

## DIY CLUBS ENDLINE: QUALITATIVE STUDY

### PROPOSED METHODOLOGY

#### Research Questions

It is clear in all the KOMO LC and DIY documents, baseline and midline reports that the main goal of the program is to enhance agency and life skills, and improve school climate through a “participatory process.” The midline qualitative assessment elaborated on this aspect.

At the end of a full implementation phase, this study aims at investigating the perceptions of the participants in the DIY clubs in terms of most significant changes that occurred in their thanks to the participation in the clubs.

Similarly to the midline, this qualitative study aim at investigating:

**Research Question 1 (RQ. 1).** *What are the most significant changes, in terms of Agency, identified by students and champion teachers participating in DIY club?*

**Research Question 2 (RQ. 2).** *What are the most significant changes in terms of life skills identified by the students and champion teachers participating in DIY clubs?*

**Research Question 3 (RQ. 3).** *How do the participants identify the most significant changes in school climate as a consequence of participation in the DIY club?*

#### 3.2. Approach and Design of the study

A qualitative approached is proposed to answer to the research question and to allow the triangulation of data to better understand the effectiveness of KOMO intervention in the schools. Specifically, a phenomenological design has been chosen as the best qualitative tradition to be used as methodological framework.

**Phenomenology** is a collection and analysis of people’s perceptions related to a specific, definable phenomenon, in this case a participatory program. And a phenomenon is an event, an experience, or something that happens to someone. A phenomenon is something that is finite and definable rather than nebulous or unclear. This is the reason why we decided to conduct a phenomenological case study. We have a clear and definable program and we want to know about its impact through the perceptions of the participants in the program.

As phenomenological design proposes, we follow the *Bracketing* process, meaning that theories, hypotheses, previous explanations, and other preconceptions about the phenomenon are bracketed or held in abeyance. This is the process of putting aside one’s own belief about the phenomenon under investigation. In other words, our approach focuses on the meanings of the situation (phenomenon) as experienced by the participants.

#### Sample size

The inquiry will be conducted in four secondary schools (2 that host the students who entered the program in 2019 and 2 schools with students who entered more recently, after 2020), that were purposively selected based on: number of training sessions conducted (those with most sessions completed), duration in the DIY project (old and new schools), and mixed in terms of categories of schools (high, middle and low levels).

The study will conduct a total of 4 FGDs with students (2 with students enrolled in 2019 and 2 with students who enrolled after 2020) and 10 in-depth interviews with students (5 with students enrolled in 2019 and 5 with students who enrolled after 2020). We shall also conduct 5 in-depth interviews with teachers who participated in the DIY clubs (“champion teachers”).

### 3.3. Data Collection Techniques and Tools

The techniques and tools applied for this in-depth evaluation include:

- **Focus group discussions** (students)

A semi-structured guide will be developed for the FGDs. The aim is to understand the participants’ perspectives on the unique characteristics of the DYI and how these contributed to the transformational change in the life of the students.

- **In-depth interviews** (students)

A structured interview guide will be developed for allowing the research team to understand how the personal story of the participants changed as a result of the participation in the DIY clubs.

- **Key informant in-depth interviews** with champion teachers.

The assumption is that students develop and change in the relationship with adults who generate, with their example and accompaniment, the change in the life of the students. The interview guide will aim at capturing the views of the champion teachers and understand also how the program impacted their professional life and beliefs about students’ learning.

#### Process/Steps followed to conduct the qualitative study

The development of the qualitative tools will follow the endline quantitative data collection. This will help the research team to gather more information about the impact of the program and unveil possible nuances worth further investigation.

For this, we anticipate the data collection to take place during the first week of October. The PI of LGRC will be assisted by an assistant researcher with considerable experience in qualitative data collection and data analysis.

The research team will transcribe verbatim all the interviews and FGDs in the second week of October and then proceed with the thematic analysis of the data and report writing.

#### Data Analysis

All the group and individual interviews will be conducted and written in English and transcribed verbatim by local transcribers. Atlas.ti software will be utilized to organize the qualitative data. Data will be analysed using thematic analysis methodology.

Coding field texts for themes or categories generation will be used.