

Guide for Facilitating Dialogue, Discussions and Orientation on Census Data Release and Dissemination for Development



Ministry of Immigration and Population

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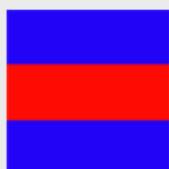


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What is the aim of this guide?

The Census Project Office at the Department of Population has designed this Guide to help you better organize and facilitate discussions and dialogue on the release and utilization of census data at the State/Region, District, Township and community levels. This Guide can be used in any other fora, formal or informal, where discussions related to the results of the 2014 Population and Housing Census of Myanmar are held.

The Guide will assist you to explain how the census data can be used so that it is beneficial to local authorities and development planners at every administrative level, to public officials and civil society groups, to business people and business enterprises, to academicians, researchers and students, as well as to individuals at the community and household levels.

The Guide will also enable you to respond to the most likely questions that may come up during discussions with stakeholders. The Guide will, therefore, assist you to make the most out of the discussion and dissemination meetings. This will contribute to building trust in the census results among stakeholders and increasing their understanding of how the data may be utilised.

You are encouraged to obtain feedback and suggestions from participants on how the data can be made more useful for their day-to-day activities and programmes.

This Guide may be used for any capacity building efforts through Townhall meetings or discussions and census data use training at State/Region, District and Township levels, as well as for community level dialogue. Discussions may be both formal and informal, to the extent that you may arrange to meet at any venue that is convenient for the participants (classroom, office, community center, etc).

While the guide suggests some methodologies that may be used for facilitating the discussions, you are encouraged to be flexible and innovative so as to engage the participants throughout the discussions and to make the most out of the activities. You may use participatory approaches that your organisation or institution has found to be successful in your past community level activities of similar nature.



Objectives of the Census Data Release discussions

You will be facilitating discussions that will include members of the public sector (government ministries and departments), civil society organizations working on various social issues (including ethnic, religious, equality and rights issues, etc), the private sector, political groups, academicians, researchers, and other interest groups. Discussions may also be organized for members of the community in their respective communities.

The main objective of these discussions or dialogue is to prepare individuals, communities and other stakeholders for census data release and to clarify any misconceptions and doubts that may exist among the public. At the end of the discussions, it is expected that participants will better appreciate the importance of the census data in their day-to-day activities as individuals, and for the communities they serve. Participants will already begin to form ideas on how they can utilise the census data once it is made available to them.

Participants will also understand the activities that are taking place at the Department of Population and the schedule for release of the Census data, and they will know how and where to access materials related to census data release.

The specific objectives of these discussion meetings are:

- i. To build trust among potential data users and the general public on the quality and utility of the census data, so that they understand and utilise the data.
- ii. To promote transparency in the processes leading up to the release and use of census data.
- iii. To respond to frequently asked questions and dispel misconceptions, both real and potential, related to the census data, and how the data will be used by officials and interest groups.

Who can use this Guide?

This Guide is intended for use by individuals, officials and groups that are interested in facilitating dialogue and learning on the results of the 2014 Census, with the aim of promoting understanding of the importance of the census results, and utilization of the census data for development planning, business planning, community dialogue and other relevant uses.

The Guide suggests the following groups have a key role to play in facilitating these discussions:

- Community or ethnic leaders
- Members of Parliament
- Local and/or traditional leaders
- Civil Society Organisations (NGOs, INGOs, groups working on issues related to Women, Youth, people with Disabilities, and other groups)
- Senior government officials (from any ministry or department of the government)
- Township Census Committees and Committee members
- Any stakeholder who may want to facilitate dialogue on use of census data and its implications for national and/or local level development.





How do you prepare to facilitate these discussions?

The Census Project Office has provided a toolkit and an instructions manual on the use of the toolkit. As a facilitator, you will need to familiarize yourself with the contents of the toolkit and understand what these materials mean.

You will also have read and understood all the sections of this Guide, particularly those related to the use, benefits and potential users of the census data.

All people intending to facilitate these discussions are encouraged to first familiarize themselves with the following reference materials, and any additional materials that would be provided at later stage (these materials are also accessible through the internet on www.dop.gov.mm and <http://countryoffice.unfpa.org/myanmar>):

- 1. Provisional Results of the 2014 Myanmar Census (August 2014)**
- 2. What you need to know about the Census Provisional Results**
- 3. What is happening at the Census Office**
- 4. Ensuring the accuracy of Myanmar census data - step by step**
- 5. Summary of Provisional Results**
- 6. Frequently Asked Census Questions and Answers**

Having familiarized yourself with the materials, you will decide on the most effective participatory methodology for facilitating the discussion, depending on the audience and the setting (classroom, hall, house, office, open ground in the community, etc). For example, participatory drama may be effective in the community, while games and quizzes may be more appealing when targeting the youth.

The materials (the whole toolkit) should be distributed to all participants of the discussion. If you have any questions that need clarification, please send an email to: feedback2014census@unfpa.org

Key Messages on the potential use of Census Data

Below are some of the key issues you will need to highlight and make sure that the participants understand by the end of the discussion:

- 1.** The public provided valuable information during the enumeration that took place in March/April 2014. That information is currently being captured, analysed and processed into several reports that will be made widely available to the general public. The provisional results of the census were already released in August 2014, in accordance with the publically shared timeline. The Main results are scheduled to be released in May 2015, and subsequent thematic reports will be released from November 2015, onwards.
- 2.** The Main results will provide population figures and some of the socio-economic characteristics of the population at the Union, State/Region, District, Township and in some cases at Ward/Village Tract levels. The thematic reports will involve deeper analysis of the census data and their policy implications. The thematic reports will include separate reports on fertility, mortality, migration and urbanization, education, disability, children and young people, the elderly, labour force, and gender, among others.
- 3.** The results of the census will be useful to all of us, including our children and our grandchildren. Every country needs basic information on its population for purposes of planning, development and improvement of services and people's quality of life. Good planning should be based on reliable, up-to-date, accurate and detailed information on the state of the population in the country. The Census results will provide the facts essential to government and the development sector for policy-making, planning and public administration.
- 4.** One of the greatest strengths of the Census is the provision of detailed population data and information at the lower administrative level. It will provide the number of people in each State/Region, District, Township and Ward/Village Tract, such that authorities at all these levels can make better decisions about the whole range of their activities, including provision of utilities (water, electricity, cooking fuel, etc), health care for children, women and men; schools for our children; employment for the youth; skills development for young people; child-care facilities for our children; etc. Census information makes it possible to plan better services, improve the quality of life and solve existing problems.

5. Census data is also essential for the democratisation process and good governance, since it enables citizens to examine the decisions made by the government at the Union level, as well as by local authorities at the State/Region, District, Township and Ward/Village Tract levels, and decide whether such decisions serve the public they are meant to help.

For example, while planning a road system, planners may use information regarding the number of people and number of vehicles that are likely to use the road. Decisions have to be linked to the advantages that justify any cost or investment. The public may demand an explanation for any such projects if the cost or investment is not in line with priorities and advantages of the projects to the community.

Similarly, when planning a school system, there is a need for a forecast of the number of pupils who are likely to need schools, in order to ensure that they will be built in locations with an appropriate number of pupils, and that they are equipped with adequate classrooms, teachers and teaching materials.

6. The more all of us know about the people in our community, the better local authorities and communities can understand our needs and develop programmes that will meet those needs. This helps leaders and planners to be more accountable to the communities they serve.

7. As leaders, community workers, public servants, and representatives of diverse groups, we need to be catalysts for the utilization of the census data within our communities, offices, institutions and groups. We should share as much information as possible with the people we interact with, and encourage them to take more interest in the data made available by the census.

In addition, you may highlight some of the information collected during the census and how it may be useful for the participants. The table below is designed to help stimulate discussions and analysis of some of the potential uses of the information that was collected during the 2014 Myanmar census:

Census information and its possible uses

Census Information	Potential Uses
Population Size	<ul style="list-style-type: none"> Knowing the size of the population would enable the Union government and local authorities to allocate resources to sectors and services that are needed now (in education, health, housing, water, electricity, etc), and will be needed in future. Business people use population size and population characteristics (males, females, children, adults, skilled personnel, etc) to determine the location of their businesses. Central government and/or local government can use total population figures to determine the provision of infrastructure such as roads, markets, hospitals, transportation, etc Non-governmental organisations (NGOs), civil society organisations (CSOs) and other actors can use the population figure to plan their programmes and projects, taking into account the number of potential beneficiaries, etc. <p><i>Users: Union government, local authorities, business sector, academicians, researchers, CSOs and NGOs.</i></p>

Census Information	Potential Uses
Age	<ul style="list-style-type: none"> Planners and communities will use the census data to identify segments of the population that require different types of services at different ages. These include schools, teachers and teaching materials for school-going children; child-care services and health clinics for children; health centers, reproductive health services and skilled personnel to attend to women of child-bearing ages; social and healthcare services for the elderly, etc. Furthermore, knowing the age structure of the population may facilitate democratic processes of the country, since planners and interest groups can determine the voting-age population and plan for elections appropriately. <p><i>Users: education planners, health planners, social welfare planners, community members, researchers, business sector, electoral planners</i></p>
Sex	<ul style="list-style-type: none"> Data on sex composition of the population will enable communities, sectoral planners, local authorities and civil society organizations to understand the differences between men and women, boys and girls, in terms of access to services and opportunities. For example, we may be able to understand who provides labor for the economy and for domestic work, who makes the decisions in society, who owns and controls resources (houses, property, etc). Such information may be necessary to address gender-related inequities in our society. Authorities can use data on sex to examine and address any differences in mortality between males and females, differences in migration patterns between men and women, and sex ratio at birth. <p><i>Users: education planners, health planners, social welfare, economic planners, sociologists, researchers</i></p>
Marital Status	<ul style="list-style-type: none"> Planners and social scientists will get insights into family formation, reproductive health needs and housing needs of the population. Furthermore, census data will provide information on those that are married, never married, widowed, divorced or separated among men and women. Understanding marital status may assist in the development of social programmes targeted at single mothers, female headed households, etc. <p><i>Users: health planners, housing planners, social protection sector</i></p>
Household composition and size	<ul style="list-style-type: none"> This census data will enable communities and planners to determine the housing needs of related and unrelated households. For example, household size may enable authorities to understand how many people depend on one person for their survival, hence they could develop programmes aimed at alleviating the dependency burden Programmes may be developed to cater for specific needs of vulnerable households, e.g. female-headed or child-headed households. <p><i>Users: social welfare planners, child welfare planners, education planners, business sector, communities</i></p>
Education and Literacy	<ul style="list-style-type: none"> Census data will provide information on educational attainment of the population of all levels. This is necessary to understand the levels and quality of education, school performance/completion rates; the educational skills of the workforce; and help authorities to determine locations where more investment in school infrastructure, teachers, etc, will be required.

Census Information	Potential Uses
Education and Literacy	<ul style="list-style-type: none"> • Education and literacy data will also enable planners to select the best strategies to communicate important messages on health, HIV/AIDS, disaster preparedness and response, etc, based on the levels of literacy in the country. <p><i>Users: education planners, information and communication planners, development partners, business sector, academicians</i></p>
Disability	<ul style="list-style-type: none"> • Data on disability would facilitate the planning of special services for people with disabilities. Planners may use this data for the following purposes: <ul style="list-style-type: none"> - Characterization of households in which disabled people reside. - Examination of the link between disabilities and employment and income, so that special programmes may be developed to ensure that people with disability develop economically. - Adaptation of special services for the disabled population, such as accessible work places or classrooms, etc. - Enable further research and surveys on disability, based on the census results <p><i>Users: social welfare, economic planners, education planners, health planners, communities</i></p>
Location of Residence and Previous residence	<ul style="list-style-type: none"> • Census data will enable planners to understand the movement of people between localities (townships or districts or states/region) and within them. This is important to plan for social services (water, housing, sanitation, health, electricity, security, etc) in the areas that receive more people • Authorities may also develop strategies that dissuade people from migrating to other areas. For example, creating employment opportunities, markets for commodities, providing health services, education services, electricity, clean water, transportation systems, etc) <p><i>Users: town planners, education planners, health planners, business sector</i></p>
Occupation and Labour Force Participation	<ul style="list-style-type: none"> • Information regarding work will make it possible to identify areas of high unemployment within the country at the Union, state/region and township levels; and reveal possibilities of employment within the localities and outside of the localities. • People who were involved in work of any kind at the time of the census were asked questions regarding their place of work and the main occupation of their place, in order to determine their occupation the economic activity in which they work (industry) • This information will enable economic and development planners to better understand the link between employment and variables such as education, standard of living, age, marital status, etc. • Decisions can also be made on investing in skills programmes that are relevant for the local market and local industry. <p><i>Users: business sector, economic planners, social welfare planners, labour department</i></p>

Census Information	Potential Uses
Housing Characteristics	<ul style="list-style-type: none"> • The census collected information on housing characteristics to enable authorities acquire a picture of the housing conditions and standard of living in various states/regions and townships. • This information will be used by planners to develop programmes that will address the housing needs of the population, such as low-cost housing, as well as map the areas that are poorer and need poverty reduction programmes the most. • Planners and local authorities will better understand the shortage/availability of basic social amenities such as potable drinking water, electricity, cooking fuel, etc. <p><i>Users: housing planners, development planners, economists, academicians</i></p>
Number of Children ever born	<ul style="list-style-type: none"> • Census data will enable authorities and communities to understand the number of children being born among women in the reproductive ages, in different locations • Such information is necessary to determine the reproductive health needs of the country, as well as the required services such as maternal and child health care, schools (for now and in the future), etc. • Planners will also be able to determine the rate at which the population of Myanmar will grow, so that services are developed to respond to such potential growth. <p><i>Users: health planners, education planners, reproductive health service providers, academicians</i></p>
Myanmar People living abroad	<ul style="list-style-type: none"> • This information will assist planners and local authorities to ensure that social services (health, education, employment, housing, etc) are adequate enough to cater for Myanmar people that may wish to return to the country. • Authorities may also develop strategies to attract people from Myanmar living abroad to return to the country and contribute to the development of the country. • Understanding the profile of those abroad may also enable planners to develop strategies that would incentivize Myanmar people to send remittances to Myanmar (cash, equipment, accessories, materials, etc), which would significantly contribute to the development of the country and communities <p><i>Users: Economic planners, development planners, academicians</i></p>
Deaths	<ul style="list-style-type: none"> • The census collected information on deaths that occurred in the household in the 12 months preceding the census. • This information will be used to understand the rate at which deaths occur in the country and which locations have highest number of deaths. With such information, authorities may understand the possible causes of deaths and develop social protection programmes that may prevent such deaths and increase life expectancy among the population. • Information on deaths will also enable authorities and communities to understand future trends of population growth <p><i>Users: health planners, social welfare planners, maternal and child health planners, academicians, demographers</i></p>



Who will use the Census Data?

The information collected during the Census will be used by a wide variety of government departments (Union officials, State/Region officials, District officials, Township officials, Ward/VT officials), communities and community leaders, Non-governmental organisation (NGOs), civil society organisations (CSOs), researchers, students, and businesses, and members of the general public, among other groups. All people are eligible to use the census data at no monetary cost.

a) Government at the Union, State/Region, District and Township Levels

At the national and local level, government will use census data to plan the provision of healthcare, education, employment, welfare, transport infrastructure, etc. Government will be able to determine where to build new schools, how many teachers will be required, how much teaching and learning materials will be required; which areas need more roads, railways, markets, etc? How many hospitals, clinics or health centres are required, and where they should be located according to the population and the needs? How many child-care centers are required, and where; and who can serve as partners to develop these centres?

Moreover, government and local authorities will also use census data to identify areas where services such as clean water, electricity, fuel, and affordable housing should be focused. These apply both to the current population as counted in the census, as well as to the future populations (projections) also provided through the census.

Knowing how many people work in different jobs and industries in particular areas will enable government to address skill shortages and training needs, so that jobs for the future can be planned.

b) Interest Groups and Representative Groups

Census information will be extensively used by interest and representative groups, such as political parties, that are able to influence political and social leaders. The groups can use census data as evidence in their campaigns. These groups include those working in the areas of women's rights, child rights, youth, politics and other groups.

c) Business sector

Census data may help bring new businesses to your community. Before setting up a business, one of the first things investors consider is people: Who lives in the area? Are there enough skilled people? Who are the potential customers?

d) The Media

The media can use census information in researching news stories, feature articles, documentaries, etc. The census may provide vital information about vulnerable groups, which the media may highlight through their various outlets.

e) Local Communities

The results of the census directly affect the people in your community. The census will be used to plan a wide range of public services, many of them provided by local authorities, which should be there for everyone to use. These include schools for children growing up now and in the future; affordable housing for families; transport to and from work, hospitals, schools, and for transporting products to the market; health care for children, the elderly, pregnant women, etc; services for people with disabilities; training for people who want to learn new skills.

Communities may also use census data to strengthen their case in demanding services from the local authorities, as well as hold them to account for the use of public resources.

f) Students, researchers and the academia

The census will provide an important source of information for students, researchers and academicians across a broad range of social and economic disciplines. It is also an important component of our children's education, as census figures may feature across a number of aspects of the curriculum, including mathematics, history, geography, civic and social studies.

g) Electoral bodies, networks and groups

Census data will be vital for good governance and progress towards democratization of the country. For example, the data can be used to enhance electoral transparency by providing estimates of eligible voters per state/region, district and township. This way, all players in the electoral processes may transparently organize and monitor the voter registration process and the elections themselves.





How to organise discussion or an orientation on Census data release

The following steps will help you organize and facilitate discussions on census data release and dissemination. Please note that every situation is unique, so as a facilitator you will need to determine how these steps will apply to your situation and make sense to your participants.

Always bear in mind that the discussions have to be participatory. Therefore, you will need to use creative and effective facilitation methodologies that will appeal to the audience, encourage openness, and acquire feedback from the participants.

1. Invite Participants

- Aim for a maximum of 50 people to make the discussions effective and to facilitate sharing of opinions. Invite key representatives of different groups.
- Some of the groups that should be targeted are listed below. Sessions may be held jointly with some of the groups, thereby encouraging discussions among people from different backgrounds and perceptions. Where it is not possible to hold joint discussions, separate sessions with particular groups may be organized:
 - i. Representatives of faith-based organisations
 - ii. Civil society groups working on ethnicity issues (if they are available in the state/region)
 - iii. Women's group representatives
 - iv. Youth group representatives
 - v. NGO representatives
 - vi. Special interest groups
 - vii. Ethnic group leaders
 - viii. Other Civil Society Organisation representatives
 - ix. Community leaders
 - x. Representatives of people with disabilities
 - xi. Representatives from government departments who are likely to use census data
 - xii. Media representatives
- Other groups such as business representatives, and traditional leaders may also be invited.
- Send invitations at least seven (7) days before the meeting. These may be hand-delivered, faxed or emailed (where possible). You may also post notices of the meeting on notice boards that are easily accessible.
- Follow up for confirmations with a phone call. Ask the invitees to arrive early in order to begin on time.

2. Prepare for the meeting

- Identify a spacious room or space to comfortably accommodate the number of people invited. Different seating styles can be used, depending on the setting or the group. For example, a U-shaped set up may be ideal for a more formal setting, so that participants face one another and interact face-to-face; or small tables where smaller group discussions or brainstorming are envisaged.
- Determine the language to use. If there is need for translation, identify a competent translator, and factor the translation time into the schedule of the meeting.
- Decide on the format that would be effective to communicate with the target audience. For example, games may engage young people more and encourage them to participate. Questions and answers, quizzes, drama, group work and brainstorming sessions are some of the methodologies that may be used (some may actually be used in combination), depending on the audience and the time available for the dialogue.
- Prepare materials: each participant should receive a copy of the kit that is prepared for such meetings including the Provisional Results, the Summary of Provisional Results, Ensuring the Accuracy of the Census – a Step by Step Guide, and What you need to know about the Provisional Results.
- Provide participant post-meeting evaluation questionnaire.
- Where possible, provide snacks and drinks. Offering food is a great way to set a relaxed and friendly tone for the meeting.
- Provide paper and pen to participants for note taking.
- Assign one of your team members to take notes of the discussions. Ensure that discussions, questions and recommendations from the participants are noted down. These notes are important for providing feedback to relevant authorities, such as local leaders, government ministries and departments, or the Department of Population.
- Prepare a register of all participants, their organisation and contact details (telephone number and/or email address).
- If you are organizing the discussion as a team, assign roles to each member of the team. Together plan the structure of the discussion, including who will facilitate/explain which part? Who will handle administrative issues, etc. This may be done a couple of days in advance so that each member can prepare adequately.



3. Facilitate the discussion

- A.** Welcome the participants and thank them for sparing some time from their busy schedules to participate in this dialogue. State that their presence signals the importance they (or their organisations/departments) attach to the census processes.
- B.** Introduce your co-facilitators and request members to introduce themselves, stating their name, organisation or department, and their designation in their organisation/department/group or community.
- C.** Introduce the purpose of the meeting, emphasizing that the aim is to engage them as stakeholders, potential users and as representatives of various groups that will directly benefit from the census data.
- D.** Describe the methodology/format that will be used during the discussions, and encourage the participants to be open, free and ask questions where anything is not clear. Use an “ice breaker” activity to help the group get comfortable with sharing, such as asking people to share their reasons for wanting to participate in this dialogue event. You may develop your own ice breaker to match the needs and context of your group or event.
- E.** Some of the key messages you may want to convey in this introductory part may be as follows (these messages are not prescriptive, you may select some of them or included any other information that may be available, depending on the audience and the setting of the discussion):
 - “Our country has been lacking accurate, reliable and up-to-date population data for over 30 years, due to absence of censuses. The 2014 Census has presented us with an opportunity to utilise up-to-date data for planning and implementation of development programmes and projects in our area (Township).”
 - “The purpose of this meeting/discussion/orientation is to prepare stakeholders and the public for the release of the main results of the census in May 2015. The census is a public good, and the information that comes out of it is owned by the people. This means the results of the census can be used by planners (working in health, education, social welfare, economic, infrastructure, etc), development workers, politicians, local authorities, researchers, civil society, community members and individuals to improve planning, monitoring and accountability of social programmes in our area and for the rest of the country.”

- “The provisional results of the census have been released according to the schedule that was announced by the Ministry of Immigration and Population, i.e. August 2014. These have provided the total population by male and female, up to township level. We will be looking at these results in this meeting to better understand what information comes out from the census and how it can be useful for our communities, institutions and country.”
 - “The provisional results have been released early so that policy makers, development planners, civil society and local authorities may already begin to utilize the available census data without having to wait longer for the main results”
 - “We will also update each other on the on-going activities at the Census Office, including when the main results of the census will be released, and what thematic reports will be produced.”
- F.** Present the national level provisional results (total population, number of males, number of females).
 - G.** Present the state level provisional results (state/region total population, number of males, number of females).
 - H.** Present the township level provisional results (township population, number of males, number of females).
 - I.** Facilitate the discussions around these provisional results. Some of the key questions to ask the participants could be:
 - What do these results mean to you?
 - What do the results tell us about issues such as migration, sex-ratio, household sizes, urbanization, etc.
 - What could be the reasons for these variables to have come out this way, and what needs to be done?
 - How would this information be useful to them as individuals, as communities, as leaders, or as people in authority?
 - J.** Mention to participants that the provisional results might be slightly different from the main results that will be released in May 2015. This will be because the Main Results will have undergone more rigorous checks for accuracy. Nevertheless, stakeholders can use the Provisional Results to fill the data gaps that have existed for a long time.

K. Explain that the Main Results (to be released in May 2015) will be more detailed and will contain the following information (among others), and that most of the information will be available down to Township and Ward/VT level:

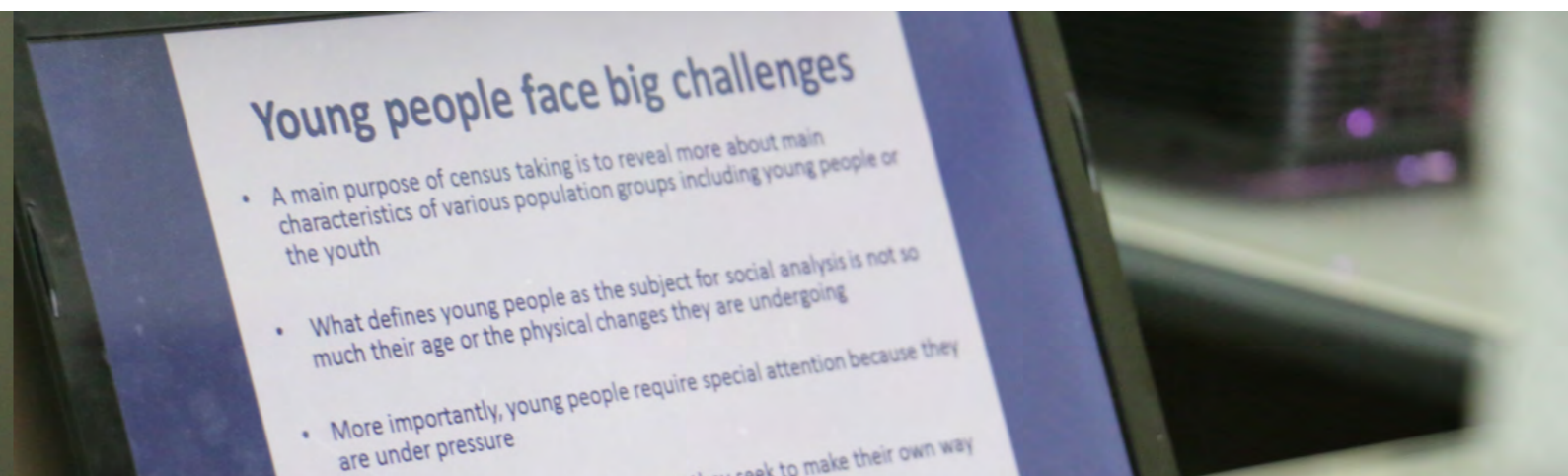
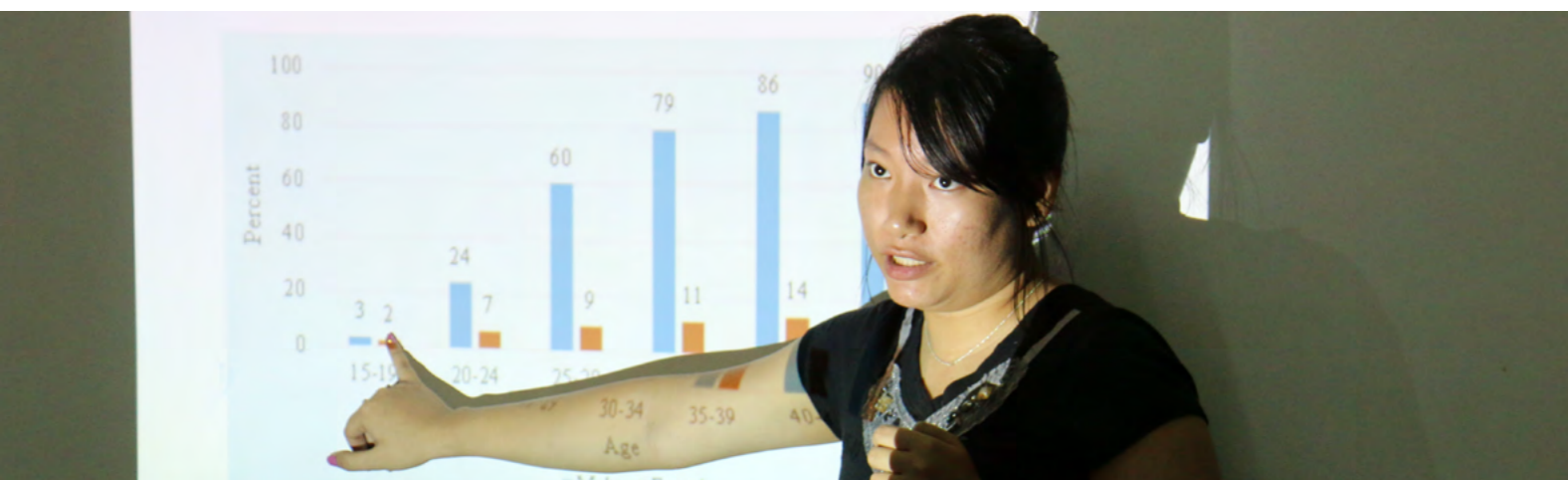
- Population Distribution by sex, age, rural/urban, by administrative unit (i.e. data will be presented at the Union, State/Region, District, Township and Ward/Village Tract levels)
- Population density (number of people per square kilometer)
- Household size and male/female headed households by Township
- Sex ratios by township
- Population Distribution by special age groups (for planning of education, health and labour force)
- Population Distribution by Marital Status and relationship to head of household
- Myanmar Population abroad, by age and sex and by State/Region of origin
- Population by schooling status and by sex (at school, left school, never attended)
- Population aged 5-29 by Level of Education
- Gross and Net enrolment ratios (Primary school, middle school and high school)
- Literacy levels by age and sex
- Usual activity status by age group and sex (employed, unemployed, economically inactive)
- Type of ID by age group
- Population Distribution by Disability, age and sex
- Households by type of housing unit occupied (e.g. condo, apartment/flat, wooden, bamboo, hut, etc)
- Main source of lighting
- Main source of drinking water and non-drinking water
- Main type of cooking fuel (Electricity, gas, kerosene, firewood, charcoal, straw, etc)
- Households by type of toilet
- Ownership of household amenities (Radio, TV, mobile phone, motorcycle, bicycle, car, etc).

L. Use the information provided in the table above to facilitate the discussion on some of the possible ways the data may be used for development activities and planning in such sectors as education, health, employment, water and sanitation, etc. If it does not adequately come out during the discussion, highlight how the census information can help improve governance, accountability and effective planning.

M. Explain to participants that the main results will be released in printed copies, and will also be disseminated online (internet) and on CDs. All census information will be available free of charge. The main results will contain information outlined above up to township level and, in some cases, up to Ward/village tract level.

N. Explain to participants that the Census data will be further analysed by experienced professionals and subject-matter specialists in order to prepare Thematic Reports on key demographic and socio-economic variables. The Thematic reports will include the following, and some of the key issues they will address:

- **Fertility:** How many children are women in Myanmar having during their reproductive ages? Are more adolescents bearing children? Are there differences in fertility between rural and urban women? Are there differences in fertility between women with higher education and those with lower education levels? What are the implications of these trends on social services, childcare, continuing education for girls, etc. What can you do at the township level to address the issues identified?
- **Mortality:** number of deaths of children dying before celebrating their first birth day, or fifth birth day, the number of years a person in Myanmar is expected to live, by age and sex. Are there differences between men and women? Are there differences between rural and urban? What are the implications on social welfare?
- **Migration and Urbanisation:** why do people move and where do they move to? Do females and males move at the same rate? Are more people moving from rural to urban, rural to rural, urban to rural, or urban to urban? What are the implications of such movements on delivery of social services?
- **Education and Literacy:** How many boys are in school? How many girls are in school? What are the levels of education (completion rates, etc) for boys and girls? What are the rural/urban differentials? What factors affect education and literacy among children, women and men? Why do people drop out of school at a certain level? Are there enough skilled people in the country or in your Township? What are the implications of these differentials on the development of the country or your State/Region? What needs to be done to improve access and quality of education in your Township?



- **Labour Force:** How many people are working and in which occupation and industry are they working? How many people are unemployed? How many of these are women? What are the rural/urban differentials? How is your Township fairing? What can be done about it?
 - **Disability:** How many people are disabled? What are the common types of disability? Which ages are most affected? Are there differences between males and females? What can you do at the Township level to address problems faced by people with disabilities?
 - **Children and Young People:** How are demographic and socio-economic factors affecting children and young people? Are mortality rates for children higher? Are children in school or out-of school? How are they affected as males and females in terms of access to education? Are young people having access to employment and other economic opportunities? How is your Township faring? What can be done about it?
 - **Aging Population:** What population is aged (65 and above)? What are the mortality rates among the elderly? Do they have access to economic opportunities? How are they affected by disabilities? Are they household heads, hence benefactors of the household?
 - **Housing conditions, household amenities and assets:** What kind of houses are people of Myanmar living in? Do people have access to electricity? Do people have access to potable water? Do people have access to proper toilets and sanitation? Do people own basic household assets (e.g radios or TV for accessing vital information)? By what means do people travel? What is the situation in your Township? What can be done about it at the Township level?
 - **Population Projections:** What will the population of Myanmar look like from 2014 to 2064? What are the implications on social services such as schools, hospitals, housing, infrastructure, etc? What will the population of your Township look like in 10 or 20 years? What should be done about it?
 - **Gender dimensions:** What does the census data tell us about gender? Are more women dying than men? Are more men migrating than women? Are more boys in school than girls? Are there more female-headed households than male-headed ones? Do women and men have equal access to employment and economic activity? How about ownership of houses and property by men and women? What are the implications of all these disparities?
- O.** Brainstorm and discuss with participants the usefulness of this data and how they envision using it and benefitting or affecting their work and/or daily lives.
- P.** Take note of any concerns or misgivings that may be raised. If you were not able to address any of these concerns, please raise them with the relevant authorities or send an email to: **feedback2014census@unfpa.org**
- Q.** State that more sensitization and capacity building activities for stakeholders will take place after the release of the Main Results in May 2015.

Tips for Facilitating

I. Listen

- Listen to all the questions, issues and concerns that may arise. It is important to give whoever is speaking your full attention. That way they will know that you are taking their issues seriously.
- Reflect back (repeat the main issues raised) in your own words to be clear and to clarify.
- It is ok to say "I don't know" or "I am not sure." Let the person who raised the issue know that you will find out and get back to them.
- Take written notes of the main issues raised. The notes may be summarized and shared with other census administrative structures.

II. Involve

- Try to make sure everyone present at the dialogue has an opportunity to participate in the conversation. Invite all participants to express their opinion, whether similar or different from what has already been said.
- Use methodologies that would engage the participants more (Q&As, quizzes, group work, games, etc)
- Re-iterate that diverse views are welcome, and remind participants that no one is expected to be "the expert" or the "spokesperson" representing all people in the State/Region or Township.
- Groups such as women, young people, the elderly and the disabled should be encouraged to express their views.

III. Re-assure and conclude

- Re-assure participants that the census data is a vital tool for development planning both at the national and local levels; as well as for transition to democracy.
- Re-iterate that census results and reports will be released in a timely and transparent manner. Once released, published data will be available to all those interested in both printed and in electronic formats.
- Conclude by giving participants contact details that can be used if they want further information. They may also send comments, questions or feedback to: **feedback2014census@unfpa.org**

Participant post-discussion questionnaire

Participant profile

Male Female

Age category: 15 - 24 25 - 29 30 - 49 50+

1. Which type of Organisation are you representing?

Faith Group	<input type="checkbox"/>	NGO/INGO	<input type="checkbox"/>
Ethnic Group	<input type="checkbox"/>	Government Department	<input type="checkbox"/>
Women's Group	<input type="checkbox"/>	Private Sector	<input type="checkbox"/>
Youth Group	<input type="checkbox"/>	Other (Specify) _____	

2. After this discussion, I have a clearer understanding of the purpose of the Census and its benefits for my country and for my group

- Strongly agree
- Agree
- Neither agree/disagree
- Disagree
- Strongly disagree

3. The discussion has eliminated some of the misconceptions I had about the census

- Strongly agree
- Agree
- Neither agree/disagree
- Disagree
- Strongly disagree

4. The discussion has removed some of the distrust I had for the census

- Strongly agree
- Agree
- Neither agree/disagree
- Disagree
- Strongly disagree

5. I now understand the different kinds of reports that will be produced from the census data and how they can be used by different institutions

- Strongly agree
- Agree
- Neither agree/disagree
- Disagree
- Strongly disagree

6. I feel comfortable to explain issues about census data release to members of my organisation and community

- Strongly agree
- Agree
- Neither agree/disagree
- Disagree
- Strongly disagree

7. I would like to be involved in the next phase of the Census by:

- a. Obtaining information on the Main Results Yes No
- b. Becoming a community organizer around the release of the Main Results Yes No

c. Other: _____

8. What improvements would you suggest should be made to the way this dialogue has been conducted?

9. Any other comments:

To find out more information visit:
www.dop.gov.mm
<http://myanmar.unfpa.org/census>

