your project, the choice of delivery method depends on what is most appropriate and suitable for the target group, which is important to retain their engagement.

The materials used need to be able to engage participants and maintain their attention. Young people respond well to the use of audio-visual materials, including YouTube videos, and making the topic 'alive' by speaking about real examples of people. It is also important not to spend too long on particular tasks to keep their attention. Giving young people ownership of project activities can also work well. This might include having participants 'create' something themselves, which again chimes with similar research in this field. Examples include enabling them to develop films where participants can express their opinions on radicalisation and / or explore issues that concern them. Some projects then use those products as resources for other people to have discussions.

> *"If the courses/programmes are interactive this has the greatest impact. We get the children to contribute rather than it being a lecture (…) the activities are very pupil-led, to allow discussions to explore what is most relevant to those young people. Generally they like group work activities."*
>
> **Project Delivery staff**

One project included themed conversations on issues participants were concerned about, also inviting external speakers such as the Council's Equalities Team, Youth Justice Board, and even a speaker to cover the topic of sexual exploitation: *"Sexual exploitation and grooming and radicalisation are not so far from each other. Participants get used to these ideas and then we talk specifically. We have someone from the Met Police Counter Terrorism squad that does the session on radicalisation. She gives them the history of women in the police service from the start and gives her own history. She talks about giving them the skills to do some Prevent-type work"*. (Project delivery staff)

For participants who speak English as a Second Language, it is important to ensure that the project content is accessible – using different media, including videos and online resources, can be a useful approach.

If you are working with frontline staff, training tends to be more effective if theoretical knowledge and content, is mixed with the opportunity to apply it though practical exercises over the course of the training session.

Regardless of who are you are working with, a key message from our research is that **providing a safe space for dialogue and interaction**, rather than simply 'teaching' content, is often more effective. This enables participants to: air their opinions, concerns, or grievances in a non-judgemental space; talk about what is important to them; and share experiences with each other (see Section 2.2 for further advice on creating a 'safe space').

In addition, **delivery methods may sometimes require adaptation in order to ensure the project is appropriate for the target group**. Examples include making adjustments to delivery timings, and / or delivering with facilitators who 'match' participants' genders or language if this is required.

Before you deliver - planning and designing your project to maximise success

KEY POINTS CHECKLIST:

- ☑ It is worth spending time early on to specify all key elements of your project before you start delivering. Consider developing a logic map, which can help you with this process.
- ☑ A logic model done in collaboration with, or signed off by, key stakeholders can ensure an inclusive view of how a project is going to work, which also increases ownership.
- ☑ Ensure there is a clear connection between the identified local need, what you aim to achieve, and Prevent objectives.
- ☑ Ask yourself if what you aim to do is plausible and doable: are the aims of your project within the scope of your project's control? Are they achievable with the resources (financial and human) you have and within the funding period specified?
- ☑ Spend time learning about the context in which you will deliver.
- ☑ Remember to be as specific as possible when defining your outcomes and your target group. Use the pre-delivery work to understand their backgrounds, needs and characteristics.
- ☑ Align the duration, content and frequency of sessions to your project objectives and to the needs of your target group – you cannot change attitudes or behaviour in a single session.
- ☑ Use locally relevant examples or topics, and 'up-to-date' materials.
- ☑ Think of ways of creating a safe space for dialogue and interaction to encourage participants to share their thoughts and experiences and talk about what is important to them.
- ☑ Sessions involving vulnerable groups need to start with activities which build trust and confidence, before moving onto other topics or activities.
- ☑ Be prepared to adapt your project to the context and needs of the target group – for example, make adjustments to timings and/or venues so that participants are able to attend; to project content; and / or delivery methods.

2 IMPLEMENTING YOUR PROJECT: RECRUITMENT AND DELIVERY

2.1. Recruiting participants

A key component of successful implementation is being able to recruit and retain enough of your intended participants and the extent of participants' receptiveness.

TOP TIP Develop good relationships locally and with the local co-ordinators, so they can help you to recruit participants onto your project. In addition, target and contact potential participants yourself, to make sure you reach your intended target group.

Key factors for successful recruitment are:

- Establishing **good relationships** with local statutory and voluntary organisations;
- Making **direct contact** with potential participants yourself and not relying on third-parties alone to recruit participants;
- Using **effective marketing strategies** with clear messages;
- Finding ways to **reduce barriers to access** the provision and incentivising attendance.

These success factors are relevant across all project settings and target groups.

Establishing good relationships with local stakeholders

Effective recruitment relies on having good relationships with local organisations or trusted individuals with local knowledge, reach and influence in the community. The local Prevent Coordinator often plays a key role in developing such links.

This is important as such organisations or individuals can encourage participation in, and vouch for, your project via their own existing networks, therefore acting as referral partners. They can also help you deliver your project in accessible local venues that people are already familiar with, or to deliver your project alongside, or as part of, existing community activities. This is crucial for projects working with vulnerable young people or parents/women from isolated communities.

Some areas have developed links with or established an advisory group often run by the Council and made up of a range of local stakeholders (e.g. faith groups, women's groups, council staff from different departments, youth groups and any other relevant groups). They can offer a support structure, which providers can draw on to secure the buy-in of local organisations and to create multiple referral pathways. This can include making links with children social services, GPs, early help teams and adult services and other relevant referral agencies.

Drawing on local partners for recruitment will be more effective if you specify the target group you aim to work with (as noted in the previous section), as this enables others to recruit those who will most benefit from your project. It may be useful to develop and share selection criteria to support this process.

Making direct contact with potential participants yourself

While connections with local stakeholders with reach and influence are important for recruitment, making direct contact with potential participants is also important. This enables you to articulate the project's aims and approach to them, directly respond to any concerns they may have, and gain a deeper understanding of participants' needs and expectations to inform the project design.

This applies to projects delivered in schools:

Projects delivering in schools made contact with potential clients, for example, by presenting at conferences attended by head-teachers or relevant curriculum coordinators, or by visiting individual schools and presenting the project to the senior leadership team. This was often arranged with the help of the Prevent Coordinator: *"The best approach is to stand in front of a group of head-teachers, as you can allay any concerns they have, spark their interest, and you can sign them up there and then"* (Project Lead).

And to those delivered in community settings:

One provider was delivering a project that aims to increase women's understanding of what makes people vulnerable to extremism and improve their ability to have these conversations with their families. It offered short 'taster sessions' of the project activities, delivered in community venues where other activities were taking place. This encouraged some participants to attend as it enabled them to recognise topics that would be useful for them and showed them that they would get practical solutions and skills.

Using effective marketing strategies.

Do you have a good reputation and track record of delivering services in the area? Are you using effective marketing strategies to promote your project?

Word of mouth' is often a very effective way of recruiting participants onto projects, particularly in community settings where trust needs to be established. While new providers or those expanding into new areas may initially face challenges, these can be overcome by **investing time in 'pre-engagement'** activities (see Part 1). Being able to sell the project is another important factor to successfully attract participants to your project.

This relies on:

- **Being able to demonstrate the impact of the project**, based on robust evaluation methodologies where possible. Using a logic model can help you identify outcomes and short-term impacts that you could measure in order to collect evidence on the success of your project. This will help in advertising to potential clients or participants. If you don't have a robust evaluation in place, you could use examples of how the project has tangibly benefited previous participants. This can include presenting testimonials or case studies illustrating 'stories of change', which are particularly powerful.

"If I can go in the community, explain the project, and say 'this project has helped a mother in X situation', and describe how the project has helped other people, it makes a difference. This is crucial."

Prevent Coordinator

- **Having clear messages** that articulate the aims and objectives of the project, how it will be delivered, its expected outcomes and, crucially, what benefits it brings to potential participants.

  For projects delivered for young people in schools, you are more likely to encourage take-up if you are able to demonstrate **the link between what you will deliver and the school curriculum** or their **safeguarding** requirements.

"[The facilitator] talked about normality and youth crime and the causes of crime, about sexualised behaviour. It is one of a number of ways that young people are groomed. It is all part of safeguarding and in this context it frees us up to be able to talk about difficult things."

Project participant

For projects delivered to parents, **explaining how the project relates to more general safeguarding skills** that resonate with potential participants can also be effective.

A project that works with women to enhance their communications skills and provide techniques and tools for them to become more effective as parents, also incorporated issues of safeguarding more widely, such as bullying, anti-social behaviour or drugs, providing a more holistic package that would appeal more widely to potential participants.

This is in line with recent research, which has highlighted that the safeguarding paradigm of Prevent is accepted by school/college staff and community members.

Have you considered how and where to advertise?

A key element of effective marketing is the ability to **tailor messages and information** to different intended participants, using a mixture of face-to-face conversations as well as social media, web-pages and simple leaflets.

For projects delivered in schools, examples included sending an email and following up with a face to face conversation to explain the project and its benefits. Some providers also invited the Prevent Coordinator or other key stakeholders to observe the delivery, so that they would *"know what they are trying to sell to schools"* (Project Lead).

For projects delivered in community settings, direct conversations were supplemented with written information such as leaflets or flyers that could be distributed locally. Other techniques included developing videos to post on websites or share via social media, to enable potential participants to get an understanding of the project and how it could benefit them.

Reducing the barriers your participants may face in attending

When you deliver your project you may encounter structural barriers, related to logistical aspects, or motivational barriers, related to the perceived relevance and usefulness of your project.

Recruiting schools often requires fitting in with their timetables and structures. This means delivering at times that do not disrupt the rest of the curriculum. Schools often plan additional activities at the start of the school year so it is important to allow as much lead time as possible to get them on board.

Schools are often reluctant to release teachers to attend projects, particularly if they last a whole day or more. They can be encouraged to do so when the training is accredited as continuous professional development (CPD), or offers other additional qualifications. This can also work well for participants who have few or no formal qualifications, or for organisations looking to certify their safeguarding approaches.

One project offered a qualification accredited at Level 1 for all participants completing it. This worked particularly well as an incentive. One participant, for example, who worked as a volunteer felt that gaining a qualification gave her a degree of 'professionalism as it added some credibility to her work in the community: *"I have been working as a community activist; I have set up a youth group (...). I am also trusted in the community. The course was important because what it taught me was the professionalism and the qualification is important because it supports that."* (Project participant).

Recruiting participants onto projects that aim to work with vulnerable or young people, women or parents often face other types of barriers relating to the location or timing of the project. These can be overcome by choosing accessible and trusted locations, which are conducive towards creating safe spaces for sensitive conversations. Consider embedding the project in existing activities delivered by other organisations or delivering it in venues that people are familiar with and might already access, such as Children's Centres, Libraries or Leisure Centres. Familiar locations can help people feel comfortable, and also meet their childcare requirements.

Other strategies to aid participation include:

- Delivering at times that help participants to attend, for instance delivering after school drop-off or before nursery pick-up times to accommodate parents of young children, or in the evenings for those at work during the day;
- Hosting projects at venues where participants are likely to be at certain times (at school or at a Mosque follo wing a particular prayer time for example);
- Offering lunch and crèche facilities for parents (for example, selecting a venue that has a crèche included in it);
- Addressing language issues.

One project initially provided a translator to attend project sessions but realised that in some cases this was perceived as undermining participants' abilities. Instead, it started using language mentors from local organisations that could work alongside provider staff during the session. Others drew on a pool of facilitators with specific language skills and/or worked with community organisations who they had built relationships with, exploring opportunities for volunteers to attend the session and support participants.

Implementing your project: Recruitment

KEY POINTS CHECKLIST:

- ✓ Develop criteria to select those who would most benefit from your project.
- ✓ Establishing good relationships with key local stakeholders and gatekeepers is crucial. Find out whether there is a local Prevent reference or stakeholder group in your area that you can work with. Or, consider whether it may be useful and possible to establish one.
- ✓ Find ways to make direct contact with potential participants – e.g. offering taster sessions can work well.
- ✓ Collect data to demonstrate the impact of your project and clearly articulate the aims and objectives of the project, how it will be delivered and its expected outcomes.
- ✓ Use effective marketing strategies to promote your project using different media targeted at different audiences.
- ✓ Think of ways to encourage people to attend your project – e.g. by adapting the timing and location of delivery to the needs of your participants.

2.2 Building an effective Prevent project team

TOP TIP Prevent project teams need an effective combination of skills, experience, networks and reputation to engage participants, keep them engaged and help them to achieve positive outcomes.

Prevent project teams often need a combination of skills, experience, networks and reputation to engage and meet the needs of participants. The exact combination and emphasis required will differ for each project.

However, it is likely to include the following key elements:

- Credibility with the desired target group;
- Intimate knowledge of the local area;
- An ability to deliver content relevant to Prevent in an engaging way;
- The ability to create a safe space that allows participants to discuss often sensitive issues in an open way;
- Subject-specific knowledge relating to the content of the intervention and an understanding of Prevent.

Locating these attributes in just one or two staff members, risks making a project more vulnerable to staff turnover and limits its ability to expand delivery to new areas (see Part 4).

Do delivery staff have credibility with the intended participants?

Recruiting participants and keeping them engaged in your project often relies on having credibility among the intended participants. But what is credibility? It can derive from:

- Being a known or respected person or organisation within the community, for example from delivering other projects in the area;
- Being able to convey an authentic familiarity with the participants' experiences, for example having experience of, or familiarity with, the professional pressures and context participants work in (in the case of practitioners such as teachers);
- Being seen as someone participants can relate to, which is particularly important when working with vulnerable or isolated communities.

Does your team have knowledge and understanding of the local area?

Project staff delivering sessions need to be able to use examples from current events (at local, national and international level) that are appropriate for the age and interests of participants involved. This includes being aware of the local issues, histories, and concerns (see Part 1).

> *"The person on the ground needs to be aware of what is happening, what things are going to come up, and hold a conversation."*
>
> **Project Lead**

Can project staff deliver material relevant to Prevent in an engaging way?

Staff should be able to use the session content flexibly to cater for the needs of the particular participants and be comfortable interacting with them. In order to find out what participants find most and least engaging, you could collect simple feedback forms at the end of the sessions.

A number of project staff highlighted the importance of an engaging delivery style and flexibility, describing this as: having a *"personal touch"; "having a feel for the audience"; "not doing it by rote … but able to engage in dialogue with participants".* Making sessions as interactive as possible was also seen as important: *"The point is to have interesting and lively conversations"* (Project delivery staff).

Can you create a safe space for discussions of sensitive topics?

The success of most Prevent projects relies on creating a safe space in which participants feel able to discuss sensitive issues, potential grievances and to express their views related to extremism and radicalisation without the fear of being judged.

How to create a safe space will depend on the characteristics of participants, the setting and the overall aim of the project. For example, in schools projects it was found to be important to not make pupils feel as though they are in a standard 'classroom situation', and to "make it clear you can say anything and you won't be judged" (Project delivery staff) but to also lay out ground rules for participants, such as how to raise a point of view and respecting the views of others. Consider how to make your participants feel most comfortable, and let them know if there are particular rules for what can and cannot be spoken about in the safe space and in confidence.

> *"It needs to become a space where you can say what you want, where nothing is out of bounds. As this is about having challenging discussions, […] I tell people all the time that I don't care what they say, that they can say anything and it will be received without judgement."*
>
> **Project Lead**

Creating a safe space in schools may therefore involve setting out ground rules at the start of a session to specify how pupils are expected to engage in conversations and to respond to each other.

One school-based project designed an exercise to discuss pupils' own stereotypes and biases. This involved writing down what they associate with particular groups of people, such as 'refugees' or 'teenagers wearing hoodies'. The provider explicitly set out two rules at the start of this exercise.

- No one should use the names of other students;
- No one should cross out things written by others but instead write a response.

This helped to ensure that students participated in a respectful manner and encouraged participants to express potentially controversial views or opinions.

Creating a safe space in other contexts can involve reassuring participants that they are free to express themselves, showing sensitivity to concerns and having the humility to admit that staff themselves 'do not have all the answers'. In ongoing projects or those delivered in community settings this can also be done by drawing on shared experiences and by demonstrating empathy for participants' particular perspectives.

> *"The facilitators were great. Their authenticity was important. You have to be what you teach, and they were: they laughed at their own mistakes and they didn't pretend to have all the answers. This creates trust. They were just people who were providing ways of looking at things and helped facilitate discussions about what we thought about things and their validity. By not saying that they held a privileged knowledge, it allowed us to make our minds up and this is important."*
>
> **Project participant**

At the same time, staff need to be able to distinguish between issues requiring 'a disclosure of concern' and those which do not.

> *"It is a safe space – but there is a line. Teaching staff sometimes feel Prevent shuts down safe spaces in schools. But you need to make this space in schools, and also know where the boundary is. If they are a risk to themselves or others, I have a legal obligation to report this according to due process."*
>
> **Project Lead**

Can you draw on subject-specific knowledge and understanding of Prevent?

Projects that involve challenging extremists' narratives require subject-specific knowledge to do so effectively. This may include knowledge of theories of radicalisation, of the strategies and ideological arguments used by extremists. Equally a provider delivering a project on the risks of radicalisation via social media needs to have an in-depth understanding of social media. Deeper knowledge of the subject matter also tends to facilitate greater flexibility in delivery.

Most providers also require project staff to have an understanding of the Prevent Strategy. Participants will often ask questions about it and expect a clear and honest answer. Where staff are not knowledgeable of the Strategy they should seek advice from the Prevent Coordinator in their area to increase their understanding.

> *"Because the main topic will be extremism and radicalisation, people want to run a mile when they hear these terms. So first we need to make them understand what this is about and what extremism is, this is the biggest challenge."*
>
> **Prevent Engagement Officer**

What if my team doesn't have all of these skills and the local knowledge and credibility?

It can be difficult to have an 'in-house' team with all of the skills and knowledge required to deliver a project. Often, delivering a Prevent project well is about bringing together a range of partners who have particular skills and expertise that can fill any gaps. Our research has highlighted different ways of building such teams, an example of which is illustrated in the box below.

One project built a team with the relevant skills, experience, networks and reputation it required by not only using its own staff but also working with: an external youth provider with knowledge and specialist experience of youth engagement; local community members who had the credibility and reach of the chosen target group; and Local Authority Prevent Coordinator with the required knowledge of Prevent. This involved 'buddying' local community members with provider staff so that they could together engage with parents and community gatekeepers. This approach enabled the project to combine the specific skills of the provider staff with the credibility and knowledge of local stakeholders.

Building an effective project team

KEY POINTS CHECKLIST:

Do one or more members of your project team have:

- ☑ Credibility with the intended participants?
- ☑ Knowledge and understanding of the local area?
- ☑ An engaging delivery style?
- ☑ The ability to create a safe space?
- ☑ Subject-specific knowledge or expertise relevant to the content of your project?
- ☑ Understanding of the Prevent Strategy to answer challenging questions?

3 ACHIEVING A LASTING LEGACY: SUSTAINING THE OUTCOMES OF YOUR PROJECT

TOP TIP Our research found that projects are more likely to achieve sustainable outcomes if they encourage participants to embed what they have learned into their day-to-day practice. This is more likely to happen if projects provide follow-up, resources and ongoing networks or activities.

Achieving a lasting legacy may involve sharing resources with participants, developing relevant knowledge or skills to carry on, or by setting up networks that continue work beyond the project end. Previous participants can even act as ambassadors to promote the project and encourage others to attend and benefit from it. It is important, therefore, to ensure that the project design includes elements that can achieve a positive legacy.

Things to consider are:

- Following up with participants after project delivery;
- Producing and sharing relevant resources;
- Building sustainability into project delivery.

Can you follow-up with participants after project delivery?

Depending on project resources, going back to beneficiaries to provide additional support can be done individually, through follow-up workshops, or even online.

One project delivers training to increase teachers' understanding of violent extremism, and their confidence to create the spaces to engage their students and have challenging conversations. The provider tries to follow-up with participants 'to see how embedded it has become' and also to *"offer 1:1 sessions where needed"*. The project has the most impact in those cases in which organisations use the sessions to think about other ways of implementing the learning from them: *"the key indicator of success is when schools want to maintain a relationship with us, if people come back, follow up, or if they get in touch for us to help them look at other areas of work"*. (Project Lead)

Several providers used the pre-delivery stage with beneficiaries (such as teaching staff) to discuss the potential for follow-up, for example exploring what the training / workshop material or additional resources may need to look like to continue supporting the work of staff after project delivery.

Projects will need to ensure they have the capacity and resource for such follow-up work and to respond to requests for further support.

Are you able to produce and share relevant resources with participants?

Some projects may not have the resources for follow-up work, but can support follow-up activities by producing and sharing relevant resources with participants.

> *"I'd like to improve the take up of the resources we provide – we produce a lot of stuff and a lot of schools don't use them. It's like they tick it off: 'I've done that course and I don't have to worry now."*
>
> **Project Lead**

An advantage of producing and sharing project resources is that they can be used beyond the end of the project, or by others in the same community that did not attend. However, if you provide such resources or toolkits it is important to make sure participants know how to use them effectively – it may be worth including advice around this as part of your delivery, or producing guidance on how resources should be used.

Can you build sustainability into project delivery?

Another way to create a positive legacy for your project is to think about other ways in which participants can continue benefiting from it beyond the contact time you have with them. This may include encouraging participants to create links or networks to support each other, work towards common goals or develop relevant initiatives in their communities after project delivery ends.

One project consists of a 10-week course for women to increase their understanding of what might make people vulnerable to extremism, and to empower them to safeguard their communities. A key aim of the project is for participants to build networks after the end of the course – this is now supported by a programme of networking events and an annual conference. They are also encouraged to create their own WhatsApp group to keep in touch via social media.

"The ladies who attended that project were quite vulnerable, very low or no confidence, but through attending they developed a Prevent group out of that project. They decided there was a need for a resource that could be used for young children and they wanted to develop something useful: they developed a booklet that parents can use for very young children when they ask difficult questions" (Prevent Engagement Officer).

Another project hoped to empower young people to become community leaders and more involved in influencing local issues. They invited participants to attend meetings with the council and police while they were still on the project. The idea behind this was to encourage young people to express potential grievances in a more positive way, to enable them to feel more connected to their communities, and create opportunities for them to stay actively involved in their local areas in the longer term.

A project providing training for front-line staff was thinking about developing a bespoke online portal for training participants. The aim of the portal would be to act as a 'community of practice' and a hub for additional material, and to provide an opportunity for course participants to continue to share experiences and issues in a safe space.

You should also consider whether you can help others deliver your project or related activities after your project ends or in other areas or with different target groups. Some projects may do this via an explicit franchise model to scale up delivery or they may do this more informally (see Part 4).

"I've made it very, very clear to the providers that the last part of the course, the last couple of weeks, should be about them designing something, which reinforces the learning: What happens after?"

Prevent Coordinator

Achieving a lasting legacy: sustaining the outcomes of your project

KEY POINTS CHECKLIST:

- ✓ Follow up participants after attending a session to offer them additional support to embed their learning in what they do or overcome any challenges they may face.
- ✓ Produce relevant resources for participants that are fit for purpose.
- ✓ Encourage participants to continue using and implementing things they learned from your project via their own projects, networks or the wider community.

4 EXPANDING YOUR PROJECTS INTO NEW AREAS: SCALING

TOP TIP You need to distinguish between the 'core' elements (those that are responsible for driving change/ producing outcomes) and the more 'peripheral' elements of your project (those that do not directly affect outcomes and therefore can be modified). Being clear about what the core elements are will guide your decisions when thinking about scaling up delivery.

Projects successful in one location are sometimes not as effective when delivered elsewhere. Reasons can include: your project not 'matching' the local need; lack of personal credibility of delivery staff in a new area; the absence of local networks to recruit participants; reduced understanding of the local issues in a different area, and therefore the reduced ability to ensure the project is a good fit with local needs; and logistical difficulties, such as lack of staffing to cover multiple areas and finding appropriate delivery sites.

Provided there is a local need for your project, the only way of knowing whether it will work in a new context is to try it out. However, there are things you can think about to increase your chances of success:

- Ensuring your project is 'scaleable';
- Knowing what makes your project work;
- Delivering in a new area;
- Staffing delivery in a new area.

Is your project 'scaleable'?

You need to ensure your project is not dependent on factors that are related to the context in which the project originated and/or the presence of a key individual with particular knowledge, skill, reputation or ability to engage participants.

USEFUL QUESTIONS TO ASK YOURSELF:

Are there major differences in the need?

You need to assess local need and how it may vary from where the project is currently being delivered. For instance, are there different ethnic or religious communities, or are the risks of extremism different (e.g. far right extremism rather than Islamist extremism)? Can you deliver your project that focuses on a particular issue (for example, knife crime) in another area where there is another, perhaps similar, social issue (gun crime)?

Can you adapt the project to accommodate these differences?

You will need to think about whether making changes to your project will impact on how it is intended to work.

"The important things to bear in mind [when expanding to different areas] are: what benefit will the project bring? Is there a need for it locally? What are those needs? It's not a case of one size fits all and just randomly adapting resources."

Prevent Engagement Officer

Do you know what makes your project work?

When delivering a project in a new area or context it is almost always necessary to adapt it in some way, whether in its content and/or its delivery method. Indeed, some changes are often neccessary when scaling up delivery or moving into new areas.

However, if such changes intrude on the core elements of your project they are likely to reduce the strength of outcomes. When scaling your project you therefore need to strike a balance between adapting it to make it relevant in a new area or context whilst not 'diluting', or losing, the elements that make the project successful.

"Being flexible is key, but there is a danger that you end up doing everything bespoke to every customer. So you are designing it [the training] to be modular, with elements that are 'must have' and others that can be used for particular groups depending on their interest."

Project Lead

There is value in investing time in monitoring and evaluating your project, as this enables you to gather information on what the essential ingredients are. Ideally, monitoring and evaluation should continue as you expand in different areas to continuously learn about the conditions that make your project successful. Again, a logic model can be helpful (see Part 1) in thinking about how your project generates impacts, and what evidence you can collect – or may already be available – to support it.

Do you have the capacity to deliver in a new area?

Expanding into a new area can be time-consuming, resource-intensive, and challenging, particularly for smaller organisations who have fewer staff. Without the necessary organisational and financial capacity, delivering a project in several areas may become unsustainable over time.

You may find yourself 'stretched' to a point in which you are unable to continue delivering with the same quality because of:

- The pre-delivery work required to embed the project and a team into a new area;
- The added administration required as a result of delivering in multiple sites;
- The additional burden on existing staff to recruit, train and support staff, which may initially be exacerbated if not enough new staff have been recruited to support delivery elsewhere.

An example of the challenge of moving into a new area was a project for women and girls, developed to raise awareness of online radicalisation. Within its 'home city' the provider had long-standing and established networks with local women so the project was extremely successful and recommissioned by the local authority. However, in attempting to roll out the project to a neighbouring town, its relative success diminished: the small delivery team did not have the resources to recruit participants and lacked sufficient contextual knowledge and experience of the new area. This could only have been achieved by working closely with a local representative in this area or by spending preparatory time before delivery (see Part 1). However, the provider did not have enough staff to do this.

In contrast, a project working with young people successfully adapted to a new area by working closely with local stakeholders prior to delivery. This included giving a presentation about the project to a local stakeholder group, which played a crucial part in supporting the team through the process of adapting the project as necessary and generating buy-in from key local organisations and individuals. *"You need to reach out in Week 1 and sell your way of working and ask for their [local] support. They [provider] are not local, but that's what they did. They asked for buy-in and it worked"* (Prevent Coordinator).

Can you identify, recruit and train others to deliver the project in a new area?

Expanding delivery to new areas or contexts often requires recruiting new staff and training or supporting them to deliver your project. Delivering Prevent projects often requires significant skill and experience.

One approach is to enter into a franchise agreement with another organisation that has similar values and ethos to the provider organisation who developed the project. Another is to develop a 'bank of associates' or delivery staff from local organisations in different areas, who have similar experience to the provider organisation's lead staff.

Such delivery in new areas is often associated with **loss of direct control over the quality and standard of delivery**. Community-based Prevent projects that have their origins in the personal experiences, knowledge and passion of particular individuals may find this particularly challenging as transferring this expertise to new staff can be difficult.

Ways of increasing the chances of quality implementation include: developing 'screening requirements' for suitably qualified practitioners, standardised tools to monitor effectiveness of delivery, and undertaking quality assurance visits.

The examples below illustrate different approaches to upskilling and building capacity.

For projects that work **with young people in schools**, training others might involve:

- An intensive induction period before newer members off staff start delivering workshops on their own, which involves meetings with the lead delivery staff and more formal training;
- Spending six weeks observing and shadowing more experienced delivery staff;
- Spend several weeks co-delivering with lead staff.

Several **projects delivered in the community** described training peers on the ground and upskill them to deliver. This involves access to training as well as providing a manual to support implementation, particularly the more challenging aspects –for example 'how to bring the Prevent element in', and co-delivery.

Expanding your projects into new areas: scaling

KEY POINTS CHECKLIST:

- ✓ Ensure your project is not dependent on the context in which it originated or on a key individual with particular knowledge, skills, reputation or ability to engage participants.
- ✓ Work with the Prevent Coordinator and local organisations to identify the need in the new area – can you expect a similar impact as in other areas?
- ✓ Get a good understanding of what makes your project work, so that you know what elements you can and cannot change to adapt to the new environment.
- ✓ Consider the organisational and financial implications of expanding delivery, for example whether you can include the cost of administrative support (in your proposal for funding and/or in conversations with the Prevent Coordinator) to help organise the increased volume of activities.

5 CONCLUSION

This Guide has been developed by bringing together key themes from research into the factors that make a Prevent project effective. It is not intended to be prescriptive, as there is no 'one-size-fits-all' to successful delivery. Rather, its aim is to bring together and share key learning and examples of strategies and approaches that have worked well for some providers currently delivering Prevent, and to offer practical tips to guide practice in what is a complex and challenging area of work.

In summary, our research identified that a project is most likely to achieve its outcomes when it:

- Is **well-planned**, clearly specifying its core components so that its design is **adapted to the context**, local needs of the community or area in which it is delivered, and of the people it intends to reach.
- Engages with **relevant local stakeholders** to ensure it recruits those who will most benefit from the project.
- Builds a project team with the necessary **knowledge, skills and expertise** to deliver a high quality product that engages participants and helps them to increase their resilience to, or awareness of, radicalisation.
- Creates a **positive legacy** of project involvement, by encouraging follow-up activities to sustain the benefits and positive impacts beyond the direct involvement with the project.
- Has the **organisational capacity and capability** to deliver the project to participants in one or more areas.

ANNEX A USEFUL RESOURCES

Developing a logic model

Logic mapping is widely used for project planning, and is increasingly being used in their evaluation. It is usually referred in a number of different ways, for example "theory of change" mapping, developing a "programme logic" or an "intervention logic". They all refer to similar processes of visually mapping the steps that need to occur for a project to meet its desired outcomes. This generally consists of identifying the 'core components' of a project, programme, policy or intervention: inputs, activities, outputs, and outcomes (from immediate, to long term).

However, there may be a difference of emphasis and focus. For example, while logic models visually illustrate programme components (inputs, outputs, outcomes, impacts), "theories of change" specifically aim to explain how and why the desired change is expected to come about. They therefore also require you to articulate your assumptions about why something will cause something else.

For help with drawing up a logic model:

The W.K Kellogg Foundation provides a detailed logic model development guide, which includes examples and checklists:

https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf

The University of Wisconsin provides a number of resources including different templates for creating a logic map: **https://fyi.uwex.edu/programdevelopment/logic-models/**

For help with designing and evaluating your project:

The RAND programme evaluation toolkit is specifically designed to be used by community-based organisations that are implementing programs to counter violent extremism. It aims to help practitioners design an evaluation, select or refine success measures (on the basis of different project aims and activities), and offer guidance on how to analyse evaluation data.

https://www.rand.org/content/dam/rand/pubs/tools/TL200/TL243/RAND_TL243.pdf

Scaling

Social franchising is one of several approaches used to replicate an intervention.

Growing to social enterprise: research into social replication (2011) examines the various replication options available to those who wish to replicate their social interventions.

The report can be found here:

https://www.socialenterprise.org.uk/Handlers/Download.ashx?IDMF=a8191bd0-4aec-4c0a-92f6-f2ba388289ca

The International Centre for Social Franchising (ICSF) developed a **Social Replication toolkit**, designed to help community projects expand into new areas. It provides useful information on the different approaches to scaling and key considerations for each.

https://toolkit.the-icsf.org/logintest/#replication-readiness

Guidelines to support commissioners to identify and support organisations for replication

These guides, aimed at those interested in supporting or commissioning projects for replication, offer key areas for consideration including: what the likely challenges of scaling are, what the support should look like, and how to measure the success of the project.

https://www.biglotteryfund.org.uk/research/making-the-most-of-funding/replicating-success

The following research reports have also been referred to in the text:

Busher, J. et al (2017): "What the Prevent duty means for schools and colleges in England: an analysis of educationalists' experience". Available at: **http://eprints.hud.ac.uk/id/eprint/32349/1/The%20Prevent%20duty%20in%20Schools%20and%20Colleges%20Report.pdf**

Kerr, D. and Bonnell, J (2010): Teaching approaches that build resilience to extremism among young people **https://www.nfer.ac.uk/publications/OPXZ02/OPXZ02.pdf**

Reynolds, L and Scott, R (2016): Digital Citizens: countering extremism online **https://www.demos.co.uk/wp-content/uploads/2016/12/Digital-Citizenship-web-1.pdf**

Thomas, P. et al (2017): Community Reporting Thresholds –sharing information with authorities concerning violent extremist activity and involvement in foreign conflict. Available at: **https://crestresearch.ac.uk/projects/reporting-violent-extremism/**

ANNEX B LOGIC MAP TEMPLATE

Issue/context (The issues being addressed and the context within which the project takes place)	**Inputs** Resources required/ preparation work done	**Activities** (activities delivered in order to achieve the project's objectives)	**Outputs** (What has been produced e.g: number and type of project activities delivered, number and type of people reached)	**Outcomes** (Short and medium term results: eg changes in behaviour, attitudes, knowledge)	**Impacts** (Long-term outcomes –linked to overall aim of the project)

TIPS A logic model describes the sequence of events thought to bring about benefits or change over time. Its overall aim is to produce a graphic illustration that tells the story of how a project is intended to work. Logic maps are 'read' from left to right, but it can be easier to develop them through the following steps:

- **Step one:** start with the **context/issues** column. This should identify the problem or need you are hoping to address and is, essentially, the reason for setting up your project. You might find it helpful to read section 1.2 of this guide when working on Step one.
- **Step two:** move to the **impacts** column and identify the overall objectives you aim to achieve, which should align with the issues identified in the first step. Also, make sure your impacts are realistic given the nature of the problem, your resources, and the time you have available. You might find it helpful to consider information in section 1.2 when working on the impacts of your project.
- **Step three:** identify the steps in between.
  - **Inputs:** these are the resources available for your project (e.g. what you will invest). The achievement of your objectives will depend on resources that fulfil the needs of your project. Common inputs include: the budget and the time you will invest (including staff involved and their expertise), materials (e.g. equipment required to run your project) where you will be delivering, the people you are hoping to reach, the partner organisations will need to be involved.
  - **Activities:** what you will deliver in order to address the need, such as the tools, services, and products that the project provides to its participants. Examples of project activities include: recruitment and engagement activities, workshops, training sessions, 1:1 work, seminars, conferences etc. Some of them may target specific groups of people.
  - **Outputs** define what will be produced as a result of your investment and activities and are intended to lead to specific outcomes. They includes details of the volume or extent to which you delivered your intended activities and participants for example: the type and number of activities completed; number and characteristics of participants who attended your project activities. They can also help you measure project performance.
  - **Outcomes:** what you expect to see in the short and medium term (in terms of changes in knowledge, behaviours among participants and organisations) following your activities and what will tell you that you are on the right track to achieve your ultimate objectives. This could include, for example, assessment of progress made by participants and might also involve immediate impacts on the organisations in which your project is located.

You might find some inspiration for Step three in sections 1.3, 2.1 and 2.2 of this guide.
For detailed step-by-step guides on logic mapping, see the Useful Resources section in Annex A.

Key

Schools

Community

Professionals