BASELINE SURVEY REPORT

Dream Library Project: “Raising awareness of the importance of reading to young children in mountainous, remote areas.”

3-2013
BASELINE SURVEY

Dream Library Project: “Raising awareness of the importance of reading to young children in mountainous, remote areas.”

3-2013
Baseline survey report, “Dream Library Project: Raising awareness of the importance of reading to young children in mountainous, remote areas.”

*Project site: Dong Nghe Secondary School, Dong Nghe Commune, Da Bac District, Hoa Binh Province*
Contents
1. Introduction ........................................................................................................................................... 5
   1.1. Background ...................................................................................................................................... 5
   1.2. Structure of the report ......................................................................................................................... 6
   1.3. Evaluation Methodology ....................................................................................................................... 6
       1.3.1. Team Composition ...................................................................................................................... 6
       1.3.2. Sampling Methodology ................................................................................................................. 6
       1.3.3. Training of Enumerator ............................................................................................................... 6
       1.3.4. Data Collection Methods and Tools Used ..................................................................................... 7
       1.3.5. Analysis ....................................................................................................................................... 7
   1.4. Discussion of Limitation ..................................................................................................................... 7
       1.4.1. Limitation of time ........................................................................................................................ 7
       1.4.2. Experience of Enumerators ....................................................................................................... 7
       1.4.3. Limitations of ethnic pupil’s background ................................................................................... 7
2. Key findings .............................................................................................................................................. 8
   2.1. General information of Dong Nghe Ethnic Boarding Secondary School ........................................ 8
   2.2. Students at Dong Nghe Ethnic Boarding Secondary School ............................................................ 8
   2.3. The access to books ability of the students ....................................................................................... 10
   2.4. Evaluate the student’s reading ability .............................................................................................. 10
3. Conclusions and Recommendations ..................................................................................................... 10
Acknowledgement

On the behalf of project team, we are pleased to give thanks to the school staff of Dong Nghe secondary school, Dong Nghe Commune, Da Bac Dist, Hoa Binh Province for your cooperation and timely support to the preparation of this report.

We are also thankful to you, our friends for your financial and books donations especially Nguyen Truong To secondary school for the great amount of books donated from your pupils. Without your valuable contribution, the project might not have been possible to implement on time.
1. Introduction

1.1. Background

The Dream Library Project (DLP) has been developed by Vietnamese Dream Volunteers (VDVs) since late 2011 and is aimed at “Raising awareness of reading to young children in mountainous, remote areas.” The project formerly named “Books for mountain children” and “Books for poor children in Hue” started in October 2011 with a purpose to support poor, mountain children in terms of education around Vietnam.

In 2013, the project is back with new approaches, and focuses on creating a reading corner in every class that we called the “Dream Library”. We hope that these “Dream Libraries” will create easier conditions for children to access books and other source of information generally.
We started DLP at Dong Nghe ethnic secondary school, the first project site of Hoa Binh province in late 2012. In agreement with school representative, the project has been approved and the school is expected to play an important role as a partner with VDV in Dong Nghe Dream Library project. For the moment, a small baseline survey has been conducted by 8 numerators of VDV over 108 ethnic minority pupils of Dong Nghe secondary school. For the moment, the very first reading corners have been also set up in every classroom there.

This report aims to analyze information collected from the baseline survey, identify the project characteristics, advantages as well as obstacles. The report’s findings and conclusions are expected to provide adequate support for the project not only in short term, but also in the long term.

Through the report, shortages of implementation processes would be also put down to experience for the next phases of the project. Lessons learnt will help us to adjust the working plan of other components of the project.

1.2. Structure of the report
This report presents the outcome of this survey. The report is composed of three major parts. Besides the introductory part, it contains two other parts. Part two briefly describes the methodology adopted in executing the survey, key findings of the survey in a quantified as well as qualified manner. Part three outlines, in a nutshell, an overview of pupil reading behavior and capacity and additionally appropriate recommendations based on the findings of part two.

1.3. Evaluation Methodology

1.3.1. Team Composition
Enumerators are volunteers of VDVs who have been involved in trainings about questionnaire design and survey skills. Eight enumerators and two supervisors were sent to the field in teams of two.

1.3.2. Sampling Methodology
The survey was conducted all over the population of pupils in Dong Nghe Secondary school in 2nd Feb, 2013.

1.3.3. Training of Enumerator
All internal trainings of all enumerators and supervisors were held in January, 2013.
1.3.4. Data Collection Methods and Tools Used
Data was gathered with a four pages unstructured questionnaire combined with in
depth interview with teachers and other stakeholders.
The questionnaire is divided into 3 main parts and is focused on finding students’s
reading behavior and conditions.
- Part one: General information about students
- Part two: Information about students’ activities at school.
- Part three: Information about students’ activities away from school.

After the survey, data will be coded in a format suitable for entry and analyze by CS
Pro.

1.3.5. Analysis
Clean data export from CSPro will be process and analyze by other data analysis
applications such as STATA, R. Outputs and findings are detailed in part two.

1.4. Discussion of Limitation

1.4.1. Limitation of time
We finished the survey just a week before Tet and our data entry process has
slowed down for that reason. It took at least three weeks after the field trip to
complete data entry.

1.4.2. Experience of Enumerators
Trained numerators without any field experiences result of shortages over survey
implementation process. Thus, there are some answers in the questionnaire that did
not meet requirements about logic and objectiveness.

1.4.3. Limitations of ethnic pupil’s background
Most of their thinking and awareness capacities are below standard. There are many
gaps between reading, understanding and answering questions.
2. Key findings

2.1. General information of Dong Nghe Ethnic Boarding Secondary (EBS) School

Located in Dong Nghe Commune, Da Bac District, Hoa Binh Province. Dong Nghe EBS School has total 108 students and is the only EBS School of Hoa Binh province. Although the student composition is 100% ethnic minorities such as Tay, Dao, Muong, the school has not been converted into Ethnic Boarding Secondary School mode until the 2012-2013 school year.

School Facilities:

• Campus is quite spacious and airy. There are a block of houses which acts as accommodation for teachers and a two storey building where students study. The two story building is quite small with one meeting room, one library and four classrooms.

• Besides campus, there is a small dormitory for students and teachers.

• Library is very small with few books and story books, mainly all kinds of textbooks, reference books unsuitable with student background. In addition, the teaching equipment is limited and poor.

• In general, facilities have not met the teaching and learning needs yet. There is a shortage of living space for both students and teachers.

2.2. Students at Dong Nghe Ethnic Boarding Secondary School

Total students surveyed were 94 among 107 students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total students surveyed</th>
<th>Total students in each grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>26</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>30</td>
<td>32</td>
<td>93.75%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>23</td>
<td>27</td>
<td>85.18%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>15</td>
<td>22</td>
<td>68.18%</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>107</td>
<td>87.85%</td>
</tr>
</tbody>
</table>
Ethnic Composition:

<table>
<thead>
<tr>
<th></th>
<th>Total students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dao</td>
<td>34</td>
<td>32%</td>
</tr>
<tr>
<td>Muong</td>
<td>53</td>
<td>50%</td>
</tr>
<tr>
<td>Tay</td>
<td>18</td>
<td>18%</td>
</tr>
</tbody>
</table>

Ethnic Composition by Gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Dao</th>
<th>Muong</th>
<th>Tay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>27</td>
<td>3</td>
</tr>
</tbody>
</table>

When asking about the distance from students’ home to school, up to 45 students (estimated 43%) answered that they have to walk over 6km to school.

<table>
<thead>
<tr>
<th>Distance</th>
<th>Total students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 2km</td>
<td>41</td>
<td>40%</td>
</tr>
<tr>
<td>2km – 6km</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>≥ 6km</td>
<td>45</td>
<td>43%</td>
</tr>
</tbody>
</table>

Family Composition:

Most of pupils’ parents (approximately 92%) are farmers. Their livelihood depends on cultivation and breeding.

Students Studying Result:

In the first semester (2012 – 2013), students studying results are listed in the following table:

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
<td>Percentage</td>
<td>Total</td>
</tr>
<tr>
<td>Excellent</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>11.5%</td>
<td>6</td>
<td>18.8%</td>
<td>4</td>
</tr>
<tr>
<td>Average</td>
<td>22</td>
<td>84.6%</td>
<td>26</td>
<td>81.3%</td>
<td>22</td>
</tr>
<tr>
<td>Weak</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>3.8%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>24.3%</td>
<td>32</td>
<td>29.9%</td>
<td>27</td>
</tr>
</tbody>
</table>
The table showed that 82% of total students are ranked average, 15% are good, the rest are weak and poor. None of them ranked as excellent.

According to the evaluation of teachers, due to differences of geography and ethnicity, students’ ability of acquire knowledge is very limited.

2.3. The access to books ability of the students

According to the information of the survey, students there have no condition to access to books. The books that they know and have access to are stories in the school’s curriculum like Tam Cam, Thach Sanh, Thanh Giong. Most of them are fairy tales in the primary school’s curriculum. This is a huge difference between students living in mountainous areas compared with those living in urban areas.

Besides, a large amount of students answered that sometimes they are given money to buy books and other learning equipment. It showed that their parents have a concern about their children’s education.

2.4. Evaluate the student's reading ability

When the students were asked about: “the stories you like,”, “your favorite character”, “the reasons why you want to become your favorite character”; we received many innocent answers like: “I like Thach Sanh because he is strong”, “I like Thanh Giong because he protected our country”, “I want to be a doctor to help people with decease in our community”

Based on received answers, we can see that that thinking capacity of students have many shortcomings, but they also have proper awareness about the isssues that effect them as individuals, as well as the community and society in general.

3. Conclusions and Recommendations

The student’s reading capacity is very limited due to both subjective and objective reasons but remarkably reasons also come from language differences and difficulties in having access to books sources.
Initial evaluations of student reading capacity suggest that in order to strengthen students’ reading and thinking capacity, we need provide more supports of all kinds to create more opportunities for them in accessing to new, rich sources information and knowledge.

To maintain and operate efficiently these class libraries, there needs to be a coordination mechanism between the Project team and the school. It’s expected that the school will launch many internal reading movements and competitions to encourage students to read as much as possible.

There is also the need for communication and advocacy activities to raise awareness of not only students but also their parents about the importance of reading. Through these activities, the project will get involvements of not only with teachers and students, but also with other local social organizations in building a local reading culture course. This is also the key elements of the project’s sustainability.