FAWE RWANDA CHAPTER & ’THE CENTRE OF EXCELLENCE FOR GIRLS’
AN IMPLEMENTATION STORY

EMELIE HOLM
The explorative research is set out to evaluate if FAWE Rwanda Chapter has, in the eyes of informants, implemented the objectives set for their school program; ‘The Centre of Excellence for Girls’. By a target achievement evaluation model aims this research to explore if the organizational structure design of ‘The Centre of Excellence for Girls’ has had any impact on FAWE Rwanda Chapter’s possibilities to successfully implement their objectives.
This research includes six depth-interviews with informants from ‘The Centre of Excellence for Girls’ and one depth-interview with an informant from FAWE Rwanda Chapter. Questionnaire forms were handed out to two of the participating informant groups; the teachers and the students at ‘The Centre of Excellence for Girls’. Forty questionnaire forms were handed out to the students and ten questionnaire forms to the teachers, with the purpose to support or weaken the data given from the depth-interviews.

The result shows that FAWE Rwanda Chapter has not completely succeeded to implement their set objectives. Some of the objectives are implemented, while some are not! The result shows that the decentralized organizational structure of ‘The Centre of Excellence’ is rather complicated. This has lead up to lacks in the information flow and miscommunication in between the organizational levels, and lacks in understanding the purpose of the objectives.

Key words; evaluation, explorative research, experience based gathered data, organizational structure design, implementation and SWOT.
PREFACE

First of all I would like to thank my informants at FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’, for all your time and valuable information. Thank you very much! I would also like to send a special thanks to Ms Odette Mukazi Muthangua for your commitment to this research, without your help would this research been impossible. I would also like to thank Josephine Marealle Ulimwengu for accommodation, introduction of Kigali and good company. I also send my thanks Peter Gregersen for tutoring me during these weeks and Joel Viking Göransson for your invaluable knowledge in the English language. Thank you very much. Finally a special thanks to Martin for accompanying me to Rwanda, for your support and patience. Thank you very much!

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1. INTRODUCTION

In this chapter I will shortly present the reasons of why I have chosen to do an evaluation of a Rwandan organization and why I have chosen an organizational perspective. This chapter also includes my hypothesis, my aim of study and my research question.

1.1 Seven weeks in Kigali
Rwanda, also known as the land of the thousands hills is tucked away in the heart of Africa and is primary known to the West by the humanitarian catastrophe of the Rwandan genocide in 1994. During a short period did I study Peace and Conflict theory at the University of Lund and became fascinated by the Rwandan history and culture.

I was given the opportunity to do a field study in Rwanda to gather data to my final exam paper. I got in contact with the sub-Saharan NGO; FAWE Rwanda Chapter, when I was searching over the internet after a Rwandan organization that would capture my interest. Being a student at Malmö University where gender is one of the main perspectives amongst ethnicity and environmental issues, I found FAWE Rwanda Chapter to very much capture my interest due to their struggle for gender equality in education.

FAWE Rwanda Chapter showed an interest in having their school program; ‘The Centre of Excellence for Girls’ evaluated. This was an opportunity for me to combine my interest in Rwandan culture and history with my education in social administration and management. In January 2009 did I went to Kigali, Rwanda to spend seven weeks gathering material for the evaluation of one of FAWE Rwanda Chapter’s programs.

1.1.1 My hypothesis

I have during my education in social administration studied several theories of public organizational behavior, organizational structures and public implementation processes. I have spent a lot of time thinking about what multi-leveled organizations need for successful implementing objectives. My personal hypothesis is that a multi-leveled organization requires an uncomplicated and comprehensive organizational structure design to successfully implement set objectives. The different organizational levels need to be able to interact with each other, it must be easy to access information and the organization needs proper resources to have a successful implementation. I also believe that internal organizational structure behavior is the same all over the world even if it contains different cultural backgrounds.

To be able to explore my personal hypothesis I have formulated a more specific aim of study.

1.2 The aim of study

From my personal hypothesis have I developed an aim in order to explore my hypothesis on the field.
My aim of study is through a target achievement evaluation model establish if or if not FAWE Rwanda Chapter has, in the eyes of the informants, implemented the objectives directed to their school program; ‘The Centre of Excellence for Girls’. I also want to, by experience based data, establish if the organizational structure design of ‘The Centre of Excellence for Girls’ has affected FAWE Rwanda Chapter’s ability to implement the objectives.

1.2.1 The research question

To be able to follow through the aim of study I have raised a more specific research question. My research question is; ‘Has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities?’.

My research question does actually include two questions in one. The first part wants to evaluate if or of not the informants experience that FAWE Rwanda Chapter has implemented their objectives from the Strategic Plan of 2002-2006 and has a subjective perspective by focusing on the informants experiences. The second part of the research question wants an answer if FAWE Rwanda Chapter’s implementation ability is affected by the organizational structure design of ‘The Centre of Excellence for Girls’ and has an objective perspective by focusing on the organizational structure design. By gathering experience based data I will be able to analyze the effect the organizational structure design of ‘The Centre of Excellence for Girls’ has had on FAWE Rwanda Chapter’s implementation abilities. I have chosen to combine these questions into one research question due to the fact that they are dependent on each other and I did not find it beneficial separating them into main and sub questions.

The target achievement evaluation model includes two questions, ‘are the results correspond to the set input goals?’ and ‘have the results been affected by the organization’s input?’, which will be discussed in the analysis with the purpose to get an comprehensive evaluation research. The target achievement evaluation model will be further developed in chapter four.

1.2.2 Subjects of research

The subjects of research in this evaluation are FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’. These subjects of research are interesting because they represent those that most likely can provide material for this research’s analysis and an answer to the research question.
The interesting individual from these groups are the administrative personnel at FAWE Rwanda Chapter and administrative personnel, staff members and students at ‘The Centre of Excellence for Girls’. Together with literature studies are the informants’ experiences, the foundation of this research’s result, analysis and discussion.

2. BACKGROUND INFORMATION

I will in the following chapter shortly introduce some of the injustices African women and girls are facing every day. I believe it is important to understand and enlighten the African woman’s situation to understand FAWE Rwanda Chapter’s strive to educate young African girls. The chapter is not focusing especially on Rwanda but is concentrating on Africa in general.

2.1 An unfair situation – the African women

“As in many other parts of the world, African women have neither the political, legal, educational, nor economic opportunities of their male counterparts”, this state’s April A. Gordon (2001, p. 271) in the anthology ‘Understanding contemporary Africa’. Even if the African woman’s situation has changed over the years do men still dominate the institutions of society and uses their positions to gain more power and advantages on the public arena (ibid). Life in Africa is difficult for many people, for men and women due to poverty and political problems. But studies show that women, as a group, suffer more than men. Their access to resources and opportunities are fewer. Gordon (2001) means that women born in elite families have access to good education and careers, but even elite women are unlikely to get high political positions or economical power of their own. During the colonization were the women taken away the little power they had. A patriarchal society and male dominance were promoted by the Western ideology. After the colonial period has the policy of undermining females been explained by the Western world as an “African tradition” (ibid) even if it was the colonial power that institutionalized male dominance. Despite the female participation of freeing Africa from the colonial powers had men during the colonization gained so much advantage in education, jobs and properties and they were not ready to give it away or share. The male dominance, which was taught by the Western tutors, stated that the woman’s role was to be dependent on her man because he is the ‘head of the family’. Rather than promoting gender equality are women encouraged domesticity and economic subordination to her husband or father (ibid).

The vast majority of African women are limited by both economical underdevelopment and sex discrimination. Although, having an education improves her opportunities to be self-sufficient (Gordon, 2001). FAWE and FAWE Rwanda Chapter are organizations trying to give African women enough resources to achieve their independency.
3. RWANDA

I believe that it is important to include the history of Rwanda in this research due to enhance the understanding for the organizational premises of FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’

3.1 Why genocide?

The World Bank did in the summer of 1994 classify Rwanda as the poorest country in the world (Meredith, 2006). Today has Rwanda come a long way in its development process but is still hurting social and economically (ibid).

Rwanda has been known for its equality programs regarding both ethnicity and gender. It is institutionalized by law that at least thirty per cent of the participants of the parliament must be females (United Nations Development Program, 2009). This is a law that actually has made the Rwandan parliament the most gender equal parliament in the world. The parliament presented a female participation of 48.8 per cent in 2007. This can be compared to the Swedish government and a female participation of 47.5 per cent in 2007 (Worldbank, 2009). The purpose of why female participation is so important could be interpreted as a natural reaction of genocide. A history of violence might create a need of equality on all levels; regardless ethnical participation, social status or sex.

The causes of the violence in 1994 have been given several explanations. One of them is regarding the land issues. Rwanda is the most overpopulated country in Africa and this has been seen as a cause to intense hatred between the ethnical groups the Hutus and the Tutsis. One of the reasons they were fighting were because of land (Helmertz, 1997), without land was it difficult surviving. Scheper-Hughes & Bourgois, (2005) state that genocide only can happen if the people have a mindless obedience for authority figures. Helmertz, (1997) claim that historically have the Banyarwandans, the people of Rwanda, proved a strong loyalty and regard for hierarchal structures. They showed respect and obedience for authority figures and system. Before colonization a strict organized governing system divided the country into regions, communities, sectors and sub-sectors. These were all led by different chiefs and leaders (ibid). Other theorists state that some people are willingly, without fear of punishment from authority figures, killing other people because they chose to do so (ibid). But when mass participation in genocide takes place one has to regard social-structures, political-economics, culture and psychological perspectives. Causes of genocide can not be explain only from one perspective (Scheper-Hughes & Bourgois, 2005).
3.2 History of Rwanda

Originally it was the ethnical group Twa that inhabited the Rwandan territory. But in the 11th century ancestors of the Hutus immigrated to Rwanda and Four hundred years later did the Tutsis immigrated and settled in. Despite being a minority group did the Tutsis manage to overpower the Hutus (Helmertz, 1997) and the Tutsi king became the ruler over Rwanda. When Rwanda became colonized, first by Germany and later on by Belgium, was the Tutsis given privileges at the expense of the Hutus. A fraction between the two ethnical groups became obvious, and afterwards has Belgium as a former colonial power, been accused for establishing and encourage separation and conflict between the groups. The colonial period were imprinted by a biological racism and in Rwanda was troops sent out to assert an ethnical difference between the Tutsis and Hutus. The main purpose was to prevent that the Tutsis and the Hutus conjoined in revolution against the colonization power (Sheper-Hughes & Bourgois, 2005).

Rwanda got their independence in 1962. And between the years of 1965 and 1989 did Rwanda have an economical growth of five per cent per year. Parallel with the positive economic growth did the conflict between the two ethnical groups grow stronger (Meredith, 2006). Ongoing minor civil wars could not be prevented and in the 1980s did the battle between the Hutus and the Tutsis accelerated into a medial war. (Gourevitch, 2000). Genocidal propaganda was sent out through newspapers and radio. Radio Television Libres des Milles Collines aired Hutu powered pop stars singing songs of race hatred (ibid).

In April in 1994 was the aircraft of the president shoot down killing the Rwandan president Habyarimana along with the Burundi president. Following was the Prime Minister Agathe Uwilingiyimana killed along with Belgium UN peacekeepers acting as her bodyguards (Miall, Ramsbotham & Woodhouse, 2004). The civil wars did now culminate into a humanitarian catastrophe. The outside world did not respond to what was happening and the General in Command of UN Peace Keeping Force, Roméo Dallaire, desperately tried to awaken the world but no one would listen (Dallaire, 2003).

During the following hundred days between eight hundred thousand and nine hundred thousand Rwandans were killed. Two million people were classified as refugees and Rwanda was a destroyed country. No hospitals and no schools existed. Government buildings were destroyed or ransacked. There were no police, no public utilities as electricity, water and no communication abilities existed. The organized agriculture was gone as well as many years of harvest. When President Paul Kagame in 18th of June 1994 declared the ending of the war, were the ditches still full of rotting bodies. As mentioned above the World Bank stated Rwanda as the now poorest country in the world (Meredith, 2006).
3.3 Rebuilding the education system

Today ambitious there is ongoing rebuilding programs of for example the education system. Twenty five per cent of the state budget is dedicated to reinforce the education system. Despite of these investments are the schools in Rwanda still rather few. It is normal that one teacher is educating seventy children and there is a great lack of school supplies. About ninety seven per cent of the Rwandan children start the compulsory six-years-long school program. This is a high rate for the sub-Saharan territory. None the less, only thirty nine per cent follow through all the six years (Utrikespolitiska Institutet, 2009).

The heart of this research does not lay in gender equality in education. It is an interesting subject but I my focus are on the implementation processes and the impact organizational structure designs can have on an organization’s implementation abilities. Although, to understand the premises of being an organization in Rwanda I found it important to include a short version of the Rwandan history.

FAWE Rwanda Chapter (Forum for African Women Educationalists) is operating all over Rwanda with the purpose to achieve a higher education level amongst girls and young women. The government’s policy on parliamentarian gender equality results in a need of adequate education for women if they are to work under the same premises as men. Men have often a higher education level than women and are at the same time most likely to be favored by society due to tradition and cultural behavior (Gordon, 2001). FAWE Rwanda Chapter is trying to achieve gender equality in education so women can have the same opportunity as men being a part of the growing society of Rwanda. FAWE Rwanda Chapter believes that the power of education is the key to prevail work and social related exclusion of women. Education is unfortunately often dedicated to some lucky few in the third world and girls are often not amongst those lucky few (ibid).

3.4 FAWE & FAWE Rwanda Chapter

FAWE (Forum for African Women Educationalists) were created in 1992 with the purpose to provide education for girls and young women excluded from the education system. FAWE is a non-governmental African organization operating in several African countries with their headquarters located in Nairobi, Kenya. FAWE Rwanda Chapter is one of FAWE’s Sub-Saharan national chapters. FAWE Rwanda Chapter started in 1997 and is, just like FAWE, an organization promoting gender equality in education. FAWE Rwanda Chapter provides six different programs which intent to affect the policy making in gender and education in Rwanda. The six programs are policy and advocacy, replication and scaling up of intervention, community advocacy, capacity building of the chapter, organizational reconstruction and finally institutionalize monitoring and evaluation. FAWE Rwanda Chapter’s school ‘The Centre of

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1 See country members of FAWE in appendix n.___
Excellence for Girls’ is one a part of the replication and scaling up for intervention program, and they also provides education for girls and young women in refugee camps all over the country (‘While We Are Waiting’, 2008).

FAWE Rwanda Chapter has developed a so called speak-out program. This speak-out program is called TUSEME, which means speak-out in Swahili. TUSEME is a learning program for girls and young women. They are taught the importance of empowerment, self-sufficiency and speaking out when being mistreated (While We Are Waiting, 2008). They also provide a mentor program where female university students and professionals are mentoring younger girls. The mentor program is meant to strengthen girls’ confidence and encourage them to well academically and social performances (‘FAWE Rwanda News Letter, September-December 2008’).

FAWE Rwanda Chapter is working close with the Ministry of Education with the purpose to influence the government’s policy on gender equality in education. The Ministry of Education is stated as FAWE Rwanda Chapter’s strategic partner (FAWE Rwanda Chapter Work Plan, 2008)

3.5 ‘The Centre of Excellence for Girls’

‘The Centre of Excellence for Girls’ is a part of FAWE Rwanda Chapter’s replication and scaling up for intervention program. It is a public girls’ school situated in Gisozi Gasabo district in Kigali City, Rwanda. ‘The Centre of Excellence for Girls’ was founded in 1999 by FAWE Rwanda Chapter in partnership with the Ministry of Education.

‘The Centre of Excellence for Girls’ is a boarding school with seven hundred girls at the secondary school level. The school has employed thirty teachers, mainly educating in science subjects. In 2008 was ‘The Centre of Excellence for Girls’ stated as the third best school in Rwanda, based on the students’ examinations.

In the education program is it stated that all girls shall, apart from the regular education, have access to education in gender equality, empowerment, peace and co-existence. The students shall have excess to counseling, career guidance and life skill training (FAWE Girls’ School, ‘The Centre of Excellence for Girls, 2007). The education program also states that the teachers are gender sensitive and FAWE Rwanda Chapter does educate the teachers in gender equality on a regular basis (ibid).
3.5.1 The organizational structure design

Due to a governmental policy of decentralization of all public organizations is the organizational structure of ‘The Centre of Excellence for Girls’ effect by this organizational change and has to been seen as a classical hierarchal organization that strives to decentralize the system.

The purpose of decentralization is to delegate tasks downwards (Christensen et al 2005). Decentralization is supposed to provide the system with a greater efficiency and is keeping resource costs down (Bakka, Fivesdal & Lindkvist, 2001). To decentralize has ‘The Centre of Excellence for Girls’ delegated several tasks downwards in the organizational system. The decentralization is in line with the school’s gender empowerment program because the many tasks are delegated to students, with the purpose to strengthen the girls to be self-sufficient. This will be more thoroughly discussed further on in the following chapter.

Within each class are students choosing fellow students to be representatives of the class. The students are chosen to help their classmates when they are having problems with for example academics or discipline. Each class is also choosing a class counselor who is by FAWE Rwanda Chapter educated to help her fellow students if they are having problems of a psychical art. The elected student representatives are supposed to be a link between the students and the administrative personnel. To embrace the empowerment program are the representatives also invited at board meetings with FAWE Rwanda Chapter and administrative personnel from ‘The Centre of Excellence for Girls’.

‘The Centre of Excellence for Girls’ does provide an adult school counselor if the students not are able to sort out their problems on their own. This counselor is also working as a full time teacher at the school.

The figure is illustrating the organizational structure at ‘The Centre of Excellence for Girls’
3.6 The Strategic Plan of 2002-2006

The Strategic Plan of 2002-2006 contains several objectives which are directed to the different programs that FAWE Rwanda Chapter is working with.

I have classified the objectives directed to ‘The Centre of Excellence for Girls’ into minor subject groups. These subject groups were used as main categories during the gathering of data. The categories are also used in the analysis to establish if or if not, in the eyes of the informants, FAWE Rwanda Chapter has implemented the objectives. The purpose of categorizing the objectives into minor subject groups was due to the fact that the objectives became easier to gather the data I was looking for in the interviews, both qualitative and quantitative, but the categorization also simplified the analysis of the gathered material.

*Figure 3. Organizational structure of FAWE Rwanda Chapter & ‘The Centre of Excellence for Girls’*
The categorizations of the objectives from the Strategic Plan 2002-2006 are these following,

- Decrease repetition rates
- Increase performance rates
- Best practice demonstrated
- Empowerment

These four categories will be used in the analysis to answer the research question; if or of not FAWE Rwanda Chapter has implemented the objectives and if FAWE Rwanda Chapter’s implementation abilities are effected by ‘The Centre of Excellence for Girls’ organizational structure design.

To be able to understand what the categorizations mean will I shortly present their content. Decreased repetition rates and increase performance rates are two categories that can be describe as improving the girls grades. FAWE Rwanda Chapter wants to lower the number that repeats and increase the students’ performances (Strategic Plan 2002-2006, 2002). The students’ performance rates are used as components in the annual evaluation of ‘The Centre of Excellence for Girls’. Best practice demonstrated means that ‘The Centre of Excellence for Girls’ is supposed to be a demonstration of good practices for girls’ education. ‘The Centre of Excellence for Girls’ is seen as a role model for other schools in Rwanda. The higher performance ‘The Centre of Excellence for Girls’ can show, the higher chance for FAWE Rwanda Chapter to get other schools interested in their programs.

The last category includes five minor sub categories of empowerment. These are; increase empowerment for girls, girls able to identify issues and plan solutions, decreased sexual harassment, gender issues identified, increased awareness of girls education issues (Strategic Plan 2002-2006, 2002). These five sub categories represent FAWE Rwanda Chapter’s strive to increase girls’ self-esteem, give girls power to say no, give girls basic knowledge in gender equality and human rights. But they also strive to make the Rwandan people aware of the importance of gender equality in education (ibid).

To be able to implement objectives must an organization set out input activities to achieve a successful implementation of the objectives. Following will FAWE Rwanda Chapter’s inputs activities be described.

### 3.6.1 FAWE Rwanda Chapter’s input activities
FAWE Rwanda Chapter’s input activities are amongst others to train the faculty and students of ‘The Centre of Excellence for Girls’ (Strategic Plan 2002-2006, 2002). Training of faculty is set out to enhance the teachers’ and the administrative personnel’s’ competence in gender issues by having annual workshop activities. The training of the students is the students’ participation in TUSEME clubs with the purpose to enhance the students’ abilities to speak-out and be aware of gender issues. FAWE Rwanda Chapter also states in the Strategic Plan of 2002-2006 that the students need to enhance their knowledge in life skills. Life skill training is set out to enhance the students’ capability to make their own decisions and to negotiate for their own rights.

FAWE Rwanda Chapter also declare that a five day festival are going to be held every year at ‘The Centre of Excellence for Girls’ where successful women are invited to talk to the students with the purpose to influence them to work harder in school.

In conclusion, the categorized objectives were used in the gathering of material, both qualitative and quantitative, but the categorized objectives is also used in the analysis to state if or if not, in the eyes of informants, FAWE Rwanda Chapter has implemented their objectives. The concretization of the objectives was made due to the fact that it simplified the process of gathering data and answering the research question.

4. EVALUATION MODEL

Evaluations can be preceded in many different ways depending on what kind of information the evaluator is looking for. In this research it is experienced based information that is the most important information. By gathering experienced based data will I be able to evaluate if or if not FAWE Rwanda Chapter has, in the eyes of the informants, implemented their objectives directed to ‘The Centre of Excellence for Girls’. The experienced gathered data about the organizational structure design of ‘The Centre of Excellence for Girls’ will be used to analyze the effect the organizational structure design of ‘The Centre of Excellence for Girls’ has had on FAWE Rwanda Chapter’s implementation abilities.

Vedung (1998) presents several different ways to do evaluations. I have chosen the target achievement evaluation model due to the fact that it can be applied on my aim of study.

4.1 The target achievement evaluation model
The target achievement model is one of many evaluation models that can be used when evaluating public organizations. I will further affirm the benefits as well as some criticism of using the target achievement evaluation model when evaluating a public organization.

4.1.1 The benefits of using the target achievement evaluation model

One of the benefits in using the target achievement evaluation model is the simplicity of the model. The simplicity due to the fact that the model only needs to answer two main questions to be fulfilled as an evaluation model. As mentioned in the chapter 1.2.1 ‘The research question’, are the evaluation model’s questions that need to be answered the following; ‘are the results corresponding with the set input goals?’ and ‘have the results been affected by the organization’s input?’ To get a comprehensive analysis of this research these questions will, together with the research question, be answered in the analysis.

I have chosen to use the target achievement evaluation model because the simplicity of the model. Vedung (1998) states the strengths of the model are the model’s democracy perspective and the model’s research perspective. The model is founded in a parliamentarian governmental chain of democracy and successfully implemented goals are to be seen as beneficial for the public. The target achievement evaluation model also has its strength in its objectivity perspective, due to the fact that the model is evaluating empirically gathered data.

4.1.2 Criticism of the target achievement evaluation model

As all evaluation models does also the target achievement evaluation model have some weaknesses that have to be discussed. One of these weaknesses is the model’s exclusion of an economical perspective (Vedung, 1998). Vedung (1998) also criticize the exclusion of a side-effect perspective. The model also excludes strategic motifs and a top-down perspective, elements important to get a comprehensive evaluation. Vedung (1998) also discusses the problems of evaluating an organization’s ability to achieve its objectives due to the fact that objectives often are rather vaguely formulated and therefore automatically are difficult to achieve.

I have chosen to handle the criticism by for example complementing the analysis with a SWOT-model, a model which analysis an organizations’ strengths, weaknesses, opportunities and threats (Hatch, 2002). By including a SWOT-analyze will the target achievement evaluation model’s lack in an economic perspective be compensated. The target achievement evaluation model does not include unexpected but I find these rather important and will therefore discuss them in the analysis. The criticism of excluding the decision makers’ strategic motifs will also be discussed in the analysis because the strategic motifs can affect the outcome of a set implementation (Vedung, 1998).
The hierarchal top-down perspective of this model has been criticized because the evaluation model assumes that the top of the organization has the supremacy to control the grass root organization (Vedung, 1998). FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’, is as mentioned in the chapters 3.4 and 3.5, striving towards a decentralized structure but is still imprinted by a hierarchal structural design. Due to this I find it rather beneficial that the target achievement evaluation model is imprinted by a hierarchal top-down perspective.

To prevent problems with vague formulated objectives I have categorized FAWE Rwanda Chapter’s objectives into four categories; decrease repetition rates, increase performance rates, best practice demonstrated and empowerment. The categorization of the objectives does not completely erase the fact that the objectives are vaguely formulated, but it is beneficial when using a target achievement evaluation model to precise the objectives.

I still find the target achievement evaluation model the most appropriate model to use in this research despite the criticism towards model. I am evaluating if or if not FAWE Rwanda Chapter has implemented their objectives directed to ‘The Centre of Excellence for Girls’ and if the organizational structure design of ‘The Centre of Excellence for Girls’ effect on the implementation abilities of FAWE Rwanda Chapter, and I did not find another evaluation model more useful than the target achievement evaluation model?

To be able to do an evaluation of FAWE Rwanda Chapter and the organizational structure design of ‘The Centre of Excellence for Girls’ I have to apply theory on my gathered empirics. The next chapter will present the two different main theories I have chosen to apply on my gathered data, all to enhance a fulfilled target achievement evaluation.

5. THEORY OF ORGANIZATION & IMPLEMENTATION

I have chosen to use two main theories to be able to evaluate if or if not FAWE Rwanda Chapter has implemented the objectives directed to ‘The Centre of Excellence for Girls’ and to be able to analyze if the organizational structure design of ‘The Centre of Excellence for Girls’ has affected ‘FAWE Rwanda Chapter’ s implementation abilities. I have found it impossible to provide a comprehensive analysis and to bring an answer to the research’s main question if only one theory would be applied.
This research’s aim of study is to evaluate if, in the eyes of informants, FAWE Rwanda Chapter has or has not implemented the objectives from the Strategic Plan of 2002-2006 directed to ‘The Centre of Excellence for Girls’. To be able to provide a proper analyze on this matter I will be applying an implementation theory on the gathered empirics. I will include a top-down implementation perspective but also a bottom-up implementation perspective to describe the implementation process in FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’ which are hierarchal organizations striving towards a decentralized system. I will also discuss the three keys to achieve a successful implementation; the importance of ‘understand’, ‘will’ and ‘can’.

To be able to analyze if the organizational structure design of ‘The Centre of Excellence for Girls’ has affected FAWE Rwanda Chapter’s implementation abilities will I apply an organizational theory of structural functionalism. Structural functionalism is a classical sociological theory but has occasionally also been used as an organizational theory. I will be using this theory because it includes aspects that are essential when studying the functions and structures of the organizational structure design of ‘The Centre of Excellence for Girls’.

Finally I have included a model that is not to be seen as a theory but I will discuss it in this chapter anyway because it is important for the final analysis. I will include a SWOT-model. SWOT (strengths, weaknesses, opportunities and threats) enlightens the internal and external socio-economical factors an organization can face (Hatch, 2002). A SWOT-analysis is essential to apply on an evaluation of an organization located in the third world. To say that implementation skills and the organizational structure design are not affected by socio-economical factors is rather foolish.

This chapter will start with a short introduction of public organizations’ structures and designs due to the fact that it is rather important to know what an organization is, how they look like and why they come about.

5.1 An introduction to the world of organizations

What is an organization? How does it look like and why has it come about? Curt Andersson (1994) states that all organizations are different both in size and complexity and created by people having the desire to implement objectives. Almost all organizations have a structure that divides the organization into several levels and minor sections. The separate levels and sections have their own internal hierarchy and management system (Bakka, Fivesdal & Lindkvist, 2001). An organization can therefore be defined as a multi-leveled system created by people striving implementing the same objectives (ibid). On the other hand is it important to notice that all organizations do not have identical systems (Forssell & Westerberg, 2007).
The following figure illustrates a standardized public organizational structure design, with a multi-leveled system and minor sectors imprinted by a hierarchal order. This model illustrates a classical top-down steered organizational structure design. It is partly taken from Forssell & Westberg (2007, p.29) but I have made some additions to clarify how a multi-leveled top-down hierarchal organizational structure design can be illustrated. My additions are the lines that divide the organization into three different levels. The first level represents the sector of decision makers, the second level represent the administrators’ level and finally the third level represent the employees’ level.

Forssell & Ivarsson Westerberg’s (2007) organizational schedule includes the boxes inside the triangle and these boxes represent the different minor sections that are created within the different organizational levels.

5.2 Implementation theory

When evaluating the organizational structures behind successful or non successful implementation it is essential applying an implementation theory. First of all I think it is appropriate with a definition of
‘implementation’ so that its meaning actually is declared. Sannerstedt (2002) states that implementation should be defined as “implementation of a political decision”. Although, implementation is not always targeting political organizations and can therefore also mean the implementation of something else, for example new ideas (Malmström, Györki, Sjögren, 2002). I will use ‘implementation’ as implementation of decisions or directives and therefore erase the political sense.

I will discuss two different implementation perspectives, which illustrates organizations being top-down or bottom-up steered. If an organization is top-down steered or bottom-up steered effects the implementation process. I find it relevant to include these two implementation perspectives because the top-down perspective describes a hierarchal organization’s implementation process and the bottom-up perspective describes a decentralized organization’s implementation process. The two perspectives will be applied on the gathered empirics to be able to answer the last part of the research question; if the organizational structure of ‘The Centre of Excellence for Girls’ affects FAWE Rwanda Chapter’s implementation abilities?

5.2.1 Top-down & Bottom-up- two implementation perspectives

Sannerstedt (2002) states that when talking about implementation one have to define the relationship between the decision maker and the executor. Traditionally it is the decision maker that sets the rules and the executor that obeys. This is a system often criticized for being out of date. Although, in larger system as hierarchal multi-leveled organizations, is it rather logic and realistic (ibid).

Decisions made in an authoritative organization system, a top-down system, are taken at the top of the organization. These decisions are based only on the thoughts and ideas of the decision makers and are expected to be followed through by the executors. The implementation process starts at the top to be applied downwards (Lundquist, 1987). A typical top-down perspective is presuming that the necessary decisions already are made at the top and that they do not need to be thought trough at other organizational levels by for example the executors (Hall & Löfgren, 2006). Political organizations do often belong to the top-down implementation system where the implementation process is seen as a routine (ibid).

The bottom-up implementation perspective is having its focal point on the executors and the executors’ actions. This perspective is interested in the organization’s administrators and the grass-roots; all these we call the executors of decisions (Sannerstedt, 2002). Michael Lipskey states in his ‘Street-level bureaucracy’ from 1980 that in a bottom-up implementation perspective, a decentralized system, has the executor good opportunities to affect the essence of the organization (ibid).
The figure illustrates both a top-down implementation perspective and a bottom-up perspective. The figure shows how an implementation processes are steered in hierarchal system and in a decentralized system.

*Figure 5. Top-bottom & top-down perspective of implementation*

These two perspectives are interesting for this research due to the fact that they very much describe the implementation processes in a classical organizational system or in a decentralized organizational system. The bottom-up implementation perspective defines a decentralized organization, where decisions are taken elsewhere than at the top. The top-down implementation process represents a classical hierarchal organizational system where the decisions are made at the top.

The both implementation perspectives are important to include in the research’s analysis ‘The Centre of Excellence for Girls’ has a hierarchal organizational structure design that strives to be decentralized. Being in transformation can possibly affect FAWE Rwanda Chapter’s implementation abilities and affect the organizational structure design of ‘The Centre of Excellence for Girls’.
5.2.2 Keys to successful implementation

The keys to successful implementation are important theoretical items to include in this research because they might answer the question ‘if or if not FAWE Rwanda Chapter has implemented the objectives directed to ‘The Centre of Excellence for Girls’.

A multi-leveled, top-down steered, organization does occasionally have problems implementing decisions (Sannerstedt, 2002). It is common that the decision makers find the decisions implemented in other manners than what was intended. This means that the decisions made at the top of the organization change in character when being implemented in other sections of the organization as well as change when coming in contact with the different executors (ibid).

How can an organization prevent this from happening? Lundquist (1987) states in his book ‘Implementation steering’ three concrete ways on how to handle implementation problematic of this kind. Lundquist (1987) means that first of all must the executor understand the decision, secondly must the executor be able to implement the decision, having enough resources and finally must the executor have the will to implement the decision. If these three components not are fulfilled will the organization experience a problematic implementation process.

The importance of ‘understand’. One of the keys to successful implementation is that the executor understands the implementation. One could think that the executor who does not understand the implementation somehow is unintelligent or acts dumb to sabotage it. But normally it is not so. Hall & Löfgren (2006) states that directives and decisions in multi-level organizations are often not taken by one person but are a compromise between several individuals. This can make the decision vague and for the executor difficult to understand. Another problem is also that vague directives can be individually interpretable, and therefore be implemented by an individual interpretation (ibid).

The importance of ‘can’. With the key ‘can’ does Lundquist (1980) mean that the executor must have resources to implement the decision. Even if the executor has understood the decision can not he or she implement it if there is a lack in resources. Resources are often signified by proper finances, utilities, equipments, technique, staff and time (Sannerstedt, 2002). The lack of capacity in resources is the formal dimension of implementation problematic (Hall & Löfgren, 2006).
The importance of ‘will’. When the decision makers have overcome the obstacles of misunderstanding and lack in resources must he or she face the most powerful obstacle of them all. A decision maker can never neglect the power of the executors will to execute. The decision maker has to make sure that the executor has an interest in the decision, it is even important to make sure that he or she likes the decision (Sannerstedt, 2002). To prevent the executor’s lack of will is it beneficial if the executor in some way have been a part of taking the decision. It is also valuable that the executor likes the decision, few people do things thorough and efficient if they do not like it. Even fewer people do things thorough and efficient if they do not have had any opportunity to be part of the decision making process (ibid).

5.3 Organization theory

The structural design of an organization is essential. It is stated to be the key to an organization’s actual behavior. The structural design portrays the overall work within the organization, dividing it into subunits or sectors, and describing their different assignments (Cummings & Worley, 2001). To be able to analyze if the organizational structure design of ‘The Centre of Excellence for Girls’ has had any effect on FAWE Rwanda Chapter’s implementation abilities I will apply the organizational theory of structural functionalism onto the gathered empirics. I will describe the theory’s background in sociology and also explain Parsons’ AGIL-schedule and why structural functionalism is such a beneficial theory for this research.

5.3.1 Structural functionalism

Structural functionalism is originally a sociological theory founded by Talcott Parsons (Ritzer, 1996). Hammarén (1997) states that structural functionalism at first was a theory used for studying society but structural functionalism also can be used when analyzing organization’s structure designs.

Structural functionalism is interesting because it is analyzing the connection between structure and function, and their tendency to relate to each other (Hammarén, 1997). When analyzing how the structure and the functions are linked together one has to define the functions to see if they are functional or dysfunctional and how they are influencing on the organizational structure (ibid).

‘Dysfunction’ within an organizational system would be defined as; lack of will, financial problems, collaboration, infiltration, external sabotage, insufficiencies or other organizational damages. ‘Functions’ are obviously the dysfunctions opposites; they have clear goals and are providing the organizational system with stability (Hammarén, 1997). Parsons states that there is four functional characteristics for all systems; adaption, goal attainment, integration and latency. In short terms called the AGIL-schedule (Ritzer, 1996 p.237).
Adaption means that a system always has to cope with external situational demands. The system, the organization, has to adapt to its surroundings but also adapt the surroundings to the organization’s needs. A system also must define its primary goals and objectives; the goal attainment. The integration of the system means that the system has to control the relationship of its component parts, but also manage the relationship with the other three functions (A, G and the L). Finally is the function of latency which states that the system must maintain and renew both the motivation of individuals within the system (Ritzer, 1996).

The AGIL-schedule will be used when analyzing ‘The Centre of Excellence for Girls’ organizational structure design to study if it has had any effect on FAWE Rwanda Chapter’s implementation abilities. The different functions and dysfunctions of the organizational structure design of ‘The Centre of Excellence for Girls’ will be discussed in the analysis.

The figure illustrates the theory of structural functionalism.
Some critics claim that one of the down-sides with structural functionalism as an organizational theory is that the functions often are joined together with the dysfunction and vice versa in real life situations. In structural functionalism are the dysfunctions and the functions separated. The positive side to the separation makes, on the other hand, it easier to theoretical analyze the dysfunctions and functions in an organization’s structure design.

Despite some criticism towards structural functionalism I still find it essential as an organizational theory in this research. I am set out to evaluate and answer the research question, if or if not FAWE Rwanda Chapter has implemented the objectives and if they have or have not implemented the objectives is due to the organizational structure design of ‘The Centre of Excellence for Girls’. Structural functionalism is therefore seen as a theory highly useful for analyzing the functions and dysfunctions in the organizational structure design of ‘The Centre of Excellence for Girls’.

5.4 SWOT

As already mentioned I will apply a SWOT-model analysis on the gathered empirics because it would be difficult evaluating an organization in the third world without including a socio-economical perspective.

SWOT is a model for analyzing an organization’s strengths, weaknesses, opportunities and threats (Hatch, 2002). Bakka, Fivesdal & Lindkvist (2001) states that the SWOT-model analyzes both external and internal factors of an organization’s strategy. It estimates the internal strengths and weaknesses of an organization’s strategy but also considers external factors as changes in the organization’s
surroundings. These factors are evaluating the relevance of the organization’s strategy and its abilities to handle challenges (Eriksson-Zetterquist, 2006).

There is several ways to illustrate a SWOT- model, this is just one of them but in its simplicity it is easy to explain the foundation of SWOT.

The purpose of the model is to increase the awareness of external threats as changes in the organization’s surroundings but at the same time provide the organization with ideas on how to handle internal capacities so that the organization has a chance to develop (Eriksson-Zetterquist, 2006).

The research question; ‘has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities?’ must be analyzed and answered with organizational theories. But, as mentioned above, ignoring the socio-economical factors when studying an organization in a third world country would not provide the research with a comprehensive analysis. This is the reason of why I have chosen to complement structure functionalism and implementation theory with a SWOT-model.

6. EARLIER STUDIES
This research is aiming to establish if or if not FAWE Rwanda Chapter has implemented their objectives and the effects the organizational structure design of ‘The Centre of Excellence for Girls’ has had on FAWE Rwanda Chapter’s implementation ability. Therefore I am interesting in earlier studies targeting implementation processes, organizational structure designs and different implementation obstacles. I have not found that it is important to focus on implementation processes in African NGOs because, as I stated in my hypothesis I believe that internal organizational behavior is the same all over the world.

The earlier studies be used to affirm the difficulties of implementing, what kind of obstacles an organization is facing in an implementation process, the importance of clear and precise objectives, the effect the organizational structure design has on the implementation process and the importance of interaction and good communication. The earlier studies will be applied in the analysis. Finally I must state that not all of the studies are dissertations but I have chosen to include them in this chapter due to their relevance for the analysis.

I searched earlier studies on the computer databases ELDIS, Malmö University’s computer database ‘Samsök’ and on the computer database ‘SAGE journals online’. The exam papers were found on the internet search engine ‘Google’

### 6.1 Complicated implementations & structural mismatch

Christine Teelken published in 2008 an article of her study of the implementation of the PMS (performance measurement systems) into the Dutch health care and high education sector. The aim of this study was to provide an explanation for the difficulties experienced with implementing PMS. By interviewing seventeen informants in two different periods, in 2003 and 2006, could Teelken (2008) state that complicated and sophisticated implementations like the PMS is most likely to be worked around by the employees. The employees are working around the implementation, in fact ignoring it because they do not understand it. This study focuses on the difficulties with implementing PMS, which are a management system mainly developed for the private sector. Implementing such a system in public organizations creates problems due to the fact the organizational structure design of the public sector and the private sector is operating differentially. The private sector’s elements do not fit the nature of professional service organizations, according to Teelken (2008). The results of this implementation are an implementation that is superficial, ceremonial and slow.

In conclusion, the biggest problem in this implementation was the lack of understanding and the organizational structure design of the public sector.
6.2 Importance of clear & precise objectives
Anderberg & Nilsson (2005) writes in their study ‘Frårets införande. Vad innebär det för arbetsförmedlingen som organisation?’ that decisions and directives, during an implementation process have to be clear and precise. If they are not, the risks of failure increase. Anderberg & Nilsson (2005) has an explanatory approach and by five depth-interviews and the organization theory structural functionalism stated that the implementation of the sabbatical year created problems for the employment office. The employment office were handed small resources and the decision makers did not give sufficient information and directives about the implementation of sabbatical year. The information given was vague and it opened up for different individual interpretations of the implementation’s purpose.

In conclusion, if the employment office would to be handed the proper tools as enough resources and clear and precise directives would maybe the implementation of the sabbatical year been a bigger success than it was.

6.3 Implementation obstacles – ISO 14001
Fingal & Benipoor (2003) have in their study “ISO 14001. Obstacles or opportunities?” located the obstacles and opportunities when implementing an environmental management system in three different types of organizational structure systems. The study is based on four depth-interviews, one in a private company, one in a public organization and two independent consultants to state their experiences of the implementation of the environmental management system ISO 14001. The aim of study is to explore the obstacles that arise with the implementation of ISO 140001 but also to identify obtainable solutions to the found obstacles. The result of this research shows that to be able to successfully implement organizations need to have resources, time and economy, but also education to increase an understanding for the purpose of the implementation. The results also show that the staff members have to be respected in the implementation process. They have to know the consequences of the implementation and it is important to recognize that the staff members need to be a part of the implementation process. If they are excluded from this, the analyze shows, that the staff members can be an obstacle difficult for the organization to handle.

In conclusion, to be able to successfully implement must an organization have the proper resources but also educate the employees so they understand the implementation.

6.4 Importance of good communication in hierarchal organizations

2 English translation; “The implementation of the sabbatical year. How does it affect the employment office as an organization?”
In the study “Sikta mot stjärnorna för att nå trätopparna- en studie om den interna kommunikationens problematik” by Hartvig Gustafsson, Tellenmark & Wilhelmsson (2008) it is stated that effective communication within organizations means that information is received without problems or conversions. This research is studying communication theories and implementation in bigger hierarchical organizations. The aim of study is to explore if communication theories and implementation theories are adaptable on big and strong hierarchal organizational structure as the Swedish health-care system. The researchers have focused on the organizational structure of MAS (Malmö University Hospital) in Malmö, Sweden. The organizational structure at MAS is big and complicated and the prospects of successful implementation are rather limited compared to other organizations with simpler structures. The results of the study show that an organizational structure of this size is in need of good communication and a well functioned information access to successful implement.

In conclusion, complex hierarchal organizational structures need good communication between the different organizational levels if implementation is to be successful.

### 7. METHOD

When a researcher is studying someone else’s life and experiences, he or she has to choose his or hers way to interpret the chosen situation. He or she can choose not to be governed by a theory or a hypothesis and then state a general analysis, a so called inductive way of interpreting (Hartman, 1998). I earlier on in this research stated my hypothesis that a multi-leveled organization requires an uncomplicated and comprehensive organizational structure design to successfully implement set objectives. The different organizational levels need to be able to interact with each other, it must be easy to access information and the organization needs proper resources to have a successful implementation according to organizational behavior and structures. I am therefore pertaining to a deductive interpretation of the chosen situation (Hartman, 1998).

My hypothesis is founded on literature studies of organizational structural designs and implementation processes. My hypothesis is not founded on studies on African NGOs or specific on FAWE Rwanda Chapter or ‘The Centre of Excellence for Girls’. I do not have any prior knowledge of these specific organizations and am therefore doing an explorative research.

### 7.1 Research interest

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3 English translation; “Aim at the stars with the purpose to reach the tree tops- a study of the problematic with internal communication”
Rosengren & Arvidson (2005) assigns three different research interests; the explorative, the explanatory and the describing research interest. I have chosen to do an explorative research due to the fact that I do not have any prior knowledge of the subjects of research. By exploring FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’ I will be able to establish if they have implemented the objectives but also to obtain knowledge of the ‘The Centre of Excellence for Girls’ structural design. By doing an explorative research it will be possible to provide empirical gathered data that combined with the implementation theory and theory of structural functionalism bring an answer to the research question; ‘has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities?’.

When doing an explorative research it is most favorable establishing the individuals’ experiences of a certain phenomenon (Rosengren & Arvidson, 2005). The interviews, both in the qualitative and the quantitative method, are focusing on the informants’ experiences of the objectives’ presence at ‘The Centre of Excellence for Girls. The informants’ experiences will be analyzed to establish if FAWE Rwanda Chapter’s implementation abilities are affected by the organizational structure of ‘The Centre of Excellence for Girls’.

7.2 Selection of methods

The result of this research is mainly based on the data given from the qualitative method of depth-interviews, but it is also complemented with data from questionnaire forms handed out to two of the participating informant groups. The research is thereby also pertaining to a quantitative method of research. I also have chosen to do minor observations at ‘The Centre of Excellence for Girls’ with the purpose to understand the informal organizational structures at ‘The Centre of Excellence for Girls’. The reason I have chosen to add a quantitative method of questionnaire forms is due to the fact that I want to have empirical gathered statistics that can strengthen or question the individuals’ expressed experiences of the phenomenon.

The research also contains material gathered data from a phone interview. This interview was made to complement my internal gathered empirics with external experiences. The external information was given from another NGO who had been working close to FAWE Rwanda Chapter.

In conclusion, I have done a qualitative study which is complemented with quantitative statistics, minor observations and a phone interview.
7.2.1 Eventual problems with triangulation

Using three different methods increases the opportunity of studying the gathered data from multiple perspectives, a so-called triangulation (Kvale, 1996).

Using three different methods could cause problems to compile the data for the analysis and also cause problems in finding a line of argument. On the other hand, several methods increase the research’s reliability by studying the phenomenon from several perspectives using multiple methods (Kvale, 1997). Using multiple methods brought a stronger foundation for analysis and did broaden the perspective of the organization rather than causing confusion.

7.3 A language barrier

All interviews, qualitative as quantitative, were held with Anglo phonics speaking informants. Rwanda is, as a result of the Belgium colonization, trilingual. All Rwandans speak Kinyarwanda, the native language of Rwanda. The other two languages spoken are French or English. Normally do people speak either French or English, not both. My knowledge in the French language is rather limited. I did not feel that I would be able to do a thorough analyze of the interviews if they were to be held in French. This was important in my selection of informants because I only could select English speaking informants.

The exclusion of Franco phonics informants could be seen as a lack of representativity (Rosengren & Arvidson, 2005). Although, I found it better to be able to do proper interviews, with material that I later on could properly analyze and beneficial if the informants and I understood each other during the interviews. I also found it important that I was able correctly interpret the given data, which would be jeopardized if including Franco phonics informants.

7.4 Telephone interview

The data gathered from the telephone interview is used as complementary material to enhance the understanding for the surroundings that can affect FAWE Rwanda Chapter’s implementation abilities. I am aware of the material’s validity being at risk when gathering data by telephone interviews. According to Rosengren & Arvidson (2005) are the informants often rather negligent in their answers because they do not want to be disturbed in their home or at work. To prevent this and to enhance the ethical perspective of the method I did send an email in advance asking if they were interested in answering some questions about FAWE Rwanda Chapter. The financial aid organizations I contacted where selected throughout a list of organizations that are or have provided financial aid to FAWE Rwanda.

See phone interview questions in appendix no
Chapter’s different programs. I asked these organizations to participate because they are informants who have specific information about FAWE Rwanda Chapter, and according to Rosengren & Arvidson (2005) is it beneficial to interview individuals with specific experiences of a phenomenon when pertaining to an explorative research interest.

I emailed seven different financial aid organizations which all had been working with FAWE Rwanda Chapter at some point and one of them agreed to do a telephone interview. Including data from only one financial aid organization can jeopardize the representativity (ibid), but I am only using this data get a comprehensive survey of FAWE Rwanda Chapter from an external point of view. Some of the material from this interview will be used in the result and analysis to understand the importance of being an organization in the third world.

7.5 Observation method

To be able to answer if the organizational structure of ‘The Centre of Excellence for Girls’ has any effect on FAWE Rwanda Chapter’s implementation abilities did I do a total of a five day participating, opened and direct observation at ‘The Centre of Excellence for Girls’ (Rosengren & Arvidson, 2005). I limited my observation by looking only at the organizational structure design of the school by observing the hierarchy, the communication and information flow between students, students and teachers in class as well as teachers and administrative personnel in the staff room. The observations were also an opportunity to study the interaction between and within the different organizational levels.

The observations were held during three different Senior6 classes and took place in diverse science subjects amongst different teachers. The observed classes of Senior 6es were chosen throughout a list of all Senior 6es at the school. From this list I excluded the Franco phonic speaking classes. The choice of only observing the Senior6 classes was due to ethical reason of not including too young informants. This is more thoroughly discussed in the ethical discussion in chapter 6.9.

The observations in the staff room took place during a five day period, a three hour sitting per day during one hour per morning, lunch and after noon when the staff room most likely was to be manned.

I am aware of the possible effect of change in action and behavioral manners I as an unfamiliar object have on the observed groups (Rosengren & Arvidson, 2005). To eliminate these effects as much as possible the observations were held from a spot in the classrooms as well as in the teachers’ staff room, which not was seen as central or provide unnecessary attention.
7.6 Qualitative method

When doing an explorative research using a qualitative method of depth-interviews, and seeking information about an individual’s experiences about a certain phenomenon, the researcher must encourage the individual to give valuable information (Rosengren & Arvidson, 2005). Widely formulated interview questions are supposed to urge the individual to give more extended answers (ibid). To encourage the informant to give valuable information it is most beneficial doing an opened structured interview (Rosengren & Arvidson, 2005).

Due to a restricted time limit I could not do test interviews trying to establish what kind of interview form that was most beneficial for my different informant groups. I could neither take for granted that all informants were comfortable talking openly and freely with a stranger. I chose therefore to apply an opened but structured depth-interview structure (ibid) to get the informants experiences of the phenomenon and to enable an answer of the research question; if or if not FAWE Rwanda Chapter has implemented the objectives directed to ‘The Centre of Excellence for Girls, and if the organizational structure of ‘The Centre of Excellence for Girls’ has had any effect on FAWE Rwanda Chapter’s implementation abilities. This was to be found beneficial because some of the informants were not outspoken at all, while some of the informants were to outspoken and had some difficulties to stay in line of subject.

In conclusion, I did six opened and structured depth-interviews, so called semi-constructed interviews (Rosengren & Arvidson, 2005), with informants from all levels within ‘The Centre of Excellence for Girls’ and one semi-constructed depth-interview with an informant from FAWE Rwanda Chapter. A total of seven interviews. The selection of informants will be more thoroughly discussed in the chapter ‘selection of informants’.

7.6.1 Validity & reliability

Several researchers are questioning the possibility to establishing the validity and reliability of a qualitative research, and also questioning their relevance in an explorative research (Rosengren & Arvidson, 2005). I still think it has some relevance mentioning and will shortly present some of the validity and reliability issues of this research.

To enhance the depth-interviews validity, to make sure I measure what I am supposed to measure, were the questions based on the four categories containing the objectives from the Strategic Plan of 2002-2006. Due to the fact that the research’s aim of study is to evaluate if or if not, in the eyes of informants,
FAWE Rwanda Chapter has implemented the objectives directed to the ‘The Centre of Excellence for Girls’. I find it most beneficial founding the interview questions on these four categories. The depth-interviews also contained questions that lead up to discussions about the organizational structure design of ‘The Centre of Excellence for Girls’. I wanted to get the informants experiences of ‘The Centre of Excellence for Girls’ organizational structure design to be able to analyze if it has affected FAWE Rwanda Chapter’s implementation abilities. This was done to increase the research’s validity (Rosengren & Arvidson, 2005).

To enable a high level of reliability requires detachment from the researcher towards the research. A level of objectivity, as well as an awareness of the informant’s ability to give untrue answers during. Saying one thing and by gesture saying the opposite, disturbance of environment, sickness and fatigue are all items who can disturb the interview and deliver incorrect answers (Rosengren & Arvidson, 2005). To minimize the risk of such a behavior were the informants participating voluntarily and guaranteed that the data was to be handled confidentially.

### 7.7 Quantitative method

To be able to carry out a satisfying analysis of the qualitative gathered data was it found beneficial to either verify and strengthen or question the expressed experiences by complementing the qualitative interviews with statistics. I have chosen to complement the qualitative gathered material with statistics gathered from handed out questionnaire forms. Questionnaire forms were handed out only to the informant groups of students and teachers. The purpose of excluding administrative personnel from FAWE Rwanda Chapter as well as administrative personnel from ‘The Centre of Excellence for Girls’ was due to the few members of staff at this organizational level. I judged that the promised confidentiality of data could be at risk handing out questionnaire form to small sized groups as these.

If the material from the questionnaire forms should be able to complement the given data from the qualitative gathered data was it important that they just as the depth-interviews were based on the informants’ experiences of the four categorizations of the objectives and the organizational structure design of ‘The Centre of Excellence for Girls’.

#### 7.7.1 Questionnaire forms-students

Forty questionnaire forms were handed out to the Anglo phonic speaking students in three different Senior 6 classes. The students’ permission of participation had been asked in advance before the questionnaire forms were handed out. The student had been notified that their answers would be
handled confidentially and that the participation was voluntarily. All forty questionnaire forms were handed in.

In total did the students’ questionnaire forms include thirty questions. Twenty two of these thirty questions are nominal since the questions consist of variables ranged in categories without internal sequence or order (Rosengren & Arvidson, 2005). Five questions are ordinal scale since their answers can be rank ordered but not establish how far apart the ranks are. Ordinal scale is often used when establishing attitudes (Dietz & Kalof, 2009). The final three questions are interval scale measuring how far apart the observations are (ibid).

This research is based on the informants’ experiences, their attitudes, of a certain phenomenon. Of course it would be beneficial if the questionnaire forms had more ordinal scale questions. But I mainly wanted answers that could strengthen or question the material gathered from the depth-interviews, and because of this I preferred asking question which gave ‘yes’ or ‘no’ answers.

7.7.2 Questionnaire forms- teachers

The questionnaire forms handed out to the Anglo phonic speaking teachers included twenty five questions; fourteen nominal, nine ordinal and two interval scale questions. The questionnaire forms pertain mainly to the nominal scale even though this research is based on the experiences, the attitudes, of the informants. This is because the quantitative study mainly is supposed to strengthen or question the informants’ expressed experiences of the phenomenon. I did find it most beneficial including questions that could fulfill that purpose.

7.7.3 Validity & reliability

When one is doing a quantitative study handing out questionnaire forms, one has to regard if the questionnaire form actually is measuring the thing one wants to measure (Körner & Wahlgren, 2005). I did base the questions in questionnaire forms on the four categories containing the objectives that FAWE Rwanda Chapter has set for ‘The Centre of Excellence for Girls’. I also included some organizational structure design questions. This was done so that the answers of the questionnaire form could strengthen or question the given answers from depth-interviews.

To get a high reliability must the material have few missing answers. At the most is 20 per cent missing, where two teachers not have answered the question of what subject they are teaching in.
7.8 Selection of informants

First of all, as already been mentioned, I have excluded the Franco phonic speaking informants due to my lacking skills in the French language. The analysis of the gathered data, both qualitative and quantitative would not be reliable if I had chosen to include Franco phonic speaking informants.

The informants were chosen from different levels within the organization, from top to grass root level. This resulted in interviews with administrative personnel at FAWE Rwanda Chapter and administrative personnel, teachers and students from ‘The Centre of Excellence for Girls’. These informants were chosen because I believed that these were the ones most able to provide experience based material which can enable an answer to the research question; ‘has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities?’.

Further on I will describe the method used when selecting the informants. I have chosen to categorize the following chapter into the selection of students, both qualitative method and quantitative method, then the selection of teachers, both qualitative method and quantitative method and finally the selection of administrative personnel from ‘The Centre of Excellence for Girls’ and from FAWE Rwanda Chapter.

I chose to categorize the selections like this because I found that it was the best way to describe the selection procedure.

7.8.1 Selection of students

The students that was included in this research, both for the depth-interviews and the questionnaire forms, were chosen throughout a principal of systematic selection (Rosengren & Arvidson, 2005).

Qualitative interview. The students participating in the depth-interviews were chosen through a sample of a total of hundred forty students from the Senior6 classes. The students were chosen throughout a list, provided from ‘The Centre of Excellence for Girls’. A request of participation was sent out to ten of these students whereas three of them were interviewed. The process of sending out several requests of participation was made to increase the reassurance of getting informants willing to participate in the
research. Five of the requested students showed an interest in participating. Another selection made to downsize the participation rate to required number of three informants.

**Quantitative interview.** When I selected students for the questionnaire forms, the quantitative method, I selected from the same list of Senior6 students that were used in the selection of informants for the depth-interviews. A request of participation was sent out in three different classes to the chosen students, and forty of them showed an interest in participating.

In conclusion, I have in total three qualitative interviews and forty questionnaire form which will be used in my research to answering my research question; ‘has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities?’.

### 7.8.2 The selection of teachers

**Qualitative interview.** When I chose informants for the depth-interviews with teachers at ‘The Centre of Excellence for Girls’ I also did a sample. I was handed a list of all teachers from the school’s administration office. This list included Anglo phonic as Franco phonic speaking teachers, whereas the Franco phonic teachers were singled out.

A total of thirty teachers were employed at ‘The Centre of Excellence for Girls’ at the time. Nineteen of them were Anglo phonics and three of them had just been employed and could therefore not provide any information I was interested in, hence they were excluded. From this list of thirty it lasted sixteen teachers. Five teachers were selected and I did send out request of participation to these five teachers. I sent out a request of participation to five teachers to be reassured that I in the end would have three teachers for my disposal. Unfortunately did only one show an interest in participating.

A new selection where made with the purpose to find two more informants that were willing to participate. I wanted to interview a minimum of three teachers to guaranty a satisfying representativity (Rosengren & Arvidson, 2005). None of the new systematic selected teachers did the second time showed an interest in participating. A third selection was made and the result was the same as mentioned above, no interest.
I made the choice of not continuing seeking more informants from this group. If I had continued sending out requests to the teachers I would in the end have had asked all of them which makes it rather pointless using a sample trying to apply an objective selection. The result of this was that the final research includes one single depth-interview from the informant group of teachers.

I am aware of that the few numbers of informants from this group could cause a lack in representativity (Rosengren & Arvidson, 2005). This problem did I handled by complementing the qualitative material with statistics from the questionnaire forms.

**Quantitative interviews.** Before handing out questionnaire forms to the Anglo phonic teachers did I sent out a request of participation. The newly employed teachers did directly confirm that they could not provide any valid data to the research due to the fact that their knowledge of FAWE Rwanda Chapter’s implementation abilities and organizational structure of ‘The Centre of Excellence for Girls’ were to low thus they only had been employees less than a month. Of the sixteen requests of participation I sent out did ten teachers agreed to participate. All ten questionnaire forms that I handed out was also were handed in back to me.

In conclusion, only one depth-interview was held with this informant group, in a try to maximize the representativity is the data from the teachers complemented with ten questionnaire forms with Anglo phonic teachers.

**7.8.3 Selection of administrative personnel**

It was found impossible to do a systematic selection when choosing informants from the administrative personnel at FAWE Rwanda Chapter and from the administrative personnel at ‘The Centre of Excellence for Girls’ due to the few numbers of employees at these levels. Instead of doing a sample I chose to send out a request of participation to the informants at these levels I found had information most beneficial for this research’s aim of study. Rosengren & Arvidson (2005) states that when doing an explorative research it is beneficial gathering data from informants who have knowledge of the certain phenomenon one wants to explore.

I selected two informants representing the higher organization level at ‘The Centre of Excellence for Girls’ and they were asked of participation due to their high level of expertise. The informant representing FAWE Rwanda Chapter was also chosen due to the informant’s high level of expertise.
No quantitative study could be held at the higher organizational level neither at FAWE Rwanda Chapter nor at ‘The Centre of Excellence for Girls’ because of the few numbers of employees at this level. The risk of not being able to handle the material confidential is too big in a smaller group of informants.

In conclusion, two depth-interviews were held with administrative personnel at ‘The Centre of Excellence for Girls’ and one depth-interview with an informant from FAWE Rwanda Chapter. These informants were selected due to their high level of expertise. Including informants from all organizational levels enhances the possibility of getting a comprehensive answer to the research question; ‘has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities?’.

7.9 Ethical discussion

One of the reasons of interviewing only Senior6 students were due to unethical causes of using per definition ‘children’ in a research study. It is seen as difficult to receive an adequate consent of participation from children thus they have a lesser ability to calculate risks and understand the consequences of participating in a research (Codex-regler och riktlinjer för forskning, 2009). Senior6 students are the eldest student group at ‘The Centre of Excellence for Girls’, in between the age of seventeen to twenty one years old, and were therefore found to be the student group most appropriate to include due to ethical reasons.

All informants were informed, before both the qualitative and the quantitative method of interviews, of; the voluntarism, the fact that the qualitative interviews were taped and the anonymity that would be regarded throughout the entire research. The informants were in writing informed that they had the right to end the cooperation at any time, and their right to interrupt or correct during the interviews. Before my observations were the students and the teachers shortly informed the purpose of my presence.

All informants were given a short introduction of me and my aim of study. All informants were given time in the end of the interviews to express opinions about the interview as well as asking questions about the form of the interview and its content.

8. RESULT
The result will be presented in two parts. The first part presents the results of FAWE Rwanda Chapter’s implementation abilities. If or if not, in the eyes of the informants, they have implemented the objectives directed to ‘The Centre of Excellence for Girls’. The second part presents the informants experiences of the organizational structure design of ‘The Centre of Excellence for Girls’.

The results will be presented in short summaries and quotations from the depth-interviews and this will be complemented with statistics from the questionnaire forms. The second part will also include a chapter of my observations of ‘The Centre of Excellence for Girls’ organizational structural design.

8.1 The informants’ experiences – are the objectives implemented or not?

The objectives that have been in focus for this research are the ones stated in the Strategic Plan of 2002-2006 and have by me been categorized in chapter 3.6 The Strategic Plan of 2002-2006 into four categories with the purpose to simplify the gathering of data. These four categories are; decreased repetition rates, increased performance rates, best practice demonstrated and empowerment. The informants’ experiences of; if or if not FAWE Rwanda Chapter has implemented these objectives will be presented in the following four chapters, one for each objective category. I have chosen to present the results like this because I believe it provides a good overview of the results.

8.1.1 Decrease repetition rates

The objective ‘decrease repetition rates’ is set out to reduce the number of students that takes remediate classes and to reduce the number of students that have to repeat classes. ‘The Centre of Excellence for Girls’ provides after class sessions for those students who are struggling in class. It is the teachers that are holding these after class sessions, but students can also ask their fellow students to help them with subject they find difficult.

“You can ask a teacher and he will help you after class or you just ask your fellow student”
(informant no. II)

Of the asked teachers forty per cent did state that they teach in after class sessions. On the other hand did also forty per cent state that they do not so often teach in after class sessions. It is up to the student to choose if they want to participate in after classes or not. But according to information given does the teachers and the administrative personnel at ‘The Centre of Excellence for Girls’ detect students who are struggling in class and talk to them with the purpose to establish what kind problem the student are
having. 100 per cent of the asked teachers did say that they do not have any problem detecting students who are struggling in class and are in need of extra help.

“We normally identify the weak student fast then we talk to her and see if there are any other students also struggling in that subject. We put them together in a group in after school classes” (informant no. IV)

There is a low repetition rate at ‘The Centre of Excellence for Girls’. In junior and second grade they do not even have to apply after class sessions because the girls are managing classes very well.

In the eyes of the informants is the objective ‘decreased repetition rates’ implemented at ‘The Centre of Excellence for Girls’. The school has the educational tool (after class sessions) that can decrease the students’ repetition rates. Although, some say that the ways of decreasing repetition rates are not always in line with school policy. According to given information is it possible for students to pay teachers for tutoring them in private.

Ten per cent of the asked teachers stated that they believe that teachers are getting paid by the students for helping them after class, on a regular basis. Most of them, sixty per cent, say that this never happens. The main part of the asked students agreed that it is not common that students pay teachers for extra help. But more than thirty per cent of the students did claim that it happens from time to time.

It is also important to acknowledge that it is not always only problems with comprehending the class subject that make the students repeat or take remediate classes. Sometimes do personal problems affect the students’ ability to perform well in class. Four hundred of a total of seven hundred students are on specific FAWE Rwanda Chapter scholarships. These girls come from poor families, are orphans or victims of genocide or HIV/AIDS. For students with personal problems of any kind has ‘The Centre of Excellence for Girls’ implemented a counseling system within each class. Each class has a counselor who is democratically elected by her fellow students.

“The student counselor is supposed to help with day to day problems. If it is too difficult to handle for the student counselor there is a grown up counselor who also works as a teacher” (informant no. V)
From the questionnaire form was it stated that almost half of the students preferred talking to an adult or someone they have an established relationship with as a friend or a nice teacher, rather than talking to the student counselor.

In conclusion, to decrease repetition rates does ‘The Centre of Excellence for Girls’ apply both after class sessions and access to counseling for those with personal problems.

**8.1.2 Increase performance rates**

The objective ‘increase performance rates’ is in line with the objective ‘decrease repetition rates’, hence FAWE Rwanda Chapter wants that the students perform well in class and get good grades. Even if sixty five per cent of the students claim that they have attended after class sessions does the main part of the asked students state they do not have any problems with getting good grades. Fifty six per cent of the students also claim that the educational standard at ‘The Center of Excellence for Girls’ is good compared with only four point nine per cent that states that the educational standard is bad.

‘The Centre of Excellence for Girls’ does every year reward well performing girls with gifts with the purpose to encourage other students to work harder.

“A good student can get a flash disc, a bag with books and other nice things” (informant no. IV)

Informants stated that gifts can be a good spur to studying harder and that students rarely get jealous at each other when someone else is being rewarded. Eighty five per cent of the students claim that they experience that the teachers are treating all students equally, even if some students are better in class.

FAWE Rwanda Chapter does also invite successful women every year to ‘The Centre of Excellence for Girls’, which are supposed to demonstrate that women also can be successful and get great jobs or study at the universities.

“Meeting women who are well performers, have good job or go to university this encourages to do well in class, study more” (informant no. VII)
It is not in line with FAWE Rwanda Chapter’s policy to give extra attention in class to well performing students and that the teachers’ focus must lay on those girls who are struggling in class. Although, ninety per cent of the teachers claim that they give extra attention to well performing students.

“Fast learners need as much attention as weak learners or else they become bored” (informant no. VI)

In 2007 was ‘The Centre of Excellence for Girls’ the third best performing school in the country.

“The school is the third best in Rwanda, better then boy schools and mixed schools. It says a lot”
(informant no. IV)

Several informants states that due to the fact that ‘The Centre of Excellence for Girls’ is a boarding school can they increase the performance rates. They mean that traditionally is it the girl who helps out with the household, cooking and cleaning. This is things that take a lot of the student’s free time, time she should be spending on studying. One informant also stated that it is not only household chores that can risk the student’s performances,

“If the girl stays at the school she is locked in. She is not allowed to leave if she doesn’t have a note from parent or a doctor. She can’t get pregnant and then drop out taking care of her baby. She stays in school if she is boarded. She will get better grades without distractions” (informant no. I)

The performance rates at ‘The Centre of Excellence for Girls’ are experienced to be rather high but this can be due to the fact that the school only admits high achievers. One informant states that the key to increasing students’ performances is the teachers’ high educational level. ‘The Centre of Excellence for Girls’ also has a science laboratory and can provide on average one book per third person.

“This is of course not Western standard but here it is very good. In other schools it is normal to share one book with ten fellow students” (informant no. VI)

In conclusion, the tools to increase performance rates are at ‘The Centre of Excellence for Girls’; the annual gifts that are handed out to well performers, the meeting with successful Rwandan women, the
teachers’ high educational level, the boarding of the students, the laboratory and the amount of books per student. But of course the after class sessions is not only a tool for decreasing repetition rates it is tool for increasing the students’ performance rates.

8.1.3 Best practice demonstrated

This objective is set out to demonstrate good practices. The better ‘The Centre of Excellence for Girls’ perform the bigger is the chances that other Rwandan schools become interested in FAWE Rwanda Chapter’s different programs. And also, the better ‘The Centre of Excellence for Girls’ perform the higher is the chances for FAWE Rwanda Chapter to push the Ministry of Education to set a budget for building more FAWE Rwanda governed girls’ schools around the country.

“If the this school is showing good performances it proves that investing in girls and their education can benefit all of Rwanda” (informant no. VI)

In conclusion, as mentioned above was ‘The Centre of Excellence for Girls’ the third best performing school, measured after the annual exams, and being amongst the top three best performing schools in the country can effect FAWE Rwanda Chapter’s opportunities to receive financial aid and support not only from the Ministry of Education but also for global financial aid organizations.

8.1.4 Empowerment

Empowerment is an important, if not to say the most important, objective for ‘The Centre of Excellence for Girls’. The ‘empowerment’ objective contain five minor sub objectives; increase empowerment for girls, girls able to identify gender issues and plan solutions, decreased sexual harassment, gender issues identified, increased awareness of girls education issues. But one informant states that the importance of empowerment is to,

“...increase performance rates, decreasing performance rates, it is all about empowerment. Empowered students are well performing students” (informant no. III)

The teachers are supposed to get an annual training in gender equality and how to empower the students. But only fifty per cent of the asked teachers claim that they have been taught in gender equality and empowerment. One informant states,
“If there would be one thing I would like for this school is more regular trainings for teachers in gender issues and empowerment. There is training but not so often as it should be, I think”
(informant no. II)

The interviews show that it is normal that FAWE Rwanda Chapter waits until there are enough new employees that never have been gender educated. Some years there are many other activities so the gender work-shops for teachers are overlooked. Still seventy five per cent of the students claim that their classes have gender balance and that the teachers do talk about gender equality on a regular basis but several informants claim that without regular training in gender for teachers and administrative personnel makes it difficult for them to talk about gender issues and empower the students.

Teaching the students to identify gender issues and to speak-out is stated as a very important part of the empowerment objective,

“…our culture taught us [girls and women] to talk behind men. To have other people as our loud-speakers, but this is FAWE and here we have TUSEME who train girls to know what they want”
(informant no. VI)

The students participate in speak-out groups called TUSEME. These groups are supposed to help girls to speak-out when being mistreated, to empower them in to be able to handle difficult situations and to support each other a female support group. Although even if TUSEME is set out to empower and help the girls do a little more than forty six per cent of the students say they are not TUSEME members and most of those who are TUSEME members say that they only meet a couple of times per year. All informants were asked to explain gender equality and empowerment and most of them had a similar explanation,

“Girls can do science just like boys sometimes even better than boys, girls have the same brain, girls say no if they want to and girls are supposed to take care of each other” (informant no. III)

Eighty five per cent of the students claim that they are taught in gender equality and almost eighty three per cent means that they feel free to state their opinion in class. But only thirty two per cent say they speak out when they think someone is doing them wrong.
From the telephone interview with a financial aid organization did it show that FAWE Rwanda Chapter is an attractive organization to financially support because of its focus on gender issues and its empowerment program.

“FAWE is an organization who stands out in the crowd. There is so many NGOs who need financial support. And what FAWE does is targeting a group who normally is left out from the educational system, it has been an interesting cooperation” (informant no. VIII)

The empowerment program at ‘The Centre of Excellence for Girls’ is supposed to help the students to be able to identify issues and have a solution plan for their issues. When a student is having a problem is it more beneficial for her, if she on her own, is able to identify her problem and find a good solution for it. This will make the student independent and it is supposed to stop the culture behavior that women have to be dependent on other people. If the student is having a problem she can not solve on her own she is supposed to talk to the class prefects,

“Each class chose different prefects, democratically, one in charge for academics, and one for counseling and so on. First the students talk to them, it is better that way. They get empowered by solving their own problems. And students rather talk to someone their own age” (informant no. I)

So the election of student counselor and the different prefects are supposed to be in line with the girl empowerment program. The students get the opportunity to identify her problem and come up with her own solution. The students are also given the chance to democratically choose fellow students to be prefects, those who help there is any problem. But this is not only in line with the empowerment program, one informant states,

“This is very good for the students, they learn trust and independence at the same time but it is also a part of the decentralization of the school. Everything can’t be handled by the higher levels in a decentralized organization” (informant no. IV)

In conclusion, the empowerment objective actually presented in all the other mentioned objectives set by FAWE Rwanda Chapter and occurs in everything the ‘The Centre of Excellence for Girls’ does. Unfortunately, seventeen per cent of the students do not believe that they have the same chances of getting the same good job as a man when they have graduated. Many of the students do not participate
in TUSEME groups, but overall do the informants experience that the empowerment objective has been implemented at ‘The Centre of Excellence for Girls’.

8.2 The organizational structure design

This chapter will present the given answers from the depth-interviews and the questionnaire forms about the informants’ experiences of the organizational structure design of ‘The Centre of Excellence for Girls’. I will also include some of my own observations regarding the organizational structure design and some data received from the telephone interview with an aid organization.

7.2.1 Observed structure

From the observations in both classrooms and staff room I found, despite the school’s efforts of decentralization and empowerment implementation, that there is a high regard of higher authorities present at ‘The Centre of Excellence for Girls’. The observations also showed lack in communication and information flow between some of the different observed groups. The observations also showed some shortcomings in the interaction between the different organizational levels and all these observed factors can have an effect on FAWE Rwanda Chapter’s implementation ability.

**Hierarchy in class.** According to my observations are there several authority figures the class room. Naturally are the teachers an authority figure but also the different prefects and counselors acted as authority figures in class. Those who could handle the authority role well were the teachers, while I found that the prefects and the counselors from time to time used their position to get advantages over their fellow students. The teachers showed respect for the students during class and the communication between the students and the teachers had from my observation a good flow. On the other hand, the observations showed that the teachers neglected the unbalanced hierarchy between the students. For example was the unbalanced hierarchy between the students demonstrated when prefects in class took other students’ school material without asking and without being told not to. These students governed in class and this behavior illustrated an unspoken rule that the prefects and counselors must be obeyed.

This behavior could of course be one prefect’s or counselor’s bullying behavior. Unfortunately, this hierarchy between prefects, counselors and regular students was observed in all three class sessions. To strengthen this observation will I include an extract from one questionnaire form that commented the hierarchal relationship between the students,
“If you want something you get it from the class prefects. It is better to not mess with her. Maybe later you don’t get any help even if you ask for it” (informant no. II)

The hierarchy in class was rather obvious; the teachers were the ones with the most authority and those who could handle their role as authority figures. Next in line were the class prefects and counselors, those who could not handle their authority role and at the bottom of the hierarchy stood the other students.

**Hierarchy between teachers & administrative personnel.** During the staff room observation could I see that the relationship between the teachers at ‘The Centre of Excellence for Girls’ was pretty good. Everybody communicated with everybody; even if it showed that some preferred the company of some other colleagues did the observations not show any hierarchy between the teachers.

On the other hand did the observations show that the teachers have a high regard for the authority of the administrative personnel. If there were not enough chairs in the staff room for everyone, was it the teachers who gave up their chairs to someone from the administrative staff. On the contrary, I also did notice that some teachers had a rather loose attitude towards the school’s rules. They did not show up for compulsory meetings and some spent their time in the staff room even though they had class. This loose attitude towards school rules could be seen as dissatisfaction with the hierarchal gap between the teachers and the administrative personnel.

**Communication & information flow.** Effective communication and information flow in a complex organizational structure of hierarchal character is crucial for successful implementation according to Hartvig Gustavsson, Tellenmark & Wilhelmsson (2008), and effective communication within organizations means that information is received without problems or conversions (ibid). The communication and information flow between the students and the class prefects or student counselors was, according to my observations, imprinted by the hierarchal gap between the different roles and responsibilities the students had been given. The regular students have to rely on the prefects to get the information they need and the communication between them were stained by the hierarchal order. A student had to rely on building a good relationship with the prefect and counselor to be able to get the information she needs.

The communication and information flow between teacher colleagues were, during my observations in staff room, demonstrated as good and well functional. The communication and information flow amongst teachers and administrative personnel I found to be imprinted by the hierarchal order between the two groups. I observed an outspoken rule that the administrative personnel had the final word in discussions between the groups, this especially during staff meetings.
I also noticed that the teachers sometimes neglected to inform the administrative personnel when for example they changed their class schedule or when they did not attend to show up for class. One factor that were mentioned in an informal conversation between myself and an individual at ‘The Centre of Excellence for Girls’ was that this individual believed that the negligence of teachers were caused by the fact that they had not been paid in a long time5.

**Interaction between the different organizational levels.** My observation of the interaction between the different organizational levels is that it is rather difficult to interact. If a student wants to talk to someone from the higher levels of the organization is it preferred if she first talks to a class prefect or a student counselor. The prefect or the counselor then approaches the class teacher, who if he or she think it is necessary approaches the head of department who contact the director and not until now has the students matter arrived at a higher organizational level. On the other hand is it not that difficult for the higher level to get in contact with a student because the higher level can directly approach the class prefects who will inform the student that she has to go talk to the higher level at the school. From my observation can I state that the complex structure of ‘The Centre of Excellence for Girls’ complicates the interaction between the different organizational levels.

**8.3.1 A hierarchal organization in transformation**

It was stated during several interviews, both qualitative and quantitative, that ‘The Centre of Excellence for Girls’ is in an ongoing process of decentralization. One informant stated,

> “The school is decentralized. The decision makers and the power should be present in all levels, not only at the top. That is the best for this school a so called local power” (informant no. V)

The informant also said,

> “Decisions should be made by them who know what it is about, at the right level I mean”

(informant no. V)

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5 This information was given in an informal discussion. It can not be confirmed or denied, but I could be a rather relevant factor which can explain why I have found that the teachers are negligent towards their tasks in several cases. It can also explain why it is stated that it has occurred that some teachers get paid for giving privat after class sessions.
Due to the process of decentralization has the students been given power to elect different prefects and student counselors in each class. The prefects have the main responsibility for different matters like academics and bursaries and they are supposed to be a link between the students and the higher levels within the organization. One informant states that most of the decision making and responsibility has been moved down to the students’ level in the organization. Several informants states that each level in the organization has their own decision makers but that in the end is the head mistress and the administrative personnel who has the final call.

“Who know better what is important for the teacher to do than the teachers. Same is for student and for administrative personnel. At the same time everybody can’t go around doing what they want to, there are rules that all must follow and they are made by the head mistress and FAWE” (informant no. VII)

Another informant states,

“I wouldn’t like to say that the decisions are made at each level, maybe it is more correct to say that the decisions are created there. Like suggestions. But it is the administrative personnel who govern the school. Decentralization is to include all levels, not only tell all what to do” (informant no. VI)

In conclusion, the organizational structure design is to some informants decentralized but in many ways it must be seen as an organization in between hierarchy and decentralization.

8.3.2 Information access

When asking the informants about the information access several of them stated that it was easy to get information about for example schedule changes, policies and school rules. Although, I received multiple answers when I asked exact where the informants access this kind of information.

The administrative personnel get information from FAWE Rwanda Chapter or the Ministry of Education per email or phone.

For the students there is a weekly gathering every Wednesday from where they access information. One informant states,
“Those Wednesday meetings are to remind the students of the school rules that often are neglected. Like for example the dress code. Many don’t care about that. But also to remind the students to respect the prefects and to obey the teachers” (informant no. I)

According to almost thirty two per cent does the school schedule change on a regular basis. And twenty two per cent stated that a couple of times every month do not the teachers show up for class. The students have to rely on the prefects and that they have been informed about the schedule’s change or if the teacher not is going to come to class.

As already been mentioned is the communication and information flow rather complex just as the organizational structure design of ‘The Centre of Excellence for Girls’. The complexity can also be referred to the information access, if for example the prefects or the student counselor not have been informed about a change in the schedule there is no place for the students to check where they are supposed to have class.

“Before we had a blackboard where everything, changes and stuff, were written down. Nobody uses it, maybe some but not on a regular basis” (informant no. II)

Also, all information is spread verbally.

“You have to ask if you want to know something. There is always someone who knows. Someone who have been told” (informant no III)

To access information you have to know who to ask and be aware of the fact that the path between the sender and the receiver is rather long in a complicated organizational system.

“In this school we have a chain of command. There are the students, students ask the prefects or sometimes directly the class teacher. The prefect tell the class teacher who talk to the head of department, if he think it is important. If it is important the head of department tell a director and maybe the director talks to the head mistress” (informant no. IV)
In conclusion, students’ access information once a week, but this information is mainly regarding dress codes and student behavior towards teachers and prefects. Information that changes on a daily basis is accessed from the prefects. As stated before, the complexity of ‘The Centre of Excellence for Girls’ organizational structural design do complicate the information access. Further on is the information spread verbally and the risks that the information is changing in content are rather high when the path from sender to receiver is so far.

9. ANALYSIS

The following chapter will answer the research questions; has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities? I will also answer the questions that a risen from the target achievement evaluation model and some of those questions that the model exclude but I found important for a comprehensive analyze.

Further on I will analyze the implementation process at ‘The Centre of Excellence for Girls’ from a top-down and bottom-up perspective. I will also analyze if FAWE Rwanda Chapter’s implementation abilities have been affected by the power of ‘understand’ ‘can’ and ‘will’. I will precede the analysis with the effect the dysfunctions and functions of ‘The Centre of Excellence for Girls’ organizational structure design has had on FAWE Rwanda Chapter’s implementation abilities. Finally I will apply a SWOT- model analysis on the empirics due to the fact that it is important to enlighten the socio-economical effects of the implementation process in a third world country.

9.1 The target achievement evaluation model

This chapter will answer the two questions of the target achievement evaluation model; ‘do the results correspond to the input activities’ and ‘have the result been affected by the organization’s input activities?’. The target achievement evaluation model has been criticized for its neglect towards the side-effects and the decision makers’ strategic motifs of an implementation process. The side-effects and the strategic motifs are, according to me, rather important in an implementation process and I have therefore chosen to include them in this chapter.

9.1.1 The result of FAWE Rwanda Chapter’s input activities
To be able to answer this question it is beneficial to restate FAWE Rwanda Chapter’s input activities which are training teachers and administrative personnel at ‘The Centre of Excellence for Girls’ in gender issues. Training the students in gender issues, having TUSEME groups, teaching the girls to speak-out, and holding a five day festival is also seen as FAWE Rwanda Chapter’s input activities to achieve their set objectives. To achieve the objectives; decrease repetition rates, increase performance rates, best performance demonstrated and empowerment FAWE Rwanda Chapter should have trained students, teachers and administrative personnel in empowerment. According to the informants have this input activity stated in the Strategic Plan of 2002-2006 not been implemented due to other activities that have taken place. Neither can the input activity of training the girls to speak-out in TUSEME groups be seen as successfully correspond to the results when forty six per cent of the students claim they are not TUSEME members. But a five-day-festival, where successful Rwandan women are invited to ‘The Centre of Excellence for Girls’, is an input activity which is followed through with the purpose to encourage the students to get better grades.

The fact that ‘The Centre of Excellence for Girls’ ended up as the third best school in Rwanda in 2007 do show that the students are performing well, at least at the final exams. The fact that after class sessions not are held in junior and second grade shows that the students at a lower level actually are performing well and that the repetition rates are decreased at this level. This can show that the encounter with successful Rwandan women somehow encourage the students to work harder in class, at least at a lower level.

In conclusion, I believe that the poor results are corresponding with the lack of successful implementation of the input activities. Several of the input activities FAWE Rwanda Chapter stated they were supposed to implement are not implemented. I must say that I do not believe that the five-day-festival is the biggest key to well performing students, even if it might have some effect on some students. The answer to the target achievement evaluation model’s fist question is that yes, the results are corresponding with the input activities. But this conclusion is not really in favor for FAWE Rwanda Chapter’s implementation abilities.

9.1.3 The side-effects

Vedung (1998) states that implementing objectives always results in some side-effects. One side-effect that was developed from the ‘empowerment objective’ was that the prefects and students counselors were seen to abuse the power and confident they have been given by bullying their fellow students. Some informants also stated that teachers from time to time were given extra payment for private after class session which can be seen a developed side-effect from the objectives ‘increase performance rates’ and ‘decrease performance rates’.
9.1.4 The decision makers’ strategic motifs

When using the target achievement evaluation model is the decision makers’ strategic motifs neglected (Vedung, 1998). The strategic motifs are important to include when evaluating an organization’s implementation abilities and I will therefore include the strategic motifs I found behind FAWE Rwanda Chapter’s input activities and objectives, even if the model does not. By showing good practice and well performing girl students can FAWE Rwanda Chapter influence more families to send their girls to school and the country will thereby be more gender balanced. This is to be seen as a positive strategic motif by FAWE Rwanda Chapter.

9.2 Do the informants experience the objectives implemented?

In this chapter I will analyze if or if not FAWE Rwanda has, in the eyes of the informants, been successful in their implementation, in the eyes of the informants, and some of the implementation factors that are important to include in a successful implementation process.

9.2.1 Who are the decision makers? A top-down & a bottom-up analyze

‘The Centre of Excellence for Girls’ is a top-down steered organization (Sannerstedt, 2002) that strives to decentralize the organizational structure design.

Due to the decentralization efforts and the empowerment program is ‘The Centre of Excellence for Girls’ giving the students local power on a lower organizational level. The power is given to some few chosen ones in each class who take the role as decision makers over for example how to handle fellow students problems. They are also given the power to decide if or if not the issues are to be brought up on a higher organizational level. The executors in a top-down organization become in this case the decision makers without actually operating in a bottom-up organization (Sannerstedt, 2002). This can create problems for the implementation process. The implementation decisions are taken at the top of the organization, by FAWE Rwanda Chapter, and when the class perfects and student counselors are given power to make their own decisions, on a lower organizational level, can the originally idea with the implementation be at risk of not being implemented correctly.

In conclusion, ‘The Centre of Excellence for Girls’ strives to change their hierarchal organization structure design into a more decentralized organization structure due to political factors but also to empower the students. This complicates the implementation process because the decision makers are found at two levels in the multi-leveled organization, both at the top and at the bottom. It is difficult to reassure that the implementation is correctly implemented in an organization that is steered both from the top and the bottom.
9.2.2 Is the implementation possible without ‘understand’, ‘can’ & ‘will’?

To be able to understand what factors that have affected FAWE Rwanda Chapter’s implementation abilities it is important to discuss Lundquist’s (1987) keys to successful implementation; ‘understand’, ‘can’ and ‘will’. Following I will analyze how these key factors have affected FAWE Rwanda Chapter’s implementation abilities to be able to answer the research question; ‘has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities?’

**Understand.** The objectives and the input activities stated in the Strategic Plan of 2002-2006 are rather vaguely formulated. This can create problems with the execution. Vague directives are according to Hall & Löfgren (2006) most likely not to be properly implemented. It is rather common that directives not are implemented due to the fact that the executors just have not understood them (ibid). The fact that all information is spread verbally at ‘The Centre of Excellence for Girls’ plus the fact that the complex organizational structure creates a distance between sender and receiver of information generates in a higher risk of misunderstanding the implementation directives. To avoid this risk should it be preferable as Fingal & Benipoor (2000) states in their study ‘ISO14001. Obstacles or opportunities?’ that the employees are educated or even involved in the creation of the implementation processes. Then they would not risk misunderstanding the purpose of the implementation. If the executor is involved in the creation of the implementation decision will he or she have an interest in it which also would increase his or hers will to implement (Sannerstedt, 2002).

Another problem that occurs when the objectives are spread verbally in a complex organizational structure is that the directives pass through several individuals. When a directive comes in contact with an individual it changes a little in character (Sannerstedt, 2002). This process creates problems because the implementation directives at ‘The Centre of Excellence for Girls’ passes through many individuals before reaching its goal; the executors. The executors might understand the directive, but most likely have the executor not understood the original directive because it has changed in character along the way.

**Can.** Even if ‘The Centre of Excellence for Girls’ offers more school material, smaller classes and more school related supplies than other Rwandan schools, is there still an obvious lack in their resources. FAWE Rwanda Chapter had for example not been able to have any training in empowerment and gender issues for teachers and administrative personnel. The work-shops had been excluded due to other activities that had taken place. Anderberg &Nilsson’s (2005) study of implementation of the sabbatical year in the Swedish employment office confirms that it is difficult to successfully implement without proper resources.
On the other hand do ‘The Centre of Excellence for Girls’ provide laboratory for the students and on average many more books than other Rwandan school, which can be seen as a resource capacity when implementing objectives as; ‘increase performance rates’, ‘decrease performance rates’ and ‘best practice demonstrated’.

Will. Finally, the most important key to successful implementation is the executor’s will to implement (Ludquist, 1987). Overall have almost all of the executors, at all levels at ‘The Centre of Excellence for Girls’ showed a will to implement the objectives and input activities stated by FAWE Rwanda Chapter. The lack of will has at some point been apparent in the teacher groups. They tried to break the hierarchal order between teachers and administrative personnel by not informing the administrative personnel of their absence or changes in class schedule. Some teachers lack of will to be a part of the implementation process of the objectives; increase performance rates’, ‘decrease performance rates’, best practice demonstrated and ‘empowerment’ can be due to the fact that they have not received any wages.

In conclusion, in the eyes of informants FAWE Rwanda Chapter has not successfully implemented their objectives. This does not say that they have not implemented some of the objectives, but all of them are not implemented in a successful manner and the answer if or if not FAWE Rwanda Chapter has implemented their objectives directed to ‘The Centre of Excellence for Girls’ I must say no they have not.

9.3 The effect the organizational structure design has had on FAWE Rwanda Chapter’s implementation abilities

This chapter will analyze the already discussed complex organizational structure design of ‘The Centre of Excellence for Girls’ and how it complicates the implementation process. I will analyze the functions and the dysfunctions of the organizational structure design of ‘The Centre of Excellence for Girls’ to be able to state any conclusion of the organizational structure design’s affect on FAWE Rwanda Chapter’s implementation abilities.

9.3.1 Structural functionalism – the functions & dysfunctions

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6 This information has only been stated during an informal discussion between myself and an individual from ‘The Centre of Excellence for Girls’. I find it important to include this information in the analysis, despite its low validity, because it can explain some of the teachers’ lack of will to implementation. Classical organizational theory states that wage is an important factor to well performance at work, even if it is not the only motivator to well performance it is still very important (Bastoe & Dahl, 1995).
First will I analyze the organizational functions by the AGIL-schedule, next I will analyze the dysfunctions of ‘The Centre of Excellence for Girls’. Finally a conclusion will be stated, if or if not FAWE Rwanda Chapter’s implementation ability has been affected by the organizational structure of ‘The Centre of Excellence for Girls.

The functions analyzed from the AGIL-Schedule. The functions at ‘The Centre of Excellence for Girls’ is analyzed by the AGIL-schedule which first of all discuss the organization’s ‘adaption’ to the external demands of its surroundings and the adaption the surroundings is doing to the school’s needs (Ritzer, 1996). ‘The Centre of Excellence for Girls’ is producing science educated girls to fulfill the demand of the Rwandan government’s policy of gender equality in parliament. By being a public school is ‘The Centre of Excellence for Girls’ governed by the Ministry of Education, and therefore adapting themselves after the demands of their surroundings. The second function in the AGIL-schedule is the ‘goal attainment’, which means that ‘The Centre of Excellence for Girls’ has to define their primary goals (ibid). ‘The Centre of Excellence for Girls’ do not define their goal, this is made by FAWE Rwanda Chapter and as written above is the objectives stated in the Strategic Plan of 2002-2006 rather vaguely formulated and difficult to attain.

The third function in the AGIL-schedule is the ‘integration’ which means that the system of ‘The Centre of Excellence for Girls’ has to control the relationship between the differential organizational levels, but also make sure that the organization has integrated adaption, goal attainment and latency into the organization’s structure on a functional way (ibid). The relationship between the different organizational levels at ‘The Centre of Excellence for Girls’ is imprinted by the hierarchal order between the organizational top and bottom and is therefore not to be integrated and functional.

The final function ‘latency’ means that ‘The Centre of Excellence for Girls’ must maintain and renew the motivation of individuals within the system because otherwise does the work within system risks to become unprofessional (ibid). By training the teachers and administrative in gender issues do the school renew the staff members’ motivation in gender issues, but as stated above is this training not done on a regular basis and several of the teachers have never been trained. It has also shown on some unprofessionalism regarding extra payment for teaching in private after class sessions. Finally, the function ‘integration’ as just mentioned also is supposed to control the relationship between ‘The Centre of Excellence for Girls’ adaption, goal attainment and latency. Such a relationship has not been found in the gathered material.

The dysfunctions. There are six different dysfunctions to discuss according to the organizational theory of structural functionalism. First of all there is the dysfunction of lacking internal harmony within the
organization, which is illustrated at ‘The Centre of Excellence for Girls’ by the hierarchal order between prefects or student counselors and regular students (Hammarén, 1997). The bullying behavior of the prefects and student counselors creates an unspoken conflict in class. Also the hierarchal order between administrative personnel and teachers do create an unbalance in the school’s organizational harmony. This can according to Hammarén (1997) generate in negligence for the organization, but this is a reaction that has not been seen at the ‘The Centre of Excellence for Girls’, for example is mainly all students satisfied with the educational standard at the school and several informants talk about the school in a positive manner.

The dysfunction of collaboration is regarding collaboration with an external enemy (Hammarén, 1997). At the interviews was no such information stated and by my observations and interviews can I not see that ‘The Centre of Excellence for Girls’ should have any external enemies. Neither has the interviews and observations showed any thievery of resources, which also is to be seen as a dysfunction (ibid). But the obvious lack in resources does according to structural functionalism lead up to repression in the organizational development process. If ‘The Centre of Excellence for Girls’ had a bigger financial pocket they could provide more school material for the students, they could build a bigger school which could boarder more girls and so on. Financial problems are always a problem when analyzing an organization in the third world. ‘The Centre of Excellence for Girls’ does have a lack in resources which do affect on the organizational development process.

Finally does structural functionalism discuss the dysfunction of not having the ability to achieve the organizational goals (Hammarén, 1997). As mentioned in the chapter above have the objectives not been completely implemented, due to the vaguely formulated objectives and the complexity of being an organization in between hierarchy and decentralization.

In conclusion, structural functionalism is an organizational theory which states an organization’s connection between function and structure. The analyze shows that the complex structure of ‘The Centre of Excellence for Girls’ is affecting the organization’s functions; witch according to the structural functionalism should be seen as the functions and dysfunctions. It is difficult to really separate the functions and the dysfunctions of ‘The Centre of Excellence for Girls’ because some functions are not functional, as for example the lack of integration, the non satisfying goal attainment and the lack of latency make the functions dysfunctional. But some of the dysfunctions are not really dysfunctional, like the collaboration with external enemies and thievery of resources. But in total are the dysfunctions and the dysfunctional functions overrepresented.
Finally, the complex organizational structure design of ‘The Centre of Excellence for Girls’ is connected to its functions, and therefore do affect FAWE Rwanda Chapter’s implementation abilities.

9.4 SWOT – a socio-economic analyze

SWOT is an analyze model which enlightens an organization’s strengths, weaknesses, opportunities and threats. I will be applying this model, even if it is not a theory, on my gathered data because the SWOT model enlightens the socio-economic factors that can have an impact on FAWE Rwanda Chapter’s implementation abilities. SWOT estimates the internal strengths and weaknesses of an organization’s strategy but also considers external factors as changes in the organization’s surroundings (Eriksson-Zetterquist, 2006). The purpose of the model is to increase the awareness of external threats as changes in the organization’s surroundings but at the same time provide the organization with ideas on how to handle internal capacities so that the organization has a chance to develop (ibid).

9.4.1 Internal weaknesses & external threats

The internal weakness of ‘The Centre of Excellence for Girls’ is their obvious lack in resources. The lack in resources stops the organizational development process and prevents the organization to use the existing capacity and will to be a well performing organization. Another internal weakness at ‘The Centre of Excellence for Girls’ is the complex organizational structure design, which enhances rather than prevents unbalanced internal hierarchal order. Being a hierarchal organization in transformation towards decentralization requires good strategy and planning, not a further complication of the internal organizational system.

The external threats towards ‘The Centre of Excellence for Girls’ is of course due to the fact that only fifteen years ago did the Rwandan people experience genocide. The environment is still suffering from this event and this affects the organization’s ability to perform as well as for example an organization in a country as Sweden who has not experienced violence in over two hundred years (REF). Rwanda is also surrounded by ongoing civil wars in The Democratic Republic of Congo and Burundi. This is an external threat to the organization; civil wars can cross boarders but also stir up unhealed wounds from the genocide in 1994. The economical threats towards ‘The Centre of Excellence for Girls’ can be explained by Rwanda’s geographically location. Being a country in the middle of Africa combined with a very small almost non existing industry and production makes the import of school material, food and other important supplies very expensive.

9.4.2 Internal strengths & external opportunities
One of the internal strengths of FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’ is their focus on gender issues, empowerment and their interest in girls’ educational rights. These components make the school attractive for external financial aid organizations. This internal strength is increasing the organization’s economical resources.

Rwanda is, as mentioned, a country that develops in quick haste. The Rwandan government’s strive to have a gender equal parliament, to be a democracy and a developed country, is to be seen as an external opportunity for FAWE Rwanda and ‘The Centre of Excellence for Girls’ due to the fact that they are producing girls that can fill up the missing quota of educated young females.

In conclusion, these internal and external socio‐economical factors are having an effect on FAWE Rwanda Chapter’s implementation abilities. Being an organization in a third world country is affecting the implementation process in financial ways, but also in socio-environmental ways where threats of the Rwandan past and the ongoing civil wars are affecting the stability of the organization, which of course are distraction in the ordinary work. The informants can still suffer from the horrible events from genocide, which can affect the students’ performance level, but also affect the teachers’ performances in class.

10. DISCUSSION

My hypothesis lead up to a research question; ‘has FAWE Rwanda Chapter, in the eyes of the informants, implemented the set objectives directed to ‘The Centre of Excellence for Girls’ and does the organizational structure design of ‘The Centre of Excellence for Girls’ affect FAWE Rwanda Chapter’s implementation abilities?’ This is a research question that requires a yes or a no answer, actually a rather difficult question to answer properly.

This research has shown that it is difficult implementing all objectives in the manner they were intended to. There are many factors that have to be fulfilled for an implementation is to be successful. I believe that FAWE Rwanda Chapter has neglected the importance of clear objectives. They have also neglected the side-effects the implementation process of an objective can bring. FAWE Rwanda Chapter has a big vision and want to do so much without having the proper resources, which can lead up to a sense of failure of those who are involved. But the biggest neglect is the effect that the complex organizational structure of ‘The Centre of Excellence for Girls’ has had on the implementation. It is very difficult to have a smooth implementation process in an organization that organizationally do not know if they are hierarchal or decentralized. They do not control the students’ behavior towards each other and too
much power is given to some few students who can not handle it. Teachers also show some negligence towards the organization and the implementation directives. It is difficult to access information and the information risks to change when transferring from sender to receiver because the information is spread verbally in the complex organization system. This is all components that are complicating the implementation process. The organization structure design of ‘The Centre of Excellence for Girls’ must change. The structure must have a clarity that is comprehensible so that the implementation process is not lost in the complex structure. Also, regularity in where day to day information is to be accessed for students as well as teachers and administrative personnel is highly important for an organization where regularity is rarely found. How about having a blackboard where for example changes in schedule are stated? A blackboard where information is available for everybody. This would also take away some of the power that is given to some of the girls. And also, it would be really beneficial if proper adult counselors were installed at the school. Giving this power to fellow students is very difficult for young people to handle, but also is it a responsibility that is huge for young people to have.

The most important change FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’ can do to be able to successfully implement next five year Strategic Plan is to clarify the objectives and clarify the organizational structure design.

10.1 Final conclusion

My final conclusion is that, in the eyes of informant, FAWE Rwanda Chapter has not successfully implemented all of the objectives set in the Strategic Plan of 2002-2006 directed to ‘The Centre of Excellence for Girls’. The organizational structure design effect FAWE Rwanda Chapter’s implementation abilities. But it is not to be forgotten that the external and internal socio-economic factors also have an effect on FAWE Rwanda Chapter’s implementation abilities.

Despite that my results show that FAWE Rwanda Chapter has not implemented their objectives and that the organizational structure of ‘The Centre of Excellence for Girls’ effects FAWE Rwanda Chapter’s implementation abilities in a negative manner I still must say that this is a rather fantastic organization. It has only been around for ten years and has come a long way from nothing! FAWE Rwanda Chapter is doing something nobody else wants to do. They are targeting a group that due to tradition and culture is supposed to stay at home taking care of the family and household. A group that for a very long time has been neglected by everyone. FAWE Rwanda Chapter and ‘The Centre of Excellence for Girls’ are giving these girls a chance to change the society of Rwanda. They are giving Rwanda a brighter future.
11. BIBLIOGRAPHY

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11.2 Web page material
11.3 Hand outs

FAWE Girls’ School, “The Centre of Excellence for Girls” Basic Information

2008 FAWE RWANDA CHAPTER WORK PLAN

11.4 Figures

Figure 7,

Figure 4,


11.5 Maps

Map of Rwanda;

http://encarta.msn.com/map_701516130/rwanda.html

Map of Africa;

http://www.fullpassport.com/Trip2000/Countries/africa.gif

Map of FAWE national chapters; http://www.fawe.org/documents/NC%20Map%202008.pdf