Interventions Targeting Youth Engagement

A Systematic Literature Review of Effectiveness of Counter-Terrorism and Preventing and Countering Violent Extremism Activities

Report commissioned and financed by the Policy and Operations Evaluation Department (IOB) of the Netherlands Ministry of Foreign Affairs

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Acronyms

CSOs	Civil Society Organisations
CT	Counter-Terrorism
EU	European Union
M&E	Monitoring and Evaluation
MFA	Ministry of Foreign Affairs
NGO	Non-Governmental Organisation
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
P/CVE	Preventing and Countering Violent Extremism
RUSI	Royal United Services Institute
SfCG	Search for Common Ground
STRIVE	Strengthening Resilience to Violent Extremism
ToCs	Theories of Change
ToR	Terms of Reference
UK	United Kingdom
USAID	United States Agency for International Development

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Systematic Review: Introduction

Dutch counter-terrorism (CT) efforts overseas draw on the 2018 – 2022 integrated foreign and security strategy (Ministry of Foreign Affairs of the Netherlands 2018), which is built on three strategic pillars: prevention, defence and reinforcement. CT efforts in this strategy include measures taken to prevent, pursue, protect and respond to terrorism. CT programmes are designed to address capacity gaps and deliberately counter terrorist actors and methods. Dutch efforts also include interventions designed to address the root causes of extremism, typically known as preventing or countering violent extremism (P/CVE). This is a broad umbrella term to categorise activities that seek to prevent or mitigate VE and factors of VE through non-coercive measures (Chowdhury Fink 2015, 65).

Despite the proliferation of CT and P/CVE interventions, the field has been criticised for being overly reactive, externally imposed, infringing on civil liberties (including the right to privacy), targeting specific communities and increasing risk of stigma (Wolfendale 2007). There are also definitional and conceptual problems (Berger 2016). Practice has remained poorly evidenced, lacking robustness in design or evaluation. The impact of interventions is rarely well described, and the effectiveness of different approaches or programmes remains largely unmeasured (Lum et al. 2006, Mastroe and Szmania 2016). Efforts can be criticised for lacking well-developed theories of change (DuBois and Alem 2017) and for being over-reliant on anecdotal evidence, exposing the field to a range of practical, conceptual and ethical problems (Freese 2014, RUSI 2020).

The question of 'what is working' (and what is not) in CT and P/CVE policy and practice is therefore important. Donors supporting overseas CT and P/CVE interventions are under increasing pressure to demonstrate positive outcomes and to represent value for money and accountability to taxpayers. In April 2020, the Dutch Ministry of Foreign Affairs (MFA) commissioned the Royal United Services Institute (RUSI) to help fill this evidence gap by providing a systematic review of existing literature to assist the current and future policy decisions of the Government of the Netherlands. This research answers the question: "What is known about the effectiveness of CT and P/CVE interventions in the three areas of most interest for the MFA: 1) youth engagement; 2) reintegration; and 3) capacity building of national government and law enforcement?"

The project involved a systematic review of the relevant literature to collect and synthesise evidence on the conditions for effectiveness for each of the three categories. The techniques applied were systematic in that they relied upon the use of an objective, transparent and rigorous approach for the entire research process in order to minimise bias and ensure reliability (Mallett et al. 2012). However, methods, including search terms and inclusion/exclusion criteria, were tailored to each thematic area. Each paper includes its own methodology section which can be found in the annex.

The research was complemented by a restricted analysis of literature reviews in two pre-identified RELATED areas - security sector reform (SSR) and work with gangs or criminal groups.

Interventions Targeting Youth Engagement

1. Introduction

This report presents the results of a systematic review looking at what is known about the effectiveness of CT and P/CVE programming targeting youth engagement. The review sought to include engagement programmes with "at-risk" youth focused on encouraging them to reconsider their path towards radicalisation and/or helping them to resist recruitment. Programmes might include setting up youth groups; youth mentorship programmes; youth sport programmes; training youth and youth leaders on critical thinking, empowerment, and de-radicalisation; youth vocational training and income

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generation programmes; and developing online/media counter-narratives in cooperation with youth. The report is broken down into six sections.

The first section briefly sets out the process used for discovery, selection and evaluation for this strand of the review. The second section offers analysis of what evidence there is on what works and what does not in CT and P/CVE youth interventions. The evidence included in this section was identified through a systematic process but is also weighted based on the research team's narrative assessment of the quality of the evidence. The third section focuses on conditions promoting or hindering success. Due to the lack of sufficient evidence to truly generalise which conditions had this impact, this section focuses on which conditions were suggested by the programmes to contribute or hinder to success. This section is clearly linked to the fourth section, which identifies the main assumptions used to underpin the programming. These assumptions are sometimes, but not always, explicitly described in intervention evaluations. Therefore, sometimes, analysis and expertise are used to identify implicit assumptions. The fifth section identifies some of the remaining knowledge gaps in this area of CT and P/CVE research. This includes identifying gaps in the evidence based used to support programming commonly used to engage youth. Finally, the paper will end with some overarching conclusions on the state of the evidence base for CT and P/CVE programming targeting youth engagement.

2. Discover, Selection and Evaluation

Using the processes defined in the Methodology (see Annex B), with an established set of key words and search strings, 852 records were identified for the FOCUS portion of this review. The Google Scholar (n=556)[1] and Proquest (n=243) databases returned the most extensive findings. This was reduced to 676 after duplicates were removed. Based on relevance, as determined through title/abstract, the records were further reduced by 604 documents down to 72. An additional 68 documents were then added to the total, when the hand searched documents were included. This group of 140 records (the 72 remaining from database search plus the 68 from handsearching) were reduced to 127, by removing duplicates, and then were subjected to an inter-coder reliability test. This reduced the number by another 57, down to 70. These were then subjected to full-text review and, according to the inclusion/exclusion criteria, were reduced to 33.

Details of the final 33 FOCUS studies are given in Annex A, as well as a FOCUS inventory in Annex C. As outlined in the methodology, quality was not an exclusion criterion. However, due to the evidence being of varying quality, the studies are ordered in the annex so that methodologically more rigorous studies are presented first (42% of studies included). The list then includes those studies which produced less convincing evidence, due to the lack of rigour in their evaluation techniques (52% of studies included). Finally, the list includes two literature reviews. These are included as a reference point only and provide evidence for a type of intervention, rather than providing detailed evidence on a particular intervention; however, they significantly contribute to the assessment of what works and what does not. In the analysis presented below, the highest quality studies are weighted heavily, as they provided the most rigorous evidence. If the lower-quality studies simply corroborated the evidence already provided they are not specifically mentioned. However, if they identify new lessons or cover an additional evaluation type, they are included in this main body of analysis. It is important to note that all the included studies would commonly be categorised as P/CVE, not necessarily CT.

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[1] The actual number of results from this search engine was significantly larger and unusable; thus, only up to the first five pages per first string were counted, with 50 hits on each page.

There is also a RELATED inventory included as Annex D to this report. Gang involvement was particularly identified in the Terms of Reference (ToR) as a RELATED category because there has been a significant amount of work done on engaging youth in preventive programming to keep them out of gangs. This body of work is referenced in the RELATED inventory. There are also some other closely related areas of study included in the RELATED inventory, ones that did not qualify as FOCUS but could be useful for further research on this topic. Education, for example, is a space where there is a great deal of literature, much of which did not qualify as evidence for the purposes of this review. A significant number of studies on wider issues around P/CVE in the education space are included in the RELATED inventory, much of it focused on reform of the education system itself. There is also material regarding the negative impact that P/CVE programme implementation potentially has on the educational space and the student-teacher relationship. Additionally, multiple other types of interventions were included in the RELATED inventory (e.g., material on sport interventions, etc.).

The studies below include independent and internal programme evaluations as well as theoretical evaluations of programmes. It is important to note that not all studies answered all the research questions. The following is a chart showing a breakdown upon type of intervention. As many of the studies do not fall clearly into a single type of programming intervention or use mixed approaches, this categorisation subjectively groups them together as programmes with similar goals and approaches. Additionally, it is worth noting that almost all the studies represent some kind of educational intervention. However, these varied on types of skill being taught and informal versus formal education environments for the interventions.

Table 1: Type of Intervention

Type of Intervention	Number of Studies (Higher Quality)
Digital Citizenship/Democracy Education	2
Dialogue / Awareness Raising	6
Community Engagement/Resilience	2
Multiple types of intervention within a single study – including mentorship, vocational training, youth groups, leadership training, theatre, sport, etc.	3
Capacity Building for Practitioners	1
Type of Intervention	Number of Studies (All Studies)
Digital Citizenship/Democracy Education	2
Dialogue / Awareness Raising	11
Mentorship	1
Community Engagement/Resilience	6
Counter-Narrative	3
Sport	1
Multiple types within single study – including mentorship, vocational training, youth groups, leadership training, theatre, sport, etc.	6
Capacity Building for Practitioners	1
Reviews of the Evidence Base	2

3. Evidence of Effectiveness and Impact

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While the ToR and accompanying research plan for this project indicated multiple types of interventions that were expected to be found in the evidence, the reality is that there are not as many intervention types represented as expected. There are significant gaps in evidence of both effectiveness and impact for some types of youth interventions commonly used for P/CVE, which will be discussed further in Section 6. However, there are 14 higher-quality examples analysed in this section, alongside a few lower-quality studies and two reviews (see Annex A for full description of all FOCUS studies, including the quality narrative). All studies provide evidence of what can work and what does not work for programmes targeting youth engagement. It is important to note that almost all the well evidenced intervention types involve educational activities. These include education on a wide range of things, from teaching about democracy or integrative complexity, to training as part of vocational or mentorship programmes. They also include educational interventions happening inside and outside of formal educational settings. This might be because educational environments are more conducive to clearer measurement of effectiveness, these types of programmes have been instituted within a more established body of educational theory, or even that education is an area which has received heavier investment. However, education clearly emerges as a key component of what can work. The following examples of evidence are broken down according to the types given in the chart above.

Digital Citizenship/Democracy Education

These types of intervention present an interesting conundrum, as they are often well evidenced to be effective at the programme level (outcome against their own goals), but their link to impact on P/CVE is tenuous. The impact level change for both these intervention types is often not the focus of evaluation, as it is very difficult to measure. A study conducted by Reynolds and Scott (2016) provided mixed method evidence, indicating that educational programmes focused on improving digital citizenship or awareness of extreme content online are effective. They indicate empirically that the youth's understanding of extremist content has improved, as well as their understanding of how to avoid, respond to, and/or report this type of content (Reynolds and Scott 2016). Quantitative questionnaire evidence presented by Feddes et al. (2019) also indicates the effectiveness of training to improve understanding of democracy and trust in a democratic governance system; however, they also indicate that it is more effective in some contexts than others (e.g., in contexts involving a larger percentage of minority or immigrant populations it showed more effectiveness in changing attitudes, potentially because they had less understanding of or trust in the system at the outset). This indicates that trust in a democratic governance system can be improved through relatively simple methods, which can be added to currently existing educational curricula as a method of P/CVE. It is assumed that increased understanding of citizenship or trust in democratic systems will decrease participation in VE. However, it has been shown through post-intervention interviews and survey data across multiple studies in the FOCUS inventory grounded in the educational context, that often students who have received this kind of educational intervention do not transfer the knowledge gained to real life interactions.

Dialogue / Awareness Raising

Dialogue and awareness raising programmes are linked together in this section, as the programmes examined in this review are similar types of interventions aimed at increased youth's open-mindedness and awareness of the way in which VE encourages "othering" and division.

Aiello et al. (2018) provided theoretical evidence showing how giving an active role to youth in a dialogic safe space and allowing them to ask questions and discuss, in order to engage with extremist narratives, can increase effectiveness of P/CVE programming. However, limiting the role of youth to passive information reception reduces effectiveness. Doney and Wegerif's (2017) mixed methods study on a dialogic intervention in multiple schools shows success in changing attitudes, as well as developing critical thinking and interreligious and intercultural understanding. However, these successes were not necessarily linked to wider behavioural changes in the study. Part of this evaluation was the

development and application of a measure of "Dialogical Open-Mindedness" - to determine where change is happening and where it is not happening for case study analysis. Overall, the analysis showed that being part of the programme had a modest but statistically significant positive impact on students' dialogical open-mindedness, knowledge and experience of difference (e.g., their attitudes towards others who are different). While this positive result varied by school, analysis showed that being involved in the programme had a positive overall effect (Doney and Wegerif 2017). However, because the main focus of the evaluation is on attitudes and the link was not established to behaviour changes, this limits the evidence of impact level success.

Hiariej et al. (2017) conducted a mixed method evaluation of multiple awareness raising activities, with the evidence suggesting that the intervention processes were relatively successful and increased knowledge of VE among youth. However, the evaluation determined that they could have selected beneficiaries representing a wider range of "at risk" youth. Also, sustainability was an issue as the impact level success was largely dependent on the primary beneficiaries spreading the benefit to wider groups, which often did not happen due to lack of initiative or resources. They acknowledged that, while the intervention could be considered effective at the outcome level, the evidence was less compelling at the impact level. They found this was largely due to a lack of youth transference of the knowledge gained into real life situations of VE (Hiariej et al. 2017). Octavia and Wahyuni's (2017) mixed method evaluation of another awareness raising programme with multiple interventions notes similar findings and challenges. However, they found that even with limited success the programme did have positive side effects of fostering better relations between communities and raising wider awareness of VE and the need for non-violent conflict resolution (Octavia and Wahyuni's 2017). This evaluation did not seek to measure impact, rather impact was claimed based on underlying assumptions linking the programme and outcome related changes to impact on VE.

An independent evaluation of an integrative complexity training done by Savage et al. (2014) shows overall significant gains in developing the complexity of viewpoints in participants. The impact of this programme is based on the theoretical concept that encouraging complexity of thought will encourage respect for human values (e.g., freedom, equality, etc.) and thus ensure people will examine extremist discourse critically. This would then have an impact on participation in VE, on the assumption that values motivate behaviour (Savage et al. 2014). The evidence provided in the evaluation focused on the outcome effectiveness of the programme, while theory was used to indicate expected impact. Overall, these types of interventions indicate that attitude and awareness can be improved, but there is a lack of measurement and evidence linking this to behavioural changes or reduced willingness to participate in violence.

Community Engagement/Resilience

Analysis of resilience focused P/CVE programming suggests that this type of programming is very difficult to measure on both outcome and impact levels, often due to its ambiguous definitions and goals. Evidence from several of the studies in this review indicate that these types of interventions can potentially play a role in increasing tolerance to other cultures and encouraging trust in governance. However, Masri and Slavova's (2018) evaluation of multiple P/CVE interventions in Lebanon found tolerance or trust to not be as significant as other factors in the radicalisation process (e.g., exposure to violence). Ultimately, this study finds that P/CVE programmes need to focus more on community resilience than on individual resilience, to encourage community cohesion as well as increasing ability to deal with conflict non-violently and reduce willingness to participate in VE. Feddes et al. (2015) completed a literature review and programme evaluation revealing that resilience training can, in some circumstances, even produce negative side effects. Evaluation results show that the training significantly increased participants' reports of agency and a marginal increase was found in reported self-esteem, empathy and perspective taking. However, narcissism also increased in some cases, which sometimes translated to a higher sensitivity to grievances. Reports of higher levels of empathy and greater perspective were linked by theories of change (ToCs) to less-positive attitudes toward ideology-based violence (Feddes

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et al. 2015). However, a significant link between attitude and behaviour was again not made, meaning that there was no evidenced impact level change.

Multiple Types within Single Study

There were several larger programmes which included multiple types of small-scale interventions with youth. These evaluations did not provide detailed descriptions of each activity, but rather made assessments of overall programme effectiveness or lessons learned. Finkel et al. (2018) evaluation of one such programme implemented in several countries in West Africa showed negligible results at the impact level, even with interventions of varying size and type. This is not to say that there might not have been positive impact, but its measurement was not statistically significant through quantitative measurement. This programme included interventions such as: vocational training and the provision of livelihood assistance; literacy training for adults; provision of grants and in-kind resources to community schools; training youth in leadership and the conduct of conflict resolution activities such as participatory theatre and media production; and support for community events with youth participation. While evidence of positive impact was not found on those intervention types, livelihood support activities (e.g., vocational training and improved youth opportunities) were found to increase perceptions of self-sufficiency and family support. Programme participants reflected negatively in the evaluation that the overt focus on youth for these interventions actually limited access for others in the community, who could have potentially benefitted (Finkel et al. 2018).

Another study was a mid-term comparative review by Swedberg and Reisman (2013) of three large-scale multi-type intervention programmes in East Africa. Evaluation measurements produced the same negligible impact result, although many of the interventions were deemed effective at the outcome level. The three programmes included variations of the following types of interventions: livelihood training, job placement, CVE messaging, engagement on the role of youth in the community, and messaging about positive behaviour and personal choice. While some improvement in youth attitudes can be demonstrated, these outcomes have yet to translate into impact of a reduction in terrorism and youth violence. Although, Swedberg and Reisman (2013) indicate that current monitoring and evaluation literature finds that impact in development programmes often cannot be demonstrated until seven to ten years after the beginning of an intervention, so a time delay might also present a challenge to P/CVE programme impact measurement. A third evaluation of a multi-type programme of short-term pilot interventions completed by Brett and Kahlmeyer (2017) indicates that the youth mentorship intervention was the most effective type of intervention.

Capacity Building for Practitioners

An evaluation by Mattei and Gyte (2019) of a capacity building programme for practitioners (e.g., educators, social workers, etc.) engaging with youth in the CT and P/CVE space indicated a statistically significant increase in practitioner knowledge from the course, and that those participants went on to apply their knowledge gained to their workplace as well as passing it on to non-participant colleagues. This indicates relative process level effectiveness for the programme. Evidence of impact was assumed theoretically and reliant upon certain conditions for success, such as use of increased capacity, which were not measured in this evaluation (Mattei and Gyte 2019).

Sport

Many sport programme reviews did not meet the inclusion/exclusion criteria for this study, however a desk review of sport interventions is included for reference. Samuel (2018) concluded that while often these types of intervention are assumed to be beneficial, they have largely not been adequately assessed. Samuel (2018) finds that there is very little literature and not enough evidence to prove effectiveness or impact. The Johns et al. (2014) study (identified through the quality narrative as lower-quality) examined the value of sport programmes and found qualitative evidence that

participation in sport-based programmes can make a contribution to feelings of confidence and self-esteem in relation to negotiating cultural difference and cultural stereotypes, particularly in terms of recognising and developing skills related to physical ability, intercultural communication, teamwork and leadership. However, the link to impact on P/CVE was not made. Evidence of outcome level effectiveness, from the desk review as well as other included studies, suggests that sports programmes are more effective when used as a form of mentorship and mixed with other types of interventions.

Counter-Narratives

There were a limited number of studies of counter-narrative programmes included in this review. Two of four included studies did not constitute convincing evidence of outcome effectiveness or impact, because they relied upon the output measurement of views and "likes" of their online counter-narrative material as their effectiveness measure. The other two studies address narratives, from the perspective of alternative narratives – not the more traditional definition of counter-narrative programming (e.g., publishing an alternative narrative online or broadcasting it). The lack of data suggests that the evidence base is weak for these types of programmes. Speckhard et al. (2019) conducted an evaluation of a counter-narrative project which showed video content offering a counter-narrative, after which the researchers engaged in focus-group discussions with participants. Arguably, the discussion element of the focus group was more instrumental than the video counter-narrative content itself. Authors point out that this is counter-narrative on the scale of face-to-face intervention, not the traditional sense of counter-narratives being posted widely online, on-air, etc. (Speckhard et al. 2019).

Freear and Glazzard (2020) (the only study in this category found to be higher-quality through the quality narrative process) also focused on narrative programming in a non-traditional model. This study is not a formal evaluation but provides evidence emphasising the value and importance of stories. Stories engage the emotions of the storyteller and the listener, reinforcing their therapeutic value. Implementers also noticed that personal narratives had the potential to create a strong empathic response in the audience, which could be used to address the perception of marginalised youth as a problem (Freear and Glazzard 2020). This is also more of a mentorship approach, using narratives as a tool and emphasising the importance of the process in the effectiveness of this type of programming. Ultimately, this actually links the most effective use of narrative back to the process of opening dialogue and encouraging awareness.

4. Conditions Promoting and Hindering Success

While the above sections address what evidence there is of what works and what does not, effectiveness is ultimately very reliant upon conditions which promote or hinder success. Due to the lack of enough evidence for each intervention type to truly generalise which conditions support or impede success, this section focuses instead on which conditions were estimated to contribute to or hinder success within each study. These conditions are often highlighted by the study authors themselves. Much of the value from many of these evaluations is in the lessons learned about these conditions, which can be used to improve future programming. A literature review done by Reynolds and Scott (2016), as part of their evaluation of a digital citizenship intervention, identified the following conditions as important to the success of P/CVE youth interventions occurring within a formal educational setting:

- Clearly stated objectives are needed.
- Have open discussions with the youth.
- Use external deliverers versus teachers.

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- Consider all forms of extremism.
- Use realistic, relevant, and adaptable content.
- Use realistic goals for timetable, and tie into broader curriculum.

In another review of educational type interventions (which included in its scope a literature review as well as recommendations resulting from expert conferences and policy briefs, etc.), Davies (2018) indicates that P/CVE interventions in the education sector are more successful when:

- Teachers have had good (i.e., more than superficial) preparation to be able to discuss controversial issues, react to an immediate terrorist event and/or safely and sensibly identify children at risk.
- A programme is non-prescriptive, not moralising, but leads to independent thinking and reflection on ethical dilemmas and concerns. Additionally, when learners are listened to.
- A holistic set of "recipients" is envisaged and targeted – students, teachers, family and community, acknowledging the networks of interaction that surround learners.
- A wider range of actors is involved and consulted on the programme – local police, religious leaders, community actors, social workers, etc.
- A multitude of "drivers" of extremism are acknowledged and a programme does not just target one (e.g., poverty, or ideology).
- A programme is not just learning about "other" faiths but provides a political understanding of conflict.
- A practical and visible outcome is achieved: civic engagement, campaigns, production of counter-narrative materials (i.e., that learners are not just recipients of "interventions" but become active in anti-extremism work themselves).

These reviews are included for reference, as they offer valuable insights on conditions for success. Although, they are not necessarily backed by "evidence", as determined by the methodology of this project. Some of the points below, found as part of this review, were also corroborated by the above reviews. The findings will be organized by type of condition.

Intervention Context

Finkel et al. (2018), in their evaluation of a multi-type intervention programme, highlight situational context as a key condition for success (e.g., ongoing conflict, environmental or economic crisis, etc.). A volatile situational context can mean that there is insufficient stability to properly design and implement CT and P/CVE programming, can threaten the safety of practitioners and participants, and can cause many other concerns.

Hiariej et al. (2017) identified the level of concern around VE in society at large and for the youth in particular as related to the success of the awareness raising intervention they evaluated.

Brett and Kahlmeyer (2017) highlighted the mentorship intervention as a clear success in their evaluation of a programme with multiple types of intervention. However, research into cultural and social norms and a thorough understanding of the local context are conditions for successfulness.

Intervention Design

Feddes et al. (2019) identified that teaching about democracy, in order to improve trust in government as a method of P/CVE, is more successful when couched in already existing educational systems and curricula. Therefore, design and

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insertion of programmes into a wider educational context is a condition for success. Additionally, presentation of these types of programmes (e.g., explanation of cultural context) can be more difficult as well as more impactful for minority populations, as they are more likely to mistrust government (Feddes et al. 2019). Hiariej et al. (2017) study of an awareness raising intervention also identified two design elements which are key to success: the programme needs to be designed to encompass micro-level and macro-level drivers of VE, and it is key to understand the medium VE recruiters are using and how to counter those specifically.

Swedberg and Reisman (2013) in a multi-type intervention evaluation identified the following design conditions for success:

- The contrasting results between high levels of programme engagement and low levels of efficacy indicate that more emphasis needs to be placed on working with authorities to be more responsive to youth priorities and open improved channels for communication and dialogue.
- More refined beneficiary targeting should also be emphasised, so that a broader representation of youth are exposed to programming – not simply those that have the skills, knowledge and attitude to self-select into programme activities.

In a similar multi-type intervention evaluation, Finkel et al. (2018) identify intensity of programming (e.g., consistency and amount) as key to encouraging success as well as that spending per capita (e.g., money to spend per programme/participant) impacts results (qualitative data indicated positive but limited effects due to small group of beneficiaries).

Samuel's (2018) desk review of sport interventions, while highlighting the lack of methodological rigour in most of these types of studies, indicates that often funding and time are significantly hindering conditions. There has been very limited funding for these types of interventions and most of their evaluation has come from large scale government and international donors who fund evaluations as part of larger programmes. The review concludes that sport is more effective when used alongside other P/CVE interventions (Samuel's 2018), although can add an environment which encourages unity through team spirit or adherence to a code of conduct through good sportsmanship, etc.

Hiariej et al. (2017) identified the following design conditions as related to success:

- The content could be easily followed and understood.
- The medium to deliver the message was attractive and youth-friendly.
- CVE must be a collective effort; therefore, a wider audience is needed rather than just one focus group.

For the mentorship intervention, highlighted as part of the multi-type programme evaluated by Brett and Kahlmeyer (2017), careful selection of mentees and mentors (e.g., experienced and well-respected) was a condition for success.

Implementation

Aiello et al. (2018) suggest that dialogue-based programmes need to focus on the following in order to be successful: providing guidance to be safe in the exploration of extremist messages and violent radicalisation; the rejection of violence; that dialogue is egalitarian; and, that relationships are built on trust so that adolescents and young adults feel confident to raise their doubts. Doney and Wegerif (2017), as well as other dialogue studies, identified the facilitator as being key to success. The more actively engaged with and trusted by the youth they are, the more effective the intervention will be. Also, the study notes that some schools showed a marked impact and others little or no impact – which could perhaps be at least somewhat attributed to the varied nature of delivery between schools (Doney and Wegerif 2017). Where these types of programmes are taking place in educational environments there should be further

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consideration of potential negative impacts. Conducting P/CVE programming within this context can place too much pressure and responsibility on teachers to participate in security programming, which could potentially jeopardise the bond of trust they have with their students in a counter-productive way. If students feel that teachers are being used to assess them as risks, it could have a negative impact on their desire to engage in the learning environment, which might ultimately make them more "at risk" due to the disruption of their education (see RELATED Inventory, Annex D for further literature on this issue).

For a multi-type intervention, Swedberg and Reisman (2013) identified the following stakeholder conditions for success:

- All projects need a clear stakeholder strategy that focuses on both what the stakeholders can contribute as well as how they can benefit.
- Improved targeting can be informed by a greater emphasis on broad stakeholder engagement to reduce the enabling environment for extremism (as opposed to individual training provision), which could also lead to improvements in community relationships and build support for youth in traditionally elder dominated decision-making structures.

For all types of intervention, the establishment of "trust" (e.g., between trainers and trainees, between mentors and mentees, and law enforcement officers and civil society actors, etc.) is a key ingredient for being able to achieve results, especially when working in sensitive environments. Also, the choice of implementing partner can be critical and in some locations this choice is limited, which can hinder success (Brett and Kahlmeyer 2017). Negative targeting or reception of practitioners, based on perceptions of outside influence, can also hinder success (Mattei and Gyte 2019). Speckhard et al. (2019) highlighted, in their evaluation of a counter-narrative programme, that trust in the authenticity of the content is also necessary. Government branded messaging can be counterproductive, due to distrust of government motivations.

5. Evidence for Underpinning Assumptions

Just as effectiveness is dependent on conditions, there is also a significant link between conditions for success and the underpinning assumptions behind the design, implementation and evaluation of CT and P/CVE interventions. Many of the lessons learned on conditions promoting and hindering success are based on the underpinning assumptions of how they determine what makes their programmes effective or not. Ultimately, most of these programmes rely upon the underlying assumption that effective interventions (of whichever type) will reduce willingness to participate in VE. However, this is often an unproven assumption of impact, largely because programmes have often assumed other things further down the ToC (e.g., first assumption: that narratives can change ideas, therefore we should design counter-narrative programmes, second assumption: that these new ideas if effective can change behaviour, which can therefore impact on willingness to join VE organisations). Sometimes, as Masri and Slavova (2018) have pointed out, it turns out that programming is ineffective and actually has the opposite impact of the ToC intention. For example, some instances of resilience training show that empowering individuals and increasing their ability to consider perspective might actually encourage them to engage in VE (Feddes et al. 2015). Also, examples across the large programmes implementing multiple types of programming show that even though programmes could be considered successful at the outcome level (against their own goals), they actually found that the impact of these programmes was negligible against the wider VE problem as there was not a proven link between outcome and impact.

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Even in interventions specifically engaging known educational techniques to raise awareness of the risks and knowledge of VE, impact is not guaranteed. Programmes are designed on the assumption that increased knowledge of VE and its associated risks (for example) will reduce chances of participation in VE. However, this assumption is not necessarily valid if youth do not transfer their knowledge gained to real life situations of VE (Hiariej et al. 2017). This holds true also with dialogic focused interventions, which engage students in conversation to increase open-mindedness and reduce "othering" (Doney and Wegerif 2017). This highlights the common underpinning theory that attitudes can influence behaviour. However, even with successful outcome results, programmes and accompanying evaluations fail to link improved attitudinal changes to inherent shifts in behaviour (e.g., a reduction in engagement with VE). Integrative complexity also relies upon the assumption that increasing the ability to critically assess extremist messages translates into behaviour change. While this presents a promising tool for measuring effectiveness of programming, it similarly does not necessarily link to impact. However, this is a relatively novel approach and Savage et al. (2014) argue for the testing of the technique to be expanded from just the prevention context to the other two tiers of P/CVE programming as well, to test how it works in the countering and de-radicalisation contexts as well.

6. Remaining Knowledge Gaps

While there is a significant amount of literature available on the topic of P/CVE interventions engaging youth, the evidence base is still weak. There are multiple types of programming that are commonly engaged as P/CVE tools, which are based on little to no evidence and are commonly carried out without sufficient measurement and evaluation. Some of the types of interventions presented in the ToR did not have sufficient evidence to appear in this review. This indicates a significant gap in the monitoring and evaluation processes of P/CVE programming engaging youth. Lub (2013) makes an argument that traditional interventions may not even an appropriate way to conduct P/CVE, due to some of the limitations highlighted above.

Even where programmes show evidence of outcome level success, a gap often remains in measuring impact. This is largely due to the challenges around proving impact and the complexity of designing and implementing impact level measurement, as well as the impacts of the conditions which promote and hinder success. These challenges emphasise the need for clearly stated and thought-through ToCs, however many programmes still do not explicitly include this. They also emphasise the need for methodologically robust evaluations of outcome success, which is still a significant gap in this arena.

Multiple P/CVE programmes indicate that they referenced theories of change or approaches from the gang or criminal engagement space in their design. Additionally, a review of multiple Prevent funded programmes in the United Kingdom (UK) suggests that many P/CVE approaches were simply borrowed from programmes aiming to keep youth from committing criminal reoffences (Hirschfield et al. 2012). However, a search of systemic reviews in the RELATED space of gang programming reveals that it has many of the same gaps raised in this FOCUS review for the P/CVE space. A Campbell systematic review of the literature found that while there are a large number of preventive gang programmes, of which many claim effectiveness, there is still a significant lack of rigorous evaluations from which to draw these conclusions (Higginson et al. 2015).

Many of the same strategies and types of intervention as in the P/CVE space were examined in relation to gang involvement (e.g., providing interventions on the assumption that lack of economic opportunity drives youths into gangs). However, these were not found to be backed by any more significant an experimental or quasi-experimental evidence base than exists in P/CVE (Fisher et al. 2008a, Fisher et al. 2008b). Common techniques within this RELATED

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field are similar to P/CVE and include tutoring, remedial education, job training, and job placement. However, Campbell reviews could only find two studies that adequately addressed opportunities provision as a gang prevention strategy (a case study and a qualitative study), both of which had such substantial methodological limitations that even speculative conclusions as to the impact of opportunities provision were impossible. Therefore, this RELATED field appears to suffer from a similar lack of a clear evidence base at effectiveness and impact levels.

One area in which a Campbell systematic review found overall positive and statistically significant success is in mentorship programmes, as a pathway to engage youth both in the preventative and disengagement stages (Tolan et al. 2013). While they ruled out purely qualitative studies, they found 46 studies, including quasi-experimental and randomised control trial designs, which met their criteria. Mentorships can consist of many different types of activities. However, the reviewers concluded from testing these programmes that those which included elements of emotional support and advocacy were more effective (Tolan et al. 2013). RUSI's multi-year review of hundreds of P/CVE programmes and documents corroborates this finding on the relative effectiveness of mentorship programmes, highlighting them as promising compared to many less certain types of intervention (Winterbotham 2020).[2] This could be due to many factors, not the least of which is that mentorships tend to adhere to the conditions laid out above for effective educational interventions (e.g., they are highly tailored approaches which require engagement of the mentee and an effective and engaging mentor, etc.). Therefore, this would be an important intervention type to test further in relation to filling some of the youth engagement P/CVE gaps highlighted in this paper.

A literature review conducted by RAND compares evaluation strategies from the RELATED category of gang programming to the FOCUS category of countering extremism (Davies et al. 2017). It emphasises the importance of improving evidentiary approaches to programme design, monitoring and evaluation in order to move the field from theory generation to theory testing. It also argues that this requires more focus on establishing effective evaluation techniques, including more quantitative approaches such as experimental and quasi-experimental designs. Instead of a particular focus on one of these methods as more appropriate than another, it highlights the importance of independent evaluation, as well as triangulation of information with multiple sources. While quantitative evaluations can be more difficult in the P/CVE space, due to a lack of available indicators and a relatively low incidence of occurrence, these steps are key to improving evaluation techniques and thus closing some of the gaps identified for P/CVE programming approaches (Davies et al. 2017).

Another major gap identified in the FOCUS literature, through the process of this review, is the lack of attention to the variety of extremisms. This becomes especially apparent when looking across the mix of transnational and domestic programming. Because most of the studies identified as constituting evidence are evaluations of P/CVE programming taking place in the transnational context they are overwhelmingly focused on Islamist extremism. There appears to be more attention to other extreme ideologies (e.g., right-wing extremism) when programming is implemented in a domestic context. However, this is something that needs to be considered more extensively in future research.

Additionally, much of this type of programming lacks a gender lens. This means there is a lack of gender-sensitivity and gender data gathering. Many of these studies refer to their target population simply as "youth". This generalisation overlooks the gendered context of difference in experience between male and female youth. A lack of demographical information can similarly muddle the definition of youth, as this category sometimes includes individuals ranging from 13-40, depending on the project. Both leave gaps for effective monitoring and evaluation of programming. According to

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[2] For this review of the P/CVE evidence base gathered by RUSI see "The Prevention Project," 2020, https://rusi.org/project/prevent, accessed 27 October 2020.

the RELATED RAND report, the lack of attention to gender is an issue which stretches across both fields, therefore a potential area where lessons learned can be exchanged (Davies et al. 2017).

7. Conclusions

Due to the way in which many programmes are designed with multiple interventions, coupled with the overall lack of focus on monitoring and evaluation and the challenges of proving success, there is an overwhelming lack of evidence. Where the evidence exists, there is often no proof of which "ingredient" is really working. However, this review has systematically gathered and analysed what evidence there is on what is effective and what is not in youth engagement interventions for CT and P/CVE programming. The following section highlights some of the overall conclusions from the analysis of this evidence base.

Ultimately, even where the evidence of outcome level effectiveness exists and assumptions can be linked to some positive change, further work needs to be done to link this to impact. For example, the major underpinning assumption in the majority of educational interventions is that increased knowledge will deter youth from engaging in VE. However, evidence shows that while knowledge is being gained by youth, it is often not transferred to real life situations of engaging with VE. There are also a host of challenges to how to measure the impact of programming, such as: what are the indicators, how to prove a negative, and the challenges of causation. Also, as indicated by Swedberg and Reisman (2013), impact level change might need a period of time before it would become apparent. Another significant challenge to coherent analysis of evidence is the lack of a uniform framework for monitoring and evaluation. Finkel et al. (2018) highlight how common outcome metrics for P/CVE would enable policy makers to compare similar programmes and make informed judgements on respective results.

Many of the studies made reference to closely related bodies of work around gang and criminal behaviour of youth when discussing their underpinning assumptions and other elements of programme design, implementation and evaluation. For example, the desk review of sport interventions highlighted that lessons from crime prevention and development can both be used to develop the use of sport as a P/CVE tool (Samuel 2018). However, Samuel (2018) also noted that distinct evidence bases and methodologies need to be found for each context. Also, a review of multiple programmes run under the UK Prevent strategy suggested that many P/CVE approaches were simply borrowed from programmes aiming to keep youth from committing criminal reoffences (Hirschfield et al. 2012). When local community and non-governmental organisations are engaged to implement short-term, low-budget programmes, they are often just converting programmes which they are already running (potentially for other purposes) and adding in the required context to gain access to CT or P/CVE funding. This encourages inconsistency in focus across programming, as it may be converted from programmes focussing on criminal behaviour or ideology or community engagement, etc. It also adds another layer of difficulty to monitoring and evaluation, as the start and end dates of these types of programmes are so indistinct. Many practitioners in these types of environments also lack confidence they are actually engaging the most "at risk" youth (Hirschfield et al. 2012).

There are still many challenges to effective and meaningful gathering of evidence on what works and what does not in P/CVE programming targeting youth engagement. However, this systematic review examines what evidence does exists. It is a small sample, comparative to the size of the whole body of literature on this topic. However, the identification of conditions which promote and hinder success can contribute to improving future programme design, implementation and evaluation. While it is difficult to pinpoint the most effective ways to prevent youth from engaging in VE, it is undoubtably an important goal and a key element of CT and P/CVE policy.

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Annex A: List of Interventions

Higher-Quality Evidence

1.

Project Name	Digital Citizens: Countering Extremism Online
Project Implementor	Demos
Intervention Method	Digital Citizenship – Education Intervention was focused on teaching youth to recognize propaganda and manipulation online, as well as teaching about online communication and responsibility: critical thinking skills, digital citizenship, and nature of online communication. Used digital cues as well as physical cards for resources. Two one-hour sessions one week a part, as part of citizenship lesson. Intervention was delivered in two workshops for one class each in four different schools.
Location	United Kingdom
Target Population(s)	Youth
Intended Outcome	To teach youth digital citizenship, focused on importance of responsibility and "British values" in online interactions.
Quality Narrative	This was considered a methodologically strong study, with pre- and post-intervention measurement, as well as control groups. However, was a relatively small and non-random sample.
Evidence of Effectiveness	Project was implemented by a partner and evaluation was conducted by Demos. Majority approval within participants of relevance and age appropriateness of content. Method was considered mixed-method and rigorous with pre- and post- surveys for participants and comparison groups, focus groups with participants, and interviews with classroom teachers used for some statistical comparison. Measurement of participant and control group for each of the four schools. However, selection was not random and group size was small, so wider conclusions about effectiveness are difficult.
Evidence of Impact	Empirical evidence of improvement in confidence for critical thinking about online information and communication, also increase in sense of digital responsibility to report extreme content.
Lessons Learned	These lessons were taken from a literature review of best practice for CVE educational interventions and were then used to design programme: skill development is more effective than ideological training, clearly stated objectives are needed, have open discussions with the youth, use external deliverers versus teachers, consider all forms of extremism, allow youth to lead discussion, use realistic, relevant, and adaptable content, use realistic goals for timetable, and tie into broader curriculum.

2.

Project Name	Fortress of democracy
Project Implementor	Radicalisation Awareness Network
Intervention Method	Democracy training – Education The programme involved inviting youth to an interactive exhibit and testing its impact with a questionnaire. The questionnaire was testing the hypotheses that 1) the interactive exhibit for youth would increase knowledge about democracy and therefore trust in the government, and 2) that this trust would decrease support for ideology-based violence.
Location	Netherlands

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Target Population(s)	Youth - A variety of students from different ages, educational institutions, genders, and ethnic backgrounds were chosen to take the questionnaire.
Intended Outcome	To engage youth in concepts of democracy, with the intent to encourage more support for the political system.
Quality Narrative	Review of a P/CVE programme with relatively strong methodology. Sample size was good, with variety of participants described, but no indication of how they were chosen. Experimental method used with control group, half took questionnaire before interactive exhibit and half after. Questionnaire used to measure youth's understanding of democracy and acceptance of violent ideology. Ethical concerns were acknowledged, and they acknowledged that this study was conducted with youth already relatively positive about democracy which creates bias.
Evidence of Effectiveness	A questionnaire was used to empirically and quantitatively to measure understandings of democracy and willingness to accept violent ideology, indirectly the data was used to measure an increase in knowledge of democracy due to the interactive exhibit. The first study had relatively low variance of migrant background while study 2 focused on the difference in effect between ethnic majorities and minorities, assumptions were described about why this would make a difference. It was found that the exhibit had increased knowledge and that this did correlate to trust in government – notably this result was stronger with minorities in study 2. Ultimately, they found the exhibit was successful in improving trust in government.
Evidence of Impact	P/CVE impact is questionable, as link between positive attitude about democracy and reduction in acceptance of violent ideology was assumed theoretically – not necessarily proved by study.
Lessons Learned	This was determined to be a relatively easy and effective P/CVE component to include in educational systems. A condition for its effectiveness was to situate it within an already existing educational programming.

3.

Project Name	Review report of multiple interventions
Project Implementor	Report Author: International Alert
Intervention Method	Multiple – including peace education, psycho-social support, sports and life skills training, resilience-building, and civic engagement projects, etc.
Location	Tripoli, Lebanon
Target Population(s)	Youth - Research participants were Lebanese and Syrian youth residing in Tripoli and the neighbouring areas of Beddawi and Wadi Nahleh. All respondents were aged 14–16; 52% were male and 48% were female.
Intended Outcome	This report is designed to critically assess P/CVE programming with youth and its underlying ToCs, in order to improve policy and programming practices moving forward.
Quality Narrative	This was a rigorous, mixed-methods approach with a literature review, a survey with 143 respondents, eight focus group discussions and eight key informant interviews. A comparative approach was used involving a treatment group of youth beneficiaries of P/CVE projects and a control group of youth who participated in non-P/CVE focused interventions. Their analysis was based on a resilience and vulnerability framework. They acknowledged limitations in reaching the sample size number they desired and that separation between control and participant groups was not always clearly defined.
Evidence of Effectiveness	In some areas identified as main resilience factors, especially sense of purpose and trust in the governance, the participating youth benefitted from increased resilience. With other areas, such as goal setting and problem solving, participants showed no improvements in comparison to the control group. The study found that higher resilience generally does not correlate to lower willingness to participate in violence. Report found

	that both control and participant groups displayed individual resilience, thus suggesting the more influential factor is prevalence of violence in their homes, schools, and neighbourhoods.
Evidence of Impact	While the study was rigorous and provided good evidence – the evidence suggests that P/CVE programming is ultimately not having significant impact. Potentially, increasing tolerance to other cultures and encouraging trust in governance can help, but is not as significant a factor as exposure to violence.
Lessons Learned	Ultimately, the study finds that P/CVE programmes need to focus more on community resilience than on individual resilience, to encourage community cohesion as well as increasing ability to deal with conflict non-violently. Following the study, the main resilience factors to VE were identified as: psycho-social resilience, community cohesion and positive networks, tolerance and support of diversity, understanding and respecting human rights, sense of belonging, ability to understand and deal with conflict non-violently, and positive relations with authorities. The key vulnerability factors were defined as: sense of political marginalization, unequal treatment by security forces, sense of social and economic injustice, lack of access to employment opportunities, degradation of educational infrastructure and opportunities to learn, lack of future prospects, and disruptive social context and experiences of violence.

4.

Project Name	Dialogic P/CVE intervention as part of larger Horizon 2020 project 'Modelling the PRocess leading to Organised crime and TerrOrist Networks' (PROTON)
Project Implementor	Community of Research on Excellence for All at the University of Barcelona (CREA-UB)
Intervention Method	Dialogue – Education
Location	Europe - especially Germany, Italy, Netherlands, Romania, Spain, UK
Target Population(s)	Youth
Intended Outcome	This intervention focused on creating spaces for dialogue for youth. It highlights the importance of grassroots level dialogue, as well as active engagement of youth rather than just a passive educational setting.
Quality Narrative	This is a theoretical examination of key principles for engaging youth in dialogue as part of P/CVE and its importance to programme effectiveness. They acknowledge that they have only tested a certain range of individuals but have theoretically substantiated this against wider European policies. This study establishes the underpinning assumptions around P/CVE and dialogic evidence-based policies. The study employed communicative methodology, focusing on how research is conducted with vulnerable groups, not on them. They looked at the social and ethical impact of CT policies in participating locations through use of expert and stakeholder interviews, life-stories of end-users, and stakeholder and end-user focus groups.
Evidence of Effectiveness	This study constitutes good theoretical evidence for the active inclusion of youth in dialogue, in order to improve effectiveness of P/CVE programming. They tested the impact these recommendations had on effectiveness of P/CVE programming in a variety of different P/CVE spaces. They emphasized that the evidence shows you must include the youth in decisive way, rather than merely informative, in order to give them agency in their own development. These types of discussion are also based on have trusting relationship with the facilitators and spaces.
Evidence of Impact	This study was more about improving effectiveness of P/CVE programming and largely did not refer to wider the wider impact level. However, the underlying assumption is that engaging youth more effectively in P/CVE programming will ultimately reduce their willingness to participate in VE.

Lessons Learned	From the literature review and fieldwork, they determined the importance of creating a dialogic space for youth P/CVE. This dialogue needs to focus on: providing guidance on how to be safe in the exploration of extremist messages and violent radicalisation; the rejection of violence; that dialogue is egalitarian; and that relationships are built on trust so that adolescents and young adults feel confident to raise their doubts.

5.

Project Name	PEACE THROUGH DEVELOPMENT II (PDEV II)
Project Implementor	United States Agency for International Development (USAID) – Reviewed by: University of Pittsburgh
Intervention Method	Multiple – Including: vocational and entrepreneurial skills training, civic education, capacity building for youth associations, and leadership training
Location	Burkina Faso, Chad, and Niger
Target Population(s)	Youth, including young men and women
Intended Outcome	PDEV II was a five-year, $59 million programme that aimed to increase resilience to VE in at-risk communities from November 2011 to December 2016. The programme had three sub-goals: 1) improved social cohesion, 2) enhanced resilience to extremism, and 3) improved civic outlook. It sought to achieve these goals through implementation of four multi-faceted, strategic objectives. Only the first of those objectives will be considered for this report, as it focused on the empowerment of youth. PDEV II activities supporting the strategic objective of youth empowerment included: vocational training and the provision of livelihood assistance; literacy training; provision of grants and in-kind resources to community schools; training youth in leadership and the conduct of conflict resolution activities such as participatory theatre and media production; and support for community events with youth participation.
Quality Narrative	This was a methodologically rigorous review. They had a mixed method approach with quantitative data from surveys and qualitative from focus groups and interviews. They collected base-, mid-, and end-line data, extending across the programme duration. They had 18 indicators/outcome measures established as a framework for evaluation and included two experimental indicators to try to overcome potential response bias. They had a control group comparison comparing "zones" that received core programming versus those that did not. They acknowledged that a larger number of evaluation participants would have improved ability of study to detect statistically significant effects.
Evidence of Effectiveness	The review ultimately found that there were mixed results. At the programme level, only two of the 18 indicators had statistically significant results. When broken down to country-level results: Burkina Faso showed positive programme impact on eight indicators, versus Chad and Niger showing no impact. The experimental indicators were statistically insignificant but suggested the possibility that the programme may have decreased support for VE in core versus non-core zones. Livelihood support activities, such as vocational training and improved youth opportunities, were found to increase perceptions of self-sufficiency and family support.
Evidence of Impact	Respondents stressed that the PDEV II activities reached too small a group of beneficiaries, with limited access for many in the community due to the programme's youth focus. The study ultimately indicates impact of the programme was negligible.
Lessons Learned	Further analysis indicated some lessons learned on why programme had mixed results: intensity of programming matters (e.g., continuous and focused programming, rather than a few intermittent programmes spread across a long period), spending per capita impacts results, qualitative data indicated positive but limited effects due to small group of beneficiaries, context has influence (e.g., ongoing conflict, environmental or economic crisis, etc.).

6.

Project Name	Reducing the Recruitment and Recidivism of Violent Extremists in Indonesia
Project Implementor	Search for Common Ground (SFCG)
Intervention Method	Awareness Raising - Education
Location	Indonesia
Target Population(s)	Youth - the prevention portion of this programme focused mainly on "at risk" groups within schools and universities.
Intended Outcome	This was a three-year programme aimed at preventing youth from engaging in and returning to VE through raising awareness of VE. Only the prevention portion is considered here. Multiple educational methods were employed. This programme was heavily dependent on efforts of local community stakeholders, such as schools, civil society organisations (CSOs) and government institutions. There was also a large social media component, which sought to improve knowledge of CVE in the online space and reach a wider range of recipients.
Quality Narrative	This evaluation was methodologically strong, addressing both the process and impact levels of the programme. They conducted surveys, interviews, focus groups discussion, and social media monitoring for a mixed-methods approach and included a range of respondents. They identified their process in the selection of respondents and their limitations. They had a clearly identified monitoring and evaluation (M&E) framework, which guided their evaluation process and questions, and they had baseline data for comparison.
Evidence of Effectiveness	The evaluation determined that their intervention process was relatively successful and increased knowledge of VE among youth. However, the evaluation determined that they could have selected beneficiaries from a wider range of representation of "at risk" youth. Also, sustainability was an issue as the programme impact success was largely depending on the primary beneficiaries spreading the benefit to wider groups, which often did not happen due to lack of initiative or resources.
Evidence of Impact	They acknowledged that, while the intervention itself could be considered successful, the evidence was less compelling at the impact level. This was largely due to a lack of youth transference of the knowledge gained into real life situations of VE.
Lessons Learned	They found that measures which contributed to their success were that: CVE was a pressing issue faced by society at large and the youth in particular, the content was easily followed and understood, and the medium to deliver the message was attractive and youth-friendly. They also identified three main challenges: the programme was primarily micro-level focused, however VE also involved macro-level drivers; CVE has to be a collective effort, therefore wider audience is needed than just one focus group; it is key to understand the medium recruiters to VE are using and how to counter those specifically.

7.

Project Name	PROVIDING SUPPORT TO CHILDREN AND YOUTH VULNERABLE TO OR AFFECTED BY RADICALIZATION LEADING TO VIOLENT EXTREMISM (RLVE)
Project Implementor	Hedayah
Intervention Method	Capacity Building
Location	Tunisia
Target Population(s)	Practitioners working in Social Defence and Integration Centers under the Ministry of Social Affairs of Tunisia, and the Child Detention Centers under the Ministry of Justice of

	Tunisia - including psychologists, social workers and teachers who work with children on PVE or reintegration.
Intended Outcome	This was a capacity building programme conducted from 2017-2018 under the National Counter Terrorism Commission of Tunisia. It was designed based on desk review and two needs assessment visits. It aimed to help build capacity of practitioners, through development of a context-specific curriculum. Programme was intended to not only provide the curriculum and teach its contents, but also to assist practitioners with skills to apply the new knowledge. The programme was delivered across 4 phases with the same group of participants.
Quality Narrative	This was a methodologically sound review of programme effectiveness. They used questionnaires to gather pre- and post- programme knowledge from participants as well as researcher Direct Observation qualitative data gathering. However, there were limitations acknowledged: language barrier led to possibility of translation bias and true/false questions were open to interpretation. There was also a low amount of statistical difference to note positive improvement in many of the categories measured. The method of participant selection was not made clear.
Evidence of Effectiveness	Evaluation indicated a statistically significant increase in practitioner knowledge from the course, and that those participants went on to apply their knowledge gained to their workplace and pass it on to non-participant colleagues. This indicates relative process level effectiveness for programme.
Evidence of Impact	Impact level was assumed in the ToCs. The assumption that this capacity building would positively impact youth was based on the following conditions: practitioners increase their knowledge, understanding on CVE and the issue of youth radicalization; practitioners increase their practical skills on CVE approaches; practitioners enhance operational capacity to include M&E and multi-agency work; practitioners consistently apply the programme content on the ground. However, programme evaluation did not provide evidence of consistent use on the ground, so ultimately impact evidence was not available.
Lessons Learned	

8.

Project Name	Diamant (Dutch for diamond)
Project Implementor	Intercultural Participation and Integration Foundation (SIPI)
Intervention Method	Resilience Training - Education
Location	Netherlands
Target Population(s)	46 male and female Muslim adolescents and young adults with a migrant background.
Intended Outcome	The intended outcome of the training was to strengthen participants' self-esteem and to increase agency, perspective taking skills, and empathy. In addition, a reduction in relative deprivation and disconnectedness to society was expected. The Diamant training consists of three modules conducted over a period of three months. The modules are: 'Turning Point', 'Intercultural Moral Judgment' and 'Intercultural Conflict Management'. In all modules, certified trainers work with adolescents in groups of about 15 participants. The first goal of Diamant is to help participants find a job, internship, or education, thereby trying to reduce feelings of relative deprivation and social disconnectedness. The intended outcome of the study was to examine the possibility that resilience training might result in unwanted side effects.
Quality Narrative	This study presents quantitative results of a longitudinal evaluation of a resilience training as a possible CVE strategy. Their analysis is based on a review of literature and quantitative evaluation results. Participants were referred to the training via the municipality, trainers or peers and were vetted based on an intake interview.

	Longitudinal study was designed based on questionnaires completed at four contact points by intervention participants in three groups. The four points included pre-intervention and directly following each of the three training modules.
Evidence of Effectiveness	Results show that the training significantly increased participants' reports of agency and a marginal increase was found in reported self-esteem, empathy and perspective taking – but also narcissism. Attitudes toward ideology- based violence and own violent intentions were significantly lower after the training than before. Higher reports of empathy were related to less positive attitudes toward ideology-based violence.
Evidence of Impact	The evaluation study supports the predictions that resilience training Diamant significantly increases reported agency while a marginal significant increase of reported self-esteem, empathy, and perspective taking was found. The data also supported the notion that the training counters violent radicalization as attitudes toward ideology-based violence and own violent intentions decreased significantly over time.
Lessons Learned	Neither reported personal nor collective relative deprivation was significantly related to radical tendencies in the present study. One explanation for this finding is that relative deprivation is a background variable that does not directly influence attitudes toward the use of violence to reach one's goals. An unexpected finding was that higher reports of perspective taking were associated with more positive attitudes toward ideology-based violence. This stands in sharp contrast with the finding in regard to empathy. Many interventions focused on preventing radicalisation aim at "empowering" individuals by increasing their self-esteem. However, it has been suggested that empowerment may actually boost radicalization by increasing narcissism (Lub, 2013). A study by Doosje, Loseman, and Van den Bos (2013) found that feelings of relative deprivation among Muslim adolescents in the Netherlands were related to more positive attitudes toward ideology-based violence.

9.

Project Name	Face to Faith (F2F)
Project Implementor	Tony Blair Institute for Global Change – Reviewed by: Exeter University
Intervention Method	Dialogue - Education
Location	More than 20 countries globally
Target Population(s)	230,000 students aged 12 to 17, working with over 2,500 schools, and training nearly 9,000 teachers
Intended Outcome	F2F was a school dialogue programme focused on student open-mindedness and attitudes towards others in order to build people's resilience to VE. It aimed to address factors identified as contributing to vulnerability to radicalization. Students participating in F2F engaged directly with the "other", both globally through over 2,500 videoconferences and online dialogue, but also locally through classroom activities. The aim of the programme review was to measure the extent to which the F2F programme had a positive impact on participating students. The study incorporated an investigation into how and why young people change attitudes to become more open-minded.
Quality Narrative	Mixed-method evaluation of individual schools that participated in the project through a case study method. Evaluation included control groups in each evaluated school. Analysis of the control groups demonstrated a clear decline in open-mindedness in students that did not participate in the programme. The cause of this unexpected result is unknown, but interviews with country coordinators suggest it could be related to the impact of negative media messaging during the survey period.
Evidence of Effectiveness	Overall, the analysis showed that being part of the programme had a modest but statistically significant positive impact on students' dialogical open-mindedness and

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	knowledge and experience of difference, e.g., their attitudes towards others who are different. This positive result varied by school. Some showed a marked impact, and others little or no impact – which could perhaps be at least somewhat attributed to varied nature of delivery between schools. Nonetheless, analysis showed that being involved in the F2F programme had a positive overall effect.
Evidence of Impact	This evaluation was carried out by Exeter University between 2015 and 2016 and sought to measure the impact of the F2F programme on participating students. Linguistic analysis uncovered clear evidence of a shift in the direction of increased dialogical open-mindedness and awareness of complexity ("we" rather than "us and them"). The case studies suggest potential for transformative effects on teachers, students, and whole classes. However, the main focus of the evaluation is on attitudes, while no attempts are made at measuring behaviour changes or linking attitude changes to behaviour changes.
Lessons Learned	The evaluation points out a few reasons why some schools might have achieved significant positive change in their students and others did not. Successful schools in Italy and India had particularly passionate teachers who had clearly communicated some of their passion to their students, which translated into social action outside of the classroom.

10.

Project Name	This was a mid-term evaluative study of USAID's counter-extremism programming in the East Africa region: Kenya Transition Initiative (KTI) Eastleigh Programme (August 2011-June 2014); the Garissa Youth Programme, (October 2008-January 2013, extended as North Eastern Province Yes Youth Can Programme, February 2013-February 2016); and the Somalia Youth Livelihoods Programme (March 2008-December 2011)
Project Implementor	USAID – Reviewed by: QED Group, LLC
Intervention Method	Multiple – Including: livelihood training, job placement, CVE messaging, engagement on the role of youth in the community, providing messaging about positive behaviour and personal choice
Location	East Africa – Somalia and Kenya
Target Population(s)	Youth
Intended Outcome	The evaluation, commissioned by USAID/East Africa in 2012, looks comparatively at three USAID- funded youth empowerment programmes operating in East Africa targeted at ethnic Somali youth in Somalia and Kenya. The programmes are separately administered and have varying activities, but all have a common CVE purpose – to foster and promote a positive sense of identity for youth vulnerable to recruitment by extremist elements in a region with a substantial Al-Shabab presence and a history of Al-Qaeda actions.
Quality Narrative	Mixed-method evaluation, including: surveys based on five thematic areas, focus group discussions with some survey recipients, and interviews with key informants. This was not intended as a performance evaluation of any of the three examined projects, but as an overarching evaluation of the comparative results the projects have produced regarding youth resistance to extremist recruitment.
Evidence of Effectiveness	Full beneficiaries scored higher than comparison groups in most areas, particularly engagement. However, there were only moderate levels of advantage in areas of efficacy, identity, and belief in the power of youth organizations over the comparison group. There was no substantial difference between the two strata on rejection of violence in the name of Islam. Ultimately, the difference between full and partial beneficiaries, while often noticeable in the aggregate in favour of full beneficiaries, was usually not statistically significant.
Evidence of Impact	The three CVE programmes demonstrated results when the views of beneficiaries were contrasted with comparison groups. However, improvement on an attitudinal survey,

	while important, does not represent behaviour change. USAID's CVE programmes can point to demonstrated results in improving youths' attitudes in the areas of engagement, efficacy, belief in the power of youth associations, and identity in several communities. However, these demonstrated outcomes have yet to translate into impact of a reduction in terrorism and youth violence. Current monitoring and evaluation literature finds that impact in development programmes often cannot be demonstrated until seven to ten years after the beginning of an intervention.
Lessons Learned	All projects need a clear stakeholder strategy that focuses on both what the stakeholders can contribute as well as how they can benefit. Good common outcome metrics for CVE would enable policy makers to compare similar programmes and make informed judgements on respective results. The contrasting results between high levels of engagement and low levels of efficacy indicate that more emphasis needs to be placed on working with authorities to be more responsive to youth priorities and open improved channels for communication and dialogue. Other programme areas to consider, based on quantitative data, include a media messaging project to address low perceptions of youth efficacy. More refined beneficiary targeting should also be emphasized so that a broader representation of youth are exposed to programming, not simply those that have the skills, knowledge and attitude to self-select into programme activities. Improved targeting can be informed by a greater emphasis on broad stakeholder engagement to reduce the enabling environment for extremism (as opposed to individual training provision), which could also lead to improvements in community relationships and build support for youth in traditionally elder dominated decision-making structures.

11.

Project Name	Being Kenyan Being Muslim
Project Implementor	USAID: Kenya Transition Initiative (KTI)
Intervention Method	Integrative Complexity Training - Education
Location	Kenya
Target Population(s)	Youth
Intended Outcome	*Being Kenyan Being Muslim* builds on the findings from the pilot *Being Muslim Being British* and its concept of reducing vulnerability to extremist messages. Its approach is a broad-based form of primary prevention through increasing the complexity in which people think about the issues that radicalizers exploit. The approach aims to target what it finds extremist ideologies to have in common – a simple binary structure ('us versus them', 'right versus wrong') underpinned by value monism. This is a process measured by integrative complexity scores (IC). The intervention uses DVD films to represent an array of Muslim viewpoints from the extreme right to the extreme left, including middle positions. This is followed by group activities inspired by Theatre of the Oppressed pedagogy, which help participants become aware of the value trade-offs in each position.
Quality Narrative	Mixed-method evaluation/assessment of effectiveness of a pilot intervention, using the same method that was already applied in other interventions in different countries (IC Thinking). The effectiveness was tested on two sets of verbal data: (Comparison 1) through the IC coding of written responses to Paragraph Completion Tests, before and after the course; and (Comparison 2) through the qualitative analysis examining the presence of the two steps of IC (differentiation and integration), as applied by participants in the transcribed presentations each participant gave at the end of the course.
Evidence of Effectiveness	The BKBM course results show overall significant gains in IC in written responses to Paragraph Completion tests, from a mean IC score of 1.3 in the pre-test to a score of 1.9 in the post-test. An IC score of 1 (from a scale of 1 to 7) indicates the lowest level of IC:

	for example, viewing social groups categorically (all good or all bad), dichotomising the social world into 'us versus then', judging the domain in question from a single evaluative viewpoint, rejecting other viewpoints or dimensions ('only my viewpoint is correct'), reducing ambiguity (no shades of grey, no mixture), with causation simply conceived as, for example, 'x causes y'. An IC score of 2 (rounding up from 1.9) signifies emerging or conditional acceptance of other dimensions or viewpoints regarding the issue at hand, though this is not extensively developed. At an IC score of 2, rather than seeing the social world categorically and dichotomously, there are now multiple dimensions to an issue and exceptions to the rule are being acknowledged.
Evidence of Impact	The impact of this programme is assumed based on the theoretical concept that encouraging complexity of thought will encourage respect for human values (e.g., freedom, equality, etc.) and thus allow people to examine extremist discourse critically. This would then have an impact on participation in VE, on the assumption that values motivate behaviour.
Lessons Learned	Measurement of integrative complexity scores is a unique tool for measuring effectiveness. Intervention is currently being used for the primary tier of prevention, but the authors argue for the application of the same technique for secondary and tertiary prevention.

12.

Project Name	Strengthening Resilience to Violent Extremism (STRIVE)
Project Implementor	RUSI – Reviewed by: TANA and CMC
Intervention Method	Multiple – Including: law enforcement capacity building, support for cooperation between civil society and state authorities, research, mentorship, inter-faith dialogue, support for moderate religious voices, communications.
Location	Kenya, Somaliland and Puntland (youth work conducted in Kenya and Somaliland)
Target Population(s)	Youth
Intended Outcome	The pilot programmes focused on youth were aimed at reducing the risk of them becoming radicalized. The mentorship programme was the main intervention focused on youth and was found to have marked success. In addition to STRIVE's mentorship component, a small project was launched with 'EU-born youth in Somaliland' who were deemed vulnerable because of their struggles to integrate. Other elements within the broader programme that were relevant to youth included work with moderate imams to make sermons more relevant to young people; the establishment of a 'youth platform' on the Kenyan coast in response to the findings of the interfaith pilot; and a radio pilot in which religious scholars discussed contentious issues and violent extremism was openly debated. Although successes are discussed within the programme, several of these elements are criticised for failing to target 'at-risk youths'.
Quality	The evaluation involved multiple qualitative methods: document review, semi-structured interviews and focus group discussions (FGDs) with stakeholders, beneficiaries and experts. It is openly acknowledged that this was an exploratory – and short term – pilot project and results are assessed in light of this consideration. For the same reasons, sustainability was not included as a criterion. Some of the findings are relatively vague, with conclusions apparently drawn largely from interviews with those carrying out the interventions.
Evidence of Effectiveness	The evaluation looks at which of the pilot interventions contributed towards the programme's overall objectives. The programme's mentorship component was identified early on as having achieved positive results, with the evaluators stating that the risk of youths involved becoming radicalised had been reduced.

Evidence of Impact	This evaluation did not claim to measure impact. However, it did find that STRIVE contributed to lessons learned on effective P/CVE programming.
Lessons Learned	Mentorship was described as a 'marked success' due to careful selection of mentees and use of experienced and respected mentors. The evaluation encourages "research into cultural and social norms" and a thorough understanding of local context to ensure that approaches are tailored as appropriate. The evaluators argue that the mentors provide "a counterweight to the tactics also used by extremist recruiters." The pilots have also confirmed that the establishment of "trust" (for example, between trainers and trainees, between mentors and mentees, and law enforcement officers and civil society actors) is a key ingredient for being able to achieve results, especially when working in sensitive environments such as Eastleigh, Kenya Coast and Somaliland. Other pilots (the inter-faith dialogue pilot and the women's and youth pilots in Somaliland, for example) confirm that the choice of partner can be critical and that in some locations (e.g., Somaliland and Puntland) this choice is limited.

13.

Project Name	Countering and Preventing Radicalization in Indonesian Pesantren
Project Implementor	SfCG in partnership with Perhimpunan Pengembangan Pesantren dan Masyarakat (P3M) and the Wahid Institute
Intervention Method	Awareness Training - Education This project's activities included community radio programming (featuring training, the installation of new radio stations etc.), video competitions, and documentary productions.
Location	Indonesian Pesantren
Target Population(s)	Youth
Intended Outcome	The programme sought to promote religious freedom and circulate messages against extremism, targeting pesantrens affiliated to the traditional Islam Nathdlatul Ulama and empower the 'moderate' silent majority. The activities were intended to achieve three key objectives: raising awareness and strengthening critical thinking; countering extremist messaging in vulnerable areas; institutionalising programmes to facilitate local ownership.
Quality Narrative	Evaluation was based on Organisation for Economic Co-operation and Development - Development Assistance Committee (OECD-DAC) criteria. Data gathering included focus group discussions, key informant interviews, and community and student-based surveys which were convened in five out of 10 targeted pesantrens. This was supplemented with a review of related documents including the project proposal, evaluation term of reference, baseline report, annual report, training manuals, success stories, radio programmes and documentary videos. The survey was conducted in seven areas where the project was implemented, including Bogor, Cilacap, Cirebon, Lebak, Lamongan, Palembang and Solo. The questionnaire was planned to be distributed to 50 respondents in each area, wherein 60% of them are students (30 respondents) and 40% of them are community members (20 respondents). In the end, a total of 379 people were surveyed, of which 218 were students (57,5%) and 161 were community members (42,5%).
Evidence of Effectiveness	The changes of the attitudes in tolerance can be seen in the religious freedom index. However, the evaluation concedes the broadcasts only 'serviced' relatively tolerant surrounding communities rather than specific youths at risk - raising the importance of increasing the project's outreach and bandwidth via collaboration with other media outlets. Nevertheless, the intervention did have positive externalities e.g., fostering

	better relations between communities and pesantrens, created opportunities for economic empowerment, and the 'project raised public awareness on the importance of tolerance, religious freedom and respecting the differences, the danger of religious extremism and radicalism, and the necessity of peaceful methods in resolving conflict.
Evidence of Impact	This evaluation did not seek to measure impact, rather impact was assumed based on underlying assumptions.
Lessons Learned	Programming effectiveness was questionable in large part because it did not necessarily reach the 'at risk' individuals it was targeting.

14.

Project Name	STRIVE Horn of Africa (HoA) Preventive Communications programme
Project Implementor	RUSI
Intervention Method	Counter-Narratives
Location	Kenya, Somaliland and Puntland (youth work conducted in Kenya and Somaliland)
Target Population(s)	Youth
Intended Outcome	This was a theoretical study using a case study example of an intervention. The article argues that the current use of strategic communications in response to VE is wholly reliant on perpetuating a contest of "us" versus "them", which fails to address the factors behind VE that research has consistently identified. Instead the focus should be directed towards bolstering political processes and social relationships. STRIVE HoA Preventive Communications were designed to address structural factors and, importantly, individual motivations – including marginalisation. It therefore sought to incentivise participation in media activities and speak directly to contentious issues through the medium of personal stories, working with a network of 40 mentors that supported/managed more than 200 "at risk" mentees. The interventions were designed to build the capacity of mentors to create opportunities for their mentees to communicate about what matters to them in their own context, explore their own experiences and develop their sense of identity alongside mainstream Kenyan youth. Importantly, the programme adopted a participatory approach to strengthen skills and opportunities for mentees. The first component developed the capacity of mentors as storytellers, with the second focusing on conflict-sensitive journalistic training across nine radio stations along the Kenyan coast. A related activity to this includes training for mentors on information literacy and terrorist propaganda, which supports the mentorship programme's aim to develop critical-thinking and decision-making skills in mentors and mentees.
Quality Narrative	The study is not a full evaluation, but it draws on primary data gathered from the interventions' various stakeholders, including its beneficiaries, to highlight advantages in this approach. The analysis draws on focus group discussions with participants (mentors), as well as workshop feedback and observation. However, at least one of the co-authors was directly responsible for the project's design and delivery.
Evidence of Effectiveness	Although the efficacy of the Preventive Communication approach is yet to be formally validated by evaluation, several focus group discussions emphasised the value and importance of stories. Stories engage the emotions of the storyteller and the listener, reinforcing their therapeutic value. Implementers also noticed that personal narratives had the potential to create a strong empathic response in the audience, which could be used to address the perception of marginalised youth as a problem. Crucially, the outputs of such activities were secondary, with practitioners identifying the greater value of the

	"journey" itself. Thus, allowing participants to develop their wider personal and social perspectives and opportunities.
Evidence of Impact	Crucially, the assessment lacks any longitudinal or longer-term appraisal of outcome or impact, although the authors do explicitly suggest the process should be prioritised when trying to understand the influence such programmes.
Lessons Learned	Effectiveness claims for this type of project align with 'best practice' in development communications.

Lower-Quality Evidence

1.

Project Name	Ethics and Religious Culture (ERC)
Project Implementor	Theoretical review of an intervention
Intervention Method	Awareness - Education
Location	Quebec, Canada
Target Population(s)	Youth
Intended Outcome	Aims to develop critical thinking, multiple perspectives and dialogue – in relation to religion, ethics and interculturalism. Programme deals with religious awareness as well as moral (social level) and ethical (individual level) training. Theoretically this training addresses three main areas of extremist thinking: construction of worldview, construction of identity, and empowerment. To be noted: "this programme does not refer to itself as CVE, rather focuses on encouraging students to reject violence as conflict resolution."
Quality Narrative	Theoretical examination of programme – there has not yet been a formal evaluation. This is not a methodologically rigorous review, more a product of description and observation. However, the author does base their analysis in evidence. The training is potentially undermined by its focus on remaining "neutral", it is not made relatable to student's lives.
Evidence of Effectiveness	Theoretically presents a sustainable solution for preventing VE but aims and implementation are not necessarily lined up.
Evidence of Impact	The theoretical support provided in the article does not appear to support its claim of best practice, although based in the wider literature some of its findings add to the assessment of what works and what does not in CVE.
Lessons Learned	

2.

Project Name	Countering violent extremism in the regions of Maghreb and Sahel
Project Implementor	United Nations Interregional Crime and Justice Research Institute (UNICRI)
Intervention Method	Multiple - training courses, vocational training courses, remedial teaching, workshops, conferences, debates, interviews, meetings, radio shows, campaigns, theatre, music events, and sporting events (majority were training events)
Location	9 countries in Maghreb and Sahel: Algeria, Burkina Faso, Chad, Libya, Mali, Mauritania, Morocco, Niger and Tunisia
Target Population(s)	Youth and children, between the ages of 5 and 35, as well as women youth workers
Intended Outcome	Preliminary self-evaluation of 1/3 (22 of 31 UNICRI interventions) of 5-year project running from 2015-2020. This project generally identified lack of access to elementary education, lack of vocational opportunity, lack of good governance, and conflict with security forces as major grievances to address. Local implementing organisations tended

	to put programming within local religious context, while international organisations did not. UNICRI purposefully focused on addressing structural drivers.
Quality Narrative	This was a partial, self-evaluation mid-way through implementation, and is not particularly robust. UNICRI are trying to show intermediate results to start conversations on lessons learned. Review was based on observations from UNICRI and programme documents from implementing CSOs. They particularly focused on examining the conflict analysis done by the CSOs, their suggested intervention approaches, and the organisations themselves. Methodology of the programme itself was not very solid either, as they relied on local CSOs to know who to engage and why, without understanding their assumptions. They admit there was no theory of change, to allow open participation of CSOs – this was envisioned to be closely monitored by UNICRI.
Evidence of Effectiveness	UNICRI outsourced identification of relevant drivers and 'at risk' populations to implementing organisations. They focused on implementing multiple types of pilot programming to test strategies. Feedback from youth involved in theatre programme, for example, was positive. However, each of the interventions faced obstacles and many had internal inconsistencies. They did not address all the grievances identified and their form of measurement was mostly anecdotal – there was no real evidence provided for the effectiveness of these interventions.
Evidence of Impact	Ultimately seems to state more about CSO capacity and process than actual impact value of CVE programming.
Lessons Learned	They found the following elements as key to CVE: empowerment and participation, understanding of local context, promotion of diversity, focused and repeated engagement over long period, critical thinking, and vetting of implementing partners.

3.

Project Name	Breaking the ISIS Brand
Project Implementor	International Center for the Study of Violent Extremism (ICSVE)
Intervention Method	Counter-Narratives
Location	San Diego, California, USA
Target Population(s)	Youth – The average age of participants was 26 – all Somali, Sunni and male, with relatively high education levels.
Intended Outcome	Counter-narrative videos were shown to groups of youth participants. Then focus group discussion were held with these groups to engage in dialogue, openly test content, argue ISIS claims, and offer education and training. Researchers used their observations on what had drawn youth into ISIS to design their counter-narrative videos. Focus groups were designed to learn about participants understanding of ISIS and how the videos about ISIS use of sex-slavery, etc. affected that participation.
Quality Narrative	The case study portion of the paper offers qualitative data from focus group discussions about ICSVE counter ISIS narrative campaign videos. Ethical considerations were followed in relation to researching underlying assumptions with former ISIS members. Focus groups were a convenience sample of Somali-American community in San Diego based on assumptions about that community being at risk. A semi-structured questionnaire was used in a focus group, as well as discussion. Pre-attitude assessment was not attempted, due to multiple concerns. Acknowledged the advantages and disadvantages of using this method of data gathering. Followed methodological coding of data gathered. However, this was a small and non-representative example. It was also not convincing as they did not know the opinions of these participants prior to versus after being shown the videos.
Evidence of Effectiveness	Their insight was limited to the focus group's opinions on their content as well as general feelings about ISIS – however, this was not generalizable. Arguably, the discussion

	element of the focus group was more instrumental than the video counter-narrative content itself. This is counter-narrative on the scale of face-to-face intervention, not traditional sense of counter-narratives being posted widely online, on-air, etc.
Evidence of Impact	While acknowledging their limitations, they basically ended up using these focus groups to gain opinion on their content as well as engaging a discussion – not reflective of effectiveness of counter-messaging.
Lessons Learned	Researchers were careful to indicate authorship of videos as one of the common themes was the need to trust the content as authentic. Government branded messaging can be counterproductive due to distrust of government motivations.

4.

Project Name	Playful Religion
Project Implementor	Theoretical review of an intervention type
Intervention Method	Dialogue - Education
Location	Netherlands
Target Population(s)	11 youth ranging from 11-24
Intended Outcome	Article recommends focus on prevention strategies due to the lack of success of deradicalization programmes in the Netherlands and wider Europe. Intervention focuses on importance of dialogue, especially in education related interventions, between the teachers and students and the students themselves. This dialogue is key to encouraging open-mindedness and "multi-voicedness". As an intervention they reinvent an old Islamic game shat.ranj al-ʿ ˉarifˉın', which translates as 'wise man's chess' and is now a children's game Snakes and Ladders. Using a game as their intervention encourages the youth to consider religion and its positioning, which strengthens resilience to VE. The game was adapted to be accompanied by discussion with a dialogic theoretician and Islamic studies expert about religious and secular life orientations throughout gameplay. This encourages discussion of different changes and asking of questions without judgement. They piloted a 3-prong approach with 11 youth, to determine usefulness of questionnaire, effectiveness of gameplay, and any practical challenges that might arise.
Quality Narrative	The methodology of the intervention was based on a dialogical self-theory questionnaire and the play of the boardgame, with a researcher acting as a participant-observer. Then they interviewed selected participants after the intervention to gauge effectiveness. Interviewee selection was based on multiple factors, including age, background, education level, and accessibility for researchers – so was a small 'convenience sample'.
Evidence of Effectiveness	They argue that the dialogue the game encourages is beneficial but admit that more research needs to be completed to verify and refine method. Intervention is highly dependent on effectiveness of the intervention leader. They note their results as "promising", however their small pilot study has some significant challenges for the value of the evidence on both impact and process.
Evidence of Impact	They set up theoretically the value of game play as a way of encouraging people to find not only their individual strategy but also integration into a greater whole, which can be the existential tension leading some to VE.
Lessons Learned	They found that the children enjoyed the game, but further consideration of how to adapt it by age and how to consider the well-being of the children as they discussed these challenging issues were needed.

5.

Project Name	Building Community Resilience - Youth Mentoring Grants Programme (2010)
Project Implementor	Council Youth Services in Victoria
Intervention Method	Mentorship - Education

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Location	Victoria, Australia
Target Population(s)	16 youth ranging from 12 - 17 years old, who had been identified by police, social workers or educators as spreading hateful ideology
Intended Outcome	In response to increasing humanitarian migration, the Australian government allotted funds to keep youth from adopting intolerant ideology and to build community resilience. Programme was based on theoretical literature and a "fear survey", indicating that Muslim youth in Australia experience discrimination and a poor economic/educational environment, which drives them towards VE. The initiative therefore targeted Muslim communities found to be "at risk" within a relatively poorer and multicultural area of Melbourne. It employed individual and group mentoring opportunities. The project was framed by youth work practice, using a developed strategy for informal educational activities. The theoretical framework for this youth work strategy focuses on personal and social development, experimental learning and group work, voluntary engagement of youth with skilled adults. Youth were referred to the programme, but presumably participation was optional.
Quality Narrative	The methodological structure of the programme was weak, primarily focused on a theoretical approach to youth work without a clear application strategy. Their evaluation strategy was a post programme survey, but they acknowledge the subjectivity of the research team due to immersion with programme participants. Pre- programme, baseline information was gathered, but only through some of the questions on the programme application.
Evidence of Effectiveness	This was a highly individualized programme, based on desires of the youth to improve leadership ability and skill of the mentors in aiding them. Due to the small number of participants, lack of information on intervention and bias introduced into data gathering, it was not a compelling source of evidence.
Evidence of Impact	Impact is unknown. They identify that they started with youth who already wanted to make a difference.
Lessons Learned	

6.

Project Name	Voices Against Extremism
Project Implementor	University students from Vancouver, Canada
Intervention Method	Counter-Narratives
Location	Vancouver, Canada
Target Population(s)	Youth
Intended Outcome	Ongoing programme focused on P/CVE through humanizing minority groups and including marginalised voices through social media, academic research and grassroots community activities. This initiative is part of larger CVE competition called Peer to Peer: Challenging Extremism, which was a joint USG and tech industry concept. Was intended to pilot online CVE programmes in order to gain more perspective on what works. There have been over 2000 student participants in the competition, engaging those who would not normally operate as CVE practitioners in the fight against VE. Conceptually the programme focused on positive message as a method of CVE, focusing on four key pillars: humanization, education, respect, and empowerment. They posted stories online encouraging the perspectives of different members from the community, they created educational videos and wrote essays as well as establishing kiosks around campus where they could speak to students individually. Additionally, they focused on outreach by attending several local elementary schools as well as displaying a large exhibition at a gallery with the help of local artists encouraging an open discussion. Elements of the programme took place across 14 weeks.

Quality Narrative	This article is an overview, not a methodological evaluation of effectiveness. They acknowledge the resource limitations they faced, as well as the lack of empirical clarity; basically, asserting that no valid evaluation was produced or even possible.
Evidence of Effectiveness	They claim success overall. However, the evidence they offer is views of their online content, number of the public they interacted with and positive coverage they had in media, etc.
Evidence of Impact	It does address some of the theoretical background for why they assumed this would be an effective CVE approach. However, evidence provided did not link to impact.
Lessons Learned	They acknowledge their empirical weakness, but still contribute several themes they noted from their lessons learned: community based, micro-level approaches are important, CVE needs to be individualized, no universal approach to CVE policy, should incorporate multiple voices/perspectives, social networks can play positive role, CVE needs effective counter-narratives, education and pedagogy are important, CVE should be proactive and long-term investment.

7.

Project Name	Peer to Peer (P2P): Challenging Extremism initiative
Project Implementor	US government interagency team and EdVenture Partners, a private organization that manages experiential learning initiatives using a peer-to-peer approach
Intervention Method	Counter-Narratives
Location	95 universities in more than 30 countries
Target Population(s)	Over 2,000 university students
Intended Outcome	The school-based CVE initiative demonstrates a different approach to CVE by facilitating university students, who know their demographic best, to reach their peers and affect change organically. EVP connected students with a programme partner (a public or private organization or trade association) that is looking to reach the college market. Student teams are given a budget and can use this money for their campaigns. The participating students decide what tactics, strategies, and creative direction will work best to both accomplish their set objectives and impact their peers. At the end of the term, students prove the effectiveness of their chosen tactics and approaches to EVP and their programme partner. The programme launched in January 2015 at 23 universities worldwide and Facebook joined as a technology partner. The students brought together through this initiative were challenged to consider not only how they might counter current extremist messaging and violent extremists' use of digital technologies, but also how to empower positive alternative narratives, etc. The programme objectives were to design, pilot, implement, and measure the success of a social or digital initiative, product, or tool that motivates or empowers students to become involved in CVE among uncommitted populations. Students created initiatives, products and tools for CVE in these populations by building communities of interest or networks focused on living shared values that counter violent extremism through action. Participating students begin by doing primary and secondary research on extremism and their target market to formulate their plans on how to effectively reach and impact their campus and community.
Quality Narrative	As data for this review was collected by individual teams implementing the intervention in different universities, measures of success, information collected, etc. are not coherent. The review gives a theoretical overview of the programme and its different iterations, but it gives little information about effectiveness beyond data on reach.
Evidence of Effectiveness	Measures of success were mostly output variables (number of people who access the web portal, "like" it, join the initiative, degree to which project is self-sustaining), and

	degree to which the project inspired other to take action to counter violent extremism and moving from informing others about VE to inspiring others to do something as measured through qualitative research and testimonials.
	Concern that the campaign's primary goal of fostering humanization, education, respect and empowerment, while noble, lacks empirical clarity. No attempt is made to define or describe how these concepts are measured or validated, and as a result, there is no concrete way of telling whether or not the Voices Against Extremism campaign (one example from Canada) had any significant impact on them.
Evidence of Impact	No evidence of impact aside from reach.
	The reach of the campaign can be measured by the number of participants and the number of universities and colleges involved in the initiative (the first 3 iterations included more than 2000 student participants at 90 universities in more than 30 countries. The 4th iteration is expected to bring the programme totals to more than 4000 students at more than 200 universities in 50 countries.
	Online reach and impact of campaigns: in the first 2 iterations, the implemented campaigns reached more than 5 million people on Facebook, generated more than 160,000 views on YouTube, and gained 16.000 Twitter followers.
Lessons Learned	

8.

Project Name	Peace Education
Project Implementor	Basmeh & Zeitooneh – Reviewed by: International Alert & United States Institute of Peace
Intervention Method	Resilience - Education
Location	Shatila refugee camp – Beirut, Lebanon
Target Population(s)	250 male and female refugee youths and children
Intended Outcome	This programme aims to increase resilience of refugee youth to VE. Its sessions seek to enhance the dignity of participants and aim to increase resilience by promoting self-confidence, expressions of creativity, communication, and dialogue. The PE programme held 16 two-hour sessions in total, over the course of four months. The programme does not have any selection criteria for participation, aside from age. Various forms of art, including crafts, music, dance, drawing, painting and theatre, as well as games and sports, provided the basis for interacting with and understanding the topic of each session. Topics covered in PE sessions included: me and myself, me and the other, me and my community, self-protection, self-expression, personal space, me and my body, emotions, peacefully resolving conflict, children's rights, early marriage, and child labour.
Quality Narrative	For their review they noted multiple challenges to their methodology. The data was ultimately not representative as they had difficulty attracting youth in the age category 14-17 to the programme. They ended up with only 8 participants from which to gather data, which indicates that their programme did not reach their intended audience. They also acknowledge response bias. This does not constitute convincing evidence, rather was used to flag areas of interest to the wider International Alert assessment.
Evidence of Effectiveness	They conducted pre- and post- programme surveys, as well as semi-structured interviews with the youth and their mothers to assess impact of the programme. This programme was part of a wider International Alert programme to measure effectiveness of resilience training and civic engagement projects with youths. Ultimately, their testing pool was very limited with only eight evaluation participants, so findings do not constitute evidence. Although they do claim some positive results from their programme, they also identified inconclusive areas needing more research.
Evidence of Impact	This was not assessed.

Lessons Learned	The paper does offer some idea of what conditions hinder success, such as reasons for not being able to recruit the target audience.

9.

Project Name	Bottom-up Approach to Countering Violent Extremism
Project Implementor	SfCG
Intervention Method	Dialogue - Education
Location	Tunisia
Target Population(s)	Youth, as part of wider community
Intended Outcome	This programme was designed to increase the engagement of stakeholders in P/CVE and produce knowledge of drivers of extremism in the Tunisian context, from the local level perspective. The focus of the intervention portion of this programme was on dialogue initiatives at the community level, they highlighted importance of this within schools as well as with youth and religious leaders. They determined target areas for the programme based mostly on desk review. The first stage of the programme involved sessions where the community participants were encouraged to identify drivers. The second stage of the programme conducted workshops to allow community members to design CVE interventions. Then SfCG funded small grants for 11 of the 21 proposed interventions in six target communities.
Quality Narrative	The methodological rigor of the evaluation was not strong. They relied solely upon qualitative interviews with 10 of their partner organizations and their feelings about success of the project in 6 local communities where programme was implemented. They adopted the "Most Significant Change" qualitative approach to M&E, asking stakeholders to provide a "reasoned account" of changes they identify as resulting from the programme. This was supported by inhouse SfCG monitoring process. Interviews were only conducted post-programming. They acknowledge challenges of their data because representation of community recipients was very low in evaluation process.
Evidence of Effectiveness	Positive responses to the interventions highlighted the opportunity the programme presented for community level stakeholders to engage with CVE and even liaise with government level security bodies, who normally worked from a top-down approach. The dialogue events had wide range of representation of different viewpoints, but it was difficult to reach any consensus.
Evidence of Impact	They found that their activities have had positive effect on CVE in the region and that there is some sustainability with some local non-governmental organisations (NGOs) planning to carry on programming.
Lessons Learned	They note some conditions needed to promote success: need to further support youth development; encourage trust between civil society and authorities, including between citizens and the police forces; support tackling economic marginalization as a driver of VE for youth.

10.

Project Name	Beyond Bali
Project Implementor	Bali Peace Park Association (BPPA)
Intervention Method	Community Engagement - Education
Location	Australia
Target Population(s)	Youth – curriculum developed for students studying the Australian Curriculum at years 8 and 9
Intended Outcome	This paper positions Beyond Bali as a transformative education resource within the fields of peace and global education and argue that it embodies UN Educational, Scientific and Cultural Organization's "learning to be" principle. Research on peace parks around the

	world found that peace parks can play an instrumental role in peace-making or sustaining amity between communities. Encouraging peace at an individual level is perhaps the most important aspect of a peace curriculum as non-violence and cooperation are beneficial from school to global institutional levels. Learning about and building a peace park also speaks to both theoretical and emotional (hands-on) learning.
Quality Narrative	The article presents the findings of an evaluation of the Beyond Bali curriculum package (developed and evaluated by the authors) but gives little information about the methodology (questionnaires and KIIs) or the scale of the methodology. The programme was evaluated with a mixed-methods approach, including evaluative materials for each module and questionnaires for students and teachers to provide feedback on the whole package.
Evidence of Effectiveness	Questions measuring the students' thinking found that 95% of students felt that they had been challenged to think in new ways. However, when asked about overall satisfaction with the programme, only 65% indicated that they were happy with the programme overall. Some of the open-ended questions indicated that teachers had adapted the curriculum to suit the needs of the course they were teaching, leading to the programme being more focused on philosophy and less hands-on than the originally designed curriculum.
Evidence of Impact	This was not assessed.
Lessons Learned	There were none highlighted.

11.

Project Name	Beyond Bali Education Resource
Project Implementor	Theoretical study using intervention as a case study
Intervention Method	Resilience - Education
Location	Australia
Target Population(s)	Youth – curriculum developed for students studying the Australian Curriculum at years 8 and 9
Intended Outcome	The Bali programme applied a theoretical framework based on Moral Disengagement and Moral Development to engage students in learning about the Bali bombings of 2002 and exploring their own values and assumptions. Moral disengagement theory provided a conceptual framework for identifying elements in the programme that could potentially counter the VE narrative, thereby building resilience to the psychological influence of these narratives. The programme is divided into five modules, guiding students progressively through five stages of engagement, empathy, moral reasoning and mindfulness, problem solving, and creative resolution using the context of the Bali bombings and the Bali peace park. Each module links to the Australian curriculum and consists of activities that meet the learning outcomes subscribed in the Australian curriculum framework.
Quality Narrative	The article gives a theoretical background on educational approaches to building resilience to VE and a description of the Beyod Bali programme; but also includes some evidence from an evaluation of a pilot of the programme.
Evidence of Effectiveness	Students who participated in the pilot felt that the programme was worthwhile and relevant, because the content was closely connected to subjects they were already studying as part of their curriculum. Students pointed out that the story of a survivor allowed them to put a more personal, more human face to the tragedy of terrorism. This finding indicates that the programme had some success (although the success was not measured in quantitative terms) in engaging the participants' self-sanctions to emphasize with victims of VE. The evaluation concluded that the programme achieved some success in building resilience by engaging participants in constructing violent extremism as unjust

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	and inhumane; creating empathy with victims; developing self-efficacy in resisting VE influences and responding to influences in positive, productive ways and considering the devastating impacts of violent extremism.
Evidence of Impact	
Lessons Learned	Good practice in knowledge-based initiatives suggests that such initiatives, when used in preventing support for VE, work best when they encourage participants to question and challenge their own thinking.

12.

Project Name	More Than A Game
Project Implementor	Theoretical study based on an intervention
Intervention Method	Sport
Location	Melbourne, Australia
Target Population(s)	Youth
Intended Outcome	This study draws upon the findings of an evaluation of the year-long, sport-focused youth mentoring programme that aimed to develop a community-based resilience model using team-based sports to address issues of identity, belonging, and cultural isolation amongst young Muslim men in order to counter forms of violent extremism. In this article the authors focus specifically on whether the intense embodied encounters and emotions experienced in team sports can help break down barriers of cultural and religious difference between young people and facilitate experiences of resilience, mutual respect, trust, social inclusion and belonging, which they believe to be relevant for countering violent extremism.
Quality Narrative	A mixed-methods post-evaluation approach was used including semi-structured interviews and focus groups, as well as quantitative exit surveys collected from three target groups (programme participants, programme facilitators, and students who also participated in the Peace Team dialogue). However, the study itself is more of a theoretical evaluation of the role of team sports in building social cohesion and contributing to P/CVE, based upon the case study of this project.
Evidence of Effectiveness	Despite the limitations, the project findings provide strong qualitative evidence that participation in sport-based programmes can make a significant contribution to young people's feelings of confidence and self-esteem in relation to negotiating cultural difference and cultural stereotypes, particularly in terms of recognizing and developing skills related to physical ability, intercultural communication, teamwork and leadership. The benefits are seen to develop from increased participation of at-risk youth in community-based activities that develop a sense of civic engagement and responsibility to the wider community through participation in structured recreational activities, amongst them team sports.
Evidence of Impact	Less clear from these findings is the impact that such embodied experiences of belonging to a team might have in creating "alternative pathways" for young people at risk of becoming involved in forms of violent extremism.
Lessons Learned	

13.

Project Name	USAID Somali Youth Leaders Initiative (SYLI)
Project Implementor	Mercy Corps (prime), CARE International and Save the Children International, with local partners Somaliland National Youth Organization (SONYO) and Mudug Development Association Network (MUDAN)
Intervention Method	Multiple
Location	Somaliland, Puntland, and Galmudug in South Central Somalia, and Mogadishu

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Target Population(s)	Somali youth
Intended Outcome	SYLI's chief aim is increased education, economic and civic participation opportunities for Somali youth to reduce instability in target areas. SYLI targets in-school youth (students in secondary school) and out-of-school youth (young people at-risk) through two key strategies: (1) providing training, skills, improved services, and recreational events for youth, and (2) facilitating and enabling youth-led community and service events, advocacy and campaigns. SYLI has, at mid-term, increased the role of relevant ministries and regional offices, and has made significant contributions to increase youth's access to secondary education, non-formal education, and business training. SYLI has made significant advances in infrastructure, training and capacity building, school management, community ownership, and support for women and girls. SYLI has supported 30 schools through construction and/or rehabilitation with an additional five schools in progress; 173 classrooms with an additional 24 classrooms in progress in five schools, and 292 other structures, such as latrines and water tanks. SYLI increased access to formal secondary schools for 15,989 students (28% over mid-term target). However, vocational training, apprenticeships, and the provision of business grants are significantly below their mid-term targets.
Quality Narrative	Independent mid-term evaluation including 150 KIIs, 23 FGDs with 207 participants, site visits, and document review.
Evidence of Effectiveness	The consortium still has to monitor and track graduates to assess the progress of their job search – their challenges, outcomes, or the impact on their lives – to determine the extent of their self-reliance. The evaluation concludes that the multi-dimensional approach for youth, while valid in theory, in practice had various flaws, including its inter-connections.
Evidence of Impact	Not assessed in mid-term.
Lessons Learned	The evaluation does not say much about the effectiveness of the intervention (as it is a mid-term evaluation), but it is valuable in pointing out some of the practical issues with implementation of an education-based empowerment intervention in a precarious context.

14.

Project Name	The Think Project
Project Implementor	Ethnic Youth Support Team
Intervention Method	Dialogue - Education
Location	Swansea, South Wales, UK
Target Population(s)	Youth
Intended Outcome	The pilot consisted of workshops with two groups of 10 young people over eight weeks and aimed to provoke and inspire young people to think through these difficult issues and to think for themselves. The workshop sessions were based around core content mixed with open debate and practical tasks covering a number of issues including 1) understanding identity diversity and culture, reasons behind identity choices, and the makeup of communities and what makes communities different; 2) asylum seekers and challenging the myths about benefits and jobs, 3) historical issues and how the media deals with migration issues, 4) understanding extremism and the different types of extremism, including Islamic and far-right, and 5) visit to EYST and a session with other ethnic youth workers.
Quality Narrative	Evaluation comparing 10 young people in a pilot intervention with two further groups of disengaged young people who took part in a one-off session but not the entire intervention; the evaluation admits that as a 3-month pilot programme, there was

	insufficient time and resources to do any follow-up work with the young people to determine long-term impacts on their understanding, attitudes or behaviour
Evidence of Effectiveness	Following the completion of the eight-week programme, the young people took part in a one-to-one interview and completed a questionnaire about their experiences. Nearly all respondents revealed that before the course, they had thought that extremism was about Muslims and that most Muslims were terrorists. The project was their first experience of learning about different cultures and religions that they could meaningfully remember (possibly due to absenteeism from mainstream education). Nonetheless, for some of the participants, negative views about other races, religions, and asylum seekers remained. The project had a positive effect on the thinking of some who felt their understanding had changed and felt strongly that they were "okay" with having views that may be different to some of their friends. For others, while they felt they had learned something, it had done little to change their views. We can say that the pilot did succeed in meeting the first two aims of building mutual understanding and promoting acceptance and integration. However, the third point of building community resilience to problems and tensions proved much more difficult to achieve.
Evidence of Impact	One of the biggest weaknesses of the project is measuring and understanding its long-term impact and its effects on the young people following the completion of the programme. Attitudes and beliefs are influenced by a wide range of social factors, and one single project will not fix all social problems.
Lessons Learned	The insights are limited given the short timeframe of the intervention and the small number of pilot participants (10 young people over eight weeks).

15.

Project Name	CVE Programming Under the Kenya Transition Initiative (KTI)
Project Implementor	USAID – Reviewed by: Integrity Research and Consultancy
Intervention Method	Multiple -
Location	Kenya - Operational in Eastleigh and its environs from 2011, and in 2012 it expanded to the Coastal regions of Lamu, Kilifi, Kwale, Malindi and Mombasa.
Target Population(s)	Youth (for some interventions)
Intended Outcome	KTI programme was essentially a pilot CVE concept, operating through flexible funding mechanisms that supported individuals, networks and organisations, often with small grants implemented over a short duration. The grants were designed to target the key 'push' and 'pull' factors responsible for driving VE. As understood by KTI, the former 'drive youth to join extremist movements,' whereas the latter 'attract youth towards extremism as an emotional struggle for purpose, direction and identity.' Examples of push factors may include, for instance, police harassment, elevated unemployment and racial profiling, whereas KTI's identified pull factors included personal appeal of radical preachers and a radicalised religious environment.
Quality Narrative	Not a formal evaluation but the study attempts to answer some key evaluation-type questions about the intervention. Qualitative study, including KIIs, focus group discussion and observations of the KTI intervention.
Evidence of Effectiveness	Not assessed.
Evidence of Impact	Evidence also suggests that substantial progress was made toward the overarching goal of countering VE.
Lessons Learned	Useful reflections on targeting vulnerable and 'at-risk' groups and issues with considering all youth as broad 'at-risk' categories. Programmatic flexibility was a key success - as demonstrated by KTI's ability to rapidly react to changing contexts and in a manner in

	which they were able to upscale efforts with grantees that demonstrated success. As well as intentional emphasis on countering the pull factors that drive VE. Conditions which hindered success: perception of external "meddling", particularly with regard to religious affairs (risk of hardliners using this external involvement in religious affairs for propaganda victories, undermining progress towards CVE objectives); risk of grantees or other stakeholders being subject to targeting as a result of their association with US – worth considering the importance of winning sympathy for donors in these contexts. Recommendations: 1) increase the focus upon more narrowly defined "at risk" groups; 2) Focus upon individual-level drivers as pull factors; 3) Invest additional resources into conducting rigorous research; 4) Build a system to articulate and test assumptions in intervention logic; 5) Increase focus upon avoiding/mitigating negative effects; 6) Recognize the need for time for CVE programmes to become established.

16.

Project Name	The Tolerance Project
Project Implementor	Theoretical study of an intervention
Intervention Method	Awareness - Education
Location	Sweden
Target Population(s)	14- and 15-year-olds at risk of being recruited into racist and extreme organizations
Intended Outcome	The programme was first developed in 1995 as a response to the murder of a teenager in Kungälv in Western Sweden by a group of young boys with close ties to the local White Power movement and became part of the national policy against violent extremism in 2015. Each version of the programme is based on a local problem analysis by a municipality that has committed to work with it. Once a school is chosen, the programme is presented as a vocational course open for applications from all 14- and 15-year-olds. The course developers then select participants for the programme according to the grape cluster model. The course consists of about ten full or half-day sessions, lasting throughout the school year. A substantial part of the TP curriculum is made up of stories and lessons about the Holocaust. The main difference between the TP and ordinary teaching is said to be the cooperation with the home and overall society. It encompasses the home and parents, the school and teachers, as well as peers and friends, assuming that the path leading some young people to engage in extreme nationalist and undemocratic movements is influenced by the kind of interaction that the person has had with other individuals who may or may not become "significant". The philosophy and the practice of the TP suggest that significant others, and especially peers, are important for preventing extremism, and that prevention is something that is going on in many socialization arenas.
Quality Narrative	This is not a project evaluation. Study is based on observations of the project by the author over a period of 9 months. Data used consists of descriptions of the programme and field notes obtained from course participation and talking to course leaders.
Evidence of Effectiveness	Most notably, the course creates new peer constellations and encourages participants to become "ambassadors of tolerance", able to confront intolerance in the arenas in which they are normally located. The overall idea is to improve the various social contexts in which potential "at-risk" youth are located.
Evidence of Impact	
Lessons Learned	

17.

Project Name	Review of 48 interventions conducted under Prevent funding

Project Implementor	Youth Justice Board
Intervention Method	Practically all the projects included a focus on four core themes: dialogue and debate, identity and belonging, personal and social education, and supporting multicultural values - Education
Location	UK
Target Population(s)	Youth - project activities were predominantly targeted towards young males, although at least some interventions included female participants
Intended Outcome	The majority of the 48 reviewed projects covered a broad mix of eight identified themes: multicultural awareness, identity and belonging, personal and social education, constructive activities, offending reduction, support networks (e.g., families), theology, and resilience of communities. Format of delivery was a mixture of one-to-one and group interventions.
Quality Narrative	Responses from interviews and diary sheets indicated that the most frequent method for measuring change was asking young people to complete written feedback forms. Although these are useful in assessing whether a person enjoyed a particular session, they are not designed to measures changes in relevant attitudes. 12 projects implemented pre- and post-intervention measures, involving young people completing questionnaires or taking part in interviews at the start and end of the programme, to assess what they had learnt or whether their attitudes had changed. Changes to a young person's offending behaviour were monitored less frequently as indicators of project success, although the monitoring of changes to Asset (structured assessment tool used by YOTs in England and Wales) and/or Onset scores (referral and assessment framework that identifies if a young person would benefit from early intervention) was mentioned by 6 projects.
Evidence of Effectiveness	Practitioners were asked whether they thought their intervention was effective in reaching those young people at most risk of becoming involved in violent extremism. Only a minority of interviewees answered positively, and most of these were a qualified yes (e.g., "I'm hoping that yes it will be"). A small number said that they did not think the intervention was likely to reach those young people most at risk. Others thought it was too soon to say, while one thought it was impossible to say, due to the lack of certainty about risk factors.
Evidence of Impact	While there were positive perceptions of success indicated through the various types of evaluation, these were limited in their rigorousness and no solid link to wider impact was established.
Lessons Learned	

Other Reviews of Evidence Based on Intervention Type

1.

Review Name	Review of Educational Initiatives in Counter-Extremism Internationally: What works?
Review Author	Professor Lynn Davies
Intervention Method	Educational
Location	Global
Target Population(s)	Youth
Intended Outcome	The review studies 20 types of initiatives in the education space. It mainly focuses on approaches in education which engage all youth, rather than target specific individuals. However, some relevant programmes are mentioned which do put more focus on targeting those "at risk".

Quality Narrative	The review synthesizes existing evaluation data on effectiveness, assumptions, etc. It includes a wide-ranging literature review as well as recommendations resulting from expert conferences and policy type briefs, etc.
Evidence of Effectiveness	
Evidence of Impact	
Lessons Learned	Findings are that P/CVE interventions in the education sector are more successful: • When a strategy is firmly embedded into a school in its permanent safeguarding policy, in its ways of thinking (e.g., rights, integrative complexity, philosophy for children) and in its curriculum (e.g., multiple perspective history) • When teachers have had good (i.e., more than superficial) preparation to be able to discuss controversial issues, react to an immediate terrorist event and/or safely and sensibly identify children at risk • When a programme is non-prescriptive, not moralising, but leads to independent thinking and reflection on ethical dilemmas and concerns; when learners are listened to. • When a holistic set of "recipients" is envisaged and targeted – students, teachers, family and community, acknowledging the networks of interaction that surround learners • When a wider range of actors is involved and consulted on the programme – local police, religious leaders, community actors, social workers • When a multitude of "drivers" of extremism is acknowledged and a programme does not just target one (e.g., poverty, or ideology) • When a programme is not just learning about "other" faiths, but provides a political understanding of conflict • When a practical and visible outcome is achieved: civic engagement, campaigns, production of counter-narrative materials, i.e., that learners are not just recipients of "interventions" but become active in anti-extremism work themselves.

2.

Review Name	Desk review on sport as a tool for the prevention of violent extremism
Review Author	UNODC - Dr. Katja L.H. Samuel
Intervention Method	Sport
Location	Global
Target Population(s)	Youth
Intended Outcome	The sport-based programmes examined were global and mostly focused on long-term social development, rather an immediate concern of P/CVE. For some of the programmes, sport was used to facilitate other types of learning or mentorship, while some of them focused on the lessons learned from sport applying to other life situations.
Quality Narrative	This is primarily a desk review of existing academic research and programme evaluations which examine the role of sport as an effective P/CVE tool. The review found that there are a few methodologically sound programmes, but these are the exception to the rule. Most of the methodologically sound reviews come from governmental/intergovernmental programme implementation teams, who use sport as a component of their multi-type interventions. However, there are a limited number of these and most often sport is used at the grassroots level with no methodological rigor.
Evidence of Effectiveness	Generally, these activities were found to be more effective if linked to other P/CVE programming. Sport is a tool that has been brought from peace and development programming, which seems to be beneficial, but has not been adequately assessed. It concludes that there is very little literature and not enough evidence to prove effectiveness.
Evidence of Impact	There was not enough evidence found to indicate a link between impact for P/CVE and sport.

Lessons Learned	Report was commissioned based on the evidence that youth play an important role in PVE. There has been very limited funding for these types of interventions and the funding tends to be based on the assumptions of significant stakeholders in the P/CVE arena. Theoretically they conclude that it is more effective when used alongside other P/CVE interventions. This report finds that lessons can be brough from crime prevention and development usage of sport as a tool, but that distinct evidence bases and methodologies need to be found for its use in P/CVE.

Annex B: Methodology

The overall objective of this research project is to conduct a literature review across a range of studies to collect and synthesise evidence on the (conditions for) effectiveness in three separate areas: *1) youth engagement; 2) reintegration; and 3) capacity building of national government and law enforcement.*

Each of these categories approach CT and P/CVE from a different angle:
- **Youth engagement (*aimed at dealing with recruitment*)**: this category includes the establishment of youth groups, providing education/training, and counter narrative approaches.
- **Reintegration (*aimed at disengaging violent extremists*)**: this category includes support for the reintegration of (former) detainees, members of terrorist groups and ex -combatants. Reintegration can involve vocational training, coaching and psychosocial support, and in-kind or cash support.
- **Capacity building of national government and law enforcement (*aimed at containment of VE*)**: this category includes training of policy makers (both local and national) and security personnel (police, prison, border) in subjects ranging from terrorist profiling to community policing.

Research Questions

There are five key sub-research questions:

- *What evidence is there on what works (effectiveness)?*

Effectiveness is assessed at different levels. At the activity or project level, the question explored is "how well did the activity (described in the literature) achieve its objectives?" Analytically, effectiveness is defined using the OECD-DAC criteria for international development evaluations: the extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups. This involves taking account of the relative importance of the objectives or results (OECD).

By this definition, an activity might be effective on its own terms but not achieve impact-level change, i.e., not be able to demonstrate an 'impact' or positive change on levels of VE. In fact, many of the studies reviewed in this report do not evaluate success at this level, either because the intervention is still ongoing, because design flaws in the intervention prevent impact assessment or because the study simply does not address impact. This also reflects the challenge in proving causation and attribution, with the lack of short, manageable causal chains making it challenging to exclude rival explanations for a specific trend or effect (Lindekilde 2012). Intended outcomes in P/CVE are sometimes said to involve "nothing happening", for example, the absence of radicalisation and recruitment. Assessing the mechanics of interventions is therefore problematic as any metric relies on an imperfect set of proxies to "prove a negative", particularly as ethical constraints in complex and challenging contexts usually preclude any comparison between treatment and control groups.

- *What evidence is there on what does not work?*

Assessing what does not work is as difficult as assessing what works, but is rarely invested in to the same extent. At the activity or project level, studies concluding that the intervention failed to produce the desired results are regarded as "ineffective." However, the evaluations included in the review provided limited information about ineffectiveness. As a result, the authors tried to identify areas of omission or shortfalls in the interventions.

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- *What conditions promote or hinder success?*

Given the importance of context in CT and P/CVE interventions, a more appropriate question is "what circumstances tend to make programmes ineffective." These include: 1) intervention context; 2) intervention design (for example, timeframe, resources available, scale and scope, beneficiaries and whether the intervention is standalone or part of a wider package of interventions); 3) implementation (who is the implementing organisation or was there a specific interlocutor that was effective?).

Given the lack of substantial evidence of effectiveness and impact gathered in this study, it is largely not possible to identify any generalisable evidence of conditions promoting and hindering success. It is only possible to identify what conditions correlated with or were estimated to contribute to the achievement of results.

- *What are the assumptions underpinning each of the three intervention areas, and what evidence is available to support or counter these assumptions?*

This question involves diagnosing the underlying assumptions or theories of change that underpin the three categories of CT and P/CVE programmes. This, however, is rarely discussed in the documents included in this study and the apparent lack of an explicit theory of change approach across all interventions suggests that assumptions were not articulated fully in the interventions themselves. Instead, the authors attempted to infer assumptions. The answering of this question therefore inevitably involves a degree of subjectivity.

- *What knowledge gaps are there regarding CT and P/CVE activities?*

This question explores areas where there are knowledge gaps in CT and P/CVE programmes. In particular, the review highlights areas of programming in which there are insufficient data at present to draw any concrete findings. The identification of gaps is, however, useful, as it reflects the need for more evidence on certain assumptions or suggests potential effective as well as ineffective approaches that are worth testing further.

Methodological Approach

Each thematic category is treated as a separate work stream and led by a key author, with the same techniques applied across each work stream. Three separate systematic literature reviews are carried out for the three separate work streams (FOCUS). Systematic reviews rely upon the use of an objective, transparent and rigorous approach for the entire research process, in order to minimise bias and ensure future replicability (Mallett et al 2012).

Accompanying the systematic reviews, the study includes a RELATED literature search on the basis that there is likely insufficient material available to answer all of the above questions.

For each of the three work streams, two search categories are included:
1. A systematic review of studies and evaluations of programmes focussed on CT and P/CVE, i.e., activities directly aimed at countering or preventing terrorism and VE (FOCUS).
2. A review of existing literature reviews (systematic and otherwise) in related areas such as SSR, community policing, interventions with ex-combatants or gang members (RELATED).[3]

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[3] See also Dandurand (2015) who also discusses similarities between P/CVE programming and programmes focusing on gang violence.

Due to time and available resources, the RELATED category is not systematic but is confined to existing literature reviews (systematic and otherwise), supplemented by a small number of studies that were discovered in the FOCUS systematic searching but were subsequently screened out on relevance grounds.

Two separate inventories were created for each work stream, which can be found in Annex C and D. In the case of the youth engagement and reintegration themes, the need to consider related literature is less relevant because of the volume of data gathered in the focus area. The paper exploring the capacity building of national governments and law enforcement draws more on the related literature in the analysis.

There are four stages to the literature review. These are outlined in detail below. The stages are consistent across all three thematic areas, with tailored approaches adopted where relevant.

1. Development of Criteria for Inclusion/Exclusion and Search Terms

As part of the literature review for this project, the team designed a set of inclusion/exclusion criteria that ensure adequate coverage in its data-collection.

Table 1: Inclusion/exclusion criteria for interventions targeting youth engagement

	Inclusion	Exclusion
Date	Papers since 2001	Pre-2001 material
Language	English	Papers in all other languages
Population	Youth	
Geographical locations	Any/ all	None
Interventions	Includes: setting up youth groups; youth mentorship programmes; youth sport programmes; training youth and youth leaders on critical thinking, empowerment, and de-radicalisation; youth vocational training and income generation programmes; and developing online/media counter-narratives in cooperation with youth	
Study design	Any peer-reviewed study (theoretical, qualitative, quantitative) and literature reviews/systematic reviews and evaluations of projects or programmes, whether independent or internal	Opinion pieces/op-eds, generic critiques of policy (e.g., of the UK's Prevent strategy), workshop and conference reports, policy briefs.
Medium of publication	Scholarly journal, thinktank/research institute report, NGO report, government publication, PhD thesis	Blogs, opinion pieces, newspaper articles, books
Relevance	Counter-terrorism, countering/preventing violent extremism/ radicalisation/ recruitment	Social cohesion/social integration initiatives, police reform.

This phase involved identifying keywords for searches according to each thematic area. The research question is broken down into population, intervention and outcome to identify appropriate search terms and how they should be combined into search strings.

Table 2: Keywords

Keywords1 (outcome)	prevent/preventing/prevention, terrorism/terrorist, violent extremism/extremist, radicalisation, recruitment, PVE, CVE, P/CVE, counter-radicalisation, counter-terrorism, violence prevention
AND Keywords 2 (intervention)	youth engagement; youth groups; sport programmes; critical thinking; vocational training; empowerment; de-radicalisation; mentorship; counter-narratives; counter messaging; preventive communication; counter propaganda
AND Keywords 3 (population)	Youth, young people, young men, young women, 'at-risk', vulnerable
Logical operators	And/Or

Search strings

Search terms are unique to the strand of work.

The following search strings were identified for the searches. They aimed to capture as many interventions and studies as possible and hence include a variety of synonyms.

They were tested for two weeks.

1)counter-radicalisation OR counter-recruitment or PVE OR CVE AND youth OR 'at-risk' youth OR vulnerable youth OR young men AND young women

2)preventing AND radicalisation OR terrorism OR recruitment OR gang violence OR gang crime AND engagements* OR capability AND youth OR 'at-risk' youth OR vulnerable youth OR young men AND young women

3)PVE OR CVE OR P/CVE AND support OR interventions OR evaluations OR engagements* AND youth OR 'at-risk' youth OR vulnerable youth OR young men AND young women

4)counter-terrorism OR counterterrorism OR countering violent extremism OR preventing violent extremism AND engagements* AND youth OR 'at-risk' youth OR vulnerable youth OR young men AND young women

*engagements can include key words for all abovementioned types of interventions

2. Literature Search and Division

Each strand involved an independent document search process, following the same systematic steps. The identification of potential sources was related to the three FOCUS categories in CT and P/CVE interventions and conducted through academic databases and library catalogues. These include:

- Google Scholar
- Applied Social Sciences Index and Abstracts (ASSIA)
- Criminal Justice Database
- Digital National Security Archive
- European Sources Online
- International Bibliography of Social Sciences (IBSS)
- ProQuest Central
- Scopus
- Web of Science

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We decided to restrict the fields of research to criminology, political science, law, management, development studies, psychology, anthropology, sociology, social sciences, public administration, etc.

We also adopted a systematic approach across all three strands to hand searching. Hand searching was conducted on the following websites:

- Institute for Strategic Dialogue (ISD): https://www.isdglobal.org/
- International Centre for Counter-Terrorism (ICCT): https://icct.nl/
- Global Counterterrorism Forum (GCTF), CVE working group: https://www.thegctf.org/Working-Groups/Countering-Violent-Extremism
- United Nations Office of Counter-Terrorism: https://www.un.org/en/counterterrorism/
- RAND Corporation: https://www.rand.org/topics/counterterrorism.html
- Radicalisation Awareness Network, including Communications and Narratives Working Group (RAN C&N): https://ec.europa.eu/home-affairs/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-c-and-n
- Royal United Services Institute (RUSI): https://rusi.org/publications
- Resolve Network: https://www.resolvenet.org/research/publications
- NATO Centre of Excellence Defence Against Terrorism, Ankara http://www.coedat.nato.int ; Defence Against Terrorism Review: http://www.coedat.nato.int/datrvolumes.html
- Europol: https://www.europol.europa.eu/publications-documents plus Advisory Group on Online Terrorist Propaganda, & EU Internet Referral Unit
- Tech Against Terrorism: https://www.techagainstterrorism.org/research/
- VoxPol: https://www.voxpol.eu/
- Tony Blair Institute: https://institute.global/
- The Commonwealth, Counter-Extremism Unit: https://thecommonwealth.org/countering-violent-extremism
- Against Violent Extremism (AVE) Network: http://www.againstviolentextremism.org/projects
- International Civil Society Action Network: https://icanpeacework.org/
- TSAS – Canadian network for research on Terrorism, Security and Society: https://www.tsas.ca/
- Impact Europe: http://www.impact.itti.com.pl/index#/home
- Search for Common Ground: https://www.sfcg.org/
- CT-MORSE – Counter-Terrorism Monitoring, Reporting and Support Mechanism: http://ct-morse.eu/activities/publications/
- DEMOS: https://demos.co.uk/research-area/casm/
- Geneva Centre for Security Sector Governance (DCAF): https://www.dcaf.ch/resources?type=publications
- Global Centre on Cooperative Security: https://www.globalcenter.org/publications/
- Terrorist Research and Analysis Consortium (TRAC) https://www.trackingterrorism.org/publishing-center
- International Centre for the Study of Radicalisation (ICSR): https://icsr.info/publications/reports/
- Department for International Development, Research for Development: https://www.gov.uk/research-for-development-outputs
- European Consortium for Political Research (ECPR): https://ecpr.eu/
- GCERF – Community Engagement and Resilience Fund (GCTF inspired body): https://www.gcerf.org/
- Institute for International Justice (GCTF inspired body): https://theiij.org/

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- UNDP Regional Addis Ababa and Amman (PVE Hub): https://www.africa.undp.org/content/rba/en/home/about_us/regional-hub.html
- The African Centre for the Study and Research on Terrorism (ACSRT/CAERT): https://caert.org.dz/
- International Crisis Group (ICG): https://www.crisisgroup.org/
- United States Institute for Peace (USIP): https://www.usip.org/
- Overseas Development Institute (ODI): https://www.odi.org/
- OSCE (Transnational Threats Department/ODHIR): https://www.osce.org/odihr
- CTED (specifically publications from Global Research Network (GRN)): https://www.un.org/sc/ctc/focus-areas/research;
- UNICRI: http://www.unicri.it/
- Hedayah: https://www.hedayahcenter.org/
- ISS Africa: https://issafrica.org/
- ICPVTR: https://www.rsis.edu.sg/research/icpvtr/
- International Alert: https://www.international-alert.org/
- UNICEF: https://www.unicef.org.uk/
- EU: DEVCO, EEAS or at the Council Secretariat of CT-Coordinator Gilles de Kerchhove: https://ec.europa.eu/info/departments/international-cooperation-and-development_en
- ACCORD
- Humanitarian Dialogue: https://www.hdcentre.org/

This stage also involved collecting documents for the RELATED areas, using existing literature reviews through Campbell Collaboration and 3ie (International Initiative for Impact Evaluation).

3. Literature Screening

Screening of the documents took place during the third phase. This comprised 1) elimination of duplicates, 2) elimination of irrelevant studies based on title and/or abstract. Of the remaining studies, eligibility was decided on the basis of the inclusion/exclusion criteria (see above). This stage of the screening was led by the work stream leader and, to ensure consistent screening, an inter-coder reliability exercise was conducted.

Studies that passed both screening stages were classified, and a classifsrtion chart was created for the FOCUS category, which includes the following information:
- Study Location (e.g., country where programming took place)
- Type of Study (e.g., peer reviewed study, literature/systematic review, evaluation of intervention)
- Summary
- Quality Assessment
- The relevance of the paper and importance for the research question

An annexed inventory was also created which includes:
- Title
- Author
- Publication Date
- Publication Issue

4. Literature Analysis and Writing

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The final phase focused on analysing the studies. Three types of analysis were conducted.

Firstly, we diagnosed common assumptions – whether articulated or implicit, what evidence informed these, and the effectiveness or ineffectiveness of different interventions at the project or programme level.

Secondly, we observed and noted the methodological approach, providing a narrative quality assessment of the bias (internal validity) and generalisability (external validity) of the paper. From the outset of the research, we noted an inherent contradiction between the information required to conduct a systematic review and the way peer reviewed journal articles and even evaluations are written in this field. Much of the research in this field is multi-disciplinary and includes quantitative and qualitative methodologies. Quality appraisal techniques lack consensus and are still undeveloped.

We, therefore, discussed at length a suitable quality appraisal approach. The decision was taken that quality would be defined according to the robustness of research or evaluation methodology. We assessed that knowing how strong the research or evaluation methodology (whether the study is theoretical, qualitative or qualitative) of a particular paper is facilitates our analytical process and essentially defines how much 'weight' to attribute to the conclusions of the paper. We stress that there is no preference in this study for theoretical, qualitative or quantitative research or evaluation studies. Quality is assessed on the methodological rigour, rather than the choice of approach.

In this study, quality is not an inclusion or exclusion criterion. We also decided against a quality scoring process, in line with good practice in the field. Using quality scores has been identified to be problematic. Instead, it is preferable to consider individual aspects of methodological quality in the quality assessment and synthesis. Where appropriate, the potential impact that methodological quality had on the findings of the included studies should be considered (Centre for Reviews and Dissemination 2008). Therefore, we conducted a narrative assessment of the methodological approach and provided comments on bias and on generalisability. We also noted the relevance of the paper to our study – how far the study answers the research questions relevant to each theme. Quality assurance was overseen by the Team Leader.

Thirdly, the analysis compared findings on programme effectiveness or ineffectiveness across the intervention field to assess generalisability. We adopted a tiered analytical assessment looking at multiple levels:

Programmatic: how far did the activity/project or programme (described in the literature) achieve its set goals or objectives.
Unpacking this further: the extent to which the intervention achieved, or is expected to achieve, its objectives and results – including any differential results across groups. This involved taking account of the relative importance of the objectives or results (OECD).

Impact: For those activities that were successful programmatically, do they usually or sometimes help to solve the problem of VE?
It is acknowledged that the analytical assessment of effectiveness was a judgement made through examination of the evidence. This impact assessment is based on the expertise of the research team, and therefore incurs some level of subjectivity.

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Annex C: FOCUS Inventory

Author	Publication Date	Title	Publication Issue
Aiello, Emilia, Puigvert, Lídia and Schubert, Tinka	2018	Preventing violent radicalization of youth through dialogic evidence-based policies	International Sociology 2018, 33(4): 435–453
Al Masri, Muzna and Slavova, Ilina	2018	More resilient, still vulnerable: Taking stock of prevention of violent extremism programming with youth in Tripoli, Lebanon	International Alert
Aly, Anne, Taylor, Elisabeth and Karnovsky, Saul	2014	Moral Disengagement and Building Resilience to Violent Extremism: An Education Intervention	Studies in Conflict and Terrorism, 37(4): 369-385
Bala, Artur	2017	Bottom-Up Approach to Countering Violent Extremism in Tunisia	Search for Common Ground
Basmeh & Zeitooneh	2018	Exploring Resilience, Violent Extremist Thinking, and the Impact of Peace Education on Syrian Youth in Shatila	International Alert, USIP
Brett, Julian and Kahlmeyer, André	2017	Evaluation Report: Strengthening Resilience to Violent Extremism – STRIVE (Horn of Africa)	TANA and CMC, The European Union's Instrument contributing to Stability and Peace (IcSP)
Broadbent, Robyn	2013	Using grass roots community programmes as an anti-extremism strategy	Australian Journal of Adult Learning, 53(2)
Cifuentes, Rocio and Whittaker, Geraint Rhys and Lake, Laura	2013	The think project: An approach to addressing Racism and far-right extremism in Swansea, South Wales	Democracy and Security, 9(3): 304-325
Davies , Lynn	2018	Review of Educational Initiatives in Counter-Extremism Internationally: What works?	The Segersted Institute, University of Gothenburg
Doney, Dr. Jonathan and Wegerif, Rupert	2017	Measuring Open-Mindedness: An evaluation of the impact of our school dialogue programme on students' open-mindedness and attitudes to others	Tony Blair Institute for Global Change
Feddes, A.R., Huijzer, A,. van Ooijen, I., and Doosje, B.	2019	Fortress of democracy: Engaging youngsters in democracy results in more support for the political system	Peace and Conflict: Journal of Peace Psychology, 25: 158–164
Feddes, Allard R., Mann, Liesbeth and Doosje, Bertjan	2015	Increasing self-esteem and empathy to prevent violent radicalization: A longitudinal quantitative evaluation of a	Journal of Applied Social Psychology, 45(7): 400-411

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		resilience training focused on adolescents with a dual identity	
Finkel, Steven E et al.	2018	Peace Through Development II: Impact Evaluation Endline Report	United States Agency for International Development (USAID)
Freear, Matthew and Glazzard Andrew	2020	Preventive Communication: Emerging Lessons from Participative Approaches to Countering Violent Extremism in Kenya	The RUSI Journal, 165(1): 90-106
Ghosh, Ratna	2018	The potential of the ERC programme for combating violent extremism among youth	Religion and Education, 45(3): 370-386
Gurlesin, Omer, Akdag, Muhammed, Alasag, Alper, Avest, Ina	2020	Playful Religion: An Innovative Approach to Prevent Radicalisation of Muslim Youth in Europe	Religions, 11(2)
Hiariej, Eric et al.	2017	Final Evaluation: Reducing the Recruitment and Recidivism of Violent Extremists in Indonesia	Search for Common Ground
Hirschfield, Alexander et al.	2012	Process Evaluation of Preventing Violent Extremism: Programmes for Young People	Youth Justice Board
Johns, Amelia, Grossman, Michele and McDonald, Kevin	2014	"More than a game": The impact of sport-based youth mentoring schemes on developing resilience toward violent extremism	Social Inclusion, 2(2): 57-70
Khalil, James Zeuthen, Martine	2014	Qualitative Study on Countering Violent Extremism (CVE) Programming Under the Kenya Transition Initiative (KTI)	United States Agency for International Development (USAID)
Lanny Octavia and Esti Wahyuni	2017	Final Evaluation Report for the Project: Countering and Preventing Radicalization in Indonesian Pesantren	Search for Common Ground
Macnair, Logan and Frank, Richard	2017	Voices Against Extremism: A case study of a community-based CVE counter-narrative campaign	Journal for Deradicalization, 10
Mattei, Cristina and Gyte, Joseph	2019	Providing Support to Children and Youth Vulnerable to or Affected by Radicalization Leading to Violent Extremism (RLVE)	Hedayah
Moffett, Katie and Sgro, Tony	2016	School-Based CVE Strategies	Annals of the American Academy of Political and Social Science, 668 (1): 145-164

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Nešković, Tamara	2019	Preliminary Findings: Evaluation of a pilot project on 'Countering violent extremism in the regions of Maghreb and Sahel'	United Nations Interregional Crime and Justice Research Institute (UNICRI)
Nicolls, Martina and Hassan, Ahmed	2014	Evaluation Report Mid-Term Performance Evaluation of the USAID Somali Youth Leaders Initiative (SYLI)	United States Agency for International Development (USAID)
Reynolds, Louis and Scott, Ralph	2016	Digital Citizens: Countering Extremism Online	Demos
Samuel, Katja L.H.	2018	Desk review on sport as a tool for the prevention of violent extremism	UN Office on Drugs and Crime (UNODC)
Savage, Sara, Khan, Anjum and Liht, Jose	2014	Preventing Violent Extremism in Kenya through Value Complexity: Assessment of Being Kenyan Being Muslim	Journal of Strategic Security, 8(3): 1-26
Skiple, Alida	2020	The Importance of Significant Others in Preventing Extremism: The Philosophy and Practice of the Swedish Tolerance Project	Young, 28(4): 422-438
Speckhard, Anne , Shajkovci, Ardian, and Ahmed, Mohamed	2019	Intervening in and Preventing Somali-American Radicalization with Counter Narratives: Testing the Breaking the ISIS Brand Counter Narrative Videos in American Somali Focus Group Settings	Journal of Strategic Security, 11(4): 32-71
Swedberg, Jeffrey and Reisman, Lainie	2013	Mid-Term Evaluation of Three Countering Violent Extremism Projects	United States Agency for International Development (USAID)
Taylor, Elisabeth (Lily) et al.	2017	"Beyond Bali": a transformative education approach for developing community resilience to violent extremism	Asia Pacific Journal of Education, 37(2): 193-204

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Annex D: RELATED Inventory

Author	Publication Date	Title	Publication Issue
Akbarzadeh, Shahram	2013	Investing in Mentoring and Educational Initiatives: The Limits of De-Radicalisation Programmes in Australia	Journal of Muslim Minority Affairs, 33(4): 451-463
Aldrich, Daniel P.	2014	First Steps Towards Hearts and Minds? USAID's Countering Violent Extremism Policies in Africa	Terrorism and Political Violence, 26(3): 523-546
Ali, Rosleenda B, Moss, Mohamed, Barrelle, Simon A, and Lentini, Kate	2017	Initiatives that Counter Violent Radicalization but are Perceived as Suitable by Targeted Communities	Journal of Police and Criminal Psychology, 32(1):43-55
Awan, Imran	2012	Muslim communities, conflict and terrorism: a study of Alum Rock	Safer Communities, 11(4): 195-204
Ayad, Moustafa and Amarasingam, Amarnath	2019	No Platform for Old Men Barriers to Online Youth Civic Engagement and P-CVE in Europe	Institute for Strategic Dialogue
Azmiya Badurdeen, Fathima and Goldsmith, Paul	2018	Initiatives and Perceptions to Counter Violent Extremism in the Coastal Region of Kenya	Journal for Deradicalization, 16: 70-102
Bakker, Edwin	2015	EU Counter-radicalization Policies: A Comprehensive and Consistent Approach?	Intelligence & National Security, 30(2-3)
Barclay, Jack	2011	Strategy to Reach, Empower, and Educate Teenagers (STREET): A Case Study in Government-Community Partnership and Direct Intervention to Counter Violent Extremism	Center on Global Counterterrorism Cooperation
Beider, Harris and Briggs, Rachel	2010	Promoting Community Cohesion and Preventing Violent Extremism in Higher and Further Education	Institute of Community Cohesion (ICoCo)
Bellis, Mark A and Hardcastle, Katie	2019	Preventing violent extremism in the UK: Public health solutions	Public Health Wales
Bilazarian, Talene	2020	Countering Violent Extremist Narratives Online: Lessons from Offline Countering Violent Extremism	Policy and Internet, 12(1): 46-65

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Bjelopera, Jerome P	2013	Countering violent extremism in the United States	Violent Extremism in the United States: Counter-Strategies
Bonnell, Joe et al.	2010	Teaching approaches that help to build resilience to extremism among young people	UK Department for Education, Research Report DFE-RR119 Teaching
Bonnell, Joe, et al.	2011	Teaching approaches that help to build resilience to extremism among young people	OPM and National Foundation for Educational Research
Boyd-MacMillan, Eolene M.	2016	Increasing cognitive complexity and collaboration across communities: Being Muslim being Scottish	Journal of Strategic Security, 9(4): 79-110
Braga, Anthony A., Mcdevitt, Jack and Pierce, Glenn L.	2006	Understanding and Preventing Gang Violence: Problem Analysis and Response Development in Lowell, Massachusetts	Police Quarterly, 9(1): 20-46
Briggs, Rachel and Feve, Sebastien	2013	Review of Programmes to Counter Narratives of Violent Extremism: What Works and What are the Implications for Government?	Institute for Strategic Dialogue
Busher, Joel, Choudhury, Tufyal, Thomas, Paul, and Harris, Gareth	2017	What the Prevent Duty Means for Schools and Colleges in England: An analysis of educationalists' experiences	Aziz Foundation
Cherney, Adrian	2016	Designing and implementing programmes to tackle radicalization and violent extremism: lessons from criminology	Dynamics of Asymmetric Conflict: Pathways toward Terrorism and Genocide, 9(1-3): 82-94
Cherney, Adrian	2016	Designing and implementing programmes to tackle radicalization and violent extremism: lessons from criminology	Dynamics of Asymmetric Conflict, 9(1-3): 82-94
Cicek, Huseyin	2016	New Approaches to Countering Terrorism: Designing and Evaluating Counter Radicalization and De-Radicalization Programmes	Journal of Global Analysis, 6(2)
Clemens-Hope, Ora Musu	2015	USAID PEACE THROUGH DEVELOPMENT II Quarterly Performance Report: Year 4, Quarter 2	USAID
Commonwealth Secretariat	2017	Youth Mainstreaming in Development Planning: Transforming Young Lives	The Commonwealth
Curry, David	2011	Gangs, Crime and Terrorism	in *Criminologists on Terrorism and Homeland Security. Forst, Brian, Greene, Jack R. and Lynch,*

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			James P. (eds.) Cambridge: Cambridge University Press
DAI	2014	Tunisia Transition Initiative Final Evaluation	United States Agency for International Development (USAID)
Dandurand, Yvon	2015	Social Inclusion Programmes for Youth and the Prevention of Violent Extremism	*Countering Radicalisation and Violent Extremism Among Youth to Prevent Terrorism,* Lombardi, M. et al. (eds.) IOS Press
Dandurand, Yvon	2015	Social Inclusion Programmes for Youth and the Prevention of Violent Extremism	Countering Radicalisation and Violent Extremism Among Youth to Prevent Terrorism
Davies, Matthew, Richard Warnes, and Joanna Hofman	2017	Exploring the transferability and applicability of gang evaluation methodologies to counter-violent radicalisation	RAND
De Silva, Samantha	2017	Role of Education in the Prevention of Violent Extremism	World Bank
Decker, Scott and Pyrooz, David	2012	Gangs, Terrorism, and Radicalization	Journal of Strategic Security, 4(4): 151-166
Decker, Scott H. and Pyrooz, David C.	2015	"I'm down for a Jihad" How 100 Years of Gang Research Can Inform the Study of Terrorism, Radicalization and Extremism	Perspectives on Terrorism, 9(1): 104-112
Eggert, Jennifer Philippa	2018	The Roles of Women in Counter-Radicalisation and Disengagement (CRaD) Processes: Best Practices and Lessons Learned from Europe and the Arab World	Berghof Foundation
Eisenman, David P. and Flavahan, Louise	2017	Canaries in the coal mine: Interpersonal violence, gang violence, and violent extremism through a public health prevention lens	International Review of Psychiatry, 29(4): 341-349
El-amraoui, Anaïs F, and Ducol, Benjamin	2019	Family-Oriented P/CVE Programmes: Overview, Challenges and Future Directions	Journal for Deradicalization, 20
El-Said, Hamed, and Harrigan, Jane	2013	Deradicalising violent extremists: counter-radicalisation and deradicalisation programmes and their impact in Muslim majority states	Routledge
European Union	2016	Action Document for Support to in-country civil society actors in conflict prevention, peace-building and crisis preparedness	European Union

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European Union	2016	Action Document for Support to in-country civil society actors in conflict prevention, peace-building and crisis preparedness	European Union
Finn, Melissa, Opatowski, Michael and Opondo, Michael	2016	Youth Evaluations of CVE/PVE Programming in Kenya in Context	Journal for Deradicalization, 7
Fisher, Herrick, Montgomery, Paul and Gardner, Frances	2008	Cognitive-Behavioural Interventions for Preventing Youth Gang Involvement for Children and Young People (7-16)	Campbell Systematic Reviews, 7
Fisher, Herrick, Montgomery, Paul and Gardner, Frances	2008	Opportunities Provision for Preventing Youth Gang Involvement for Children and Young People (7-16)	Campbell Systematic Reviews, 8
Garadian, Endi Aulia	2018	Youth Camp for Preventing Violent-Extremism: Fostering Youth Dialogue, Encountering Diversity	Studia Islamika, 25(2)
Gatewood, Cooper and Boyer, Iris	2019	Building Digital Citizenship in France Lessons from the Sens Critique project	Institute for Strategic Dialogue
Ghosh, Ratna, et al.	2016	Education and Security: A global literature review on the role of education in countering violent religious extremism	Tony Blair Institute for Global Change
Gielen, Amy-Jane	2019	Countering Violent Extremism: A Realist Review for Assessing What Works, for Whom, in What Circumstances, and How?	Terrorism and Political Violence, 31(6):1149-1167
Grossman, Michele, et al.	2020	Youth Resilience to Violent Extremism: Development and Validation of the BRAVE Measure	Terrorism and Political Violence: 1-21
Hardy, Keiran	2019	Countering right-wing extremism: lessons from Germany and Norway	Journal of Policing, Intelligence and Counter Terrorism, 14(3): 262-279
Harris-Hogan, Shandon, Barrelle, Kate, and Smith, Debra	2019	The role of schools and education in countering violent extremism (CVE): applying lessons from Western countries to Australian CVE policy	Oxford Review of Education, 45(6)
Higginson, Angela et al.	2015	Preventive Interventions to Reduce Youth Involvement in Gangs and Gang Crime in Low- and Middle-Income Countries: A Systematic Review	Campbell Systematic Reviews, 18
Higginson, Angela et al.	2016	Youth gang membership and violence in low-and middle-income countries A systematic review (Part I)	International Initiative for Impact Evaluation

Higginson, Angela et al.	2016	Youth gang violence and preventative measures in low-and middle-income countries A systematic review (Part II)	International Initiative for Impact Evaluation
Higton, John, et al.	2018	Prevent and counter-extremism in general further education colleges	UK Department for Education
Holdaway, Lucy	2017	Violent extremism: four tips for effective programming	International Alert
Ilan, Jonathan and Sandberg, Sveinung	2019	How 'gangsters' become jihadists: Bourdieu, criminology and the crime–terrorism nexus	European Journal of Criminology: 1 –17
Institute for Community Cohesion		Young People and Extremism: Some reflections from our local studies	Institute for Community Cohesion
International Alert	2019	Evaluation Summary: Final evaluation of the Social cohesion programme in Northeast Nigeria	International Alert
International Alert	2018	Making PVE programmes work	International Alert
Jaffe-Walter, Reva	2017	"The More We Can Try to Open Them Up, the Better It Will Be for Their Integration": Integration and the Coercive Assimilation of Muslim Youth	Diaspora, Indigenous, and Minority Education, 11(2): 63-68
Jailobaeva, Kanykey, et al.	2020	Research on the Role of Educational Institutions in Building Resilience of Adolescents to Radicalisation and Violent Extremism in the Kyrgyz Republic	Hedayah
Jayakumar, Shashi (ed.)	2019	Mentoring and Deradicalisation	Terrorism, Radicalisation & Countering Violent Extremism
Jerome, Lee and Elwick, Alex	2020	Teaching about terrorism, extremism and radicalisation: some implications for controversial issues pedagogy	Oxford Review of Education, 46(2): 222-237
Jerome, Lee, Elwick, Alex, and Kazim, Raza	2019	The impact of the Prevent duty on schools: A review of the evidence	British Educational Research Journal, 45(4):821-837
Johansson, Susanne	2013	Innovative Methods and Models of Collaboration in the Field of Pedagogical Prevention of Xenophobia, Anti-Semitism and Right-wing Extremism: Chances and Perspectives for a Better Cooperation between Formal and Non-formal Education in Germany	German Youth Institute (Deutsches

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