Search for Common Ground

Kingdom of the Netherlands

Myanmar Impact Toolkit:

Monitoring and Evaluating Counter

Hate Speech Initiatives

Search for Common Ground

Kingdom of the Netherlands

Contents

Acknowledgements

This toolkit is the product of collaborative work between the following organizations:

- Center for Diversity and National Harmony (CDNH)
- Smile Education and Development Foundation
- Peace and Development Society
- Phandeeyar
- Religions for Peace - Myanmar (RfPM)
- The Seagull : Human Rights, Peace & Development
- CDA Collaborative Learning Projects
- The 88 Generation Peace and Open Society - Meikhtila
- Burma Monitor
- Metta Campaign Youth
- Metta Campaign
- Kalyana Myitta Development Foundation
- Judson Research Center of MIT
- Phandeeyar
- No Hate Speech Project by the institute of War and Peace Reporting (IWPR)
- Myanmar ICT for Development Organization (MIDO)
- Youth Circle
- Shwe Chin Thae Social Service – Shwebo
- United States Institute of Peace (USIP)
- Karuna Mission Social Solidarity/Caritas Myanmar

The toolkit was developed by Freedom of Expression Myanmar as part of a Search for Common Ground project, support by the Kingdom of the Netherlands

Illustrations and graphic design by:
Joosk Studio

Introduction

The **Myanmar Impact Toolkit: monitoring and evaluating counter hate speech initiatives** is the result of a joint effort by civil society organisations and local and international non-government organisations to better monitor and evaluate the impact of their counter-hate speech work. The Toolkit has the collective best practices of 23 leading organisations from across Myanmar that came together in a series of workshop hosted by Search for Common Ground and supported by the Kingdom of the Netherlands in September and October 2017 to share their knowledge, experiences, and skills, and together devise better ways to monitor and evaluate their work. The 23 participating organisations all shared one common characteristic – they are all working at the forefront of attempts to counter hate speech and promote tolerance.

The Toolkit is intended to spread the valuable knowledge, experience and skills identified during the workshops, so that more civil society organisations (CSOs), local and international non-governmental organisations (NGOs and INGOs), activists and others countering hate speech can benefit and improve their own monitoring and evaluation policies and practices. The participants agreed that good monitoring and evaluation not only helped them raise funds but more importantly enabled them to learn and improve the impact of their work.

The Toolkit includes three steps to achieving better monitoring and evaluation, each one tailored especially to be useful for those working to counter hate speech. The first step gives a brief explanation of how to design projects more effectively

and includes some useful tools to support good design. The second step covers how to create useful indicators and set realistic project targets so that success can be measured. The third step explains participatory monitoring and evaluation and includes a choice of tools that can be easily used.

Using this Toolkit

- **What?**

  The Toolkit will enable you to better design, monitor and evaluate your work countering hate speech. It is full of useful tips from others working in Myanmar.

- **Who?**

  The Toolkit is for civil society organisations (board members, staff, and volunteers), NGOs and INGOs, activists and others in Myanmar that are countering hate speech. It is also useful for people that do not work directly on hate speech, but are trying to increase tolerance and promote diversity.

- **Why?**

  Because we can learn useful tips and tools from each other, tailored to our work on countering hate speech in Myanmar.

- **Where?**

  The Toolkit content was created by participants from across Myanmar, but it could be useful anywhere!

- **How?**

  We have included as many practical tips and tools as possible which you can

use to design your projects and develop and executing monitoring and execute plans. The tools are written in an order so that each one builds on the earlier one. All the tools can be used alone, but you will get better results if you complete them in collaboration with other stakeholders, including your colleagues,volunteers, and partners.

- **When?**

Now!

Is monitoring and evaluation only for donors?

Monitoring and evaluation is often seen as something that donors demand, but there are many benefits for civil society organisations, NGOs and INGOs, activists and others countering hate speech because it helps us to:

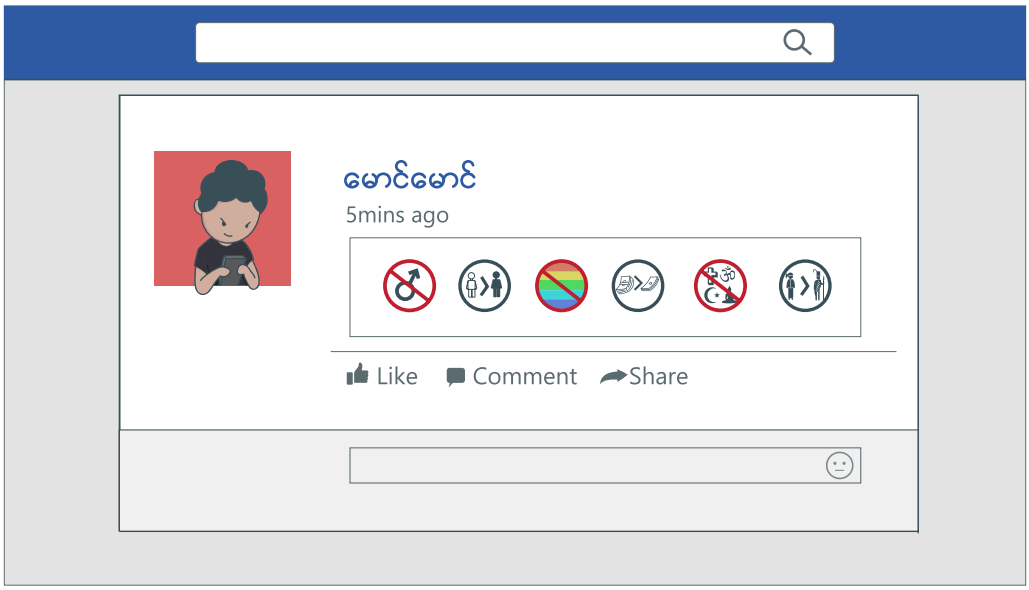
- Clarify what we want to change, and how when and where
- Improve our strategy and tactics
- Question our assumptions and check whether we are being logical which leads to the formulation of our theory of change
- Understand if our work is going as we planned
- See problems and make changes to our work
- Learn what works well and what does not, so that we can design better projects
- Be accountable – just like we ask governments to be!

Challenging intolerance

Myanmar has a long history of diversity, celebrating different traditions, eating different foods, speaking different languages, and worshipping different gods. However, despite this vibrant and valuable diversity, historical legacies undermine social cohesion and promote division. This chapter gives a very brief introduction to hate speech in Myanmar.

People from minority groups can face suspicion, hostility, and discrimination in Myanmar, demonstrated in a variety of ways. One of the most obvious is when intolerance is openly expressed. These expressions of intolerance can manifest beyond mere dislike, animosity, or suspicion into vehement expressions of actual hatred towards minority groups or individual members of minority groups. These expressions of hatred are often called “hate speech” in Myanmar. They can manifest both online and offline.

Tip: Defining “hate speech”



Civil society organisations, activists, journalists, and others have different opinions of what can be called “hate speech”. This is because “hate speech” is an emotive and subjective phrase, used by different people to deal with different problems. Despite “hate speech” being emotive and subjective, some international definitions have been developed by the UN’s International Committee on the Elimination of Racial Discrimination[1] , the UN’s Educational, Scientific and Cultural Organization[2] , the European Court of Human Rights[3] , and even Facebook[4] and YouTube[5] .

[1] “A form of other-directed speech which rejects the core human rights principles of human dignity and equality and seeks to degrade the standing of individuals and groups in the estimation of society.” **UN Committee on the Elimination of Racial Discrimination (2013); General Recommendation No 35 on combatting racist hate speech, CERD/C/GC/35; Geneva.**

A simpler definition of hate speech used by some civil society organisations is "any expression of discriminatory hate towards people".[6]

- because they have – or are perceived to have – certain minority character istics such as their gender, ethnicity, religion, or nationality.

This definition means hate speech is:

- any expression imparting opinions or ideas
- that is expressed through any form such as written, spoken, or visual
- and spread through any medium such as the internet or television or in the street
- and includes not just bias, but intense and irrational emotions that are dis criminatory
- and that are targeted at individuals or groups
- because they have – or are perceived to have – certain minority character istics such as their gender, ethnicity, religion, or nationality.

[2] **"Expressions that advocate incitement to harm (particularly, discrimination, hostility or violence) based upon the target's being identified with a certain social or demographic group.** It may include, but is not limited to, speech that advocates, threatens, or encourages violent acts. For some, however, the concept extends also to expressions that

foster a climate of prejudice and intolerance on the assumption that this may fuel targeted discrimination, hostility and violent attacks." **UNESCO (2015); Countering hate speech online; Paris.**

[3] "All forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility towards minorities, migrants and people of immigrant origin." **Council of Europe Committee of Ministers (1997); Recommendation No. R (97)20; EU.**

[4] "Content that directly attacks people based on their race, ethnicity, national origin, religious affiliation, sexual orientation, sex, gender or gender identity, or serious disabilities or diseases." Facebook Community Guidelines on encouraging respectful behaviour.

[5] "Content that promotes violence or hatred against individuals or groups based on certain attributes, such as: race or ethnic origin, religion, disability, gender, age, veteran status, or sexual orientation/gender identity." **YouTube Community Guidelines.**

[6]Article 19 (2015); Hate speech explained; London.

[7]UN Human Rights Council (2013); Rabat Plan of Action on the prohibition of advocacy of national, racial, or religious hatred that constitutes incitement to discrimination, hostility, or violence; Geneva.

“Hate speech” and free speech

Even if we can identify hate speech, we should be cautious about how we address it. Bans often end up censoring legitimate debate and criticism rather than actual hate speech, and therefore undermine the right to freedom of expression. For example, influential people such as politicians, religious leaders, and business people have often dismissed allegations of corruption or wrongdoing by claiming that such allegations are actually “hate speech” towards them. Dishonest claims of “hate speech” are also cried by representatives of more powerful groups to censor a minority group’s legitimate complaints of discrimination.

The Office of the United Nations High Commissioner for Human Rights (OHCHR), which **represents the world’s commitment to universal ideals of human dignity.**, has a useful test to decide whether something really is hate speech:

1. the context in which something is expressed
2. the speaker’s position or status compared to their audience
3. the speaker’s intention to incite hatred against a minority group
4. the content of the expression
5. the extent to which the speaker’s expression will be heard or seen
6. the likelihood of imminent harm[8]

Hate speech includes deeply offensive and derogatory words or phrases, often aiming to dehumanise groups or people or incite hostility, discrimination, or violence towards them.

Hate speech can be expressed by people from a range of backgrounds, including rich or poor, urban or rural, university-educated or primary level passes, men or women and young or old. Hate speech can be found in many sources, including in music, on television, over the radio, in leaflets or newspapers, in sermons, in public rallies and on the internet.

[9]Download the report at: https://www.sfcg.org/tag/myanmar-reports

Tip: Recent reports documenting hate speech in Myanmar

There are many civil society organisations documenting hate speech in Myanmar and publishing their findings, including:

- Smile Education and Development Foundation + University of Winchester (2016); **Religion, Hate speech and social media in Myanmar: Analyzing methods of intervention**
- C4ADS (2016); **Sticks and Stones: Hate speech narratives and facilitators in Myanmar**
- United States Institute of Peace (2014); **Media and conflict in Myanmar: Opportunities for media to advance peace**

Hate speech online

Hate speech is especially common on social media platforms, particularly Facebook, where it can include photos or videos that are quickly and easily shared, either by name or anonymously. Civil society organisations working to counter hate speech found the following online trends in Myanmar:

- More than 100 Facebook pages are regularly creating and publishing text, images or videos that express hatred towards a minority group in Myanmar

- Facebook pages and posts that promote democratic values such as peace, tolerance, and respect for diversity in Myanmar get a significant amount of comments expressing hatred towards a particular group

Counter-hate speech work

Civil society organisations, NGOS and INGOs, activists and others are actively working to challenge hate speech and promote a culture of tolerance in Myanmar. **A stakeholder mapping conducted by Search for Common Ground found that** strategies and tactics are diverse and vary widely, but include the following:

- Monitoring hate speech: People identify and track hate speech, both online on Facebook pages, and offline such as the distribution of leaflets or videos.

- Mitigating rumours: People identify an unsubstantiated and harmful rumour, usually offline, and then actively set out to dispel it, collaborating with local public officials, journalists, and influential social media users.

- Building response mechanisms: People coordinate local public officials, police, MPs, influential social media users, activists, and civil society organisa tions so that they are ready to respond to any potential violence.

- Directly countering hate speech on social media: People identify content on

social media pages or posts and add comments refuting the claims or declaring it hate speech.

- Proactive hate speech reduction campaigns on social media: People create grassroots campaigns to build wider support for tolerance and to promote counter narratives and peace speech.

- Peace promotion: People produce movies, books, reports, and other mate rials that promote peace, coexistence, and tolerance.

- Legal advocacy: People building coalitions to pressurise the government to adopt or amend laws or bills.

Tip: What works?

Civil society organisations, NGOs and INGOs, activists and others have found some best practices for countering hate speech in Myanmar:

- Work locally and build up local networks and relationships
- Be creative in whatever you do
- Become an expert in using social media so that you know all the tips and techniques

- Share ideas and learn from other organisations or individuals doing similar work – organisations with creative and technical skills collaborating has a positive impact
- Work with youth groups and university students
- Coordinate your actions and activities with others, and keep coordinating
- Engage with people from other fields to help you innovate

Tip: Practical digital security tips and good internet practices

- **Encrypt your files**

Keep your files private because breaches of digital security can happen. Use FileVault (on Mac) or BitLocker (on Windows) on your computer to encrypt your files so that no one can read them.

Send safe messages

SMS can be easily read by others. You can use encrypted message apps such as **Signal** or **WhatsApp** instead. If you use Facebook Messenger, make sure "encryption" is turned on in the app settings.

Protect yourself from viruses

Whenever possible update your Windows, Android or iOS software so that it is more secure (you can find free WIFI in many hotels, restaurants, and malls in Myanmar). Install an anti-virus programme or app. The best free ones are **Avast** and **AVG**. Do not open documents or click on unfamiliar links that you have been emailed from anyone (including your colleagues!) without first checking them for viruses.

Secure your accounts and passwords

Turn on "two-factor authentication" security in Gmail or Facebook so that if they spot something suspicious, they will send your phone a message to check it is really you. Also use phrases instead of words for stronger passwords, and replace a few letters with numbers. For example, "counter" would be hacked by a computer in 1 millisecond, but "CounterHateSp33ch" would take 227 million years! Visit **HowSecureIsMyPassword.net** to check if your password is okay.

Keep your browsing private

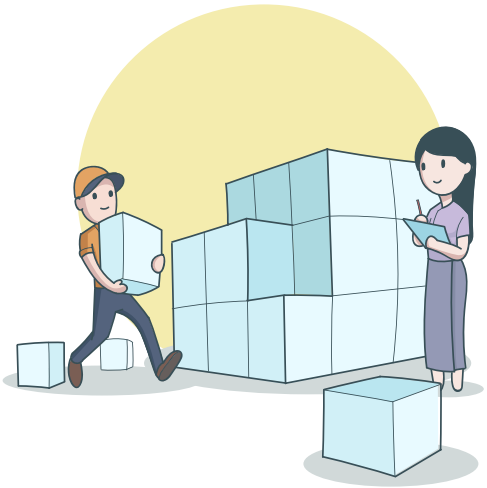
Use the more private search engine **duckduckgo.com** instead of Google. Add the plugin "HTTPS Everywhere" to your Chrome or Firefox apps to encrypt your web browsing.

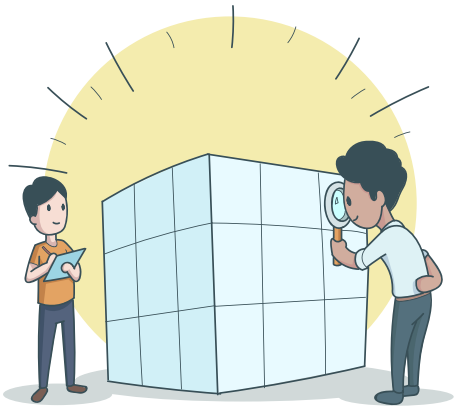
Stop others spying on you

Cover your computer webcam and mic with tape in case someone has hacked in and is watching or listening to you. Be aware when carrying your phone that its camera and mic can also be hacked to spy on you.

Introduction to monitoring and evaluation

The purpose of monitoring and evaluation is to compare what was originally planned with what actually happens. This chapter covers the basics of monitoring and evaluation and introduces some of the methods used in counter hate speech projects in Myanmar.





Tip: What is monitoring?	Tip: What is evaluation?
What? Monitoring is the systematic collection of information on all aspects of a project while it is being implemented.	**What?** Evaluation is the systematic and objective assessment of an ongoing or completed project.
How? Monitoring is the collection of information so that we can compare what was planned and what actually happened, including: • Context • Staff performance • Expenditure • Implementation of activities	**How?** Evaluations compare the projects planned results with the actual results (“results” are sometimes called outcomes, impact, or objectives). Evaluations ask what has happened and why, check whether a project was efficient and effective, and assess its longer-term sustainability.

• Beneficiaries • Effects • Problems. **■ Why?** Monitoring enables us to better manage our projects, by assessing the current situation to spot problems and to find solutions. These problems can be about implementation, delays, staffing, or finances for example or about how to adjust programming to ensure success. **■ Who?** Project staff, managers, volunteers, and partners should all be involved in planning and doing the monitoring. If you have finance staff, they should handle monitoring expenditure, and managers should handle managing staff performance. **■ When?** Monitoring is done throughout the project. It is a good idea to have monitoring team meetings monthly or quarterly.	**■ Why?** Evaluating enables us to decide whether our project has achieved its intended results, and make conclusions that will help us learn for future projects. **■ Who?** Project staff, managers, volunteers, and partners should all be involved in evaluating a project, making conclusions, and documenting lessons learned. Often donors will ask external people to do evaluations, to have an unbiased opinion. But even external people will base their evaluation on interviews with everyone involved in a project. **■ When?** Evaluations are usually done at the end of a project. Sometimes if a project is long, for example three years, an evaluation is also done in the middle to check that the project will still reach its intended results.

Civil society organisations, NGOs and INGOs, activists and others working to counter hate speech in Myanmar use a range of monitoring and evaluation tools and methods depending on their type of project:

- Monitoring hate speech: Tracked the number of cases found, and the number of people accessing their monitoring reports.
- Mitigating rumours: Tracked the number of rumours found, where they happened, and the extent to which the police and journalists responded in a positive way.
- Building response mechanisms: Tracked the readiness of mechanisms and the extent to which the mechanisms responded in particular cases.
- Directly countering hate speech on social media: Tracked the number of positive examples of counter-comments, and the number of hate speech posts or comments that were removed as a result.
- Proactive hate speech reduction campaigns on social media: Tracked the number of people that have engaged in the campaigns, and the extent to which people's attitudes have changed because of seeing the campaign.
- Peace promotion: Tracked the number of people that have read their out puts, and the extent to which beneficiaries watching videos have changed their attitudes.
- Legal advocacy: Tracked the extent to which MPs attitudes and support are influenced by attending meetings or workshops.

Tip: Monitoring and evaluation words

People use a lot of different technical words in English when talking about monitoring and evaluation. Here are a few of them explained.

Assumptions	External factors and events that could affect the success or failure of your project that you may have limited control over.
Baseline	The situation at the beginning of a project.
Benchmark	A reference point against which performance and achievements can be measured
Participants	The people or groups that participate in and benefit from your project. They can include direct participants or beneficiaries (that immediately benefit) and indirect participants or beneficiaries (that will benefit in the long-term).
Causality	The direct effect of something on another thing happening – the relationship of cause and effect and the principle that nothing can happen without being caused.
Data	Qualitative or quantitative values that have not yet been processed and turned into information.
DM&E	Acronym of “design, monitoring and evaluation”, highlighting the importance of project design.
Effectiveness	The extent to which the project activities contributed to the result.
Efficiency	The reasonableness of the cost of the activities compared to the result.
Gender sensitive M&E	Assessing your project to see how experiences and effects differ between genders
Generalisation	A broad conclusion based on evidence

Indicators	Measurable, tangible signs that something has been done – showing a clear signal of change.
Information	Qualitative or quantitative knowledge about a fact or circumstance.
Logical framework	Tool used to design projects. The logical framework or logframe is a document that gives a logical overview of the objectives, activities and resources of a project. It also provides information about external elements that may influence the project, called assumptions.
M&E	Acronym of “monitoring and evaluation”.
M&E plan	Implementation strategy for the collection, analysis and use of data.
ME&L	Acronym of “monitoring, evaluation and learning”, highlighting the importance of lessons learned.
Means of verification	What type of information will be used to show changes and where it will be found.
Problem tree	Visual representation of a problem, showing the cause and effect.
Project	A series of activities delivered in a specific period to achieve a desired result.
Relevance	The appropriateness of your project to solving a real problem according to the real needs and priorities of your beneficiaries/participants in accordance with the context
Risk	A potential internal or external problem that would undermine your ability to deliver your project.
Sustainability	The likelihood that the benefits of your project will continue after your project ends.
Theory of change	How and why a desired change is expected to happen in a particular context.
Validity	The extent to which a test accurately measures what it is intended to measure.

Step one: Project design

Monitoring and evaluation of counter-hate speech projects is much easier, faster, and more productive if a project has been well designed from the start. Good project design enables monitoring and evaluation, as well as improves project effectiveness, promotes project sustainability, and facilitates adjustments necessary in a changing context. This chapter introduces project design and includes use ful tips and tools to help you design your counter hate speech project.

Tip: What makes good project design?

A well-designed counter-hate speech project requires:

- Understanding yourself, your stakeholders, and the context you are working in
- Understanding where you are and the problem you face, what change you want to see, and how you can achieve that change
- Identifying what you can feasibly achieve, what you can dor or produce, and how and what you need to do so you can measure results.

Tool: Understanding the problem you face

The Problem Tree (sometimes known also as the conflict tree) Tool enables you to imagine hate speech like the trunk of a tree, where the roots of the tree are the causes of hate speech, and the branches of the tree are the effects of hate speech. The best approach is to draw an actual tree and write on it.

Example Problem Tree Tool			
Effect	General exclusion of minorities increases.	Society's general acceptance of violence increases.	Victims' mental health deteriorates.
Problem	Hate speech and intolerance are common.		
Cause	Certain actors aiming to create political instability.	Lack of awareness and limited access to education relating to minorities' beliefs and customs.	Legal acceptability of different forms of discrimination.

Tool: Understanding the context that you are in

The PESTLE Tool enables you to understand the context that you are working in. Each letter of the PESTLE acronym stands for a different part of the context within which you will be implementing your counter-hate speech project. Doing a PESTLE helps you to identify the general direction of change in your context, break free of unconscious assumptions and become more objective, and avoid areas or ideas that are likely to fail for reasons beyond your control. There may be further boxes, relevant for each country context, that can be included to support further analysis.

	Political	Economic	Social	Technological	Legal	Environmental
What are the key drivers, trends, and forces in your external environment?	The next election, the current and potential candidates.	Your local economy or if there are any big projects or industry in or coming to your area.	How social attitudes and practices are changing.	Infrastructure such as roads or electricity, or peoples' use of mobile phones.	Potentially new hate speech law being developed by the government.	Big development projects such as dams or deforestation.
What are their implications on your work, organisation, and stakeholders?	Effect of candidates' views on hate speech.	Effect of increase or decrease of income.	Effect of peoples' views on diversity.	Effect of more access to social media.	Effect of the law on peoples' behaviour.	Effect of land change on conflict and intolerance.
What are your strategic options in response?	Work with new political candidates.	Work with unions.	Work with schools and youth groups.	Work with schools and digital groups.	Work with lawyers and the police.	Work with community activists and CSOs.

Tool: Understanding your stakeholders

The Stakeholder Analysis Tool helps you identify your stakeholders and analyse their role in your counter-hate speech project. To use this tool, make a list of people that are somehow related to your work, and then try to put them in one of the four boxes depending on how influential and how interested they are in countering hate speech.

Example Stakeholder Analysis Tool		
Level of influence to counter hate speech ↑	**Influential actors who are not interested** These stakeholders are influential but not very interested in countering hate speech. Your aim is to engage and consult with them so that you can increase their interest in countering hate speech (to move them into the "Key Actor" box).	**Key Actors who are influential and interested** These stakeholders are influential and interested in countering hate speech. You will focus most of your effort here, and make sure that they are not only engaged and consulted with regularly – including in project design – but also involved in governance and decision-making.
	Actors who are not influential but who are interested These stakeholders are not influential and not interested in countering hate speech. You may decide to inform them to increase their interest but you do not need to include them in your project design.	**Actors who are interested but not very influential** These stakeholders are interested in countering hate speech but are not very influential. You will keep them informed and consult with them because they will support you, and you may want to include them in your project design.
Level of interested to counter hate speech →		

Tip: Working in partnerships and coalitions

The findings of monitoring and evaluation have shown that working in partnerships and coalitions is nearly always more impactful than working alone. Both formal and informal partnerships help civil society organisations, NGOs and INGOs, activists understand what each other is doing, support one another, reduce replication of efforts, and build greater pressure to counter hate speech. It is good to build this into your project design right from the beginning.

Tool: Understanding yourself and what you can do

The SWOT Tool, which is sometimes called a “situational analysis tool”, narrows your PESTLE analysis down to what is happening to you and in your immediate environment, so that you can develop clearer ideas for your project.

Example SWOT Tool	
Strengths	**Weaknesses**
Write here about your internal strengths. Consider what you are well known for, what your staff are good at doing, where your location is, and what strong partnerships you have, etc.	Write here about your internal weaknesses. Consider what things you are not good at, what skills and knowledge you do not have, the partnerships that you have not yet got, and so forth.
Opportunities	**Threats**
Write here about external opportunities. Use the PESTLE “options” but narrow it right down to your project options – what project opportunity do you have given the PESTLE findings? What can you change and affect?	Write here about external risks to your potential project or projects. Use the PESTLE findings to examine what problems your potential project could face.

Once you have filled in the table, your next step is to discuss and agree together:

1. What you want to achieve, which should take advantage of your internal strengths to respond to an external opportunity

2. External opportunities coming up that can help you address your internal weaknesses

3. Internal strengths you can use to reduce the likelihood and impact of exter nal threats either to you or to what you want to achieve

4. Ways that you can address your internal weaknesses so that external threats are minimised.

Tool: Developing ideas of what to do

Once you have some ideas you need to go through each one and use some tools to make them clearer. The Dimensions of Change Tool helps you to narrow down exactly who you are targeting. Your idea should fit into at least one of these categories.

Example Dimensions of Change Tool				
	Personal	**Relational**	**Structural**	**Cultural**
Your project idea focuses on…	Working with individual beneficiaries to increase their knowledge and skills.	Building relationships between project participants from across dividing lines to enable them to work together.	Creating changes in public spaces or encouraging policy or legal changes.	Changing social and cultural beliefs and attitudes that cause conflict.
For example…	Training youth on how to counter hate speech on Facebook.	Bringing religious and cultural leaders together to talk.	Advocacy to the police to create a dedicated office to counter hate speech.	Making television programmes on the harms of stereotyping or on promoting relationships.

The KAB Tool also enables you to clarify what level of change your project will focus on. Your idea should fit into one or more of these categories.

Example KAB Tool		
Knowledge	**Attitude**	**Relational**
You want to achieve a change in knowledge among a certain group of people. This is the easiest to achieve as it means people only need to learn about hate speech in general and learn some skills to counter hate speech. But it is also the least impactful because even though they know about hate speech, they may not change their attitude or practice.	You want a group of people to change their mindset. This is harder to achieve because you have to convince people to change their mindset about hate speech and minority groups.	You want a group of people to change their behavior. This is the hardest to achieve because you have to convince people to go out and do something differently than before.

Tip: General approaches to countering hate speech

There are some general approaches to countering hate speech used worldwide and in Myanmar, which you can adapt to the problem you have identified. They are existing theories of change, often used in the peacebuilding field, that have been adapted here for countering hate speech approaches.

- Individual approach: Changing the mindsets of many people to build pressure for change
- Healthy relationships and connections approach: Breaking down polarisation, division, prejudice, and stereotypes between groups
- Withdrawal of resources approach: Interrupting the supply of people and resources to those who are spreading hate speech

- Reduction of violence approach: Decreasing the level of violence being used by people who are spreading hate speech
- Root causes approach: Addressing underlying injustice, inequality, exclusion, threats to identity, and discrimination
- Policy influence approach: Convincing governments to change their policies and laws
- Good governance approach: Supporting institutions that have a role in countering hate speech
- Political elites approach: Holding politicians accountable to counter hate speech
- Grassroots mobilisation approach: Building mass movements to demand change
- Peace agreements approach: Supporting a settlement between different groups involved in hate speech
- Economic actions approach: Challenging those who make economic gain from continuing hate speech.
- Community reintegration approach: Facilitating the return of victims of hate speech into civic space
- Culture of peace approach: Transforming social and cultural norms, values, and behaviours to reject intolerance and support understanding

Tool: Deciding which idea is best for you

You can use the Decision-Making Tool to narrow down which idea fits with you and your organisation. Fill the table in and then give each answer a mark out of three to see which ideas are the most appropriate for you (with the mark of 1 being the least appropriate and 3 being the most appropriate). Once you have marked each example, you can total the marks and see which is the best idea for you.

Example Decision-Making Tool

	How much does it fit your mission, vision, or values?	How much will it impact on your beneficiary?	How appropriate is it to Myanmar culture?	How will the approach of the project impact on your organisation?	How capable are you to deliver it?	How much internal and external support is there?	How long will it take?	How sustainable will it be?	Total marks
Example 1	+3 (very close to our mission)	+1 (low level of impact or reach)	+3 (very accepted / traditional)	+2 (no impact or new staff or structure)	+3 (used to this approach)	+2 (accepted by most)	+1(long time)	+1 (low impact so low change)	16 out of 24
Example 2	+2 (will change our style)	+3 (high level of impact)	+1 (it is sensitive to some)	+1 (need new campaign team)	+1 (need new skills)	+1 (sensitive to some)	+3 (quick project)	+3 (big mindset change)	15 out of 24

Tool: Building your idea into a project

Once you have decided on an idea, you can use the Logical Framework Tool to design your project. The Logical Framework (mostly called a “Log frame”) is the tool most commonly used by civil society organisations, NGOs and INGOs, governments and other organizations to design a project. Start in the top left of the

table and follow the guidance in each box. Once you have completed the top row, move down the table, completing one row at a time. Throughout this chapter, we will look at different tools that can be applied to build a complete logframe and to understand how each of the logframe sections are important components for analysing and improving our work.

Example Logical Framework Tool		
	Assumptions	**Logic check**
Impact / overall objective / goal Write here what is the long-term impact on society that your project will contribute to. Remember that you cannot achieve this alone. For example, "increase in tolerance among religious and community leaders in target area".	Write here any assumptions such as on the cause of the problem you are seeking to address. For example, "Assumption that levels of tolerance are largely due to the guidance of religious and community leaders in target area".	If we contribute to this impact, and our assumption is correct, will we solve the problem? This is where we formulate our theory of change For example, will this impact solve the problem identified using the Problem Tree Tool: "Hate speech and intolerance are common"?
Outcome / purpose / effect / immediate objective / results Write here what will be achieved by the end of your project. This should be what your project alone achieves. It usually is a change in knowledge, attitudes, or behaviours. For example, "increase in constructive and safe meetings between religious and community leaders in target area".	Write here any assumptions such as on changes in knowledge, attitude, or behaviour. For example, "Assumption that bringing religious and community leaders in the target area together constructively will change their attitude to one another".	If we achieve these outcomes and our assumptions are correct, will we successfully contribute to the impact? For example, will an increase in constructive meetings between religious and community leaders in the target area, and our assumption that attitudes will change as a result, contribute to increasing tolerance i?
Output Write here what tangible things your project will deliver before the outcome is achieved. These are always countable. For example, "10 religious and community leaders trained together in conflict resolution in the target area".	Write here any assumptions such as on levels of participation and engagement. For example, "Assumption that religious and community leaders in the target area will fully participate and engage in the workshops".	If we produce these outputs, and our assumptions are correct, will we achieve the outcome? For example, will training, and our assumption that participants will fully engage, result in more constructive meetings?

Activity Write here what you will do step by step to deliver your outputs. For example, “conduct three workshops”.	Write here any assumptions such as on attendance and whether anyone will try to stop your activities. For example, “Assumption that religious and community leaders in the target area will attend the workshops”.	If we do these activities, and our assumptions are correct, will they produce the output? For example, if we run the workshops, and our assumption that the leaders will attend is correct, will the workshops deliver trained leaders?
Input Write here what you need to do the activities. For example, “$1,000 and 2 project officers”.	Write here any assumptions such as internal issues. For example, “Assumption that we can find skilled project officers”.	If we get these inputs, and our assumptions are correct, will the activities be possible to do? For example, if we get the money, and assumption that we can find staff is correct, will it be possible to deliver the workshops?

Step two: Setting realistic targets and indicators

The purpose of monitoring and evaluation is to compare the change that you originally planned with the change that happens. This means that a well-designed counter-hate speech project needs to include indicators that measure the amount of change that happens and then compares that to previously set targets. This chapter introduces indicators and targets for counter-hate speech projects and in cludes tools to develop and perfect yours.

What are indicators?

Indicators are just tools for measuring change and are found everywhere in life, such as a thermometer which measures changes in temperature, or an accounts book that measures a business's income. Indicators are fundamental to all projects because they are what we use to monitor and evaluate. Without indicators, we would never know whether our counter-hate speech projects are affecting change.

Indicators need to be created when designing a project so that they can be used to measure the situation before starting any of the project activities – this is called a "baseline" measurement. Once an indicator is designed and a baseline measurement has been taken, a measurement of what the indicator needs to show at the end of the project must be decided – this is called a "target".

The indicator should be monitored during the project to check whether the final target is likely to be reached or not, and if not, the project activities can be adjust-

ed. At the end of the project, the indicator is checked to get the final result and see whether the target has been reached or not, to complete the evaluation.

Developing indicators takes time and can be difficult for projects countering hate speech because it is difficult to measure trust, tolerance, and reconciliation. However, you should:

- Be clear about the way that you and your organisation make change – what approach do you normally take?

- Check whether your organisation has already developed some useful indi cators that can be reused

- Ask stakeholders what they think best shows that the situation is changing – try asking victims of hate speech what needs to change and how they would see that it has changed

- Break hate speech down into smaller parts and measure them

- Consider measuring victims' social capital – how would their relationships and networks change if hate speech was reduced?

Tip: Developing indicators

The most common reason indicators are hard to create is because what you are trying to achieve is not written clearly enough. For example, it would be very hard to make an indicator for “people are more tolerant” because it is not clear which people you mean, where they are, or of what they need to be more tolerant of. Before you write your indicator, check that what you want to achieve is SMART:

- Specific – is it precise and specific?
- Measurable – can you quantify it?
- Achievable – do you have the knowledge and skills required?
- Realistic –is it possible with the time and resources available to you
- Timebound-have you set a time period?

Tool: Designing your indicators, baseline and target

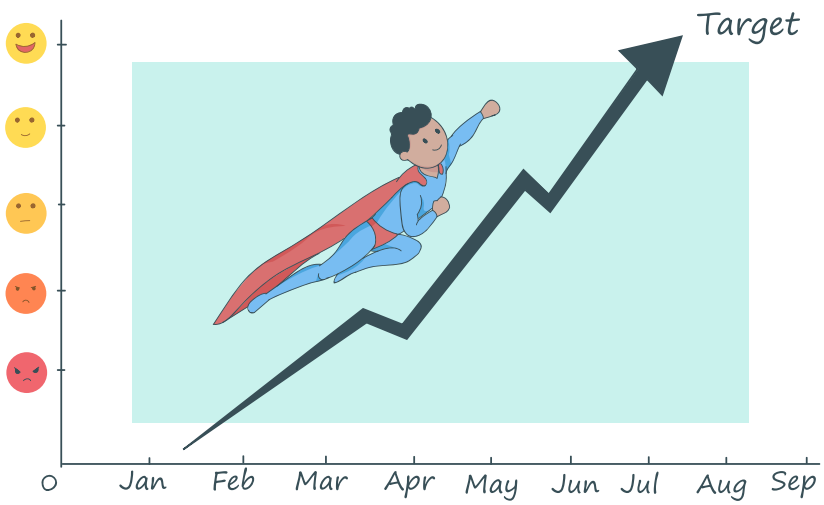
It is important that indicators, baselines, and targets include their necessary parts, otherwise they will be very hard to use. This tool explains what indicators, baselines and targets must include to be useful and measurable.

Example Indicator Parts Tool		
Indicator includes…	**Baseline includes…**	**Target includes…**
What will be measured. What unit of measurement will be used. What is the intended place or population.	The measurement or situation before the project starts.	The timeframe. The measurement or situation aimed for by the end of the project.
For example, “The number of comments on Mandalay mosque’s Facebook page that include hate speech”.	For example, “10 comments per week”.	For example, “5 comments per week by 1 January 2019”.

Once an indicator has all the necessary parts, it is important to check whether it is good quality. This tool includes questions to test the indicator’s quality. A good indicator will answer “yes” to every question.

Example Indicator Quality Tool			
Proposed indicator	**Reliability**	**Feasibility**	**Utility in decision-making**
Write here your proposed indicator. Make sure it includes what will be measured, what unit will be used, and what is the intended place or population.	It is credible (believable) [_] If different people use it, they will get the same answer [_] It does not include assumptions [_]	It is viable (possible) [_] We can get the information needed [_] Our team has or will have the capacity to use it [_] It is not too complicated [_]	The information it measures is linked to a key decision [_] The information it measures is important for decision-making [_]
For example, "The number of comments on a particular religious group's Facebook page that include hate speech".	It is credible because the information and source (Facebook) is believable as true. Different people will get the same answer. It includes no assumptions.	It is viable because it is possible to carry out. We can get the information from Facebook. We have the capacity to get the information. It is easy to do.	The comments show people's attitude and decision making around hate speech because if they are tolerant they will decide not to comment with hate speech.

Tip: Setting targets



Every indicator needs a target and setting targets can be difficult because they need to be big enough to be worthwhile, but not so big as to be unachievable. It is also hard because we often do not know what is achievable until we have started. Consider these tips before you set the target:

- Make sure you know the current situation well (the baseline)
- Talk to your key stakeholders (see the Stakeholder Analysis Tool to work out who they are)
- Ask other organisations doing similar work (in Myanmar or abroad) to see what they have found
- Discuss with your experienced staff or previous staff to see what they think
- Always remember your capacity, including budget, staff, and technical skills
- Keep talking with your donor throughout the project – they are often happy to hear that you are regularly reflecting on what is achievable, because it shows that you are keen to learn.

Tool: Quantitative and qualitative indicators and targets

Indicators can be either "quantitative" or "qualitative" measures of change. Quantitative indicators measure the quantity or amount of change, like a ruler measures distance or a thermometer measures temperature. Qualitative indicators measure changes of judgement or belief, like a doctor judges health or a court judges a crime. Good projects include both quantitative and qualitative indicators because

it makes your evaluation much richer and deeper. This tool can be used to design your qualitative and quantitative indicators, targets, and baseline.

For example:

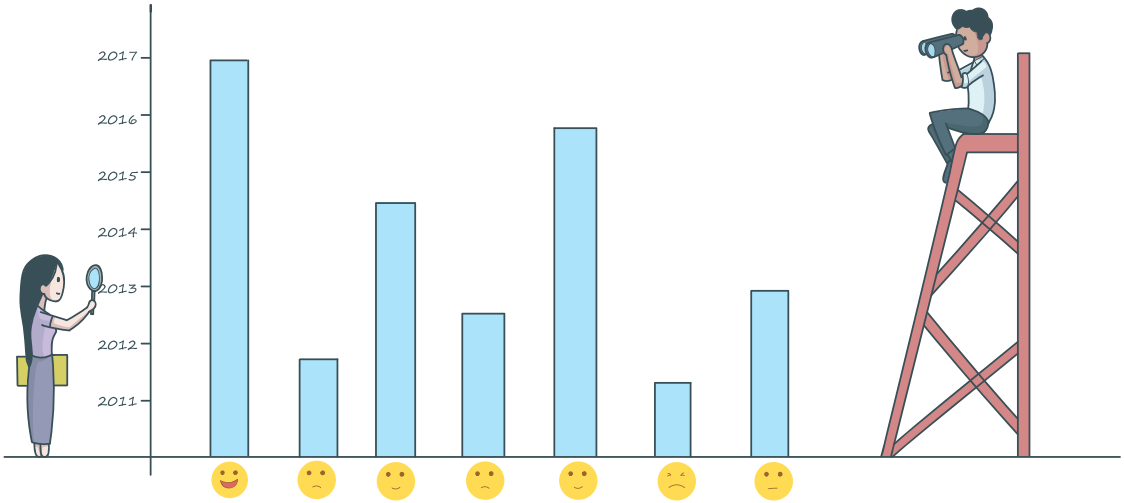
Qualitative indicator: How safe people feel in a particular area

Quantative indicator: The number of violent attacks documented against a minority in a particular area

Example Qualitative and Quantitative Indicators Tool		
	Example indicator 1	**Example indicator 2**
Indicator (tool for measuring)	The number of comments on Mandalay mosque's Facebook page that include hate speech.	The extent to which counter comments on Mandalay mosque's Facebook page promote tolerance.
Type of data	Quantitative (numbers)	Qualitative (judgements)
Baseline (measurement you get at the start of the project)	10 comments per week.	0% of Facebook page visitors post positive counter comments to denounce the hate speech on the page
Target (measurement you want to get at the end of the project)	5 comments per week by 1 January 2019.	60% of Facebook page visitors who post positive counter comments to denounce the hate speech on the page by 1 January 2019.
Result (measurement you get at the end of the project)	3 comments per week.	40% of Facebook page visitors post positive counter comments to denounce the hate speech on the page by 1 January 2019.

Example Indicator 1 shows that the project was more successful than expected because it clearly reduced the number of hate speech comments and beat the target. Example Indicator 2 shows that the project was less successful than expected because althought there was a 40% increase in the percentage of Facebook page visitors who posted positive counter comments to denounce the hate speech on the page, the project did not reach the targeted 60% increase.

Tip: Monitoring indicators



In a well-managed project, indicators are monitored throughout the project cycle. Indicators are the best source for finding out whether a project is going according to plan or not, and checking regularly (every month or quarter) so that you can adjust the project if needed, can save you from a lot of problems later. Most projects that fail do so because no one has checked the indicators.

In the example shown in the above table, if the indicator was being checked regularly, you would spot that Example Indicator 2 was unlikely to reach the target, and you could adjust the project to make it more likely.

Tool: Disaggregation

Sometimes an indicator can hide very important information. For example, the above project was successful in hitting the Example Indicator 1 target because the final number of hate speech comments on a particular religious group's Facebook page was reduced to three per week. However, this result could hide a significant problem – what if the three remaining hate speech comments per week were all directed at women? This would mean that the project was successful in stopping hate speech comments that did not mention gender, or stopping those that were only directed at men, but did not stop hate speech comments directed at women.

To make sure an indicator does not hide such information, indicator data can be "disaggregated" or split up according to social, economic and demographic variables such as gender, ethnicity, religion, age, or other important characteristic. Always provide people with the option to opt out when collecting demographic information as participants may not feel comfortable sharing all of their personal information. This tool will help you decide what to disaggregate.

Example Indicator Disaggregation Tool				
Indicator	Is it likely that the finding may change depending on gender, ethnicity, religion, or another characteristic?	If it is likely, what do we need to check when collecting information for the indicator?	What would be the disaggrareg ated indicator?	What would be that target?
The number of comments on a particular religious group's Facebook page that include hate speech.	Yes. We suspect that women may be more likely than men to reduce their use of hate speech because of our project.	We need to check the gender of those users that add comments that include hate speech.	The number of comments posted by men or women.	Less than 2/3 of the comments are made by men by 1 January 2019.
The extent to which counter comments on a particular religious group's Facebook page promote tolerance.	Yes. We suspect that young people will be more influenced by our project than older people.	We need to check the age of those users that add counter comments that promote tolerance.	The extent to which counter comments promoting tolerance are made by young or old.	More than 1/3 of counter comments promoting tolerance are made by users older than 35 by 1 January 2019.

Tip: Dealing with risk and and staff safety and motivation

Almost everyone working to counter hate speech has had to deal with the impact of working in an area where they face the worst of human behaviour, or are the victim of threats or attacks themselves, or fail in parts of their project because the situation is so difficult. It is quite normal to feel the psychological effect of this, and there are a few tips to dealing with such risks:

- Be very careful when deciding upon your targets – do not set them too high because you may be setting yourself up to fail. Donors in Myanmar are generally open to discussing targets with organisations and want to hear how projects are adapting to the changing context
- Make sure your organisation has done a risk assessment with a plan for how to mitigate and manage the likelihood and impact of such risks happening.

A good risk assessment includes everything from personal safety to protecting information. **See www.knowhownonprofit.org/how-to/how-to-complete- a-risk-assessment** for more information on doing a risk assessment

- Prioritise psychological support in your organisation and make sure staff and volunteers do not think it is shameful. See **www.humanrightsconnected.org/toolkit/** for a list of tools that can help, including those that are particularly useful for women.

Tool: Indicators and the logical framework

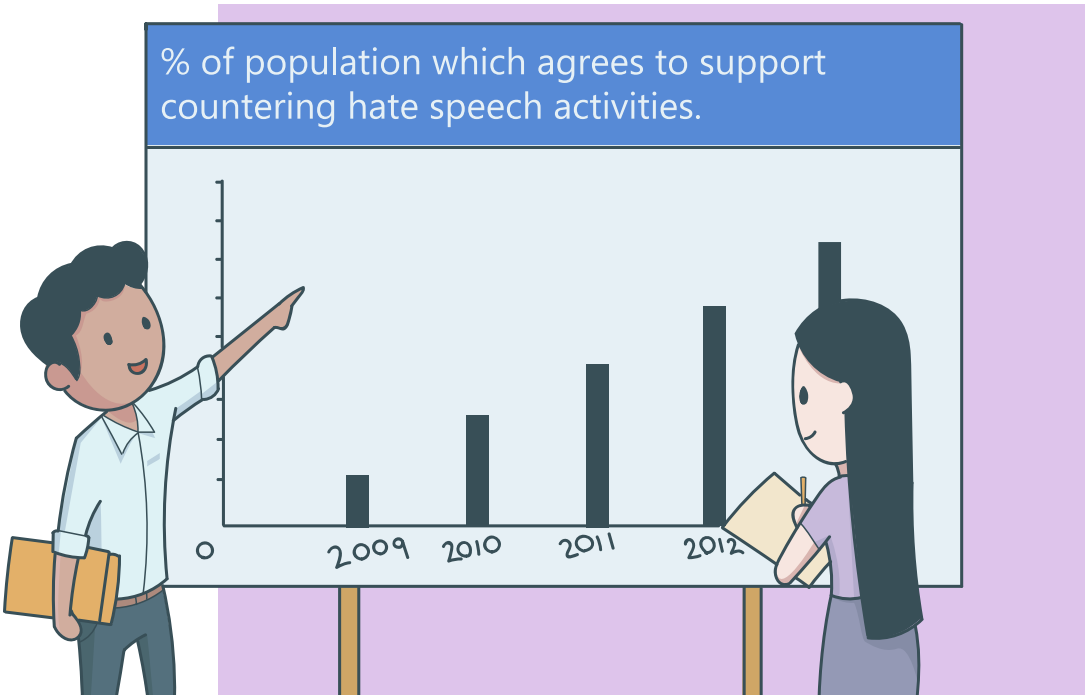
It is useful to design your indicators, targets, and disaggregation their in the Logical Framework Tool rather than separately. This is because you will need different indicators for each of the impact, outcome, and output levels of the Logical Framework. Those indicators will be different in what they measure – for example, output indicators may simply count the number of participants but this would not be suitable for an outcome indicator. One useful way to think about different levels of indicators is called the “3 Rs”, which was created by the advertising industry to measure the effect of their adverts. **This has also been used for media monitoring and peacebuilding media approaches.**

Example 3 Rs Tool		
Reach	**Resonance**	**Response**
Indicators for outputs and outcomes often measure the reach of activities. For example, an indicator may measure how many people read a report or share a Facebook post.	Indicators for outputs and outcomes often measure whether an activity resonates with people. For example, an indicator may measure the changes in attitude or mindset in an individual or institution.For media, it also refers to how a media output resonates with people – do they feel legitimately portrayed, are the issues close to their lives and has the impact of that message been captured in peoples' response	Indicators for outcomes and impact often measure what response your project gets. For example, an indicator may measure what has been triggered because of the project. The response can also be linked to knowledge, attitude and behaviour changes in target populations.

Below is the Logical Framework example used before, but with the added columns of "indicators", "target" and "disaggregation", together with some examples in each to help you design your projects.

Example Logical Framework Tool (with indicators, targets, and disaggregation)				
	Indicators	**Target**	**Disaggregation and target**	**Assumptions**
Impact / overall objective / goal For example, "increase in tolerance among religious and community leaders in the target area".	For example, "Percentage of religious and community leaders in the target area that say in interviews that they want to see more tolerance."	For example, "50% by 1 January 2019"	For example, "Percentage of men... Target = More than 50% of men by 1 January 2019."	For example, "Assumption that levels of tolerance are largely due to the guidance of religious and community leaders in the target area".
Outcome / purpose / effect / immediate objective / results For example, "increase in constructive and safe meetings between religious and community leaders in the target area".	For example, "Percentage of religious and community leaders in the target area that have attended our workshops and say that they have better relationships with other leaders."	For example, "70% by 1 January 2019"	For example, "Percentage of men... Target = More than 50% of men by 1 January 2019."	For example, "Assumption that bringing religious and community leaders in the target area together constructively will change their attitude to one another".
Output For example, "10 religious and community leaders in the target area trained together in conflict resolution".	For example, "Number of religious and community leaders that have completed 3x 2-day workshops."	For example, "10 by 1 January 2019"	For example, "Percentage of women... Target = More than 50% are women by 1 January 2019."	For example, "Assumption that religious and community leaders will fully participate and engage in the workshops".

Tip: Counter hate speech indicators



Civil society organisations, activists and others countering hate speech in Myanmar use a variety of indicators to measure the change that they achieve. Here are a few impact and outcome-level indicators that are used depending on whether the organisation is measuring changes in knowledge, attitude, or practice, and whether it is measuring changes in beneficiaries, stakeholders, or wider population groups.

Indicator…	Knowledge	Attitude	Practice
… measuring changes in beneficiaries For example, people that have attended your workshops.	[Number / percentage] of [beneficiaries] in [place] that are aware of hate speech against [minority].	[Number / percentage] of [beneficiaries] in [place] that believe that hate speech towards [minority] should be stopped.	[Number / percentage] of [beneficiaries] in [place] that have done counter-hate speech activities [on Facebook / in public / etc.] in favour of [minority].
… measuring changes in stakeholders For example, local media, police, other civil society organisations or activists.	[Number / percentage] of [stakeholders] in [place] that are aware about the problem of hate speech towards [minority].	[Number / percentage] of [stakeholders] in [place] that have [changed their strategies to include / discussed with their colleagues or peers about / published stories] directly or indirectly countering hate speech against [minority].	[Number / percentage] of [stakeholders] in [place] that are now implementing activities that will directly or indirectly counter hate speech against [minority].
… measuring changes in population groups For example, students in university or people in a particular geographic area.	[Number / percentage] of [population group] in [place] that are aware of hate speech towards [minority].	[Number / percentage] of [population group] in [place] that [say in interviews / show by liking or sharing on Facebook] that they want to see [less hate speech / more tolerance] towards [minority].	[Number / percentage] of [population group] in [place] that [say in interviews / show on Facebook] they have rejected hate speech against [minority].

Step three: Implementing monitoring and evaluation

After completing steps one and two, you should have a well-designed project including clear indicators and achievable targets. This chapter explains how to develop a monitoring and evaluation plan and includes a range of tools for implementing it once your project is underway.

Developing a monitoring and evaluation plan

A monitoring and evaluation plan is a document that sets out what you are going to do for a project. It should be created before the project is started and be a living and changeable document easily accessible to staff, volunteers and any other relevant stakeholders. It should include details on who will be doing what, when and how.

	The plan should include…
What?	The Logical Framework which includes the whole project plus all the indicators, targets, and any disaggregation.
How?	A clearly-defined method for how each indicator is going to be measured, and which source the information will come from.
When?	A timeline showing when each indicator is going to be measured, and when important deadlines are, such as for report deadlines.
Who?	A breakdown of who handles each part of the plan, including a clear process for what should happen when a problem is found.

Depending on the size of the project, a monitoring and evaluation plan could be in the form of a table. The table uses the impact, outcome, and output indicators, targets, and disaggregation from the Logical Framework Tool. It adds a column called “information method and source” to explain how the indicator will be checked, as well as a column called “timing and key dates” to say when exactly the indicator will be checked. The last two columns cover who will handle checking the indicator and at what point they **will escalate if there is a problem**.

Example Monitoring and Evaluation Plan Tool						
Indicator	**Target**	**Disaggregation and target**	**Information method and source**	**Timing and key dates**	**Responsible person**	**Escalation point**
Percentage of religious and community leaders in the target area that say in interviews that they want to see more tolerance.	50% by 1 January 2019	Percentage of men... Target = More than 50% of men by 1 January 2019.	Pre-, mid-, and post-project interviews with religious and community leaders.	Pre-project interview on 1 January 2018. Mid-project interview on 1 August 2018. Post-project interview on 1 January 2019.	Project manager	When getting results of mid-project interview if the target or disaggregation target is unlikely to be reached.
Percentage of religious and community leaders in the target area that have attended our workshops and say that they have better relationships with other leaders.	70% by 1 January 2019	Percentage of men... Target = More than 50% of men by 1 January 2019.	Pre- and post-workshop questionnaires with workshop participants.	Pre-workshop questionnaire on 1 January 2018. Post-workshop questionnaire on 1 March 2018, 1 August 2018, and 1 October 2018.	Project manager	When getting results of any of the workshops if the target or disaggregation target is unlikely to be reached.
Number of religious and community leaders in the target area that have completed 3x 2-day workshops.	10 by 1 January 2019	Percentage of women... Target = More than 50% are women by 1 January 2019.	Attendance sheets with workshop participants.	At workshops on 1 March 2018, 1 August 2018, and 1 October 2018.	Project officer	When getting results of any of the workshops if the target or disaggregation target is unlikely to be reached.

Participatory monitoring and evaluation

When designing your plan, you should consider using a participatory monitoring and evaluation approach. The participatory approach is where stakeholders' role in monitoring and evaluation changes, and stakeholders become:

- Active participants rather than sources of information
- Evaluators themselves, facilitated by external actors
- Trained in analysis and problem-solving
- Part of any recommendations coming from the evaluation.

Organisations can involve their stakeholders as participants throughout monitoring and evaluation, including in:

- Designing a monitoring and evaluation plan
- Gathering information
- Analysing information
- Identifying problems in the project and developing solutions

The benefits of the participatory approach are that it increases stakeholder support for the project and its objectives, builds stakeholder capacity, and improves the reliability of the monitoring and evaluation and the overall lessons learned. However, the participatory approach can be time consuming and can be difficult when you do not want certain stakeholders to have access to sensitive information. If you decide to do participatory monitoring and evaluation, make sure to change the plan to reflect that. Participating stakeholders can include beneficiaries, partners, and sometimes even representatives of government. Stakeholders should be inclusive of minorities such as women, ethnic and religious groups.

Methods and sources for gathering information

There are many ways to gather information for your indicator. For each indicator, the column “information method and source” in the Logical Framework needs to say what method you will use to get your information and from what source. Methods include for example, direct observation, interviews, focus groups discussions, document reviews, tests, questionnaires, and surveys. Each method has strengths

and weaknesses, but you can choose a method by asking yourself:

- How difficult is the project? Qualitative methods are better suited to han dling difficult projects and concepts
- How much information is already available? Some methods are more useful for filling in information gaps
- How much information do we need? Large quantities of information are best gathered using questionnaires and surveys, and small quantities are best gathered using interviews and direct observation
- Do we need information on knowledge, attitudes, or practices? Knowledge can be easily seen in tests, attitudes can be checked with questionnaires, and practices can be seen in direct observation.
- How much time do we have? Questionnaires are quicker to do than inter views.
- How much money and capacity do we have? All methods need staff and volunteers, but some methods like interviews and focus groups will cost more money.
- How hard will it be to gather information ? It is easier to gather information from some participants using interviews, while others will easily complete a form or test.

Once you have decided upon a method, you should consider what or who will be your source of information. Sources depend on the indicator, but often sources for output and outcome indicators include the participants themselves, while impact indicators may have wider sources because you want to contribute to broader change.

Being systematic

Another important factor in gathering information is making sure it is done systematically. Being systematic includes deciding what you will do in advance, and then doing it in the same way every time. It is also important to ensure that your personal biases do not affect the information that you are collecting. This table includes some examples of being systematic.

Example Systematic Information Gathering Tool			
	Decide in advance	**Do it the same**	**Remove biases**
Example 1: Gathering information using interviews	Decide who you need to ask and what you need to answer. Write all your questions. Testing them first is a good idea.	Ask everyone the same questions, explaining further if participants do not understand.	Check your questions for bias and make sure your interviewer will not affect the answers due to who they are or what they say or do.
Example 2: Gathering information from Facebook posts and comments	Decide where you will look (specific pages) and what exactly you are looking for. Agreeing exact words or levels of hateful is a good idea.	Check the same pages over the project timeline, checking them on the same day and time. If you are scrolling through posts, make sure it is between agreed points in time.	Be aware of personal Facebook settings so that you see everything. Have different people check the posts and comments to see if your assessment of the level of hateful is the same.

Tip: Gathering information ethically

There are many ethical considerations when gathering information. Here are a few of them:

- Receive consent: Never take information from a person without their consent. Participants can only give consent based on knowing what you are doing and why
- Be careful interviewing victims of hate speech: Watch out for signals of du ress including agitation or tears and be prepared to pause or stop
- Guarantee confidentiality: Make sure participants know how their names or information will be used, and do not use their names in the data unless necessary

- Keep secure: Engage with participants in a way that keeps what they say secure, including using private spaces and protecting any physical or digital notes or files
- Keep safe: Make sure both you and the participants are safe. Consider their environment and people that they know
- Give feedback: Try to let participants know the results of your information gathering so that they understand better and are more likely to take part in the future.

Tools for gathering information

Here are some of the most useful tools for gathering information on indicators for countering hate speech. Each tool is flexible and can be easily adapted to your own circumstances.

Tool: Questionnaires

Questionnaires are question sets that give you written answers to use in measuring your indicator. Questionnaires are useful for gathering information from participants attending a workshop or a training, and save a lot of time as they are self-completing so that you can get answers from a lot more people. **The are most useful when applied to quantitative or multiple choice type questions, or when there is adequate human resources to analyse open ended questions.**

People often feel more anonymous too, so they give more truthful answers. Questionnaires are not useful if you need to really investigate what people are saying, however, because unless you ask for their name, you do not know who to ask for follow-up. Be aware that people are often tired of questionnaires and usually rush through them so that they can go home!

The best thing about questionnaires is that they are easily comparable, so that you can do one at the beginning of your project or workshop, and then compare the answers against another one at the end. This is often called pre and post tests. They can get tiring and repetitive, so you could consider asking one or two "hands-up" questions orally at the beginning of the workshop, count the answers, and then have the same question in the written questionnaire at the end of the workshop. Consider the questions carefully. If a topic is sensitive, then people may not want to answer, may not answer honestly or may say 'I don't know'.

Example Questionnaire Tool
General workshop quality questions: These questions measure the quality of the workshop preparation, materials, logistics and methodology. It is a good idea to always ask these at the end of each workshop so that you can improve them each time.
Overall, I think the workshop was: Poor – Average – Good. Comments?
The invitation, information and location were: Poor – Average – Good. Comments?
The workshop moderation / facilitation was: Poor – Average – Good. Comments?
The chances to speak and discuss were: Poor – Average – Good. Comments?

The timing and length of sessions were: Poor – Average – Good. Comments?
The quality of handouts / materials was: Poor – Average – Good. Comments?
Indicator-specific questions: These questions should be designed according to your outcome indicators. It is useful to look above at the KAB Tool and 3 Rs Tool to think about what your indicator measures. These examples are for the above Logical Framework outcome indicator: "Percentage of religious and community leaders in that have attended our workshops and say that they have better relationships with other leaders."
[Knowledge] Where do you get information about people from other religions? Online sources like Facebook -- Newspapers and books -- People from other religions
[Knowledge] How would you regard your knowledge of leaders in from other religions? Very bad – Bad – Do not know – Good – Very good. Comments?
[Attitude] What do you think about people who say that religious leaders should meet and talk with leaders from other religions? Completely disagree -- Disagree – Do not know – Agree – Completely agree. Comments?
[Attitude] What do you think about people who say that leaders should promote tolerance of people from other religions? Completely disagree -- Disagree – Do not know – Agree – Completely agree. Comments?
[Behaviour] How are your relationships with leaders from other religions? Very bad – Bad – Do not know – Good – Very good. Comments?
[Behaviour] Have you ever encouraged other leaders to talk with leaders from other religions? Never – Rarely – Sometimes – Occasionally – Often. Comments?

Tool: Interview

Interviews are like questionnaires but done individually, usually in person. An interviewer asks an interviewee questions with the aim of getting information so that they can measure an indicator. Interviews are useful because they are so flexible and can be used with anyone involved in a project. They do need to be systematic which requires a skilled interviewer. Interviews can be structured (following a strict list of questions), semi-structured (following a list of questions, but asking other

relevant questions), or unstructured (without any list of questions). Questions can be closed (yes/no answers) or open-ended (descriptive answers). Interviews can be used for both qualitative and quantitative indicators. It is a good idea to create your interview questions considering the types of measurement in the KAB Tool and 3 Rs Tool.

Tip: Interviewing skills

When interviewing someone:

Do	Do not
■ Test the interview schedule beforehand for clarity, and to make sure questions cannot be misunderstood ■ State clearly what the purpose of the interview is ■ Assure the interviewee that what is said will be treated in confidence ■ Ask if the interviewee minds if you take notes or tape record the interview ■ Record the exact words of the interviewee as far as possible ■ Keep talking as you write ■ Keep the interview to the point ■ Cover the full schedule of questions ■ Watch for answers that are vague and probe for more information ■ Be flexible and note down everything interesting that is said, even if it is not on the schedule.	■ Offend the interviewee in any way ■ Say things that are judgmental ■ Interrupt in mid-sentence ■ Put words into the interviewees mouth ■ Show what you are thinking through changed tone of voice.

Tool: Key Informant Interview

Key informant interviews are like interviews but they are carried out with specialists either on countering hate speech or a topic related to your project, rather than project beneficiaries or participants. As they are not involved in your project they can be more objective and give more unbiased information, but they need an interviewer who knows about hate speech or the topic that the interviewee specialises in, so that the answers are useful. Key informant interviews are particularly useful for impact indicators because they can talk about the big picture and the broader environment that you are working in.

Tool: Focus Group Discussion

Focus group discussions are roundtable discussions involving about 6-12 people that were involved in the project, led by a facilitator with a carefully designed list of questions or discussion areas that will enable you to measure your indicators. Focus groups are an effective way to investigate a complex area in detail because participants will debate and dig into issues. You can often get more information about your project in one hour than you will get from 10 separate interviews! However, for larger projects it can be difficult to find 10 people that really represent all participants, which means that the information may not represent some views. Another potential problem is that sometimes more outspoken participants influence others, or more shy participants will not speak out.

Tool: Community Meeting

Community meetings are gatherings of people involved in your project who are asked questions and the answers help you measure your indicators. Community meetings are useful for measuring qualitative indicators and encourage broad debate and support for your measurements. They are particularly good if your counter-hate speech project works with communities of people in a particular location, who are easy to gather together. However, community meetings need a very skilled facilitator who can manage a crowd and can deal with any potential conflict that may arise.

Tool: Observation

Observation involves directly watching events, processes, relationships, and behaviours to gather information for an indicator. Observation is particularly useful for qualitative indicators where you want to see how and when individuals change, and is also useful for building up more in-depth information on a change that you have seen using another tool, but could not see what happened in detail. Participatory observation is a type of observation where you get involved in what the person or people you are observing are doing. The downside of observation is that it can be very time-consuming to do, and it is difficult to both participate in something and observe it too. Types of observation can include asking staff or volunteers to:

- Take part in counter-hate speech workshop group discussions to monitor changes in attitude
- Attend external events to monitor how stakeholders' change their behaviour towards minorities.

Tool: Case Study

Case studies are stories examining how a change happened in real life. A case study is an effective way to measure a qualitative indicator from the start of a project right until the end, and is particularly useful when you need to see in detail how a change happened. Case studies are unique and interesting, and need to be very clear and full of detail on the connections between what happened, what caused it to happen, and what was the effect of it happening. The tool below explains what information the case study should have.

Example Case Study Tool	
Context	The context needs to set the scene, explaining basic information on the context. It should help people to understand the dynamics behind the underlying conflict or problem. Case studies are stories so it is best to centre it on an individual person like you would find in a book or film, called a “protagonist”.
Conflict or problem	This section needs to identify the conflict or problem that the protagonist is facing, which should be easy to relate to for the reader. It is useful to think about this section as a trigger for what happens next.
Intervention	This section should explain step-by-step the protagonist’s response to the trigger, and ensure that the events are in a logical sequence. The protagonist’s response should be the result of your project activities because the case study is a measure of your project.
Result	The result should explain what happened to the conflict or problem as an immediate result of the protagonist’s response. Only chose a case study where the result shows your Logical Framework outcome in action. Include the persons transformation or change in knowledge, attitudes, behaviour because of the project and the results.
Impact	A case study should also imply what the longer-term impact of the protagonist’s actions are, so that the case study matches your Logical Framework impact and hopefully shows that your intervention is sustainable. While the result should be what happened to the individual protagonist, the impact should link that to the wider environment and show what the protagonist’s actions contributed to.
Follow-up, challenges, and lessons	If you or other stakeholders did any follow-up, faced any challenges, or learned something important from the protagonist, this is a great ending to a useful case study.

Tip: Developing a case study

Case studies can be the most interesting part of doing monitoring and evaluation because it tells a human story that everyone can relate to. A good case study:

- Often comes out of you hearing an interesting anecdote of what happened to one of your stakeholders
- Is written in an engaging way that people in your context can relate to
- Tells a small story, but that can be imagined happening on a large scale with many people
- Includes key messages on what change is and how it happens
- Shows how you built the protagonist's capacity or empowered or enabled them to respond to the problem for themselves.

Tool: Staff reports

Staff reports are forms that your staff, volunteers, or board members complete at regular intervals, and the information collected helps you measure an indicator. Staff reports can be collected either after an activity or collected at regular intervals such as monthly. They are very useful for ensuring that everyone is involved in monitoring and evaluation, while building their capacity at the same time. Staff reports also help create a culture within an organisation of making sure that work is results-driven and that sharing and learnings are valued. However, staff reports are only useful if people completing them have time to do so, are encouraged to be honest and open, and know that their opinions will be respected even if they are not so positive!

Example Staff Reports Tool (for after an activity)
What activity have you completed and when did it take place?
What were your impressions at the beginning of the activity?
What change did you expect to see after the activity was completed?
What do you think changed by the end of the activity? (Consider the stakeholders' knowledge, attitude, practice.)
Which indicator(s) do you think this information can be used to measure?
Note down anything stakeholders said that showed a change in knowledge, attitude, or practice, or that could be useful for a future case study:

Tool: Ranking and rating

Ranking and rating can be used in questionnaires, surveys, interviews, and other tools as a useful way of getting people to prioritise their feelings, opinions, and observations. Ranking asks people what they think is the most or least useful, most, or least important, and most or least true. Rating usually asks people whether they agree or disagree with a statement. Ranking and rating are useful for both quantitative and qualitative indicators, and are great tools for measuring people's attitudes and perceptions. Ranking and rating are best used comparatively, so you ask the same questions over a period to see how answers change. Be careful with how you write the question because they can be easily misunderstood, or be written in a biased way that hints at a "correct" answer.

Example Ranking and Rating Tool
[Rating example] What do you think about people who say that religious leaders should meet and talk with leaders from other religions? Completely disagree -- Disagree – Do not know – Agree – Completely agree. Comments?
[Ranking example] Re-arrange these to put the most important factor in reducing hate speech at the top and the least important at the bottom: ■ Religious leaders should build relationships between people of different religions ■ Political leaders should promote tolerance between people of different religions ■ People should condemn individuals who say hurtful things to people from other religions ■ Police should prosecute people who say hurtful things to people from other religions

Tool: Critical event analysis

Critical event analysis can be used to better understand an incident that happened during a project, which created strong feelings among stakeholders, and is important for measuring your indicator. Critical event analysis is like a small focus group, but one that only discusses a incident. If people with a range of perspectives are involved, it can help you understand people's strong feelings and reactions, and diagnose what went right or wrong. While Critical Event Analysis can help you get to the truth of what has happened, it needs a skilled and neutral facilitator so that people do not get stuck in the detail, but can instead focus on the causes and effects that will help you in learning.

Tool: Change Matrix

The Change Matrix is a series of potential scenarios that could happen because of implementing the project, with each scenario showing a level of change. The scenarios should reflect how beneficiaries could respond after taking part in the project, and it is useful to base them on the KAB Tool and 3 Rs Tool. The Change Matrix can be used to measure many participants. The scenarios are fixed at the beginning but could be changed throughout the project if it becomes clear that alternative scenarios are happening.

Example Change Matrix Tool				
Indicator	Baseline / no change	Some change	Good change	Very good change
Percentage of religious and community leaders that have attended our workshops and say that they have better relationships with other leaders.	Targeted beneficiary has not attended a workshop.	Targeted beneficiary has attended at least one workshop and learned about the amount of hate speech in Myanmar towards religious groups. They have had some facilitated discussions with religious and community leaders.	Targeted beneficiary has attended all workshops and has said that after having many facilitated discussions with religious and community leaders, they now recognise that hate speech is happening and needs to stop.	Targeted beneficiary has attended all workshops, has met with religious and community leaders outside the project environment, and has encouraged their followers to reject hate speech.

Tool: Most Significant Change

The Most Significant Change tool is a participatory tool where beneficiaries' own stories show how and why change has happened to them. Beneficiaries are asked to identify the most significant change that has happened because of their participation in the counter-hate speech project, and tell it as a story. Once these stories have been collected, beneficiaries select which shows the most significant change, and identify together what the different stories show about trends, patterns, and emerging issues. The benefit of the tool is that it builds the capacity of beneficiaries to reflect and learn, ensures that they are part of the findings, and turns unspoken tacit knowledge into explicit knowledge.

Example Most Significant Change Tool
Ask the following questions to beneficiaries and analyse their answers to pull out trends, patterns, and emerging issues: 1. Tell me how you are involved with the project? 2. What do you think are the most significant changes that have resulted from the project since it started? 3. From your point of view, which of those changes do you think is the most important? Describe this change in the form of a story, with a beginning (situation before the change), middle (what happened?), and end (situation after). 4. Why did you choose this change in particular? Why was it significant for you?

Documenting the monitoring and evaluation results

Although each method of collecting information will have its own paperwork, it is useful to include a results table together with your monitoring and evaluation plan. A results table is just a simple place for all stakeholders to see your targets and what your status is in reaching them. A second benefit of completing the results table is that it forces you to turn written information, such as an interview, into a number, such as a percentage, in a systematic way. For example, the first indicator below is based on an interview but the result needs to be a percentage. That requires us to make sure our interview clearly answers the indicator, so that we can say one type of answer is 100%, one is 0% and another answer is somewhere in the middle at 50%. An example of a results table is below, based on the indicators, targets and timelines of the above monitoring and evaluation plan.

Example Monitoring and Evaluation Results Tool								
Indicator	Baseline on 1 December 2016	Target	Disaggregation and target	Pre-project / pre-workshop on 1 January 2018	Check on 1 March 2018	Check on 1 August 2018	Check on 1 October 2018	Post-project on 1 January 2019
Percentage of religious and community leaders that say in interviews that they want to see more tolerance towards other leaders.	10%	50% by 1 January 2019	Percentage of men... Target = More than 50% of men by 1 January 2019.	10%	-	23%	-	63% (52% men)
Percentage of religious and community leaders that have attended our workshops and say that they have better relationships with other leaders.	0%	70% by 1 January 2019	Percentage of men... Target = More than 50% of men by 1 January 2019.	0%	19%	34%	52%	73% (52% men)
Number of religious and community leaders in the target area that have completed 3x 2-day workshops.	0	10 by 1 January 2019	Percentage of women... Target = More than 50% are women by 1 January 2019.	0	0	0	10	10 (60% women)

Analysing the information

Once you have gathered information and input it into your Monitoring and Evaluation Results Table you will need to analyse it. Analysis is where you turn your gathered information and results into an understanding of patterns, trends, and interpretations. The best way to start identifying those patterns, trends and interpretations is to think intuitively about what you think happened in your project and what the results show. Once you have some key ideas on what happened, you can start to test those ideas to see if they are valid. Your overall process will look like this:

1. Create your indicators

2. Gather information for your indicators

3. Think intuitively about what patterns, trends, and interpretations it shows, including where you suspect what has happened is not what you hoped for or expected

4. Go back to your gathered information and organise it under your patterns, trends, and interpretations to see if you have evidence for your intuitive thoughts (and maybe add new ones)

5. Write up your findings and conclusions, including recommendations for fu ture work

Disseminating results

Once you have gathered information and analysed it, it is useful to plan what you will do with the results how you will disseminate them and to whom. Consider how the results will be used to:

- Inform relevant people
- Help relevant people to make modifications and course corrections as necessary
- Report to donors and others that you are accountable to
- Move efforts to counter-hate speech forward, making projects more effective (including sharing those results with other organisations working on hate speech).

Learning from your project

Learning is one of the biggest reasons why monitoring and evaluation is so important. Learning what works and what does not, what you did right and what you did wrong, empowers you to work in an informed and constructive way. Throughout the Toolkit there are references to learning from your monitoring so that you can adjust the project as it is running. Learning is just as important at the end of the project when you are analysing the information that you have collected and need to include what you have learned in your results and written reports. Ask yourselves these questions in particular:

- What have you learned?
- What are the implications of what you have learned for your organisation, your stakeholders, and any future work?
- What options are there to implement what you have learned, and who can make any necessary changes?

Written reports

Many of your stakeholders, including your donor, will ask for a written report called an evaluation. For larger projects, external people often do evaluations. For smaller projects, civil society organisations will be expected to evaluate the results themselves. Sometimes evaluations are difficult to do because you have spent so long working on the project that it is difficult to take a step back and evaluate what you did. A good way to refresh yourself is to do the evaluation with relevant stakeholders so that you learn from discussion. If you are asked for a written evaluation you should include the following sections:

- Executive Summary: Give a short (2-3 paragraph) summary of the key issues evaluated, the main findings of the evaluation, and recommendations
- Introduction: Explain the project that you are evaluating and what the purpose of the evaluation is
- Methodology: Explain what you monitored and how
- Findings: Explain your results, focusing on trends and patterns that you identified. You could use the SWOT Tool to summarise this.

- Recommendations: Explain your recommendations going forward, including how you would address any weaknesses in the project, and how you would build on strengths

Conclusion

The Myanmar Impact Toolkit provides guidance to taking the first steps in setting up a system to better monitor and evaluate your counter hate speech initiatives. Before you start working through each step, you might want to fill in the organisational checklist in the Appendix to assess the current performance of your organisation in relation to monitoring and evaluation. The tools can all be downloaded as blank word files for you to fill in on the Search for Common Ground Myanmar website **(https://www.sfcg.org/myanmar/).**

References

Article 19 (2015); Hate speech e_plained; London found at https://www.article19.org/data/files/medialibrary/38231/%27Hate-Speech%27-E_plained---A-Toolkit-%282015-Edition%29.pdf

C4ADS (2016); Sticks and Stones: Hate speech narratives and facilitators in Myanmar, found at http://www.burmapartnership.org/2016/02/sticks-and-stones-hate-speech-narratives-and-facilitators-in-myanmar/

Council of Europe Committee of Ministers (1997); Recommendation No. R (97)20; EU, found at https://www.coe.int/en/web/freedom-e_pression/committee-of-ministers-adopted-te_ts/-/asset_publisher/aDXmrol0vvsU/content/recommendation-no-r-97-20-of-the-committee-of-ministers-to-member-states-on-hate-speech-?inheritRedirect=false

Facebook Community Standards on encouraging respectful behaviour found at https://www.facebook.com/communitystandards

Search for Common Ground (2017), Stakeholder Mapping of Countering Hate Speech in Myanmar found at https://www.sfcg.org/tag/myanmar-reports

Smile Education and Development Foundation + University of Winchester (2016); Religion, Hate speech and social media in Myanmar: Analyzing methods of intervention, found at http://www.academia.edu/29939461/Religion_hate_speech_and_social_media_in_Myanmar_analysing_methods_of_intervention

UN Committee on the Elimination of Racial Discrimination (2013); General Recommendation No 35 on combating racist hate speech, CERD^C^GC^35; Geneva, found at: http://www.refworld.org/docid/53f457db4.html

UNESCO (2015); Countering online hate speech, Paris, found at: http://unesdoc.unesco.org/images/0023/002332/233231e.pdf

UN Human Rights Council (2013); Rabat Plan of Action on the prohibition of advocacy of national, racial, or religious hatred that constitutes incitement to discrimination, hostility, or violence; Geneva found at http://www.ohchr.org/Documents/Issues/Opinion/SeminarRabat/Rabat_draft_outcome.pdf

United States Institute of Peace (2014); Media and conflict in Myanmar: Opportunities for media to advance peace, found at https://www.files.ethz.ch/isn/175602/PW92.pdf

YouTube Community Guidelines found at https://www.youtube.com/yt/about/policies/#community-guidelines

Appendix

Organisational checklist		
Does your project have a written description?	YES! – Go to the next question.	NO! – Start from Step 1 and complete all the tools.
Does the written description of your project clearly describe what you must achieve by the end of the project?	YES! – Go to the next question.	NO! – Start from Step 1 and complete all the tools.
Does the written description of your project explain what long-term change your project contributes to?	YES! – Go to the next question.	NO! – Start from Step 1 and complete all the tools.
Does the written description of your project include clear indicators for both what you intend to achieve by the end of the project, and what bigger impact your project will contribute to?	YES! – Go to the next question.	NO! – Start from Step 2 and complete all the tools.
Are the indicators for your project clearly written and clearly measurable?	YES! – Go to the next question.	NO! – Start from Step 2 and complete all the tools.
Do you have targets for each indicator, including both the level of what you want to achieve, and a deadline for doing so?	YES! – Go to the next question.	NO! – Start from Step 2 and complete all the tools.
Do you have separate disaggregated targets for making sure your project includes relevant minority groups?	YES! – Go to the next question.	NO! – Start from Step 2 and complete all the tools.
Do you have both a method and a source for each indicator, and are they clear enough for you to implement?	YES! – Go to the next question.	NO! – Start from Step 3 and complete all the tools.
Do you have a clear timeline for when to measure each indicator?	YES! – Go to the next question.	NO! – Start from Step 3 and complete all the tools.
Do you know who is responsible for measuring each indicator?	YES! – Go to the next question.	NO! – Start from Step 3 and complete all the tools.
Do you know what to do if you think an indicator is unlikely to be reached by the end of the project? Do you know who to escalate it to?	YES! – Go to the next question.	NO! – Start from Step 3 and complete all the tools.
Do you have a plan for turning information into analysis?	YES! – Go to the next question.	NO! – Start from Step 3 and complete all the tools.
Do you have a plan for where you need to disseminate your analysis to?	YES! – Go to the next question.	NO! – Start from Step 3 and complete all the tools.
Do you have an external evaluator, or if not, do you have a plan for how to do an internal evaluation?	YES! You are well prepared and know exactly what you are doing. Good luck!	NO! – Start from Step 3 and complete all the tools.

Myanmar Impact Toolkit: Monitoring and Evaluating Counter Hate Speech Initiatives

Search for Common Ground

Kingdom of the Netherlands