

## **Introduction to the MBAPF Survey**

Dr. Sammia Poveda

United Nations University – Institute on Computing and Society

scpoveda@unu.edu

### **Background**

In April 2016 the United Nations University, Institute on Computing and Society (UNU-CS) reached out to the Myanmar Book Aid and Preservation Foundation (MBAPF), interested in designing a research project based on their Mobile Information Literacy (MIL) Project. It was agreed that the research would be conducted in a participatory manner, benefiting both the MBAPF and UNU-CS. While on the one hand the researcher would be welcome to collect in depth data for academic analysis, the MBAPF would be benefited in two ways. First, the organization would have access to the insights out coming from the researcher's analysis, and second, the researcher would design data collection tools that could be reapplied by the MBAPF, as a way to incorporate more robust monitoring and evaluation processes.

In June 2016, UNU-CS and the MBAPF organized a two-day participatory workshop to start the design of the research project. The first day was attended by 10 representatives from partner public, academic and community libraries, and by 4 MBAPF staff members, one of them, the Director, Dr. Thant Thaw. The second day was held at MBAPF HQ and was attended only by MBAPF staff (Director and Project Officer).

The objective of the workshop was to have a joint understanding between all stakeholders of what was the objective and aim of the Research to be conducted, and to understand what were the priorities of both the MBAPF and their partners libraries, as to incorporate their perspectives into the research. It also was an opportunity to explore how the research could be implemented, regarding time, location, type of research tools and methods, among others.

### **Methodology**

The MBAPF offers MIL courses to the libraries the organisation partners with, upon request from other organisations, and also expects their librarians to 'cascade' their training, namely, replicate their training in their own libraries. Some of the participants will receive more than one training, and, once you become a partner of the MBAPF you become part of

a network that meets every two months (peer learning group). Therefore, upon reflection and discussion, it was decided to use a longitudinal design for data collection. Data would be collected before starting any training to set a baseline, and post-training to compare results. As each respondent has a unique ID, data can be collected multiple times over time, allowing the study of the initial impact of the training and the impact over time.

### **Design of the survey**

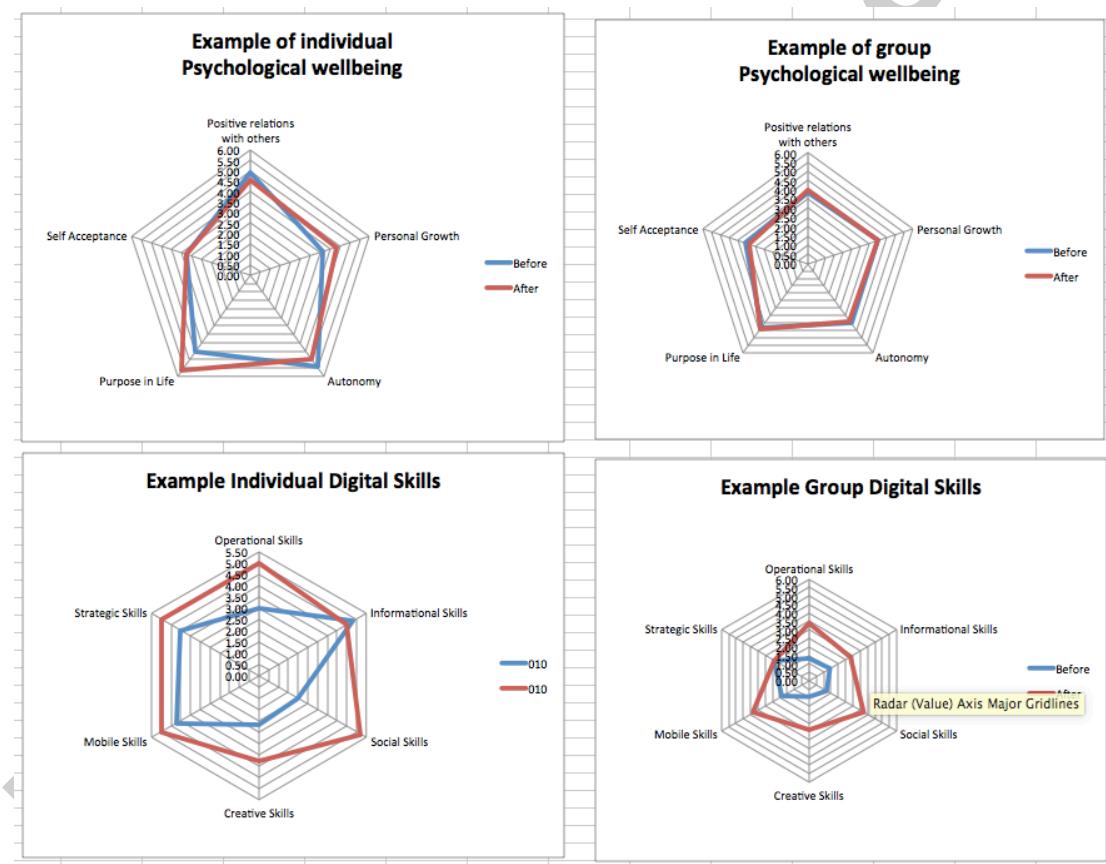
Discussions held during the participatory workshop held in June pointed to two major desired impacts. On the one hand, ICT skills should improve, and on the other hand, participants' self-confidence, autonomy and sense of belonging should increase. Desk research was conducted to identify studies which had focused on these areas or similar, and what tools those had used. No study was found mixing both areas, but various were identified which measured psychological wellbeing and others that measured Internet skills. It was decided that due to time constraints and the need of the MBAPF to implement the survey as quick as possible, it was better to create a survey based on surveys that had been previously validated by research, instead of creating a new survey that required academic validation.

Two scales were chosen. For issues related to the individual, the Ryff Scales of Psychological Well-Being (Ryff 1989) was chosen, which has been validated and used by multiple authors and organisations over the years (Ryff and Keyes 1995; Springer and Hauser 2006; Van Dierendonck 2004) . This scale focuses on six items: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. All but environmental mastery where used in the final survey for their alignment with the desired impacts. For issues related to ICT skills, the Internet Skills Scale (van Deursen and van Dijk 2010) , which is supported by extensive research by their authors (Van Deursen et al. 2011; Van Deursen et al. 2016; van Deursen and van Dijk 2011; van Deursen et al. 2012) . The entire scale was used in the final survey. Additionally to these items, questions about demographics and basic ICT usage and ownership where also included to enrich the data.

### **Data collection and analysis**

Considering the extent of the survey and the necessity for the results to be easily collected and analysed, UNU-CS proposed to the MBAPF the use of KoboToolBox, and online open

source survey tool, developed to aid development work. This tool has some advantages over other free online survey platforms. For instance, once a survey is downloaded into the devise (computer, mobile, etc), internet is no longer required. This way, many surveys can be collected with no internet connection, and only upload the results after all is completed. Also, this tool allows the collection of audio, video and image files, which the MBAPF found very interesting, and may be used in other surveys. Once data is collected, the platform performs basic analysis of the data (totals, percentages, etc). Data can then be downloaded for further analysis in Excel or other software. As two scales are being used in the survey, data analysis in Excel can be conducted to get the overall results of both scales. These data can be plotted into Rader/Spider graphs for better visualization, as shown below.



Further analysis can be performed with the available data, to explore differences between genders, ethnicities, level of income, in relation to their different psychological characteristics of digital skills.R