

Evaluating local **PREVENT** projects and programmes

**Guidelines for local authorities and
their partners**

and

**Resource pack for local authorities and
their partners**

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For navigation purposes we have amalgamated the guidelines and resource pack under cover of a single pdf.

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Evaluating local **PREVENT** projects and programmes

**Guidelines for local authorities and
their partners**

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Introduction

It is important that local authorities monitor and evaluate their PREVENT projects and wider programmes of work. Effective evaluation of your activities will not only help you build and use evidence in reporting against National Indicator 35 (Building Resilience to Violent Extremism)¹, but will also help you to understand what is working so that you can make any necessary changes, replicate good practice and learn lessons for the future.

There are clearly challenges in evaluating local PREVENT activities: there may be sensitivities among local communities, it may take a long time for change to occur, and it is sometimes difficult to attribute a positive outcome to a specific activity. Despite these challenges there are a number of steps you can follow that will help you generate useful data and capture learning from your PREVENT work.

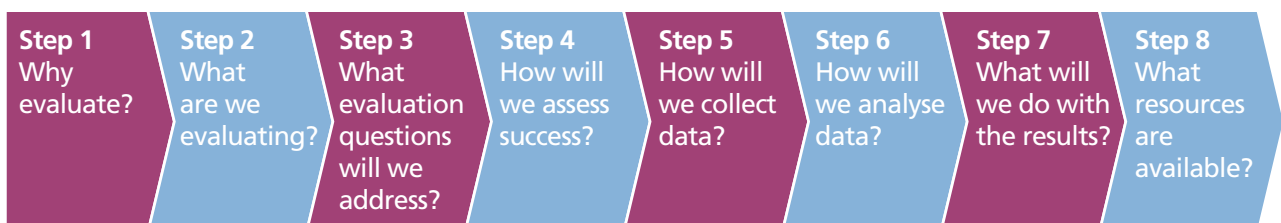
These guidelines are designed to help you think about the evaluation of your local PREVENT projects or programmes. They take you through a number of steps that help you to design and carry out an evaluation and collect evidence from a range of sources. Most importantly, they provide a framework for you to set criteria for success and to systematically evaluate your work.

Who is this for?

This document is targeted at **policy leads in local authorities** and **local partners** who manage and oversee projects to support work on PREVENT. It offers step-by-step guidance on how to evaluate your local PREVENT activities: providing support in conducting the evaluation or, if you commission contractors, helping you design and manage an evaluation with them. There is also advice on how to involve community-based partners in your evaluation.

How to use the guidelines

Each step starts with a question for you to consider, followed by a discussion of how you might answer the question, and often with an exercise for you to complete. We recommend you browse through all sections before going into each one in detail, in order to get a sense of how it all fits together.



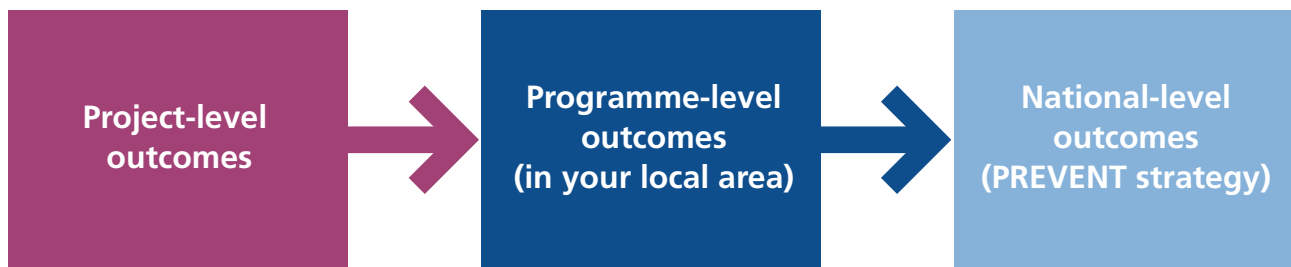
These guidelines should be read in conjunction with the resource pack, which provides more in-depth information and examples.

→ RESOURCE PACK

¹ The guidance for local partners on NI35 mentions evaluation reports as one source of evidence for the NI35 self-assessment process. See security.homeoffice.gov.uk/news-publications/publication-search/general/NI35_Guidance1.pdf?view=Standard&pubID=628130

Different levels of evaluation

There are a number of PREVENT activities going on at different levels. The following diagram will help you to see where the information that you collect fits into the overall picture.



- **Project-level evaluation:** this is the evaluation of individual projects.
- **Programme-level evaluation:** this is the evaluation of the PREVENT programme in your local area (i.e. multiple projects). The data that you collect from individual projects will contribute towards this.
- **National-level evaluation:** this is CLG's overall evaluation of the delivery of the PREVENT strategy at a local level. It is planned that this work will be commissioned shortly. Your local evaluation will provide important information and learning for the national study.

Monitoring and evaluation: the difference explained

Monitoring is the ongoing and regular record-keeping within your project. It is about collecting information at regular intervals about what is happening in your project. For example, the numbers of participants, project activities, staffing, characteristics of participants, and numbers of events run.

- You may already be monitoring your project e.g. monthly reports from partners, or quarterly reports to your Government Office or Steering Committee.

Evaluation is more than just describing what happened in your project: it is about analysing evidence and critically reflecting upon your project. It is about researching and analysing your project in-depth to assess the 'value' of your project and to use this to make improvements in the future.

- You are being asked by CLG to evaluate your local PREVENT work.

Support with your evaluation

Government provides a range of other support, including IDeA peer support and an online community of practice on PREVENT. These guidelines help with different stages of your evaluation, and are being published alongside a resource pack which provides information about:

- Where you can turn to for help with your evaluation
- Examples of evaluations that have been undertaken elsewhere
- Guidance on different types of data you might collect at different stages of your evaluation
- Different approaches to evaluation.

→ RESOURCE PACK
WHERE YOU CAN GET SUPPORT

Options for conducting your evaluation

You can either undertake the evaluation yourself or commission a contractor to help you. Your decision will depend on your available resources, your time commitments, your levels of expertise in evaluation, and the type of information you wish to obtain from your evaluation.

Option	Strengths	Weaknesses
Conducting the evaluation yourself	<ul style="list-style-type: none"> • A good option if you are experienced in conducting evaluations: using your existing skills and knowledge from working on the PREVENT project you have full control over the evaluation process and the questions it seeks to address. • The process may be more participatory (if stakeholders are involved in conducting the research). • Is useful if you have very limited resources. 	<ul style="list-style-type: none"> • This is a time consuming process and also labour-intensive. • It requires you to be skilled in evaluation and research methods, to ensure that you obtain reliable data. • The process may be open to bias as those directly working on your PREVENT initiative are also evaluating its impact.
Commissioning a contractor	<ul style="list-style-type: none"> • If you are not skilled in evaluation, using professional evaluators can improve the reliability and quality of the findings. • The process is less open to claims of bias. • Is useful if your time is very limited or you do not have the necessary expertise. 	<ul style="list-style-type: none"> • This is a more costly option as separate funds will need to cover the external evaluation. • There may be difficulties in accessing and gaining the trust of stakeholders and communities: external contractors would need a good understanding of the communities involved. • Need staff time to procure and manage contractor: can be time-consuming to get a good product.

Working with contractors: If you decide to work with an external contractor on your evaluation, we recommend that you still refer to these guidelines prior to commissioning a contractor (especially Sections 1 to 4). Contractors can vary in quality and it is important that you are satisfied that the methods they use will obtain the type of information you want to gain. In particular, it is useful to be clear on:

- Why are you evaluating your PREVENT work? Who will be the main people to use the results? Does the evaluation address the questions that are important to stakeholders?
- What are you evaluating? What are the aims of your PREVENT initiative? What short-term outputs, interim outcomes and long-term impacts does your initiative aim to achieve? What evaluation questions will you ask?
- How will your evaluation capture whether or not it has achieved these aims? How will success be measured?
- How will data be collected? Will the data sources proposed by the contractor answer your evaluation questions? Will it capture the outputs, outcomes and impacts?
- Does the contractor have experience of conducting similar evaluations in the past? Does the contractor fully understand the purpose and scope of the evaluation? Is the contractor able to meet your proposed project timetable? Does the contractor offer value for money?

1. Why evaluate PREVENT activities?

We recommend that all local authorities responsible for delivering PREVENT undertake an evaluation of their activities, but it is particularly important for those local authorities who receive funding from CLG through Area Based Grant. An evaluation of your local activities can help provide you with evidence and learning for:

- Your reports on National Indicator 35: *Building Resilience to Violent Extremism*. All local authorities are now required to report on NI35 as part of the Comprehensive Area Assessment (CAA)
- Your reports to local PREVENT partnerships and regional Government Offices.

Yet there are many other reasons for evaluating your PREVENT projects or programmes. For example, you might want to use an evaluation to:

- **Improve your programme of work, or individual projects:** using evaluation data to reflect on feedback and change your activities as you go along
- **Give feedback to funders and partners:** they have invested in your local programme, and will want to know what you have done with this investment. They may be particularly interested in how far activities funded represent value for money
- **Create a more robust evidence base** to support your assessment against NI35
- **Support an application** for further support or funding.

People usually carry out evaluations for a mixture of the reasons above. However, being clear about **who is going to use the results** of your evaluation and **for what purpose** helps to ensure that you design an evaluation and collect the right kind of data to meet these needs.

EXERCISE

Identifying the purpose of your evaluation and how it might be used

- Who do you think will be the main people to use your evaluation results? (yourselves, other people in your local authority, police and other partner organisations, the voluntary and community sector, faith groups and Muslim communities, others working in the field, policy makers in CLG and the Home Office, the IDeA, future funders of other relevant programmes.)
- What decisions will you or others be making that your evaluation might help with?
- What kind of information, or data, would be most useful – and be considered ‘valid’ – for this purpose?
- Who do you currently have to report to on PREVENT work? What different types of information or data do you have to gather for these reports? (For example, reports on NI35 for your Comprehensive Area Assessment (CAA), reports to a steering committee, reports to regional Government Offices.)

Involving community-based partners in your evaluation

As part of your PREVENT work, you may have already considered different ways to actively involve Muslim communities in your decision-making. The participation of community-based partners is also important when you are evaluating your project. For example, this can help to:

- **Improve the design of your evaluation:** by contributing to the mapping of your PREVENT activities, and by ensuring that you are focusing on the most important issues for the communities involved
- **Improve the quality of your data:** by ensuring you are asking the right questions in your evaluation, by advising on how best to reach and engage communities, and by ensuring that you use research methods that are culturally appropriate
- **Build capacity:** by promoting learning on evaluation and monitoring that can be used by community-based organisations in other projects
- **Address sensitivities:** by involving communities in decision-making on your evaluation, you can help to build trust, improve transparency and increase community buy-in
- **Improve dissemination:** by advising on ways to present the findings and ways in which they should be disseminated.

There are a number of ways in which you can involve community-based partners in your evaluation. For example, you could:

- **Adapt the guidance** or choose key sections where the views of community partners are particularly important.
- **Verbally work through key exercises** in this guidance with partners.
- **Hold small workshops or discussion groups** to talk through key issues in evaluating your PREVENT work.
- **Provide bespoke training on evaluation and research methods**, so they can become actively involved in data collection.
- **Set up a community-based advisory group**, which can give regular advice on every stage of your evaluation.

It is important to consider the funding and staff you have available when thinking about community involvement in your evaluation, as it is likely to be time-consuming. It is also important that community-based partners have a say in how they participate in your evaluation and that they are involved in a way that is agreeable to them.

EXERCISE

When you are first starting to think about your evaluation, you could identify a small group of community-based stakeholders who represent different interests and have a discussion about their involvement.

- Who are the community-based partners that may be interested in being involved? (For example, delivery partners, members of your Local Strategic Partnership, faith groups, and local community organisations.)
- What are the different ways in which community-based partners could be involved?
- Would any support or training be needed to enable their active involvement?
- What limitations are there to the involvement of community-based partners? (For example, finance and resource limitations, the risk of raising expectations that cannot be met, disagreement between stakeholders, sensitivities around involvement, and need to build trust.)

2. What are we evaluating?

The obvious answer is that you are evaluating your local PREVENT programme or a project that has been set up as part of this.

However in order to plan your evaluation, it is helpful to first outline all the different components of your PREVENT programme and projects in order to develop a 'map' that explains how the aims and objectives will be achieved.

EXERCISE

Mapping your PREVENT project or programme

One way of thinking about your strategy as a whole is to draw up a 'map' of what you plan to do at different stages, and how these are linked to the outcomes and impacts that you hope to achieve.

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Inputs and actions taken	Short-term outputs	Interim outcomes	Long-term impacts

Initial issue or context

This is both the reason for setting up your programme in your particular situation, and also any other factors that might affect the way you deliver your programme, and its outcomes. It is the (local or sub-local) situation that has motivated you to set up your PREVENT activity.

Rationale for the intervention

This describes your understanding of how this particular use of the PREVENT strategy will bring about the changes you aim to achieve. The rationale for your PREVENT activities should link to the initial issue or context that motivated you to develop your PREVENT activities.

Inputs and actions taken

This is the nature of your programme, including who you are hoping to reach, what partner organisations will be involved, what local authority staff will be involved, what activities will take place, where you will be delivering programme activities, how you will engage with local Muslim communities. The resources required to implement your strategy will also be an important consideration.

Short-term outputs

This is the immediate results of the work, for example, numbers of people reached and their characteristics, or number and types of activities completed (such as training courses, forums or other events).

Interim outcomes

This is the assessment of progress made by participants; for example, in terms of increased confidence, and improved listening and debating skills. It might also involve immediate impacts on the organisations in which your programme is located.

Long-term impacts

This relates to the ultimate aims and objectives of what you are hoping to achieve: either for the participants (for instance, security of one's identity as British Muslim), for your organisation, or wider social aims (such as increasing sense of belonging and positive community relations).

The example below illustrates what such a map might look like for the example of the PREVENT Pathfinder programme run by the West London Alliance.

EXAMPLE

Map of an example activity in the West London area²

The table below uses information from the evaluation of the PREVENT Pathfinder programme run by the West London Alliance to illustrate what the mapping of a programme could look like.

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Inputs and actions taken	Short-term outputs	Interim outcomes	Long-term impacts
Feelings of alienation and social exclusion can leave some individuals at risk from extremist ideologies.	Involving 'at risk' and/or potentially radicalised Muslims in diversionary activities involves them in positive support networks and can redirect their attention away from extremist ideologies.	Diversionary activities: Social groups for young Muslims. Sporting activities, such as football or cricket clubs. Skills development, such as team building or improved communication.	Participation of young people and potentially 'at risk' individuals in the project.	Young Muslims 'at risk' develop interests and/or skills that divert them from extremist ideology.	Those 'at risk' reject violent extremist ideology. Muslims within our communities support diversionary activities for those 'at risk'.

 **RESOURCE PACK**
EVALUATION CASE STUDIES

² Authors' own development, drawing on information from the West London Alliance PREVENT Pathfinder evaluation conducted by the Office for Public Management (OPM), 2008.

EXERCISE

Involving community-based partners

You might find it useful to draw up or discuss this map with some of your community-based partners and stakeholders. You may find they have a different picture of the different steps and how these might lead to the kind of outcomes and impacts that you are hoping to achieve. It will also be useful to discuss with them which aspects of your PREVENT work they would like to see the evaluation focus on, and what kind of data they would like to see gathered at each stage.

Deciding what to include in your evaluation

There will probably be a number of different elements to your local PREVENT work, and it will be important to be clear from the start about which elements you are particularly interested in evaluating. It is rarely possible to evaluate everything, particularly when resources are limited.

For example:

- **You** might be interested in the success of the activities and organisations you funded to find out how successful these were and whether these offered value for money
- **Others** in your organisation might be interested in how PREVENT activities contribute to other agendas, for example community safety, empowerment and cohesion in your local area
- **Practitioners** delivering your PREVENT activities might want to know what activities work well, and which ones work less well, and how they can best go about implementing their PREVENT activity
- **Policy makers** will be interested in knowing what types of projects are effective and the resources that are required to support them.

Which aspect you focus your evaluation on will be closely linked to the purpose you have in mind and the answers of the questions in the first exercise in Section 1. The views of your partners can also help you to prioritise what is important for your local context.

EXERCISE

Considering which aspect of your PREVENT work you want to evaluate

Given who you thought might be the main users of your evaluation, which aspect of your PREVENT work do you think they would be most interested in?

It is also important to consider the NI35 criteria that you will need to report on when deciding which aspects of your PREVENT work to evaluate:

- **Understanding of, and engagement with, Muslim communities**
Key evaluation areas: data collection of initial context, engagement and participation mechanisms, capacity building of community organisations.

- **Knowledge and understanding of the drivers and causes of violent extremism and the PREVENT objectives**

Key evaluation areas: use of data to develop local understanding of violent extremism, information sharing mechanisms.

- **Development of a risk-based PREVENT action plan, in support of the PREVENT objectives**

Key evaluation areas: multi-agency partnership arrangements, strategies to promote a positive image of Islam, capacity building of community organisations, training and leadership development, mechanisms to address grievances.

- **Effective oversight, delivery and evaluation of projects and action**

Key evaluation areas: engagement and participation mechanisms, project delivery and management, risk management, financial planning, oversight and scrutiny functions.

EXERCISE

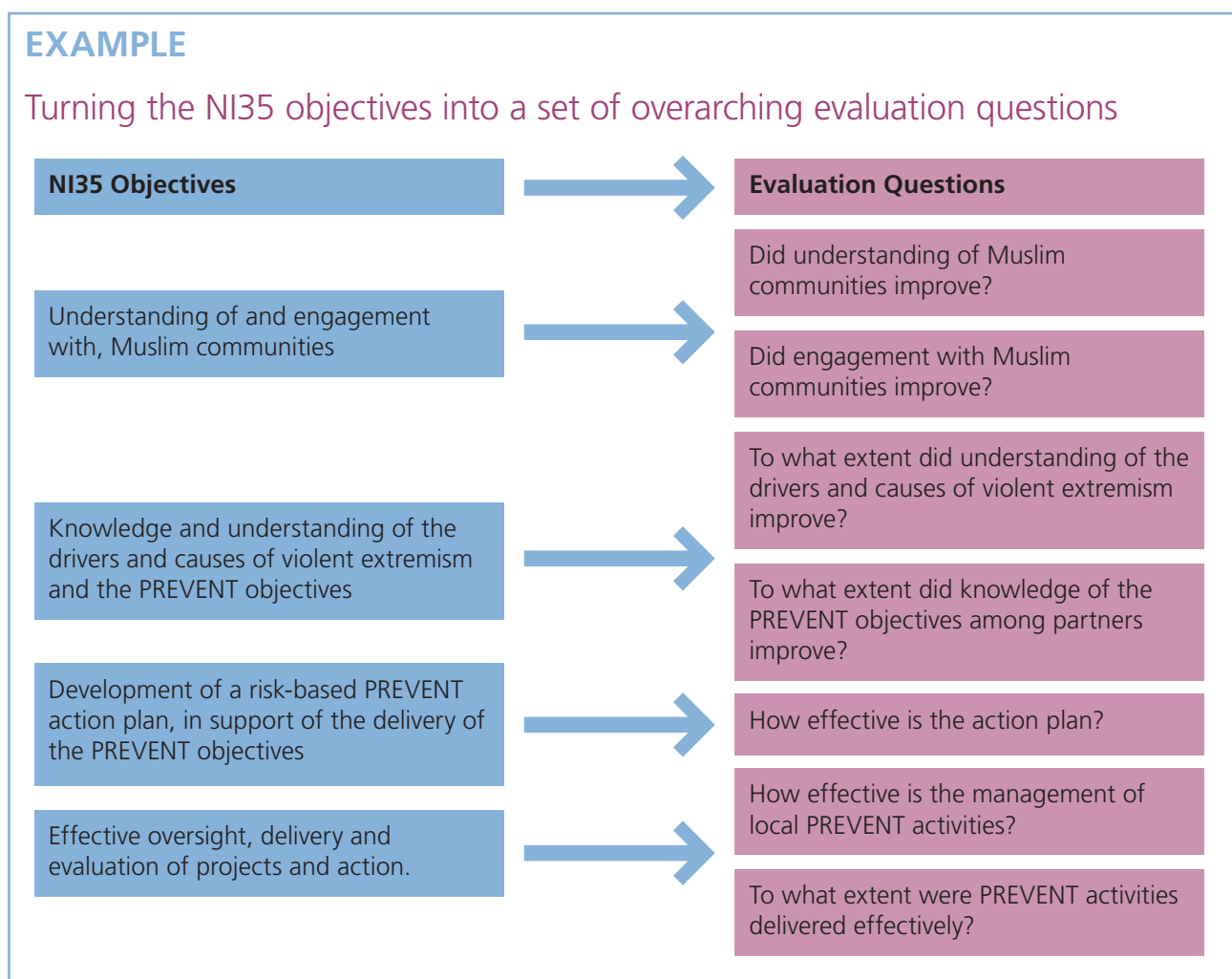
After discussion with your community-based stakeholders, and your reflection on the main users of your evaluation and the NI35 criteria, you will have a clearer idea of what aspects are most important to evaluate. Go back to your project or programme map and highlight all the areas that are a priority.

3. What evaluation questions will we ask?

Evaluations generally start with an evaluation question or set of questions. These are not the questions that you will be asking, for example, in interviews or questionnaires for participants in your programme, but the overarching question(s) that your evaluation is seeking to answer.

One useful way of arriving at the evaluation question(s) is by writing out the objectives of your project or programme, then turning these around into a set of questions. The 'SMARTer' (Specific, Measurable, Achievable, Relevant and Time-bound) your objectives, the easier it will be to turn these into evaluation questions.

It may also be helpful to refer back to the NI35 objectives that you have to report on. In the example below we have turned the NI35 objectives in a set of evaluation questions.



However, you may have more specific objectives in your PREVENT work that are more appropriate for your particular local context. For example, your objectives might be slightly different depending on whether you want to evaluate a single project (or activity) or a programme consisting of several projects (or activities).

Project-level

Projects might have very specific objectives, looking to effect change through a single measure for a clearly defined target group. Your evaluation questions might therefore focus on exploring whether the measure, as designed and delivered, was effective in addressing this objective.

EXAMPLE

Faith awareness and community cohesion training, London Borough of Waltham Forest

An example of a PREVENT project is faith awareness and community cohesion training delivered to 150 beneficiaries who are engaged in practical delivery of services at the local and neighbourhood level in the London Borough of Waltham Forest. The evaluation took the form of feedback forms administered after each training session to capture learning and offer opportunities for ongoing improvement of the activity.

Project objectives

To improve the interface between communities and public services

To develop a better understanding of the needs of the community

To provide effective support for workers at the frontline

Evaluation questions

What changes in understanding and practice were achieved from the training?

Is the training content fit for purpose?

Programme-level

Programmes of activity often have wider objectives that go beyond what an individual measure can achieve. Programmes tend to combine different types of activities, often run in different locations and delivered by different organisations.

EXAMPLE

The West London Alliance PREVENT Pathfinder

An example of a PREVENT programme is the work done by the West London Alliance. This programme of work included a range of activities run at both sub-regional and borough level which collectively aimed to: promote British “shared values”; build capacity and engagement; promote democracy and citizenship; develop Muslim role models and leadership; and challenge negative media messages about Islam. The diagram below shows how two of the programme’s objectives were turned into questions for the evaluation:

Programme objectives

Promoting British shared values



Building capacity and engagement



Evaluation questions

To what extent did [the programme] help to develop a community in which Muslims *identify themselves as a welcome part of a wider British society and are accepted as such by the wider community?*

To what extent did [the programme] help to develop a community in which Muslims *develop their own capacity to deal with problems where they arise and support diversionary activity for those at risk?*

EXERCISE

Matching objectives with evaluation questions

List the objectives of the project or programme you wish to evaluate on the left, and write the evaluation question related to this on the right.

Objective	Evaluation question

4. How will we assess success?

Aims and objectives for programmes are often broad and general, and it can be hard to know whether they have been achieved. Some things go well, others go less well. Assessing whether your programme is a success or a failure means setting some criteria – or a set of benchmarks – for what constitutes success.

The mapping of your programme (Section 2) will be particularly useful here. By setting criteria for each step in the map, you can identify whether the programme went to plan, as well as whether or not it achieved its final outcomes and impact. After all, you may have done everything according to plan but still failed to achieve the expected outcomes and impacts – in which case it was the wrong model. Or lack of impact may have been because the programme wasn't implemented fully – in which case the model may be right, but you need to change some aspects of the way in which it has been implemented.

Criteria for your inputs, action and short-term outputs

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Actions taken	Short-term outputs	Interim outcomes	Long-term impacts

Most projects or programmes have some of these criteria built in from the start, in the action plan and budget. One set of criteria is whether activities were set up on time, and whether the programme came in on budget³. You might also have indicated, for example, the number of times you would hold discussion forums or workshops, and the numbers you hoped to take part; these all provide useful benchmarks against which you can assess whether your programme went to plan and are sometimes called operating or process criteria.

³ We have indicated where gathering cost data would be useful. However, a full economic evaluation is more complex and needs expert advice. For more information about this see www.nationalschool.gov.uk/policyhub/evaluating_policy/magenta_book/chapter1.asp

EXAMPLE**Operating criteria for PREVENT activities⁴**

- We will recruit 15 young boys age 16-25
- We will engage up to 80 Muslim women and girls in our workshops
- We will organise one two-day training programme
- We will deliver weekly football and boxing sessions
- We will deliver 30 action plans for local Muslim organisations
- We will establish a regional forum on the PREVENT agenda.

If you use general statements such as ‘a significant number’, you might find disagreement between your stakeholders as to what represents a significant number. Putting an actual figure to this can help ensure that you all share a similar picture of what constitutes success. Setting a ‘cautious’ number may give you a pleasant surprise.

Criteria for your outcomes and impacts

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Actions taken	Short-term outputs	Interim outcomes	Long-term impacts

However, process criteria tell you little about the quality or impact of your work. For this, you should set additional criteria about, for example, levels of satisfaction with the project or programme, or numbers of participants achieving a significant improvement in their confidence levels and ability to speak out against violent extremism, or changes in attitude towards violent extremism.

⁴ Authors’ own development, drawing on information from the West London Alliance PREVENT Pathfinder evaluation, conducted by the Office for Public Management (OPM), 2008.

EXAMPLE

Outcomes and impacts connected to your NI35 criteria

The NI35 criteria can provide a key basis for thinking about your outcomes and impact criteria. The NI35 criteria are helpful to measure your performance and effectiveness in implementing PREVENT locally.

Below we have taken the four NI35 objectives and given some examples of outcomes and impacts.

- Understanding of and engagement with, Muslim communities:
 - Increased knowledge and understanding of local Muslim communities
 - Increased knowledge of resilience or vulnerability to violent extremism
 - Increased civic and political participation of Muslim communities.
- Knowledge and understanding of the drivers and causes of violent extremism and the PREVENT objectives:
 - Increased knowledge of the drivers and causes of violent extremism
 - Improved information flow between local communities and local authorities
 - Rigorous information sharing arrangements are established and working effectively.
- Development of a risk-based PREVENT action plan, in support of the PREVENT objectives:
 - Strong multi-agency partnership arrangements are established and working effectively
 - Positive images of Islam are widely promoted
 - Community organisations have increased support for their capacity-building needs
 - Individuals 'at risk' benefit from a range of support services.
- Effective oversight, delivery and evaluation of projects and action:
 - Appropriate risk management strategies in place and working effectively
 - Local projects are delivered effectively and within budget.

There will be other outcomes and impacts that are relevant to your particular local PREVENT work.

EXAMPLE

Outcomes and impacts criteria

- Those 'at risk' develop interests and/or skills that reduce the likelihood of them engaging in violent extremism
- Those 'at risk' feel less isolated and better supported by local communities
- People are referred to other services relevant to their needs (for example, housing, employment, training)
- Confidence to speak out against violent extremism is improved
- Changes in attitudes towards violent extremism among participants
- Community members are better able to reach out to and engage young people
- Improved ability to articulate arguments against violent extremism
- Local people are more likely to think they can influence local decisions
- Communities are actively engaged in the PREVENT agenda
- Project ideas emerge organically from within local communities
- Ability to discuss violent extremism openly and sensitively with communities is improved
- Trust between local communities and local authorities is improved
- Local authorities and their partners are better trained to identify those 'at risk' from violent extremism
- Improved understanding of effective activities to prevent violent extremism.

 **RESOURCE PACK**
 EXAMPLES OF SOURCES OF DATA RELATING
 TO EACH STAGE IN THE MAP

EXERCISE

Involving community-based partners

It is useful to ask community-based stakeholders about their criteria for a successful project.

Examples of questions to ask include:

- What would represent success in this project or programme?
- What criteria can we use to measure this?
- What will you be looking for in order to know if the project has fulfilled its aims?

Recognising the limitations of your evaluation

Evaluating your local PREVENT work is an extremely challenging process: it may take a significant time for outcomes and impacts to emerge, and building trust with communities can be a fragile process.

Measuring the impact on individuals participating in PREVENT is the most difficult aspect. Many individuals taking part in PREVENT activities will be 'hard to reach', and may be hesitant to get involved in your evaluation. Similarly, to date there are no validated scales to measure the levels of support for violent extremism in individuals. It is therefore important to be aware of the limitations to your evaluation.

The next section and the resource pack give detailed advice on data collection methods including the strengths and limitations of these.

 **RESOURCE PACK**
DIFFERENT METHODS OF DATA COLLECTION

5. How will we collect data?

If you have followed the steps outlined so far you will already have some ideas about the kind of information that would help you to answer your evaluation questions. This data might be:

- **Existing data:** often basic management data which would be collected anyway, whether or not you were undertaking an evaluation
- **New quantitative data:** collected using methods such as a questionnaire completed at the start of the programme, a survey on identity and belonging, or an assessment tool for participants about confidence levels, listening skills, abilities to engage with young people, understanding of cultural practices and religion
- **New qualitative data:** collected using methods such as interviews with participants, descriptions of activities or discussions with faith leaders and community groups.

Using existing data

Before collecting any new data, it is a good idea to make a careful assessment of any information that is already easily available. This may be an important resource for your evaluation and save you a lot of time and effort. Existing data might include:

- The original project or programme plans or applications (including budgets)
- Monitoring data that you are collecting on projects or programmes
- Data you are submitting to your Government Office or government departments (such as your action plan, tracker information and cost data)
- Information already collected from participants when they engage in the programme
- Data from stakeholders and partners such as information about relevant programmes previously run by partners; data from community and faith groups; police data (access to which may be subject to security clearance)
- Local authority-level data such as unemployment rates; crime levels; education results; benefits data; social housing data; take up of ESOL (English for Speakers of Other Languages) classes; demographic characteristics of local population (such as ethnicity and religion). Sources include the Census, the Labour Force Survey, and the Index of Multiple Deprivation
- Minutes of meetings
- Evidence drawn from other existing studies and databases.

→ RESOURCE PACK
 EXAMPLES OF SOURCES OF DATA RELATING
 TO EACH STAGE IN THE MAP

EXERCISE

Working out whether you already have the information you can use

Evaluation question	Data already available	New data required	Notes

What gaps does this leave? How might you be able to fill these gaps?

It is important to consider data sharing arrangements at the start of your evaluation, both within your local authority and between partners.

- The Information Commissioner's Office has guidance on data sharing within and across local authorities (www.ico.gov.uk)
- The archive website for the former Department of Constitutional Affairs also has some useful guidance on data-sharing (www.foi.gov.uk/sharing/toolkit/infosharing.htm)

It may be useful to consult with other departments in your local authority or with partners (for example, the police) when first planning your evaluation, to ascertain what data is available and whether you can access this.

Collecting new data

There are many different ways of collecting new data, which will be influenced by the nature of the evaluation questions. Specifically, the evaluation questions will determine the most appropriate methodology to employ. This might be quantitative (involves numbers and statistics, tests theory and relationships), or qualitative (descriptive, non-numerical, concerned with meanings and explaining). You and your stakeholders might have a preference for one kind of data rather than another.

Type of data	Strengths	Weaknesses
Quantitative	<ul style="list-style-type: none"> • Produces statistical data. • Can measure the extent, prevalence, size and strength or observed characteristics, differences, relationships and associations. • Can determine the importance of factors influencing outcomes. • Uses standardised procedures and questioning, enabling reproducibility of results. • Generally seen as authoritative, relatively straightforward to analyse and present. 	<ul style="list-style-type: none"> • Can be costly, particularly if the population is 'hard to reach', or there is a need for translation. • Structured interviews and surveys hinder the detailed exploration of reasons underpinning decisions or views. • Reduces complexity, is pre-structured, meaning there is little flexibility. • Requires key concepts to be clearly defined prior to research taking place, therefore 'fuzzy concepts' are difficult to measure. • To date, there are no validated scales for measuring violent extremism, and it may be difficult to obtain a representative sample in some populations (e.g. Muslim communities) as there is no sampling frame.
Qualitative	<ul style="list-style-type: none"> • Flexible. • Enables exploration of the meaning of concepts and events. • Produces valid data as issues explored in sufficient depth to provide clear understanding. • Enables study of motivations and patterns of association between factors. • Provides a detailed understanding of how individuals interact with their environment, cope with change etc. • Naturalistic, captures complexity and subjective experience. 	<ul style="list-style-type: none"> • Interviewing methods rely on respondents being reasonably articulate. You also need to consider issues such as translation. • Analysis of data to generate findings is not always transparent or replicable. • Need to be able to anticipate factors associated with issues to be studied, to design 'good' sampling strategy. • May be dismissed as biased, unrepresentative or unscientific.

Selecting data collection methods

Similarly, your methods of data collection will also be shaped by the types of evaluation questions you will be asking.

EXAMPLE

Choosing quantitative or qualitative techniques

Below are some example research questions that can be answered with either quantitative or qualitative methods.

Research question	Quantitative or qualitative?
How many 'at risk' individuals have been participated in your PREVENT activities?	Quantitative
How many different types of activities have you delivered?	Quantitative
Did individuals 'at risk' find an activity helpful?	Qualitative or Quantitative
Why has an activity worked or not worked?	Qualitative

As shown above, quantitative methods are useful for numerical questions, or those that test relationships, whereas qualitative methods are concerned with meaning and explanation.

Some of the best evaluations collect a mixture of qualitative and quantitative data. In the resource pack there is further guidance on different data collection methods, and their advantages and disadvantages.

→ RESOURCE PACK

DIFFERENT METHODS OF DATA COLLECTION

Different kinds of data for different stages

This is where the map of your project or programme is particularly helpful. The map divides up your PREVENT work into a series of stages and indicates what you expect at each stage. You can also use this to think about the kind of data you want to collect at different stages of the programme.

It is important to be aware that in a relatively short programme, it can often be difficult to make an assessment of long-term impacts, especially given the sensitivities related to PREVENT. Realistically you may only be able to collect data that indicates future long-term impacts – the fact that you have moved along an anticipated path towards long-term impacts is also a useful evaluation finding.

EXERCISE

Mapping the information you need for different stages in your strategy map

Stage of project	If...	Then...	Then...	Then...	Then...	Then...
	Initial issue / context	Rationale for intervention	Actions taken	Short-term outputs	Interim outcomes	Long-term impacts
Information you need						

→ RESOURCE PACK

EXAMPLES OF SOURCES OF DATA RELATING TO EACH STAGE IN THE MAP

Sensitivities in collecting data

Collecting data to evaluate your PREVENT work will be a sensitive process. Many individuals may be reluctant to speak openly about their views concerning violent extremism and PREVENT-related activities, and some communities may feel under scrutiny. Building trust with communities can be a slow and fragile process, so it is important to collect data in a way that is appropriate and sensitive to your particular local circumstances.

Any data collection instruments you use (e.g. interview questions, questionnaires, topic guides for focus groups) will need to be framed and worded very carefully. It is useful to pilot these with a small sample of individuals before using them more widely. Similarly you will need to give strong reassurances about confidentiality and anonymity.

You also need to be aware of any cultural issues when collecting data; for example, some women may not be comfortable with male interviewers or facilitators, and vice versa. You will need to be flexible when gathering data in terms of timing, venue, childcare and the provision of transport. It may also be necessary to provide translation or interpretation services.

- Actively involving community-based stakeholders in your evaluation can be a helpful way to build trust and ensure you are approaching aspects such as data collection sensitively. Community-based stakeholders can also take a role in data collection, if you provide appropriate training and support.
- Alternatively you may want to commission contractors specialising in research with minority and faith groups.

Ethics and confidentiality

Before conducting any data collection you need to carefully consider any ethical issues related to your evaluation. The four key ethical principles to consider are:

- **Harm to participants:** Will your research cause harm or distress to those involved? Are there adequate support mechanisms in place, if a participant experiences harm or distress?

- **Informed consent:** Are participants fully aware of the implications of the research? Do they fully understand the consequences of their participation? Do they feel they have a choice whether or not to participate? Do they feel they can freely withdraw from the research at any time?
- **Invasion of privacy:** Do participants feel that they can freely refuse to answer any questions that are uncomfortable or too personal? Is the research completely confidential and anonymous?
- **Transparency:** Have you been explicit about the aims of your research? Are you researching the areas you stated you would (and not covertly gathering other data)?

When collecting data you should ask participants to sign informed consent forms to ensure that they fully agree to take part in your evaluation. Similarly you should provide them with written and oral guarantees about confidentiality and data protection. The Social Research Association (SRA) has detailed guidance on ethics in research and evaluation: www.the-sra.org.uk/ethical.htm

- **Data protection:** If you collect personal information in your evaluation you are legally obliged to comply with the data protection act. Detailed guidance on this is provided by the SRA: www.the-sra.org.uk/documents/pdfs/sra_data_protection.pdf
- **Safeguarding children:** If working with children aged under 18, you are legally obliged to have Criminal Record Bureau checks.

6. How will we analyse the data?

Any data you have collected needs to be analysed to draw conclusions about whether or not your PREVENT initiative has met its aims and objectives. In particular, analysing your data will determine to what extent your project or programme has achieved its desired short-term outputs, medium-term outcomes and long-term impacts.

Before beginning to collect your data it is important to consider the time and resources you have available for analysis. Therefore any decisions about analysis need to be made **before** data methods are selected and the data is collected.

- **Time:** What are your time limitations? Do you have sufficient time to undertake an in-depth analysis of all your collected data? For example, qualitative analysis is frequently time-consuming; have you made provision for this process?
- **Who will be involved:** Who will be involved in analysing the data you have collected? Will you, a colleague, your stakeholders, or a contractor be undertaking this?
- **Software:** What databases or statistical software do you have that may help your analysis? Do you need training in this software?

EXERCISE

Refer back to the mapping of your project or programme

Refer back to the mapping exercise you undertook in Section 2. This should be used as a benchmark to detail the short-term outputs, interim outcomes and long-term impacts that you hoped to achieve.

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Actions taken	Short-term outputs	Interim outcomes	Long-term impacts

Also, refer back to Section 4 where you mapped your criteria for measuring success. You created criteria for measuring the success of the actions taken and short-term outputs. You also created criteria for measuring the success of interim outcomes and long-term impacts.

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Actions taken	Short-term outputs	Interim outcomes	Long-term impacts

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Actions taken	Short-term outputs	Interim outcomes	Long-term impacts

These criteria should be used as the basis upon which to analyse your data.

EXERCISE**Analysing the data collected against the criteria for measuring success**

For each of your short-term outputs, list the criteria you set to measure success on the left, the data you have collected, and on the right (from the data) your analysis of whether or not these criteria were met.

Short-term outputs	Criteria for measuring success	Data collected	Analysis

Do the same exercise for each of your interim outcomes and long-term impacts. This will provide a framework and structure for the analysis of your data.

Ways to analyse your data

There are a number of ways to analyse your data and draw conclusions.

For quantitative data:

- Coding the data according to categories: for example, activities undertaken, number of attendees, partners involved, changes in perceptions, and increased knowledge
- Summarising the totals for different categories: for example, how many and what types of activities took place, who attended and for how long, how many participants changed their perceptions or increased their knowledge, and to what extent
- Undertaking statistical analysis if appropriate: for example, it may be useful to calculate percentages such as the percentage of sessions attended by participants, or the average number of participants attending an activity
- Producing tables and charts.

For qualitative data:

- Drawing out the key themes that emerge from your data: for example, effectiveness of an intervention, how the programme was implemented, sensitivity issues around PREVENT
- Outlining key comments that were made for each theme (both the majority and minority comments)
- Selection of quotations and examples that match the key comments for each theme
- Compiling the information into summaries that can be fed into the final report.

7. What will we do with the results?

Most people decide to communicate evaluation results through writing a report.

Reports are a useful way of ensuring that all the data is together in one place, but might not be the best way of communicating with those who can learn from your programme. It is important to feed back the results of your evaluation to those that have helped you or taken part in the research.

It is also worth considering:

- A **presentation** – with discussion – to different groups (community and faith groups, voluntary sector organisations, networks of voluntary organisations, relevant statutory bodies)
- A **PowerPoint presentation**, which could also be put on a website
- A one or two page **information sheet**, which is good for easily communicating the main points emerging from the evaluation
- **Tailored reports**, focusing on particular issues of interest to different audiences
- An **article** in an organisation-wide journal, a professional journal or a newsletter
- **Outreach and visits** to relevant community and faith groups are an effective method of reaching key community stakeholders.

EXERCISE

Writing a report

Before you start it is always useful to spend a little time on asking:

- Who is going to read it?
- What are the points they are most interested in?
- How long a report are they likely to read?
- What kind of presentation of data would be most helpful to them?
- Will they be expecting recommendations as well as evaluation results?
- Looking back at the original evaluation questions, does your report address them all?

 **RESOURCE PACK**

STRUCTURE OF A TYPICAL EVALUATION REPORT

It is also worth considering the benefits and drawbacks of translating your findings so the evaluation is more accessible to some community members and stakeholders. Guidance for local authorities on translation of publications to help you in your decision can be found here: www.communities.gov.uk/publications/communities/translationguidance

8. What resources do we have available?

You and your stakeholders might have quite ambitious ideas about what kind of evaluation you should undertake, but you, and they, have to be realistic. Before drawing up a detailed plan for your evaluation, it is very useful to review what resources you have available. These include money, staff (time, experience and skills) and software for collating and analysing data.

Money: If there is a budget for evaluation, then it might be possible to commission an external evaluator. You may also need money for surveys (printing, postage), or to cover interviewees' expenses, if you are doing an evaluation.

Staff: What experience and skills do you and your staff hold which might contribute to the evaluation? How much time is available for evaluation activities? In some cases there may be staff elsewhere in your organisation, or one of your partner organisations. Do you have an academic partner? Are there researchers – or research students – who might be able to help with the evaluation? Are there people elsewhere in your own organisation, or in a partner organisation, who can design a questionnaire, undertake some interviews, or analyse qualitative or quantitative data for you?

EXERCISE

Evaluation skills and experience

What skills and experience do you and others bring to the evaluation?
What gaps does this leave? How might you be able to fill these gaps?

Who	Time availability	Skills/experience

Software: You do not necessarily require fancy software for collecting and analysing your data. Some of the Microsoft windows software (Excel, Word, Access) will get you a long way and there is also some free software available on the web, for example, for undertaking and analysing surveys.

Evaluating local **PREVENT** projects and programmes

**Resource pack for local authorities and
their partners**

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Introduction

This resource pack should be used by local authorities and their partners alongside the evaluation guidelines.

The evaluation guidelines provide step-by-step advice on conducting your local PREVENT evaluation. This resource pack is designed to provide you with additional practical information, tools and examples to aid your evaluation: you will have seen references throughout the guidelines to particular pages.

Throughout the text you will find links back to the guidelines.

 [GUIDELINES](#)

1. Evaluation case studies

The two case studies are designed to help you when planning your evaluation. They show how other local authorities have gone about evaluating PREVENT, both on a programme level (case study 1) and a project level (case study 2). These are not intended to illustrate best practice, but they do show different approaches to evaluation and the challenges that may be faced. **In each case we have mapped the evaluation according to the process recommended in Section 2 of the guidelines.**

[→ GUIDELINES](#)
WHAT ARE WE EVALUATING?

CASE STUDY 1

PREVENT Pathfinder programme evaluation, West London Alliance

This evaluation was undertaken by the Office for Public Management (OPM) to assess the impact and effectiveness of the PREVENT programme across the West London area, which includes the London Borough of Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon and Hounslow.

Why was this programme evaluated?

To inform future PREVENT activities in the West London area and feed into the regional and national-level evidence base on the impact and effectiveness of PREVENT interventions. To improve the programme and generate new knowledge on the factors that contribute to violent extremism.

What are they evaluating?

The PREVENT interventions included exploring faith and citizenship issues; involving potentially radicalised Muslims in diversionary activities; creating 'peer ambassadors' to challenge extremist views; capacity building with Muslim women; community volunteering; and working with community networks and faith leaders.

Map of the West London Alliance's PREVENT programme

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Inputs and actions taken	Short-term outputs	Interim outcomes	Long-term impacts
Feelings of alienation and social exclusion can leave some individuals at risk from extremist ideologies.	Involving 'at risk' and/ or potentially radicalised Muslims in diversionary activities involves them in positive support networks and can redirect their attention away from extremist ideologies.	Diversionary activities: Social groups for young Muslims. Sporting activities, such as football or cricket clubs. Skills development, such as team building, or improved communication.	Participation of young people and potentially 'at risk' individuals in the project.	Young Muslims 'at risk' develop interests and/ or skills that divert them from engaging in extremism.	Those 'at risk' reject violent extremist ideology. Muslims within our communities support diversionary activities for those 'at risk'.

What evaluation questions are addressed?

- To what extent has the programme successfully contributed to the prevention of violent extremism across the West London area?
- To what extent did it help to develop a community in which Muslims:
 - Identify themselves as a welcome part of a wider British society and are accepted as such by the wider community?
 - Reject violent extremist ideology and actively condemn violent extremism?
 - Isolate violent extremist activity and support and co-operate with the police and security services?
 - Develop their own capacity to deal with problems where they arise and support diversionary activity for those at risk?

Criteria for measuring success

A framework for the evaluation was developed to set benchmarks for what constitutes success or failure. As recommended in the guidelines, a map was developed to set out pathways between the activities undertaken in West London and the PREVENT objectives.

What resources did they have for the evaluation?

This evaluation was conducted on a regional level on behalf of six London boroughs. They were able to commission an in-depth and detailed evaluation.

How did they collect data?

Methods used	Why were these methods chosen?
In-depth scoping research of both existing national research and local programme documentation to develop an evaluation framework.	<ul style="list-style-type: none"> • This helped develop a typology of PREVENT activities operating in West London and a typology of target groups (Muslim communities in the region). • A framework for the evaluation was then developed to allow them to map/benchmark in detail what constitutes success in each activity.
Two phases of qualitative action research workshops (25 in total) with participants from a sample of projects (17 in sample).	<ul style="list-style-type: none"> • Was highly participatory to allow community members and stakeholders shape the research. It also helped develop the skills and confidence of the participants involved. • Created an open and trusting environment, which was important given the sensitivities of the topic of violent extremism and Muslim communities.
Focus groups and interviews held with project delivers from six boroughs.	<ul style="list-style-type: none"> • To provide in-depth qualitative feedback on the perceived impact and effectiveness of the PREVENT activities.
Two surveys of project participants* : one to establish a baseline of participant perceptions and the second to track relevant shifts in perception.	<ul style="list-style-type: none"> • This helped to track changes in perception among participants and to gain insights into the long-term outcomes and impacts.

*It is recognised that carrying out a survey in this field is very challenging. There were limitations to the methodology of this survey (e.g. low respondent numbers, affecting the robustness of statistical analysis), and so the results should be treated with care.

Findings

The findings of the evaluation were matched against the original evaluation questions and objectives:

- Many Pathfinder interventions have contributed to a positive sense of identity and community cohesion at local level this was evidence by a positive movement on the following indicators:
 - I feel I can influence decisions that affect my local area
 - My local area is a place where people from different backgrounds get on well together

- There is respect and understanding of Islamic religious beliefs in my local area
- I feel free to express my Muslim identity in my local area
- People being attacked or harassed because of their skin colour, ethnic origin or religion is not a problem in my area.
- A number of interventions have equipped participants with the skills and capacity to play a stronger role in building resilience against violent extremism
- There was a need for increased cooperation between Muslim communities and the police
- A need for increased clarity on how to identify and engage those already radicalised and those 'most at risk', and improved methods in discussing violent extremism in a constructive and sensitive manner.

CASE STUDY 2

Young Muslim Leaders evaluation, London Borough of Waltham Forest

This evaluation assessed the impact of the PREVENT 'Young Muslim Leaders' project in the borough of Waltham Forest and was conducted by Renaisi.

Why was this project evaluated?

To analyse the success and effectiveness of the intervention to determine whether it had potential for replication and expansion. Therefore its purpose was to improve the project by reflecting on the project activities, to generate new knowledge on what does and what does not work for preventing violent extremism and to support an application for further funding.

What are they evaluating?

'Young Muslim Leaders' sought to train a group of twenty young people to become young leaders for the Muslim community. Two Muslim community organisations were commissioned to deliver the project. Youth development was a core activity across both organisations, involving training young people with leadership skills, conflict resolution and debating skills, and having discussions to build religious/political knowledge and inter-faith activities. Similarly workshops were held in secondary schools to explore community cohesion issues.

Map of the Young Muslim Leaders project

A	B	C	D	E	F
If...	Then...	Then...	Then...	Then...	Then...
Initial issue / context	Rationale for intervention	Inputs and actions taken	Short-term outputs	Interim outcomes	Long-term impacts
Young Muslims are more politicised than their elders and may be impatient to seek a new style of leadership, leaving them vulnerable to adopting extremist ideologies.	Aims to work with young people 'at risk' by building their resilience and empowering them with leadership skills, to reduce the risk of them turning to extremism.	Youth development: training young people with leadership skills, communication and debating skills. Holding discussions to build religious political knowledge.	Participation of young people and potentially 'at risk' individuals in the project.	Young Muslims 'at risk' are equipped with knowledge, skills and have an opportunity to 'have a voice' in their community which makes them feel more empowered.	Young Muslims feel part of the local community and can influence decisions. Those 'at risk' reject violent extremist ideology.

What evaluation questions are addressed?

The evaluation addressed whether the project met its six objectives and also assessed the effectiveness of the project delivery and the nature of engagement with the project beneficiaries.

- How effective was the project delivery and management?
- What was the nature of engagement with beneficiaries?
- How and to what extent did the project create a support structure for diversionary activity?
- Did the project develop the capacity of young Muslims to deal with problems where they arise in a positive manner?
- To what extent did the project enable young Muslims to identify themselves as a welcome part of wider British society? To what extent were they accepted as such within a local context?
- Did the project cause young Muslims to reject and actively condemn violent extremist ideology?

Criteria for measuring success

Success was measured against the six key objectives of the Young Muslim Leaders project, with two additional objectives around project delivery and the nature of engagement with beneficiaries (see above).

What resources did they have for the evaluation?

The Young Muslim Leaders project was part of three interventions funded under the PREVENT pathfinder fund in LB Waltham Forest (alongside a local mosque network and Islam awareness training with frontline staff). In total the borough received <£100,000 under PREVENT, so this was a small-scale evaluation.

How did they collect data?

Methods used	Why were these methods chosen?
A multi-method research strategy was employed that primarily used qualitative data collection techniques.	Using a multi-method strategy gave a greater degree of validity and reliability to findings. Qualitative data collection allowed for an in-depth and contextual understanding of the project.
A literature review through desk-based methods.	To situate the evaluation within the broader policy, political and socio-economic context for the project.
13 semi-structured interviews* were carried out with a range of (15) stakeholders, and two interviews took place with similar projects outside the borough.	<ul style="list-style-type: none"> • This allowed the evaluators to obtain in-depth information about the views and experiences of those involved in the project. • Using semi-structured techniques allowed the researchers to discuss the effectiveness of the project against the criteria, yet allowed flexibility to draw out other insights from participants. • Comparison with other projects allowed the researchers to gain a more realistic assessment of the project's success.
Two focus groups* were conducted (one for each project deliverer) with around six people in each, within venues that were comfortable to participants.	<ul style="list-style-type: none"> • Group-based questioning attempted to ensure that evidence was correctly validated and to ensure a range of viewpoints were gathered. • Holding the focus groups in comfortable venues, such as youth groups or community centres, was important to help participants feel more open about discussing sensitive issues.

* The emphasis on qualitative data, and on gaining immediate feedback on the activities, meant that overall numbers of informants were small and captured mainly short-term outcomes. The authors recommend a longitudinal approach in the future to gain longer-term impacts.

Findings

Through the evaluation the delivery partners demonstrated that they had both the capacity to deliver the project and the support and trust of young Muslims:

- The community organisations already had good experience of working with young Muslims and did not need to spend substantial time 'trust-building'
- There was a strong degree of engagement between beneficiaries and the project deliverers. However, engagement between the ward councillors and the project should be enhanced
- In terms of diversionary activity, there were early signs that some users were changing their lifestyles, though further 'sign-posting' needed to occur
- There was potential for the project to be developed into a sustainable framework to engage young Muslims. However, investing in the capacity of the public, voluntary and community sector to deliver this was critical
- A range of leadership skills and knowledge developed among the beneficiaries
- It brought about a repositioning of the roles that beneficiaries want to play in civil society
- There was evidence of a shift in the beneficiaries' attitudes towards violent extremism. However, it was hard to validate these findings due to the time-scale of the evaluation
- The initiative also led to increased understanding and awareness of the local area and Muslim communities in the London Borough of Waltham Forest.

2. Different types of evaluation

This section explains why we are recommending that you map your local PREVENT activities. The mapping of projects and programmes is a theory-based approach to evaluation called the ‘theory of change’. Due to the complex nature of evaluating PREVENT, the sensitivities involved and the difficulties in measuring concrete impact, this approach is most appropriate. The table below is designed show you why.

EVALUATION TYPE	DESCRIPTION OF APPROACH	ADVANTAGES	LIMITATIONS
EXPERIMENTAL	<p>Experimental designs:</p> <ul style="list-style-type: none"> The experimental approach is designed specifically to test causal relationships. It aims to compare the impact of the intervention, with what would have happened anyway without the intervention. It analyses two groups, one in receipt of the evaluation and one without the intervention to observe what happens in the absence of the intervention. Participants are normally randomly allocated to either the intervention or the control groups (Random Control Trials). This provides evidence of an intervention’s success if the group receiving the intervention shows significant changes in the impact measure compared to the group without the intervention (control group). Experimental approaches are designed to produce robust quantitative data about the impact of an intervention on the population by showing the change produced. 	<ul style="list-style-type: none"> In some fields, there is strong pressure to use experimental research designs, as these are often seen as being the ‘gold standard’ in providing robust ‘evidence’ that a particular intervention is effective. It is helpful for evaluation questions that are geared towards demonstrating that an intervention is responsible for a particular change. It can answer questions where the primary interest is in testing or validating the model underlying the intervention. Where the intention is to measure short to medium term (first order) impacts. Is good to measure the effect of a single impact, rather than the impact of the interaction of several outcomes. 	<ul style="list-style-type: none"> However, a full ‘randomised controlled design’ (RCT) is highly resource intensive and is generally well beyond the scope of project like yours. It does not provide evidence to explain why the intervention was successful (or not) in meeting its objectives. There will not be any evidence about unintended impacts, for example increased community sensitivities around PREVENT. It is not always appropriate to use the findings from a single experimental evaluation to infer what would happen if this were extended to other populations (or in this case, other Muslim communities). To use this approach there needs to be a robust ability to control who receives the intervention and who does not. Similarly if groups become aware of their experimental (or control) status this may alter their behaviour.

EVALUATION TYPE	DESCRIPTION OF APPROACH	ADVANTAGES	LIMITATIONS
EXPERIMENTAL	<p>Quasi-experimental designs</p> <ul style="list-style-type: none"> This involves having some kind of control group but not random allocation to either the intervention or control group. <p>Before and after tests</p> <ul style="list-style-type: none"> Data is recorded before and after an intervention to record whether or not there has been any change. 	<ul style="list-style-type: none"> This design allows you to make inferences around changes that occurred in a group. For example, you can compare changes in perceptions among those young Muslims participating in a project with any changes (or lack of change) amongst those waiting to take part. This is useful to monitor change and to indicate whether the intervention itself caused the change. 	<ul style="list-style-type: none"> The differences in results between these two groups might be because the groups were rather different to begin with. However, it does not tell you which aspect of the intervention made the difference, nor whether something else, altogether, might have caused this change – for example, just having the opportunity to take part in a new activity might lead some people to make changes, irrespective of the content of the activity.
DESCRIPTIVE	<ul style="list-style-type: none"> This usually gives a detailed description of a project, together with some statistics and perhaps examples, to show the kind of people who were involved, what they got out of the experience and what effect it has had on the participants, or on the wider organisation. 	<ul style="list-style-type: none"> This is all very useful information for your funders and for others who might want to set up a similar project in the future. This will often indicate that the described effects were the result of the project activities. 	<ul style="list-style-type: none"> However a descriptive approach does not seek to 'prove' that the changes were caused by the intervention in any systematic way.
THEORY - BASED	<p>Overview of theory-based evaluation designs:</p> <ul style="list-style-type: none"> These approaches entail a systematic articulation and testing of the assumed connection (i.e. the theory) between an intervention and the anticipated impacts. The focus of theory-based evaluations is not only on understanding whether an intervention has worked but also why and under what conditions change has been observed. 	<ul style="list-style-type: none"> Theory-based approaches are suitable for the evaluation of very diverse and long-term interventions that display a mix of activities, target groups, delivery mechanisms and settings. This approach allows the full complexity behind an intervention to be articulated and through the evaluation process their influence on impacts to be revealed. 	<ul style="list-style-type: none"> The theory-based approach focuses on the construction of an initial set of hypothesis about how an intervention will bring about change. Therefore the range of stakeholders involved in this initial theory is very influential and it is important that a balanced group of people are able to input into this task. There can be a risk that the investigation will focus on expected outcomes rather than being fully aware of unintended impacts.

EVALUATION TYPE	DESCRIPTION OF APPROACH	ADVANTAGES	LIMITATIONS
THEORY - BASED	<ul style="list-style-type: none"> This means understanding, systematically testing and refining the original assumptions that led decision-makers to initiate it in the first place. One result of a theory-based evaluation can be an elaborate map linking the different elements of an intervention to outcomes and impacts (see example on the theory of change below). 	<ul style="list-style-type: none"> It allows for issues such as the context of an intervention, the way it has been implemented, and other social, political, environmental and geographic variables which may influence the success or failure of an intervention to be considered. It also captures evidence of any unintended outcomes from an intervention. Under this approach a range of research methods can be used under a theory-based approach including qualitative and quantitative. 	<ul style="list-style-type: none"> It requires close collaboration between the evaluator and those designing and implementing an intervention, it is possible that the evaluator may lose their position of 'objective outsider'.
Realist approach: <ul style="list-style-type: none"> Realist evaluation seeks to identify those – often psychological – triggers that change human behaviour as a result of an intervention. Realist evaluation typically asks: what works, for whom, under what circumstances? It assumes that the impact of an intervention is different in different contexts. It begins by developing a theory on the factors that explain why an intervention had a particular result (mechanism), and what effect the context had on those mechanisms. 	<ul style="list-style-type: none"> It is useful where the context is likely to be a key factor in shaping the impact of an intervention. This is useful for PREVENT evaluations, because one of the rationales for local implementation is that the challenge of violent extremism varies from context to context. 	<ul style="list-style-type: none"> It is less helpful to consider issues of how implementation affects change and focuses more on the rationale behind and intervention (programme logic). There is also less interest in ensuring stakeholder consensus over theory. Rather the theory may come from a variety of different sources and there is not a focus on ensuring consensus. 	

EVALUATION TYPE	DESCRIPTION OF APPROACH	ADVANTAGES	LIMITATIONS
	<p>Theory of change:</p> <ul style="list-style-type: none"> The theory of change approach focuses on a systematic and cumulative study of the links between activities, outcomes and the context of an initiative. It determines a theory of how and why an intervention might cause an effect which is used to guide the evaluation. The evaluation often leads to a map showing which factors at which levels have combined to produce the observed outcomes. 	<ul style="list-style-type: none"> The theory of change approach is particularly useful for cases where the impacts are not clearly defined. For example, this is useful in evaluating your PREVENT programmes that focus on complex changes in perceptions and attitudes towards violent extremism ideology. Because it involves the active involvement of diverse stakeholders, it allows for a pooling of knowledge and a more complete explanation of how the intervention will deliver the intended impacts. This is useful in PREVENT as involving stakeholders helps to effectively deal with any sensitivities. It is useful to capture the interaction between multiple outcomes, in highly complex interventions that address multiple-issues. It also captures unintended outcomes, where unforeseen events (e.g. changes in policy, global events, and economic downturns) are likely to have a major effect on the intervention. 	<ul style="list-style-type: none"> This approach is most useful for complex or more long-term interventions and therefore may not be suitable for more simple short-terms projects. It is not so suitable for interventions which have clearly pre-defined expectations of impacts.

We are recommending a theory-based approach in the PREVENT evaluation

guidelines, which is one reason why we are asking all projects to develop a map (or 'theory of change') for their programme or project. This will help to spell out your assumptions – or hypothesis – about the way in which your activities will achieve your objectives, and how any surrounding factors will affect the outcomes of your work. We also know from experience that this provides a powerful tool for evaluation as it helps to break down the overall task into meaningful elements in order to work out how these can be evaluated effectively. Similarly, as it will be difficult within PREVENT to evidence impacts 'without doubt', this approach will demonstrate that you are moving along an 'anticipated path to success'.

3. Mapping your PREVENT work: blank template

Below is a blank template that you can use when mapping your PREVENT projects or programme.

The template will be particularly useful with Section 2 of the guidelines (what are we evaluating?) and with Section 4 (how will we assess success?).

 **GUIDELINES**
WHAT ARE WE EVALUATING?

A	B	C	D	E	F
If... Initial issue / context	Then... Rationale for intervention	Then... Inputs and actions taken	Then... Short-term outputs	Then... Interim outcomes	Then... Long-term impacts

4. Different methods of data collection

This section gives an overview of some of the main methods of data collection that might be used in PREVENT evaluations. This is intended as a quick check list to indicate the range of different methods of data collection that are available, and some of their key advantages and limitations. Before using any of these methods, please refer to the guidance on evaluation methods and approaches listed in Section 2.

Four approaches are described:

- Use of existing data sets
- Generating quantitative data
- Generating qualitative data
- Use of creative approaches.

Use of existing data sets

	Advantages	Limitations	Usefulness in PREVENT programmes
General points	Minimum interference with the activity being studied. Makes good use of information already available.	Data only as good as the monitoring/record systems themselves. May be poor completion levels. May be important confidentiality issues.	May be useful for gathering background/contextual data but limited in terms of impact of work (because population level change will take time to register in existing statistics).
Monitoring data	Relatively quick way of gathering data, uses existing procedures and spreads work of data collection amongst larger group. Relatively undemanding on researcher resources except in terms of design and analysis.	Depends on staff on ground collecting data - additional form filling may be resented. Data only as good as record system set up.	This is likely to be an important tool for local authorities commissioning projects and services from local organisations, particularly for gathering information about number and type of activities, participants etc.
Documentary analysis	Uses existing data sources.	Depends on accessing documents: there may be biases in data recorded. Searching through written records can be very time consuming, but can use untrained staff if clear categories are provided.	May be particularly useful for gathering information about the extent to which information about PREVENT activities are being disseminated.

Generating quantitative data

	Advantages	Limitations	Usefulness in PREVENT programmes
Questionnaire surveys	Good for collecting data on large numbers and for statistical analysis. Good for inter-group comparison (e.g. intervention and control groups).	Good questionnaire design not straightforward – get advice! Depends on respondents being able, and willing, to complete questionnaires.	Will need careful handling in PREVENT initiatives – there may be literacy and language difficulties and response rates may be low.
Participant self-completed questionnaires or feedback sheets	Good for immediate feedback on events and activities, self evaluation activities of all kinds.	Depends on respondents being able and willing to complete. Provides immediate feedback on activities, rather than data on longer term outcomes.	Relatively easy to distribute and analyse, but subject to the same difficulties in relation to literacy and language as questionnaire surveys.
Structured observation (using a template)	Good for analysis of process and activities, and for participant responses to activities.	Accurate, rigorous observation is quite a skilled job. Needs a careful identification of what you are looking for. 'Observer' may influence behaviour.	May need to train 'observers' who will also need to be familiar with language and cultural issues.
Diaries	Good for analysis of process and activities, and for feedback on patient experience.	Time consuming for those completing them – may be variable in accuracy and consistency. Can be relatively straightforward to analyse if categories clear – qualitative data more complex.	This may be a useful resource for local projects and for some groups of participants.

Generating qualitative data

	Advantages	Limitations	Usefulness in PREVENT programmes
Face-to-face or phone interviews	<p>Good for in-depth understanding of experience, understanding how things work, and the history of current situation.</p> <p>Good for building relationships, where more formal approaches may cut across existing relationships.</p>	<p>Numbers will always be limited, so should not be seen as 'representative' in statistical sense.</p> <p>Interviewing about sensitive material needs to be treated with care. Interviewers need good training.</p> <p>Identifying and making contact with informants, undertaking interviews and analysis are all time consuming, particularly if you want to transcribe tapes of interviews.</p>	<p>Likely to be one of the most valuable tools in PREVENT evaluations, as allows for collection of data in a way that is sensitive to complexities of work, and contextual variations.</p>
Group interviews or focus groups	<p>Good for collecting data which might be difficult to obtain in one-to-one discussion, and for probing differences or conflicting views.</p>	<p>Can be difficult to organise, and requires some skill in group facilitation to ensure that all voices are heard.</p> <p>Setting up groups can be time consuming unless you use existing groups.</p> <p>Analysis of data can be time consuming, especially if tape used.</p>	<p>As above: likely to be a useful resource for gathering feedback from participants in projects. Need to bear in mind language constraints.</p>
Reflective (and structured) discussion among key participants	<p>Uses existing opportunities to encourage reflective discussion within the organisation as precursor to change.</p>	<p>May be very short on data, and unrepresentative.</p> <p>Handling group discussion, and recording this, requires some skill and experience.</p>	<p>May be particularly useful for gathering in-depth understanding of local views, and the impact of different interventions locally.</p>

Creative approaches

	Advantages	Limitations	Usefulness in PREVENT programmes
Video, photos, written personal accounts	<p>Good for in-depth understanding of experience, understanding how things work, and the history of current situation.</p> <p>Good for building relationships, where more formal approaches may cut across existing relationships.</p>	<p>Numbers will always be limited, so should not be seen as 'representative' in statistical sense.</p> <p>Interviewing about sensitive material needs to be treated with care. Interviewers need good training.</p> <p>Identifying and making contact with informants, undertaking interviews and analysis are all time consuming, particularly if you want to transcribe tapes of interviews.</p>	Likely to be one of the most valuable tools in PREVENT evaluations, as allows for collection of data in a way that is sensitive to complexities of work, and contextual variations.
Indirect measures (an unobtrusive measure that occurs naturally in a research setting, such as amount of racist graffiti in local area)	Collection of data with minimum interference with situation being evaluated.	Requires creativity to spot good opportunities. May lack validity: are other factors producing the result?	Would be strengthened by systematic collection, i.e. clarity about sampling locations, and standardisation of the methods of data collection.

5. Examples of sources of data relating to each stage in the map

→ GUIDELINES
WHAT ARE WE EVALUATING?

Sources of data⁵ on the initial issue/context (column A in your project map)

Initial issue / context	Sources of data
Mapping and understanding Muslim communities in the area (e.g. mapping and understanding different ethnic communities and religious denominations)	<ul style="list-style-type: none"> • Previous research • Existing survey data, such as Census data or Labour Force Survey data⁶ • Existing data from interviews with community and faith groups
Identity issues among target group (e.g. self-identification of ethnicity, nationality or religious denomination; identification as British Muslim; gender relations; generational relations)	<ul style="list-style-type: none"> • Previous research • Existing survey data such as Census data • Existing data from interviews or focus groups with community and faith groups • Existing reports from community-based initiatives
Socio-economic data on target population (e.g. unemployment rates, crime levels, education results, benefits data, hate crime data, social housing data, NHS data, take up of ESOL)	<ul style="list-style-type: none"> • Previous research • Existing survey data such as Labour Force Survey data, Census data, Place Survey data • Existing local authority data • Police data • Existing reports or interviews from community and faith groups
Knowledge and understanding of the drivers and causes of violent extremism and PREVENT objectives	<ul style="list-style-type: none"> • Previous research • Existing data from discussions with community and faith groups
Resilience or vulnerability to violent extremism within target population	<ul style="list-style-type: none"> • Previous research • Existing data from discussions with community and faith groups
Involvement in violent extremism and/or support of extremist ideologies in target population	<ul style="list-style-type: none"> • Previous research • Police data • Existing data from discussions with community and faith groups
Structures for engagement with Muslim communities in local authority	<ul style="list-style-type: none"> • Data from local authority, such as community engagement strategies, outreach activities, governance structures • Data and discussions with key stakeholders, such as police, health and social services, education, community and faith groups

5 Note that the sources of data listed in the below table are examples only: a range of other relevant data sources are available. The sources of data will also vary depending on the data collection methods appropriate to your evaluation, the local context and the resources available for data collection.

6 Data from the Census at neighbourhood level: <http://www.neighbourhood.statistics.gov.uk/dissemination/>
Labour Force Survey: <http://www.ons.gov.uk/about/who-we-are/our-services/unpublished-data/social-survey-data/lfs>

Place Survey: <http://www.audit-commission.gov.uk/localgov/audit/nis/pages/placesurvey.aspx>

Initial issue / context	Sources of data
Levels and quality of engagement, participation and communication between local authority and Muslim communities	<ul style="list-style-type: none"> • Monitoring data, such as information on community-based initiatives, attendance at local authority events • Discussions with local authority staff
Issues and priorities for local authority and community stakeholders	<ul style="list-style-type: none"> • Discussions with local authority staff and community stakeholders
Other related activities taking place (e.g. community empowerment, community cohesion or inter-faith projects)	<ul style="list-style-type: none"> • Discussions with local authority staff and community stakeholders
Other relevant contextual issues (e.g. history of diversity and migration, previous community tensions, influence of global events)	<ul style="list-style-type: none"> • Previous research • Census data • Discussions with key community stakeholders

Sources of data on rationale for the intervention (column B in your project map)

Rationale for Intervention	Sources of data
Assumed link(s) between intervention planned, how above issues will be addressed and how objectives will be met	<ul style="list-style-type: none"> • Theory of change mapping • Discussions with local authority staff and other community/faith-based stakeholders

Sources of information for actions taken (column C in your project map)

Actions taken	Sources of data
Description of activities	<ul style="list-style-type: none"> • Monitoring information
Costs of activities	<ul style="list-style-type: none"> • Budgeting and cost data
Location of activities	<ul style="list-style-type: none"> • Monitoring information
Target group(s)	<ul style="list-style-type: none"> • Project plans
Number and role of full-time and part-time staff involved	<ul style="list-style-type: none"> • Monitoring information
Background and skills of staff	<ul style="list-style-type: none"> • Survey of staff
Training and support planned for staff	<ul style="list-style-type: none"> • Project plans
Communication and engagement mechanisms between project partners, such as local authority and community groups	<ul style="list-style-type: none"> • Project plans • Discussions with local authority staff and community stakeholders
Others involved (such as other local agencies or community groups) and nature of involvement	<ul style="list-style-type: none"> • Project plans • Discussions with local authority staff and community stakeholders

Actions taken	Sources of data
Delivery mechanisms and methods of engagement (1-2-1, group sessions, outreach)	<ul style="list-style-type: none"> • Project plans • Discussions with local authority staff and community stakeholders
Location of activities, and rationale for choice	<ul style="list-style-type: none"> • Project plans
Number of activities planned	<ul style="list-style-type: none"> • Project plans
Timescale for each activity	<ul style="list-style-type: none"> • Project plans
Anticipated number of participants	<ul style="list-style-type: none"> • Project plans • Discussions with local authority staff and community stakeholders
How participants will be recruited	<ul style="list-style-type: none"> • Project plans • Discussions with local authority staff and community stakeholders
Materials to be used	<ul style="list-style-type: none"> • Project plans
Anticipated outcomes for participants	<ul style="list-style-type: none"> • Project plans • Discussions with local authority staff and community stakeholders • Discussions with participants
Anticipated outcomes for local authority and community stakeholders	<ul style="list-style-type: none"> • Project plans • Discussions with local authority staff and community stakeholders

Sources of information on short-term outputs (column D in your project map)

Short-term outputs	Sources of data
Actual number of activities run	<ul style="list-style-type: none"> • Monitoring data
Actual number of participants enrolled	<ul style="list-style-type: none"> • Monitoring data
Characteristics of participants enrolled (gender, age, ethnicity, disability)	<ul style="list-style-type: none"> • Initial information collected on each participant
Baseline data on participants enrolled (e.g. attitudes towards extremist ideology)	<ul style="list-style-type: none"> • Survey of participants, interviews or group discussion with participants
Number of participants completing each activity	<ul style="list-style-type: none"> • Monitoring data
Average number of sessions attended by participants	<ul style="list-style-type: none"> • Monitoring data
Actual number of staff involved	<ul style="list-style-type: none"> • Monitoring data
Training and support actually provided to staff or volunteers, and numbers completing this	<ul style="list-style-type: none"> • Project plans • Discussions with project staff
Satisfaction ratings from participants	<ul style="list-style-type: none"> • Survey of participants
Satisfaction data from staff	<ul style="list-style-type: none"> • Survey of staff, interviews or group discussions with staff
Feedback on value of materials used for target group	<ul style="list-style-type: none"> • Survey of staff, interviews or group discussions with staff
Any other outputs	<ul style="list-style-type: none"> • Discussions with or survey of key staff and stakeholders

Short-term outputs	Sources of data
Main changes from original plans, and reasons for this	<ul style="list-style-type: none"> • Project plans, monitoring data and discussions with project staff
Any particular difficulties arising and how overcome	<ul style="list-style-type: none"> • Discussions with project staff

Sources of information on interim outcomes (column E in your project map)

Interim outcomes	Sources of data
Knowledge and skills outcomes for participants (e.g. skills to identify and challenge extremist views, religious awareness, confidence or communication skills, feelings of empowerment among participants, faith leaders better able to engage with young people etc)	<ul style="list-style-type: none"> • Survey of participants • Interviews or focus groups with participants and project staff • Assessment tools (e.g. to assess increased knowledge or skill development)
Changes in attitudes towards or behaviour regarding violent extremism among participants	<ul style="list-style-type: none"> • Survey of participants • Interviews or focus groups with participants and project staff
Data on changes in identity perceptions among participants (e.g. increased understanding of inter-faith issues, increased positivity towards civic or political participation)	<ul style="list-style-type: none"> • Survey of participants • Interviews or focus groups with participants • Discussions with project staff and community groups
Data on changes in use of services and involvement in community or local authority activities among participants	<ul style="list-style-type: none"> • Survey of participants • Interviews or focus groups with participants • Interviews or focus groups with project staff and community groups
Data on outcomes for partner organisations (e.g. increased capacity to deliver PREVENT, improved project management structures, better access to funding, improved partnership between local authority and community groups)	<ul style="list-style-type: none"> • Survey of project staff and partner organisations • Interviews or focus groups with local authority staff, project staff and community groups
Data on any other outcomes for staff (e.g. acquiring new skills, knowledge of Muslim communities, skills in engaging with community faith groups, skills in discussing sensitive topics)	<ul style="list-style-type: none"> • Survey of project staff and partner organisations • Interviews or focus groups with local authority staff, project staff and community groups
Data on any other outcomes for the organisations, including unintended outcomes	<ul style="list-style-type: none"> • Survey of project staff and partner organisations • Interviews or focus groups with local authority staff, project staff and community groups
Extent to which staff and partners feel planned outcomes have been achieved or even exceeded	<ul style="list-style-type: none"> • Survey of project staff and partner organisations • Interviews or focus groups with local authority staff, project staff and community groups

Sources of information on long-term impacts (column F in your project map)

Long-term impacts	Sources of data
Former participants rejecting violent extremist ideology and actions	<ul style="list-style-type: none"> • Follow-up survey, interviews and focus groups with former participants • Follow-up survey, interviews and focus groups with local authority staff, project staff and community stakeholders • Police data on incidents of violent extremism and hate crime, interviews with the Police
Former participants feel part of the local community and empowered to influence decisions	<ul style="list-style-type: none"> • Follow-up survey, interviews and focus groups with former participants • Follow-up survey, interviews and focus groups with local authority staff, project staff and community stakeholders
Former participants have developed a positive sense of identity as British Muslims	<ul style="list-style-type: none"> • Follow-up survey, interviews and focus groups with former participants • Follow-up survey, interviews and focus groups with community stakeholders
Any other impacts, such as former participants moving into education, employment or training, civil and political involvement	<ul style="list-style-type: none"> • Follow-up survey, interviews and focus groups with former participants • Follow-up survey, interviews and focus groups with community stakeholders
Increased resilience against extremist views and intra-community conflict at a community level	<ul style="list-style-type: none"> • Follow-up survey, interviews and focus groups with former participants • Follow-up survey, interviews and focus groups with community stakeholders
Increased levels of community cohesion.	<ul style="list-style-type: none"> • Follow-up survey of local community • Interviews or focus groups with community groups
Increased knowledge and understanding of local Muslim communities	<ul style="list-style-type: none"> • Follow-up survey, interviews and focus groups with community stakeholders
Any impacts for the partner organisations, such as improved capacity, improved community engagement structures	<ul style="list-style-type: none"> • Follow-up survey, interviews and focus groups with local authority staff, project staff and community stakeholders
Extent to which staff/partners feel objectives have been met	<ul style="list-style-type: none"> • Follow-up survey, interviews and focus groups with local authority staff, project staff and community stakeholders

6. Structure of a typical evaluation report

Title page

- Title of the programme, its location and duration
- Name of the organisation commissioning the study
- Name(s) of the evaluator(s)
- Date of the submission of the report
- Contents page
- A list of main sections and sub-headings
- An index of all graphs, figures and tables.

Executive summary

- A brief overview of the main findings and recommendations
- Reference to those features of the research design or methodology that have implications when it comes to interpreting the findings.

Introduction

- Terms of reference.

About the programme

- Description of the origin of the programme, its main elements and intended objectives
- Explanation of the rationale behind the programme
- Outline of the circumstances in which the programme operates.

About the evaluation

- The nature, scope and type of evaluation undertaken
- Statement of the main evaluation and questions addressed
- Reference to other evaluations of similar programmes.

Methodology

- Discussion of choice of research design
- Description of type of outcome measures used, nature of data collection instruments employed and reference to issues of reliability and validity
- Outline of data collection schedule
- Methods used to analyse the data.

Findings

- Results
- Discussions of findings
- Recommendations for action.

Appendices

- Examples of research instruments used (questionnaires, rating scales etc.)
- Graphs, figures and tables not included in the main body of the report
- Technical information relating to research design or data analysis issues
- References.

From Clarke (1999:183) Evaluation Research. London: Sage Publications

7. Where you can get support

There are a range of organisations that can help you with your evaluation and provide practical advice and support.

Practical advice and peer support with your evaluation

Below are details of organisations that can provide practical advice to meet the needs of your specific PREVENT evaluation, including one-to-one support, workshops and learning events, peer support through practitioners' networks and online advice services.

This type of support is helpful for Section 2 of the guidelines (what are we evaluating), to help you identify the focus of your evaluation and in mapping your specific evaluation strategy. One-to-one support could also be useful for Section 3 (what evaluation questions will we address), to clarify the objectives of your evaluation, and also in Section 4 (how will we assess whether our programme is a success), to map criteria for outputs, outcomes and impacts.

PRACTICAL ADVICE AND PEER SUPPORT WITH YOUR EVALUATION		
Organisation	Details of support provided	Contact/Web-link
Communities and Local Government	A Centre of Excellence approach on PREVENT is currently being developed at CLG, as a single place where local authorities can come for practical advice and get one to one support .	
	You can get one-to-one advice from other local authorities and the IDeA through the online communities of practice for PREVENT . These include advice and guidance on your evaluation, shared experience and best practice.	www.communities.idea.gov.uk/welcome.do
Improvement and Development Agency (IDeA)	The IDeA has been developing a peer-mentoring programme on PREVENT and so far has accredited approximately 30 peers to support local authorities on their strategies.	www.idea.gov.uk/idk/core/page.do?pagelD=7890410
	Offers regional support to Local Authorities through RIEPS (regional improvement and efficiency partnerships). These give support in helping deliver LAA outcomes, including a range of peer-advisors and support from IDeA regional associates .	www.idea.gov.uk/idk/core/page.do?pagelD=8595264
Home Office	The Home Office provides the latest policy on counter-terrorism strategies, and also publishes guidance that is relevant for PREVENT, such as the NI35 self-assessment guidance .	security.homeoffice.gov.uk/news-publications/publication-search/general/NI35_Guidance1.pdf?view=Standard&pubID=629824

PRACTICAL ADVICE AND PEER SUPPORT WITH YOUR EVALUATION		
Organisation	Details of support provided	Contact/Web-link
Regional Government Offices	Your regional Government Office will have a PREVENT officer who you can contact for one-to-one advice and support on your evaluation. Many government offices have also established regional peer-support networks on PREVENT.	www.gos.gov.uk/national
Institute of Community Cohesion (iCoCo)	The iCoCo runs a practitioners network , where local authority staff can get support from other practitioners on their evaluation and share best practice.	practitioners.cohesioninstitute.org.uk/live/welcome.asp?id=10
The Community Development Foundation:	Has a practice network , with opportunities to share your experiences, seek advice and learn from others.	www.cdf.org.uk/bfora/systems/xmlviewer/default.asp?arg=DS_CDF_TECHART_24/page.xsl/28

Guidance on evaluation methods and approaches

A number of organisations provide accessible information on evaluation methods such as guidance notes and toolkits, frameworks and information documents, online learning exercises and step-by-step guides for evaluation.

The sources of support given below can be helpful for Section 2 of the guidelines (what are we evaluating) and Section 4 (how will we assess whether our programme is a success), to determine the aim of your evaluation and the most appropriate methods to measure what constitutes success. Similarly, this will be valuable in identifying an evaluation approach that best match your available resources (Section 5, what resources do we have for evaluation) and guidance on the most appropriate data collection methods (Section 6, how will we collect data).

GUIDANCE ON EVALUATION METHODS AND APPROACHES ⁷		
Organisation	Details of support provided	Web-link
Policy Hub	Provides guidance on evaluation methods for both policy makers and analysts. The Magenta Book is a set of guidance notes on policy evaluation and analysis. There is a framework for assessing the quality of qualitative evaluations (Government social research) and details of ESRC Research Methods programme , including resources and training. Additionally provides details of Evaluation Methods Papers by DWP .	www.nationalschool.gov.uk/policyhub/evaluating_policy/guidance_eval.asp

⁷ Please note that the listed sources of guidance on evaluation methods and approaches are examples only – other sources are available.

GUIDANCE ON EVALUATION METHODS AND APPROACHES		
Organisation	Details of support provided	Web-link
Social Research Association (SRA)	Guidance on many aspects of research, including research ethics and commissioning research	www.the-sra.org.uk
New Economics Foundation	The 'Prove and Improve' toolkit provides step-by-step guidance on evaluation : it includes how-to guides on measuring impact, practical guides on a range of tools and approaches you can use, and a downloadable library of measurement, evaluation and quality resources.	www.proveandimprove.org/new/tools/index.php
	The ' Achieving Better Community Development: ' (ABCD) tool is a guidance framework for planning, evaluating and learning from community development interventions. It does not provide prescriptive measures for an organisation to use, but sets out general principles and a broad framework.	www.proveandimprove.org/new/tools/ABCD.php
The Community Development Foundation (CDF)	The foundation pioneers evaluation methodologies in this area: including community indicators and evaluation strategies for inter-faith work.	www.cdf.org.uk/bfora/systems/xmlviewer/default.asp?arg=DS_CDF_WEBART_48/page.xsl/59
Charities Evaluation Services	Offers training, consultancy, external evaluations and publications . It includes free downloads on monitoring and evaluation guidance: including, how to cost an evaluation, and what to include in an evaluation brief.	www.ces-vol.org.uk
Joseph Rowntree Foundation	This guide explains evaluation in accessible terms and has been 'tried and tested' on a broad range of community organisations.	www.jrf.org.uk/publications/evaluating-community-projects-practical-guide

Training and events on evaluation

The training courses listed below⁸ provide opportunities for further learning on evaluation.

TRAINING & EVENTS ON EVALUATION		
Organisation	Details of support provided	Web-link
Improvement and Development Agency (IDeA)	The online communities of practice network on PREVENT lists a range of relevant events and opportunities that could inform your evaluation	www.communities.idea.gov.uk/welcome.do
	The regional support provided to Local Authorities through RIEPS (regional improvement and efficiency partnerships), also provides events that could benefit your evaluation.	www.idea.gov.uk/idk/core/page.do?pagelid=8595264
UK Evaluation Society (UKES)	The UKES run a selection of forums, training days and events on evaluation – ranging from introductory level to more specialist course.	www.evaluation.org.uk/events.aspx
Social Research Association (SRA)	Organises a series of relevant training days on evaluation methods and on commissioning research.	www.the-sra.org.uk/training.htm
National School of Government	Has a number of evaluation training courses for government analysts and policy-makers, including on the evaluation of public programmes, commissioning evaluations, needs analysis and evaluation.	www.nationalschool.gov.uk/programmes/keyword.asp?id=71

Case studies and evaluation examples

Example evaluations and case studies on other PREVENT initiatives can be helpful in identifying the evaluation questions that are you are seeking to address (Section 3 of the guidelines). It is also useful to consider how other local authorities have measured success (Section 4 of the guidelines). Additionally at the end of your evaluation you can share your results and findings with other local authorities through the below networks and online practitioner communities (Section 5 of the guidelines).

⁸ Please note that the listed training and events on evaluation are examples only – others are available.

CASE STUDIES & EVALUATION EXAMPLES		
Organisation	Details of support provided	Web-link
Improvement and Development Agency (IDeA)	The communities of practice are the first point of call for PREVENT case studies and allow you to share best practice and examples with other local authorities.	www.idea.gov.uk/idk/core/page.do?pagelId=7947252
	Evaluation stories: the IDeA and the LDA have worked closely with 14 local strategic partnerships to develop a new approach to local evaluation. Case studies on these evaluation approaches are available online.	www.idea.gov.uk/idk/core/page.do?pagelId=9393489
Institute of Community Cohesion (iCoCo)	Provides good practice examples on community cohesion from local authorities and stakeholders: you can also post your own examples via the practitioners' network.	http://icoco.web.coop/resources/goodpractice

8. Resources in the field

PREVENT

Author	Reference
Communities and Local Government	<ul style="list-style-type: none"> • Understanding Muslim Ethnic Communities www.communities.gov.uk/communities/racecohesionfaith/research/understandingmuslimcommunities/ • Preventing Violent Extremism: Next Steps for Communities www.communities.gov.uk/publications/communities/preventingviolentextremismnext • Preventing Violent Extremism Pathfinder Fund: Mapping of project activities 2007/2008 www.communities.gov.uk/publications/communities/pathfinderfund200708 • Preventing violent extremism pathfinder fund 2007/08: Case studies www.communities.gov.uk/documents/communities/pdf/324967.pdf • The Prevent Strategy 2008 www.communities.gov.uk/publications/communities/preventstrategy • Empowering Muslim Women: Case Studies www.communities.gov.uk/publications/communities/empoweringmuslimwomen • Preventing Violent Extremism: Winning Hearts and minds www.communities.gov.uk/publications/communities/preventingviolentextremism
Home Office	<ul style="list-style-type: none"> • NI35 Guidance: self-assessing local performance of NI35: Building resilience to violent extremism security.homeoffice.gov.uk/news-publications/publication-search/general/NI35_Guidance1.pdf?view=Standard&pubID=629824 • Preventing Violent Extremism: A Strategy for Delivery security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy/preventing-violent-extremism?view=Binary • The Prevent strategy: A Guide for Local Partners security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy
Department of Children, Schools & Families	<ul style="list-style-type: none"> • Learning to be safe: a toolkit to help schools contribute to the prevention of violent extremism. www.dcsf.gov.uk/violentextremism
Improvement and Development Agency (IDeA)	<ul style="list-style-type: none"> • Case studies: Local Authority PREVENT programmes www.idea.gov.uk/idk/core/page.do?pageld=7947252
HMIC and Audit Commission	<ul style="list-style-type: none"> • Preventing Violent Extremism: Learning and Development Exercise: Report to the Home Office and Communities and Local Government www.audit-commission.gov.uk/prevent/downloads/prevent.pdf
Local Government Association (LGA)	<ul style="list-style-type: none"> • Leading the preventing violent extremism agenda: a role made for councillors www.lga.gov.uk/lga/publications/publication-display.do?id=1181541 • Leading the preventing violent extremism agenda: engaging, supporting and funding community groups www.lga.gov.uk/lga/publications/publication-display.do?id=1181559