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Kigali Charity School Analyzed Through an Implementation Science Framework

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KIGALI CHARITY SCHOOL ANALYZED THROUGH AN IMPLEMENTATION SCIENCE

FRAMEWORK

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Alexander T. Fronk

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UTAH STATE UNIVERSITY
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ABSTRACT

Kigali Charity School Analyzed Through an Implementation Science Framework

by

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Utah State University, 2014

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Implementation science is a relatively new field of study focusing directly on the process of making a program a reality. In short, instead of looking only at the planned form the program is supposed to take, intended results, and the actual results, implementation science focuses directly on the *process* of transferring science to practice, of conceiving, planning, and making a program a reality, with all of its intended benefits. The neglect of these vital aspects has resulted in an unfortunate disconnect between research-based recommendations for successful evidence-based practices and actual programs and interventions.

One type of program that is, as yet, fairly unexplored in the context of implementation science is programs in the developing world. According to implementation science, benefits of programs in the developing world, like all other programs, could be greatly increased if those programs are designed according to actual research of "what works" and are consistently and properly implemented.

The purpose of this study is to analyze and describe a charity school, the Maja Foundation School (name has been changed to protect their anonymity), in Kigali, Rwanda, through an implementation science perspective. This study, through narratives obtained through interviews with project staff and administration, retrospectively describes the way the school

grew to the point it has reached now through the stages of implementation and documents the

hindrances and helps that respectively inhibited or aided the program's formation and

implementation.

(138 pages)

PUBLIC ABSTRACT

Kigali Charity School Analyzed Through an Implementation Science Framework

Alexander T. Fronk

Implementation science is a relatively new field focused on ensuring that programs are planned well and then delivered as planned. This thesis describes the implementation process for a nursery-level charity school in Kigali, Rwanda, focusing on the facilitators and difficulties encountered in establishing this school.

The research process consisted of interviewing 13 individuals that are a part of the school in question. The researcher transcribed the interviews using an implementation science framework and found trends in their statements that shed light on the establishment of the school. With the help of three coders, the researcher assessed their comments for evidence of helps and hindrances through the implementation process. This thesis presents the results and the implications for implementation science. It will provide valuable information for those wishing to start and maintain grassroots, charitable programs for children in the developing world.

Alexander Fronk

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Alexander Fronk

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CHAPTER I

PROBLEM STATEMENT

Implementation science, though a relatively new field of study, holds great promise for increasing and maintaining program fidelity. It focuses directly on the process of transferring knowledge into practice by ensuring that evidence-based programs are delivered as planned. In doing this, it highlights many vital aspects of designing and implementing programs that have hitherto been neglected in research.

Some of the most important concepts of implementation science are the progressive stages of implementation, core components, and core components of implementation itself. For purposes of program planning, analysis, and implementation research, a series of distinct stages of implementation have been delineated (Fixsen, Blase, Naoom, & Van Dyke, 2010; Fixsen, Blase, Naoom, & Wallace, 2009; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005), comprised of Exploration and Adoption, Program Installation, Initial Implementation, and Full Operation. These stages by no means proceed in a concrete, linear fashion; a program may return to a stage from which it had lately progressed, and different portions of a program may be in different stages (Fixsen et al., 2005, 2010).

Core components are those components of the program that are most vital: that is, with these core components implemented successfully, the program will succeed; without them, it will inevitably fail. All other components are considered more flexible (Fixsen et al., 2005). As with programs, there are core components in the implementation process itself: staff selection, pre-service and in-service training, ongoing coaching, staff evaluation, decision support data systems, facilitative administration, and systems interventions (Fixsen et al., 2009). Being "integrated and compensatory" (Fixsen et al., 2005, p. 74), a strong component can compensate for deficits in other components, the main goal being to create practitioners (e.g., teachers) that can deliver the program with fidelity.

One type of program that is, as yet, fairly unexplored in the context of implementation science is programs in the developing world. According to implementation science, benefits of programs in the developing world, like all other programs, could be greatly increased if designed based on actual research of "what works" and consistently and properly implemented.

The purpose of this study is to analyze and describe a charity school in Kigali, Rwanda, through an implementation science perspective. By so doing, this thesis will demonstrate the applicability of implementation science in such a setting and highlight aspects of implementation important to the creation of similar programs. This is accomplished by examining retrospective narratives obtained through interviews with project staff and administration. This thesis documents the salient events experienced in the founding of this school and the hindrances and helps that respectively inhibited or aided the program's formation and implementation. The knowledge gained by organizing this information in an implementation science framework will be a useful addition to both the literature on implementation science and developing world interventions.

CHAPTER II

LITERATURE REVIEW

Purpose of Implementation Science

When it becomes desirable to create a new program, there are many factors that need to be considered, such as the hiring and training of new staff, designing of curriculum, organizational structure, external support, alerting the target population of the services offered, and so forth. Though the processes of establishing and maintaining an existing program are perhaps not as demanding as the initial stages, there is still much that needs attention and careful consideration. Through every moment of a program's life, however, the supreme concern is unchanging: does the program achieve the purpose for which it is designed?

This question has been the subject of many studies, and numerous program designs have been judged successes or failures in some degree after examining dependent variables associated with those programs. Another question, very much related, but more neglected, is whether or not the program is being implemented with fidelity. As will be discussed at greater length below, the question is of far greater import than indicated by the attention given it in the literature. The subject of implementation, though regrettably neglected in the literature, is the entire concern of the relatively recent field of implementation science in human services.

One of the primary functions of focusing on the implementation process is to achieve the overall aims of a program. When a program is designed, there are specific goals (or, at the very least, vague goals) that the program aims to meet. The whole purpose of the design is to achieve those ends, and each component is meant, in one way or another, to help the program meet its goals. It becomes necessary, therefore, to ensure that the program designed is the program implemented. To do otherwise is similar to a pharmacist delivering a medication other than that which was prescribed by the doctor. Perhaps the pharmacist feels that he or she has a better

understanding of what is needed than the doctor. Perhaps the prescription was not read correctly. Or, even less defensible, perhaps the incorrect prescription was more what the pharmacist was used to, or in some other way simply more convenient.

Such an example may seem ridiculous, but these are actual difficulties faced in implementation (e.g., Cabana et al., 1999; Fixsen et al., 2005; New Freedom Commission on Mental Health, 2003; Schoenwald, Sheidow, & Letourneau, 2004). If the intended program is not delivered with fidelity, it should not be expected that the program will achieve the intended goals, and the possible benefits are denied the target population. In education, it has been stated that without the most active mechanisms for ensuring program fidelity, roughly only 5% fidelity can be achieved in a new educational program; however, with on-the-job coaching and feedback, in addition to specific training practices, it becomes possible to attain roughly 95% fidelity (Joyce & Showers, 2002).

Another potential difficulty encountered because of a lack of attention to proper implementation is in research. In a fairly recent monograph on implementation science, of all articles from 1970 to the present searched in multiple databases (including PsycINFO, Medline, Sociological Abstracts, CINAHL, Emerald, JSTOR, Project Muse, Current Contents, and Web of Science), only 743 articles were found that sufficiently address implementation (Fixsen et al., 2005). This major gap in the literature is problematic because it could result in the premature rejection of potentially successful interventions (e.g., Gilliam, Ripple, Zigler, & Leiter, 2000). Due to inaccurate implementation, the program that the researcher is analyzing could be very different from the intended program, and the results will have no relationship to the program as planned.

These two major problems (poor implementation in practice and inaccuracy in program analysis) are part of an all-encompassing problem facing evidence-based practice today: there is often a significant gap between what research indicates is best practice and what is actually done

(Cabana et al., 1999; Elliot, 1997; Fixsen et al., 2005; Institute of Medicine—Committee on Quality of Health Care in America, 2001; New Freedom Commission on Mental Health, 2003; Shoenwald et al., 2004). This is the main focus of implementation science: to ensure that evidence-based programs, employing the best practices supported by effective research, are planned and implemented with fidelity. To achieve this, pioneers in implementation science have contributed several useful frameworks and tools for understanding the implementation process. Among these, there are three key areas of especial worth in understanding the form and requirements of a successfully implemented program: the structure of implementation itself, the core components of implementation, and the stages of implementation.

The Structure of Implementation

To properly implement a program, it is necessary to understand the different parts of the implementation process itself, the mechanics of the system in which an idea on paper becomes a reality. The structure of a "well-defined" and properly implemented program is comprised of "five essential components" (Fixsen et al., 2005).

Source and Core Components

First of all, there must be the program as intended, called the "source" (Fixsen et al., 2005, 2009). This is the form that program designers intend the intervention to take, based on the research and other information.

Each designed program contains elements that are not as crucial to the program's effectiveness as some others; however, there are elements of every program that are absolutely vital to its effectiveness. These are termed "core components," (Fixsen et al., 2005, 2009).

Destination

The aim of each program is to effect change of one kind or another for a specific

intervention group. This target population must be reached in order for the program to succeed. These trained personnel are termed the "destination" of the program in implementation terms; even though the program is aimed at a certain target population, the program becomes real through the personnel trained to deliver the program: "the practitioner is the intervention" (Fixsen et al., 2009, p. 532).

Communication Link

The practitioners do not automatically become proficient in delivering the intervention. There must be an intermediary mechanism, educating and training personnel to implement the program with fidelity. This "communication link" is composed of "purveyors" (Fixsen et al., 2005, 2009). As the name implies, they are transmitters or providers: specifically, they provide the information, teaching, coaching, feedback, and other support vital to successfully implement a high-fidelity program.

Feedback

As was mentioned above, merely providing the information to the practitioner is usually unsuccessful. There must be on-the-job coaching to achieve any degree of acceptable fidelity (Joyce & Showers, 2002). This necessitates "feedback mechanisms" to ascertain if the program is being implemented correctly, which information is then used by the purveyors to assist the practitioners to implement with higher fidelity (Fixsen et al., 2005).

Sphere of Influence

This entire system functions within a "sphere of influence," for example, historical context, governmental regulations, local culture, and so on.

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These five components (i.e., source, destination, communication link, feedback, and influence) provide a framework wherein we can systematically examine the process of implementing a program.

Core Components of Implementation

As programs have core components, the implementation process itself has components that are vital. If the structure of implementation is seen as a machine that produces an intervention, these core components can be seen as essential cogs and tools pertaining to that machine, indispensable to its proper functioning. The following components are those vital to implementation (Fixsen et al., 2005, 2009; where there are differences in terminology and definition, the later work has been given precedence).

Staff Selection

For every position in a program, there exist certain prerequisite skills, abilities, educational attainment, and so on. Though some training is to be expected specific to the program, there are certain things that staff should already be equipped with prior to their employment in the program, whether it be a degree or certain interpersonal skills.

Preservice and Inservice Training

Prior to and during service in their new positions, new staff require a certain amount of training specific to their new duties, providing information and feedback as to the proper use of new skills.

Ongoing Coaching

As was referred to above, Joyce and Showers (2002) stated that, as a rough, general rule, relying on training alone results in practically no effect in implementing a new program in

education. If it is coupled with on-the-job coaching, it leaps to approximately 95% success of implementation.

Staff Evaluation

It is important that there is some way of evaluating the fidelity of the program in order to guide further decisions on training and coaching. If there is no staff evaluation, it is difficult for administrators and purveyors to see exactly how they can help the practitioner improve his or her effectiveness.

Decision Support Data Systems

In addition to information about the performance of the program, it is important to measure both if the program is functioning as designed and whether the program is achieving its goals.

Facilitative Administration

Without an administration that actively facilitates the proper implementation of their program, it can be difficult for an intervention to be delivered in an organized, cohesive way. The practitioners need support and coordination by a facilitative administration to implement policy in a coordinated manner.

Systems Interventions

No program exists in a vacuum; each program is embedded in a network of external systems. It is from these that vital resources are obtained, the "financial, organizational, and human resources required to support the work of the practitioners" (Fixsen et al., 2009).

Since these core components are interconnected, they are often graphed as an integrative cycle of implementation (see Figure 1). They are also compensatory: a strength in one area can often support a deficit in another area.
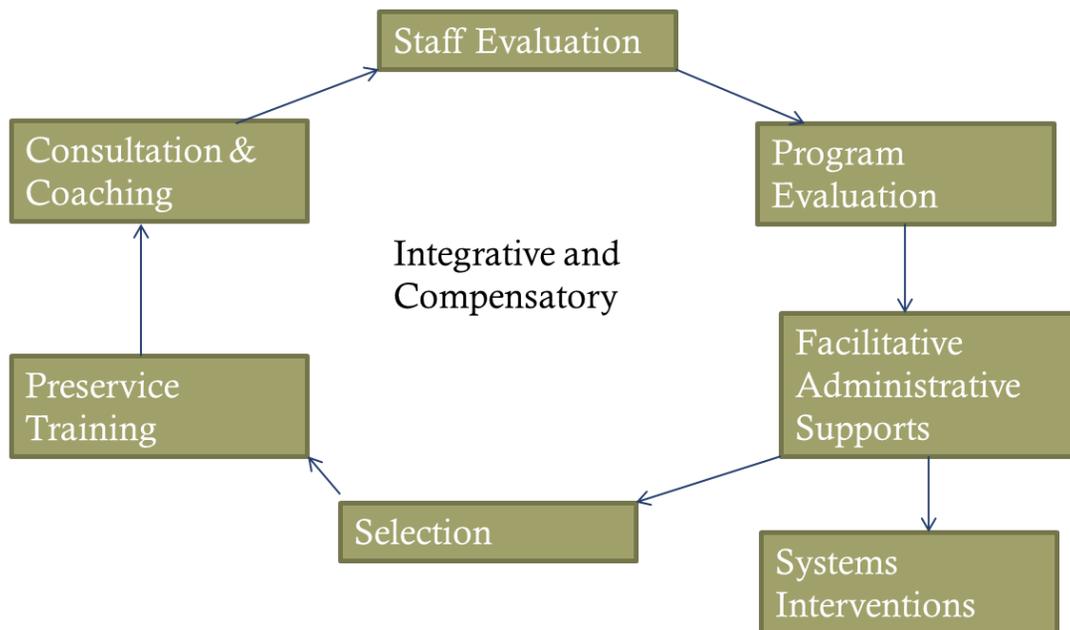
Figure 1. Implementation core components.

Stages of Implementation

A fully operational program, implemented with fidelity, is not achieved quickly, often taking years (e.g., Fixsen & Blase, 1993). To better understand, measure, and improve implementation, the process of implementing a program has been delineated into distinct stages, from the first step with the selection of a source program to the point when it successfully achieves and maintains high fidelity (Fixsen et al., 2005, 2009; National Implementation Research Network [NIRN] & Scaling-up of Evidence Based Practices Center [SISEP], 2011). Understanding the evolution of a program from inception through full operation is important in planning, initiating, maintaining, and evaluating programs (for an example of stage-based evaluation and program planning tools, see NIRN, 2012a).

Exploration and Adoption

After an unmet need is determined and a possible means to address it found, there is a

period of examining whether or not the potential program is indeed the best alternative. This exploration phase ends when, after considering the options, a program is elected for adoption and the decision is made to proceed (Fixsen et al., 2010).

Program Installation

Once a program is decided upon, there comes a period of installing the various parts of the intervention. This period ends when the next begins, or, according to the stage-based measures developed by Fixsen and colleagues (2010), when the new program is used by new staff with the first recipient of the program.

Initial Implementation

This stage begins, as stated above, when the installation stage ends, and the program is actually used with its first recipient. This period is a time of continuing development, and the program is unlikely to be operating with the degree of fidelity desired. This is, incidentally, a point when the effects of the program are sometimes evaluated, which, considering that the program has not had time to become fully operational, creates a skewed picture of the source program (Fixsen et al., 2005; Gilliam et al., 2000).

Full Operation

Again according to the aforementioned stage-based measures (Fixsen et al., 2010), this is the point when at least half of the positions in the program are filled with practitioners that meet the fidelity criteria and the program is fully operational, serving the program recipients with a high degree of fidelity. Program effects are seen more accurately than in any previous stage, and the greatest good is likely to be achieved if the program is indeed effective.

Innovation

The process of implementation does not end when full operation is achieved; special care should be taken to maintain and improve implementation and the source program itself. As data support systems indicate the program can be improved, the program is, or should be, adjusted to better meet the demands of the stakeholders. As the circumstances and clients change over time, a certain amount of adaption might be needed. Useful adaption is different than "program drift" (Fixsen et al., 2005), or unintended changes that jeopardize fidelity. This is not a stage per se, and, though listed with the four stages in Fixsen and colleagues' aforementioned monograph on implementation (Fixsen et al., 2005), in later works Innovation is not listed with the four stages (Fixsen et al., 2010). However, it is important to retaining a program in the Full Operation stage and deserves mention in connection with the four stages.

Sustainability

A program must deal with constantly changing factors. Society changes, funding sources drop, staff leaves, new research emerges, and so on. Throughout it all, the program administration and staff must continue to maintain the core components of the program while adapting the program to meet changing challenges. This also is not a stage, but it is vital to maintaining a program in the Full Operation stage.

<div align="center">

Examples

</div>

These three key concepts (the structure of implementation, the core components of implementation, and the stages of implementation) provide powerful tools for planning, evaluating, and maintaining programs of every description. The elements are nonspecific to any program, and equally applicable.

To better understand the principles here described, let us examine three different programs through an implementation lens: DARE, PITC, and in a later section, a childcare program produced by Save the Children. In this way, the principles discussed above will hopefully become clearer, and their applicability more apparent.

Program Drug Abuse Resistance Education

Created in 1983 by the Los Angeles Police Department, Project Drug Abuse Resistance Education had one main goal: to discourage drug use among students (Ennett, Tobler, Ringwalt, & Flewelling, 1994). Its objectives included good decision-making skills, healthy alternatives to drug use, building self-esteem, and information about drugs. The program involved a core curriculum with a specific schedule, delivered by trained officers whose work was supervised by officers with further training and classroom experience (Ennett et al., 1994). Using the plan and materials composed by Project DARE, individual communities would implement the program through the coordinated efforts of the local police department, school administration, and community committees (Bureau of Justice Assistance, 1988). As of 1994, it was adopted by 50% of school districts in the US (Ennett et al., 1994).

The DARE program was repeatedly evaluated. The effects of the program were disappointing as far as preventing drug abuse was concerned immediately after students completed the program (e.g., Ennett et al., 1994; West & O'Neal, 2004) and longitudinally (e.g., Lynam et al., 1999; West & O'Neal, 2004). On the other hand, other studies have found DARE to be successful (e.g., Ahmed, Ahmed, Bennett, & Hinds, 2002; Lucas, 2008). One research team found that the question of success or failure could be answered differently using the same data set but using different analysis techniques (Gorman & Huber, 2009).

The wider consensus in the literature, however, is that the program as originally conceived did not attain its stated goals. The DARE program has been used as an example of an unsuccessful program that has been implemented well (Fixsen et al., 2005).

Up to this point, the discussion has been about DARE as it was originally planned and implemented in the 80s and 90s. There have been at least some changes since then. DARE continues to exist, has expanded to international sites (e.g., Bean, Bryman, Cramer, & Nemitz, 1998), and has purchased a new core curriculum for middle school, *keepin' it REAL* (kiR; Hecht, Colby, & Miller-Day, 2010), a program that has had some limited success according to more than one evaluation (Elek, Wagstaff, & Hecht, 2010; Hecht, Graham, & Elek, 2006; Hecht et al., 2003). Unlike DARE, kiR is listed in SAMSA's National Registry of Evidence-Based Programs and Practices (NREPP, 2012).

From this brief examination of the program and additional information provided in the articles cited, basic elements of the implementation process previously discussed become apparent. These are discussed in the following paragraphs.

Structure of implementation. The structure of the implementation of Project DARE is as follows.

Source. A core curriculum to be delivered in a series of 17 sessions, usually held once a week and lasting 45 to 60 minutes (Ennett et al., 1994). Sessions are supervised and coordinated by the local police department, the school personnel, and a community committee (Bureau of Justice Assistance, 1988).

Communication link. The communication link for the program as originally conceived was comprised of the teachers who trained the actual DARE officers and the in-class mentors for DARE officers. Officers received 80 hours of training on curriculum delivery from the teachers while the mentors, fellow officers who had received forty hours additional training and classroom experience, mentored actual DARE officers in the classrooms (Ennett et al., 1994).

Destination. The DARE officers who served as teachers in the classroom are the destination.

Feedback mechanisms. Feedback on fidelity was collected to a limited degree through in-class mentors. As for program effects, there is a wealth of information on the actual effects on drug use in DARE graduates, briefly discussed above. There has not been, however, a program-wide evaluation of fidelity at the practitioner, or DARE officer, level. Also, there is the question of whether the purveyors, or classroom mentors, were implementing their role appropriately; that is, whether the purveyor role itself is being implemented with fidelity.

Sphere of influence. Not much is directly mentioned in the articles about external influences on the DARE program, especially at the local level (although this is not so with the kiR program, specially designed to address the needs of specific ethnic groups; Hecht et al., 2003). Due to the localized nature of administrative organization, it is important to understand local influences.

Summary of the structure of implementation. It would appear that the necessary elements of a properly functioning implementation system are at least represented, although the feedback mechanisms for fidelity are somewhat lacking as they were limited to on-site feedback in the classroom. Due to this weakness of fidelity measures, the assertion that the program was well-implemented (Fixsen et al., 2005) is only an inference.

Core components. As described above, if the system of implementation is seen as a machine, the core components are cogs and maintenance tools vital to maintaining a properly functioning system. These tools and cogs in the DARE program can be described as follows.

Staff selection. At the invitation of the school district, the police department provided officers to be trained as teachers in DARE. Criteria recommendations are found in the 1988 DARE implementation manual (Bureau of Justice Assistance, 1988).

Preservice and inservice training. Police officers received eighty training hours on how to teach the core curriculum and other relevant information, combined with mentoring and opportunities to practice new skills in a classroom with feedback. To maintain fidelity, only sites that were certified by the Los Angeles Police Department could train DARE officers, no matter where the officer would be operating (Bureau of Justice Assistance, 1988). Inservice training was to be repeated semiannually if possible, but at the very least annually. In the articles cited, there is no information on the training that the trainers, or those that teach the DARE officers, receive, however, which is again a question which receives little attention in the implementation literature.

Ongoing coaching. Some of the DARE officers (those officers that had been trained to teach in classrooms) with classroom experience received 40 hours of additional instruction to become classroom mentors, and would periodically visit classrooms to assess and improve program fidelity.

Staff evaluation. The specially trained classroom mentors described above, evaluated and provided feedback to teachers in the classroom. Feedback was also meant to be provided by school administrators, teachers, students, and parents (Bureau of Justice Assistance, 1988). There is no information on the evaluation of those that trained the DARE officers or on those that mentored DARE officers, however, or any measure of program-wide fidelity.

Decision support data system. There were multiple evaluations of the program effects on drug use and attitudes, and at the local level, feedback on the program was to be provided by mentors, school administrators, teachers, parents, and the students themselves. There is no mention of program-wide measures of fidelity, however.

Facilitative administration. In designing and disseminating the DARE program as a whole, it might be assumed that there was some degree of facilitative administrative support, given the apparent coordination with which the program was disseminated. Currently, the alterations to the program could suggest an administration that is endeavoring to improve the

program and maintain its relevance, utilizing existing decision support data systems. Nonetheless, given several gaps in implementation, it appears the quality of facilitative administration could vary widely from site to site at the local level.

Systems interventions. The widespread popularity of the program means that there was significant support from external systems, such as school districts and funding streams.

Summary of core components. Each core component appears to be represented; however, there appear to be shortcomings with regard to the training of the DARE officers and mentors that could impact fidelity.

Many, however, would consider DARE well implemented if it were not for the more basic problem regarding fidelity of the core curriculum delivery: there was no overall, program-wide measure of program fidelity at the practitioner or DARE officer level, fidelity only being monitored on a local, classroom to classroom basis during the visits of mentors. The localized nature of DARE is in some ways a strength, working closely with the communities served, but as there is no direct link back to the source the question remains whether the core components of DARE were being delivered as the program expanded.

Stages of Implementation. Being relatively established, it could be assumed that the DARE program (as a whole, not necessarily individual sites) has reached Full Implementation. This is by no means certain, however, there being no data publicly available on program fidelity, the quantitative indicator necessary to determine Full Implementation (Fixsen et al., 2010). If it is the Initial Implementation stage, characterized by weak fidelity, the main focus should be to assess and improve fidelity. This does not appear to be a primary focus of the program at this time.

If it is in the Full Implementation stage, however, the main concern should now be Innovation and Sustainability of the program. Fortunately for the DARE program as a whole, it would seem that both of these are receiving attention as DARE alters the programs used, making

research-based decisions using decision support data systems (i.e., useful adaption; innovation stage), and acquires public support and funds by portraying itself as effective (i.e., seeking to maintain external systems supports to assure sustainability).

Recommendations. All of this information considered, in the instance of the DARE program, several recommendations can be made. Most importantly, the DARE program should collect data program-wide on program fidelity in the classroom and on the training of those who teach the DARE officers. Then, the DARE program can better examine which child outcomes are due to fidelity issues and what outcomes are due to the program. Next, DARE should use this information and other research to examine those elements that are making a difference in drug-prevention programs, and adjust its services accordingly. This should be done while maintaining public support. With more information, such as actual data on the level of fidelity achieved and what parts of the programs employed are most effective, a more detailed analysis and more specific recommendations could be made. It is pleasing to note that DARE is already making efforts in some of these areas, changing its programs to be more in keeping with what research suggests are the best methods for drug prevention, and, in light of its continued existence and expansion, it is doing very well in maintaining external systems supports. The lack of fidelity measures, however, is worrisome, and could prevent the program from effecting the change in behavior that it strives to achieve. It would seem that Project DARE is neither an extreme failure nor a program exhibiting exceptionally high levels of fidelity, but an adapting program of limited effects and questionable fidelity that can, and hopefully will, improve.

Program for Infant/Toddler Care (PITC)

The Program for Infant/Toddler, founded in 1985, provides training to child-care providers to improve the quality of care that infants and toddlers receive (Weinstock et al., 2012). PITC emphasizes early relationships as crucial healthy development, incorporating the following

key policies: primary care (or the assignation of a primary caregiver to each child), small groups, continuity of care, individualized schedules and routines, inclusion, and cultural sensitivity. PITC provides multiple interventions and resources (WestEd, 2011), but this analysis will be confined to the training program here described. It is developed jointly by the California Department of Education and WestEd, but has expanded beyond the boundaries of California (WestEd, 2011). It has garnered at least one positive review by an unidentified participant (WestEd, 2011). There are not many sources describing the program, and only one systematic program analysis, but from the information presented by Weinstock and colleagues (2012) and the program's site (WestEd, 2011), this training program can be described as follows.

    Structure of implementation. The structure of implementation as it relates to the PITC program is as follows.

        Source. For the care-provider training component described here, training is delivered over a period of 10 to 18 months and must amount to 64 hours. Trainers also deliver 40 hours of technical assistance and support to centers and 18 hours family child care. This technical assistance must be completed within the same 10- to 18-month period, and at least 4 hours of training or technical assistance and support must be delivered monthly (Weinstock et al., 2012). Trainers work with the child-care providers to determine when the program is delivered. PITC elicits cooperation and encourages completion of their program through monetary incentives (Weinstock et al., 2012).

        Destination. As it is the training program itself of PITC that is in question, it is the trainers themselves who are the destination.

        Communication link. Trainers must have a bachelor's degree and complete a certification process, comprised of two seven-day trainer institutes and write a 28-page paper describing detailed lesson plans for each topic. These lesson plans must not only show knowledge of

content, but also adult learning strategies (Weinstock et al., 2012; WestEd, 2011). Those that

teach the trainers in the institutes would be the purveyors.

Feedback. The study used for this program description reviews program effects, but

provides none on fidelity, a lack which it specifically cites as being problematic ("More research

on the PITC and other training interventions is needed for fuller examination of both

implementation and impacts" (Weinstock et al., 2012, p. xvi).

Sphere of influence. Weinstock et al. (2012) provide little information on much of the

external factors that affect PITC, but provide some information as to its sources of support and

development. WestEd, with the assistance of the California Department of Education, developed

the program. It has found great support from early childhood stakeholders, including Early Head

Start. It is influenced by research indicating the importance of early relationships in child

development.

Core components. The core components of PITC can be described as follows.

Staff selection. Trainers must already fit certain criteria prior to being hired, including

having a bachelor's degree

Preservice and inservice training. There is prior training, but no inservice training is

discussed. As described above, each trainer must complete a certification process comprised of

two seven-day trainer institutes and write a 28 page paper describing detailed lesson plans for

each topic (Weinstock et al., 2012).

Ongoing coaching. There is no mention of the trainers being coached, although they

provide coaching.

Staff evaluation. Weinstock et al. (2012) provide no information on staff evaluation.

Decision support data systems. Since its inception in 1985, there have been changes

implemented in PITC, but there is no information in the article on the basis for those decisions.

However, decision-support data does exist in the form of at least one program evaluation

(Weinstock et al., 2012). This analysis, comparing child outcomes on a number of measures (i.e., Bayley Scales of Infant and Toddler Development, Third Edition; Wechsler Preschool and Primary School Scale of Intelligence, Third Edition; Preschool Language Scale, Fourth Edition; Bracken School Readiness Assessment, Third Edition; The Preschool Language Scale, Fourth Edition; Infant-Toddler Social and Emotional Assessment; Positive Behavior Scale; and the Child Behavior Checklist), found no significant effects in the variables measured (Weinstock et al., 2012). Perhaps even more significant, whatever training PITC employees actually conducted in the child care facilities did not bring about any change in the activities of those facilities' care providers and care quality as measured by the ITERS-R, FCCERS-R, and the PITC-PARS (Weinstock et al., 2012). This is perhaps related to the fact that participation in the PITC training among staff in the treatment condition was lower than expected.

Facilitative administration: There is no information provided in the article on administration.

Systems interventions: PITC has been able to obtain at least the necessary political and financial support to not only be sustained for over 20 years in California, but also spread in a more limited format to more than 30 states (Weinstock et al., 2012).

Stages of Implementation. There is no way to know exactly which stage PITC is in, although it is certain that it has passed the Exploration and Adoption stage and the Program Installation. The question that remains is whether it is in the Initial Implementation stage, or whether it has achieved at least 50 % fidelity at the practitioner level.

Recommendations. Looking at the core components, the following four vital holes in information are immediately apparent as follows: (1) there is no evidence of a coaching component; (2) the staff targeted generally did not participate to the degree desired (a problem of systems interventions); (3) the fidelity of the training process was not measured; and (4) little is said about the administration. The first three are of especial concern. If the Joyce and Showers

(2002) estimate is correct and applicable in this situation, at most 5% fidelity is to be expected; the likelihood of high fidelity without coaching is practically nonexistent. The fidelity of the trainers is unknown, so the lack of effects cannot be with certainty attributed to the philosophy or approach of the program. The low participation on the part of the destination, the child care staff indicates that the full program is indeed not being delivered as intended. The low level of practitioner participation is possibly indicative of apathy or even antipathy towards PITC; without the buy-in of these important stakeholders, it will be very difficult to effect the change desired.

Thus, there are several ways in which PITC can improve implementation. The low participation of childcare providers in the treatment condition might indicate that the program needs to present itself differently to providers. A different format for educating participants on PITC principles may also be necessary. Further research and working with providers is necessary to determine the next best step for this facet of systems interventions. If the participants learning PITC principles do not understand or accept the skills presented, it is unlikely that they will use those skills.

PITC should also analyze the fidelity of its training program and provide on-going coaching support of the trainers/coaches themselves, using the information received on program fidelity to increase that fidelity. Once PITC achieves a high degree of known fidelity, it will then be possible to quantitatively analyze its program and philosophy. If there are still no significant effects, it can be concluded that the PITC training program is in need of revision and should be adjusted accordingly.

Application

Thus, implementation science provides, as has been demonstrated in the previous example, powerful tools for understanding the mechanics of a program, as well as improving them. The same implementation tools used to examine the DARE and PITC training programs are

applicable to other programs, including those in the developing world, such as the program that this thesis examines. Before introducing the program, however, some of the challenges faced by the developing world will be described.

Programs in the Developing World

As of 2008, 24% of the world's population, or 1.4 billion people, lived on less than the equivalent of 1.25 USD a day. The economic structure of a country impacts almost every aspect of public life. With regard to health care, 170 to 300 women die for every 100,000 live births (WHO, UNICEF, UNFPA, & The World Bank, 2012). In education, as of 2010, 122,000,000 people between the ages of 15 and 24 were illiterate (unable to read or write a short simple statement about their everyday life). These individuals are concentrated in smaller regions around the globe, for example, sub-Saharan Africa (45 million), or Southern Asia (62 million) indicating that a significant portion of the population is illiterate (for example, 72% of the population of sub-Saharan Africa and 74% of the population of Oceania; UN, 2012). Though improvement has been made in each of these areas, there is much to do, and the list of problems faced extends far beyond those described above, including malnutrition, gender inequality, the spread of HIV, armed conflict, political instability, and so on. A comprehensive description of the difficulties faced by the developing world is beyond the scope of this thesis.

Multiple programs exist (private, international, local, religious, federal, and so on) to help alleviate specific problems in the developing world. They are widely varied in scope, size, and focus. Not all achieve their stated aims (e.g., Limodio, 2011; Orr & Metzger, 2005). Though some programs do not succeed because the programs themselves were ill-conceived, at least one other problem is ineffective implementation (Limodio, 2011). Let us look at an example of a program in the developing world that exhibits some important strengths in its implementation.

Save the Children's Preschool
Experiment in Mozambique

Determining from a wealth of evidence the importance of the early years in overall human development, Save the Children created a preschool program instituted in 30 poor communities (540 children at baseline), which it experimentally tested against 46 similar communities (478 children at baseline). The communities were chosen from three districts in Gaza province where Save the Children had a presence (Martinez, Naudeau, & Pereira, 2012). The communities selected were randomly assigned to either control or treatment. Each treatment community was selected on the condition that it build its own preschool, with local labor and local materials available.

Save the Children provided the rest of the necessary materials in building up to 3 classrooms fitting about 35 children each. The community also was required to form a preschool management committee to oversee the preschool. Two volunteer teachers were selected from the community by this committee. Children ages 3-9 attended the school for three hours and fifteen minutes every day with structured learning and play activities. Parents also participated in monthly parenting meetings, bolstering good practices and diminishing less desirable practices. Save the Children provided funds for two years, but worked with the community to arrange means of continued funding.

The effects (measured by the Ages & Stages Questionnaires® (ASQ), the Teste de Vocabulario por Imagens Peabody (TVIP), the Strengths and Difficulties Questionnaire (SDQ), and the Early Development Instrument (EDI), were, for the most part, positive, particularly in cognitive and problem-solving abilities, fine-motor skills, and socio-emotional and behavioral outcomes (Martinez et al., 2012). The parenting component of the program was also associated with improved outcomes; however, as there is somewhat less information on the parenting component, the primary focus of this discussion will be on the preschool component.

Unfortunately, language and communication differences were not significantly different from controls and health findings were mixed (Martinez et al., 2012). Save the Children measured equally high rates of stunting and wasting among all groups and an increase in illness in children congregated in preschool, but a significant decrease in skin problems and a non-significant decrease in diarrhea; as nutrition and health were peripheral components, lesser effects in these domains are not surprising. The program took the form of a two-year experiment, and the continued existence of the program is somewhat uncertain (Martinez et al., 2012).

Structure of implementation. The structure of this program's implementation can be described thusly:

Source. The program as described in the section above is the source, along with the curriculum to be delivered (see Martinez et al., 2012 for a full daily schedule).

Destination. The teachers and the community committee are the destination.

Communication link. In this program, the communication link is those that teach the community preschool management group and the teachers.

Feedback. Feedback was collected during coaching opportunities, program evaluation, various meetings, and unannounced spot checks.

Sphere of Influence. The geographical and cultural context is that of rural Mozambique, funded by the community in partnership with Save the Children. The areas in question are fairly poor, but have had previous exposure to Save the Children. As the program is based heavily on community participation, community factors have great potential to influence the program.

Core components. The core components of this program's implementation can be described as follows.

Staff selection. Volunteer teachers must pass literacy and math tests and pass an interview conducted by the committee on various items pertaining to preschool.

Preservice and inservice training. Teachers participated in a 5-day training provided by Save the Children and two annual refresher trainings. The administration received training twice a year.

Ongoing coaching. The preschool management committee (the administration) received regular coaching and mentoring from Save the Children when the program began. The teachers and government partners receive monthly coaching. Teachers also meet together and give each other tips and help.

Staff evaluation. Facilitators evaluate and provide feedback to the teachers each month. At the end of two years, Save the Children conducted unannounced spot checks and found the preschools operating with high level of fidelity, although their measure was almost entirely focused on the presence of vital class material and facilities, the necessary infrastructure, and the time the teachers committed to their preschool duties. Actual teacher behavior was only measured by observation while mentoring (Martinez et al., 2012).

Decision support data systems. The information collected on fidelity, community feedback, and child outcomes provide excellent information to make appropriate decisions about the program.

Facilitative administration. The community committee and Save the Children work together with the entire community to organize the program and ensure its continued success.

Systems interventions. Although two years of wages are covered by Save the Children ($10 a month for each teacher), the continued funding of the program, much of the construction materials, and all the construction labor must be provided by the community. Save the Children helped the communities explore options and enlisted the aid of a microcredit institution to help communities plan how they were going to set apart the necessary funds for the preschools.

Stage of implementation. Unlike the previous two programs discussed, this program was analyzed for fidelity. Additionally, it includes a coaching system in the form of the regular

mentoring sessions. Save the Children conducted regular unannounced spot checks in 27 of 30

schools, and found that "a large majority" were in good functioning condition (Martinez et al.,

2012, p. 13). It can be assumed that the program has reached Full Implementation, and if this is

the case, it must now concern itself with Innovation and Sustainability.

Recommendations. With its ongoing coaching by those acquainted with the form the

program should take (as opposed to the DARE coaches who are somewhat removed from the

source), the fidelity measures (although no direct behaviors were observed), and all other

elements associated with the core components, this program presents a more complete and

effective implementation strategy than the previous two programs. It is also the only program

discussed to this point that exhibits significantly positive effects (e.g., 5.3% increase on the

communication score over controls, 6.4% increase on the problem-solving score over controls,

and a 6.3% increase on the precise motor coordination score over controls). However, issues of

Sustainability and Innovation are apparent as there is the question of whether the preschool

program can maintain its fidelity and existence as Save the Children withdraws.

The Maja Foundation School

Rwanda attained notoriety in the international community when it erupted into civil war

and genocide in 1994 after the violent death of then-president Juvenal Habyarimana (United

Nations (UN) Security Council, 1994). Approximately 800,000 to 1,000,000 people were killed

in the genocide (UN Security Council, 1999). Currently, on the Human Development Index it

ranks 166th out of 187 countries, placing it in the Low Human Development category (UNDP,

2012). The Gross National Income per capita with Purchasing Power Parity is $1,133. This

means that, although many are subsistence farmers with no income, if the cash flow of Rwanda

were divided equally among all its inhabitants, each would receive the equivalent of $1,133 a

year. As all funds are not divided equally among the populace; 76.8% live on less than $1.25 a

day. The mean life expectancy at birth is about 55 years old; almost 30% of the population is

illiterate. The mean expected years of schooling for children under seven years old is about 11

years. Maternal mortality is high: 540 women die for every 100,000 live births (UN, 2012). Of

the entire population, 2.9% is afflicted with HIV/AIDS (World Health Organization (WHO),

2012).

The Maja Foundation School (this name and all other personal names have been changed

to preserve the interviewees' anonymity) is situated in the center of Rwanda, the capital city of

Kigali. Named after its founder and current President, it works with the community to alleviate

some of those problems and eliminate, as far as possible, their sources. According to its

constitution, its aims are as follows:

(1) "Promoting community activities where people work together"

(2) "Providing educational activities for people of all ages from nursery to adulthood"

(3) "Provide training in income-generating skills for vulnerable adults to reduce poverty"

(4) "Sensitize the people about HIV/Aids [sic] to reduce the incidence of infection in our

community"

(5) "Offer classes in Basic Literacy for adults who did not have the opportunity to go to

school"

(6) "Reduce the incidence of malnutrition in vulnerable young children by developing a

feeding programme"

This unique program has multiple sub-programs and an intricate history, but the most

salient programs are as described in the following sections.

Nursery School

The nursery school is the main program of the school (nursery school is the equivalent of

preschool). It is separated into six classes: nurseries 1a, 1b, 2a and 2b, and preprimary 1 and 2.

Although children would normally start nursery school at age 3 or 4, ages in the program range from 3 to 9 years old since some children have not had previous access to school. Each class consists of 30 students, though dropouts do occur, and both boys and girls attend. The children are taught basic literacy, numeracy, and English. The nursery is taught in two shifts, the first group coming in the morning at eight, each class lasting only half the day. Three years are required to complete the program, after which it is intended that children will go to local primary schools (Fletcher, 2011a).

Primary Program

Full-time primary school was originally held at the Maja Foundation, but was modified in 2010, when local Kigali authorities determined that the space and facilities were inadequate to register the primary section (Fletcher, 2012). Currently around 85 children are funded through private sponsorship and other funds to continue their education through primary school at local schools nearby. These sponsored children come back to the Maja Foundation School after nursery classes on alternating days. Here they receive additional lessons (especially on topics not as extensively covered in their regular school curriculum) in small groups with the teachers and/or volunteers, as well as assistance with homework. They are also given lunch and porridge (Fletcher, 2012).

Feeding Program

The feeding program is fairly straightforward: every child is given a cup of African porridge (sorghum and corn flour boiled together with sugar) daily. Qualifying children that the staff collectively deem most in need are given an additional lunch of rice and beans, with soya flour and vegetables added. Need is measured by poverty and appearance of being undernourished, weight loss, or poor weight gain when weighed. Children with AIDS are also on the feeding program due to the nature of the medication they are on (Fletcher, 2011b). Meals are

prepared by the cook in the kitchen area on a gas stove purchased for that purpose. The food itself is negotiated for and bought by the women's leader from local providers. Dishes are then cleaned by staff in the back of the main building.

Adult Programs

The Maja Foundation is not only concerned with improving the lives of children; it is also concerned with directly influencing the lives of adults. Adult programs currently include basketry, bead-making, and tailoring. However, the Maja Foundation has previously sponsored multiple projects/classes for adults, including hairdressing, HIV/AIDS awareness training, adult literacy, and English instruction. It will undoubtedly offer more adult classes when the opportunity presents itself.

<center>**Purpose**</center>

The purpose of this study is to use the tools of implementation science previously described to discover details relevant to the formation of the Maja Foundation School and its programs. In this way, the specific path that the school has taken in its formation will be documented, including specific challenges and supports the Maja Foundation encountered along the way. By documenting these events, others implementing programs in the developing world can have a better sense of the specific challenges their own programs might face, as well as the factors that could help their own implementation (although implementation science is being used for programs in middle and lower income countries, published information on implementation science in developing world programs is very scarce). More specifically, this thesis pursued the following questions.

Research Questions

(1) Which events were most salient in the minds of the staff and administration in the implementation of the Maja Foundation School?

(2) With which implementation stage was each event associated?

(3) With which core component(s) is each associated?

(4) Is there a consensus on what has helped in the implementation process?

(5) If so, which things have helped, and with which core component(s) and stage(s) of implementation were they associated?

(6) Is there a consensus on which difficulties have been met in the implementation process?

(7) If so, what are those difficulties, and with which core component(s) and stage(s) of implementation were they associated?

CHAPTER III

METHODS

Participants

The president of the Maja Foundation provided the names of those who were involved or had information relating to the founding of the Maja Foundation ($n = 24$). Each interviewee (unless they declined to answer any more questions) was also asked to provide the names of any others that could provide information relating to the interviewing questions. The president initially recommended eight people (one man) including the four teachers, the cook, the local leader of the *umudugudu*, the leader of the women at the school, and a founding member. Respondents recommended 16 more individuals (four men).

All four of the teachers, the founding member, the cook, a woman with multiple roles including buying supplies, overseeing the women's projects, and so forth, four women of the tailoring program, the president, and the local leader of the *umudugudu* (village or local community) were selected ($N = 13$, 12 women, one man). Those not selected included the two assistants and several founding members (leaders in the *umudugudu* who originally approved the program and assisted in providing materials to the school) whose whereabouts were not readily known. Others were not interviewed because of time constraints and difficulty of finding a translator (the translator only being available on two days of the week).

Twelve of the respondents were native Rwandans and spoke Kinyarwanda as their native tongue; the other was a British national who spoke English, French, and some Kinyarwanda. One of the Rwandans interviewed spoke fluent English and responded to all questions in English; two others communicated parts of their interview in English. Six were school employees: four teachers, one cook, and one other employed at the school.

Interview Procedures

The interviews were conducted at the school in the main office with the window closed to maintain the confidentiality of the interviewees' responses, except for the first one, held in the kitchen while the school was closed (the office was more secure when the school was open). For the bulk of the interviews, an interpreter from a local hotel translated during his off hours for a fee. The deputy of the school translated for the interviews with the tailors, the regular interpreter being unavailable. Two spoke in English (the president and another founding member), and two teachers used some English to communicate some of their answers. Thus, there is a question of the accuracy of the translation, particularly with the non-professional interpreter, and a question of conflict of interest in the interpretation provided by the deputy of the school.

For the interviews in the office, the interviewee was seated across from the interviewer and the interpreter. On a table to the side of the interviewer and the interviewee a laptop was placed, midway between them. The laptop displayed the interview questions and recorded the interview with its built-in microphone. A LENA recording device also recorded the interview, placed on the interviewer's knee. Thus, the interview was recorded twice in case of a malfunction or difficulty with the LENA (this proved fortuitous, as the LENA failed to record one interview).

The interviewee was invited in and greeted. The recording devices were then started with the interviewee's permission. The Letter of Informed Consent was presented and explained through the interpreter. They were then asked if they agreed to the conditions described and asked to sign. Each was presented with their own signed copy. No one declined to be interviewed, although some wished to hear the questions before they signed, which was done.

After agreeing to the terms of the Letter of Informed Consent, they were asked the interview questions (Appendix A). The interviews lasted until all questions were answered or the

interviewee grew tired of answering questions ($n = 2$; these only skipped the question asking about others they would recommend to interview).

<div align="center">

Analysis

</div>

The analysis of this information is primarily qualitative, with a quantitative descriptive portion to make the information on helps and hindrances more easily accessible. In this way, it is hoped that the overall implementation process for the Maja Foundation School will become more apparent, as well as the specific influence of the core components of implementation and the various stages of implementation.

Transcription of the Interviews

The researcher transcribed the interviews and assigned each interview a number to preserve the interviewees' anonymity. However, all individuals specified by name in the interviews received a coded name if the individual's activities were described in detail, and in the results, the interviewees that were assigned names are referred to by those names, not their number. In the instance of other names, such as in lists of people who played a role, the name was simply removed and replaced with the word 'name.' In those instances where an interviewee mentioned another interviewee by name in a context that was significant to the purposes of this study, the pseudonym assigned that individual in the interview is used instead of a number.

As most of the interviews were conducted through a translator, the recordings contain frequent periods of speaking in Kinyarwanda. An ellipsis marks these moments in the transcript. Also, not all words were intelligible in the recordings for many different reasons (e.g., noise, unusual accent, the individual spoke too quietly, etc.). In those instances where the researcher was not certain of the exact word, he included an approximation of what it sounded like in

parentheses. The word "unintelligible" in parentheses marks those parts which were completely

incomprehensible. Selections from the transcript can be found in Appendix D.

Primary Qualitative Analysis

For the bulk of the analyses, the researcher conducted a qualitative examination of the

interview data. The researcher first reviewed the interviews for themes that shed light on the

research questions of this thesis. This was done by reviewing the transcripts for information that

appeared pertinent to the research questions, marking the pertinent statements for future

reference. The researcher then grouped these statements according to the perceived message or

information of the statement into clusters of related meaning. These themes served to organize the

data.

The researcher categorized every statement deemed pertinent to the research questions

according to the perceived theme it contained, organizing this information into table form. In

other words, all pertinent statements were placed in a table with the relevant theme to more easily

analyze themes. The tables were headed with the relevant theme and provide information as to

which participant (by number) made the statement, and where it can be found (by line number in

the transcript). Each participant was also categorized by the role he or she described in the

interview to examine trends among various groups participating at the school. The researcher

used these statements to create a summary of each noted theme and its pertinence to

implementation science.

Three reviewers/coders (described below) reviewed the themes, the summaries and the

conclusion to assess whether the way that the information is seen is not exclusive to the

researcher and that any potentially pertinent themes are not overlooked.

Helps and Hindrances

To better organize the information on what has helped and hindered in the

implementation process, the information on helps and hindrances was organized into numeric and graphic representations of the number of instances each theme was mentioned. For this purpose, three coders reviewed the transcript. These included a 24-year-old male with a bachelor's in biology, a 23-year-old female with a bachelor's in English, and a 22-year-old female studying elementary education, as well as the researcher, who is a master's student in FCHD. The diversity of the majors included, as well as including both males and females, allowed the coders to view the interviews in ways that were not limited to that of the researcher's field of study and gender, thus potentially allowing the coders to see trends that the researcher might miss. A limitation to the choice of coders is that they were all approximately the same age, thus limiting the perspective to one general cohort.

The coding sheet and procedures were designed by the researcher in reviewing the interviews. The researcher qualitatively looked for related meanings in statements deemed pertinent to the helps and hindrances experienced by the participants in implementing the program, and used the resulting themes to create the categories used for this portion of the thesis, following the procedure described in the preceding section for finding themes. One single-instance hindrance was added when the coders reviewed the transcript.

Coder Training. To train the coders, the researcher presented the information on implementation science provided in the literature review as well as additional information pertaining specifically to coding the transcript, summarized in the coding manual found in the Appendix B. Each coder received electronic copies of the coding sheet, the transcript, and the coding manual. The coders studied the transcript for items (salient events in the implementation process of the Maja Foundation School). Then, the coders used the information provided in the interview and during training to assign one or more core components and stages of implementation to the item as described above (for a list of the item and more detailed

information on the coding process, see the coding manual). After training, follow-up trainings assisted coders to better understand what their job entailed.

Coding Process. The coders looked for instances of each theme. Every instance that information related to a theme was mentioned by the participant, the coders counted this as one item. Each theme, called an item category in the coding sheet and coding manual, had its own sheet in the Excel document, each sheet labeled according to shortened title in italics in the preceding tables. The sheets were arranged in alphabetical order of item name. Each sheet had the format found in Figure 2.

The name of the item is in the row labeled *Name,* and the description follows in the next row. There are two blank rows following the description, after which follows an abbreviated list of the core components and the stages of implementation, accordingly labeled. The abbreviations are found in Table1.

When the coder found an item, the coder opened the Excel document and opened that item's coding sheet, using the abbreviated titles on the tabs at the bottom. The coder wrote in row four to the left of the list of core components and stages the interview number (roman numerals) and the line numbers (Arabic numerals) that contain the item. Then, in the column headed by the position, the coder placed a one (1) next to every core component and/or stage that is directly related to the item; that is, the item directly helps or hinders the specific core component, or is directly helped by proper implementation of the core component.

For example, in the example given above, we see that the name of the item in question is the hindrance "interpersonal problems." In the fourth row, we find that both of the items were found in the first interview, in line 15 and in lines 49-50. We find that for both items, the coder found sufficient reason to link the items to staff selection, facilitative administration, staff evaluation, and the initial implementation stage (i.e., the problem hindered and/or should be addressed by staff selection, facilitative administration, or staff evaluation, and occurred when

Name:	Community initiative					
Description:	Instances where the interviewee describes a member (e.g., Tamar) or members of the community striving to find a solution to perceived problems (e.g. street children). Possibly related core components include Systems Supports.					
		I 15	I 49-50			
Core Components	SS	1	1			
	PIT					
	OC					
	FA	1	1			
	SE	1	1			
	DSDS					
	SI					
Stages	EA					
	PI					
	II	1	1			
	FO					

Figure 2. Worksheet example.

the program was in the initial implementation stage).

The average frequencies of each component and each stage for each item were combined to indicate what core components were most referred to in association with which stage of implementation for each item. In other words, the combined information of all of the coders were averaged and presented as the frequency of each item for each stage for each core component.

These coders also reviewed the categorization and summaries of the other variables. In this way, it was hoped that the researcher would be prevented from overstating any conclusions, nor overlooking pertinent information.

Table 1

Abbreviations

Abbreviations	Core components and implementation stages
SS	Staff selection
PIT	Preservice/inservice training
OC	Ongoing coaching
FA	Facilitative administration
SE	Staff evaluation
DSDS	Decision support data systems
SI	Systems interventions
EA	Exploration and adoption
PI	Program installation
II	Initial implementation
FO	Full operation

CHAPTER IV

RESULTS

As a result of the complexity of real-life implementation, as well as the number of research questions, the results gathered are particularly intricate. There are two natural divisions in the research questions, the first three, dealing with the salient events which the interviewees describe, and the last four, the helps and hindrances to the implementation process. In light of this natural division, this results chapter is split into two major sections, the first section dealing with the first three research questions (RQ1-RQ3) and the second section with the last four research questions (RQ4-RQ7).

Due to the interrelated nature of the data collected, the results are not presented in separate subsections dedicated solely to one question. The first half of the results chapter (RQ1-RQ3) is based around the following questions (for research questions 4-7, the format is described at the beginning of the helps and hindrances section):

(1) Which events were most salient in the minds of the staff and administration in the implementation of the Maja Foundation School?

(2) With which implementation stage was each event associated?

(3) With which core component(s) is each associated?

As can be seen, research question 2 and 3 both refer back to research question 1; that is, the information provided in answer to research question 2 and 3 is an expansion of information presented for research question 1. Instead of presenting the events described by staff and then afterwards referring back to these events, the section is divided by stage of implementation. Each stage-based subsection contains a description of the salient events associated with the indicated stage of implementation. Thus, in an initial implementation subsection, events associated with the initial implementation stage are described, in an exploration and adoption stage subsection, the

events associated with the exploration and adoption stage are described, and so on, thus answering research questions 1 and 2. In some instances, these descriptions are divided into additional subsections to better organize complex data.

In order to answer research question 3, to each stage-based subsection is added an additional subsection linking core components to the events just described. Thus, the basic format for answering research questions 1-3 is as follows:

(1) **Stage of Implementation.** Here is a description of the events associated with this stage as described by interviewees (RQ1-RQ2).

(2) *Additional subsections*. For some stages, the information presented is complex enough to warrant additional subsections for better clarity.

(3) **Core components.** This subsection contains a description of the links between the events described and core components (RQ3).

Before presenting the data, an explanation of the format in which the quotes and transcript references are presented is advisable. This results chapter contains many quotes and references to statements in the interview transcript. All referenced portions of the transcript can be found in Appendix D, organized by interviewee number (roman numerals) and transcript line number (Arabic number).

When reading the selected quotes and the transcript, it is important to bear in mind that all statements in third-person are through an interpreter, and information might have been lost in translation. All statements in first-person are directly from the interviewee.

Salient Events, Stages of Implementation and Core Components (RQ1-RQ3)

In examining the data to answer the first three research questions, a series of salient events emerged in the interviewee's descriptions of the development of the Maja Foundation School. In these events, the stages of implementation are in evidence, as well as the core

components. In this section, the salient events presented by the interviewees will be discussed

(RQ1) in the context of the stages of implementation (RQ2), followed by a discussion of the core

components associated with the event (RQ3), as explained previously.

Due to the differences between the Maja Foundation School and the original program that

gave rise to it, examining the implementation of the Maja Foundation School in reality

necessitates the study of not one, but two programs: the initial program, started by the local

community, and the Maja Foundation School; although the former led into the other, the changes

are great enough to require treating them as two separate programs, as shall be explained.

Initial Program

According to the interviewees' information, prior to the founding of the Maja Foundation

School, there existed a community school for local children, founded in 2005. Though short-lived

(about one year), this program appears to have undergone at least three stages of implementation.

Exploration and adoption (RQ1-2). The current Maja Foundation School tries to

alleviate multiple problems faced in the community. However, the first program was aimed at one

problem: children with no recourse to education. Magdalena described the situation in the

following manner:

> The problems we had, it is for those kids who are moving on the streets, just walking, and
> even you had no hope for them to pay for them, because some of them, they have no
> parents. Others have parents, they are very poor. They cannot afford to pay school fees.
> So, for me, what I see, when we are organizing maybe we can get someone who can help,
> and these kids go to school. And that was our intention. (I 104-108)

Both of the interviewees who were part of or witnesses of the formation of the original

program refer to the children targeted by the program as wandering the streets (I 8-10, 95, 97,

104; II 235-237; VII 935-936).

This description of the children is almost exclusively used by these individuals. The only

others who described the children as being on the streets are two individuals that became

involved in the original program, helped transform it, and registered it as the Maja Foundation School (III 470-472; XII 1396, 1480). This focus on the issue of street children indicates that it was the main concern of those involved in founding both the original program and the Maja Foundation.

The interviewees shared that the problem of street children was of especial concern to one woman in particular, assigned the name Tatjana to preserve her anonymity. Tatjana went to the local leaders in the *umudugudu* and presented a proposition to create a community school for these children:

> Because Tatjana, as a teacher, even from the beginning she was a teacher in Nursery, she say you can make again a small project of teachers, and some people can just come and help us (unintelligible) a few things. That's how it started. (I 75-77; see also VII 907-911 and II 236-238)

This proposition was considered and accepted: "then they approached, they think what she thought was right" (II 238-239). In other words, the exploration phase had ended with the adoption of a program.

In these events as described by interviewees (the proposal and acceptance of a remedy for the street children), the exploration stage of implementation is apparent: there was a problem, a potential program was proposed, and it was accepted.

Core components in the exploration and adoption stage (RQ3). The core component of Systems Interventions is apparent. It was necessary that Tatjana obtain necessary support in the form of local government assistance and approval even before it was implemented. Different facets of systems interventions will continue to be vital for the program's functioning in the interviewees' narratives.

Program installation (RQ1-2). Once the program was decided on, the committee began to organize the program they had planned, getting teachers (e.g., I 52), finding a space for the classes (I 85), as well as acquiring other necessary supplies (I 42-44). Overseeing this process

were local community leaders (I 51-52). As all of this required a certain amount of money, leaders in the *umudugudu* were also responsible for providing funds (I 18-19).

Core components in the program installation stage (RQ3): The following core components were associated with this stage.

Systems interventions. At this stage of implementation, the importance of the systems interventions is again apparent. Without the support of community leaders and the funds they acquired, there would have been no funds, space, benches, teachers, and so forth.

Staff selection. Also, the core component of staff selection is indicated. To teach, it was necessary to get teachers. However, very little was said about this process. Tatjana appears to have had some prior experience/training as a nursery teacher before the program began (I 75-78), but nothing is said of the other teachers' experience.

Facilitative administration. The core component of facilitative administration is also found in this account. The community committee that accepted the duties for the management of the program not only was in charge of obtaining the necessary financial support and physical materials needed, they also oversaw the process and provided feedback (I 51-52).

Initial implementation (RQ 1-2). The initial program lasted from 2005 to 2006. The short period of its existence was characterized by a problem that threatened to stop all operations: a deficit in resources. According to two interviewees involved at this point, the outlook was very bleak. Magdalena stated, "By that time, for us we had no money, because, all of us, we had… yes we were contributing, yes, some original money, there in the beginning, but most of us had no job… (I 18-19; see also I 30-31, XII 1429-1430, II 245-246).

Core components in the initial implementation stage (RQ3). The following core components were associated with this stage.

Systems interventions. In this stage, the core component of systems interventions is again visible. Without vital resources, the program was not only unable to do all they felt they needed

to do for the children, (II 245-246), but the program was ready to dissolve entirely (e.g., XII 1429-1430).

Decision support data systems. The core component of decision support data systems is also visible. Those administering the first program apparently collected some financial information, which information helped them decide that the program as it was then was not financially stable.

Summary. The stages of implementation and the core components are visible in the information provided by the interviewees. This information is potentially useful for creating and maintaining programs in the developing world. The key points are summarized in Table 2.

The Maja Foundation School

According to the interviewees, it was at this point that the school found support through a new participant, resulting in an entirely new program. The interviewees described four differences between the first program and the new program: first, a relatively reliable source of support; second, permanent lodgings owned by the school; third, official recognition by the

Table 2

Salient Events by Stage with Core Components for the Original Project

Stage	Salient events	Core components
Exploration and Adoption	Children were wandering the streets. A teacher presented a plan to put them in a school to community leaders, and they agreed.	Systems interventions
Program Installation	The community leaders bought materials and rented a space for the school.	Staff selection Facilitative administration Systems interventions
Initial Implementation	The school began, but had insufficient funds to continue.	Systems interventions Decision support data systems

government; and fourth, an expansion in the breadth and the diversity of the services provided.

Exploration and adoption (RQ1-2). The original program was foundering due to a lack

of resources, as described above. It was then that assistance arrived in the form of a retired

teacher doing humanitarian work in the community. One participant described her coming in the

following manner:

> It was in the end of 2005… approaching 2006… okay, until 2006 they realized there are other things they need to do for the children…and then it was necessary that they call upon Maja to work together; she was living in *umudugudu* called (Ubujera) … and then Maja came and she is helping… then when she visited them, she asked them their ideas and what they thought about doing… but after she heard their ideas, she accepted to help them… then she became their sponsor…. (II 245-250; for more details, see also I 5-8, VII 913-914, and XII 1386-1405)

Maja added the following:

> Well, again, in the beginning it was sort of accidental, because I saw this small group, and they were very needy, they were actually on the verge of closing the project, but they didn't have any, they had nothing, and I had some things, and brought some things out with me, practical things, so I could help in a practical way at first, with small materials and so on. But then I began to help them with money and so on, and it just evolved really, it's, I'll say again, it wasn't an active decision, but I suppose it's—what's the word?.... Fate. (XII 1428-1433, 1437)

It was in this way that the school found a relatively stable source of support. However,

the process of Maja joining the program was not immediate. Her involvement grew, according to

the interviewees, not all at once, but gradually. The piecemeal culmination of the exploration and

adoption stage is also reflected in the program installation and initial implementation stages. This

reflects what was said in the literature review, namely, that the stages are flexible and not

necessarily purposive in real-world programs.

Despite the gradual nature of the process, there are aspects of the exploration and

adoption stage that are apparent in these accounts, particularly in the description given by

interviewee II: first, the considering of ideas and alternatives ("then when she visited them, she

asked them their ideas and what they thought about doing…" II 248-249); and second, the

adoption of a plan ("but after she heard their ideas, she accepted to help them… then she became

their sponsor…" II 249-250). Thus, a new source of support became available.

As Maja became more involved, other changes resulted, as described above, culminating

in a program that had the supports necessary to provide a wider variety of services to a larger

number of individuals (I 30-33).

The interviewees shared little direct information on the deliberation and decision process

before changing the initial program into the Maja Foundation School. However, the interviewees'

comments on the installation and implementation of these changes provide insights on these

processes, as shall be seen.

Core components of the exploration and adoption stage (RQ3). The following core

components were associated with this stage.

Systems interventions. The core component of systems interventions is again apparent.

First, as an outsider, acquiring Maja's initial assistance qualifies as obtaining support from

systems external to the program. As she became a part of the program, she came to be in charge

of acquiring funds; this is again an issue of the core component of systems interventions. The

importance of this core component cannot be overstated: without assistance provided through

Maja's efforts, the original program would have collapsed and the next program would never

have begun. With her assistance, the program was not only able to continue, but also expand.

Staff selection. There is also evidence of the core component of staff selection. It is true

that we do not see here an attempt to recruit and hire an individual per se, but the process of

enlisting Maja is similar enough that we may count it as such. To correctly implement a program

well, people must be hired with certain capabilities that cannot be on the job. In Maja, the

individuals in charge of the original program found someone to whom they apparently felt they

could entrust an important position of administration.

Program installation stage (RQ1-2). The installation period is a time of putting in place the supports necessary to the implementation of the program in question. For the activities of the program to be enlarged and diversified, three other changes were required: first, financial resources were necessary, second, with expanded programs, larger facilities were required, and third, it was also necessary to obtain official status in the eyes of the government (III 505-506). As mentioned earlier, these three changes are chief differences between the initial program and the current expanded school. As necessary supports that were prerequisite to the later activities of the Maja Foundation School, an examination of these three changes can afford us insight into the installation stage for the Maja Foundation School.

Also associated with this stage are hiring events and practices of the Maja Foundation School. Although hiring can happen at any stage of program, we will address it here as hiring of staff is part of program supports that need to be installed for program functioning. Also, the actual hiring events described often appear to be associated with this stage.

Financial support (RQ1). Maja's role in obtaining funds was discussed in the previous section. Without the fundraising activities that Maja initiated, it is unlikely there would be any project at all, as the interviewees' experience with the original program indicates (see VI 792-794).

The facilities (RQ1). Now that the school had access to vital funds, it was possible to acquire the facilities necessary to house an expanded school (I 83-84). The move to the new quarters was mentioned often in the narratives of locals who were involved in both projects (see I 83-86, II 317-320, III 445-447 and VII 913-918).

Although the move was planned, actually buying the facilities became necessary because renting was no longer accepted by the owners of the new building. The interviewees did not describe this circumstance as being negative, however. With the larger facilities, the Maja

Foundation School was able to expand its activities, and actually owning the building would afford a degree of permanence unattainable otherwise.

Registration (RQ1). Several interviewees discussed the registration of the school. One described it in this fashion:

"Then Maja make it a working environment, then she made official… okay, then she made it official, it was organized by the government, before they were working in a random way" (III 505-506; see also III 495-499, VII 909-911, XII 1409-1415).

At least one important effect of becoming official is apparent: approaching the work of the school in an organized fashion. Prior to the registration of the school, there is no mention of creating specific guidelines for the school. With the registration of the school, however, there was now a constitution in place (XII 1409-1415), a document delineating the specific aims, functions and processes of the organization. According to interviewee III, this changed the program from being "random" to "official" (III 506).

Hiring (RQ1). In addition to the events just described, interviewees also described an important prerequisite for program functioning: hiring. Hiring is largely tied to the installation of a new program, though it continues to be relevant through the rest of the stages of implementation as the program changes, expands, and experiences staff turnover. In describing the hiring process, one interviewee said the following:

> Ah, okay, his work fits sometimes positively or negatively because he's also among the people that can decide to fire a certain person, and those people fired are not happy, so some people are happy because they are being employed, and others are unhappy because they are being fired, so kind of a collision. (VII 879-882; see also I 6-8)

There is, then, some sort of a process for hiring as well as for letting people go. The actual staff themselves provided more information on this process as they experienced it.

At least three of the staff (two teachers and one general staff member with many responsibilities) originally came to enjoy the benefits of the school's programs: one for the

English classes (VI 803-806), one for her children (IV 567-571), and another for her children and to enjoy the companionship and solace experienced while volunteering at the school during a particularly difficult time (III 477-486). Others came specifically seeking employment (e.g., V 685, 692), for example, through a cousin's reference (XIII 1561-1565).

The Maja Foundation School uses multiple means of recruiting employees with some overlap: three were hired from the people who are recipients of the school's activities, at least three actively sought and applied for employment, and two acted as volunteers before being hired. It appears that, for the most part, recruitment is a process that usually involves some sort of direct contact or association prior to receiving an invitation to work. Also, it should be noted that all but one of the teachers shared that they began first as assistants at the school, not full teachers (II 309-323, IV 567-571, V 685 & 692). Although no direct information on the vetting process is in the interviewee's statements (e.g., employee skills, prior education, etc.), we see a definite trend in hiring people who have had significant prior experience at the school, and, if they are teachers, have already had experience as assistants at the school.

Core components in the installation stage (RQ3). The following core components were associated with this stage.

Systems interventions. The core component of systems interventions continued to be vital at this stage. First of all, fundraising makes the Maja Foundation School's existence possible. Secondly, we again see the importance of systems interventions as the school obtains official recognition, thus getting the support of the external governmental system. Although the process was apparently difficult (XII 1379-1381), it was not impossible, and, having satisfied the requirements of the federal government, they were able to gain official recognition.

Staff selection. Also noticeable is the core component of staff selection. The school usually employs individuals who have been in direct contact with the school. For most of the teachers, hiring includes a period of working as an assistant prior to being promoted to being a

full teacher. This could be considered a sort of pre-service training experience, tying it to the core

component of preservice/inservice training.

Facilitative administration. Also visible is facilitative administration; without an

administration to coordinate all this work, it is unlikely that they would have been able to

accomplish it.

Initial implementation stage (RQ1-2). All necessary supports in place, the Maja

Foundation School began to function at a new level. A description of the functions and purposes

of the new program follows in the full operation section. As the implementation of the new

school began, however, a serious problem emerged in the form of an administrator/employee of

the school, assigned the name Zoran to preserve his anonymity.

Interviewee II explained the situation in this way:

> …until 2007, another of them stayed in the project… now there was a problem because
> some were not there, they weren't available… there was a problem that made them not
> available… she does not know if she can explain to us about it… after they get a
> sponsor… there was one that used to stay here when Maja was not in Rwanda… Zoran
> was his name… and then there started a problem of selection of some people and others
> are not selected… and then he used to listen to some people and does not to listen
> others… and then it was kind of a problem…some were discouraged people… and then
> some stopped, as if somebody stop them… they stopped work… because their ideas
> would not match with him… and then the problems they had, but when Maja comes, the
> problems stop… and when she leaves the same problems occur… the members of this
> project seemed to have stopped work then…then Marko who was the secretary of
> Kinamba parish stayed… and then also Tatjana who was a teacher here stayed… those
> are the two only ones that stayed overcoming problems… also Magdalena stayed that
> was called upon as the executive member. (II 250-261 see also I 14-16, 47-49I)

According to the interviewees, this individual was a great source of conflict and used his

position to favor some and eliminate others from the program. His actions did not further the

charitable aims of the school and created other problems not specified by the interviewees. It is

interesting to note that interpersonal difficulties are almost the only problems specified that have

hindered the interviewees in their roles (see the section on helps and hindrances below for more

information); one interviewee described such problems as no longer being relevant, indicating that most, if not all, internal difficulties were associated with this individual (IV 578-579).

Core components of the initial implementation stage (RQ3). The following core components were associated with this stage.

Staff selection. The difficulties encountered with the problem employee during the Initial Implementation period provide an example of the importance of core component of staff selection: it is important that employees do not have undesirable characteristics as well as prerequisite skills.

Facilitative administration. Because the individual discussed above was an important member of the original founders and a part of the administration (II 243, VII 931, XII 1414), as well as a teacher (I 52-53), the difficulties he caused were especially far-reaching, highlighting the importance of the core component of facilitative administration.

Staff evaluation. A connection also exists between this experience and the core component of staff evaluation. The evaluation of staff performance is usually an opportunity to provide feedback in the form of coaching, to inform future training procedures, and the like. In this instance, however, the problems were apparently too great to be remedied through feedback or training. Instead, the information on his performance informed the decision to terminate his services.

Full operation (RQ1-2). As was mentioned in the review of the literature, full operation is attained only when 50% or more of the practitioners are practicing with fidelity. However, this information is currently unavailable. In spite of this lack, taking into consideration the observed and described engagement of community, administration, and staff, for the purposes of this thesis, the program as it is will be classified as fully operational.

For our examination of the salient aspects of the school as it now stands (RQ1), we will examine the interviewees' roles and their description of the purposes of the school's activities.

This information is divided by role: for example, the administrator's description of their role is followed by their description of the purpose of the school as a whole, labeled in separate subsections.

Administration: Roles (RQ1). Three individuals interviewed qualify as administration, interviewees VI, VII, and XII. Although their roles are all connected in some way to the administration of the school (coordinating activities, making executive decisions, etc.), the variety of the activities they describe are quite disparate.

Marko described his role in this manner:

> His role…normally…okay, he is a subordinate to Maja when she is not here… he is supervising the employees…okay, taking care of the people who are learning how write and how to read and the women the beads and sewing and seeing if it works very well… in general he is responsible to see every activity (is a smart move) I think… he's also a spokesman of the school when Maja is not here, presiding over meetings when they are invited, he does everything (VII 864-868; see also VII 872-874). His role also allows him to fire employees. (VII 879-882)

Jelena, who has the double role of teacher and administrator, explained her role as follows:

> When Maja is here or not, when there is a problem, for example, in between children and their family, or children and teachers, I'm going to see what is happened. Then I call all the staff here, we sit together and say, what problem, how can we resolve that, or I call parent come to sit here at school, and I ask different question about children's situation or family situation, and then, there some which I observe…and there's another problem which I want to ask another advice (i.e., she asks others at the school for advice on observed problems; VI 757-761, see also VI 749-751).

She also volunteered the following information:

> For example, when Maja was in the old days, I can't leave the school like this one when she's not here, there must be here like Maja, because there's someone in state or government who come to see Maja Foundation and ask some different question, I must be here and try to give some answer, go to here, what do they need (that is, she acts as the official representative of the school when Maja is absent; she can't leave when an authority figure, or someone "like Maja," is needed; VI 763-766).

Maja, the president of the school, trustee of charity that supports the school (XII 1325-1327; see also XII 1339-1341), and the one who is training the deputy to take future control of the administration of the school (XII 1355-1360), had this to say about her role: "The whole of the

development here, without seeming to be immodest, is due to the things that I put in place, I

think. So, it affects everyone, what I do affects everyone, centrally, really" (XII 1339-1341).

She added:

> The commitment—I was thinking this morning, actually, because we did a bit of training
> yesterday, the energy and the commitment of the people, without that, then it wouldn't
> work. It's not for me, I'm actually not doing the work, they're doing the work, I'm
> enabling them to do the work through the funding. (XII 1362-1365)

Jelena and Marko describe similar roles and responsibilities. However, the way they

approach their responsibility to the employees and recipients is different. Marko sees his role as

being more executive and concerned with organization and procedure (e.g., hiring, approving

activities, etc.). Jelena sees her role as being more of a mediator and being directly involved with

individuals (e.g., calling together staff to discuss solutions to problems, meeting with parents,

etc.).

Maja's statements on her role represent several entirely new aspects of administration. As

opposed to the others, she cites planning and initiating ideas (not merely approving them) and

overseeing the funding of the school. Like Marko, Maja expressed her role as being concerned

with organizing and overseeing the program. Her role is not merely to organize and direct, but

rather to enable others to do the work themselves. In conjunction with this, Maja makes a brief

mention of training in passing.

Thus we see different, but complimentary, roles in the administration: organizing and

planning, overseeing projects, hiring, resolving issues that arise for the staff as well as recipients

of the school's activities, training, and gaining necessary government and financial support.

Administration: Purpose. According to them, especially in response to the question,

"What is the purpose of the Maja Foundation School," the answers are as follows, beginning with

some remarks of Marko:

"The purpose of this project… first of all… help them stop these children from wandering the streets…helps also the people who are unemployed to learn certain things that can help them, like the women with the beads" (VII 935-9). Jelena contributed the following statement:

> Okay, as a government, she can say that it's a country that understands the vision of the country...especially in education…okay, they are helping the poor ones…beginning with the children…Kinamba Project, she believes, is to help the children who have not gone to different schools, she thinks it is good for the Rwandans…especially in Kinamba area here… she wishes, that it grows wider. (VI 833-837)

Maja explained the following:

> Well, in my head, the purpose, the only purpose, is to enable people to take control of their lives a bit. With the women, for example, and some of the men who are earning money, then they can take a bit more control and they can feed their children, with their literacy project, they can read, which empowers women—mainly women, it's not exclusively women, but mainly women, it empowers them to take a bit of control, it helps people to feel a bit more comfort and enabled to do stuff, do things. For the children, it gives them the chance for a future they could never have imagined, for a lot of the children here, despite claims of people, children being in school, would not have been in school, would not have that chance. Now they have a chance. Some of them will make it, some of them will, some of them will do really well. Some of them, a lot of them are really able children, and are performing remarkably well, and that—for me—that's the fundamental issue: to enable people who feel disempowered, if you like, to actually get up and do something, to get up off their knees and to feel confident and be able to do something. If that happens, then I'm happy, because of what I've been able to put into it…. (XII 1460-1472; see also XII 1474-1482)

According to the administration, the overall focus of the school is to provide general aid to the country, particularly to the Kinamba region served by the school. This is accomplished primarily by providing education to the children, but also through women's programs. The hope is that the individuals served can receive the tools necessary to make lasting changes in their lives and for the country as a whole; for example, the unemployed will learn the skills necessary to find work and support their families.

Teachers: Role (RQ1). The teachers' descriptions of their roles are more straightforward, saying simply that they are teachers (II 219, IV 53, V 632, VI 718). Several described in more

detail what it means to be a teacher at the school: "She thinks that the role she does is to help the children grow and develop" (IV 537-538).

"Yeah… her job, her role, makes the school progress… to help their children get knowledge…" (V 639-641).

> We teach the children…and you see them in terms of education… and what shows that is that, they tried to get these reports, school reports, from other schools and compare them with this standard here, and then they think they are doing a good job (that is, they have requested school reports and compared them with their own school results; VI 728-730).

In their teaching role, they receive support from assistants. Although no assistants were interviewed, two teachers provided some information on the help they provide, both as a former assistant and as a teacher receiving that assistance (IV 549-552).

The assistants take a considerable burden off of the teachers' shoulders by seeing to the needs of the children in ways that allow the teacher to focus on teaching. Instead of having to worry about taking a child to the toilet (II 315-317) or dealing with the problem of a child that has urinated on the ground (IV 549-552), the teacher can focus on her teaching and rely on the assistant to deal with the issue.

The teachers do not simply deliver the curriculum. Through the school, they also are the recipients of information. For at least two of the teachers, teaching at the Maja Foundation School not only means being a teacher, but also an opportunity to further their own formal education with assistance (II 283-290, II 320-323, II 340-341, IV 572-574). The other two also expressed learning as a benefit of working at the school (though perhaps not the formal education described by interviewees' II and IV): "Ah, because she saw the school belonged to *muzungu* people and she wished to work with these people in order to gain from more knowledge" (*muzungu* is often, but not exclusively, used to refer to white people; V 698-699; see also VI 775-776, VI 823-826).

In summary, the teachers are concerned with educating the students. In this, they are supported by assistants. As teachers, they not only train the children, but also educate themselves. At least some of this education is aimed at improving their performance.

Teachers: Purpose (RQ1). The teachers had remarks similar to those of the administrators about the purposes of the school, but with some added details (by "old" the interpreter seems to mean "adult" in this quote):

> She thinks that the school has made good progress, prosperity, because, in spite of the problems that come along, it doesn't stop Maja from helping people… not only the children, but also the old people that work here…there are some old women that now know how to write and read because of Maja… there are some who did not know how to speak English, but now they know because of Maja Foundation… there are some categories, many categories of jobs and work that is going into the Maja Foundation… there are some people who had to learn to take photos… there are some people who have learned to use the sewing machine… there are some children that are being sponsored by Maja… there are some also who have got children that are being sponsored in the Secondary because of the sponsors Maja found for them... she thinks that Maja—there's nothing she hasn't done to make the education, ... She did her best, her level best so that they can get a good future… she thinks there is no one that can have a problem because of the knowledge they have got from here… because that person when he goes, he turns that knowledge that he gets from here, and that can help that person… she also thinks she will have, she will get a diploma because of Maja Foundation… that's the—an example she can give… right now they have made progress which is very appreciable…she thinks that Maja does her job, she decided, in spite of the problems that come along… that's why she's going on to help other people from different categories… in spite of the problems. (II 328-344 see also II 369-379, II 387-389, IV 610-612, V 701-704, and VI 833-837)

The teachers here indicated a primary interest in the education of the children, as did the administrators. They also express the wide-sweeping general effects that school has on the community, including prostitutes (II 369-379, IV 610-612). Thus, the teachers' view of the purposes of the school is fairly similar to that of the administration: activities aimed at aiding disadvantaged individuals, particularly children and disadvantaged women obtain the tools they need to make a better life for themselves and the community.

Staff: Roles (RQ1). The two interviewees described as staff have fairly different roles: one, the leader of the women's projects among other duties, has a wide range of diverse

responsibilities while the other is primarily a cook. The former provided the following about how

she sees her role at the school:

> To abide by the rules of the school… to follow the instructions the school leader gives to them… to work along with togetherness with other people… and to work with others without any problem… be exemplary to the children… the care they give to them is to help them, the children, to grow and have a prosperity future… and sacrifice themselves as Maja has done to help their children.. and to work for their school to have peace and knowledge and to make our country go ahead with development… and also to go ahead with this relationship with the foreign countries and people as you come here… that makes have a big umbrella of people from different parts and that make, helps the country. (III 400-406)

She also explained that her specific duties include buying food for the school, overseeing

and representing the women's projects, dealing with taxes, and helping in the classroom by

bringing school supplies to the teachers, as well as substituting for whoever is absent (III 412-

423).

The cook described her role as making food for the teachers, the children, and the

muzungu who come (XIII 1524-1525, 1530-1531), but also described some overlapping duties

with the other staff member: replacing people who are absent and fetching things for the teachers

(XIII 1535-1537), and cleaning with the others" (XIII 1539-1540).

Staff: Purpose. The staff did not go into as much detail, mostly saying that the program

helps in a wide variety of ways (V 701-704, XIII 1595-1597), although the children (V 701-704)

and earning livelihood ("get life," XII 1597) were specifically mentioned.

Tailors: Purpose (RQ1). Four of the interviewees are not involved in administering the

program. These women are recipients of some of the Maja Foundation School's programs,

particularly the tailoring program, who work as tailors at the school using the skills they've

learned. As they do not as actively participate in the delivering programs, being the recipients,

information on their roles is not included here. However, they did provide information on how

recipients view the purpose of the school. A fairly typical response was as follows:

For her, she's happy when she saw the children to come here, and to be together with the other children here, to get some different materials for Maja Foundation, and to get school fees, everything, she say Maja, or project Kinamba. God, we bless this project Kinamba…accord her, how she was like before, when she has not gone to see, or to be in Maja Foundation, Kinamba, she was (right) and his children, but, she was coming in Maja Foundation, she has wake-up. (VIII 993-997; see also IX 1127-1128)

The tailors described the program as providing opportunities for employment through education and by providing a place to work (VIII 956-957, X 1159-1160, XI 1226-1235, XI 1265-1270, XI 1272-1277), providing education, food, and other support for their children (VIII 993-997, VIII 967-968, IX 1091-1092, IX 1098-1099, X 1140-1141, X 1169-1171, XI 1226-1235), as well as a place where they can exchange ideas and learn skills from each other (VIII 976-977, VIII 983-984, IX 1086-1087, X 1156-1157, XI 1237-1240).

As for the overall purpose of the school, the purpose is to help the poor: "The Maja Foundation is not coming for to help the rich person, but it was coming to help the poor people… (XI 1291-1295; see also VIII 1030-1033, IX 1123, X 1201). This is primarily accomplished through education (VIII 1030-1033, X 1201, XI 1291-1295).

Full operation: Summary (RQ1-2). In summary, the Maja Foundation School in full operation helps the individuals it serves in multiple ways, including tangible distribution of necessities, but first and foremost, by giving them the ability to help themselves. Although some direct assistance is needed, the goal of the school is to effect a lasting change in the lives of the people served through education in both basic skills (such as literacy) and marketable trade skills (like tailoring). Children are the primary target population, however, adults, especially women, receive assistance from the school. A team of administrators, teachers, assistants and staff deliver the program and ensure that it has the necessary support to continue.

Full operation: Core components (RQ3). The following core components were associated with this stage.

Staff selection: The component of staff selection is visible in Marko's description of his role (VII 879-882). Describing it as a current role, this core component is an ongoing process. As new positions open or as current ones are vacated, it is necessary to find people to fill those positions. This core component, as is indicated by Marko's remarks (VII 879-882), is an ongoing process.

Inservice training: The core component of inservice training is also apparent. At least two teachers described continuing their education after being hired, funded by the school. Although this is a form of inservice training, preservice training and coaching are absent in the employees' remarks. However, the researcher did hear of and witness coaching and training outside of what was discussed in the interviews.

Decision support data system: The interviewees also describe decision support data system. Jelena describes collecting information to discover problems and finding solutions to remedy them. As a teacher, she also describes collecting information from other schools and comparing it with the standard at their school to see if they are doing an effective job (VI 728-730). Thus, the school does collect information on the effects of the activities of the program and has certain measures in place to determine whether the school is performing well enough. However, interviewees provided little or no information on the exact nature of these assessments.

Facilitative administration: Also in evidence is the core component of facilitative administration. Jelena in particular described activities that are facilitative in discussing her role: actively listening to employees' problems and seeking to fix those problems as a group (VI 749-751, VI 757-761).

Systems interventions: The core component of systems interventions is once again conspicuous as the interviewees describe actions of integrating and maintaining the support of external systems. For example, the fundraising activities discussed (acquiring financial support from foreign entities) make possible the activities of the Maja Foundation School (e.g., XII 1343-

1345). Also, the administrators discussed their role in representing the school at meetings and in dealing with government representatives, gaining the support of external governmental systems.

Innovation and sustainability. Though not stages, some words on the future of the school are appropriate. Now that the school is well-established, it is necessary to ensure that it remains useful, relevant, and sustainable.

The interviewees talked only briefly about what they see as the future of the Maja Foundation School. Specifically, both Magdalena and Jelena have a similar hope for the future: a program expanded to include older grades of children through primary school (I 178-182) and to serve a wider area (VI 836-837). Such changes to the project would constitute innovation in the program.

To counteract the potential weakness of having so much of the program depend on one person, Maja is actively training the deputy to become the director (XII 1351-1358). This will be important if the program is to continue existing (sustainability).

Summary. The stages of implementation and the core components are visible in the information provided by the interviewees. This information is potentially useful for creating and maintaining programs in the developing world. The key points of the Maja Foundation School's implementation are summarized in Table 3 on the following page.

Helps and Hindrances in Maja Foundation School Implementation (RQ4-7)

In the preceding examination of the implementation of the Maja Foundation School, it is apparent that the process has not always been easy. In the interviews, interviewees provided important information about what has helped and hindered the Maja Foundation School in earlier stages and what helps and/or hinders currently. For research question 4-7, the questions are as follows:

(1) Is there a consensus on what has helped in the implementation process?

Table 3

Salient Events by Stage with Core Components for the Maja Foundation School.

Stage	Salient events	Core components
Exploration and adoption	Maja met those running the school and began to help them; this led to increased participation resulting in a new program with more stable funding, permanent facilities, registration, and the expansion and diversification of the school's activities.	Systems interventions, staff selection
Program installation	Activities prerequisite to the school's functioning include acquiring funds, purchasing larger facilities, registering officially, and hiring staff.	Staff selection, systems interventions facilitative administration
Initial implementation	An administrator causes difficulties in the program; his employment is terminated.	Staff selection facilitative administration staff evaluation
Full operation	The program continues to function with expanded and more varied programs. The interviewees have the following roles: • Administrators: organizing and planning, overseeing projects, hiring, resolving issues that arise for the staff as well as recipients of the school's activities, and gaining necessary government and financial support. • Teachers: teach the children with the support of the assistants while continuing their own learning. • Staff: Cook, taxes, oversee women's projects, clean, fetching books, buying food and other materials for the school, etc.	Staff selection, inservice training, decision support data systems, facilitative administration, systems interventions

(2) If so, which things have helped, and with which core component(s) and stage(s) of

implementation were they associated?

(3) Is there a consensus on which difficulties have been met in the implementation process?

(4) If so, what are those difficulties, and with which core component(s) and stage(s) of implementation were they associated?

To address these questions, the helps and hindrances section is divided into two parts: first, what has helped in the implementation process and which stages and core components of implementation are related to these helps, second, what has inhibited the implementation process and which stages and core components of implementation are related to these hindrances. In these two subsections, the help or hindrance identified by the researcher and his assistants is introduced and described, then the connection between the help/ hindrance and relevant core components and stages of implantation is described.

In answering research questions 4 through 7, the researcher found 10 main categories of helps and 5 total categories of hindrances (3 of these are discussed together as they are only mentioned once by interviewees). For graphs summarizing the coders findings, see Figures 4-15 (Appendix C).

Helps (RQ4-5)

As was already seen in discussing the first three research questions, there have been multiple helps encountered in the implementation process. There was a general consensus in what has helped, answering research question 4; however, different individuals and groups emphasized different helps more than others, as shall be seen. This section examines the helps described by interviewees in answering research questions 4 and 5. Table 4 presents a summary of the findings, as well as the working definitions of the 10 helps as identified by the researcher.

Administrative assistance-Maja. This category encompassed all instances that the interviewee cited a time when Maja, through an administrative act, aided the program. One instance cited by the coders illustrates how Maja's administrative assistance expanded the program:

"Because, even for us, it was just a nursery. But when she came, she helped all those womens [sic], those HIV ones I told you, the widow… anyway, she did a lot, for us who could not do it" (I 32-34).

The assistance offered by Maja extends beyond simply providing funds (although this is crucial role). Her administrative assistance helped not only to continue to maintain a school, but also expand the project beyond what was originally anticipated.

Table 4

Helps Summary

Name of help	Description	Core components	Stages of implementation
Administrative assistance-Maja	This item is for all instances that the interviewee cites as being a time when Maja specifically did an act of administration that aided the program. Acts of administration involve, but are not necessarily limited to, planning, expanding programs, directing events, hiring and firing staff, and so on.	Facilitative administration	Program installation, initial implementation
Benefits to others	Instances of the interviewee citing seeing the benefits that others receive as helping them do well in their role at the Maja Foundation.	Decision support data systems	Full operation, initial implementation
Community initiative	Instances where the interviewee describes a member (e.g., Tatjana) or members of the community striving to find a solution to perceived problems (e.g. street children).	Systems interventions	Exploration and adoption

Name of help	Description	Core components	Stages of implementation
Example of another as a help	Interviewee cites the example of another as a help in her role.	Facilitative administration, decision support data systems	Initial implementation, full operation
Financial assistance from Maja	Interviewee cites financial assistance provided through Maja's direct assistance as being an important help to the Maja Foundation's proper functioning.	Facilitative administration, systems interventions	Program Installation, Initial implementation
Maja herself as a non-specific help	The interviewee makes non-specific statements that Maja has helped, but doesn't say how, except perhaps the effects of her efforts.	Facilitative administration	Exploration and Adoption, Program Installation, Initial Implementation, Full Operation
Internal Collaboration	The interview state that the assistance of others that work for the program provides help in their or other individuals' roles. Statements may include such phrases as "working together," "coordinated."	Staff selection, facilitative administration	Initial implementation, full operation
Personal abilities	The subject indicates that her abilities, such as social skills, a love of children, courage or educational attainment, help her accomplish her role.	Staff selection, inservice training, staff evaluation	Initial implementation, full operation
Personal benefit	The interviewee states that the effects of the program on themselves or family are incentive to perform their role well.	Decision support data systems	Initial implementation, full operation
Problematic participants leaving	The interviewee describes individuals that caused difficulty in the implementation of the school leaving, thus no longer being a hindrance.	Staff selection, staff evaluation	Initial implementation

Core components: Facilitative administration. In general, this help is associated with Facilitative Administration, dealing as it does with administrative activities.

Stages of implementation: Program installation & initial implementation. The stages most associated with this help in the interviews are the program installation and initial implementation stages; many of the statements about Maja's administrative assistance relate to making changes to the program in these stages. It does not mean that her administrative assistance ceased with full operation, only that the participants were mostly describing past events. This is a trend that will continue with the other helps and hindrances.

Benefits to others. All but two of the interviewees directly cited results of the program as being helpful in accomplishing their role. Although many of these cited help to themselves or their families as a help to them in their role (see the personal benefit section below), a significant amount cited seeing the benefits the school had for others as being helpful, as in these two examples:

> It's courage, normally this project… okay, before they started this project to help the children who don't have parents, or those who are parents cannot support themselves, so it helps him to see that the children are going to school and being helped… yeah, it's a good sign that what they wanted to do is coming up and it's being, it's progressing… yeah, that can stop you from being courageous…nothing more. (VII 893-897)

 "The good harvest she sees from the children… that makes her like the job" (V 672; see also I 94-99).

Although no tangible reward is received, these and other interviews found that seeing others helped is very rewarding and encouraging in their roles.

For most of the helps, administrators provided more detailed information, leading to a greater frequency of specific helps and hindrances in their remarks. However, for this help, teachers cited this one about as much as administrators.

Core components: Decision support data systems. This help is related to the core component of decision support data systems. The individuals who mentioned this as a help

collected information, probably informally, about the effect the school was having in the lives of the participants. This information being positive, it serves to inspire those delivering the program to continue delivering the program.

Stages of implementation: Full operation and initial implementation. As the results of a program cannot be shared until that program is actually implemented, this help is related to the Full Operation and Initial Implementation stages.

Community initiative. The initiative the community took to start the original program and maintain the current school is crucial to the school's functioning. Without the steps taken by the community, the school would never have begun and would not be able to continue (e.g., XII 1362-1373).

Core components: Systems interventions. The importance of systems interventions is very much associated with this help. By gaining the support of the external system of the community as a whole, the project was able to begin and continue.

Stages of implementation: Exploration and adoption. For the Maja Foundation School, the point when community initiative was most common in the interviewees' remarks was during the exploration and adoption stage of the original program. Without that commitment to creating a school for the children, the original program would not have begun.

Example of another as a help. Although the example of another as a help was mentioned in passing by different interviewees, only one interviewee explained that she found the example of another as a source of inspiration in her role in direct answer to the "what helps in your role" question:

"Okay, then that spirit of caring that Maja did encouraged her in her career as a teacher, it was something she was done for somebody, even who doesn't know her; it made her courageous to go ahead as an assistant" (IV 570-572).

Core components Facilitative administration and decision support data systems. This help is primarily linked to facilitative administration because most, if not all, of the examples cited as helpful were of an administrator.

This help is also linked to decision support data systems. Information collected on what appears to be effective (i.e., good examples) can inform later training and coaching.

Stages of implementation: Initial implementation and full operation. This help has been present during all the stages, but has been especially important during actual implementation, or initial implementation and full operation.

Financial assistance from Maja. One of Maja's vital roles is acquiring the funds which are necessary for the functioning of the school: "…it's through me, through our charity funding and so on that we're able to put things into practice" (XII 1343-1345). Without funding, there would be no school.

Core components: Facilitative administration and systems interventions. This help is tied to facilitative administration in that the administration is the group that collected funds for both programs. It is also tied to systems interventions, as the funds are collected from systems outside of the school.

Stages of implementation: Program installation and initial implementation. In general, we also see that gathering these funds is especially important when installing program components, or program installation, and when the program is being implemented, or initial implementation (the coders observed less of a connection to full operation in the interviews because of the number of remarks about past events, as discussed previously).

Maja herself as a non-specific help. The interviewee's gratitude to Maja was expressed many times. She was often cited as being of immense help (e.g. II 334-338). Being a general statement of non-specific help, although there were many instances of it, it was difficult to connect it to core components. However, there are some connections.

Core components: Facilitative administration. As Maja is an administrator, this help is connected to facilitative administration

Stages of implementation: All stages. The coders also found the interviewee's statement to be fairly stable across all stages of implementation with the exception of marking her as being described as most helpful when the program started being implemented.

Internal collaboration. Several interviewees mentioned collaboration inside the school as being of use. Jelena described it in this fashion:

> We help each other. We have exchange, we share, different ideas, some, I give them advice, and they give me advice. For teaching, we go (to train them), we sit together, we say, "What is problem?" we say, "Okay, let us look at, let us see how we can help you get good solution." (VI 749-751, see also XIII 1539-1540)

Core components: Staff selection and facilitative administration. The coders found evidence of staff selection in the statements made. If collaboration is so important, then the program hiring must seek the ability to collaborate in potential employees. Also, collaboration is a part of being an administrator (VI 749-751). As such, collaboration is tied to facilitative administration.

Stages of implementation: Initial implementation and full operation. Although collaboration is important at all stages of implementation, the comments related to this help are associated with the stages of active implementation of the program (the initial implementation and full operation stages).

Personal abilities. Although rarely cited in direct answer to the question, "what is helpful in accomplishing your role," it was not uncommon for interviewees to cite personal education (e.g., II 288-290), personality traits (e.g., III 431-434), or other skills, abilities and characteristics that help them do their job. One staff member explained it this way;

> It doesn't discourage her (a lot)… that she doesn't have a lot of knowledge… okay, she doesn't have a high knowledge, a technical knowledge, but wherever she is she learned how to social work, how people coordinate… she doesn't have any problem… even when there are difficulties here, she knows how to overcome. (III 429-432)

Core components: Staff selection, inservice training, and staff evaluation. There is a strong connection to staff selection in these remarks and others similar remarks. If certain traits or characteristics are helpful on the job, it is necessary for programs that are hiring to look for those characteristics.

Also, as can be seen in the teacher's quote, the education she received was not consummated prior to employment; it was a type of inservice training funded by the school, as was discussed in the previous treatment of the implementation of the Maja Foundation School.

Staff evaluation is also linked; if certain qualities are desirable, it is necessary to evaluate the staff and ensure that they have attained those qualities. If they have not, further coaching and/or training is necessary.

Stages of implementation: Initial implementation and full operation. The majority of the statements about the helpfulness of personal abilities are tied to stages of implementation when the program is actively serving the population it targets; the statements made dealt with actually delivering the program (initial implementation, full operation), not planning or installing supports.

Personal benefit. As mentioned above, almost all of the interviewees cited effects resulting from the school as helping them in their role, either directly or indirectly as a part of their answer to the question "what is helpful in accomplishing your role." Although the benefits described are varied, all share two commonalities: first, they are cited as helps, and second, they themselves (III 445-456, XIII 1545-1546), or their families (I 92-94, III 445-456) are benefited through the Maja Foundation School. This could be financially (XIII 1545-1546), but usually not. Interviewees reported being able to work with children (e.g., VI 822-826), learning through their job experience (e.g., VI 822-826), working with a likable employer (XIII 1545-1546), or being helped in times of loneliness (III 445-456). The benefits interviewees received for themselves and

their families were powerful incentives to perform their roles and be a part of the Maja

Foundation School, well as proof to the interviewees of the efficacy of the school.

Core components: Decision support data systems. The core component decision support

data systems is related to this help in that seeing personal benefit is, for some respondents, proof

of the school's efficacy, thus providing information on which decisions can be based.

Stages of implementation: Initial implementation and full operation. As no one will

receive benefits from a program that is not functioning, this help is associated with initial

implementation and full operation.

Problematic participants leaving. This was an indirect help cited by a few individuals

in describing problems the school encountered during the implementation process (see the initial

implementation section of the development of the Maja Foundation School for more details). The

individual described caused problems; the solution was terminating his employment. After he left,

the problems he caused ceased. As this happened earlier in the program, this help is related to the

Initial Implementation of the Maja Foundation School.

Core components: Staff selection and staff evaluation. This help is connected to the

core component of staff selection. A program should not hire individuals that have traits that will

cause serious problems for the program. Also, staff evaluation is associated with this problem and

its solution: unless a program has a system for evaluating staff, it cannot identify problem

behaviors of employees.

Stages of implementation: Initial implementation. This help was associated with the

initial implementation stage because the events described happened during this stage.

Hindrances

The employees were largely unable or unwilling to cite any problems that hindered them

in their roles. One reason may have been that they feared repercussions to the school (XI 1301-

1304, XI 1309), although they were assured that this would not happen.

Others shared that, although there were problems at times, these problems were not beyond their abilities to solve. Interviewee III expressed it this way:

There are some that happen… because it is your own secret… because when you are living in a certain, or you are in a certain place... whatever is not going on well, you accept, you address it… because when you want to build a family, a big family… Maja accepted to be their, like, parent, and relative…whatever is good and bad they address it, overcome it. (III 459-462; see also XIII 1556-1557)

In spite of this, some did share some past and present hindrances. The following table presents a summary of the findings, as well as the working definitions of the four hindrances as originally identified by the researcher, with one additional hindrance discovered after the researcher made the categories:

It should be noted that for the last three hindrances (nothing out of it, overreliance on one person, and local bureaucracy) were only mentioned once each in the interviews. They were not issues that most interviewees described as problematic.

Interpersonal problems. This hindrance was the only one cited by multiple interviewees in answering the question on what was a barrier in accomplishing their role. All other hindrances were mentioned only once in answer to this question or while discussing other topics. Their answers are as follows, beginning with interviewee II (please note that this quote is being related through a translator; thus, the interviewee is referred to in third person by the interpreter):

She thinks what's not helpful to her is… is anybody else who can come to frighten her or be of a negative part along with the job that she does… then that person maybe brings something negative to that job she does… 'cause when someone brings something negative to her job.. that makes you fail and the person you are working for is not happy… the most important thing is to work and do your job responsibilities...that makes the person you are working for be proud and makes you—appreciate your job… she thinks that is what can make her fail her duties. (II 292-297)

Interviewee IV contributed the following: "She thinks the school administration, she thinks everything is perfect, except no more circumstances that people don't understand each another; she thinks everything is coordinated" (IV 578-579). She describes the same problem, but says that it is past.

Table 5

Hindrances Summary

Name of help	Description	Core components	Stages of implementation
Interpersonal problems	The individual states that problems between individuals working to implement the program have caused difficulty in accomplishing roles.	Staff selection, facilitative administration, staff evaluation, facilitative administration	Initial implementation
Lack of financial resources	The interviewee describes problems with implementation because the program had no access to funds.	Systems interventions	Exploration and adoption, program installation, initial implementation, full operation
Nothing out of it	The interviewee is discouraged because the interviewee gets no remuneration from volunteer service.	Decision support data systems, facilitative administration	Full operation
Over-reliance on one person	A statement by the interviewee about the possible difficulty caused by the reliance of the Maja Foundation on one individual. This is the only hindrance that deals with the future, not the present or past.	Coaching, preservice/inservice training, facilitative administration	Full operation
Local bureaucracy (added)	Local bureaucratic regulations present barriers to implementation	Systems interventions	Exploration and adoption, program installation, initial implementation, full operation

Interviewee shared this information: "Well, it happened so quick because of themselves, between themselves, but Maja comes, and it stops" (XIII 1559).

All three speak of interpersonal difficulties, but one described them as being of the past, while another says that there are only problems when Maja is absent.

Core components: Staff selection, facilitative administration, and staff evaluation. This problem is particularly connected with staff selection, facilitative administration, and staff evaluation. For more in-depth discussion of why this hindrance is connected to these core components, please see the discussion on core components relating to the events of the initial implementation stage of the Maja Foundation School.

Stages of implementation. The actual events related by interviewees about this hindrance happened during the initial implementation stage.

Lack of financial resources. Lack of funds had been a serious problem for the school under the original program, as was discussed previously. Although now such problems are greatly diminished, one interviewee did mention the difficulties in obtaining donations during global market collapses (XII 1382-1384).

Core components: Systems interventions. This hindrance is tied to systems interventions; without fiscal aid from external contributors, the program could not function.

Stages of implementation: All stages. This hindrance was associated with all four stages, especially the three stages experienced by the initial project.

Single instance items: bureaucracy, profit and the future. At least two hindrances that have previously inhibited the school's implementation were cited once by interviewees, but never mentioned again: trouble with bureaucracy and no personal benefit from the program. Maja contributed the following:

> I find, I find the bureaucratic system in Rwanda obstructive sometimes, and confusing and frustrating, and in that sense, it's the sense of being a fair numbers of barriers to overcome, but over time, they're resolved, so, in one way, nothing is not helpful; there are things which slow things down, which frustrate and make us change plans, which is normal, I suppose. (XII 1379-1382)

This problem is yet another facet of systems interventions. If there is a disconnect between government regulation and the program, either the program must be changed, or an effort must be made to alter governmental regulations. As no specifics are given about these barriers, it is impossible to pinpoint exactly during which stages this hindrance was experienced. However, as governmental support or acceptance would be necessary during every stage, this hindrance is related to every stage.

One described certain volunteer services as being difficult because the interviewee did not personally profit from the hard work invested. The reaction of the interpreter (he laughed) may indicate that the statement was not entirely serious. Be that as it may, this statement does relate to decision support data systems and facilitative administration. With appropriate feedback loops, administrators can collect information on employee satisfaction and seek to find solutions to problems that are making the work difficult. This hindrance was related to activities completed in the full operation stage.

A potential problem that one interviewee cited is not a current or past problem. Rather, it is a problem of future sustainability in the full operation stage: over-reliance on one person. Currently, the deputy director is receiving training to help her take some of Maja's administrative role onto herself (XII 1351-1358).

To help the deputy take over will require training and mentoring: a question of coaching and preservice/inservice training. As this training is to help someone prepare to fill an administrative position, it is related to the core component of facilitative administration.

CHAPTER V

DISCUSSION

The data collected and analyzed in the previous section is rich and complex, demonstrating the complexity of the factors that are associated with implementing a program in the developing world. At first glance, it may be difficult to discern overarching conclusions, though many useful, practical implications are apparent. However, we may draw some general conclusions from this information.

Salient Events, Stages of Implementation, and Core Components

In the interviewees' narratives about the process of implementing the Maja Foundation school, several events stood out: proposing and agreeing to the creation of a school for street children; the arrival of Maja and a steady source of funds; the buying of a building; registration; firing a problematic employee; and expanding and diversifying the school's activities. The narratives which the interviewees provided fit well in an implementation science framework; the core components and stages of implementation are very apparent in their accounts.

However, it is also apparent that, in practice, the stages of implementation are fairly flexible. In the instance of the Maja Foundation School, the process of creating the school was not intentional from the beginning, and different aspects of the program were added at different times. In practice, the Maja Foundation School did not experience each stage in a uniform, progressive manner. In spite of this, it is possible and useful to make sense of the process of implementation using the stages of implementation. The stages proved immensely useful in understanding and organizing the information that the interviewees provided.

All of the core components were in some way related to the information provided by the interviewees. However, Preservice/Inservice Training and Coaching are noticeably less prevalent

than the other core components. Although this may be due to an utter lack of these components as training is mentioned in passing, we can surmise that it exists. It is perhaps more possible that this lack is due to these components not being as important to their roles as other aspects in the interviewees' minds. Considering the relative novelty of implementation science, this is not impossible. In the future, while conducting interviews of this kind, it is advisable to ask directly about training and coaching in order to ensure that the interviewee provides information on these core components or the lack thereof; otherwise, in describing their roles, they may not volunteer training and coaching information. Also, as this program is highly collaborative in its design as well as its functioning, there is perhaps less of a need for training and coaching for the current staff and administration, as most have had some sort of role to play in the actual design of the program (although with staff turnover, this component will likely become more important). It is also possible that training and coaching are conducted in a way that feels natural and informal so that the interviewees see it as being embedded in their job rather than a separate component of the program.

Perhaps one of the most important themes that emerge from this examination of the implementation of the Maja Foundation is that Systems Interventions is absolutely crucial to the existence of the program. Without the support of external systems, government regulations can interfere with program plans, the community will not get involved and provide support, and funds essential to the program's functioning will be unavailable. While the other core components are more concerned with improving fidelity, Systems Interventions is the core component that ensures the very existence of the program. To start and maintain a program, an active effort to find external support is vital.

Helps and Hindrances

All information that the interviewees described to have helped and hindered in the

implementation process is potentially useful to know to create and maintain a similar program. However, it is especially interesting that the interviewees cited benefits to themselves and their families as well as seeing others benefit from the program as motivating. In other words, that which makes them feel that their role is personally beneficial or that they are effectively helping the target population is extremely encouraging to them. This finding has parallels in the literature on compassion satisfaction and compassion fatigue; the satisfaction a professional feels in helping the target population is cited as great source of job satisfaction in helping professions (Cabana et al., 1999; Conrad & Kellar-Guenther, 2006; Rey, Walter, & Giuffrida, 2004; Samios, Abel, & Rodzik, 2013). This has great implications for decision support data systems and facilitative administration. It is useful to collect and use data to find if the practitioners feel that the program they are implementing is worthwhile. If not, it is unlikely that they will put much effort into implementing it. Providing information on the results of the correct implementation might help get employee buy-in for programs that are being implemented.

Also, in addition to demonstrating the general effects of the programs, it is especially important to ensure that the employees feel that they are personally benefiting by supporting the program, seeing as it was cited directly or in passing in almost all responses to direct queries on helps in their roles. From the interviewees' comments, we can see that benefits that help an employee in his or her role are not limited to salary; rather, they can include the work environment, the relationship with the administrator, the professional development they feel they receive on the job or benefits for their children, for example. This has implications for measuring and responding to employees' satisfaction and the difficulties they cite in bringing the program to the target population. Incidentally, this sort of responsiveness is perhaps one of the reasons that the interviewees feel so satisfied with the school; the collaborative process described by some interviewees indicates that all employees have an important part in the planning process and an administration that is willing to discuss issues in a collaborative manner. This can be linked back

to research on the benefits of collaboration in programs aimed at helping others, for example, trust and collaboration between teachers and administration in schools (Tschannen-Moran, 2001), nurse participation in organizational decisions in nursing homes (Flynn, Liang, Dickson, & Aiken, 2010) and collaborations among nurses as well as between nurses and doctors in patient care (Schmalenberg et al., 2005a, 2005b; Twigg & McCullough, 2014).

As for hindrances, by far the two most salient problems are the lack of funds, mentioned primarily in passing, and interpersonal problems. The question of funds once again highlights the importance of Systems Interventions in ensuring that a program will exist at all. The issue of interpersonal problems has great implications for Staff Selection, Staff Evaluation, Decision Support Data System, and Facilitative Administration. It is important to hire individuals that will support, not interfere, with implementation. Although the topic is too rich present in detail here, there are processes that are more effective for hiring individuals, such proper interview techniques (McDaniel, Whetzel, Schmidt, & Maurer, 1994). After identifying what characteristics would be most conducive to the implementation of the role for which the individual is being hired and using an effective vetting process (for more information on appropriate selection procedures and implementation science, see Fixsen et al., 2005 and National Implementation Research Network (NIRN), 2012b). It also is important to consistently check up on the performance of staff to identify problem behaviors. To identify problems in administration, such as the problems that this individual allegedly caused, it would perhaps be important to ensure that there are ways to collect anonymous feedback from staff on the effectiveness of administration.

The school currently appears fairly stable. However, to continue for an extended period of time, it will be vital that the school be sustainable, especially when it comes to the staff and administration. There will be turnover at some point; if the program loses someone that it cannot replace, the difficulties caused may cause the program to founder. However, Maja is taking steps

to ensure that this does not happen, training the deputy to take more control of the school. If successful, the program will be much more likely to continue for a more extended period.

Limitations

One of the great limitations of this study is that it is retrospective, and, human memory being conspicuously subjective and notoriously mutable, it is entirely possible that the way that the subjects remember events is significantly different than how they would perceive those same events, were they to be in the same situation again. In this way, the experience as remembered by the participants may be incorrect. Being individually subjective and possibly transfigured through time and later experience, the information gleaned from the various interviews may have limited applicability in similar situations.

Yet another limitation is that only part of the implementation process is covered in examining the stages of implementation. There is a wealth of information that would be highly useful that is not asked about in the questions, nor found in the answers given. Though the information gained should be useful, there is much more that could have been discussed in the interviews, such as more direct information on staff meetings, hiring processes, training, and so on.

One last limitation is that the models used here are only part of the models now available in implementation science. Using some of the newly expanded models could provide more information. However, the most basic principles of implementation science should be demonstrated by the models used.

Despite these limitations, this study should provide an informative view of the implementation process as viewed by the participants, and hopefully will lead to improvements in the exploration of program effectiveness and the improvement of programs in the developing world.

Conclusions

Thus, the framework used for analyzing the Maja Foundation School is useful in understanding the implementation process that a program experiences and informing later practice, although the stages are very flexible and overlap each other to a significant degree. The trends noted in the interviews using the stages and core components of implementation have great implications for informing implementation procedures in the developing world and beyond. The results of this thesis demonstrate the potential of implementation science to understand implementation and its usefulness in identifying strengths and deficits in implementation.

As for potential future research, future qualitative research into this topic should include more specific questions concerning the core components, especially training and coaching. More specific questions directly related to these core components that ensure staff competency can contribute to a greater understanding of the dynamics of training and coaching in the developing world in programs, such as this one, where participants have taken part in designing the project and for whom training on their own program would be redundant, as well as in those programs with a more top-down approach.

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APPENDICES

Appendix A. Interview Questions

Interview Questions

1. What is your role in the Maja Foundation School in Kinamba?

    a. How does your work affect the overall Project?

    b. How does your work fit with the work of others of the Maja Foundation School?

    c. Are there any others that had the same role as you? If so, who?

    d. What is helpful to you in accomplishing your role? What is not helpful to you?

2. How did you become involved in the Maja Foundation?

    a. Which people were responsible for informing and/or inviting you to be a part of the project?

    b. What made you decide to support the Project?

3. How would you describe the purpose of the Kinamba Project?

4. Are there any others I should talk to?

Appendix B. Coding Manual

Coding Manual

Coding instructions

Most simply put, the coding process is as follows: the coder will read through the interviews until an item is discovered. The coder will then record in on the corresponding Excel sheet the following information:

1. The interview number and the line number

2. Related core components

3. Related stages of implementation

Definitions of Core Components

Staff selection. For every position in a program, there exist certain prerequisite skills, abilities, educational attainment, etc. Though some training is to be expected specific to the program, there are certain things that staff should already be equipped with prior to their employment in the program, whether it be a degree or certain interpersonal skills.

Preservice and inservice training. Prior to and during service in their new positions, new staff require a certain amount of training specific to their new duties, providing information and feedback as to the proper use of new skills.

Ongoing coaching. Coaching includes feedback, encouragement, support, reminders and guidance from a competent coach. In this way, the staff can, with on-the-job support and assistance, be trained to function with fidelity.

Staff evaluation. It is important that there be in place some means of evaluating the fidelity of the program. There must be some way of providing administration/purveyors the information necessary to guide further decisions on training and coaching.

Decision support data systems. In addition to information about the performance of staff, there must be systems in place to more deeply analyze the processes and the effects of the program. It is important to measure both if the program is functioning as designed and whether the program is achieving its goals. The importance of these feedback loops cannot be overstated; without them, the program is essentially rudderless, with no means of correcting its course.

Facilitative administration. All of the efforts to ensure the fidelity of the program must be coordinated and guided. This is the job of the administration. Without an administration that actively facilitates the proper implementation of their program, it is difficult to see how any organized, cohesive effort at delivering the intervention can be achieved.

Systems Interventions. No program exists in a vacuum; each program is embedded in a network of external systems. It is from these that vital resources are obtained, including organization, vital funds, and human resources. Without funding or political support, for example, many programs would collapse. Without the support of external systems, programs cannot begin or be maintained.

Definitions of Stages of Implementation

Exploration and Adoption. After a certain unmet need is determined and a possible means to address it found, there is a period of examining whether or not the potential program is indeed the best alternative. This includes looking for support, assessing whether or not the program really meets the need, exploring the acquisition of purveyors, and so on. This exploration phase ends when, after considering the options, a program is elected for adoption and the decision is made to proceed.

Program Installation. Once a program is decided upon, there comes a period of installing the various parts of the intervention. This includes acquiring funding, hiring purveyors, obtaining building space, and the myriad other details that are needed before a program can be

initiated. This period ends when the next begins, or when the new program is used by new staff with the first recipient of the program.

Initial Implementation. This stage begins, as stated above, when the installation stage ends, and the program is actually used on its first recipient. This period is a time of continuing development, and the program is unlikely to be operating with the degree of fidelity desired. Without proper implementation procedures during initial implementation, the program can stagnate and eventually expire.

Full Operation. This is the point when at least half of the positions in the program are filled with practitioners that meet the fidelity criteria. This is the period when the program is fully operational, serving the program recipients with a high degree of fidelity. This is when the effects of the program are most likely to be seen most accurately, and the greatest good is likely to be achieved.

Definition of Items

The term "items" here designates pre-existing categories that the researcher created to describe salient events that were described in the interviews. The coder will read through the interviews looking for instances of these specific items, or a point where a statement that falls into one of the item categories is found. The items are described in the following tables (Table 6 & Table 7). The name of the item is on the left with the abbreviated title assigned to that item; the description of the item, also found on the coding sheet, is found on the right, as well as some suggestions on possibly related core components. It is important to note, however, that these items are not limited to these components, and an instance of an item may be unrelated to some or all of the suggested core components. As there is only one male interviewee, feminine prepositions have been used.

Table 6

Category Descriptions

Name	Description
Administrative assistance-Maja	This item is for all instances that the interviewee cites as being
Admin. Assis. Maja	a time when Maja specifically did an act of administration that
	aided the program. Acts of administration involve, but are not
	necessarily limited to, planning, expanding programs, directing
	events, hiring and firing staff, and so on. Possibly related core
	components include Staff Selection, Staff Evaluation, and
	Facilitative Administration.
Benefits to others	Instances of the interviewee citing seeing the benefits that
Benefit other	others receive as helping them do well in their role at the Maja
	Foundation. This category is specifically aimed at answers to
	the interview question "what helps in your role." Possibly
	related core components include Decision Support Data
	Systems
Community initiative	Instances where the interviewee describes a member (e.g.,
Comm. Init.	Tatjana) or members of the community striving to find a
	solution to perceived problems (e.g. street children). Possibly
	related core components include Systems Supports.
Example of another as a help	Interviewee cites the example of another as a help in her role.
Ex. Help	Possibly related core components include Facilitative
	Administration

(table continues)

Name	Description
Financial assistance from Maja *Finances thru Maja*	Interviewee cites financial assistance provided through Maja's direct assistance as being an important help to the Maja Foundation's proper functioning. Possibly related core components include Facilitative Administration and Systems Supports.
Maja herself as a non-specific help *Maja, non-specific*	The interviewee makes non-specific statements that Maja has helped, but doesn't say how, except perhaps the effects of her efforts. Possibly related core components include Facilitative Administration, but there may not be enough information to make a clear decision.
Internal collaboration *Inter. Coll.*	The interview state that the assistance of others that work for the program provides help in their or other individuals' roles. Statements may include such phrases as "working together," "coordinated." Possibly related core components include Staff Selection, Staff Evaluation, and Facilitative Administration.
Personal abilities *Pers. Abil.*	The subject indicates that her abilities, such as social skills, a love of children, courage or educational attainment, help her accomplish her role. Possibly related core components include Staff Selection, Preservice/Inservice Training, and Staff Evaluation.

Name	Description
Personal benefit *Pers. Benefit*	The interviewee states that the effects of the program on themselves or family are incentive to perform their role well. Possibly related core components include Decision Support Data Systems.
Problematic participants leaving *Prob. People leaving*	The interviewee describes individuals that caused difficulty in the implementation of the school leaving, thus no longer being a hindrance. Possibly related core components include Staff Evaluation, Facilitative Administration, and Staff Evaluation.

Each statement fitting one of the above descriptions counts as one instance of one item (as explained above, the "items" are categories, the coder counts "instances of items"). As the conversational nature of the interviews may lead to some ambiguity as to whether a statement or series of statements count as one instance or multiple instances of one or more items, the following rules have been established defining what constitutes an instance of an item:

(1) An elaboration of an item following the initial statement counts as that same instance of that item (e.g., the giving of an example to elaborate on a stated instance of an item; however, an example or a list of examples not unified as an elaboration of a specific instance of an item count as separate instances).

(2) Two consecutive statements that belong to the same item do not count as one instance of that item, unless part of an elaboration or a restatement of the exact same idea (e.g., "the Maja Foundation helps me, and the Maja Foundation helps my

Table 7

Hindrance Descriptions

Name	Description
Interpersonal problems *Inter. Prob.*	The individual states that problems between individuals working to implement the program have caused difficulty in accomplishing roles. Possibly related core components include Staff Selection, Facilitative Administration, and Staff Evaluation.
Lack of financial resources *Lack of finances*	The interviewee describes problems with implementation because the program had no access to funds. Possibly related core components include Systems Supports.
Nothing out of it *N.O.O.I*	The interviewee is discouraged because the interviewee gets no remuneration from the project. Possibly related core components include Systems Supports.
Over-reliance on one person *Over-reliance on one*	A statement by the interviewee about the possible difficulty caused by the reliance of the Maja Foundation on one individual. This is the only hindrance that deals with the future, not the present or past. Possibly related core components include Facilitative Administration and Systems Supports.

children" belong to the same item, but count as different instances of that item, but "the Maja Foundation helps me, I can eat now because of the Maja Foundation" count as the same instance of that item).

Coding of Items

Once an instance of an item is identified, it is coded in the Excel coding sheet. Each item category has its own sheet in the Excel document, each sheet labeled according to shortened title in italics in the preceding tables. The sheets are arranged in alphabetical order of item name (the same order of the items in the tables; Hindrances follow Helps). Each sheet has the format in Figure 3.

The name of the item is in the row labeled *Name,* and the description follows in the next row. There are two blank rows following the description, after which follows an abbreviated list of the core components and the stages of implementation, accordingly labeled. The abbreviations are described in Table 8.

When the coder finds an item, the coder must open the Excel document (if he or she has not already done so) and open that item's coding sheet, using the abbreviated titles on the tabs at the bottom. The coder must then write in row four to the left of the list of core components and stages the interview number (roman numerals) and the line numbers (Arabic numerals) that contain the item. Then, in the column headed by the position, the coder places a one (1) next to every core component and/or stage that is directly related to the item; that is, the item directly helps or hinders the specific core component, or is directly helped by proper implementation of the core component. (It is possible that not enough information is present to directly link an item to any core components or stages, but this should be fairly rare and more common for determining the stages. It may be limited merely to the "Maja as a non-specific help" item due to the vague nature of the statements belonging to this category.)

For example, in the example given above, we see that the name of the item in question is the hindrance "interpersonal problems." In the fourth row, we find that both the items were found in the first interview, in line 15 and in lines 49-50. We find that for both items, the coder found sufficient reason to link the items to Staff Selection, Facilitative Administration, Staff Evaluation, and the Initial Implementation stage (i.e., the problem hindered and/or should be addressed by Staff Selection, Facilitative Administration or Staff Evaluation, and occurred when the program was in the Initial Implementation stage).

In the event that a coder finds information that appears to be an item related to the implementation of the program, but it does not fit in with any of the pre-existing item categories, the coder should contact the researcher for discussion with all the coders as to the possible inclusion of a new or even revised category.

Name:	Community initiative					
Description:	Instances where the interviewee describes a member (e.g., Tamar) or members of the community striving to find a solution to perceived problems (e.g. street children). Possibly related core components include Systems Supports.					
		I 15	I 49-50			
Core Components	SS	1	1			
	PIT					
	OC					
	FA	1	1			
	SE	1	1			
	DSDS					
	SI					
Stages	EA					
	PI					
	II	1	1			
	FO					

Figure 3. Worksheet sample.

Table 8

Abbreviation

Abbreviations	Core components and implementation stages
SS	Staff selection
PIT	Preservice/inservice training
OC	Ongoing coaching
FA	Facilitative administration
SE	Staff evaluation
DSDS	Decision support data systems
SI	Systems interventions
EA	Exploration and adoption
PI	Program installation
II	Initial implementation
FO	Full operation

Appendix C. Helps and Hindrances: Graphs

As described in the methods, three coders studied the transcript for instances where these categories are mentioned. This information was compiled into bar graph form and served to guide the identification of the most relevant stages and core components of implementation (Figures 4-15). This section presents the helps (RQ4), hindrances (RQ6), and the connection to the most relevant core components and stages of implementation (RQ5 and 7).

As the different groups interviewed provided slightly different information, the bar graphs present the information from all participants together (the dark blue bar) and the separate results for those directly involved in the implementation process: the teachers (red), the administration (green), and the staff (light blue). The bars represent the frequency with which on average the coders associated the core components of implementation and the stages of implementation with the category in question. In other words, the bars represent the average number of times that a coder found a connection between a help/hindrance and the indicated stages and core components of implementation.
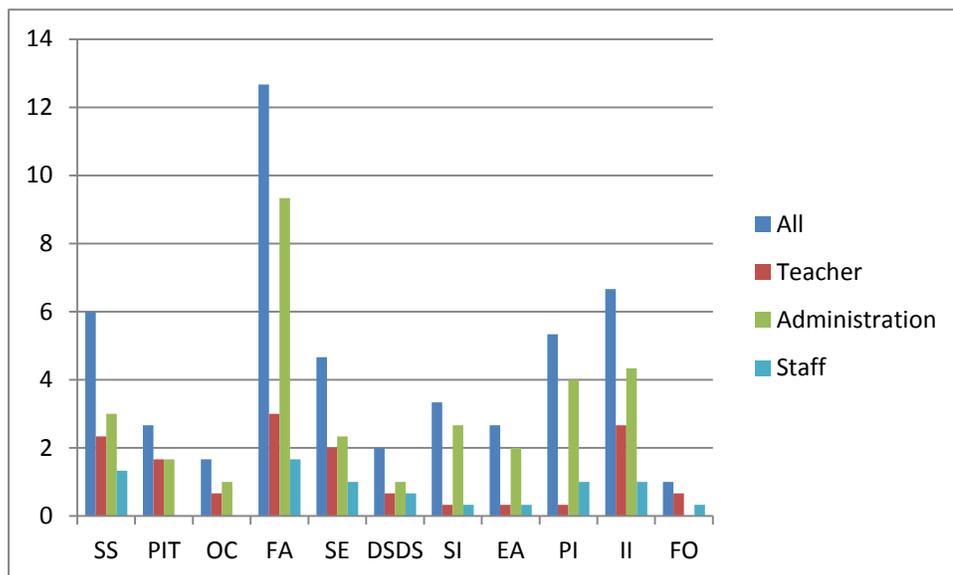
Figure 4. Administrative Assistance-Maja.
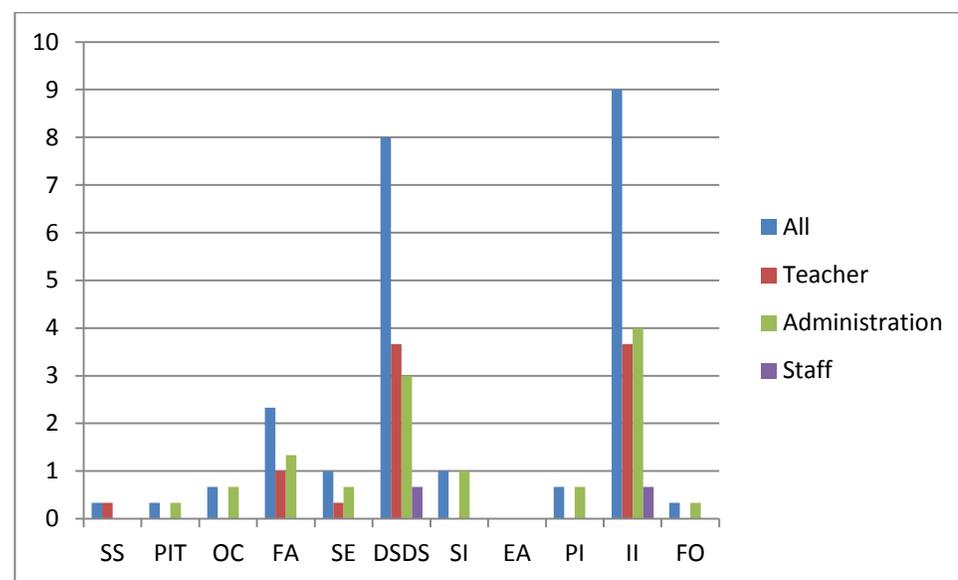
Figure 5. Benefits to others.
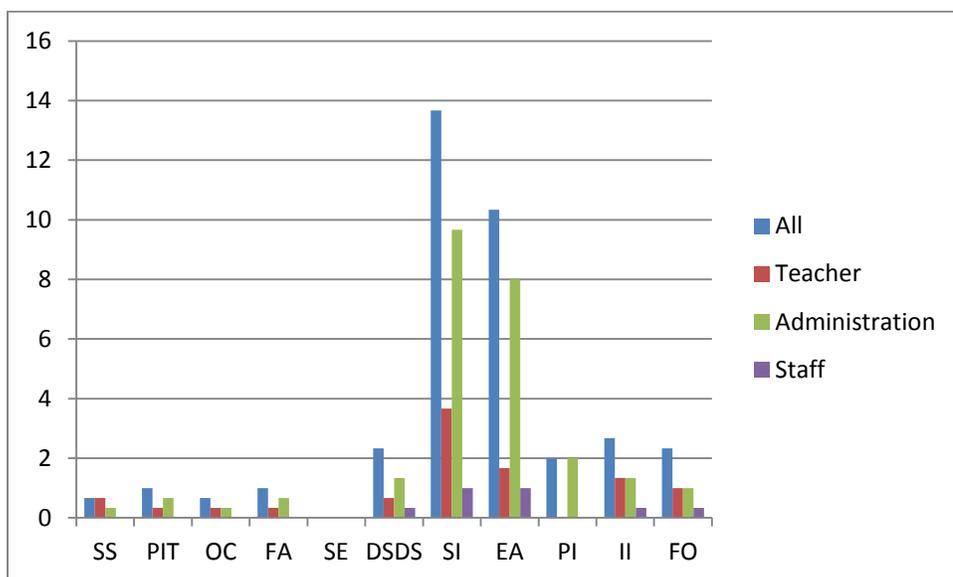
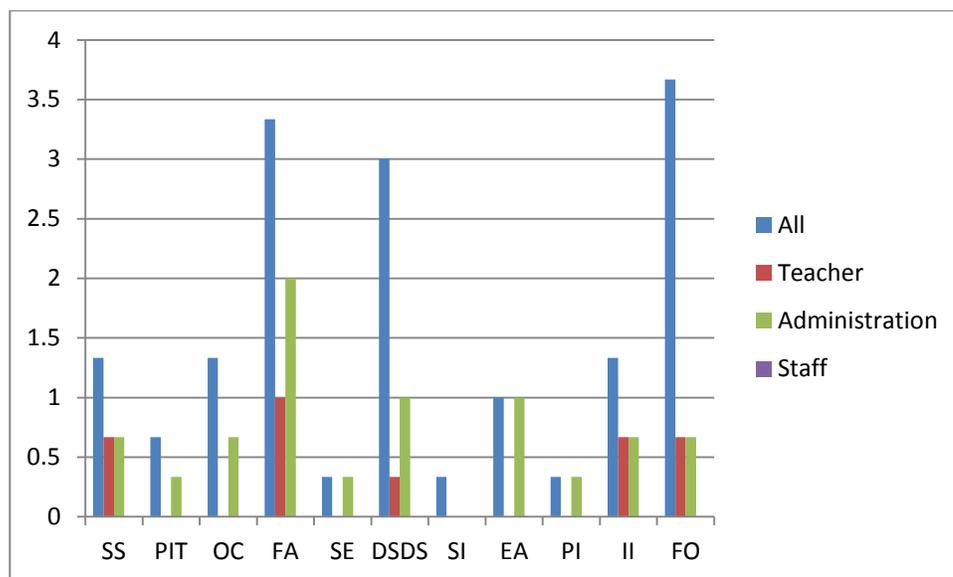*Figure 6.* Community initiative.

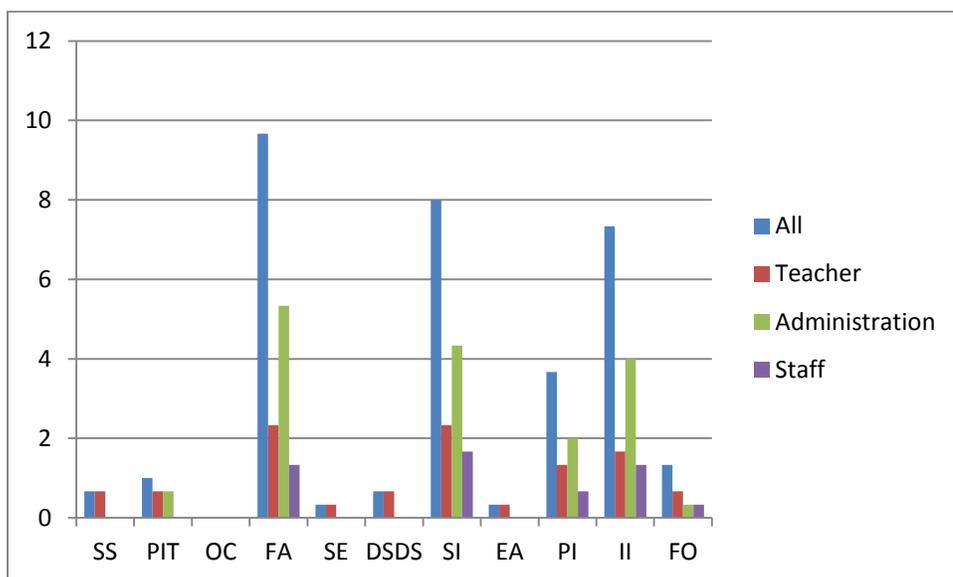
Figure 7. Example of another as a help.

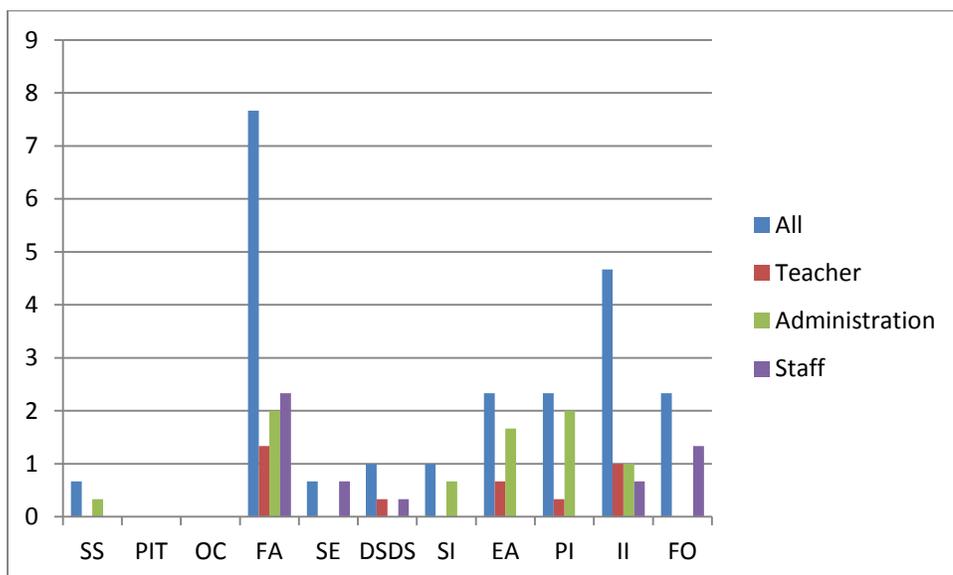*Figure 8.* Financial assistance from Maja.

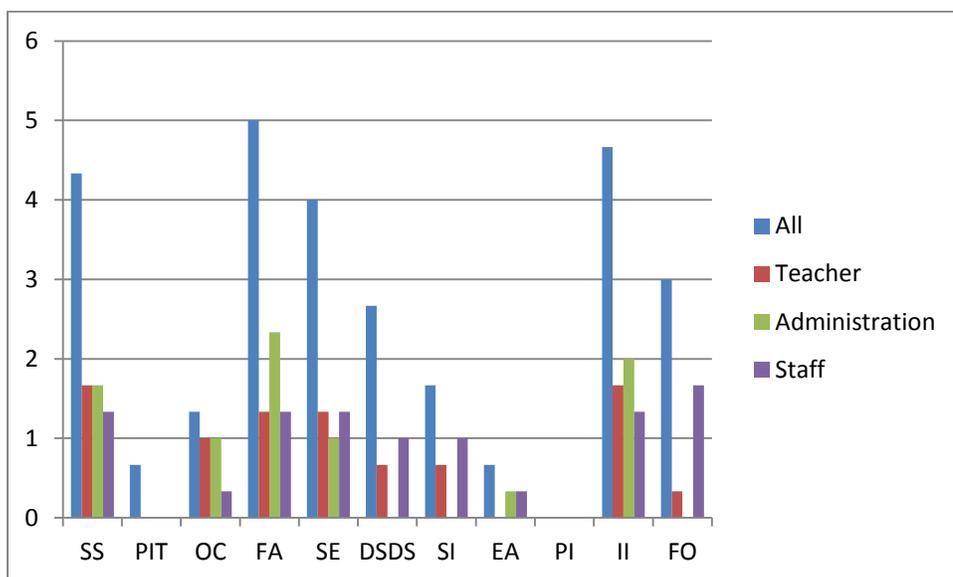
Figure 9. Maja herself as a non-specific help.

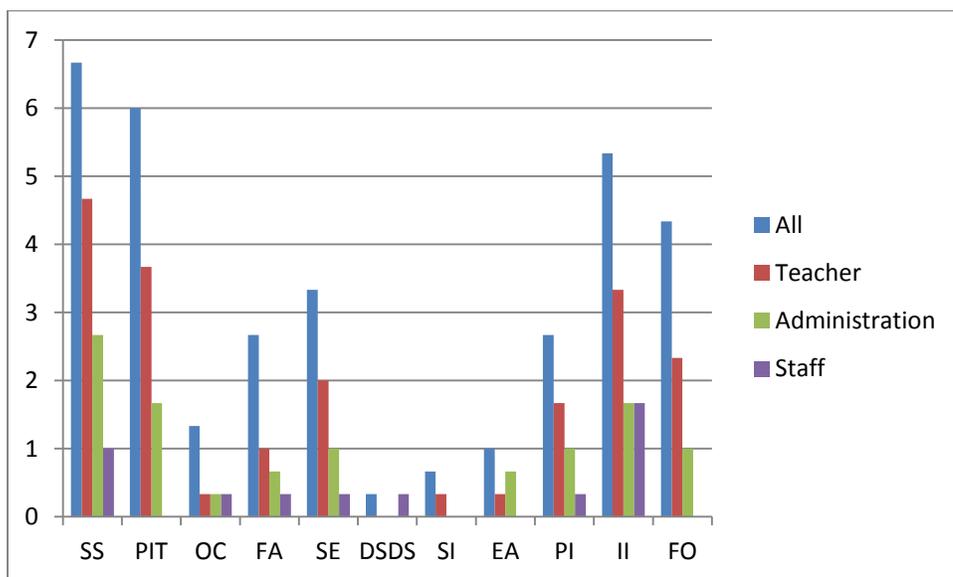*Figure 10.* Internal collaboration.
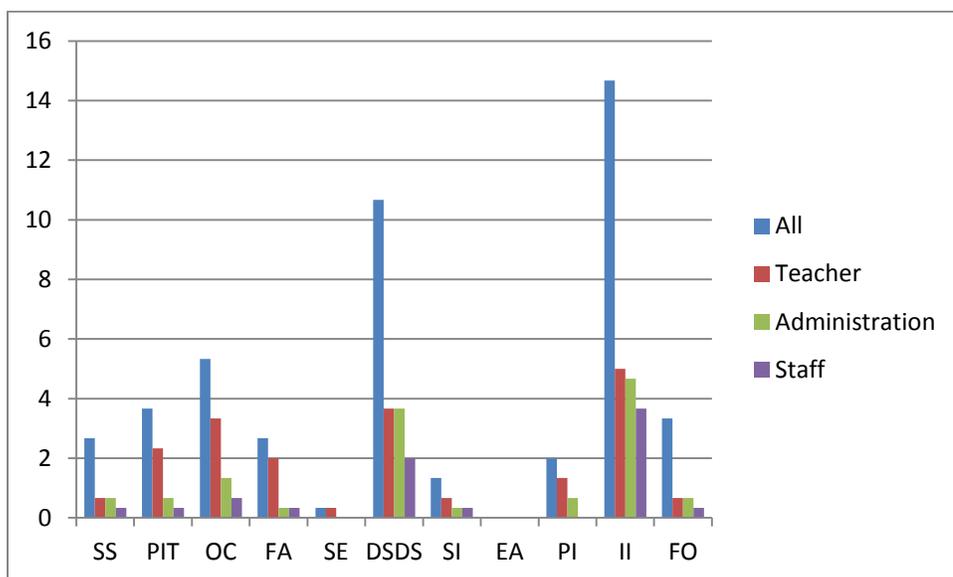

Figure 11. Personal abilities.

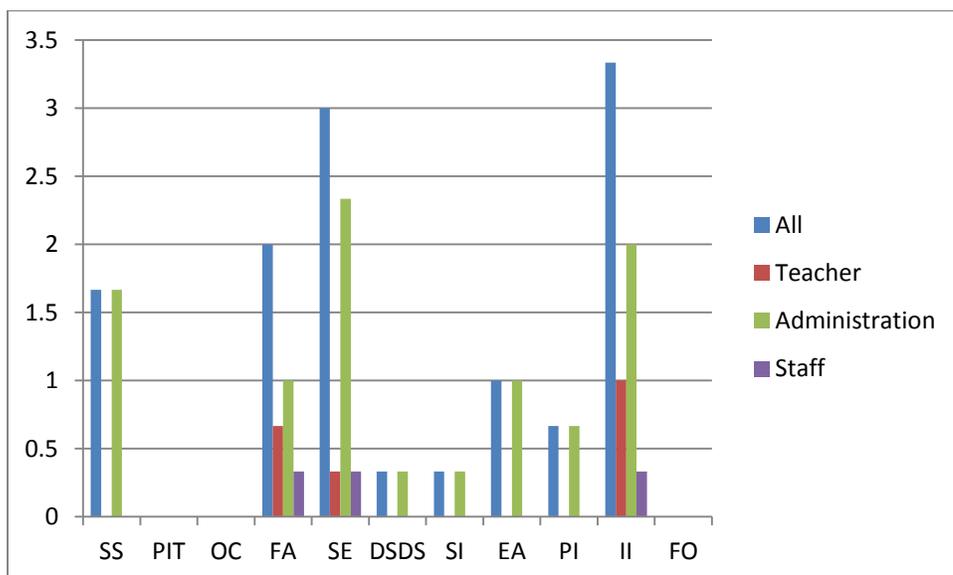*Figure 12.* Personal benefit.

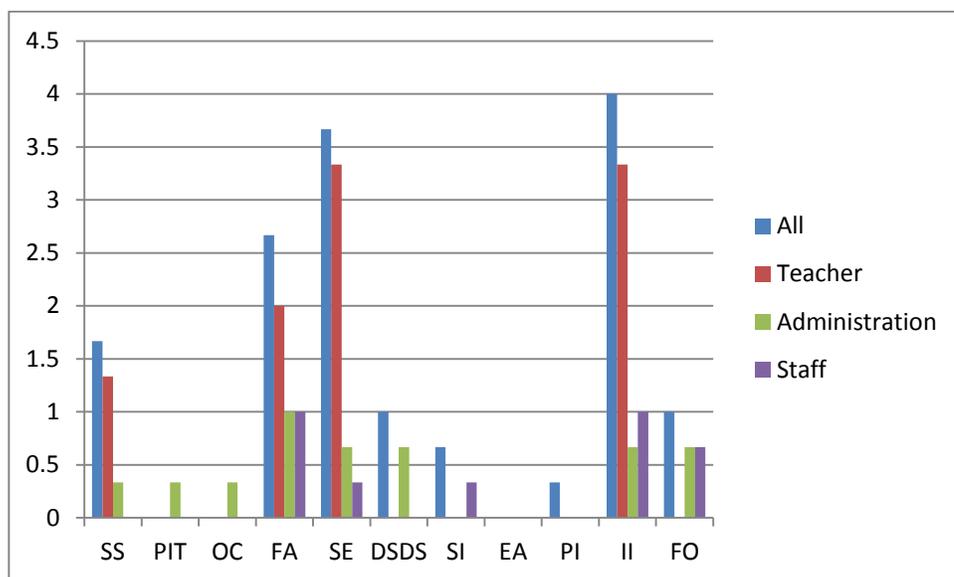*Figure 13.* Problematic participants leaving.
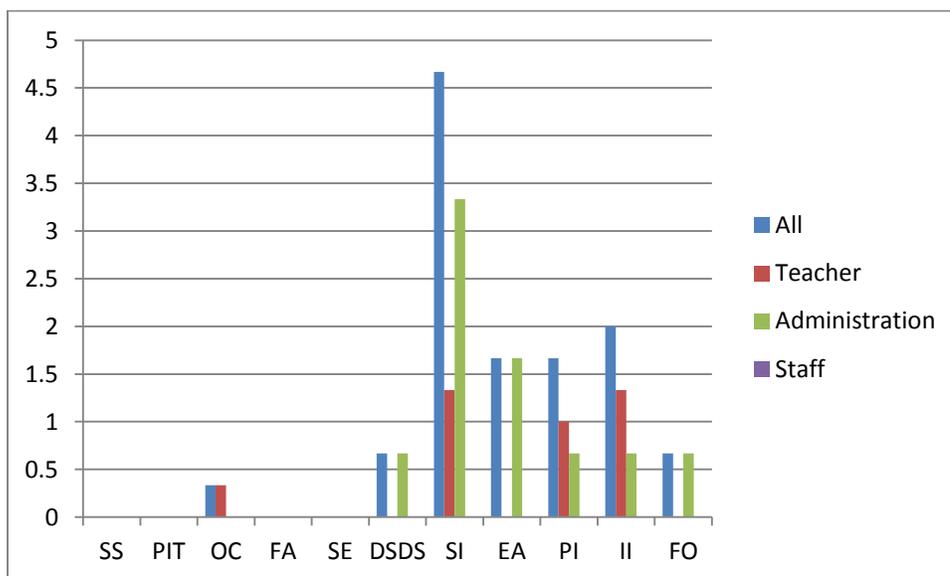
Figure 14. Interpersonal problems.

Figure 15. Lack of funds.

Appendix D. Selections from the Interview Transcript

Selections from the Interview Transcript

As most of the interviews were conducted through a translator, the recordings contain frequent periods of speaking in Kinyarwanda. An ellipsis marks these moments in the transcript. Also, not all words were intelligible in the recordings for many different reasons (e.g., noise, unusual accent, the individual spoke too quietly, etc.). In those instances where the researcher was not certain of the exact word, he included an approximation of what it sounded like in parentheses. The word "unintelligible" in parentheses marks those parts which were completely incomprehensible. It is important to note that selections in third person are through an interpreter, and selections in first person are in English.

Interview I

5-10 "Okay, um, I am among the committee members of this (*name of the committee*), it started in 2005, it started in Kinamba, so we worked down 2006, so, Maja, she came, she helped us, so when she came, because for us we had no how we could stand it, so Maja, she came, we hired men, womens on the—which are bringing this (job?) under (unintelligible)… we had many widows because of HIV, we had children on the street, so all those when you combine them together, when Meg, she came, she helped us, she put those children in the nursery."

14-16 "…we were working with Zoran by then, so we had some problems with Zoran So Zoran, he went. He ask Maja to go. So, he wrote, he wrote a letter, that he is going. So, he went, we remained here with Maja and continued."

18-19 "By that time, for us we had no money, because, all of us, we had… yes we were contributing, yes, some original money, there in the beginning, but most of us had no job…"

30-33 "Yeah, just, uh, just putting together our thoughts because for us we had no money, we could not, we could work, maybe, (we could pay?), but so she's done we did a big job. Because, even for us, it was just a nursery. But when she came, she helped all those womens, those HIV ones I told you, the widow… anyway, she did a lot, for us who could not do it because we had no (outcome?) solve it."

42-44 "For us what we did in the beginning, (anywhere) we were down in the house, we were just renting, just a bunch, a bit, just original money for renting the house and to buy the small benches, there was nothing else we did."

47-49   "Yeah, and the renting the building, but when, Zoran, he came, when he came, with the others, they were not working together. There were some conflicts between. So for him he raised the, because he remained with Tatjana, so that's why Maja fired him, because both of them they are teachers"

51-53   "I was a leader in the *umudugudu*. In the area. For us we could just give the advice and just sit as the committee members and we organize. Others, for Tatjana and Zoran, for them they are teachers. So they are the one that started with Maja here."

75-77   "Because Tatjana, as a teacher, even from the beginning she was a teacher in Nursery, she say you can make again a small project of teachers, and some people can just come and help us (unintelligible) a few things. That's how it started."

83-86   "Because for us we are not teachers, we are just helping, just saying you can do this, you can do, it's only that, because in the beginning it was in a small church when it first started, but we were renting; it was for Catholics. So when it shifted, that's when it came just down off, down off (unintelligible) there, so from the other side it shifted (unintelligible) they come here."

92-99   "Well, for me, my profit was, by then, was I had young children, I had, because there is boy who is inside the school (*name*) he is my son, (*name*) he was here in the beginning, so also (*name*) also, he was in the nursery, so (unintelligible) helped me. And another thing for us, as this *umudugudu* we had many kids on the street, so for us they helped because now we have no kids moving around, they are all coming at school. So that's why, for me, that's what I can say is our profit, because there are no kids moving around on the street, and when they call Maja, she give them the uniforms, she give them parade, some of them who are (par day) she give them (class), so for us it is a profit, because if they our kids are so—when they are okay, for us we are proud of that."

104-108   "The problems we had, it is for those kids who are moving on the streets, just walking, and even you had no hope for them to pay for them, because some of them, they have no parents. Others have parents, they are very poor. They cannot afford to pay school fees. So, for me, what I see, when we are organizing maybe we can get someone who can help, and these kids go to school. And that was our intention. (This quote can be found in transcript in interview."

178-182   "But again, my question is, okay, we have nursery, nursery, nursery, but it could be good if we could have a big land, enough for Primary 1 up to P7, now from

here they are going there, they start again, they know English, they go back to start learning Kinyarwanda, the English they had they forget it, so that's been a problem."

Interview II

219   "She takes care of the children in the way of teaching"

235-239   "…it started from Kinamba, a place called (name of place), it's the name of the place… it started along with a lady called Tatjana… because she was observing how the children this place, started (going, going)… she asked the administration, the government, permission to start this school…then they approached, they think what she thought was right."

243   "…then afterwards they called Zoran…"

245-250   "It was in the end of 2005… approaching 2006… okay, until 2006 they realized there are other things they need to do for the children…and then it was necessary that they call upon Maja to work together; she was living in *umudugudu* called (Ubujera) (brief discussion of *umudugudu*) … and then Maja came and she is helping… then when she visited them, she asked them their ideas and what they thought about doing… but after she heard their ideas, she accepted to help them… then she became their sponsor… until 2007, another of them stayed in the project… now there was a problem because some were not there, they weren't available… there was a problem that made them not available… she does not know if she can explain to us about it… after they get a sponsor… there was one that used to stay here when Maja was not in Rwanda… Zoran was his name… and then there started a problem of selection of some people and others are not selected… and then he used to listen to some people and does not to listen others… and then it was kind of a problem…some were discouraged people… and then some stopped, as if somebody stop them… they stopped work… because their ideas would not match with him… and then the problems they had, but when Maja comes, the problems stop… and when she leaves the same problems occur… the members of this project seemed to have stopped work then…then Marko who was the secretary of Kinamba parish stayed… and then also Tatjana who was a teacher here stayed… those are the two only ones that stayed overcoming problems… also Magdalena stayed that was called upon as the executive member".

283-290   "She's now studying… in two thousand…in 2010 she is went back to school… then she's changed the department, because the department she was taking was not in accordance with education… she had taken Human Science… because Maja wanted her to be somebody from education, (but) then she went back and

took education… yeah, because she was working in education, she had to—because when you're working in something, you have to like it… she did the leading examinations 2011… it seems as if she is waiting for only the results, the school results, she thinks she has finished school… with what she got from school that education, that helps her to do the work very well."

292-297   "She thinks what's not helpful to her is… is anybody else who can come to frighten her or be of a negative part along with the job that she does… then that person maybe brings something negative to that job she does… 'cause when someone brings something negative to her job.. that makes you fail and the person you are working for is not happy… the most important thing is to work and do your job responsibilities...that makes the person you are working for be proud and makes you—appreciate(s) your job… she thinks that is what can make her fail her duties."

309-323   "When this school started she was living in Kigali City… because when they decided to start the school she was there… also the founding of school she was there, but she was not allowed, because of her age, to sign on the statistics and these documents, because of her age…yeah, then because of her age she wouldn't do anything, but when they were doing the meeting of starting this school she was there…it means, then, then when there would be an incident and there is no teacher she would go and replace that teacher…it was a way of helping that teacher because she was not a teacher, qualified teacher… she was saying when they called upon Maja to help them do their school…even then Maja found that she was doing the assistant job…because she was doing this caring about the children and then takes them (this scared) to the toilet and brings them back …then it was that Maja brought them here from where they were working, brought them here… when she was taking them from where they used to work to here, she was coming along… because she was also doing assisting… when they reached here, she had to buy this place, they wouldn't rent anymore, and she had to (buy) this school… when they reached to here she had to decide to take her back to school…she used to work in the morning and in night she goes to school… and then she pays for their school fees…for her… until she now is proud to make her a teacher… that's the way she came to be Maja Foundation."

328-344   "She thinks that the school has made good progress, prosperity and—yeah…anyway, because, anyway, in spite of the problems that come along, it doesn't stop Maja from helping people… not only the children, but also the old people that work here…there are some old women that now know how to write and read because of Maja… there are some who did not know how to speak English, but now they know because of Maja Foundation… there are some

categories, many categories of jobs and work that is going into the Maja Foundation… there are some people who had to learn to take photos… there are some people who have learned to use the sewing machine… there are some children that are being sponsored by Maja… there are some also who have got children that are being sponsored in the Secondary because of the sponsors Maja found for them... she thinks that Maja has—there's nothing she hasn't done to make the education, (poor)... She did her best, her (level) best so that they can get a good future… she thinks there is no one that can have a problem because of the knowledge they have got from here… because that person when he goes, he turns that knowledge that he gets from here, and that can help that person… she also thinks she will have, she will get a diploma because of Maja Foundation… that's the—an example she can give… right now they have made progress which is very appreciable…she thinks that Maja does her job, she decided, in spite of the problems that come along… that's why she's going on to help other people from different categories… in spite of the problems."

362-365   "…the first salary she got was from Maja… that made Maja to set aside for her… that made her to make her come along with the other group that's come here… that's what made her come along and then go to school and be sponsored by her to go to school… it's still the same, she's still here…and she thinks that's it."

369-379   "The purpose of the school is very wide…because as she said from before… there are so many categories in this area that the school is (situated)… because they were living bad conditions, in different ways, bad conditions… but as she says, they are now okay, they have good life… even in the government they know… even when this still going on… the bad and the good… they know, they already know, bad and good… they, even the bad things doesn't don't make the good things appear, it doesn't make overshadow of what's good… she thinks there are so many people that are gaining from this school and the government knows… she, the simplest example she wants to give is the prostitutes women that were living there and they learned the sewing, the sewing project… she thinks that, um, because of their lifestyle before as prostitutes before… and then they started making their own money from their hands… that's the first thing that can show you the positive effect of this school… because such people when they get a good life… having an origin… the country also is proud…"

387-389   "Yeah, (she say the school) as a country been proud, it's gaining, the country is gaining from this school… she thinks the purpose of this project is very wide for those people that have gained from this school…they gained a lot of things that will help them."

Interview III

400-406   "To abide by the rules of the school… to follow the instructions the school leader gives to them… to work along with togetherness with other people… and to work with others without any problem… be exemplary to the children… the care they give to them is to help them, the children, to grow and have a prosperity future… and sacrifice themselves as Maja has done to help their children.. and to work for their school to have peace and knowledge and to make our country go ahead with development… and also to go ahead with this relationship with the foreign countries and people as you come here… that makes have a big umbrella of people from different parts and that make, helps the country."

412-423   "She does a lot of things, different things… she's responsible for purchasing school's materials… she's the one responsible for purchasing food… (M asks for clarification) she's the one also responsible for this cooperative, the sewing project, to represent them… then they are this sewing project they want somebody responsible, the beads; and there was a reason why she left, there was somebody else who left and they had to replace; Maja made her responsible for that… she's also responsible for the taxes and the (under riding/underwriting) authority… she also, she(believes), is responsible for the children also (while she's) here... even the school materials… she is also the one taking the chalks, the chalks they use to write, she is the one taking to the teachers.. . she any other things she wants her to do, she does it very well and she is happy also that she works with her… she is also responsible to cook for the children because the one that was cooking for the children was pregnant… okay, whoever is not here, she is the one to replace that person that is absent… she thinks this is her second home."

429-434   "It doesn't discourage her (a lot)… that she doesn't have a lot of knowledge… okay, she doesn't have a high knowledge, a technical knowledge, but wherever she is she learned how to social work, how people coordinate… she doesn't have any problem… even when there are difficulties here, she knows how to overcome."

445-456   "In so many, before when we started, we were not here, we were in this place, we were waiting…there was only one nursery school…okay, they then moved to here, they were renting before, but then Maja had to buy it…then they were taking some classes to learn how to some, like a, how do I say, this, when, this school, these courses, the courses to learn how do to some things…there were so many different of categories things they were learning from here, some were doing, learning how to make hair, and others were doing the beads… it was very important, because she was also helping them learn, they were starting but also

she was helping them…some people were lonely, and she helped them out of this loneliness… there were some students, the children who were not studying, that are now studying, sponsored by her… she has two children… she has two children that Maja's sponsoring… okay, she also has another children, though she is not studying here, (they refused her to study at unintelligible), but she's the one sponsoring to another school… she also helps her… to help her support herself."

459-462　　"There are some (that happen)… because it is your own secret… because when you are living in a certain, or you are in a certain place... whatever is not going on well, you accept, you address it… because when you want to build a family, a big family… Maja accepted to be their, like, parent, and relative… so that Maja's, uh, whatever is good and bad they address it, overcome it."

470-472　　"They started the school long time down there…okay, when they started this school, they were looking for the people who were unable to help themselves, the children that were roaming on the streets, that's the way they came to this school."

477-486　　"Okay, she is saying the way you get to know a certain place is because other people's explanations, they tell you there are people working, studying there, or doing something in common… there were people talking about this association, who start learning something in common… she did not know she would get a job here… okay, there is a certain period of time when you are in big trouble, and then you look at people who are together, and you feel like turning to them, so that you can relax, especially in these times when people are left alone and lonely…she has a child, then…ah, she had a child seven months, then, she is studying here, the child is studying here, already… okay, she… you know when they started these three groups, some groups were doing the hair, others do the beads, others learning how to read, and she was coming along with the child… and she appreciated them doing it… okay, along with this child she came here , the child also started study."

495-499　　" … she was a volunteer then, she was not working for… yeah, because she thought it was, uh, kind of a, volunteering job she thought that it was good… because they were, uh, they were not organized... okay, then they were not even organized by the government—you know the, this book, I don't know how they call it in English."

505-506　　"Then Maja make it a working environment, then she made official… okay, then she made it official, it was organized by the government, before they were working in a random way."

Interview IV

531   "She teaches in Nursery 1."

537-538   "She thinks that the role she does is to help the children grow and develop."

549-552   "What she's saying is that when people are working together, there have so many things, they, that at a certain point, they meet, and she thinks like, for example, if she's teaching, the assistants together to see if the children are behaving well, if a child has, maybe, urinated on the ground, I mean, it would be, it wouldn't be hard for her, the assistant would come and help."

567-572   "According to her… the first thing that Maja encourages,… before when she came here… when she was a really poor person… she came here for learning how to sew… yeah the children were not feeding very well before, the food she was— they were eating here was the food they would eat for the night and the day… and then when Maja learned, knew her, she.. and then when she realized her, she made her a teacher's assistant here… and then when, happened when she realize her, she take her back to school… she is now finalizing, if God wishes, she will be getting her diploma…okay, then that spirit of caring that Maja did, made her to—encouraged her in her career as a teacher, it was something she was done for somebody, even who doesn't know her; it made her courageous to go ahead as an assistant."

578-579   "She thinks the school administration, she thinks everything is perfect, except no more circumstances that people don't understand each another; she thinks everything is coordinated."

610-612   "In general… the school helps the children, the Rwanda's children… okay, she thinks even the old people like her, she, they work here, and some women left the prostitution and they working here also. In general, it's a good—yeah.."

622   "…a poor person is a lonely person…"

Interview V

632   "She's a teacher."

639-640   "Yeah… her job, her role, makes the school progress… yeah okay to help their children get knowledge…"

641   "And to develop our knowledge. Knowledge. Yeah."

672   "The good harvest she sees from the children… that makes her like the job."

685, 692   "There is somebody who talked to her about the school and then she came to apply for a job… She was an assistant."

698-699   "Ah, because she saw the school belonged to *muzungu* people and she wished to work with these people because—in order to gain from more knowledge."

701-704   "The purpose of this school, it's wide… because the school helps the poorer children... in the category of those going to school…and they helps the children…helps the teachers also to get the transport…yeah, she also appreciates the people that come here and help them in different activities, visitors, anyway, like you."

Interview VI

718   "First of all, I am a teacher, second, I am the deputy in the Maja Foundation."

728-730   "We teach the children…and you see them in terms of education… okay, and what shows that is that, they tried to get these reports, school reports, from other schools and compare them with this standard here, and then they think they are doing a good job."

749-751   "We help each other. We have exchange, we share, different ideas, some, I give them advice, and they give me advice. For teaching, we go (to train them), we sit together, we say, what is problem, we say, okay, let us look at, let us see how we can help you get good solution."

757-761   "When Maja is here or not, when there is a problem, for example, in between children and their family, or children and teachers, I'm going to see what is happened. Then I call all the staff here, we sit together and say, what problem, how can we resolve that, or I call parent come to sit here at school, and I ask different question about children's situation or family situation, and then, there some which I observe (unintelligible) and there's another problem which I want to ask another advice."

763-766   "For example, when Maja was in the old days, I can't leave the school like this one when she's not here, there must be here like Maja, because there's someone in state or government who come to see Maja Foundation and ask some different question, I must be here and try to give some answer, go to here, what do they need."

775-776   "The second, when I am here, I see different ideas for, I get the other information that I get to know from the other."

792-794   "To (give) before, (mbiri) an example, before, our children had no playground. They have play here, they are, but, when Maja have paid us for (to go to ask) that playground, it make me happy, because our children are getting now the playground. The big space."

803-806   "She was doing was some workshops, Maja… and then she applied to Maja to come here in order to learn English then she comes frequently… then she comes frequently… then she made an application in a letter…then she said okay… she applied for the job in 2010… and then she agreed… and now she's here two years since she started at the Maja Foundation."

822-826   "The first thing, she likes children…and she was a teacher then… and then she never wanted her talents to get lost… and then… she came to teach… she was encouraged to come and teach… ah, the other things are knowledge parts and English because the government is in favor of English language, that made her to come here as teacher she came here she gains something from the books, as you come also, you add the new words that (she learns)."

833-837   "Okay, as a government, she can say that it's a country that understands the vision of the country...especially in education…okay, they are helping the poor ones…beginning with the children…Kinamba Project, she believes, is to help the children who have not gone to different schools, as to her, she thinks it is good for the Rwandans…especially in Kinamba area here… oh, she also, yeah, in this area, but also, she wants, she wishes, that it grows wider."

Interview VII

864-868   "His role…normally…okay, he is a subordinate to Maja when she is not here… he is supervising the employees…okay, taking care of the people who are learning how write and how to read and the women the beads and sewing and seeing if it works very well… in general he is responsible to see every activity (is a smart move) I think…okay…okay, he's also a spokesman of the school when Maja is not here, presiding over meetings when they are invited, he does everything."

872-874   "When things are very well… the children are studying very well… yeah, because his work is also dealing with the employed people, especially the women when they get employed… and also to widen the project."

879-882   "Ah, okay, his work fits sometimes positively or negatively because some people are—he's also among the people that can decide to fire a certain person, and those people fired are not happy, so they are—some people are happy because

they are being employed, and others are unhappy because they are being fired, so kind of a collision."

893-897   "It's courage, normally this project… okay, before (normal) they started this project to help the children who don't have parents, or those who are parents cannot support themselves, so it helps him to see that the children are going to school and being helped… yeah, it's a good sign that what they wanted to do is coming up and it's being, it's progressing… yeah, that can stop you from being courageous…nothing more."

907-911   "In brief, this project… was started by… the category of leadership…there was a teacher also that had a good idea… to start this project…he was secretary in the—*akagari* is a kind of parish, so he was secretary, and so, that teacher started, told him about this idea, this school project…"

913-918   "What he would like to say, the project was started in 2005, they started it in 2005…in 2006 they met Maja…and then she visited them because they were neighbors, she was living around here… and then it was in March, and then in September, she had to, they started to help them and then move them to this place, and when they reached here, they hired the house for seven months, fortunately they had a kind of good luck, because she had to buy the house, this house, and then bought it for them…and up to now they have been working here, it has been now six years that they are working from here."

931   "…another one is Zoran…"

935-939   "The purpose of this project… first of all… stops them, uh, stops—help them stop these children from wandering the streets…okay, helps also the people who are unemployed to learn certain things that can help them, like the women with the beads… in this contact they have got to teach people how to (unite them to consolation)…yeah, he thinks those are the three basic things he has to has to say about the purpose of this project."

Interview VIII

956-957   "And from that small job which she do here, she help him to get some few money to grow up (and learn in life)."

967-968   "They send their children here to study… the children don't be hungry, they get porridge, they are in the feeding program… after their children, also he gets some few money for help her in Maja."

976-977   "Yes, because they come, she was coming, and she was showing the others, and

that others they had the same problem, when they are together, they share their ideas."

983-984   "From those ideas which they share, they can make different things, perhaps she not make dolls, another not make baskets, another can go and say, oh, you can do—like to make this chair."

993-997   "For her, she's happy when she saw the children to come here, and to be together with the other children here, to get some different materials for Maja Foundation, and to get school fees, everything, she say Maja, or project Kinamba. God, we bless this project Kinamba…accord her, how she was like before, when she has not gone to see, or to be in Maja Foundation, Kinamba, she was (right) and his children, but, she was coming in Maja Foundation, she has wake-up."

1030-1033   "The purpose of Maja Foundation, according to her, she say it is a school to help the very, very poorest (of) children (have) parent and, but in education, (but in) education because if not in education, the children must be (allowed), but is everything (allowed), but Maja Foundation is coming for to help those that have no chance."

Interview IX

1086-1087   "…there are some ideas which she get, new ideas."

1091-1092   "For his children, his children cannot—his children can get something from the Maja Foundation like shoes, clothes, materials, school materials."

1098-1099   "From different ideas which she get, the children get something, donations from Maja Foundation, she is happy to be here all the time."

1123   "It is, the purpose of the Maja Foundation is to help the poor person."

1127-1128   "She is very happy, and she, for her, and she wish to be, to say every time, God bless Maja, God bless Maja."

Interview X

1140-1141   "When she coming, she work in association, and she send children here to study and she is helping about the children."

1156-1157   "For example, if different people come to give the order, order for some clothes, for example to make this one, and she don't know, if she make the first one, she know, she get, she develop her knowledge."

1159-1160   "Mm…there are some people, there are some people who comes here in Maja Foundation, for example, bags, and she (can) encourage the other outsides to come in Maja Foundation and to give order."

1169-1171   "She's happy when she's here in the Maja Foundation…because this school help them help the children…so in general, if the Kinamba Project could not be here, the children must be around outside not in class, in education."

1201   "The purpose of the Maja Foundation is to help the poor, and to look the future in education."

Interview XI

1226-1235   "She is poor…and she (only) have…but when Maja (for her) to come to Maja (clothes) to tailor, she help the school for to do, (unintelligible) those clothes or uniforms, for children, but also, Project Kinamba, help her to get some, that few money for to pay, how is what she need in life…and she say, she sew in Maja Foundation, there are some things, which make her feel happy, and which— which give her to come to be already in the Maja Foundation…for example, she has start, she has start here, to make clothes, to be tailor, she has start here in the Maja Foundation…she has (steady works to pay)…but, also even when she has started to tailor and she has brought his child, his child was start here, here in Maja Foundation you (love to pay)…there are sometimes when she have not that job for to come to make clothes, or to come to make dolls, everything, but if she has problem, she think, if I go in Maja Foundation in Kinamba, I can get something, so she coming, and she ask to Maja the problem which she have, Maja can solve that."

1237-1240   "First one, when she is together with the others, working, she is happy… they share different ideas…for her to be together with the others, and to share the different ideas, to see, to share, knowledge, or skills, for her she say that Maja Foundation have not big, make not a big place, but a short place for to be together, for them."

1265-1270   "Before she was living unable to think anything except she was hungry or (unintelligible)…yes, before them, these others who was coming, like that one, who started at the Maja Foundation, when she was around here outside she has listened at this person called Maja…and she has found where is Maja Foundation…when she was coming, she has (unintelligible) to make, and she has this problem, she is hungry, she has problem, and Maja have accept her, and Maja tell her to come be in a necklace group…and to make this one (*indicating her hair*)."

1272-1277 "Mm-hm…from them, there is some who has not know to read and to write and they have founded (a chuff) for them… for her, who know to read and to write, Maja have not put in that first of all for who not know to read and to write, but Maja have make a group for them, to go in and study how to tailoring…so, she coming here in Maja Foundation in 2008, but that reason why she was here, stay now, in the Maja Foundation…Maja is the father—mother…when she bring or she invite visitors to come here, they make them happy…and when you want to speak to them, they make them to be happy."

1291-1295 "The Maja Foundation is not coming for to help the rich person, but it was coming to help the poor people…Maja have, you have seen them, even the children, all them, they are poor…because she saw how much (help for them), she thinks that his purpose is the, the Maja Foundation purpose is to help the poor for to grow up…yes, for them also, they try to do the best thing for the best—yes, the best thing for to show Maja that they have start to learn, and then they are number two or number five in best thing."

1301-1304 "Yes, she say she want to ask you…yes, she want to know, you ask the different question, and you have tell them that no one will know if they have been interviewed, but you will get back to your school, but she want to know for them also, show them they make, they do, the best thing, so, it is, to give them marks."

1309 "Very critical, she need to be critical, negative critical, correct or positive critical, for to continue."

Interview XII

1325-1327 "Well, I have multiple roles. One is that I am president of the local association here, and, second, I am a trustee of the charity in Britain which funds the project. And, um, I support, well I'm director of the school, really, here, and organize all the work here."

1339-1341 "The whole of the development here, without seeming to be immodest, is due to the things that I put in place, I think. So, um, it affects everyone, what I do affects everyone, centrally, really."

1343-1345 "It's a very—it's a very complex thing, as you have seen. Um, I mean it's not always my ideas, people contribute ideas, but it's through, through me, through our charity funding and so on that we're able to put things into practice."

1351-1358 "No, because, not really, there was another one who was director of the school for a while, um , but he is not here any longer, um, and, uh, there are others in Britain, of course, that have a role in the fund-raising, um, but as far the school's

concerned, no others, though Jelena, the deputy director, I'm helping her to become director, to take it over, because it's not—it's very important that it shouldn't be one-person centered, and very slowly we are helping other people to take responsibilities so that it will be sustainable in the future. It can't depend on me for the future. But right now, well, right now it depends less on me than it did before, and my plan is to make it less, increasingly less, so that I can concentrate, perhaps, on the fundraising in Britain and that it can continue here and be sustainable."

1355-1360 "…the deputy director, I'm helping her to become director, to take it over, because it's not—it's very important that it shouldn't be one-person centered, and very slowly we are helping other people to take responsibilities so that it will be sustainable in the future. It can't depend on me for the future. But right now, well, right now it depends less on me than it did before, and my plan is to make it less, increasingly less, so that I can concentrate, perhaps, on the fundraising in Britain and that it can continue here and be sustainable."

1362-1373 "Well, the local community, the commitment of the local community. The commitment—I was thinking this morning, actually, because we did a bit of training yesterday, the energy and the commitment of the people, without that, then it wouldn't work. It's not for me, I'm actually not doing the work, they're doing the work, I'm enabling them to do the work through the funding. But they've taken it on with a will, that, it's that that helps me, that makes sure it actually goes in. The enthusiasm, the willingness to learn, the recognition of the effect in the community, the joy in that, that helps, and it's not, it's not enough for someone from outside the country to come and say, you know, we'll do this, they want it, I've answered, help them, I've answered their needs, and helped them, to take control of their lives a bit and to do things, and I know that, that's what helps. Marko, as well, as the head of the local village, is extremely helpful, in terms of publicizing, and finding poor people for the project, because the project is mainly for poor people, um, identifying people who are needy, encouraging people to come, supporting us with the other authorities and that kind of thing, he's incredibly helpful."

1379-1384 "I find, I find the bureaucratic system in Rwanda obstructive sometimes, and confusing and frustrating, and in that sense, it's the sense of being a fair numbers of barriers to overcome, um, but over time, they're resolved, so, in one way, nothing is not helpful, there are things which are, which slow things down, which frustrate and make us change plans, which is normal, I suppose…uh, it's not helpful when financial markets collapse, and people don't want to give money, either. It's more difficult to find funds. That's a bit tricky."

1386-1405   "Well, I retired from a very long career in education in Britain, and, uh, for many years, for most of my life perhaps, I've been very—as active as I could be in terms of fairness of distribution, of wealth and that kind of thing, and, um, trying to support development in a practical way in schools and people's awareness of, you know, the fact that we live in the global community, and that we got responsibilities, we have got responsibilities, the rich, the rich countries have got responsibilities to others less, who find themselves in less fortunate circumstances, and when I retired, I decided I would come to work for an organization called "Volunteer Service Overseas," which is a—which sends professionals all over the world, really, to work in developing, in the developing world, and I came out to Rwanda to work on two year project, given my background on education administration advice, to the director of the Catholic education program in Rwanda. And then, while I was here, I happened to be living in this community, Kinamba, and I met two people who were, who started a very small class of poor children, street children, working as volunteers, and I started to help them, so, that was the seeds, having that small project, which eventually became this project, which is now funded by us, by, by—when I say us, our charity, um, so, it wasn't a deliberate act, by any means, and I never would have, um, sort of, I see people come in here with bags of money and say oh, we'll build a school, or we'll do this, or we'll do that, that's not, that's not my way. I would never have done that; I never imagine I would do that. I just got drawn in with this small group which eventually became something that you see know. So it was by accident, that I became involved, by accident that I became involved, it was not my retirement plan. My retirement was just to spend two years here, and go home and retire, as people do, as most people do—or as my sister was saying, most sane people do…"

1409-1415   "Well, as I just said, I sort of stumbled upon it, and then working with them, we, um, we established, we, um, established a constitution and registered nationally in Rwanda. So, there are, there were, five founder members, there have to be a certain number of founder members, so Marko, whom I mentioned before, who's the local leader, III is a member of staff here; another lady who's, actually we don't see very often anymore, but who was very active in the project at the moment, then, and she is a, um, she works in the community, uh, called Magdalena, and then there was Zoran, a person who was here, who was working here at the time, and myself. And we—that—we set up the organization."

1428-1433,   "Well, um, again, in the beginning it was sort of accidental, because I saw this
1437   small group, and they had—they were very needy, they were actually on the verge of closing the project, but they didn't have any, they had nothing, and I had some things, and brought some things out with me, practical things, so I could help in a practical way at first, with, um, small materials and so on. But

then, um, then I began to help them with money and so on, and it just evolved really, it's, uh, I'll say again, it wasn't an active decision, but I suppose it's—what's the word? What's the word...Fate."

1460-1472   "Well, in my head, the purpose, the only purpose, is to enable people to take control of their lives a bit. With the women, for example, and some of the men who are earning money, then they can a take a bit more control and they can feed their children, with their literacy project, they can read, which empowers women enables—mainly women, I say again, it's not exclusively women, but mainly women, it empowers them to take a bit of control, it helps people to feel a bit more comfort and enabled to do stuff, do things. For the children, it gives them the chance for a future they could never have imagined, um, for a lot of the children here, despite claims of people, children being in school, would not have been in school, would not have that chance. Now they have a chance. Some of them will make it, some of them will, some of them will do really well. Um, some of them, a lot of them are really able children, and are performing remarkably well, and that the funda—for me—that's the fundamental issue: to enable people who feel disempowered, if you like, to actually get up and do something, to get up off their knees and to feel confident and be able to do something. That, if that happens, then I'm happy with, I'm happy, because of what I've been able to put into it… "

1474-1482   "Um, the teachers, for example, the difference in the teachers and the people here is incredible. It—their confidence, their ability, their willingness to think and to change and to adapt; many of those things are not common in Rwandan culture; in Rwandan culture, you do as you're told, but that can't be, that can't be like that. If the president is asking for entrepreneurs, he's asking for people to think, but their system, so far, has not really enabled children to think, you know, school education. This is different here, they do think, children are beginning to say, when I grow up, I'm going to, I want to be, before they were on the street, now they are here. That's the purpose of the project, for me. That's the central thing. Um, 'course, some of them won't, some of them will drop, fall to the side, as it were, but they will have had their chance and they can take it, for what they make of it."

Interview XIII

1524-1525   "She makes the food for the children, the porridge…she also makes the food for the *muzungu* who (starts to) come."

1530-1531   "She makes the food for the children and they are happy…and Maja is also happy about (her)…she thinks that's the most central thing (of what she's do here)."

1535-1537   "Okay, she say that her prime job is to go to the kitchen, but once there is an absent or somebody which (they) make her go to the school, to the class and give her some books, or…then when she's done she tells her to go back to her job…"

1539-1540   "They work together, they clean, they do the cleaning together, they work together also, to—the fitting program, they are coming together"

1545-1546   "Okay, first reasons that they employ her, Maja, she likes her, (*too quiet*) that…also the salary is very good, and that…she also has to do it because the children are being (tomorrow of) our country."

1556-1557   "Okay, she thinks there is not, and even if there is something, she knows well that Maja is there to stop it."

1559   "Well, it happened so quick because of themselves, between themselves, but Maja comes, and it stops."

1561-1565   "The way she came here…she came from the North (it is a tiny town in the North somewhere)…the West, she comes from the West…there was a cousin that worked here…ah, okay, so that person, that cousin, she used to come with Maja (too quiet) house…then from her place…she doesn't know how Maja found like her, and then…then after some time she asked her that, can be able to make children's food…and then Maja said yes…and then told her to come to work."

1595-1597   "This school is very important to them, and it is giving knowledge to their children. Good knowledge, their children…and…it's up to themselves as workers, and also there is another big family that gains from this project to get what they can do…They do certain things, many things, Meg buys from them, and so they get (life)."