



Impact evaluation of the school/community-based project  
“Do it yourself” (DIY)

EMPIRICAL FRAMEWORK FOR KOMO LEARNING CENTRES  
(Constructs, Variables and Indicators)

STUDENT’S QUESTIONNAIRE

AGENCY	
<b>VARIABLES</b>	
Cognitive competence	The ability to identify an issue, absorb information from multiple sources and evaluate options to reach a reasonable conclusion.
Self-efficacy	Belief in one’s abilities to do many different things well (particularly the things that are the focus of the intervention).
<b>THEORETICAL DESCRIPTION</b>	The ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes (KOMO).
<b>EMPIRICAL DESCRIPTION (items)</b>	<p><b>1) Agency</b></p> <p>B19: I have confidence that I will be a useful person when I grow up</p> <p>B23: I do not expect to get what I want in future [R]</p> <p>B26: I can see that my future will not be positive [R]</p> <p>B29: It is not possible for me to be happy in future [R]</p> <p>B31: I believe there is a solution for any problem</p> <p>B34: I do not have any solutions for some of the problems I am facing [R]</p> <p>B37: I know how to develop plans to achieve my objectives</p> <p>B39: Problems do not stop me from achieving my goals</p> <p>B40: I feel my life is determined by other people [R]</p>
<b>OBSERVATION INDICATORS (Categories)</b>	<ul style="list-style-type: none"> <li>▪ <b>Classroom context</b> <ul style="list-style-type: none"> <li>• The student <i>takes initiative</i> to seek for further clarification of unclear aspects in the lesson; to know more about the topic.</li> <li>• Students’ <i>engagement</i> in problem solving during the lesson – from passive to active<sup>1</sup>.</li> </ul> </li> <li>▪ <b>Interview Context</b> <ul style="list-style-type: none"> <li>• Students’ <i>perception</i> about the future.</li> <li>• Students’ <i>attitude</i> in problem solving.</li> <li>• Students’ <i>engagement</i> in problem solving.</li> </ul> </li> <li>▪ <b>Project Context</b> <ul style="list-style-type: none"> <li>• <i>Community responsibility</i>– membership, sense of community, etc.</li> </ul> </li> </ul>
<b>FGD questions</b>	<p> What do you want to be in the future? What do you want to do after the school? How do you imagine your life after school?</p> <p> Set a problem/remember the last problem you had at home with your parents or brothers or at school. How did you solve it? Which steps did you take to solve it?</p>

<sup>1</sup> Examples of scales to be used include: from passive to active

## SELF-DETERMINATION

VARIABLES	
Self-determination	The capacity to sustain both effort and interest in long-term projects regardless of perceived or real difficulties.
EMPIRICAL DESCRIPTION (items)	<p><b>2) Self-determination</b></p> <p>B2: I usually set a goal but later choose to follow a different one [R]</p> <p>B6: I get focused on an idea for a short time and then lose interest [R]</p> <p>B8: I cannot do much to change things in my life [R]</p> <p>B11: When I face life difficulties, I feel helpless [R]</p> <p>B20: I do things that feel good in the moment but regret later on [R]</p>
OBSERVATION INDICATORS (Categories)	<ul style="list-style-type: none"> <li>▪ <b>Interview Context</b> <ul style="list-style-type: none"> <li>• <b>Presence</b> of students' <i>goals</i></li> <li>• Students' <i>strategies</i> to reach the <i>set goals</i>, from short-term to long-term</li> </ul> </li> </ul>
FGDs with students	<ul style="list-style-type: none"> <li>✚ What life difficulties are you currently facing? How do you feel amidst these difficulties?</li> <li>✚ How are you trying to overcome them?</li> </ul>

## POSITIVE IDENTITY

VARIABLES	
Positive identity	Positive and coherent attitudes, beliefs and values that one holds about him/herself and his/her future.
EMPIRICAL DESCRIPTION (items)	<p><b>3) Positive identity</b></p> <p>B22: I am worried about what other people think of me [R]</p> <p>B28: I get scared when I am to speak in front of a group [R]</p> <p>B35: I fear to present my opinions in public [R]</p> <p>B38: I feel confident to speak in public</p> <p>B41: I can easily get disappointed [R]</p>
OBSERVATION INDICATORS (Categories)	<ul style="list-style-type: none"> <li>▪ <b>Classroom context</b> <ul style="list-style-type: none"> <li>• Students' <i>confidence</i> in participating in the lesson, public speaking, expression of their opinions, etc.</li> </ul> </li> <li>▪ <b>Interview Context</b> <ul style="list-style-type: none"> <li>• Students' <i>confidence</i> in expressing their opinions during the focus group discussions.</li> </ul> </li> <li>▪ <b>Project Context</b> <ul style="list-style-type: none"> <li>• Students' <i>confidence</i> in conducting some activities in the community (school, villages, family, etc.)</li> </ul> </li> </ul>
FGD with students	<ul style="list-style-type: none"> <li>✚ How do most people (friends, teachers, family members) describe you? Do you feel a different person when at school, home or community? Why?</li> <li>✚ What makes you feel happy? What makes you feel unhappy?</li> </ul>

## SOCIAL AND COMMUNICATION SKILLS

VARIABLES	
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Communication and Social skills	<p>The range of skills used to communicate and interact with others, including communication (verbal and non-verbal and listening), assertiveness, conflict-resolution and negotiation strategies. These are skills that help to integrate feelings, thinking and actions to achieve specific social and interpersonal goals.</p> <p>An orientation of one's interests and energies toward the outer world of people and things rather than the inner world of subjective experience. The construct of Communication and social skills is characterised by positive affect and sociability (according the Big Five Model).</p>
<b>EMPIRICAL DESCRIPTION (items)</b>	<p><b>4) Social and Communication Skills</b></p> <p>B25: I know how to communicate with others  B27: I can patiently listen as others are talking  B30: I can confidently talk to my teachers any time  B32: I can confidently talk to my fellow schoolmates any time  B36: I do not work well with fellow students [R]</p>
<b>OBSERVATION INDICATORS (Categories)</b>	<ul style="list-style-type: none"> <li>▪ <b>Classroom and School context</b> <ul style="list-style-type: none"> <li>• Students' <b>confidence</b> in participating in the lesson, public speaking, expression of their opinions, etc.</li> </ul> </li> <li>▪ <b>Interview Context</b> <ul style="list-style-type: none"> <li>• Students' <b>maturity</b><sup>2</sup> in facing relationships</li> <li>• Students' <b>experience</b> in working with others</li> </ul> </li> </ul>
<b>FGD with students</b>	<ul style="list-style-type: none"> <li>✚ How is your relationship with your teachers? Do you find it easy to share with them your interests, questions, problems, etc?</li> <li>✚ What do you prefer: to work in the group or alone? Why? What is your experience doing work with other classmates?</li> </ul>

### STUDENTS PARTICIPATION

<b>VARIABLES</b>	
Classroom Participation	This is defined as behaviour engagement and includes paying attention in class, coming prepared, asking and answering questions, and participating in class discussions (Fredricks et al., 2016; Fredricks et al., 2004)
School Participation	Has been defined as student behaviours involving social interaction with peers and teachers in the school with academic and socio-emotional purpose.
<b>EMPIRICAL DESCRIPTION (items)</b>	<p><b>5) Students participation</b></p> <p>B3: My teachers encourage me to ask questions in class  B7: My participation in class is valued by my teachers  B10: My teachers expect me to do my best all the time  B13: I participate in preparation of classroom activities  B15: My teachers encourage me to participate in school activities  B17: My participation in the school activities is valued by others</p>




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<sup>2</sup> We shall define this later

OBSERVATION INDICATORS (Categories)	<ul style="list-style-type: none"> <li>▪ <b>Classroom</b> <ul style="list-style-type: none"> <li>• Students' <b>engagement</b> in the lesson through asking and answering questions.</li> <li>• Students <b>sustain</b> attention in the lesson</li> </ul> </li> </ul>
FGD with students	<ul style="list-style-type: none"> <li>✚ How do you feel when your teacher asks you a question? Do you feel your teachers allow enough time for you to ask questions?</li> <li>✚ Which classroom and school activities do you usually participate in? How do you feel when you are asked to participate in such activities?</li> </ul>

### SCHOOL CLIMATE

<b>VARIABLES</b>	
Bonding/Sense of belonging and Membership	The emotional attachment and commitment made to social relationships in the family, peer group, school or community.
Physical and psychological safety	Youth feel safe in their immediate environment. Physical environment is free from violence, conflict and crime. Youth feel free to express their ideas, thoughts and feelings in their environment
Teacher-student relationship	Positive relationship with adult in order to have at least one caring and consistent role model in their lives. Healthy peer relationships are also particularly important to youth.
<b>THEORETICAL DESCRIPTION</b>	An environment that develops and supports their assets, agency, access to services, and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected and live without fear of violence or retribution. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive. The term "environment" should be interpreted broadly and includes: social (e.g., relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, programs services, and systems) and physical (e.g., safe, supportive spaces)
<b>EMPIRICAL DESCRIPTION (items)</b>	<b>6) School climate</b> B1: When I need help, I trust my teachers will help me B5: I feel lucky to be a student of this school B9: People in my school treat me well B12: My teachers punish students without even knowing what really happened [R] B14: I feel safe being in this school B16: I do not feel comfortable with my teachers [R] B18: My teachers value the opinions of girls and boys equally B21: My teachers really care about me B24: I find it easy to talk to my teachers about problems at school
OBSERVATION INDICATORS (Categories)	<ul style="list-style-type: none"> <li>▪ <b>School context</b> <ul style="list-style-type: none"> <li>• <b>Equal participation</b> of boys and girls in school activities.</li> <li>• <b>Equal treatment of opinions</b> of boys and girls in school activities.</li> <li>• <b>Evidence</b> of corporal <b>punishment</b> in the school</li> </ul> </li> </ul>

<b>FGD with students</b>	<ul style="list-style-type: none"> <li> Do you enjoy your time at school? How is your school in general? Do you like it?</li> <li> Do you think your teachers love/enjoy what they are teaching?</li> <li> When you have some problems or need help at school, who can you go to? Why?</li> </ul>
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#### EXTRA ITEMS

	<p>B4: I usually see teachers caning students at my school [R]</p> <p>B33: Teachers have the right to beat students [R]</p> <p>B42: In this school, students have a right to make decisions about how it is run</p>
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#### STUDENTS BIO-DATA

- A1: Category of the school (Treatment/Control)
- A2: Name of the school
- A3: School code
- A4: Student code
- A5: In Which year and term did you join this school?
- A6: Gender of the student
- A7: Class and stream
- A8: Age of the student
- A9: Do you currently hold any leadership roles at school?
- A10: If yes, how long have you been a leader at this school?
- A11: Are you currently a member of any active club in your school, including DIY?
- A12: If yes, which clubs and when (year and term) did you become a member?

#### DIY CLUB PARTICIPATION

- C1: Which year and term did you become a member of DIY club?
- C2: How often do you participate in scheduled DIY activities?
- How often do you participate in the following activities of the DIY club?***
  - C3: Peer Health Education
  - C4: Drama
  - C5: Entrepreneurship
  - C6: Camp
  - C7: Regular Club Meeting
  - C8: Off Site Leadership Meetings
  - C9: Other (specify): \_\_\_\_\_
- C10: What is the biggest change you have seen in yourself because of participating in the DIY Club?
- C11: What is the biggest change you have seen in your teachers since the introduction of the DIY Club in your school?
- C12: What is the biggest change you have seen in your school since the introduction of the DIY club?
- C13: Would you recommend the DIY club to any school or students?
- C14: Why (yes/no)?
- C15: What suggestions do you have in order to improve the DIY club?

#### TEACHER'S QUESTIONNAIRE

VARIABLES	
Teacher-student / teacher/ headteacher relationships	<p>A professional relation between instructors and those they instruct / the academic relation between teachers and their students. On the other hand, teachers' beliefs in students' potential is essential for helping students to achieve.</p> <p>The quality of the teacher-student/teacher/headteacher relationship is seen as an important element for teaching and learning in the school.</p>
Job satisfaction and enthusiasm to teach	<p>Teacher's job satisfaction is understood as an important element and condition in raising teacher's interest in teaching. It further increases one's enthusiasm and creativity which enhances learners' achievement. Recent research in education has it that job satisfaction is considered to have an effect on the quality of teaching and on the school achievement of students.</p>
Self-awareness	<p>Self-awareness is defined in the literature by Identifying and recognizing emotions, accurate self-perception, recognizing strengths, needs and values, self-efficacy and spirituality.</p> <p>It also refers to having a clear perception of who your origin and destiny are (LGI)</p>
<b>EMPIRICAL DESCRIPTION (items)</b>	<p><b>1) Teacher-student/teacher/headteacher relationships</b></p> <p>B1: Most students talk to me about problems at home  B4: Most students talk to me about problems at school  B5: I endeavour to build a mutually respectful relationship with my students  B8: Most students find it easy to consult me  B18: I build positive relationships with my students' parents/guardians  B20: I often feel that I do not have much to offer my fellow teachers in my school (R)  B9: I feel comfortable sharing my challenges with my fellow teachers  B10: I feel comfortable sharing my challenges with my headteacher/supervisor  B11: My contribution is valued by my fellow teachers</p> <p><b>2) Job satisfaction and enthusiasm to teach</b></p> <p>B12: I am satisfied with my role as a teacher  B13: Each day at my school seems like it will never end  B15: I really do not enjoy my work (R)  B17: I consider my teaching job to be rather unfulfilling (R)  B21: I am engaged and interested in my daily school activities  B22: I actively contribute to the happiness of others  B6: I am competent and capable in the activities that are important to me  B23: I am a good person and live a good life  B25: I am optimistic about the future  B26: Generally, people do not respect me (R)</p> <p><b>3) Self-awareness</b></p> <p>B27: I am still trying to understand who I am (R)</p>

	<p>B28: I am worried about my way of doing things (R)</p> <p>B31: I care a lot about how I present myself to others (R)</p> <p>B2: It is hard for me to work when someone is watching me (R)</p> <p>B32: I am usually worried about making a good impression (R)</p> <p>B19: I am concerned about what other people think of me (R)</p> <p>B33: I am quick to notice changes in my mood</p> <p>B16: I get embarrassed very easily (R)</p>
OBSERVATION INDICATORS (Categories)	<ul style="list-style-type: none"> <li>▪ <b>Classroom context</b> <ul style="list-style-type: none"> <li>• Teachers <i>enthusiasm</i> (<i>interest, eagerness</i>) to teach e.g. preparation of the lesson, delivery of the lesson, feedback to the students.</li> <li>• Teachers' <i>ability to teach</i> in the presence of an observer (<i>mentor, supervisor, researchers, headteacher</i>) e.g. over explanations, nervousness, etc.</li> </ul> </li> </ul>

#### PARTICIPATION

EMPIRICAL DESCRIPTION (items)	<p>4) Classroom and School Participation</p> <p>B3: I value student contributions in my classroom/school</p> <p>B14: I equally value the opinions of girls and boys in the school</p> <p>B30: I encourage my students to ask questions in class</p> <p>B7: I encourage students to participate in designing classroom activities</p> <p>B24: I encourage students to participate in planning school activities</p> <p>B29: I do not care about what my students think (R)</p>
OBSERVATION INDICATORS (Categories)	<ul style="list-style-type: none"> <li>▪ <b>Classroom context</b> <ul style="list-style-type: none"> <li>• Teachers <i>encourage</i> students to <i>ask questions</i> in class.</li> <li>• Teachers <i>value the participation</i> of their students in the lesson.</li> <li>• Teachers <i>encourage</i> students to <i>participate</i> in designing classroom activities.</li> <li>• Teachers <i>equally value the opinions</i> of boys and girls in the lesson.</li> </ul> </li> </ul>

#### TEACHER'S BIO-DATA

<p>A1: Category of the school</p> <p>A2: Name of the school</p> <p>A3: School code</p> <p>A4: Teacher code</p> <p>A5: In which year and term did you join this school?</p> <p>A6: Gender of the teacher</p> <p>A7: Age of the teacher</p> <p>A8: Classes taught</p> <p>A9: Which subjects do you teach?</p> <p>A10: What is your highest level of education?</p> <p>A11: How long have you been a teacher (overall years of experience)</p> <p>A12: How long have you been a teacher in the current school?</p> <p>A13: Are you on part- or full-time basis?</p> <p>A14: Do you hold any leadership roles/responsibilities at your school (for example, head of academic programs)?</p> <p>A15: If yes, which roles/responsibilities?</p>
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### **SECTION C: DIY CLUB PARTICIPATION**

C1: Have you participated in any DIY club activities in your school?

C2: If yes, which activities have you participated in through the DIY Club?

C3: How many trainings through the DIY Club have you participated in?

C4: Would you recommend the DIY club to any school?

C5: Why (yes/no)?

C6: What suggestions do you have in order to improve the DIY club?

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