

Design, Monitoring & Evaluation of PVE Projects in Jordan



A Comparative Assessment of I-Dare's Projects

Regional Hub for Arab States
United Nations Development Programme 2019

Acknowledgements

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Acronyms Table

CSO	Civil Society Organisation
DNH	Do No Harm
FGD	Focus Group Discussions
M&E	Monitoring and Evaluation
OECD/DAC	Organisation for Economic Co-operation and Development / Development Assistance Committee
PVE	Preventing Violent Extremism
UNDP	United Nations Development Programme
VE	Violent Extremism

Foreword

As conflicts have grown in intensity and number over the past decade, terrorist attacks have simultaneously increased and spread. The international community, led by the UN Secretary-General, has acknowledged that security responses are insufficient, and many actors have joined hands to prevent violent extremism by addressing its root causes. Because underlying conditions and drivers of violence vary between states and localities, so too do interventions, resulting in an array of prevention-focused programming approaches.

From international interventions to projects at grass root level, colleagues and partners are grappling with the difficulty to measure prevention of violent extremism (PVE). With the support of Canada, UNDP has set out to strengthen Design, Monitoring and Evaluation of PVE programmes. We have worked with governments, civil society organizations and other UN agencies to improve measurement frameworks so that we may improve the impact while also sharing the knowledge with others.

In recent years, a community of practice has formed looking to improve how prevention work is undertaken, researched and measured, but gaps in evidence persist as to what works, how and why. This report is a contribution to the field of M&E for PVE. UNDP initiated the assessment of existing PVE-related projects implemented in Jordan by a civil society organization, not as an evaluation but as a contribution to learning by practical application of tools and methods for M&E and with the objective to share new knowledge within the community of practice.

Me and my team sincerely hope that you will find knowledge, ideas and inspiration for designing PVE programmes as well as for how to monitor them and overcoming obstacles for doing so. In order to learn, organizations need to share evidence and learning which I am glad that UNDP is hereby contributing to.



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Executive Summary

I-Dare, a Jordanian CSO was invited by UNDP to participate in an assessment of practical application of monitoring and evaluation (M&E) concepts onto its existing Preventing Violent Extremism (PVE) projects in Jordan. Artivism, Shabab 2250 and Khitaab 2250, I-Dare's PVE-related projects that formed a part of this assessment focused on providing youth with competencies that aimed to enable individual agency; provide spaces where those competencies could be developed and practised; and create a receptive environment willing to embrace the newly created young force and actively engage with it. The assessment in this report aims to draw learning from these projects, as well as from the M&E discipline more broadly.

Given its unique nature, this assessment applied a combination of traditional and non-traditional methods of data collection and analysis. As I-Dare's projects had already finished at the time of assessment, an ex-post project experimental design was used, showing that whilst not ideal, it is possible to determine impact even after projects have ended.

The team used the OECD/DAC evaluation criteria as well as a UNDP and International Alert toolkit on M&E for PVE to guide the framework of the assessment. A qualitative and participatory approach was used to collect and collate data including key informant interviews and focus group discussions. As a first step, comparative evaluative findings were drawn across all three projects. Thereafter, lessons were extracted for the practical application of M&E into ongoing PVE projects.

Comparative Findings of I-Dare's Projects

Relevance: All three projects were highly relevant as a response to the evolving character of issues related to PVE in Jordan. Through workshops and trainings, I-Dare's projects boosted youth competencies, and provided them with the opportunity to 'learn by doing,' which was an especially relevant modality tailored to the needs of youth. While respondents felt that the programme was relevant to their individual needs, they thought that some components could be better tailored to the local context and their own expectations such as the desire for their digital messages to be heard and acknowledged by the people from outside the programme.

Effectiveness: All evaluated initiatives performed very well when equipping youth with new competencies. Facilitated thematic discussions around topics such as stereotypes, identity and concepts, among many, love and hate, were considered to be some of the most useful activities across all interventions by participants. However limited funding and scarce human resources affected the projects' effectiveness in achieving long-lasting impact on the external environment.

Impact: I-Dare's theory of change was grounded in the belief that increased competencies and attributes such as connections, confidence, caring, contribution, character and competence would enable youth agency. This proved to be well justified. Youth was provided safe physical and digital spaces to learn and practice competencies and the project saw impact at individual level, but the effect on the external environment remained limited.

Sustainability: A change in attitudes and the ability to question conventional narratives about existing stereotypes, formed as a result of newly acquired competencies and knowledge, are among the most significant long-lasting effects from the three projects. Although multiple respondents felt the desire to engage in similar activities after the project finished, some also shared their discontent with limited reach of their products.

Findings on the Practical Application of M&E Concepts on ongoing PVE Programmes

Measuring Essentials During PVE Programme Design:

1. Risk monitoring inclusive of conflict sensitivity would help to better adapt the project to changing environment.
2. Having a baseline assessment would help to better tailor the project to local needs at onset.
3. Lack of exit strategy could jeopardize the sustainability of created youth agency.
4. The use of an online application form was appealing to young, educated Jordanians.

Capturing Broader PVE Outcomes:

1. I-Dare's modality fostered strong peer networks between project participants.
2. Mentorship nurtured the development of positive role models and participants felt that their self-esteem was boosted and their role in society leveraged.

Design and Execution of M&E Frameworks for PVE

1. The UNDP / International Alert Toolkit effectively guided the evaluation design for a post-fact assessment.
2. Participatory workshops with programme staff were effective in reconstructing ToCs and Indicators.
3. Snowball sampling allowed the team to address constraints of missing beneficiary details.
4. Recall techniques allowed to capture the perceptions of social change retrospectively.
5. Open-end questions generated rich data on project impact on PVE outcomes.
6. Do No Harm and conflict sensitivity in M&E design and execution is essential.
7. A qualitatively tested counterfactual indicated that project participants and other community members shared a similar outlook.

Recommendations

On PVE programme design

1. A baseline assessment, risk analysis and monitoring plan are important to capture changes and impact and while they ideally should be undertaken at the start of the project, it is valuable and important to make these analyses as soon as possible after inception. Risks should be regularly monitored throughout the project implementation to address any internal or external threats.
2. Identifying relevant indicators to measure the feedback of external actors and indirect beneficiaries may provide the project participants with information on the acceptance and satisfaction with their products, and thus, reduce the feeling of one's messages and voice being unheard.
3. Exit strategies should be designed into the programme at its start with an intention to increase its sustainability.

On Capturing Broader PVE Outcomes

1. PVE programmes should prioritize participatory modalities and the "learning by doing" approach to empower participants. Interventions such as skilled mentorship, given that it provides a safe space to discuss sensitive topics, should be incorporated into PVE programmes to foster the creation of positive role models, and forming peer networks between participants can strengthen individuals' resilience.
2. The effectiveness of a modality, in which the participants learn new competencies and then are provided with space and guidance on how to practice them should be further investigated as a strategy to increase the likelihood of boosting one's self-esteem and confidence.

On the Design of a Monitoring and Evaluation Approach

1. The UNDP / International Alert M&E for PVE toolkit can be used as a guidance tool for reconstructing baseline assessments, risk analysis, conflict and gender dynamic analysis, theories of change or programme indicators in early or later stages of a project.
2. A Do No Harm approach should be mainstreamed in the project design by conducting an analysis of the local context and the programme; and by taking into consideration the sensitivity of PVE as a topic when designing questionnaires.
3. Tools should be administered with regards to high data protection standards and respondent consent and comfort; open-end questions should be prioritized to compensate for a small respondent sample size.

Execution of Monitoring and Evaluation Framework in the Field

1. A carefully administered reconstructed counterfactual design could be used to generate additional information in case a sample size is limited. However, due care must be taken in qualifying the findings that are being highlighted, especially if the counterfactual is only measured through qualitative means.
2. Context and participants' reaction to M&E tools and methods should be monitored, and if needed the framework should be adapted to better match the local context.

Chapter 1: Introduction

1.1 Introduction to the Report

In contribution to Preventing Violent Extremism (PVE) efforts locally and worldwide and recognizing the need for easily adaptable tools for the design, monitoring and evaluation (DM&E) of such projects, UNDP initiated this assessment of practical application of monitoring and evaluation concepts onto existing PVE projects implemented in Jordan by two Community Based Organizations (CBOs). To carry out the assessment, UNDP contracted an applied research firm, Proximity International. In relation to this undertaking, and in search for more context-specific learning on the planning and measuring of PVE programmes, UNDP and International Alert have published *Improving the impact of preventing violent extremism programming. A toolkit for design, monitoring and evaluation* (2018) referred to as PVE Toolkit. The PVE Toolkit has been used as a reference throughout this exercise.

This report provides the findings from part one of this DM&E exercise centred around a post-fact assessment conducted for I-Dare for Sustainable Development (I-Dare), a Jordanian non-for-profit organization that participated in this research and its three PVE-related projects that were assessed between August 2018 and January 2019. Further details of the assessment and participating organization are outlined below.

Following a brief outline of the background and goals of this post fact assessment, Chapter 2 introduces I-Dare. Chapter 3 provides a summary of the methodology while Chapter 4 offers findings drawn from a comparative analysis of the three I-Dare projects. This section also serves as an introduction to Chapter 5, which further delves into findings acquired from the evaluation for greater learning on PVE approaches. Finally, Chapter 6 provides recommendations for improved M&E frameworks for PVE-projects and PVE more broadly.

1.2 Goals of the Assessment

The assessment aims to operationalize existing M&E frameworks to capture lessons learnt on the design and implementation of M&E activities for PVE projects based on the I-Dare case assessment. By doing so, it strives to address the following questions:

1. What can we learn from undertaken monitoring and evaluation of the assessed PVE projects?
2. How can existing M&E practices be improved?

1.3 Context

Violent Extremism in Jordan is affected by internal factors as well as influenced by conflicts in its vicinity. Estimates of the number of Jordanian foreign fighters who left for Iraq and Syria vary between 2,500 and 4,000.¹ Jordan remains a major contributor of recruits per capita in the world². While a comprehensive analysis of the complex interaction of social, political, economic and other factors which drive violence and violent extremism (VE) in Jordan is beyond the scope of this study, two trends are worth noting for the purposes of this assessment:

¹ Yom, S. and Sammour, K. (2017). Counterterrorism and Youth Radicalization in Jordan: Social and Political Dimensions. *Combating Terrorism Center (CTC) Sentinel*, [online] 10(4). Available at: <https://ctc.usma.edu/counterterrorism-and-youth-radicalization-in-jordan-social-and-political-dimensions/> [Accessed 3 Jul. 2019] after "Foreign Fighters: An Updated Assessment of the Flow of Foreign Fighters into Syria and Iraq," Soufan Group, December 2015.; "4000 urduni bi-sufuf al-tanzhimat, I-irhabiyyah fi-surriyyah," Al-Ghad, August 7, 2016.

² Speckhard, A. (2017). "The jihad in Jordan: Drivers of radicalization into violent extremism in Jordan," International Center for the Study of Violent Extremism, available at <http://www.icsve.org/research-reports/the-jihad-in-jordan-drivers-of-radicalization-into-violent-extremism-in-jordan/>

Firstly, in the past years, organizations such as IS or Jabhat al-Nusra have expanded their social media outreach using it as a tool to promote their cause and glorify their fight across online platforms.^{3,4} Secondly, multiple sources acknowledge that vulnerable, often young people in certain areas remain at high risk of being targeted by extremist recruiters.⁵ Relevant to this assessment is this increased role of social media in spreading radical narratives in recent years; the role of networks along with socio-demographic characteristics that contribute to individual radicalization and while poverty could be a cause, political and social disenfranchisement make youth more vulnerable to extremist propaganda.

Research based on multiple interviews with Jordanians who previously joined extremists' groups indicates that young persons below 30 years of age, most of whom have secondary school degree or lower, and often come from vulnerable socio-economic backgrounds are a high priority on recruiters' lists.⁶ However, among the new joiners, there is also a significant portion of middle-class university graduates and white-collar employees.

However, non-digital means of recruitment remain common in Jordan, usually manifest through family, peer groups and friends. Currently over 88.5% of Jordanians today have a Facebook account.⁷ This access to various social media outlets provides platforms for radical concepts and extremist role models to garner support in Jordan.

³ Almousa, A. (2017). How Jabhat al-Nusra Hijacked the Syrian Revolution. [online] Atlantic Council. Available at: <https://www.atlanticcouncil.org/blogs/syriasource/how-jabhat-al-nusra-hijacked-the-syrian-revolution> [Accessed 3 Jul. 2019].

⁴ Rumman and Shteivi, 2018 Shteivi, M. and Abu Rumman, M. (2018). Sociology of Extremism and Terrorism in Jordan. Amman: Center for Strategic Studies/ University of Jordan, pp.7-10.

⁵ Rumman and Shteivi, 2018 Shteivi, M. and Abu Rumman, M. (2018). Sociology of Extremism and Terrorism in Jordan. Amman: Center for Strategic Studies/ University of Jordan, pp.7-10.

⁶ Mercy Corps (2015). From Jordan to Jihad: The Lure of Syria's Violent Extremist Groups. Mercy Corps.

⁷ StatCounter Global Stats. (2019). Social Media Stats Jordan | StatCounter Global Stats. [online] Available at: <http://gs.statcounter.com/social-media-stats/all/jordan> [Accessed 23 Jun. 2019].

Chapter 2: About I-Dare and Selected PVE-related Projects

Following initial consultations, a total of three out of five projects implemented by I-Dare that have indirectly incorporated PVE outcomes were deemed suitable for the purpose of this assessment and then evaluated using the methodology outlined in the following chapter. The section below offers more details about I-Dare and its three selected projects.

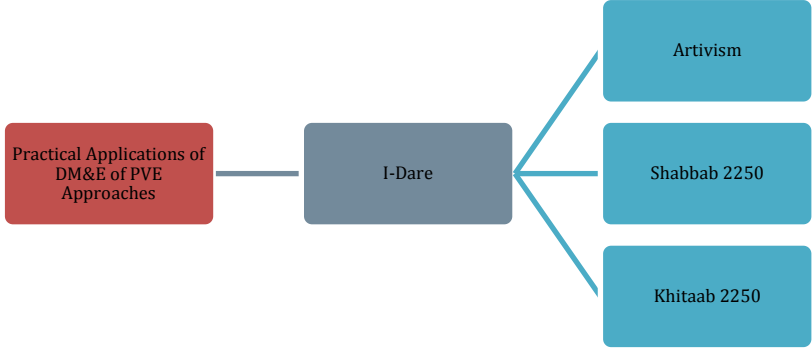


Figure 4: I-Dare and its selected PVE-related Projects

2.1 About I-Dare

Established in 2013, I-Dare for Sustainable Development is a Jordanian organization focused on fostering social change in local communities through empowering youth to act as catalysts for positive transformation. To do so, it has identified three essential components of the individual-community nexus: Youth Agency, Enabling Space and a Receptive Environment. Several I-Dare projects have directly or indirectly incorporated PVE objectives and methods to achieve their broader goals.

Artivism, Shabab 2250 and Khitaab 2250, I-Dare’s PVE-related projects that formed a part of this assessment focused on providing youth with competencies that aimed to enable individual agency; provide spaces where those competencies could be developed and practised; and create a receptive environment willing to embrace the newly created young force and actively engage with it. Shabab 2250 and Khitaab 2250 work to engage with youth, social activists and local authorities to empower them to be decision makers while spreading awareness of the prevalence of hate speech and fake news.

2.2 Theory of Change (Reconstructed)

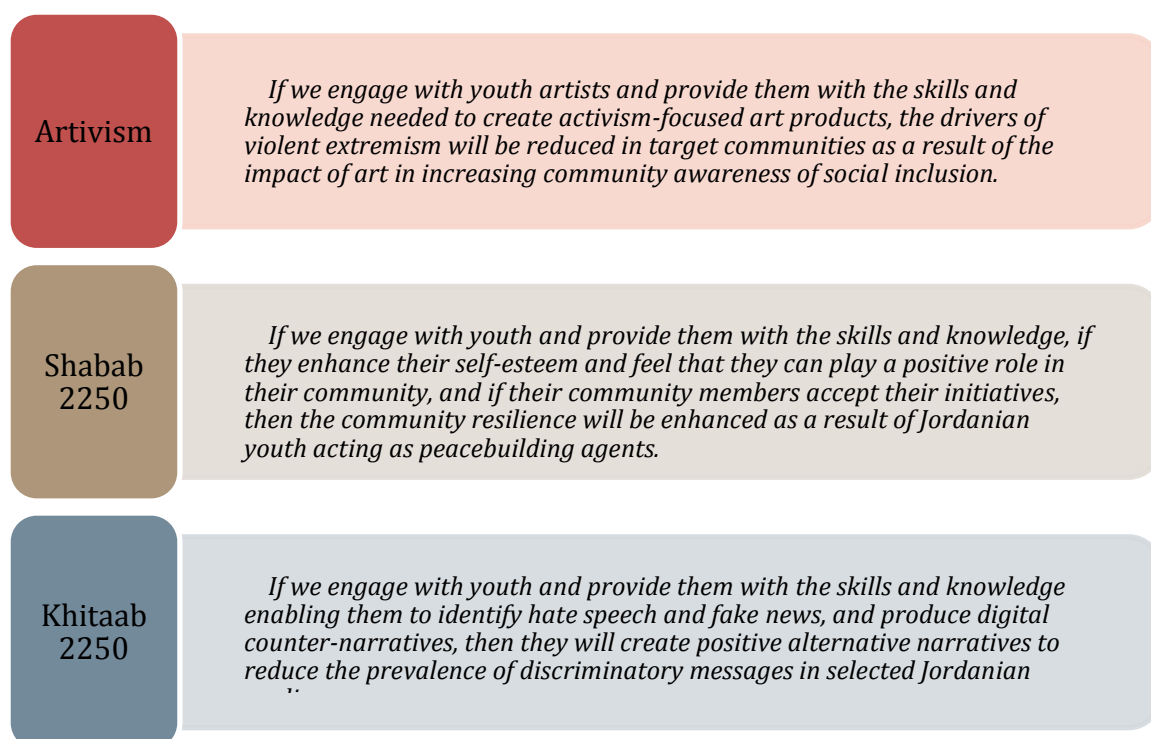
I-Dare’s theory of change rests on the belief that there was a need to strengthen community resilience in order to achieve positive sustainable peace and security. I-Dare believed that youth should be the driving force for positive change in society. Its vision was a world in which people created innovative solutions for sustainable development and to contribute to it, I-Dare was dedicated to fostering positive youth development (PYD) for sustainable change. I-Dare believed in youth as a catalyst for positive sustainable transformation.

It has identified three essential components to strengthen community resilience that could enable youth to take an active part in building sustainable peace. These include Agency, Space and Environment summarized in the figure below:

Figure 5: I-Dare's Theory of Change

Agency	Space	Environment
<p>Identified 15 key competencies to unleash youth agency clustered in 6 categories</p> <p>Includes connections, confidence, character, contribution, competence and</p>	<p>provide a meaningful space for youth to be able to develop their skills through the creation of spaces and resources necessary for the positive transformation. could be virtual or physical</p>	<p>the need for holistic macro environment to create positive sustainable transformation</p>

Like many CSOs and other development actors, I-Dare did not have an articulated Theory of Change and Indicators for the three selected projects. The instructions provided by the Toolkit allowed to successfully reconstruct these for each evaluated project, which then served as a benchmark against which the achievements were measured. These are summarized in the figure below:



2.3 Description of Selected Projects

Project	Description	Output	Direct Right Holders (Beneficiaries)
Artivism: Art for Social Cohesion Aug '16 - Feb '17	The Artivism project engaged youth artists (ages 18 to 30) residing in Amman and Irbid governorates. Selected artists received a three-month mentorship programme, where they were divided into groups and guided in the development of five different art-driven “social actions.” These social actions focused on a range of themes including youth participation in decision-making, women’s rights, minority rights, and mitigation of hate speech.	13-minute short film; three original songs; one children’s storytelling performance; and a photojournalism series.	25
Shabab 2250 Feb'17-Jun'18	This project aimed to promote community resilience by engaging youth from across Jordan as active participants in local governance processes. It was aligned with the recommendations of UN Resolution 2250, including the need to increase youth participation in decision-making at local, national, regional, and international levels. Shabab 2250 provided the participants with technical training and mentorship on translating the UNSCR 2250 from a youth perspective and developing a set of recommendations on how to have youth take meaningful part in building sustainable peace in their respective communities. A total of 21 initiatives implemented during the project reached 3,448 community members across Jordan.	The establishment of a national youth advisory committee, youth consultation committees with local school boards, two theatrical plays, six public “art days”, and the creating of a recommendation paper for enhanced youth engagement in Jordanian governance initiatives.	84
Khitaab 2250: Media to Prevent VE and Build an Alternative Narrative '17-present	The goal of this pilot project was to prevent “hate speech” in online media. Youth from across the country were trained in methods for preventing hate speech through raising awareness.	100 pieces of media preventing a range of hate speech	20

Chapter 3: Methodology & Implementation Process

Given its unique nature, this assessment applied a combination of traditional and non-traditional methods of data collection and analysis. As I-Dare's projects had already finished at the time of this assessment, an ex-post project experimental design was used.

3.1 Assessment Framework, Approach and Research Questions

The research team used the OECD/DAC evaluation criteria as well as the UNDP and International Alert PVE toolkit to guide the framework of the assessment.⁸ A qualitative and participatory approach was used to collect and collate data. The following research questions led the pathways to the design of the assessment:

Table 2. The OECD/DAC evaluation framework

Criteria	PVE Relevance	Guiding Question
Relevance	To context, conflict drivers, and PVE questions	Did the approach/programme address violent extremism drivers and priorities related to PVE?
Adaptability	To changing PVE contexts and emerging evidence	To what extent did the programme adapt to the changing context and shifting priorities?
Effectiveness	In terms of PVE objectives	To what extent were PVE objectives achieved?
Impact	In terms of desired impact and undesired consequences	Were the anticipated PVE results and outcomes achieved, and were there any unintended or negative consequences?
Learning (adapted from sustainability)	Applicable lessons from projects that can inform future PVE practice	Have the PVE results lasted over time? What can be applied from these programmes to future PVE programming?

⁸ UNDP (2018). *Toolkit: Improving the impact of preventing violent extremism programming*. [online] UNDP. Available at: https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/oslo_governance_centre/improving-the-impact-of-preventing-violent-extremism-programming.html [Accessed 24 Jun. 2019].

3.2 Data Collection Methodology

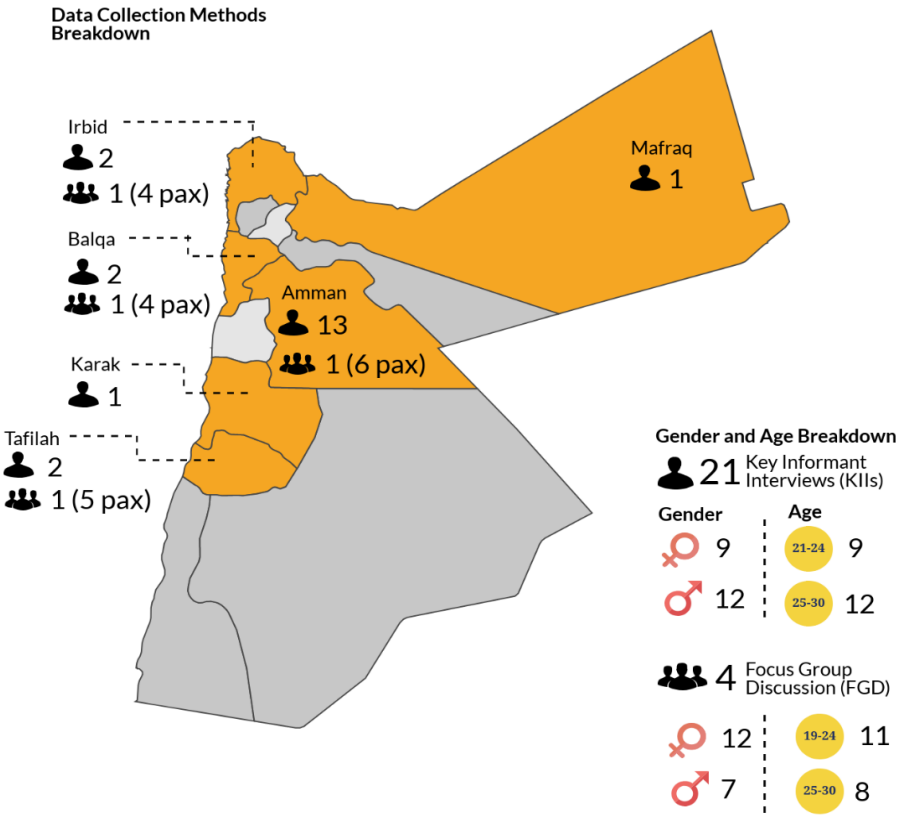


Figure SEQ Figure * ARABIC 6. Breakdown of data collection methods and the respondents' profile

The ex-post evaluation design of the assessment involved interviews with I-Dare participants, considered as the treatment group and focus group discussions with other community members who were selected based on socio-demographic similarity to the treatment group and were considered as a control group. Similar questions were asked with both groups and their responses were compared to determine whether attitudes among the treatment group varied from those identified in the control group.

Qualitative methods used during this evaluation entailed **Key Informant Interviews (KIIs)** and **Focus Group Discussions (FGDs)**. A total of 21 KIIs with project participants and four FGDs with 19 other stakeholders were conducted over a period of one week in January 2019 from across six governorates of Jordan. The map below presents the data collection method and gender breakdown per location. Prior to the data collection, the research team also undertook a desk review of background literature on violent extremism in Jordan and its prevention, and an analysis of available project documents provided by I-Dare. The research team adopted a snowball approach to sampling, meaning that project beneficiaries (right holders) whose contact details remained with I-Dare were asked to invite other project participants with whom they remained in contact. Those identified were screened to confirm their engagement in the project and then interviewed. Other community members were identified in coordination with I-Dare staff and local community-based organizations.

3.3 Limitations

Recall bias: while recall techniques employed in this assessment compensated for the scarcity of available M&E data, they invited a possible bias. Memories of past events may have been incomplete or inaccurate in the respondents' mind or distorted by events occurring after the studied event/workshop finished. To partially mitigate this risk, the research team designed clear and straightforward questions

and gave the respondents sufficient time to recall their memories. Also, prompting questions were helpful in understanding their experience in depth.

Sample group: the sample is not representative of the Jordanian population at the governorate or national level, nor is it representative of gender at those levels.

Ex-post project experimental design: the findings obtained through this method lack the research rigour and validity and serve as a source of anecdotal evidence only. While they are useful to test hypothesis on the level of project impact, they don't provide definitive evidence on the occurrence of social change or the lack of such.

The Respondents' Bias: questions on sensitive topics like violent extremism or community dynamic may encourage the respondents to conceal their real opinions if they think that they can be judged based on their responses. To mitigate this risk and to allow the participants to feel more comfortable, the undertaken interviews were conducted to ensure anonymity and non-attribution. However, the risk of the respondents' bias could not be eliminated.

Chapter 4: I-Dare Comparative Findings

This chapter provides findings from a comparative analysis of the approaches taken to PVE by these three projects, in the context of Jordan as discussed in the Introduction to Chapter 1. The relevance, effectiveness, impact and sustainability of these approaches is discussed through the prism of the activities of the projects and their intended and unintended consequences.

4.1 Relevance of I-Dare’s PVE Approaches

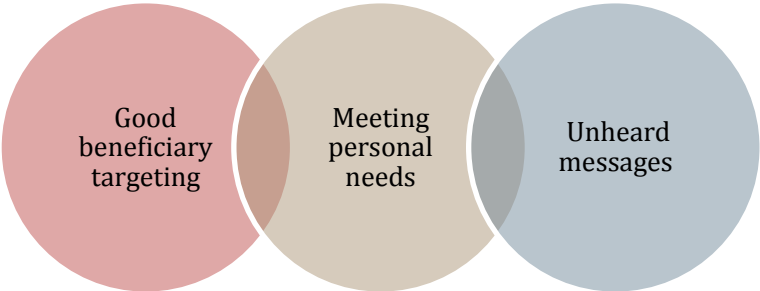


Figure 7 Three key findings in the area of programme relevance

Within the context outlined in Chapter 1, findings indicate that all three projects were highly relevant as a response to the evolving character of violent extremism in Jordan. Through workshops and trainings, I-Dare’s projects addressed political and social disenfranchisement of young people that boosted their competencies and provided them with the opportunity to ‘learn by doing,’ which was an especially relevant modality tailored to the needs of youth. This long-term approach that encompassed a number of learning and self-development activities also entailed learning new competencies, making friends with other participants who came from many walks of life, and, as was the case in the project fostering political engagement, allowing youth to become temporary decision-makers.

Two projects, in which the participants engaged in the creation of digital media content bore the most relevance to preventing violent narratives online as acknowledged by multiple I-Dare respondents.

The majority of them thought that media drove youth towards hateful or extreme viewpoints, with TV and social media considered key dissemination channels for hateful messages. Art, TV and videos in specific, were believed to have the power to change people’s attitudes in life in general. It is worth noting that while the respondents felt that the programme was relevant to their individual needs, they thought that some components could be better tailored to the local context and their own expectations such as the

THE ROLE OF ART

20/21

respondents thought that art (TV, music, plays) can cause change in people's attitudes

6/21

respondents thought that visual art helps expressing complex ideas to all types of audience

desire for their digital messages to be heard and acknowledged by the people from outside the programme. For example, theatrical plays used by one of the initiatives could be replaced by other means or produced in a more professional manner, which would allow the local community to easily connect with them. Also, limited outreach of media content produced during the programme bred discontent among the right holders (beneficiaries) as they felt that their messages were "unheard." This indicates that while I-Dare's programmatic areas remained relevant to identified priorities, the modality of individual activities listed above have the potential to be tailored further to their local context in future phases.

THE ROLE OF MEDIA

19/21

respondents thought that media drive youth towards hateful or violent viewpoints

14/21

respondents thought that social media, in specific, drive youth towards hateful or violent viewpoints



8/21

respondents thought that TV, in specific, drive youth towards hateful or violent viewpoints



4.2 Effectiveness of I Dare’s Approaches to PVE

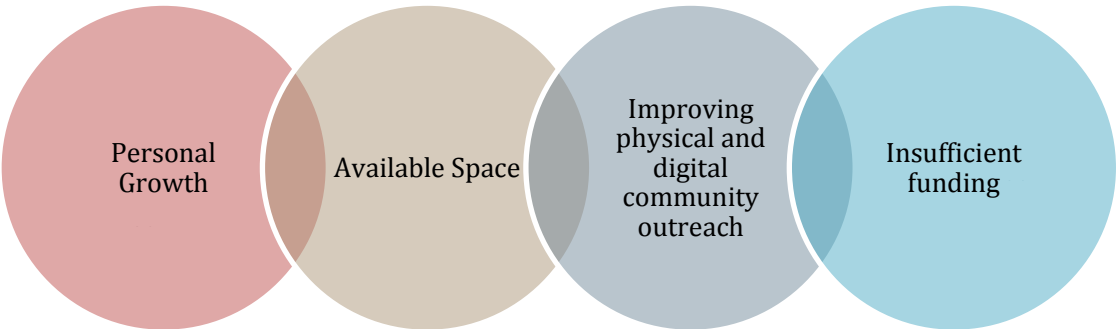


Figure 10. Four key findings in the area of programme effectiveness

According to the respondents, all assessed initiatives performed very well when equipping youth with new competencies, and as such, effectively unleashed youth agency. Most interviewees experienced personal growth in the form of learning new soft and hard skills and being able to better understand people (emotional intelligence).

“There are terms I learned that were strange or new to me. I also learned that I was [practising violence] when I didn’t think I was, especially in Facebook posts. I used words such as ‘old maid’ [to describe a woman], which judge and stigmatize, and after the training, I learned to delete such phrases from my vocabulary. But I also learned that instead of attacking somebody and trying to convince them about using a word, I should instead listen to everybody without bias.” – male participant, 27 years, Amman

Facilitated thematic discussions around different topics such as stereotypes, identity and concepts, among many, love and hate, were considered to be some of the most useful activities across all interventions by participants. Overall, respondents also appreciated the opportunity to learn about other people’s viewpoints and to benefit from educational sessions in, among many, organizing shows, content creation and communications.

In line with its theory of change, I-Dare succeeded in providing the participants with a temporary space to learn and practice new competencies. The project focused on online narratives, this space also encompassed a digital platform serving as a dissemination channel for the media content produced by engaged youth. Interviewees thought that limited funding and scarce human resources, issues commonly faced by CSOs, affected the projects’ effectiveness in achieving long-lasting impact on the external environment.

The effectiveness of community outreach and dissemination were also suggested as areas for improvement. Although theatre performances were on average attended by an estimated 50 to 150 persons, most of the audience were “walk-ups” who saw the play being performed with little background context. A few participants suggested that more guidance could have been given around promoting events. Similarly, even though participants described their engagement with I-Dare media platform as mostly positive, they were unsure of the extent to which the produced content was shared beyond participants’ general sphere of online contacts.

4.3 Impact

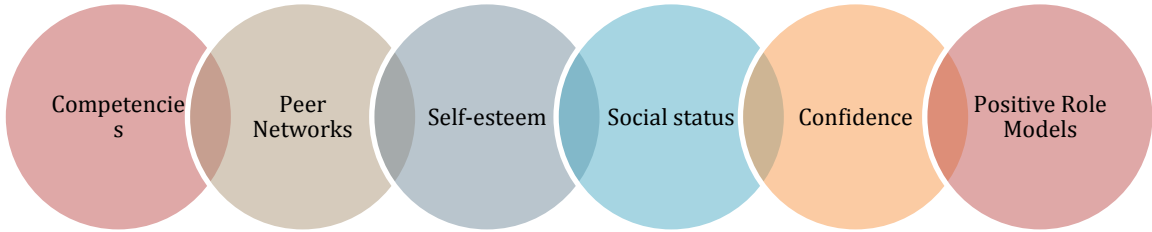


Figure 11. Six key findings in the area of programme impact

I-Dare’s theory of change was grounded in the belief that increased competencies and attributes such as connections, confidence, caring, contribution, character and competence would enable youth agency. This proved to be well justified. The direct transfer of competencies accounted for a small percentage of the impact, both envisaged and wished for, that I-Dare had on individual participants. The programme succeeded in boosting participants’ confidence, improving their self-esteem and status in society. A young woman stated that her participation in one of the projects resulted in her parents allowing her more freedom of movement and self-determination, as they understood that she must have a level of independence to conduct her work.

While the youth was provided with safe physical and/or digital spaces to learn and practice competencies, the effect on the external environment remained limited, partially because of the reasons described in the section on programme effectiveness.

4.4 Sustainability (Learning)

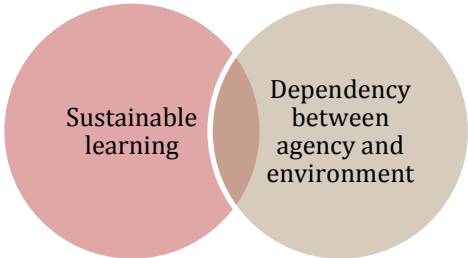


Figure 12. Two key findings in the area of sustainability (learning)

A change in attitudes and the ability to question the conventional narratives about existing stereotypes, formed as a result of newly acquired competencies and knowledge, are among the most significant long-lasting effects that the three projects had on their participants. This learning has been well documented in previous sections.

Based on the assumption that lack of receptive environment and low external interest in developed initiatives may discourage young participants from continuing their efforts, the research team believes that the sustainability of youth agency directly depends on the external environment as a key but not the only factor of success. Thus, these two concepts are discussed jointly.

Although multiple respondents felt the desire to engage in similar activities after the project finished, many also shared their discontent with the limited reach of their products. Some felt “unheard” or thought that because of the short duration, the project didn’t have a long-lasting impact on their communities. Few, who believed that the social transformation occurred, did so because they succeeded in extending their personal influence onto the people they knew.

I influenced my cousin who was against marrying a working woman. Now, he got engaged to a university student and he wants her to work! Previously, he was against it because of the common opinion in our community, which says that such a woman will fall behind with her responsibilities such as cooking. I influenced him by discussing with him one-on-one or through family gatherings. Some supported the idea, and some were against it. – male participant, 25 years, Amman

One participant also stated:

People accepted the project, but it takes more time for people to comprehend – female participant, 30 years, Tafilah

Across all projects, the respondents acknowledged that they managed to send their message but were unsure whether it was ever received. This was particularly true for those producing digital content disseminated through the existing online platform. It is likely that the lack of feedback on individual efforts and underdeveloped community/media outreach strategy will jeopardize the sustainability of the impact of all projects on both agency and environment components. This could pose a risk, as evidence has shown that increased sense of agency without increased opportunities may increase, rather than decrease, frustration.⁹

4.5. Conclusion

On the programmatic level, the key takeaway is positive impact on youth agency that the programme achieved in a very short period of time. Not only have the young people learnt new competencies, but they also developed strong networks with other peers participating in the programme, boosted their self-confidence and gained new role models in the form of I-Dare mentors. In light of these achievements, the lack of an exit strategy that helps the participants to find channels to express themselves and continue practicing those newly acquired competencies after the programme end remains a threat to future sustainability. From the M&E perspective, this exercise demonstrated that recall techniques can be effectively used, when accounted for their limitations, to collect information about the programme impact retroactively. The employed techniques exposed the importance of conducting baseline assessment and risk analysis at the onset of the programme, as well as the necessity of continuous monitoring of the identified threats. Lastly, the assessment generated insights on the effectiveness and limitations of methods and tools employed throughout the evaluation such as the capacity of open-ended questions to capture unintended programme impact or the efficacy of snowballing sampling approach in the light of unavailability of beneficiary contact details. Those and other findings from the assessment are discussed in greater detail in the next chapter.

⁹ International Alert, POLICY BRIEF: DECEMBER 2018, Making PVE programmes work, Rethinking approaches to the prevention of violent extremism, in Lebanon, 2018

Chapter 5: Assessment Findings

The findings and learning presented in this section draw on the programme outcomes as identified and described in the previous chapter offering more insight into those of them, which are regarded as valuable to PVE practitioners. Collected results focus on two broad areas - a) Programmatically speaking, the design of the programme and its impact on broader PVE outcomes and b) Findings on designing and undertaking M&E for PVE projects. Based on the key themes that surfaced following the analysis, the results have been organized into four components outlined below, which serve as a framework to facilitate navigating through this Chapter. At the programmatic level, Component I outlines findings generated by I-Dare on the design of PVE interventions. The role of programme modality in achieving an impact on individuals is discussed in Component II. At M&E level, Component III depicts the effectiveness and limitations of employed methodology and its role in obtaining the findings outlined in Chapter 4. Lastly, Component IV delves into similar insights generated from the execution of the employed methodology in the field.

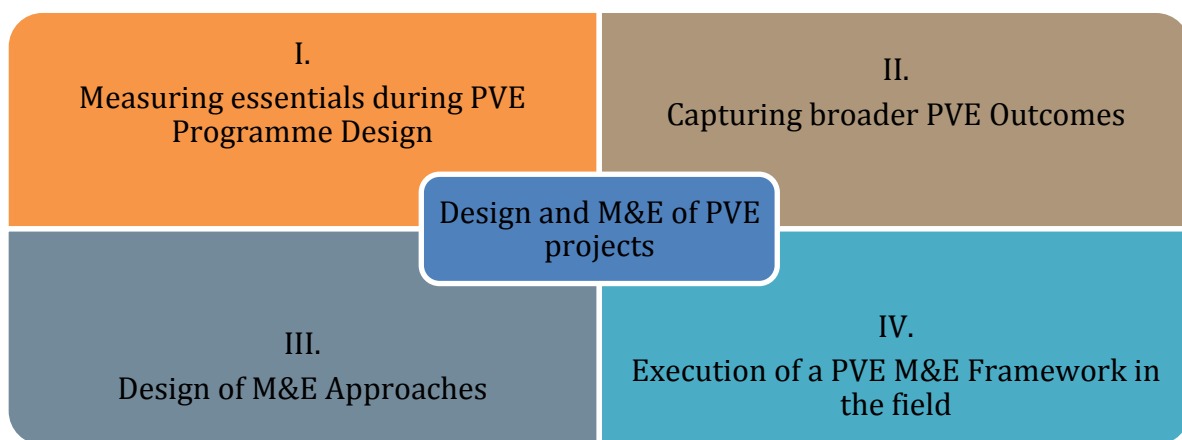


Figure 13. The findings and learning framework

5.1 Measuring Essentials During PVE Programme Design

This section presents findings and learning with regards to components that should be incorporated at the onset of PVE programme design such as baseline assessment, risk analysis and monitoring, conflict sensitivity or exit strategy. It also offers advice on how to incorporate these elements at later stages of PVE programming. The figure below presents the main findings discussed in this chapter.

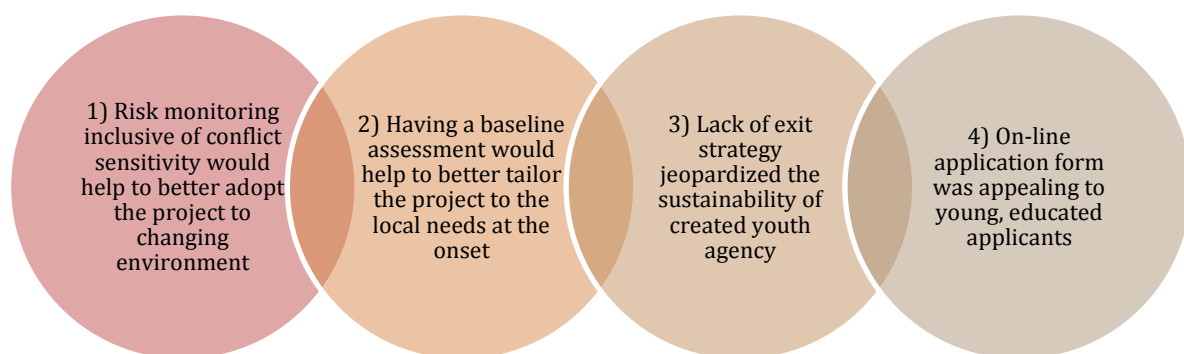


Figure 14. Four key findings on measuring essentials during PVE programme design

FINDING 1 | Risk monitoring inclusive of conflict sensitivity would help to better adapt the project to the changing environment

Based on respondent feedback, the research team identified internal and external risks faced by I-Dare projects during the implementation phase. The internal threats entailed the participants' discontent and frustration, stemming from firstly, a lack of external feedback on produced content as described in Chapter 4, and, secondly, a mismatch of individual expectations and project reality reported across the three initiatives. The latter involved a female participant who felt that her role was limited to writing articles even though she wished to be part of a dialogue with authorities, and multiple respondents across the three projects who felt that peers participating in the programme were less engaged than they expected. An external risk identified during the assessment included an instance of increased tension between a participant and his community following an attempt to implement community activities, which resulted in the deterioration of their mutual relationship, as described by the participant below.

I took a "We love to read" course which implies to implement the initiative in your community following the training, whereby you gather children and read stories to them with the aim of improving and changing the way these children think, in terms of how to transform dirty streets to clean streets or how to start planting trees among other ideas. (...) I asked him [the sheikh] his permission to gather the students in the mosque as our work complies with Islamic morality. However, his response was: "I hope God guides you, these are alien ideas, you are introducing non-existent things, Quran is what encourages morals, otherwise they are wrong". I had to keep quiet, as my father and siblings were present. The initiative stopped because I was faced by his rejection from the beginning, it is impossible to go back to him or even to pray in the mosque. I don't pray there anymore as there is a barrier between me, the sheikh and this place that doesn't accept my way of thinking. – male participant, 25 years, Amman

In instances like these, it can be important for staff to recognise potentially harmful consequences of their programme and assess ways to mitigate, or at least be aware of, rising tensions.

FINDING 2 | Having a baseline assessment would help to better tailor the project to the local needs at its onset

While I-Dare initiatives were very relevant to the local context, as described in Chapter 4, a baseline assessment conducted at the onset of each intervention would allow tweaking individual components to maximize their impact and effectiveness. This was particularly true for activities such as theatrical plays or songs, which the respondents regarded as the least effective. Interviewees brought up other issues facing youth in Jordan including unemployment, economic difficulties, corruption, nepotism and lack of opportunities, which were also likely to affect the sustainability of the undertaken intervention. One participant mentioned that:

Violence and hatred are not the people's priorities, but people are hungry, and they spread violence because they are under a lot of pressure. (...)there should be some return for the people. Even if it's a small project, it should at least have a material return or an emotional one, or a job position or anything to benefit the people in a direct way – male participant, 24 years, Amman

The quote above is indicative of the fact that communities may have different priorities than those identified by the programme when it is first designed. These need to be captured and to the extent possible addressed, even if through referral services.

FINDING 3 | Lack of exit strategy jeopardized the sustainability of created youth agency

Issues regarding sustainability have been broadly described in the previous chapter. The research team regarded discontinuation of short project activities as an immediate obstacle to achieving greater

sustainability of the youth agency created as a result of the programme. An exit strategy seemed like a solution that could mitigate this risk in the long-term.

FINDING 4 | The online application form was appealing to young, educated Jordanians

In the case of Khitaab 2250, an I-Dare project, the adoption of the online application form as a beneficiary selection tool attracted more educated and perhaps tech-savvy Jordanians. Overall, 55% of received applications were from females. 74% of the candidates graduated from the university, 14% completed their college degree, 9% completed high school and 3% completed secondary education. Based on the results outlined above, it is estimated that the project reached about 1/3 of Jordanian youth given that between 2009 and 2018 between 32 and 46% of Jordanians were enrolled in tertiary education.¹⁰

The findings outlined above draw attention to the importance of conducting thorough assessments at the onset of the programme and continuous monitoring of risks to take mitigating measures and avoid or minimize negative consequences.¹¹

While the projects cannot address all identified issues, they can have a referral system in place to complement their activities, linking people to other ongoing initiatives in the area that address concerns not tackled by one project. In this way, accountability towards the affected population increases as people feel that their needs are heard and acted upon. Moreover, short PVE programmes require an exit strategy to ensure that the seeds of social change sown during the project activities have time to sprout and develop in the future. Considering limited means, coming up with strategies to incorporate programme efforts into ongoing grass-roots initiatives is key.

5.2 Capturing Broader PVE Outcomes

I-Dare owes its positive impact on individual participants, as described in the section on impact in Chapter 4, to its focus on participatory workshops, the learning by doing approach that allowed the youth to become active catalysts of change in their communities, and the provision of skilful mentors guiding young throughout the programmes. The most important outcomes achieved by I-Dare that contribute to broader PVE objectives have been summarized in the below figure.

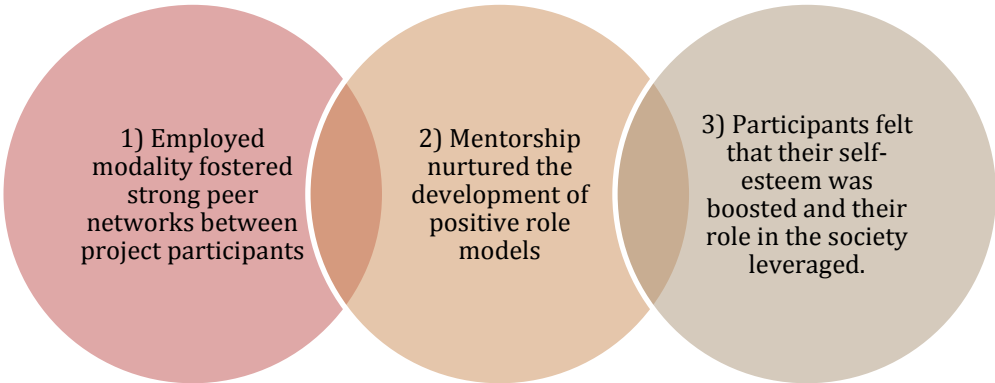


Figure 15. Three key findings on broader PVE outcomes

Finding 1 | Employed modality fostered strong peer networks between project participants

The respondents regarded newly established peer networks and the possibility to interact with other Jordanians during the activities as one of the most important takeaways from their participation in the project. The interactions involved groups that sometimes had limited experience with one another, such

¹⁰ Ministry of Higher Education & Scientific Research. Govt. of Jordan., (2018). Statistics. [online] Available at: <http://www.mohe.gov.jo/en/pages/Statistics.aspx> [Accessed 24 Jun. 2019].

¹¹ Risk analysis and monitoring plan can also be reconstructed retrospectively following the guidance outlined in the PVE Toolkit. The Toolkit also provides guidance on what aspects of community dynamics should be considered when designing baseline studies.

as persons from upper-, middle-, and lower-class backgrounds, Christians and Muslims, and Palestinians, and Jordanians. One participant mentioned that

The most important thing for me was the friends I made. They supported me through tough times, in knowledge and benefit, I had many wrong conceptions, they corrected me and helped me. – male participant, 25 years, Amman

Having recognized the importance of social networks in radicalization described in Chapter 1, supportive and robust peer networks founded during the programme implementation may prove to be crucial in the future when counterbalancing the influence of extremist groups on individuals. Peers may become a support network for those individuals exposed to radical narratives.

FINDING 2 | Mentorship nurtured the development of positive role models

[My] teacher, I respect him, he influenced us a lot – male participant, 26 years, Balqa

The regard for mentors provided during the programme, grew out of admiration felt by the participating youth, and soon gave birth to positive role models. I-Dare mentors were mentioned as someone that young people looked up to along their parents, friends and public figures. Mentoring can provide a safe space to discuss sensitive issues related to knowledge, beliefs, attitudes and practices.

FINDING 3 | Participants felt that their self-esteem was boosted & their role in society leveraged

The most important thing I took away from the programme was how to be at peace with yourself and be satisfied with it. Knowing your capability and being able to succeed in any endeavour you know – female participant, 30 years, Tafila

The notion of self-esteem and social status seemed to be mutually reinforcing. Thanks to improved competencies, the participants felt greater confidence. This made them believe that they could achieve their goals and reflect more positively on themselves. At the same time, the respondents felt that the community also grew to appreciate them more. This regard originated mainly from the fact that youth was engaged in meaningful programme activities rather than spending unproductive time in the community, as described by one of the participants. Moreover, newly acquired competencies made the respondents seem more knowledgeable to the community members, thus, more in a position to give advice to others. One participant mentioned that:

For me, I experienced the most change, not only on the personal level but also at the community level. (...) People have been consulting me on certain things because I have experience and information. This is a kind of great self-satisfaction. - female participant, 30 years, Tafila

The actual relationship between self-esteem and social status has not been tested in the undertaken evaluation. However, it is likely that increased self-esteem translated into the participants' projecting an aura of self-confidence, which invited a positive reaction from the community members. This increased acceptance and admiration reinforced the higher perception of self-esteem.

5.3 The Design of M&E Frameworks for PVE

Drawing on the experience from the I-Dare assessment; this section delves into the findings on designing and implementing monitoring and evaluation frameworks for PVE projects. It briefly discusses those elements of the methods and tools used that allow for capturing quality data and the circumstances in which this occurred. This section aims to document only those findings that were regarded as valuable to the broader PVE community.

The findings and learning are divided into two main sections. Firstly, the M&E approach and questionnaire design covering aspects that should be incorporated in the M&E frameworks at the onset. The figure below presents the identified trends.

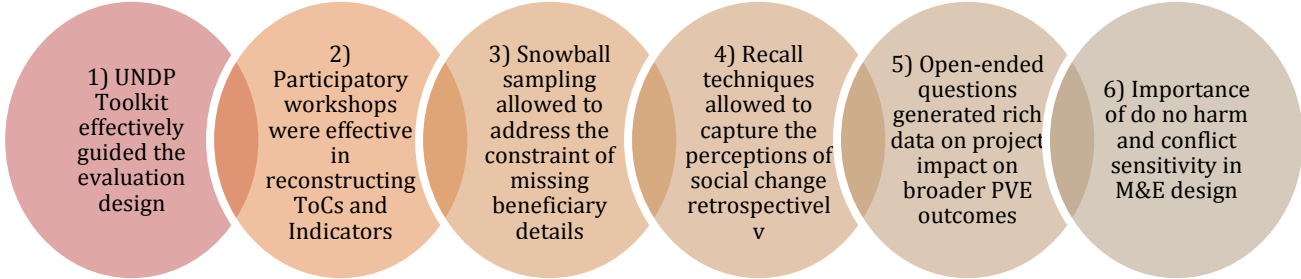


Figure 16. Six key findings on the design of M&E Frameworks for PVE

FINDING 1 | UNDP& IA Toolkit effectively guided the evaluation design

The PVE Toolkit formed the foundation of the monitoring approach and was used as a guide throughout the inception phase of this research.¹² The guidance was primarily drawn from *Chapter 3: Monitoring Strategy and Data Collection*, which focuses on strategies for designing and M&E planning, crafting data collection tools and methods, and identifying programmatic indicators. Overall, the Toolkit provided guidance on key universal building blocks that comprise every PVE intervention, such as baseline assessments, risk and context analysis, conflict sensitivity and gender dynamics. Those served as a reference in the analysis of how the existing programme design could be improved and are discussed in the Section PVE Programme Design.

FINDING 2 | Participatory workshops were effective in reconstructing ToCs and Indicators

The process encompassed consultations with both field and office staff. Initially, the project team was asked to describe the programme and discuss its intended outcomes. Following the reconstruction of ToCs, the project staff engaged in a similar process to reconstruct indicators. Annex 1 presents the reconstructed ToCs in detail.

FINDING 3 | Snowball sampling allowed to address the constraint of missing beneficiary details

As described in Chapter 3, this assessment used a snowball sampling approach as the evaluation commenced a year after two out of the three projects ended, which meant that beneficiary contact details were not easily available. This approach proved to be successful to address this obstacle. The connections that participants established during the programme, which thrived after its completion, allowed the research team to reach out to more project beneficiaries.

FINDING 4 | Recall techniques allowed to capture the perceptions of social change retrospectively

Very little M&E data collected throughout the project cycle was available for analysis to the research team. To address this constraint, the team employed recall techniques that succeeded in capturing the perceptions of social change, the experience of learning and participants’ opinions on the project. This approach accounted for the risk of recall bias assuming that memories of past events might have been incomplete or inaccurate in the respondents’ minds. It was assumed that past personal experiences might have been distorted by events occurring after the studied event/workshop finished. To partially mitigate this risk, questions aimed to be straightforward and simple. The respondents were given sufficient time

¹² UNDP (2018). *Toolkit: Improving the impact of preventing violent extremism programming*. [online] UNDP. Available at: https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/oslo_governance_centre/improving-the-impact-of-preventing-violent-extremism-programming.html [Accessed 24 Jun. 2019].

to recall their memories. Also, prompting questions were helpful in understanding their subjective experience in depth.

FINDING 5 | Open-end questions generated rich data on project impact on PVE outcomes

Looking backwards, open-ended questions inquiring about participants’ learning and their most valuable takeaways in the aftermath of the programme generated an abundance of data. These questions cast light on the uncharted waters of the broader PVE outcomes achieved by the project, which were not obvious to the research team initially. Moreover, this approach allowed to make the subjective experience of youth central to this research, which is important when considering that social change is a very individual process and thus, should be measured through the eyes of each participant. As such, open-ended questions allowed for the prioritization of the project impact as seen by individuals and generated rich data on the objective importance of peer networks and personal gains.

FINDING 6 | Do no harm and conflict sensitivity in M&E design

To capture sensitive perceptions of violence and gender, open-ended questions allowed the participants to decide about the level of detail that they felt comfortable sharing with interviewers. Do no harm meant also that the research team ensured that data of the respondents was protected. This involved training the interviewers in data protection rules and confidentiality and storing obtained information on safe servers protected by specialized software. More details on DNH and conflict sensitivity in the field has been provided in the next section.

5.4 Execution of Monitoring and Evaluation Framework in the Field

The second section of this chapter discusses the findings drawn from the execution of M&E in the field as summarized in the below figure.

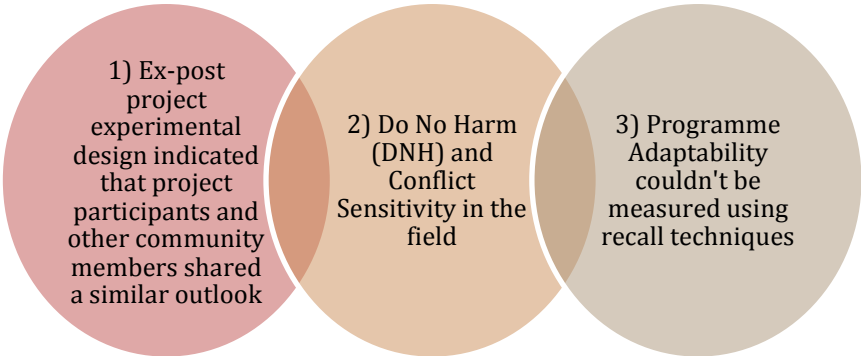


Figure 17. Three key findings on Execution of Monitoring and Evaluation Framework in the Field

FINDING 1 | A qualitatively tested counterfactual indicated that project participants and other community members shared a similar outlook

For the purpose of this assessment, four FGDs were held with youth who have never directly participated in I-Dare activities but lived in the communities targeted by the programme. When asked to describe a range of general aspects of their community, both project participants and FGD members with no I-Dare association had the same general outlooks on the future and perceptions of foreign organizations. These similar perspectives are not indicative of lack of impact by programmes, but instead, suggest that changes engendered by I-Dare are generally at the personal level of participants. Its impact on environment, mainly in shifting the outlook and perspectives of those who did not participate in the projects was either imperceptible or non-measurable. Typically, such experimental design should be incorporated in the M&E framework at the project onset and follow rigorous research principles. In this case assessment, the comparative design allowed the team to produce anecdotal evidence only. Following identification of former project participants (treatment group), a control group was identified based on similar socio-

demographic characteristics including age group and location. Both groups were interviewed using similar questionnaires allowing for comparison of findings.

Finding 2 | Do No Harm (DNH) and Conflict Sensitivity in the field

In the execution stage, conflict sensitivity and DNH mainly entailed adapting the implementation of developed M&E framework to the local context. This included taking gender-sensitive measures in the form of deploying female staff or a gender-mixed team to interview female participants to let them speak freely about their experiences. Moreover, each data collection exercise commenced from the explanation of its purpose and how data would be used. The participants were ensured that their data was safe and they were asked for consent to proceed. Respondents were provided with contact details of the lead researcher to give them the opportunity to raise any concerns and positive or negative feedback. This ensured high accountability towards the affected population (AAP).

To adapt to the changing programme environment and in compliance with the conflict sensitivity measures, data encoders were instructed to take notes on the participants' reaction to questions to flag any concerns or issues with the developed questionnaire. By the end of the assessment, the research team received no negative feedback from the participants nor any corrective action on data collection tools or methods was required.

Learning

The relevance of the PVE Toolkit: While PVE projects should aim to have a solid programmatic foundation in the form of clearly articulated ToCs, progress and impact indicators as well as a record of monitoring data collected throughout the implementation stage, this assessment proved that an effective evaluation can also be undertaken when those documents are not available. The PVE Toolkit demonstrated its usefulness not only as a guidance tool for designing PVE projects and their M&E but also as an aid when reconstructing the missing assumptions and data of those programmes.¹³

The effectiveness of open-ended questions and measuring impact on personal level: Broader learning can be drawn from open-ended questions that uncovered how the programme affected other PVE outcomes. Considering that strengthened peer networks, improved self-esteem and social status, as well as the development of positive role models, are all regarded as desired and very important results, it is advisable to intentionally cover those topics when designing M&E tools.

Specifically, peer networks may be assessed by the notion of participants' relationships with their friends and acquaintances and measured through objective proxies. Questions may include topics such as the frequency and quality of youths' participation in social clubs, belonging to various peer networks or the presence of friends who can provide support in difficult times. Open-ended questions about who the role models were for the youth participating in I-Dare projects allowed to unearth the importance of mentorship.

As for self-esteem, it can be measured in the participants' perceptions of oneself or their opinion on how they are perceived by family, friends and their community. Measuring social marginalization is not straightforward as it consists of a range of topics, including those described above such as peer networks, self-esteem or participation in community activities. One way of developing relevant questions is to facilitate participatory workshop with youth to understand their perceptions of inclusion and exclusion. This approach ensures that the proposed metrics are relevant and context specific.

¹³ UNDP and International Alert (2018). *Toolkit: Improving the impact of preventing violent extremism programming*. [online]UNDP.Availableat: https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/oslo_governance_centre/improving-the-impact-of-preventing-violent-extremism-programming.html [Accessed 24 Jun. 2019].

Chapter 6: Recommendations

The recommendations presented in this chapter reflect best practices as drawn from the learning on M&E for PVE discussed throughout this report. These recommendations are primarily addressed to organisations implementing PVE projects and M&E practitioners that are assessing PVE-related projects. Presented suggestions are clustered as per similar categories used when discussing the findings from I-Dare assessment.

6.1 On PVE Programme Design

1. If a baseline assessment has not been conducted at the programme onset, it should be carried out at a later stage. This provides the opportunity to adapt the activities to achieve better impact. Guidance on this can be found in the PVE Toolkit.¹⁴
2. Risk analysis and monitoring plan could be reconstructed at any stage of the project implementation if not incorporated at the start. Guidance on this can be found in the PVE Toolkit.¹⁵
3. Risks should be regularly monitored throughout the project implementation to address any internal or external risks. Guidance on this can be found in the PVE Toolkit.¹⁶
4. Exit strategy should be designed into the programme at its start with an intention to increase its sustainability. Possible solutions can involve connecting the project participants with existing grass-roots initiatives that provide them with the opportunity to continue their endeavours and practice their skills after the project ended.
5. Identifying relevant indicators to measure the feedback of external actors and indirect beneficiaries may provide the project participants with information on the acceptance and satisfaction with their products, and thus, reduce the feeling of one's messages and voice being unheard.

6.2 On Capturing Broader PVE Outcomes

1. PVE programmes should prioritize the participatory modality and the learning by doing approach to empower their participants.
2. Skilled mentorship, given that it provides a safe space to discuss sensitive topics, should be incorporated into PVE programmes to foster the creation of positive role models.
3. PVE programmes should provide the opportunities that encourage forming peer networks between their participants, which can strengthen individuals' resilience.
4. The effectiveness of a modality, in which the participants learn new competencies and then are provided with space and guidance on how to practice them should be further investigated as a strategy to increase the likelihood of boosting one's self-esteem and confidence.

6.3 On the Design of a Monitoring and Evaluation Approach

1. The PVE toolkit should be used as a guidance tool not only when designing PVE projects and their M&E frameworks but also when reconstructing at the later stage of programming elements such as baseline assessments, risk analysis, conflict and gender dynamic analysis, theories of change or programme indicators.¹⁷

¹⁴ UNDP (2018). *Toolkit: Improving the impact of preventing violent extremism programming*. [online] UNDP. Available at: https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/oslo_governance_centre/improving-the-impact-of-preventing-violent-extremism-programming.html [Accessed 24 Jun. 2019].

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

2. Snowball sampling could be used where only limited contact details of beneficiaries are available.
3. Open-ended questions should be prioritized to compensate for a small sample size of the respondents and to cast light on relevant topics that may not have been accounted for by the researchers.
4. Do no harm approach should be mainstreamed in the project design by conducting an analysis of the local context and the programme; and by taking into consideration the sensitivity of PVE as a topic when designing questionnaires.
5. Tools should be administered with regards to high data protection standards and respondent consent and comfort, especially on PVE subjects that tend to be sensitive like local conflict dynamics and gender roles.

6.4 Execution of Monitoring and Evaluation Framework in the Field

1. A carefully administered reconstructed counterfactual design could be used to generate additional information in case a sample size is limited. When findings are compared with the control group, this approach can generate anecdotal evidence on the level of change that have or have not occurred. However, due care must be taken in qualifying the findings that are being highlighted, especially if the counterfactual is only measured through qualitative means.
2. Do no harm approach should be mainstreamed in the field by taking into consideration gender sensitivity measures such as employing female or mixed gender teams to interview females, being guided by local researchers and contacts who are trusted by young people and community members, or conducting interviews in public, safe and familiar places.
3. Context and participants' reaction to M&E tools and methods should be monitored, and if needed the framework should be adapted to better match the local context.

Annex 1 – Theories of Change

EXAMPLE 1: I-DARE'S PROGRAMME

I-Dare's theory of change rests on the belief that there was a need to strengthen community resilience in order to achieve positive sustainable peace and security. I-Dare believed that youth should be the driving force for positive change in society. Its vision was a world in which people created innovative solutions for sustainable development and to contribute to it, I-Dare was dedicated to fostering positive youth development (PYD) for sustainable change. I-Dare believed in youth as the catalyst for positive sustainable transformation.

It has identified three essential components to strengthen community resilience that could enable youth to take an active part in building sustainable peace. These included Agency, Space and Environment summarized in the figure below:

Component 1 - Agency

I-Dare has identified 15 key competencies to unleash youth agency as shown in the figure above. These 15 competencies were clustered under six categories including:

1. **Connections:** supporting a young person in creating and in nurturing their own connections with themselves, peers, family, and community.
2. **Confidence:** nurturing and enabling means for young people to be able to strengthen and unleash their confidence. In addition to having mechanisms for reconnecting with what boost their self-confidence. Part of that would be the youth agency.
3. **Character:** supporting a young person to be able to identify, relate and manifest their own values and what gives meaning to their life. Part of that would be intellectual autonomy.
4. **Contribution:** having meaningful engagement and active involvement and participation in life spheres; at the community, personal and professional levels.
5. **Competence:** developing and acquiring competencies as something vital in youth work and part of the attitude and the mindset of having a life-long learning approach.
6. **Caring:** working on the emotional intelligence part of the youth, this involved aspects related to compassion, empathy, and emotional wellbeing. In order to acquire and develop these competencies, three dimensions needed to be developed – attitude, skills and knowledge.

Component 2 - Space

The second component was to provide a meaningful space for youth to be able to develop their skills through the creation of spaces and resources necessary for the positive transformation. These spaces could be virtual or physical, both of which I-Dare aimed to establish with its projects.

Component 3 - Environment

The third component was a holistic environment. I-Dare laid emphasis on the need for holistic macro environment to create positive sustainable transformation. Through this theory of change, I-Dare has implemented three projects that were the subject of this assessment – Artivism, Shabab 2250 and Khitaab 2250.

EXAMPLE 2: ARTIVISM

The Artivism project engaged a total of 25 youth artists (ages 18 to 30) residing in Amman and Irbid governorates. Selected artists were enrolled in a three-month mentorship programme, where they were divided into groups and guided in the development of five different art-driven “social actions”. The ultimate purpose of their artistic endeavors was to promote social cohesion, the specific aspects of which were chosen by participants. Ultimately, the following five products were created by the artists:

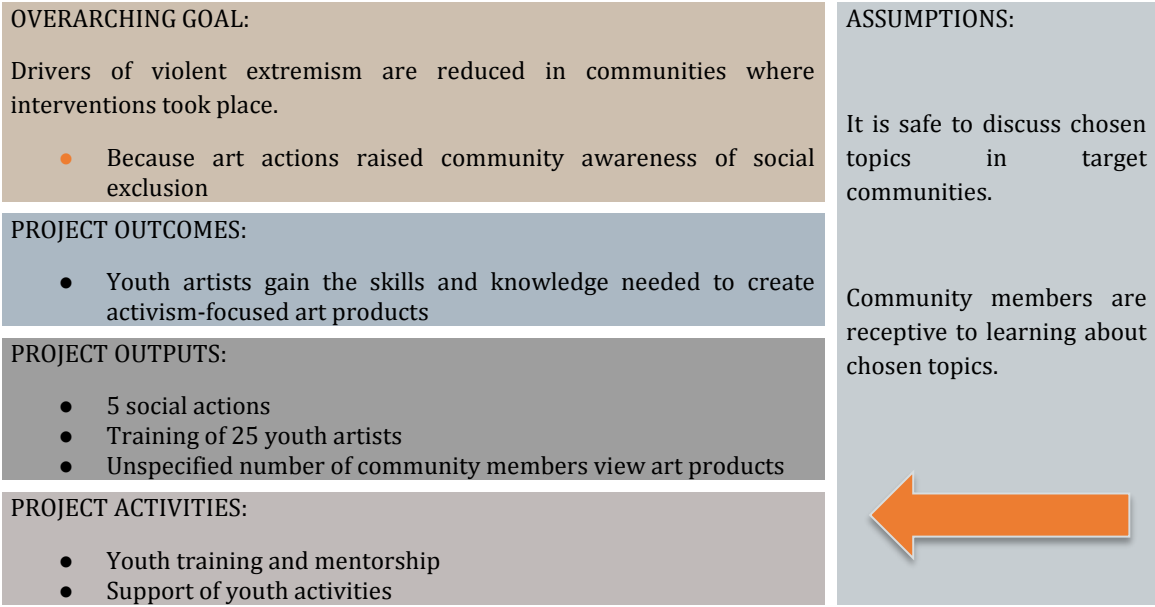
1. A 13-minute short film;
2. Three original songs;
3. One children’s storytelling performance;
4. A photojournalism series; and,
5. A theatre performance.

The subjects of these artistic endeavors varied and included topics such as youth engagement, women’s rights, minority rights, and mitigating hateful speech.

Unlike two other projects, Shabab and Khitaab 2250, which enrolled participants from across Jordan, Artivism recruited artists from only Amman and Irbid. The selection of artists from these two locations appeared to have contributed in creating a close-knit group of alumni, all of which claimed to have experienced personal growth as a result of the project.

ToC: If we engage with youth artists and provide them with the skills and knowledge needed to create activism-focused art products, the drivers of violent extremism will be reduced in target communities as a result of the impact of art in increasing community awareness of social inclusion.

Based on this, the following indicators were developed:



EXAMPLE 3: SHABAB 2250


The goal of this project was to promote community resilience by engaging youth as active participants in local governance processes. This action was in line with UN Resolution 2250, which called for increased youth participation in decision-making at local, national, regional, and international levels. The project engaged a total of 84 youth leaders residing in every governorate in Jordan. Project participants were provided with long-term mentoring as well as leadership training and technical capacity building. They were then supported in developing and carrying out local awareness-raising initiatives in their respective communities.

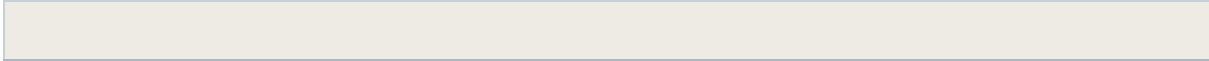
Ultimately, a total of 21 initiatives were developed, directly reaching 3,448 community members across the country. Initiatives included the establishment of a national youth advisory committee, youth consultation committees with local school boards, two theatrical plays, six public “art days”, and the drafting of a recommendation paper for enhanced youth engagement in Jordanian governance initiatives.

Overall, the Shabab 2250 project was the most directly relevant to international PVE initiatives, given its explicit focus on combating youth disenfranchisement by fostering political engagement and empowerment. The project also was highly effective in changing the personal outlooks of participants, as well as reaching a more targeted range of community stakeholders.

ToC: If we engage with youth and provide them with the skills and knowledge, if they enhance their self-esteem and feel that they can play a positive role in their community, and if their community members accept their initiatives, then the community resilience will be enhanced as a result of Jordanian youth acting as peacebuilding agents.

Based on this, the following indicators were developed:

Theory of Change	
<p>OVERARCHING GOAL:</p> <p>Jordanian youth are peacebuilding agents in their communities.</p> <ul style="list-style-type: none"> ● Because they feel engaged in community affairs; ● Because they believe they can make change in their communities; ● Because they have the skills and knowledge to affect change; and, ● Because these perceptions, skills, and knowledge are maintained over the long-term. 	<p>ASSUMPTIONS:</p> <p>Leaders at all levels (community, regional, national) are open and committed to engaging youth</p> <p>Youth take on initiatives on their own capacity after project closure</p> <p>Jordan continues to remain free of violent conflict</p> 
<p>PROJECT OUTCOMES:</p> <ul style="list-style-type: none"> ● Youth participants obtain skills and knowledge for community resilience; ● Youth participants experience a positive change in their views of themselves, their role in their communities, and their capacities to affect change; and, ● Youth participants and their initiatives are accepted by broader communities. 	
<p>PROJECT OUTPUTS:</p> <ul style="list-style-type: none"> ● 21 youth initiatives ● Training of 84 youth leaders 	
<p>PROJECT ACTIVITIES:</p> <ul style="list-style-type: none"> ● Youth training and mentorship ● Support of youth activities 	



EXAMPLE 4: KHITAAB 2250

This project built upon the success of a 2015 I-Dare initiative called “Love Speech”, which created a Facebook page and other online platforms for combating hate speech in Jordan, as well as a follow-on project called “Alternative Narratives or Khitaab 2250” that trained members of the media in tactics for countering anti-social speech. “Hate speech” was broadly defined and included online or media narratives that promoted extremist ideology, sexual and gender-based violence, discrimination, and other negative behaviors. The core component of this project was the identification of youth participants who created 100 “alternative narrative media contents” in Arabic. These included short videos, long-form articles, and tools for education and entertainment.

ToC: If we engage with youth and provide them with the skills and knowledge enabling them to identify hate speech and fake news, and produce digital counter-narratives, then they will create positive alternative narratives to reduce the prevalence of discriminatory messages in selected Jordanian media. Based on this, the following indicators were developed:

Theory of Change

OVERARCHING GOAL:

Jordanian youth have the heightened ability to identify and produce alternative narratives to “hate speech” prevalent in mainstream Jordanian media.

- Because these alternative narratives exist in greater numbers;
- Because youth have the knowledge and skills to identify “hate speech”, “fake news”, and other problematic content; and,
- Because I-Dare has created a youth network that acts in a de-centralized way to combat these issues.

ASSUMPTIONS:

It is safe to discuss chosen topics in target communities.

Community members are receptive to learning about chosen topics.

PROJECT OUTCOMES:

- Youth artists gain the skills and knowledge needed to create alternative narratives via online articles, music, and art

PROJECT OUTPUTS:

- 5 social actions
- Training of 20 youth artists
- Unspecified number of community members view art products

PROJECT ACTIVITIES:

- Training and mentorship
- Support of youth activities



The Khitaab 2250 project involved a direct transfer of skills pertaining to research, writing, and constructing alternative narratives (music, articles, poetry, etc.) for digital platforms.

Annex 2 - Key Informant Interview: I-DARE Project Participants

Key Informant Interview: I-DARE Project Participants

Interview Location:	
Interview Date:	
Interviewer Code:	
Interviewee Name:	
Interviewee Occupation:	
Gender:	

Instructions for Interviewers

The purpose of this interview is to gain perspectives from individuals who have previously participated in one of three I DARE projects that we are assessing (Khitaab 22250, Artivism, Shabab 2250). In particular, we want to learn the extent to which this project has impacted both the lives of these participants and the communities in which they were working.

It is important that you attempt to get detailed responses. Prompts are included under many questions to help guide your discussion and bring out a higher level of nuance. However, you may also ask for clarifications of additional information based on how the discussion evolves.

Interview Introduction:

1. Introduce yourself:
 - a. “Hello, my name is _____ and I am a researcher with Proximity International. I am speaking with you today as part of a research project that we are conducting with I DARE. Our goal is to look back on three of I DARE’s projects and assess the extent to which each one has resulted in change among both beneficiaries and the broader communities in which activities were taking place. We are particularly interested in learning how different drivers of violent extremism may have been changed, including but not limited to: political disenfranchisement of youth, discrimination, and a lack of social cohesion. In doing so, we will help I DARE and its supporters design projects in the future that are better able to address these and other important issues”
 - b. Protecting your confidentiality is important to us. If at any time you feel uncomfortable answering a question, please let me know. You may skip a question or stop this interview at any time.
 - c. Please note that this conversation will be recorded for our records only. Do I have your consent to be recorded? If yes, then you may record. If no, you may continue the interview but you will NOT record the audio.
 - d. This discussion should take no more than 45 minutes. Thank you for taking the time to speak with me today. Let’s begin.
2. Turn on the recording device if you are using one.

Section I. Introductory Questions

I would like to begin by learning a little bit more about you.

Please describe your educational and professional background. Did you grow up in the community where you currently reside?
How did you learn about the I DARE project that you ultimately participated in?
Can you describe, in general, what you did with the I DARE project? Prompt: What final project did you work on (ie film, play, community awareness campaign, etc)?
From what dates specifically did you participate in the I DARE project? In what ways, if any, have you remained engaged with I DARE since the completion of that project?

Section I. Personal and Community Perceptions

Now I would like to learn a little bit more about your community and important factors that are shaping your life and life within your community.
Tell me a little about your community. What are some of the biggest challenges it is facing today?
When you think about the future for your community, do you feel hopeful? What about for yourself?
What is your perception of your community's local government? What about national government? Prompt: Are they doing a good job? Why or why not? Are they corrupt? How do they treat youth and key minority groups?
Do you think women are playing a role in shaping the future of your community? Prompt: Why or why not? Are there strong female role models in your community and in your own life?
Do you feel that young people (youth, not children) are respected in your community and allowed to shape decision-making processes? Prompt: Why or why not? Examples of how they are being accepted or excluded?
Do you have any positive adult role models that you look up to? Prompt: If yes, how do they help guide you?
What is your opinion of foreigners and foreign organizations operating in your community?

Section II. Knowledge and Skills Acquisition

Now, I would like to learn a little more about this things you learned during your time on the I DARE project.
What are the most important things you learned through the I DARE project? Prompt: Do you feel that your biggest takeaway was KNOWLEDGE on a subject or SKILLS to implement a project? Do you still use the things you learned today?
What activities were the most useful for you in terms of acquiring new knowledge or skills? Why?
What is the most important thing that you took away from participating in the project? Why was it the most important?

Section III. Project Implementation

Now, I would like to hear some more details from your experience with the project more generally.
Can you describe the parts of the project that were most relevant for your own needs and interests? Prompt: What about the needs and interests of the community? What aspects were the least relevant, and why?
Who were the key community members that you engaged for the project, and how did you establish contact with them? Prompt: Was working with them a positive experience? Do you still have a relationship with any?
Were there any notable problems with the project's implementation? If yes, please elaborate.
Was there any time during the project that you felt uncomfortable or unsafe? If yes, why?

Section IV. Community Reception

Now I'm curious to hear a little about how the project was received by the community itself.
In what ways did your project reach out to the broader community? Prompt: Did key community members support your work? Why or why not?
Do you feel that community members were receptive to your projects? Why or why not? Prompt: Did the project engender any follow-up initiatives?
In your opinion, what more could be done to make these projects more relevant and useful to local communities?

Section V. Impact and Sustainability

Finally, I would like to hear your thoughts on the extent to which you think this project may have had lasting effects - either for participants or for the broader community.
For you personally, do you feel like your participation in this project has had a lasting effect on your own life, or was it more something that was good in the moment? Prompt: Are you more confident, better at communicating, more committed to causes, changed any habits, do family or community members view you differently, etc?
For your broader community, do you feel like your participation in this project has had a lasting effect, or was it something that was good in the moment?
Since this project, how has your understanding of injustice, discrimination, and other community problems changed? Why? Prompt: Be specific about the kinds of problems that they have changed awareness on.
Has your participation in this project made you more hopeful about the future for your community?
Is there anything else we should know about the project and any long-term effects it has had on the community, positive or negative?

Annex 3 - Focus Group Discussion: Non-Participants in I DARE Projects

Focus Group Discussion: Non-Participants in I DARE Projects

FGD Location:				
FGD Date:				
Interviewer Code:				
Participants:	Gender:	Age:	Displacement Status:	Occupation:
Participant 1				
Participant 2				
Participant 3				
Participant 4				
Participant 5				

Section I. Introductory Questions

I would like to begin by learning some basic information about you and your community.	
1	How long have you been living in your community?

Section II. Personal Experiences

Now I would like to learn a little bit more about your community and important factors that are shaping your life and life within your community.	
2	Tell me a little about your community. What are some of the biggest challenges it is facing today?
3	When you think about the future for your community, do you feel hopeful? What about for yourself?
4	What is your perception of your community's local government? What about national government? Prompt: Are they doing a good job? Why or why not? Are they corrupt? How do they treat youth and key minority groups?
5	Do you think women are playing a role in shaping the future of your community? Prompt: Why or why not? Are there strong female role models in your community and in your own life?

6	Do you feel that young people (youth, not children) are respected in your community and allowed to shape decision-making processes? Prompt: Why or why not? Examples of how they are being accepted or excluded?
7	Do you have any positive adult role models that you look up to? Prompt: If yes, how do they help guide you?
8	What is your opinion of foreigners and foreign organizations operating in your community?

Section III. Violent Extremism

We are interested in learning a bit about issues of violent extremism in your community, and actions that are being taken to address them.	
9	What does Violent Extremism look like to you? Have VE issues ever affected your life in any way?
11	Do you think that media plays a role in driving young people towards hateful or violent viewpoints? Prompt: If yes, what kinds of media? Any specific examples?
12	Do you think art (like TV, music, plays, etc) can play a role in changing people's minds about issues like acceptance, women's rights, youth rights, etc? Prompt: If yes, why? How? What would be the most effective medium?
13	What would you like to see change in your community, and Jordan as a whole, to make it a safer and more just society?

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For more information: www.pvetoolkit-undp.org/me-for-pve-resources

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