

Impact Evaluation

Equality Myanmar

Submitted by Inya Economics

5th Revision 8 January 2020

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Abbreviation

ACC	Anti-Corruption Commission
ASEAN	Association of Southeast Asian Nations
CBO	Community Based Organization
CSO	Civil Society Organization
DSW	Department of Social welfare
DVB	Democratic Voice of Burma
EQMM	Equality Myanmar
FGD	Focus Group Discussion
FoRB	Freedom of Religion and Belief
GAD	General Administration Department
HRDs	Human Rights Defenders
HREN	Human Rights Educators Network
ICCPR	International Covenant on Civil and Political Rights
IEC	Information, Education and Communication
KII	Key Informant Interview
LGBT	Lesbian, Gay, Bisexual and Transgender
MNHRC	Myanmar National Human Rights Commission
MP	Member of Parliament
MRTV 4	Myanmar Radio and Television-4
PWD	People with Disability
TOC	Theory of Change
ToT	Training of Trainers
UDHR	Universal Declaration of Human Rights
UN	United Nations

Key Terms in this evaluation

Human Rights one day talk

The talk covers introductory human rights and its fundamental rights of the people and responsibility as well as complaint mechanism. Targeted beneficiaries are general public from grassroots community. The talk generally took about 3 hours. This talk is a cooperative action of EQMM, HREN, and MNHRC. Approximately, there are 50 to 100 audiences in an event.

Basic Human Rights Training (3 days, 5 days and 6 days)

In this component, 3 days, 5 days and 6 days human rights trainings are included. The basic human rights training covers the topics which are basic concept of human rights, Universal Declaration of Human Rights, International human rights treaties, UN mechanism and collective rights and complaint mechanism. The participants are recruited from the attendance list of human rights one day talk event and received by open application. There are 25 to 35 participants per training.

Training of Trainers (ToT) and refresher (ToT)

ToT is an intensive training and four-weeks long training. The training is conducted yearly and it covers human rights knowledge, skills and exposure as well as learning and practices. More precisely, the training covers human rights context and history, international, regional, national human rights mechanisms, facilitation skills, training planning and management. There are 20-25 participants in a ToT training and the participants are recruited from multi-states and regions. The participants who experienced in basic human rights training are selected for ToT training.

Refresher ToT is conducted once per year with from 25-30 participants who completed multiplier training in the community. Refresher ToT is usually held a mid-year. The Refresher ToT provide the trainers with an opportunity to share experiences as facilitators and further develop their skills through collaborative learning.

Multiplier Training

ToT alumni conducts basic human rights training in grassroots community after they graduated from ToT of EQMM. It is called multiplier training. For multiplier training, EQMM provide financial resources for multiplier training. The alumina conducts basic human rights trainings in the grassroots community.

Empowerment

The term Empowerment in this evaluation refers that people are able to work or raise their voices on injustice and unfair issues to duty bearers in their own community. Moreover, in this evaluation, the ToT alumni are able to conduct the human rights training for grassroots community as well as ToT alumni are able to engage various level of advocacy for rights-based issues.

Individual Level

Beneficiaries who received trainings that knowledge-based and skills-based from EQMM are referred.

Community Level

Among a group of people of Beneficiaries such as friends, colleagues, family members and neighbors in village, wards and township or districts.

Society Level

It refers to socialization or institutionalization on human rights value, culture and practices. For instance, changed laws and policies respect on value of human rights.

Direct Beneficiaries/ Beneficiaries

People who obtained EQMM's resources such as human rights training or workshops (from basic level to advance), IECs materials, public event, member of partner organizations.

Human Rights Educators Network

Human Rights Educators Network- HREN was founded in 2015. The network is constituted by ToT alumni of EQMM across Myanmar. HREN is key platform of human rights dissemination in the community. HREN completed various human rights training, community organizing works and advocacy works supported by EQMM.

Thematic Workshop

Thematic workshops based on the human rights situation in the target areas. Selecting a thematic topic and recruiting participants relies on HREN and local organization as well as need-based of beneficiaries are approached. In a thematic workshop, there are 20 to 25 participants. Example of thematic topics are FoRB, Federalism, Research Methodology, ICCPR, Public Policy, FOE and FOA, Gender and Women Rights, and Transitional Justice, Advocacy Workshop. There are usually 3 to 5 day in a thematic workshop.

ICCPR Action Group

ICCPR Action group is a collective advocacy platform for ratification by Myanmar government. The action group is founded by EQMM in the past year (2017-2018). This collective action is driven by 43 local organizations nationwide. ICCPR ratification by Myanmar is targeted by the action group.

Colors Rainbow

Colors Rainbow (CRB) is Myanmar's most successful LGBT rights organization. CRB began as a project of EQMM in 2017. During 2016, EQMM supported CRB as a partner organization through ongoing management, advocacy, and strategic guidance. CRB is on course to being a fully independent organization.

United Against Child Trafficking (United Act)

United Against Child Trafficking (United Act) is a children's rights NGO that empowers Trafficked, at risk, and vulnerable children to advocate and education on their own behalf through theatre. EQMM supported United ACT as a partner organization.

Executive Summary

Equality Myanmar (EQMM) is a leading organization in human rights education and promotion. This project emphasized also on human rights education, protection and advocacy in the targeted locations. Based on the findings from the evaluation, strong points are found that planned activities are accomplished and few activities are still ongoing. This evaluation emphasizes mainly on outcomes and impacts aspects of the EQMM's Human Rights Education and Advocacy Program, implemented from 2016 to 2019. In the next section, each evaluation question is formulated in details.

The evaluation examines the impacts of human rights education and promotion program of EQMM at individual and community level through the combined methods of field interviews and documents review. The direct beneficiaries of EQMM HR program (HR awareness program, various trainings and skill build-up workshops) themselves are actively working on conducting multiplier training and sharing HR knowledge in their own communities, but the impact of their activities at advocacy level is limited. Additionally, the program has been engaging in advocacy process at societal level, particularly, in Child's Law Amendment.

There are many uncontrollable factors affecting the changes at the government or policy making level. It still needs the advocacy activities to be continued in order to achieve visible significant changes. Previous advocacy activities have reached key stakeholders such as Anti- Corruption Commission, MNHRC, MPs at both the Union and National Parliaments, and other relevant Government officials, in terms of raising human rights awareness and sharing the knowledge on human rights.

Therefore, from the evaluation findings, the existing advocacy engagements are useful for further advocacy action and the impact of advocacy works of EQMM can be significantly seen at individual and community level, but the advocacy actions still need to be continued in order to reach high level changes at society level.

Background

Human Rights Situation in Mandalay region: Based on the findings from KII and FGD interview with the CSOs and beneficiaries of EQMM Program from Mandalay region and interview with a number of human rights activists in Mandalay, the following general human rights issues are found.

The most significant human rights issues found in almost every township in Mandalay Region is land grabbing and confiscation (by both the companies/investors and government) especially in Mattayar and Pathein Gyi townships where majority are farm land, and the right to land ownership by local farmers and villagers have been violated¹. Some land confiscation is for the development projects such as the modern city development and economic zone mega project around Mandalay.

In addition, freedom of expression, Freedom to hold public events/ talks / and seminars by local CSOs and NGOs, and freedom to peaceful assembly and procession. It is the issue affecting all the 7 townships within Mandalay. The local CSOs' rights to hold public events, talks and seminars freely have been violated, as they are required to submit notification and request letter for permission to the Regional Government for any event, gathering, meeting, talks and public events and the Regional Government often deny to give permission to the local CSOs to hold the event, especially if the topic is sensitive ones such as Peace and human rights. As per the interview with the EQMM Alumni, the permission to get approval to hold training and workshop on Peace and Federalism is denied, especially in Shan state, Sagaing and in Mandalay.

Moreover, there has been a rising security concern of general public in Mandalay due to the increasing crime on the street, especially in late evening and night time, as the consequences of the migrant people pouring into Mandalay region and drug addict problems. Drugs and tablets are easily available even at the road side betel shops and among the users. Drug use and drug dealing is also the widespread issue around Mandalay area, but normally the big drug dealers are never caught but rather those retailer and small dealers and users are caught, due to corruption practice by the police.

One human rights activist has highlighted that there is still no Rule of Law in the Mandalay Region as well as in the whole country and it is the country wide issue.

Along with the direct investment from abroad, especially by Chinese companies and businesses in Mandalay, there are also a large number of migrations into the region, and most investors do not observe the responsible investment practices, and they usually violate the rights of the employees. Another issue along with migration is human trafficking and trafficking young women into China by the brokers (as there are young women coming from ethnic regions to look for a better job opportunity in Mandalay area), as well as slavery and keeping young women as sex slaves as there are increasing number of KTV and massage parlors and spa in Mandalay, highlighted one human rights activist. There are likelihood of social conflict and violence target against these migrants base on the ethnicity when a large number of migrants from abroad pouring into Mandalay for their mega projects and it can give rise to more social conflict with the local people in the future, especially the Chinese Government's BRI (Belt and Road Initiative) / One Belt One Road Project, where the rail road line will pass through many of the villages and towns and along Mandalay, highlighted one human rights activists.

¹ An interview with one women right activists from Mandalay

Another common HR issue highlighted is the LGBT rights and the security of the LGBTs. Violation of LGBT rights and abuse to transgender men and women, by the police (both sexual abuse and taking bribery money). Especially in the area around the moat, and in the late evenings, the patrol police usually arrest the LGBTs who are around this area with the criminal charges and press for money. If they can't pay the money, then they are also sexually abused by the police. Many LGBTs has been hunt down and arrested by the police either using Article 377 or mainly with false allegation and charges like "Hmaung Yeik Kho/ taking shelter under the dark". These cases are common and police threaten to arrest the LGBTs and arrest many to have more cases in their file and record. They also ask for money if the LGBT want to be released from custody. Sometimes there are sexual abuse by the police. The police need to be educated on the LGBT rights also. There is also discrimination towards trans-men at the University. They were told to return home and change cloth and given pressure to wear woman dress to enter into University premises.

Gender based violence at domestic level, and child rape cases are common problems, and discrimination and abuse to women from the ethnic and religious minority groups by their own community members are also common problems.

The right to citizenship and to get ID card for ethnic and religious minorities in Mandalay region still remained the issue to be addressed. Difficult to get ID card for ethnic and religious minorities and discriminatory act against them by the local immigration authorities and asking money from them, to issue an ID card, is a common human rights issue in several townships of Mandalay Region. Though a number of Mandalay based human rights organizations and CSOs have raised their voice and advocate for this matter, there are still violation and denial to the citizenship rights of the people who are not pure Buddhist-Bamar. Due to losing the citizenship status, people from minority groups are subject to lose the right to land ownership, own property, the right to get admission to Universities and Institutes and to get graduation certificate, and subsequently the right to employment. It has a domino effect on the whole life of ethnic and religious minorities to loose other rights throughout their life. Similarly, apart from majority Myanmar Buddhists, the rest of religious minorities are facing with difficulty to get ID card and to express their ethnicity and nationality and religion in the ID card.

FOE and FOA are common HR issues. The main FoE issues are related with peaceful assembly and demonstration. The Government has a tight control over the matter. Some people are facing the violation of the right to land ownership and property ownership. There are widespread land grabbing and land confiscation. Majority cases are done by the investors and companies and some are confiscated by the army. Some land grabbing cases are based on the Forestry Law, and the Department who confiscated the land inform the owner that the land is in the Government- own forest area. Another HR issue is related with the factories around Amara Pura region, where the contaminated water from the factories are drained out into the nearby river without waste water treatment, where villagers around these factories are suffering from skin disease and some have cancer now.

The rights of street children are also violated, and these homeless children are begging on the street and they are under the control of the gang and also subject to all kinds of abuse including sexual abuse and human trafficking by other people around the area and they are in urgent need of protection from child abuse.

Human Rights Situations in Mon state: Key human rights issue in Mawlamyine in Mon State is migration and human trafficking. Drug issue in Mon state is also a public concern for their generation. It was easy to buy and sell and it also affects youths, on the other hand, authorities delayed to take action and less collaboration with CSOs for against illegal drug use². Moreover, land grabbing is also significant human rights violation in Mon state. Actually, land grabbing issues has been happening not only in Mon states and it can be also heard in other states and regions. This is a common problem and land dispute solution is still a question to bring justice for victims. In addition, land grabbing in Mon states might be a unique composition that customary land ownership and land tenure is key challenges for the local farmers. Existing laws and legal framework are insufficient to solve this land disputes among farmers and government as well as investors.

Due to lack of accountability of local government, business owners are not taking responsibilities on their factory's wastes on local residents and community as well as environmental issues. Recently, a company named June Cement Industry Ltd has to undertake Environmental Impact Assessment by third party³. Few problems are constituted by multidimensional stakeholders. Local government officials themselves are involved in land grabbing cases for their own individual benefits, and some community disputes between residents and business companies are due to lack of support by government in business operation and improper infrastructure. In this cases, local government could not provide electric supply to the factory then, the company attempted itself to get electricity from coal-fired power, which causes the conflict among company and residents⁴.

Religious minority issues are important aspect of human rights issue for human rights organization and it can be exploded at any time. On the other hand, religious-based discrimination has been happening between Buddhists and Muslims, especially in business sector and livelihood.

Community people in Mon states usually have strong traditional belief, norms and practices. Consequently, mix-marriage and LGBTI issues are controversial for communities, even providing HR education and promotion in the community. Nonetheless, it is still required to change the attitude on mix-marriage and LGBTI issues. Not only because of less job opportunities in Myanmar, but also because Mon state is near to Thai-Myanmar border, young people are moving to Thailand for education and livelihood purposes. Subsequently, human rights trafficking and slavery are salient for Mon State. In addition, access to justice issues are less trusted by the victims.

Human Rights situation in Shan state: Human rights violation cases occurred in Shan state are also similar to other states and regions. Nevertheless, EAOs and IDPs issues in northern Shan state is leading to high tension. Number of IDPs is not tending to decline and Taang Women's Organization (TWO) said "there are at least 3,000 IDPs in the Ta'ang areas of Northern Shan state, due to fighting between TNLA and Myanmar Army.⁵ As a consequence, forced recruitment for labor and extrajudicial killing has been happening frequently. Number of IDPs in Shan state are 9048 persons in 33 IDP sites, according to UN Office for the Coordination of Humanitarian Affairs⁶.

Conflict on land grabbing and cooperate accountability issues are rising in Shan state. In addition, coal mining projects issues are salient for the local human rights situation. Concerns on

² November 5, 2019, HURFOM, Local Authorities fail to make a contribution to anti-drug campaign, <http://rehmonnya.org/archives/5584>

³ November 19, 2019, HURFOM, Local people demand there be full responsibility and accountability for negative environment impacts from cement industry project, <http://rehmonnya.org/archives/5599>

⁴ November 19, 2019, HURFOM, Local people demand there be full responsibility and accountability for negative environment impacts from cement industry project, <http://rehmonnya.org/archives/5599>

⁵ Internally Displaced Persons and Refugees, Myanmar peace Monitor, <https://www.mmpeacemonitor.org/1515>

⁶ https://reliefweb.int/sites/reliefweb.int/files/resources/MMR_Shan_IDP_Site_A0_Jul2019.pdf

coal-mine power plant in Mong Kok, Eastern Shan state is an alarming issue for the local resident as it will have many negative effects on lands, rivers and homes.

Human Rights Situation in Yangon: Human rights situation in Yangon can be summarized as follows: Labor rights issues, arrest of human rights defenders, freedom of expression and press freedom, and religious minority issues has been happening recently.

An illustrative case is that of a filmmaker, Min Htin Ko Ko Gyi, who was arrested and convicted and sentenced to one-year imprisonment by a Yangon court under section 505(a) of Myanmar’s Penal code, due to his Facebook posts criticizing Myanmar’s 2008 Constitution and role it gives the military in government⁷. Similar to Min Htin Ko Ko Gyi case, many human rights defenders have been facing repressive laws and judicial harassment. In addition, labor rights issues from garment factories had been fighting their basic labor rights such indecent work conditions, low wages, and exploitation of factory owners or investors. Due to inhumane working condition and impact of the minimum wages, labor rights movements have been happening⁸. Access to justice in courts in Yangon is silent for human rights defenders, due to corruption and power abuses by Yangon government.

A human rights defender, Daw Ohn Hla and two defenders were arrested under section 20 of the Peaceful Assembly and Peaceful Procession law for their procession in Karen Martyrs’ Day ceremony. They were arrested for procession without permission from police station in Kyaukdata township.⁹

Project background

Equality Myanmar requested to measure the impacts of the human rights project which was supported by Stefanus Alliance International (SAI) from 2016 to 2020, a 5-year project.

Project Name	Human Rights Education and Advocacy in Myanmar
Overall vision of the project	The impact goal of the project is a peaceful, tolerant, and democratic society built on respect for dignity and human rights for all in Myanmar
Specific goals	1) To improve Myanmar civil society’s understanding of and ability to apply principles of human rights within communities and areas of work
	2) To raise widespread awareness among the general public of human rights principles and a rights-based framework for interpreting social problems
	3) To implement advocacy from grassroots to government level <ul style="list-style-type: none"> ○ To increase the capacity of CSOs, community leaders, and activists to advocate on issues of human rights and to engage with domestic political society and regional and international HR systems
	4) To establish EQMM as a strong and secure organization inside Myanmar with effective and sustainable program implementation.

⁷ Yangon Court Convicts Prominent Filmmaker Min Htin Ko Ko Gyi, Press Releases, Article 19, August 29, 2019

⁸ Raising The Bottom of Labor Standards, Progressive Voice, December 7-2016.

⁹ Naw Ohn Hla: The unbowed activist, November 11, 2019, Frontier Myanmar

	○ To take steps toward formalizing human rights in the Myanmar education curriculum.
Project locations	Yangon, Mandalay, and various locations across Myanmar

Evaluation Methodology

Data Collection Methods

The evaluation applied quasi-methods approach, qualitative and quantitative data collection and analysis on various aspects of project impacts on human rights education, protection and advocacy in the targeted project areas.

Summary of Interviews

Table 1 Demographic Information of respondents (Region, Ethnicity and Gender)

Absolute value					Percent value			
Region	Female	LGBTQI	Male	Grand Total	Female	LGBTQI	Male	Grand Total
Mawlamyine	14		6	20	70%	0%	30%	100%
Mon	6		1	7	86%	0%	14%	100%
Burma	6		5	11	55%	0%	45%	100%
Other	2			2	100%	0%	0%	100%
Mandalay	12	1	7	20	60%	5%	35%	100%
Burma	7		5	12	58%	0%	42%	100%
Kaman			1	1	0%	0%	100%	100%
Lisu	1			1	100%	0%	0%	100%
Other	2	1	1	4	50%	25%	25%	100%
Shan	2			2	100%	0%	0%	100%
Taunggyi	7	2	9	18	39%	11%	50%	100%
Burma			2	2	0%	0%	100%	100%
Other	2	1		3	67%	33%	0%	100%
Shan	5	1	7	13	38%	8%	54%	100%
Yangon	12		7	19	63%	0%	37%	100%
Burma	8		3	11	73%	0%	27%	100%
Chin	1			1	100%	0%	0%	100%
Kayin			1	1	0%	0%	100%	100%
Kayin			1	1	0%	0%	100%	100%
Other	3		2	5	60%	0%	40%	100%
Grand Total	45	3	29	77	58%	4%	38%	100%

Table 2 Region and Age group

Region	17-24	25-31	32-38	39-45	46-52	53 and above	total
Mawlamyine	65%	10%	10%	0%	5%	10%	100%
Mandalay	25%	40%	15%	10%	10%	0%	100%
Taunggyi	61%	17%	6%	0%	11%	6%	100%
Yangon	47%	16%	26%	0%	11%	0%	100%
total	49%	21%	14%	3%	9%	4%	100%

Table 3 Region and occupation

Region	Employee at Non-Profit Organization	Employee at Private Sector	Government servant	Student	Other
Mawlamyine	20%	38%	0%	42%	24%
Mandalay	25%	13%	67%	16%	24%
Taunggyi	35%	25%	11%	32%	10%
Yangon	20%	25%	22%	11%	43%
Total	100%	100%	100%	100%	100%

Table 4 Region and religion

Region	Buddhist	Christian	Islam	Not mentioned	Total
Mawlamyine	100%	0%	0%	0%	100%
Mandalay	95%	0%	0%	5%	100%
Taunggyi	94%	0%	0%	6%	100%
Yangon	84%	5%	5%	5%	100%
Total	94%	1%	1%	4%	100%

Table 5 Region and Education

Region	Middle School	High school	University Student	University Graduate	Ph.D	Total
Mawlamyine	20%	20%	50%	10%	0%	100%
Mandalay	0%	45%	5%	40%	10%	100%
Taunggyi	0%	11%	56%	33%	0%	100%
Yangon	5%	16%	37%	42%	0%	100%
Total	6%	23%	36%	31%	3%	100%

Table 6 number of respondents

Location	Date	Gender			Survey	KII	FGD	Total interviewed
		M	F	Other				
Mawlamyine	Nov-11-13-2019	11	25	0	20	3	13	36
Mandalay	Nov-14-15-2019	11	19	3	20	3	10	33

Taunggyi	Nov-15-18-2019	14	17	2	18	3	12	33
Yangon	Nov-9-19-2019	15	20	1	19	3	14	36
Total								138

Table 7 Summary of Focus Group Discussion

Regions	FGD (1): ID	Occupation	FGD (2): ID	Occupation
Mawlamyine	ID1	University Student	ID1	Freelance trainers
	ID2	General secretary, Lamin Phyu organization	ID2	Freelance trainers
	ID3	University Student	ID3	freelance trainers
	ID4	self-employed	ID4	self-employed
	ID5	Teacher, Mon National school	ID5	Self-employed
	ID6	Member, Lawie Mon Community Based Organization	ID6	Self-employed
	ID7	Member, Lawie Mon Community Based Organization	ID7	self-employed
Mandalay	ID1	Project coordinator, YMCA	ID1	Member, Shan Women Association
	ID2	Intern, Smile Education	ID2	Chairwomen, Power of Jurisprudence
	ID3	Finance Officer, Amara Women Organization	ID3	Project and Finance Officer, TRY
	ID4	Director, Amara Women Organization	ID4	Member of Youth Committee
	ID5	Member, Amara Women Organization	ID5	Advocate, Power of Jurisprudence
Taunggyi	ID1	University Student	ID1	member of Women Committee, NLD
	ID2	University Student	ID2	Party member, NLD
	ID3	University Student	ID3	Chairwomen of Women Committee, NLD
	ID4	General secretary, Myanmar Independent Living Initiative	ID4	Member of Women Committee, NLD
	ID5	Program Coordinator, Pa-O Youth Organization	ID5	Member of Women Committee, NLD
	ID6	Volunteer, Pa-O Youth Organization	ID6	
	ID7	Volunteer, Taunggyi Youth Center	ID7	

Yangon	ID1	Outreach worker- King & Queen	ID1	Trainer, Poe Karen Theology School
	ID2	Program assistant- STEP	ID2	Network Officer, EQMM
	ID3	Trainer, Association of Labor Department	ID3	Officer, EQMM
	ID4	Trainer, HREN	ID4	Artist, Freelance
	ID5	Facilitator, Pyi Gyi Khin	ID5	Program Director, The Wings Institute
	ID6	Program Manager, Athen	ID6	Program Assistant, The Wings institute
	ID7	Program Officer, Myanmar Positive Group	ID7	
	ID8	Lead Coordinator, EIDHR, EQMM	ID8	

Table 8 Summary of Key Informant Interview

Region	KII ID	Occupation
Mawlamyine	ID1	Freelance trainer
	ID2	Founder, MYEO
	ID3	Trainer, EQMM (Mandalay)
Mandalay	ID1	Program Coordinator, EQMM (Mandalay)
	ID2	Steering Committee Member, HREN
	ID3	Founder, Space for Minority
Taunggyi	ID1	Self-employed
	ID2	Project Officer, Cheery Image
	ID3	Program coordinator, Pa-O women Union
Yangon	ID1	coordinator, MATA
	ID2	MNHRC
	ID3	Member of child and women committee, 8888 open society

Sampling

The list of respondents in KII, FGD and Survey were provided by Equality Myanmar and its team. The respondents were selected through selection criteria of the evaluation design. The selection criteria were crafted through results of documents review and consultation with Equality Myanmar's team. Criteria are considered on gender composition, different level of participation in different locations.

Limitation of the Evaluation

This evaluation was not able to study geographical coverage in all project locations; it studied only Yangon, Mandalay, Mawlamyine (Mon) and Taunggyi (Shan), as there were some time limitation

and resource constraints. However, some alumni of EQMM trainings and project beneficiaries have joined the FGD in Mandalay. Having time limitation for the field data collection and availability of the focus group participants, two FGDs were conducted with five participants in each group. Most of the participants being interviewed are the direct beneficiaries of EQMM's Core HRE program and they are actively working at community HR promotion that they cannot involve at policy advocacy. A limitation of the study is that the evaluators were not able to interview the Executive Director to describe the current advocacy work that EQMM is doing at the national level. The conclusion about program influence at the policy decision making level in this report is based on the sample of HRE beneficiaries working at the grassroots as well as the facts from literature review of EQMM reports and documents.

Formulation of Evaluation Questions

Evaluation questions are derived from EQMM's program objectives and these evaluation questions from 1 to 4 answer the follow key objectives of the program;

- (1) To Build a critical mass of awareness of human rights in society
 - a. Evaluation question (1): *Identify a wider awareness of human rights education in the targeted locations*

- (2) To increase civil society's role in effectively monitoring, protecting and promoting human rights
 - a. Evaluation question (2): *was the project able to provide empowerment of human rights educators or Human Rights Defenders (HRDs) in protection of human rights in community and society?*

 - b. Evaluation question (3): *was the project able to support effectively advocacy engagement of human rights organization in townships, districts, states/ regions and union level?*

- (3) To promote the fulfilment and protection of human rights through laws and policy
 - a. Evaluation question (4): *Was the project able to fulfill and protect human rights through laws and policy?*

Empowerment Assessment Tool (EAT) of Digni

This evaluation is combined with Digni's assessment tools and measurement with three dimensions of the empowerment in Digni tools as follows.

Resources

- Human Rights one day talk
- Basic Human Rights training
- ToT training
- Thematic workshop
- Small Grant (Sub-grant)
- Short video
- IECs Materials
- Networking
- Exposure trips and collective advocacy

Agency

- Gained human rights knowledge and disseminate to their community
- Engaged at different level of advocacy
- Assisted and facilitated in the process of preparing compliant letter for the submission to MNHRC
- Basic human rights training in their community
- Organized and engaged into the human rights public event
- LGBT groups from Mandalay advocated MPs in Mandalay for usage of LGBT's terminology in parliament discussion.

Achievement

- diverse background of training participants were recruited (ethnic and religious minority and LGBT and gender as well as disable persons)
- Changed perception of training participants over religious minority (especially on Muslim) after getting basic training
- Engaged in Gender and sexual harassment policy formulation (by an organization) in Mandalay
- Child law amendment
- Highly engagement in repressive laws amendment
- UPR report submission
- 6000 signatures were collected for ICCPR ratification campaign
- Promo video broadcasting on state-run channel
- HREN
- Reporting to Facebook company for hate speech in Myanmar

Resources

EQMM had provided various resources to the community and stakeholders such as financial resources (sub-grant), knowledge-based (human rights talk and 3-day, 5-day and 6-day human rights training), and skills training (ToT training, Thematic workshops, Refresher training), Exposure trips and collective advocacy, CSO networking, public participation (public event: International Human Rights Day, Youth Day, Child Rights Day, 16 days activism), Information, Education and Communication (IEC: posters, booklets, pamphlet, T-shirt, Key chain, etc.), and Video production (short video and Human Rights Education Talks).

Agency

From 2016 to 2018, EQMM implemented above mentioned activities and resources. This is a transfer of their human rights knowledge to the community, targeted beneficiaries (ToT participants and MPs, CSOs and community leaders) and human rights defenders. Empowerment in human rights education promotion and protection can be seen from individual level to societal level. Participants from basic human rights trainings shared human rights knowledge which they have learned to their community – among family, friends, and colleagues – and they also shared in different ways such as by giving trainings or posting on Facebook.

After receiving ToT trainings, refresher training and thematic workshops, ToT alumni were able to conduct basic human rights trainings in the community and engage advocacy at different levels. Through exposure trips to the parliaments and MNHRC, ToT alumni were able to engage among community and duty bearers for human rights violation cases in the community. Moreover, ToT alumni were able to organize human rights events (For instance, International Human Rights Day) and they also joined at advocacy works with other CSO organizations. In addition, ToT alumni shared the complaint mechanism in the community and helped them in preparing the complaint letter to submit to MNHRC.

Regarding the involvement of CSOs at advocacy works, there were a number of significant achievements. After CSOs receiving human rights trainings from EQMM, one organization in Mandalay developed gender policy and sexual harassment policy within their organization. ToT alumni, who are working at local CSOs in Mandalay, were able to involve at policy related issues and ongoing law reform process of LGBTs' rights and terminology usage, in parliament discussion in Mandalay. In Taunggyi, ToT alumni were able to organize the community to make voice on human rights violation cases among local residents, especially those were business related issues. Moreover, Anti-drug sticker campaign on Mon Youth Day was held by a grantee organization in Mon state¹⁰. Through sub-grant, CSOs were able to organize trainings on human rights education promotion and protection in the community to defend their rights, as well as, they could mobilize the community to involve human rights action. Sub grantees were Pa Daung Farmer Union in Bago region, Light of Future Organization in Mon state, Open Development Foundation in Kayin state, Human Rights Defenders & Promoters Association in Ayeyarwaddy region¹¹. Different level of beneficiaries (alumni from ToT and Basic human rights training) participated in the implementation of the activities at

¹⁰ Page 30, SAI 2016 Annual Report

¹¹ Page 30, SAI 2016 Annual Report

different levels, after receiving the resources from EQMM. Especially, Alumni from ToT were able to engage into the laws and policy reform, but not all alumni were involved at law and policy reform. 35 % of total ToT participants from 2016 to 2019 are concluded that they engaged in various level of advocacy activities.² After receiving ToT or basic human rights training, they participated at human rights defending action and engaged with duty bearers, which can be seen at community level, policy or law reform level. For instance, program officer from Colors Rainbow, Ma Shin Thant received an opportunity to meet State Counsellor of Myanmar, Daw Aung Su Kyi and have the chance to raise LGBT's rights issues as well as National Youth Policy in 2016.

Achievements (outcomes)

Achievements can be described -level by level - from individual to society in relation to the main objectives of the project such as human rights education and promotion (awareness), increasing civil society's role in monitoring, protecting and promoting human rights and supporting learning, accountability and inclusion. Increase in human rights knowledge and awareness at individual and community level could be found due to extensive human rights educational activities in the project areas. Community were aware of basic human rights knowledge through public event, human rights talks, video production (short video and HRE video presentation), and basic human rights trainings. This result was assessed by survey, KII and FGD as well as project documents review – over 81 % of respondents were able to answer correctly (see table: 9 to 11). After receiving basic human rights training from EQMM, an organization from Mandalay attempted to develop organizational gender policy and sexual harassment policy, which was one of their practices on human rights knowledge that they gained.

Basic human rights trainings have changed perception of participants who attended the basic training over different religion (religious minority; especially on Muslim), in terms of accepting human rights values. In addition, they also even practice non-discrimination acts, when they encountered diverse people with different beliefs and values. Due to training participants recruitment which emphasized on diverse background of participants (gender, ethnicity, religion, and sexual orientation), training participants (direct beneficiaries) at individual level gained basic knowledge of human rights and changed perception on different religion, ethnicity, sexual orientation and people with disability. As a consequence, anti-discrimination based on religion, sexual orientation, gender, ethnicity and disability in the targeted communities were contributed at individual level through human rights awareness activities (Basic trainings and ToT).

This evaluation accessed also participation of ethnic and religious minority in the project implementation (training participants recruitment), according to EQMM's monitoring data, participants self-identified with 44 different ethnic categories, with the portion of Burmese participants (majority ethnic group) at 45% and 65% in 2017 and 2018 respectively. Women participated as beneficiaries by a portion of 57% and 53% in 2017 and 2018 respectively. In terms of ages, 2/3rds of beneficiaries are 29 years or younger.³

² 35 % is calculated based on the trained ToT participants from 2016 to 2019 and number of interns who joined up with EQMM. For instance, there were 27, 25, 25 and 25 trained new trainers in 2016, 2017, 2018 and 2019 as well as number of interns were 12, 8, 8 and 8 in 2016, 2017, 2018 and 2019, according to SAI reports. The interns are assumed that they are strongly confident to be concluded that they engaged at different level of advocacy.

³ Evaluation report, 2017-2018, EQMM

As the Joint activities of EQMM, ToT alumni and CSOs, 6000 signatures were able to be collected for ICCPR ratification, followed by the proposal of a MPs from Eain Mae constituency at the Pyithu Hluttaw to sign the ICCPR and Pa-O female MP, Pyithu Hluttaw who raised question on it at the Parliament. As a result, the parliament recorded the proposal. In addition, as one of the collective advocacy works, the 2nd cycle Universal Periodic Review (UPR) recommendation was produced. Human rights video was broadcasted on state-run broadcasting channel, MRTV4. Before that, State-run media did not give much attention on human rights, but they became more collaborative with CSOs, especially for human rights education and promotion.

Moreover, EQMM and CSOs involved in the process of child laws amendment that MPs related with the issue of child right, specifically on the marriage age, corporal punishment and to protect children in the armed conflicts. As the impact of this advocacy, Upper House Hearing Section decided to propose the marriage age shall be 18 whether male or female. It was later passed by the upper and lower house. In addition, EQMM and CSOs made comments and recommendation on 2013 Telecommunications law which failed to protect human rights, including 66 (d) as well as draft Citizens Privacy and Security Protection Law were made comments and recommendation to the Pyithu Hluttaw Bill committee. As a result, it listed to document.

In the process of CSOs strengthening, developing HREN is an achievement of EQMM and each HREN member were empowered in human rights education, defending and advocacy in their community. They themselves were able to organize basic human rights training in their own community and became a defender for defending the rights of people in the community. In Mandalay, a participant who attended the basic human rights training became a human rights defender and she assisted victims and helped them file the complaint letter to submit to MNHRC. Similarly, another ToT alumni from Taunggyi attempted to resolve land dispute case in Pa’O Self-Administration area. It was resolved by the approval letter of Pa-O leader and finally the villagers got their land back, but this land was again confiscated by the military.

Findings

The program is measured by the following evaluation focuses;

Evaluation question (1): Identifying a wider awareness of human rights education in the targeted locations

Finding (Evaluation question:1)

Year	Resources/ activities	Outputs
2016	Community Event	- 14 community events with 17 CSOs, reaching estimated 4,000 people
	Trainings and workshop	- 85 Trainings and workshop

	IEC materials	<ul style="list-style-type: none"> - Distributed 61024 IEC materials - Requested IECs materials by 145 local organizations
	Video production	<ul style="list-style-type: none"> - Produced 32 new video aid and broadcasting on DVB
	Community mobilizing activities	<ul style="list-style-type: none"> - Reached 600 people through community mobilizing project sub granted by EQMM
	Basic Human Rights Training	<ul style="list-style-type: none"> - Conducted 30 (5 days) human rights trainings and reached 770 participants
	ToT	<ul style="list-style-type: none"> - Trained 27 new educators
	Multiplier training	<ul style="list-style-type: none"> - Trained 318 participants by 27 new educators across Myanmar
2017	Human rights trainings and promotion activities	<ul style="list-style-type: none"> - Conducted 82 human rights trainings and promotion activities in 38 townships, covering all 14 states and regions - Trained 1,234 community members about human rights and provided additional workshops or mentoring to 611 of them.
	Human Rights Event	<ul style="list-style-type: none"> - Reached 9,701 people through human rights events - Reached 1350 people through an anti-child trafficking event in Yangon
	Social media campaigns	<ul style="list-style-type: none"> - Reached 12,000 people through social media campaigns.
	IEC materials	<ul style="list-style-type: none"> - Distributed 47,096 pieces of IEC materials to 97 organizations and 15 individuals for further dissemination
	Video production	<ul style="list-style-type: none"> - Produced 19 audio-visual productions that were broadcasted weekly on Democratic - Watched 12 million daily viewers and 6 million online viewers
2018	Human Rights Training	<ul style="list-style-type: none"> - Trained 1,034 people through basic human rights trainings - Trained 108 people to document human rights violations
	Video production	<ul style="list-style-type: none"> - Produced 27 audio-visual productions and 51 productions broadcasted on national TV
	IEC materials	<ul style="list-style-type: none"> - Disseminated to 56,734 pieces of information education materials

		- 81 organizations and 24 individuals requested IECs materials
	Human Rights event	- Conducted 24 HR event by HREN
	Media coverage	- 108 media articles that covered or made reference to Equality Myanmar

Human Rights Awareness through HR trainings (basic training, ToT, multiplier training and one-day talk, public event)

HR education and awareness raising has reached to the planned targeted population of the beneficiaries and even reach to a wider population within the community of the beneficiary CSOs and individual participants of EQMM Program.

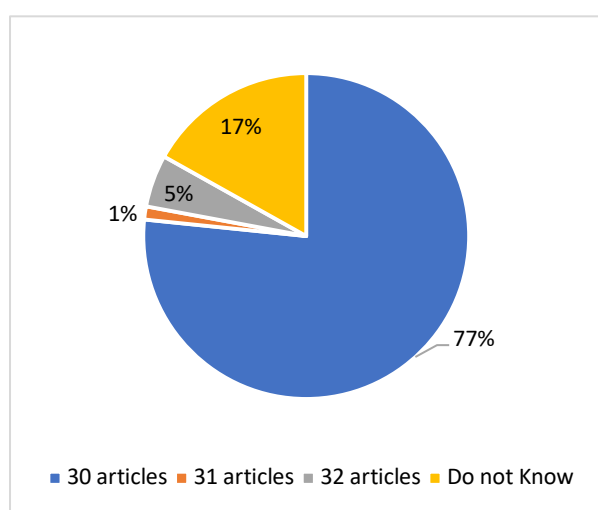


Figure 1 How many articles contains in Universal Declaration of Human Rights?

Generally, it was found that human rights trainings have a great impact on giving HR education and awareness raising at individual level - there were 1,034 training participants in number in 2018 and there were different kinds of basic Human Rights trainings were delivered by EQMM - Three days, Five days, and Six days training - where knowledge on Human Rights Basic Concepts, Human Rights History, Universal Declaration of Human Rights (UDHR) and Collective Rights (Child Rights, Women Rights, LGBT Rights) were provided. The survey was also conducted to those who received the Human

Rights Trainings organized by EQMM. It was found that 77% of the respondents know how many articles contains in Universal Declaration of Human Rights, from the survey findings.

Regarding the questions whether UDHR covers civil rights or not, 94% of the respondents gave correct answers and 81% answered correctly for the question related to whether UDHR describes only citizens' responsibilities or not.

The percentage of those who answered correctly can be seen at in the tables, according to the findings of studied region and state.

Table 9 UDHR does not cover civil rights

Region	No	Not Sure	Yes	Total
Mon	95%	0%	5%	100%
Mandalay	95%	5%	0%	100%
Taunggyi	94%	0%	6%	100%
Yangon	89%	0%	11%	100%
Total	94%	1%	5%	100%

Table 10 UDHR describes only citizen's responsibility

Region	No	Not Sure	Yes	Total
Mon	85%	5%	10%	100%
Mandalay	80%	0%	20%	100%
Taunggyi	94%	6%	0%	100%
Yangon	63%	0%	37%	100%
Total	81%	3%	17%	100%

As Freedom of Religions and Beliefs is one of the key concepts of Human Rights, one related survey question was added in the questionnaires. From the survey, 92% believe that religious freedom is basic human rights. It showed that the respondents understand that everyone should have equal rights regardless of different religions and belief.

Table 11 Different religions have different rights

Region	No	Yes	Total
Mon	90%	10%	100%
Mandalay	100%	0%	100%
Taunggyi	83%	17%	100%
Yangon	95%	5%	100%
Total	92%	8%	100%

Above tables summarize responses by beneficiaries to questions testing their human rights knowledge. Many participants disseminate human rights knowledge which they have gained from the training and they shared this knowledge within the family, to the friends and colleagues. 34% of the respondents who received basic human rights trainings normally shared to their friends, 30% shared within the family, 17% in the community, 18% at workplace and 2% at institutional level (at schools and at the university).

In addition, those who received basic human rights training share HR concepts at the community.

“We went to “Than Village” and gave basic human rights trainings to the local villagers in 2017. We received the positive feedback from the villagers that after they got the training, they came to realize their own rights and become confident to talk and discuss with the local police and GAD about the issues they are facing, and their socio-economic situation have become much improved.” (ID 01, FGD 1, MDY)

Whereas, the training participants have difficulties to understand the term usage. One FDG training participant said that,

“The trainer said, “It is called UDHR...,” but when we asked, “What is UDHR?”, “I got no answer. I think when English usage needs to consider the level of participant.” (ID 02, FGD 1, TG).

Moreover, EQMM provided one-day HR talk as a collaborative action of HREN, MNHRC and EQMM and one-month Training of Trainers (ToT). Later, ToT alumni become not only human rights trainers but also members of Human Rights Educators Network (HREN). After ToT training, they disseminated Human Rights knowledge they gained from the ToT trainings through conducting the multiplier trainings - they have to design the training module, training tools and approach. ToT

participants mentioned in KII and FGD that training techniques which they learned from ToT were actually helpful when the multiplier trainings were conducted. They gained facilitation skill, note taking and organizing skills, and also they use game and brain-storming to keep the training lively. This shows that these trainings have a multiplier effect of raising awareness to a wider general public on HR principles and HR issues faced in their own community, as well as it enhances their understanding on fundamental human rights and the need to respect other person's rights and dignity.

EQMM ToT alumni shared the HR knowledge among the family members, friends, colleagues and the people in the community. Some even change their attitude. One KII participant recognized "Human Rights Demanding" as the "Protest", later he realized it as "Freedom of Expression".

"At first, we know it is a protest, but after the training, we recognize it as the expression, our rights." (ID 01, KII 1, YGN).

"...along with the raising voice on one's rights there is always one's responsibility" (ID 02, KII 2, YGN).

It was found out from the KII and FGD that wider community members have gained awareness and knowledge on HR through the training given by ToT trainers. After multi-plier training, ToT alumni asked the training participants to re-organize smaller sharing-session on their own community, but they could not make any follow-up activities on it.

It was found that a few interviewees were challenged by racist and religious extremist groups in Mandalay and Mawlamyine (Mon state). At community level, most religiously extremist groups prohibit the minority from having their own business in downtown Mawlamyine. As per interview with EQMM Program Staff, the HR issues common in Mandalay are FoRB and difficult to get permission to hold event, talks, forums, conference and workshops. As for FoRB, it is effecting more to the religious minority groups, especially, such as Bahai' Faith people who are not known by majority public as well as not being recognized by the Government. Discrimination and violation of rights to Muslims are also seen in the surroundings. For Hindus and Christians, the right to freedom of assembly, and also difficult to get permission to renovate and build the religious buildings/ places of worships.

There will also some example of changes in attitude on religious minority and marginalized people.

"Due to the HR training from EQMM, it has really widened our knowledge on human rights, and we understand more of our basic human rights, as well as the rights of others too. Especially after FoRB training by EQMM in 2019, my attitude towards Muslims has changed and I came to understand that they also have their rights to Freedom of Religion and I came to accept it and have more tolerance towards people from other religions." (ID 01, FGD 1, MDY,)

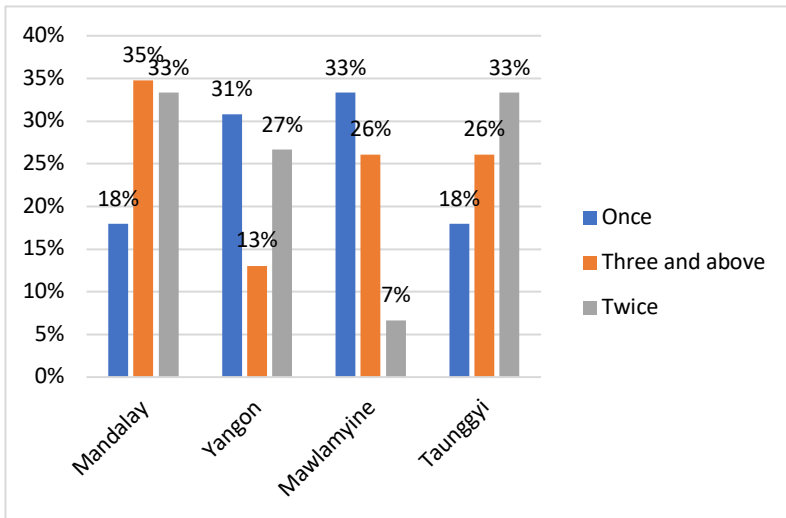


Figure 2 How often did you attend the human rights trainings provided by EQMM?

Figure (1) shows that majority of respondents from Yangon joined human rights training once as well as 33 percent of total respondents from Mawlamyine are the higher one than the other regions and states. Nonetheless, it was found that 35 percent of total respondents from Mandalay attended human rights training three times and above than others three areas, Mawlamyine, Taunggyi and Yangon. Above figure indicated the direct beneficiaries' background and number of human rights training participants in surveyed areas.

There were different responses and feedback, both positive and negative feedback, were received from the community when the Basic HR training Alumni shared their knowledge in the community. The community's level of acceptance on the human rights concept varied depending on the level of education background. As "Human Rights" term is still "a new term" to the community, it was found out from the field survey that some community people do not fully accept HR values and its concepts, which is still a challenge for the trainers to reach out the grass-root people.

Human Rights awareness through IEC materials

In terms of awareness raising on Human Rights education through IEC materials, there were 27 new audio-visual productions produced and 51 productions aired on TV in 2018, and 56,734 pieces of information education materials were distributed to 81 organization and 24 individuals. HR education program through TV and news channel and also the video clips are found to be an effective means to reach out to the wider general public too, since this program are also widely watched by both the general public and the duty bearers. Some participants came to know about EQMM and about the human rights from these video broadcasting and news media.

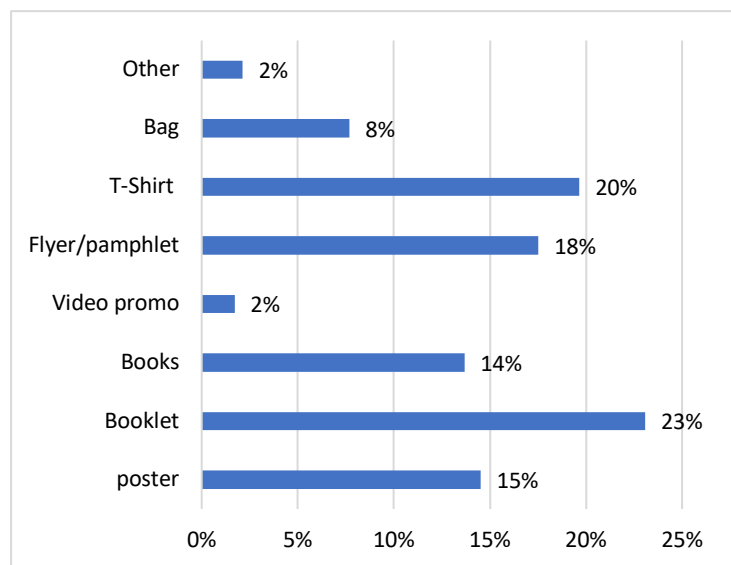


Figure 3 Have you ever received any IEC materials produced by EQMM? (answer can be selected more than one)

"I was watching HR animation from DVB channel. It is so simple and easy to understand...even those who could not join the training can get the basic concepts." (ID 05, FGD 2, MDY,)

The figure shows the level of accessibility to video promo production about the concept of human rights. Above 75 percent of respondents from total all areas said that they have watched video promo production of Equality Myanmar through social media, in human rights training and broadcasting media, Democratic Voice of Burma (DVB). It can be said that short video reached to the

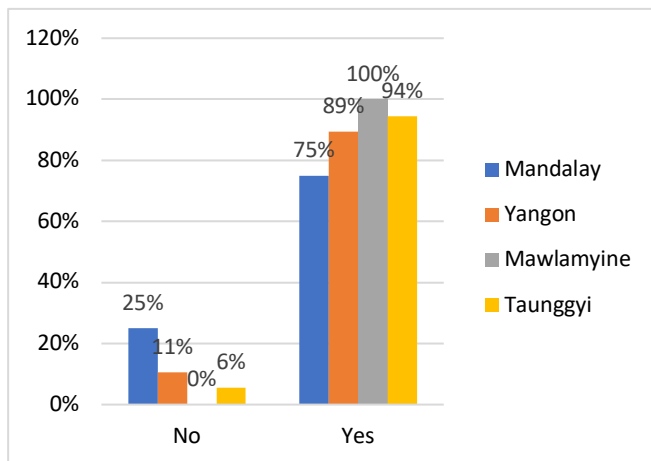


Figure 4 Have you ever watched video clips developed by EQMM?

direct beneficiaries widely.

“We use these videos whenever we conducted our HR trainings.” (ID 03, FGD 2, MDY)

Moreover, this shows their satisfaction on the video production.

As reading and reference materials are vital to enhance their knowledge, Information, Education and Communication (IEC) production are key elements for individual and community in human rights education and advocacy works. Almost all respondents

in Survey, KII and FGD said the information and reference materials are valuable and very useful in the process of disseminating human rights education not only in their community but these resources are also supportive for the government officials and Member of Parliament (MP). The public can also access human rights information – UDHR and brief concept on human rights message – through multimedia channels (Facebook, TV channel, EQMM website, IEC materials).

EQMM IEC materials are also found to be very effective tools to educate and raise awareness on HR, since many participants of the Program said, they found the posters and small booklet with illustration to be the most affective materials to educate and raise awareness on HR at grass root level – especially those with low educational background and to children in the community.

Conclusion (Evaluation question:1)

Human rights education and promotion by EQMM is fully recognized and already an organization default activity. Most respondents in the survey are more aware of the organization as human rights educational organization in the community. In terms of resources, duty bearers, different NGOs, CBOs, CSO networks, community members can easily access to the HR information through multimedia and IEC materials produced by EQMM. The project impact of human rights education in the community level and individual through existing resources (human rights trainings, IEC materials, Workshops, and public event) varied at different level. However, other multimedia channel such as video production, IECs materials and public event are found to be very supportive for human rights awareness and education in community and grass-root level.

In terms of technical support, a number of human rights trainings provided by EQMM is really supportive in increasing awareness of human rights in individual (direct beneficiaries). Through HR trainings to individuals and CSOs at community level – basic human rights trainings, ToT trainings, workshops and HR Talks – raised awareness on human rights and knowledge on HR concepts. Training alumni were empowered and they were more aware of human rights concepts, later become the trainers and, some can even involve at community advocacy works. Multiplier training

also bring about positive impact on the training participants, who can give HR training back to their own community. It was carried out in all studied regions and states.

As ToT alumni are currently working in different NGOs, CBOs, CSO network organizations and one of the ToT trainers, who is KII participant, is currently working at human rights promotion session at Myanmar National Human Rights Commission. They shared how they apply HRs skills and knowledge at their respective working area – child rights, women rights, rights for key populations, labor rights, etc. They use the advocacy tools and knowledge they have gained from EQMM training, in promoting human rights awareness/education and protecting the human rights violations. It can be seen that education activities of EQMM effects on individual and community level.

Evaluation question (2): was the project able to provide empowerment of human rights educators or Human Rights Defenders (HRDs) in protection of human rights in community and society?

Findings (Evaluation question 2)

Year	Resources/ activities	Outputs
	Thematic workshop	- Conducted 14 Thematic workshop for 340 participants
2016	ToT	- Trained 27 new educators
2017	Mentoring	- Trained 48 activists and provided additional mentoring to 36 of them.
	ToT	- Trained 26 new educators
2018	ToT	- Trained 27 new educators (ToT)
	Multiplier training	- Conducted 12 multiplier training by new educators (ToT)
	Refresher training	- Conducted 24 participants in ToT refresher training
	Follow up trips	- Monitored 13 participants by followed up trips
	Engagement	- Engaged 27 Network organizations/working groups

Findings (Evaluation question 2)

The trainers who finished one-month ToT (Training of Trainers), spread the basic human rights concept to their respective communities, through conducting basic human rights trainings (one-day, 3-day and 5-day Human Rights Education and Multiplier training). Having one-day HR talk and Multiplier training give the chances to ToT participants to apply their skills and HR knowledge in a more practical context, which in turn spread basic HR concepts to their own community, which was specifically conducted in their own regions and states. Moreover, the ToT trainings produced educators, defenders and advocacy actors in the human rights advocacy works at different levels.

Around 15 – 20 participants to multiplier trainings, including participants from CSOs, LGBTQI, people working for disabled issues and individuals.

From KIIs and FGD, ToT alumni trainers shared their experience on conducting multiplier trainings in the community, for which the ToT alumni trainers designed the training module by themselves and they themselves organized the training in the community. ToT alumni trainers mentioned that they applied training techniques which they learned from ToT when the actual multiplier trainings were conducted. One Key Informant said that,

“The training approach that I learned during ToT - for example, Active listening, Gaming and Brain Storming – are really useful to get the participants’ interest and attention.” (ID 01, KII 2, YGN)

Besides, *“In Karen State, using pictures in human rights talk session overcame language barrier. This was done by MNHRC and HREN.” (ID 02, KII, YGN)*

Along with this, some difficulties faced by the training participants were also found out.

“As human rights topic is new to us, at first it is hard to understand the topic. This is because it was my very first time of Human Rights trainings that we could not catch all which has been taught within this few day”, and “We want to learn more detailed on these specific topics” (ID 01, FGD 1, TG)

When the trainers were conducting the multiplier training, one EQMM staff is always with the trained trainers, as an “in-check person”. Whenever the trainers have difficulties to answer the questions raised by the participants, “In-check person” always helps ToT alumina.

Training itself not only empowers the ToT alumni trainers to have the capacity to conduct another multiplier training, but also it gives a chance for them to broaden their network, through which they can work together in the long run. Besides, the training program enhance to build trust among the ToT training participants, later it stands as a strong network. Maintaining the existing network is key to human rights movement and collective actions in the community and society, resulting in the formation of the Human Rights Educators Network (HREN). Consequently, having the alumni trainers as the volunteer in HREN, there are other continuous refresher program for them, such as ToT refresher courses, and workshops on particular thematic area. The workshops were designed according to its specific thematic areas based on the particular needs of the trainers and the community – Women and Advocacy workshop, Human Rights, Women’s Rights and Stereotype. It promotes their capacity on human rights advocacy works, and also EQMM have them as local trainers in their own community. Existing HREN platform take supportive role for human rights education in states and regions. This is a wider human rights network at which every participant from Human Rights TOT become a member of HREN, but not all participants from TOT become human rights educators or human rights defenders. Key impact of having the project trained human rights educators in the community is that HREN members disseminate human rights training in

their community, but it still needs to consider for its sustainability in the long run, in terms of budget, and for mass dissemination of human rights knowledge in the community.

Most participants of KII and FGD from Mandalay, Taunggyi, Yangon and Mawlamyine said that they do not receive update information on the activities of EQMM, including the network members. EQMM founded HREN in 2015, and providing funding to support the development of HREN as an independent organization, yet it cannot be said even that HREN is fully independent of EQMM and it is still an ongoing process. In 2018, EQMM organized HREN's strategic development meeting, in which the members selected steering committee and developed the foundational documents. It was decided by the members that HREN plans to become an independent organization within five years.

One FGD participant said that, *“We have no strategic partnership with EQMM, they contacted HERN ad hoc”,* and *“Getting an invitation for this evaluation interview surprised me. It is the very first re-contact I received after two or three years.”* (ID 03, FGD 2, MDY)

At this point, it showed that keeping a more interactive communication between the network and the program is fairly important, as EQMM is supporting the long-term development of HREN to be a stable, functioning, and independent organization that can work with EQMM.

Not only human rights awareness in the training, complaint mechanism is also introduced in the training. Therefore, participants become aware of human rights and the human rights issues, and they are empowered to defend the human rights violation in their community. Some participants and beneficiaries of the program are practically applying their knowledge and skill they gained from the training – applying at personal level, sharing at their workplace and helping others file the HR violations in preparing complaint letters.

“When my boyfriend asked me my Facebook password, I told him that I cannot give it because everyone has their privacy rights.” (ID 01, FGD 1, TG)

“I become more sensitive when talking about religious issues after attending the training.” (ID 5, TG, FGD 1)

“Children have been forced by their parents to do what their parents want”. (ID 02, FGD 01, TG)

“Children in conflict area cannot access to education,...these are the violations of Child Rights.” (FGD 1, TG, ID 6)

“One disabled person cannot attend College, schools, because of his disability though he passed written entrance exam.” (ID 04, FGD 1, TG)

The concepts which they gain from the training changed their attitude and behavior, understanding the fundamental concepts of human rights.

“Before I attended the training, I used to look at other people’s messenger message on their phone. But later, after the training, I never do this again, because I know of their privacy rights.” (ID 01, FGD 1, TG).

Moreover, the participants become more aware of basic human rights and respect on other person’s rights and dignity, especially the rights of minority people and the lives of marginalized group.

“After the training, I can understand the lives of wheelchair person and the difficult situation that they cannot step up.” (ID 05, FGD 1, TG)

“One of my friends is a Tomboy. When he enters to the “Female” toilet, girls got frightened, then he mentioned himself as a tomboy, but he dares not enter to “Male” toilet alone, so the friends have to wait for him in front of the toilet.” (ID 04, FGD 1, TG)

“My father does not accept LGBT. Some people do not accept Gender Issue, it would be because of tradition, belief and practices. Some might also be because of religious belief or because of differences between the younger and older generation’s perspectives.” (ID 04, FGD 1, TG)

Consequences of human rights education in the community have positive effect of reducing human rights violation in the community. Women raised their voice when they find human rights violations in their community and applied the complaint mechanism.

The interview result of KII and FDG have revealed that the participants found complaint mechanism to be very useful and they are using the complaint mechanism to help file the human rights violation cases faced by their community to the relevant authorities. Besides, the FGD participants mentioned that this complaint mechanism is also illustrated in pamphlet.

The Alumni from Amara Pura Township, Mandalay, helping file a complaint for human rights violation cases to MNHRC:

“After I have attended the basic Human Rights training from EQMM, I shared the HR knowledge and give trainings back to the farmers and laborers around my township. I came to understand how to make complaint and file the case of human rights violations to the relevant duty bearers and through the right channel. I have helped prepared a complaint letter for a number of HR violation cases and submit the letter to the MNHRC in Yangon, within 2015 and 2016. I also make personal visit to MNHRC to file the HR violation cases and submit the complaint letter to MNHRC, 4 to 5 times, for a number of land grabbing cases and labour rights. There was a positive feedback and prompt reply letter from MNHRC that they will look into the case and follow up. Out of the 10 cases submitted to the MNHRC, they have managed to settle 3 to 4 cases,” she said. “If they respond to the complaints and investigate and settle the cases, then the MNHRC will gain more trust by the people and people will also be encouraged,” she said. (ID 01, FGD 1, MDY).

In Taunggyi, it can be seen that, through a wide spectrum of the project activities, Human Rights awareness raising and education reached to the targeted beneficiaries – individuals, CSOs, CBOs, staffs of PNU (Pa-oh National Units), community itself and its network – and planned objectives. The prevailing human rights abuse and violation occurred in Taunggyi are Domestic violence, Violation to Child Rights (Child Labor, Exploitation to Child Rights and their workforce, Child Soldier), Disabled rights (Eg, Rape case to disable person), and land confiscated issue and land grabbing.

“Some lands have been confiscated under the reason of development purposes, and another one is land grabbing by the military. When the factories were built, local people have, again, to suffer the unpleasant consequence of the waste which is not systematically managed and discarded, then it leads to increase health concern among the local people.” (ID 06, FGD 1, TG 1).

“Some land is confiscated by the businessman and they gave the bribery to the officials, the name of the land owner become the name of the business man. Corruption issue is so problematic.” (KII 01, TG).

One of the HREN members, focal person of Taunggyi HREN in 2019, founded one local organization known as “Real Life Institute”. One of the primary purposes of this institute is to contribute the knowledge related to the elections and democracy through its education program, where she

practically applied the knowledge she gained from EQMM's HR ToT training. The trainer mentioned that some land confiscated issues are intertwined with corruption issue, and she is working on land grabbing issues and help in terms of performing as a bridge between the government officials and farmers, and sharing HR knowledge as the human rights trainer.

These above cases show how EQMM different trainings, especially ToT training, enhances the knowledge and skill of training alumni. EQMM is a very strong organization working actively for human rights education and promotion than human rights protection. Moreover, other project of EQMM has been supporting emergency assistance at-risk human rights defenders in states and regions except Yangon region. EQMM emphasizes more on human rights education, , however, the beneficiaries expect more assistance and protection or coordination among duty bearers and victims. According to the findings from various interviews, the community from project areas is mostly aware of human rights concept and core complaint mechanism for human rights abuses and violation, as well as, human rights related cases, through human rights talk (MNHRC and HERN), short video and IECs materials (posters and booklets). Nonetheless, community still need more empowerment and assistance in order to protect human rights violations in their community, in terms of getting legal assistance.

Although scaling the change at community level is not easy, the EQMM ToT alumni themselves becomes the HR advocates and there are some successful stories, for example – proposing labor rights of the workers at Panda garment industry. The workers at Panda garment industry, in Hlaing Tharyar, raised their voice on getting minimum wages. Finally, the workers achieved what they asked for and they formed workers group within the industry.

One KII participant shared her experience of recognizing human rights violation cases, *“When I attend an event held by local CSOs for the cases of Digit Charcoal Factory, I noticed that local people are suffering from the health problems. There is no fresh air and factory waste are not discarded in the proper way. When I asked villagers, they are not aware of what agreement was made between the factory owners and the local government.”* (ID 02, KII 2, TG)

Another case that trainer helped the local people resolve land issues was in Payani village, Pa'O Self-Administrated area.

“This was about land dispute, confiscated by Pa-O armed organization. The trainer helped the farmer to meet one Pa-O village leader who can negotiate between the village and Pa-O armed organization. Finally, the villagers get their land back, which was resolved by the approval letter of Pa-O leader, but this land was confiscated again by the military.”

One of the KII participant, a trainer in Taunggyi, is working at rights-based organization where she is engaging is an empowerment program for Pa-O Women Leadership and she designed HR module and shared the HR concepts. (ID 03, KII 03, TG)

Conclusion (Evaluation question 2)

In this evaluation question, it addressed human rights violations with two aspects – human rights education and human rights defending. Providing human rights knowledge to HR educators, later they became HREN network members, the program reached targeted outcomes at individual and community level. In addition, multiplier trainings of ToT alumni raised the community awareness.

ToT training in this project can be concluded that it mainly contributed to the project achievements from individual to community level and it was done by ToT alumni's activities such as redistributed the knowledge and engaged in the advocacy activities. Therefore, ToT alumni are co-drivers to reach the objective of EQMM project. Furthermore, there are relationship between ToT training and achievement of respective objective of EQMM.

The participants of ToT and basic human rights training come from different backgrounds, including marginalize and vulnerable groups. Therefore, participants were empowered through well-designed curriculum of basic and advanced human rights trainings. Therefore, the community gained human rights knowledge from EQMM's program activities and EQMM training alumni.

Direct impacts could not be found through human rights protection and defending activities. As a multiplier effect, human rights educators empower and coordinate duty bearers and rights holders in the community. It was an impact at individual level. Furthermore, number of human rights violation cases were documented by the trained educators (defenders) in their community. One ToT alumni shared success stories happened at Panda Garment industry, when workers at Panda Garment industry raised their voice for receiving minimum wages and the formation of workers group within the industry. Hence, the cases are well informed to media and duty bearers. More precisely, social media harassment cases were resolved through submitted complaint letter to ward level administrator.

As individual and organizational level change (internal changes), training participants from EQMM's training were able to prepare complaint letter and they know where the letter have to be submitted. This was an impact of the project at individual and organizational level.

To provide empowerment on human rights educators nationwide, it is partially depending on ToT alumni network (HREN). The reasons derived from key interviews that EQMM has limited human and financial resources, therefore, junior ToT alumni are able to be requested from HREN for basic human rights trainings.

Evaluation question (3): was the project able to support effectively advocacy engagement of human rights organization in townships, districts, states/ regions and union level?

Findings (Evaluation question 3)

Year	Resources/ activities	outputs
2016	Sub grant	<ul style="list-style-type: none"> - Supported 4 CSOs sub granted to community mobilizing project - Reached 600 people by community mobilizing project sub grant
		<ul style="list-style-type: none"> - 2 organizations, Colors Rainbow and United ACT are supported technically and financially

	CSO capacity building on human rights	- Reached 6332 people from 41 different townships through human rights education and CSO capacity building activities
2017	Training for MPs	- Trained hundreds of MPs for basic human rights trainings
	Thematic workshop	- Trained 602 participants by thematic workshops
2018	ToT	- Trained 26 new educators
	ToT refresher Training	- 24 ToT participants joined to ToT refresher training
	HREN	- 27 members attended Human Rights Educators (HREN) board meeting
	Follow up trips	- Monitored 13 participants through follow up trips
	Interns	- 8 interns joined to Core HRE Program and Advocacy Department
	Exposure trips to Parliament	- Engaged 70 civil society representatives with Parliament (Union Level)
	CSO capacity building	- Trained 95 civil society representatives through Advocacy training

EQMM provided various resources such as sub-grant, technical assistance (advocacy and organizational management), trainings and advocacy engagement activities, to reach this project objectives.

As an organizational development of key beneficiary due to the project activities, after CSOs receiving human rights trainings from EQMM, one organization in Mandalay developed gender policy and sexual harassment policy within their organization.

EQMM involved key advocacy into the various advocacy works in different level of advocacy in the townships, districts and states and regions as well as at union level. HRDs of EQMM Program have been engaging at Policy advocacy and advocacy activities at different levels – duty bearers, MNHRC, Region/State Government, the Parliamentarian, and district/township level authorities on Human Rights promotion and protection. A key finding from the various interviews indicates that few ToT participants or direct beneficiaries engaged in advocacy at local level. ToT alumni who are working at different organizations at different sector, they actively involved at the advocacy works.

“Power to” that EQMM empowers United Act and Color Rainbow’s capacity and their education and advocacy works. As a result, program officer from Color Rainbow, Ma Shin Thant received an opportunity to meet State Counsellor of Myanmar, Daw Aung Su Kyi and got the chance to raise LGBT’s rights issues as well as National Youth Policy in 2016. As another result, United ACT’s interventions reached 6500 children and youth and engaged 105 government officials through advocacy. Another achievement is that ToT alumni advocated the jailors to allow prisoners to get

ART (Anti-retro viral treatment). Life-long ART treatment needs PLHIV to take the ART regularly, but key population in prison cannot access it, finally the jailor helped the prisoners get ART. In addition, ToT alumni helped providing the legal support to key populations (Sex Workers, People living with HIV, Drug users and LGBTQI) through coordination with GAD, DSW, police, the jailor and voluntary lawyers. As a part of EQMM program, HRD project area are in Kachin and Northern Shan State (conflict areas), Mon, Karen, Tanintharyi and Mandalay Regions, through regional coordinator in each state and region, the project help resolve the case through making the referral to the relevant bodies (Eg, child rape cases).

Success story and practical use of HR knowledge for promoting LGBT rights and to file the cases and advocacy with the duty bearers by one LGBT rights activist, Mandalay Region.

“I have come to know about EQMM through my LGBT friend in 2016 and then joined the EQMM 5 days basic human rights training later. Subsequently, I have also attended EQMM’s one month ToT training, and then continue joining 15 days Refreshers course in Yangon and also attended the documentation and advocacy workshop. After the trainings, I came to realize about my own rights and feel more empowered. I also help other people to get their own rights. I have helped advocate for a number of cases: such as to get a space and land for Sunday reading class, and dealing with the relevant Department to get formal permission for the community to hold Sunday reading class. I also engage with the local police and GAD at township & ward level, and help filing the HR violation cases of LGBTs and do advocacy and follow up with the arrested cases. Formerly, I am afraid of police and to deal with the officials and Government departments. But, after EQMM training, I came to realize about my own rights as well as the rights of others and I really feel empowered and gained self-confidence. Now, I know how to deal with the police and government officials and relevant Departments and no longer afraid to go there. I used to work with police and GAD at ward and township level so often now. I even invited the 10-household head from GAD and the police to join the dialogue session organize at my house on LGBT rights with parents, LGBTs and other stakeholders, too.” (ID 03, KII, MDY)

Nonetheless, few beneficiaries are able to be actively involved in the process of advocacy in their own community. The reason that ToT participants who already work in an organization are feasible to involve in their organization’s advocacy tasks. In contrast, non-organizational participants are rarely involving into the advocacy tasks at policy level advocacy. Even they are unable to involve at policy level advocacy, they can negotiate with ward and township administrators for domestic violence at grassroot level.

In terms of the nature of advocacy task, organizational representative is feasible to undertake as an organization or institutional representative.

Project design gave an opportunity an advocacy trip to Nay Pyi Taw and/or exposure trip to Myanmar National Human Rights Commission (MNHRC). This was productive for the participants and their advocacy learning and this gives the training participants an opportunity to interactive discussion with commissioner and its members from MNHRC. Moreover, the advocacy lessons make the participant to understand a real advocacy work. This activity empowers the participants to complain human rights violation cases from the participants’ community.

As a key achievement, EQMM’s collaboration with partner organizations on ICCPR working group was found. ICCPR signature campaign was implemented through collaboration with local human rights organization. This is a Joint advocacy platform for ratification for ICCPR. EQMM has engaged with relevant MPs for Child Law.

EQMM's advocacy activities in law reform process and policy changes were limited to see the policy level impact, as policy changing process itself is a long process. This evaluation will not point out that the project was not able to reach its societal impact level.

Implementing the activities of protection human rights violations is challenging at the societal level. However, EQMM implemented international day events such as Human Rights Day, 16-day activism, and Peace day every year. Sometimes it needs to get permission of local government and GAD, (Eg, Mandalay, mostly urban areas), human rights trainings were not allowed by ward/township/district administrators. Based on field data gathering, there is no restriction to get permission to hold human rights trainings and event in Taunggyi. But, to hold International Human Rights Day in public park, they need to get permission from City Development Committee and GAD.

Conclusion (Evaluation question 3)

From 2016 to 2018, resources are supported by EQMM to targeted population. According to the project document, subgrant, ToT training, Thematic workshop, CSO capacity building, training for MPs and exposure trips were included. Project beneficiaries gained not only human rights knowledge, but also skills in advocacy, facilitation and community mobilization. . The project empowered the beneficiaries in different level of advocacy. This impact can be seen in the follow up activities of ToT alumina. "power to" can be seen on the activities of ToT alumina. After they became empowered, they were able to engage in different level of advocacy in township, district, region and union level. 35 % of total ToT participants from 2016 to 2019 are concluded that they engaged in various level of advocacy activities.*

As an impact of this project at organizational level, an organization in Mandalay improved institutionally though formulating the internal policies which are gender and sexual harassment policy for their staffs and its internal controls.

The exposure trips of EQMM to Parliament and Thematic workshop for participants (alumni) were really supportive intervention in this project. Positive feedbacks are explored from the most KII respondents and secondary information. ToT alumni were aware the function of union parliament during exposure trips. Moreover, thematic workshop is the key to contribute in the upgrading of human rights updated knowledge for their human rights training.

As a collective action, EQMM and 5 local organizations did advocacy internationally to pressure Facebook to take accountability for the spread of hate speech on its platform in Myanmar. The results are Mark Zuckerberg testified in the American Congress including Myanmar issues and step-up efforts to block hat speech.

Individual empowerment at human rights education and advocacy through various type of human rights training such as ToT, Basic training, one day talk make a different finding on impact of the project. Beneficiaries from one day talk received human rights information. Who would be in the basic training was decided by local training organizer. One day talk gave introduction of human rights topic at individual level. Some of the basic training participants were from one day talk and

* 35 % is calculated based on the trained ToT participants from 2016 to 2019 and number of interns who joined up with EQMM. For instance, there were 27, 25, 25 and 25 trained new trainers in 2016, 2017, 2018 and 2019 as well as number of interns were 12, 8, 8 and 8 in 2016, 2017, 2018 and 2019, according to SAI reports. The interns are assumed that they are strongly confident to be concluded that they engaged at different level of advocacy.

some were community members who received repeatedly similar training opportunity. In this stage, individual get the “power within” that they gained basic human rights knowledge. Moreover, the outcome can be seen in their community, as the knowledge were shared by the participants from basic human rights training to their community. Accordingly, the survey found out that 34 % and 30 % of the respondents shared to their friend and family. EQMM training alumni contributed at the knowledge sharing and they helped community file the complaint to duty bearers to bring injustice for the HR violation cases in the community. ToT participants engaged to different level of advocacy. For example, one participant from Myeik Student Union was able to involve in Municipal Development Affairs Community of Myiek township for community development issues, after attending the intensive advocacy training in EQMM. It was an evidence for advocacy engagement at township level. For Union level, Shin Thant was able to meet with State Counsellor of Myanmar and able to raise LGBT issues.

It can be concluded that these are impactful examples of the project on individual and organizational level of advocacy engagement in different levels such as township, district, region and union level.

Evaluation question (4): Was the project able to fulfill and protect of human rights through laws and policy?

Year	Resources/ Activities	Outputs
2016	Advocacy engagement	<ul style="list-style-type: none"> - Established Myanmar-Burma UPR CSO forum to monitoring and advocate for Myanmar’s UPR - met with U Shwe Man, Chairman of the Legal Affairs and special Cases Assessment Commission
	Report	<ul style="list-style-type: none"> - produced a report “Situation of Freedom of Religion and Belief in Myanmar” was produced
2017	Signature campaign	<ul style="list-style-type: none"> - Collected 6000 signature calling for ICCPR ratification
2018	Report	<ul style="list-style-type: none"> - Produced a report monitoring Myanmar’s implementation of 2nd Cycle Universal Periodic Review (UPR) recommendation produced and launched
	Joint advocacy	<ul style="list-style-type: none"> - Signed 19 advocacy statements for collective advocacy
	Advocacy meeting	<ul style="list-style-type: none"> - Reached 75 Duty Bearers through Advocacy meetings

Findings (Evaluation question 4)

With the collaboration with MNHRC, EQMM is giving technical support to the process of MNHRC reform. EQMM engaged laws reform process, particularly in child law and it also aims to advocate the parliament in signing the treaties like ICCPR. More precisely, Signature campaign were carried out for the signing and ratification of ICCPR and engagement and dialogue with the MPs have been

carried out, led by EQMM in collaboration with the CSOs working group members through ICCPR working group. According to the EQMM project documents⁵, there is positive signs and it is very likely that the Government will sign and ratify the ICCPR in the near future. As a result, 6000 signatures were being collected for ICCPR ratification. Moreover, supportive results from ICCPR awareness activity, “I just know if Myanmar government ratify this treaty ICCPR, it will support our policy reform system and law enforcement. So, the government should ratify this treaty as soon as possible”. ***Khu Thu Reh, member of Kayah State Parliamentarian.*** Furthermore, ICCPR signature campaign activity is initiative of human rights activities among CSOs in Myanmar and duty bearers. Not only signature campaign, public awareness was able to be leveraged.

As a result of advocacy effort, MP from ***Eain Mae*** constituency proposed to sign at ICCPR at the Hluttaw and another Pa-O female MP who raised question on it, after advocacy engaged by EQMM.

In 2016, Executive Director of EQMM lobbied the Union Level Government on Legal Reform and Rights Education, met with U Shwe Man, Chairman of the Legal Affairs and special Cases Assessment Commission and consulted on repressive laws and by-laws. Moreover, EQMM was able

A Success story and Impact

On April 5, EQMM and five other local organizations signed an open letter to Mark Zuckerberg in critical response to his interview with Vox, in which he claimed that Facebook has been successful in managing the spread of hate speech and misinformation in Myanmar. The letter was widely reported on in international media. Thereafter, EQMM and its partners sent letters to several US senators about Facebook’s inadequate response to hate speech in Myanmar, urging them to ask Mark Zuckerberg to commit to stopping Facebook from being used to incite violence in Myanmar. On April 10, Mark Zuckerberg testified before the US Congress saying, “what’s happening in Myanmar is a terrible tragedy, and we need to do more.” Zuckerberg then said Facebook was hiring “dozens” more Burmese-Language content reviewers to look for the hate speech, as well working with civil society to identify “specific hate figures” who should be banned and working with product teams for further technical solutions to the problems. He also made a commitment to tackle hate speech within 24 hours of being posted on Facebook. (Page 39, 2018 Core Annual Narrative Report)

to
make



Figure 5 A picture EQMM’s Human Rights video had been broadcasting on state-run media, MRTV

comments and recommendation on 2013 Telecommunications law which failed to protect human rights, including 66 (d) as well as draft Citizens Privacy and Security Protection Law were made comments and recommendation to the Pyithu Hluttaw Bill committee. In addition, EQMM could meet with Dr. U Pe Myint, Minister from Ministry of Information for discussion on cooperation human rights education through state-run media. As a result, human rights promotion short video which produced by EQMM were broadcasted a state-run broadcasting channel, MRTV-4. As a high-level advocacy initiative, in 2016, EQMM initiated a collective advocacy for ICCPR ratification training workshop with Member of parliaments and CSOs in Nay Pyi Taw.¹⁶

Executive Director attended a session with the Union level Women and Child Rights Committee

⁵ Page 19, 2017 Annual Report
¹⁶ Page 23, Annual report 2016

and advocated to MPs related with the issue of child right, specifically on the marriage age, corporal punishment and to protect children in the armed conflicts. As the impact of this advocacy, Upper House Hearing Section decided to propose the marriage age shall be 18 whether male or female. It was later passed by the upper and lower house.

Direct advocating session was conducted to 50 – 100 MPs. Moreover, the project involved at Universal Periodic Review process and also in MNHRC reform and Human Rights Day event. UPR report was able to be produced through collective efforts of CSOs and EQMM. Moreover, key findings from the UPR report was presented and lobby to MNHRC through a joint meeting with Burma/ Myanmar UPR forum and MNHRC, in March 2018.

EQMM's advocacy initiative with CSO members for MNHRC Reform is the great step to bring about positive change at Union level law and policy making in the near future.

Conclusion (Evaluation question 4)

Understandably, to make changes in policy and laws reform largely depends on various factors, such as, political landscape, the political-will of the Government, as well as the willingness of particular Affairs Committee within the Parliament. Though high-level changes are a long process, EQMM was able to make a few key revisions to the child law through the advocacy and revised points were age of marriage, corporal punishment and protect children in the armed conflicts. These accomplishments were achieved through a series of advocacy meetings with duty bearers, intensive advocacy workshop and trainings for CSOs. Similarly, other CSOs who are working on LGBT issues, like *Space for Minority*, advocacy activities are ongoing process through having meeting with MPs (Mandalay regional parliament) for discussion on term usage on LGBTI issue. Even though there is an ongoing advocacy process, it could be recorded as one of the strongest advocacy engagements.

Additionally, producing the reference book and advocacy resources for the 2nd cycle (2015-2020) mid-term UPR report, Situation report of FoRB, and joint advocacy statements are helpful resources of EQMM at policy advocacy. Furthermore, not only advocacy attempts inside the country, EQMM also engage in regional and international advocacy such as joint advocacy with Asian Regional Human Rights Defenders Forum and UPR monitoring process. These efforts drew the attention from duty bearers to change policy and law reform.

In conclusion the project made a number of engagements at policy advocacy works with duty bearers, MNHRC, parliament, DSW, Anti-corruption commission, affairs committee in parliament, Chairman of the Legal Affairs and special Cases Assessment Commission as well as international human rights communities. EQMM, partner organizations and CSOs continues advocacy meetings with duty bearers and partner organizations under current political situation for reforming repressive laws and unfair policies reform and there is a highly constructive engagement at advocacy works, related to telecommunication laws, Lawful interception and privacy and security protection law. Furthermore, alumni from advocacy training continue engaging at various advocacy on human rights in their respective regions and states.

Table 12 Empowerment Assessment Table^v

	Degree and Level of Empowerment						Justification
		Level 1: Output Individual or community	Level 2: Output Individual or community	Level 3: Outcome Individual or Community	Level 4: Outcome Community and/or Society	Level 5: Impact Community/ Society /Structure	
Thematic Area of Result	Strengthening civil society		X				Targeted civil society/ project locations gained human awareness and their own rights. The whole community participation/ community mobilization in the human rights activities were less and discrimination and human rights violations has been happening in the targeted community/ project areas.
	Peaceful coexistence			X			Project beneficiaries gained human rights and its related knowledge and changed perception training participants on different background such as religion, ethnicity, sexual orientation, people with disability at individual. The key activities of the project reached targeted outputs, outcomes and impact at individual level (direct beneficiaries). Follow up activities of the alumni such as public campaigns and events were documented and it can be seen as success cases stories.
	Gender Equality			X			Gender equality in participants recruitment for human rights trainings had equal chance for male, female and others. Participants from diverse gender background joined the training

^v Empowerment Assessment Tool, Digni

							at basic, ToT and multiplier training. Then, female participant's contribution in the community can be seen after they received ToT training and basic trainings. Against gender-based discrimination was achieved at individual level (training participants or direct beneficiaries) and it was unable to reach at societal change and remain the activities need to be continued to see it.
	Total Assessment of Project						

Relevance

Current human rights situation in selected project areas needs to promote human rights aware human rights violations. The project contributes a greater share in promoting human rights education at public awareness, also at policy advocacy work. Thus, EQMM project is highly relevant to the needs of the community in order to enhance individual's knowledge on human rights concepts and principles. Building a network of human rights trainers and advocates as well as a wider range of resources such as multimedia channel and IEC materials, the project covers a wider scope of HR awareness raising. Though various educating approaches, the project distribute so informative and illustrative materials in the way the community can understand that it reached to the broader scope of the community. The activities of the project is highly relevant at all levels – individual, community and society level – in terms of promoting human rights education and protection human rights violation and abuses.

Effectiveness

The project is ongoing five-year project from 2016 to 2020, impacts on individual level can be found that training alumni become empowered and have been engaging at advocacy works. The ToT alumni later become member of Human Rights Educator Networks that they can keep engaging the network activities and actively working on human rights issues in their respective workplace. Moreover, having local ToT alumni from different background in different area as the human rights trainer is an appropriate approach to keep the network wider and to transfer the human rights knowledge in a broader scope. Community members become aware of the human rights concepts and principles through the various trainings and HR education promotion events, and understand the complaint mechanism and help others in submitting complaint letter for human rights violation and abuses on behalf of victims in the studied areas. In Mandalay, one female participant become a defender for her own community and submitted the complaint letter on behalf of victims from their community.

Efficiency

Human rights promotion activity by EQMM is wide-reaching to individual and community through human rights training and multimedia channels. This was efficient for human rights education in the project areas as the survey results show that above 90 percent of respondent aware basic concept and message of human rights. The majority of EQMM training participants have disseminated human rights knowledge and basic concept that they learned from the human rights trainings to their family members, at workplace, and among schoolmate. Moreover, number of human rights educators were increased because ToT alumni becomes the members of HREN. It was so efficient that the project maximized the awareness on human rights knowledge through efforts of HREN and it contributed highly to the core objectives of EQMM.

Sustainability

As the program aims at building a critical mass of awareness of human rights in society and increasing in civil society's role in effectively monitoring through conducting various education program, the beneficiaries becomes empowered – especially ToT trainers distributed basic human rights knowledge and concepts with full capacity which they gained from one-month ToT training when they conducted multiplier trainings in their community. It leads the program to have the well-

trained trainers in different geographical and thematic areas that gives a strong tendency to spread out the human rights knowledge in a wider scale. Ideally, EQMM, the program itself could not be able to implement HR awareness raising as national-wide activities. But the plus point which the program has is the network link – HREN. Additionally, ToT alumni becomes the members of HREN, through which the members are implementing the network activities. This existing structure of EQMM program helps for the sustainability of the program, achieving its targeted objectives.

Consequently, education and giving awareness to stakeholders (local authorities, government officials, parliamentarians and ministerial officials) would encourage to pursue the changes in laws and policy level. The program has already been implementing these activities to promote the fulfilment and protection of human rights through law and policy. Thus, these approaches and strengths are the channels of keeping the program sustainable in the long-run.

Challenges and Lessons Learned

It was found out from the interviews that there was loose-connection within the internal coordination that the project staffs did not receive updated information in advance and they were not well-informed. For instance, considerations on local context and current situation of Mandalay could be added in the project design if Mandalay team could involve in the consultation.

Lack of strong monitoring mechanism or watch-dog group is another area to get developed. One of the advantages of the program is that every ToT trainers get a chance to conduct the multiplier training, with the allocated budget, in their respective communities, where they can apply the capacity they gain from ToT. Again, the training participants share the HR knowledge within their families, friends and at their workplace, but it was hard to measure the outcomes of the successive trainings without having any monitoring and follow-up actions.

ToT training takes one-month, from which the ToT alumni took the most capacity of HR knowledge, concepts and principles, and conducting the trainings. As the application is open to everyone, regardless of one's own education background, religion, ethnicity and age, ToT alumni comes with a very diverse background which has the advantages of spreading the HR concepts in different sectors. But it is necessary to consider the accessibility to the application and acceptable participant number which one ToT training can accommodate.

Having human rights events still need to submit for GAD approval and it was not allowed by GAD to hold the events in some areas. Thus, one ToT alumni who is currently working at MNHRC suggested that holding the HR event together with MNHRC would pacify to receive the approval, while some ToT alumni experienced in similar case that they could hold the event but only with the participants selected by the local authorities.

Recommendations

Recommendations are formulated based on the findings of each evaluation question and project objectives;

To build a critical mass of awareness of human rights in society

- As there is a higher demand from the basic HR training alumni for skill building-up and strengthening the capacity, it is recommended to increase the number of ToT trainings.
- IECs and human rights video promotion are illustrative and easy to understand for all-level audiences, it is suggested to be posting on LED billboard in public areas and to be

broadcasted by state-owned channels. Besides, advertising popular series movies as a commercial product is another way of spreading the HR knowledge.

- As both the technical and financial support through providing sub-grants are found to be very beneficial to the existing Alumni Network and individual HRDs and HRD network at community level, it is recommended that these network members at community in their own region/state continues conducting basic HR trainings/talks in the very proactive role with more budget support.
- In order to see the measurable program results and outcome, it is strongly recommended to have the monitoring and evaluation mechanism and follow-up action plan for every successive training.
- To promote HR awareness and education more widely, it is also suggested to wider the network from the community organizations to the academic sector - Students Union, Universities and institutes, schools.
- It is suggested to focus on context-based human rights violation and abuses more than general concept, with more thematic-focused workshops and refresher training course (including counselling training session on HR cases) to strengthen the capacity of network members and alumni, to keep them motivated, updated information (international and local human rights situation) and to keep their active involvement at the advocacy works. For updating news and information sharing for the human rights, it is recommended to add one information sharing session on the conducted researches on human rights violation cases by the partner organizations or the organizations at which ToT alumni. Training venue should be more disabled-friendly.
- It is also recommended to have translated version of contracts and treaties as UN mechanism and ASEAN documents are in English, especially for major ethnic languages.
- Joined with international/domestic universities or institutions, it is suggested to have long-term training, such as the diploma/Certificate course on Human Rights. Human Rights education should be included in the school curriculum (public and private), started from the primary level that the young children may learn human rights concepts and principle which would reflect their attitude, behavior and practices.

To increase civil society's role in effectively monitoring, protecting, and promoting human rights

- It is recommended to document the information on human rights violation – case by case - in highly confidential in HR documentary, with structured follow-up activities.
- It is also recommended to have the trainings and workshops, without losing a sight on protection perspective with the promotion perspective, based on context specific issue.
- It is suggested to provide legal assistance, in order that the community become empowered and getting assistance to protect human rights violations in their community.
- Facilitating in complaint mechanism to submit the cases to the right channel, it is suggested to provide technical and financial support to tackle the HR violation cases through the cooperative integrated network approach (Alumni network members, alumni CSO members, alumni government staffs and Human Rights Defenders) to advocate the officials, local authorities, MPs and relevant duty bearers.

- It is recommended to keep the alumni updated with the information on upcoming events/activities through communication platform (Facebook, Messengers, Viber group, Signal or others).

To promote the fulfilment and protection of human rights through law and policy

- It is recommended to have advocacy kits for the ministerial officials, government staff and the parliamentarian and
- To have more consultation workshops with the ministerial officials, government staff and the parliamentarians on case handling.
- It is also suggested to include the staff from the government sectors in the human rights trainings/workshops for having more of their involvement through introducing the new project/mechanism
- As a new approach, having joint research conferences on human rights with the academic institutes and/or but having in house-researchers and sharing educational toolkits publication and reference publications, are another approach for evidence-based advocacy

Consent Form

**Project Evaluation
Equality Myanmar**

Consent form

Date

We Inya Economics is working for the evaluation of one project which was completed by the Equality Myanmar (formerly HREIB), a nongovernmental organization which facilitates a broad range of human rights education and advocacy programs.

In order to get understanding on the implementation of human rights education and advocacy program, we will have an interview, but the name of the participant will be kept as confidential that the participant can share without any concern.

We would like to request to participate in this interview, which would take around one hour or one and half hours.

The name of the participants will be kept confidential and also with your background information. At any time during the interview which the participant feel uncomfortable, the interview can be ended.

We would like to request the signature if the participant agreed with the consent mentioned above. (Note: This is just for the record of the participant's consent, but it will not be used at any matters.)

Sign

Sign

Name

Name

Phone Number

Phone Number

**Project Impact Evaluation
Equality Myanmar
Survey Questionnaires**

Questionnaire Code _____

Date:

(1) Name

(2) Location (township and state and region)

(3) Age

a. years

(4) Gender

a. Male b. Female. c. Other (LGBTQI)

(5) Ethnicity

a.

(6) Religion

a. Buddhism b. Christianity c. Islam d. Hinduism e. Other f. Not mentioned

(7) Level of completed Education

a. Primary b. Middle c. High d. Graduate

Other _____ (Please specify)

(8) Your occupation

c. Student b. Dependent a. Employee at Non-profit organization

d. Employee at Private sector g. Self-employed e. Government staffs

Other _____ (Please specify)

(9) Have you ever heard of Equality Myanmar (EQMM)?

a. Ye b. No

(10) Have you ever joined the human rights trainings provided by EQMM?

a. Yes b. No

(11) How often did you attend the human rights training provided by EQMM?

a. never d. Once c. Twice b. Three and Above

(12) I had joined the following awareness training/ session provided by EQMM? (answer can be selected more than one)

Talk	One day talk	
Training	Basic human rights training (5-day HRE/6 days/3-day HRE)	
	Multiplier training	
	ToT training	
	ToT refresher	
Public Event		
Workshop	Advocacy workshop	

	ICCPR & ICESCR workshop	
	Gender and Women Rights workshop	
	Transactional Justice Workshop	
	Social Accountability Workshop	
	HR documentation workshop	
	Freedom of Expression training (FOE)	
	Freedom of Religion and Belief (FoRB)	
Other		

(13) Have you ever watched video clips developed by EQMM?

- a. Yes b. No

(14) Where did you attend the training/ workshop/ awareness session provided by EQMM?

- | | |
|----------------|----------------|
| a. Not attend | i. Mandalay |
| b. Ayeyarwaddy | j. Magway |
| c. Kachin | k. Sagaing |
| d. Kayah | l. Rakhine |
| e. Karen | m. Shan |
| f. Chin | n. Tanintharyi |
| g. Mon | o. Nay Pyi Taw |
| h. Yangon | |

(15) Have you ever received any IEC materials produced by EQMM? (answer can be selected more than one)

- | | |
|---|---------------------------------|
| a. Never | e. Key chain |
| b. Poster | f. Flyer/Pamphlet |
| c. Booklets | g. Video/CDs |
| d. Books (Manuals/Modules/Publications) | h. Applications |
| | i. Other _____ (please Specify) |

(16) How many articles contains in Universal Declaration of Human Rights?

- d. 30 articles c. 31 articles b. 32 articles a. Do not

(17) UDHR does not cover civil rights

- a. Yes b. No c. Not sure

(18) UDHR describes only citizen's responsibility

- a. Yes b. No c. Not sure

(19) Different religions have different rights

- a. Yes b. No c. Not sure

(20) How did you share your human rights knowledge that you learned from training/ workshop? (Within family, friends, at work)

(21) What kind of experiences have you ever encountered (positive and negative), when you shared human rights knowledge?

(22) What are key challenges when you applied human rights knowledge in your community?

(23) Have you ever annoyed of EQMM's project activities?

- a. Yes b. No c. Not sure

(24) If any,-----

Thank you so much for your time

Key Informant Interview Guide

Project staffs, Trainers, key participants (Duty bearer?) who involved actively activities of EQMM.

- Demographic information

Introduction (Staffs and key informants in these activities) (Their position, and role in implementing EQMM funded program???)

- Name of organization/ position/
- How do you know about EQMM and its activities?
- Could you tell me your role and responsibilities in this project?
- Could you explain about the project objectives? Of your Organization???
- How long have you been working for/ with EQMM? (project/ program staffs)
- Any specific trainings that you received from EQMM? (Any new knowledge and skills you have gained from the training/how it helps you in the project/why it helps you think with the explanation? (why do you think it helps you in your work??) How does the existing training design and approach match the community's needs?)

Situation of human rights in your community (states and regions)

- Any occurrence regarding human rights violation and abuses in your community? (What are the ongoing human rights violations and abuses in your community, if any?)
- What is key human rights problem in your community?
- Who are key stakeholders in this human rights problem?
- Do you have any cases of human rights violation happening in your community?

Trainings

- What type of training that EQMM is providing in your specific states and regions? (When and Where/ How many trainings/ Numbers of training days/ Training Topics/ How many participants/ Who are the trainers and who are the participants/ lesson learned and good practices of the training)
- How do you think the training would contribute to the participants and to the community? Why and how (please specify examples)
- What kind of specific skills that you think the trainers should possess?
- What is the key challenge for the participants to attend the training and understand the training topic?

Workshops

- What type of workshops that EQMM is providing in your specific states and regions? (When and Where/ How many workshops/ Numbers of workshop days/ Workshop Topics/ How many participants/ Who are the facilitator and who are the participants/ lesson learned and good practices of the training)

- How do you think the workshop would contribute to the participants and to the community? Why and how (please specify examples)
- What is the key challenge for the participants to attend the workshop and understand the training topic?

Advocacy engagement

- What type of advocacy activities and engagement are you implementing or implemented by your Organization?
- How did you attempt to collaborate with key stakeholders (MP, GAD and government official and religious leaders and community leader) for human rights issues in your community?
- Any achievement during the implementation the activities or exercise in the community
- Any successful or failure cases study regarding activities? Can you give us any case study of successful case or case/cases failed in your advocacy activities?
- (Could you give us the step by step activities of the advocacy process???)
- Key obstacles when you engage at advocacy works?
- What additional resources would you used for advocacy work and any other suggestion?

Training/ workshop/ public event or others

- How do you contribute to EQMM's activities (role and responsibility: training/ workshop/ video shooting, public event)? what are the preparation steps you took and the follow up process for the training and workshop? Any monitoring activities? Any contingency plan? Any risk mitigation?
- What kind of capacity building trainings you would expect to receive in the future for the similar project?

Suggestion and recommendation

- How would you suggest EQMM to improve human rights training/ project activities for future projects?
- What would you like to suggest regarding the training to achieve the objective of the training and advocacy works?
- What would you suggest to improve/ add to the existing project strategy, design and approaches?

Focus Group Discussion Guide Respondents

The eligible participants are the people who received basic human rights training or involved in a human rights awareness event or activities provided by Equality Myanmar.

Demographic information of each participant

Situation of human rights in your community (states and regions)

- Any occurrence regarding human rights violation and abuses in your community?
- What is key human rights problem in your community? (the answers can be more than one problem)
- Who are key stakeholders in this human rights problem?
- Do you have any cases of human rights violation which you have documented/ or which you are aware of?

Human Rights Awareness (including workshop, event, talk, training)

- What kind of human rights awareness training/workshop/event/talk did you attend?
- How often did you attend? who organized this event?
- How do you know EQMM and do you know what EQMM has been implementing/doing? Please give examples?
- Any IEC materials of EQMM? What are they and where??

Training

- What type of training did you receive from Equality Myanmar?
(When and Where/ How many trainings/ Numbers of training days/ Training Topics/ How many participants/ Who are the trainers and who are the participants/ What they remembered most from the training)
- How did you get this opportunity?
- How do you think the training will contribute to your community? Why and how (please specify examples)
- How would you explain your satisfaction level on training topics and Knowledge and skill of the resource person/ trainer in the training? / why and how?
- Any key challenge to understand the training topic?

Workshop

- What type of workshop did you receive from Equality Myanmar?
(When and Where/ How many workshop/ Numbers of workshop days/ workshop Topics/ How many participants/ Who are the facilitators and who are the participants/ What they remembered most from the workshop)
- How did you get this opportunity? (how did you get invited?) How did you get invitation to the workshop?? (Through work colleagues, or shared by other organizations or directly from EQMM)
- How do you think the training will contribute to your community? Why and how (please specify examples)
- How would you explain your satisfaction level on workshop topics and Knowledge and skill of the resource person/ trainer (facilitators) in the workshop? / why and how?
- Any key challenge to understand the workshop topic?

Performance after receiving training/ workshop/ awareness in the community

- What kind of knowledge have gained from the workshop/ awareness/ trainings conducted by EQMM?
- Which components of these trainings can be applied and which cannot be applied?
- What kind of significant improvements or changes happened in your community after the training/workshop/event and when you applied the knowledge gained from the training in your daily human rights activities in the community?

- Did you able to apply the knowledge you have gained from the training in your practice and implementation of your activities for protection and promotion of human rights in your organization? Do you think these knowledge and practices are really helpful in your project implementation? If Yes, why and if no, why? (Example)
- What kind of new things (new knowledge or practices) that you have learned from the training/ workshop/event?
- Any tips from trainings/ workshop/event that can change you? (value, belief, behavior, vision, perception, social interaction)
- Any opportunities which you can share the knowledge you gain from the trainings/workshops/ awareness events)? How was the response ??? and what are the Key obstacles?

Suggestion and recommendation

- Any suggestion to improve human rights education and promotion in your community? (or by the EQMM trainings??)
- what would you suggest to improve human rights situation in your community?
- What would be your suggestion for EQMM to improve human rights program or activities of EQMM?
- What activities would you suggest EQMM for future project or program?

List of Desk Review Documents

2016 Annual Report
 2016 Annual Report (SAI)
 2016-2020 Project Proposal (Stefanus Alliance International)
 2017 Annual Report
 2017 Evaluation Report
 2017 Project Application- SAI
 2017-2018 Evaluation Report
 2018 Annual Report
 2018 Project Application- SAI
 2018 UPR mid-term report
 2019 Project Application- SAI
 M&E Mater Sheet