A Swedish project in India

AN IMPLEMENTATION STUDY

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Kvist, Martin A Swedish project in India – an implementation study

The purpose with this paper is to study potential enabling and preventing factors when introducing a Swedish project in India. I have introduced a Swedish project in India. The project aims to strengthen young men's self-esteem and to discuss respect, equality and children rights. The basis for the project is the UN convention on the rights of the child. The project was introduced ten university students. These university students were trained in conversation methods and will implement discussion meetings with young guys. I have studied the implementation process and conducted interviews with the participants. The aim with this paper was to gain a deeper insight into how best to implement a Swedish project in India. The result shows that implementation process is complicated, but that the implementation of a Swedish project in India is more than possible.

Keywords: Implementation, the UN convention on the rights of the child, preventing factors, enabling factors, context, willingness, ability, understanding.
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Preface

I went to India to start up a Swedish project there. The trip was incredibly stimulating and interesting. Although the discussion leaders whom I trained, the organization that I visited was very pleased with the project, I think I'm the one who is most pleased. The journey really began in spring 2010. Already then I started thinking about going to India and write my thesis there. At that point everything felt distant. Two months after my return from India everything still feels a bit distant. The field study was financed by the Swedish International Development Agency, Sida, through a scholarship for Minor Field Studies. I want to thank the organization in India for the invaluable support and never-ending helpfulness.

I want to thank the discussion leaders who took part in the training for their understanding, ability and willingness.

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Introduction

I have thanks to my involvement in Save the Children had the opportunity to implement the Save the Children project Allun in India. The project is based on the UN convention on the rights of the child (CRC). Discussion leaders with specific training carry out discussion groups with boys. The target audience is boys aged 13-15. The project aims to prevent prejudices, emphasizing equality of all people, strengthen the young men's self-esteem and to disseminate information and knowledge about children's rights.

In the autumn of 2010 two girls from Save the Children local union in Lund went to India to start up the project Ellen. Ellen is the same project as Allan but the target audience is young girls. In India Ellen is called Lalitha. The organization, which they visited in India and that helped them to implement the project requested a similar project for boys. I have been involved in Allan in Sweden both as project leader and as discussion leader. Therefore, I thought it was a good idea to go to India and start up Allan. In Sweden, as a project leader I trained discussion leader and my thought was to do the same in India.

Allan is a project that has developed in Sweden. Therefore it was important for me to carefully study the material that project leaders and discussion leader in Sweden are using. The material is adapted to a Swedish context and so I have done some work in trying to adapt the material to an Indian context.

In India, I conducted a two-day training with ten university students. The idea is that they will run discussion groups with boys. During my stay in India, I also followed up the training by observing when some of the educated discussion leaders led a discussion group.

In India Ellen is called Lalitha. Together with the trained discussion leaders I decided to call Allan in India Babu.

Problem formulation

India is one of the most stratified countries in the world. In the country there are huge disparities in income and over 40 percent of the population lives in extreme poverty. Besides income disparities there are other problems such as caste problems, religious and cultural inequalities and disparities between different societies. Injustice leaves deep impression in India and is a major challenge for one of the world's fastest developing economies. (Gupta, 2005)

When the class differences are large and poverty is widespread, it is often children who suffer most. One problem that poverty brings is malnutrition. The Indian State has made a series of ambitious efforts for try to deal with malnutrition. But despite subsidized food prices and promises of work for the poorest of India's growing prosperity is still uneven. There are extreme differences between people in urban and rural areas, among them belonging to high castes and low, between rich and poor. One reason for the failure to reach out with better plans are the level of corruption, another is the enormous size of the population. (Arnö, 2010)
India has an extremely high infant mortality. Economic growth is necessary, but no guarantee that child mortality be reduced. One of the reasons that India’s infant mortality rate is so high is the huge inequalities within the population. The caste system, although it is prohibited, contributes to make it difficult for some groups to improve their income and health. The difference between states is also great, just like the difference between urban and rural areas. India has had higher economic growth during the 21th century’s first decade than Bangladesh, but India has still been less successfully in terms of reducing child mortality. (Arnö, 2010)

India has ratified the CRC, which means that the country has a responsibility to implement it. The Committee on the rights of the child emphasizes in a report from 2004 that India’s large population and high rate of growth are major impediments to the implementation of the convention. (UNHCHR, 2004)

The report says the CRC has been partially implemented. However there is still much to do. For example the Committee is deeply concerned at the widely disparate levels of enjoyment of the rights in the Convention by girls, children living in certain states, rural areas and slums, and children belonging to certain castes and tribal and indigenous groups. (UNHCHR)

Allan and Babu aims to prevent prejudices, emphasizing equality of all people, strengthen the young men's self-esteem and to disseminate information and knowledge about children's rights. To implement such a project in today's India can be seen as a major challenge. The implementation process is affected by various factors such as context, culture, norms and values and the participants ability, willingness and understanding of the project. In this essay I would like to examine the challenges that exist in the implementation process. I want to explore the factors that may prevent the implementation and the factors that enables an implementation.

Purpose and research question
The purpose of this thesis is to explore the possibilities of implementing a Swedish project concerning masculinity in an Indian context. The thesis will also explore how different factors eg. culture, religion and society influence the implementation process. Although the project deals with a variety of phenomena, it is pervaded with a focus on gender equality and masculinity. By introducing Babu and examine how the project is received I will develop an understanding of how masculinity and gender equality is discussed among young men in India and how it affect the implementation process. The focus of the thesis will be on the implementation process. The research questions are:

- What are the enabling factors associated with the introduction and implementation of a Swedish project targeted at young men in an Indian context?

- What are the preventing factors associated with the introduction and implementation of a Swedish project targeted at young men in an Indian context?
**The concept of implementation**

A commonly used definition of the concept of implementation is that implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something. (Guldbrandsson 2007)

Karin Guldbrandsson, however, writes in her book *Från nyhet till vardagsnytta* that there is no well-defined and unifying framework concerning the concept implementation. She believes that the absence of a uniform definition is because the research on implementation is relatively undeveloped. (Guldbrandsson, 2007)

Dean Fixsen (2005) and his associates at the University of South Florida, USA define implementation as:

"a composition of specific activities that are intended to be a new method or a new program with known aspects that take place in ordinary activities." (Fixsen et al 2005)

According to this definition the implementation process is purposeful and developing.

The implementation process is also supposed to be in sufficient detail so that independent observers can detect the presence and strength of the “specific set of activities” related to implementation. (Fixsen et al 2005)

Another definition of implementation which Guldbrandsson mention is made by Trisha Greenhalgh. Her definition says that implementation is:

"active and planned efforts so that a new method should be used as ordinary practice in an organization." (Guldbrandsson 2007:9)

Other definitions Gulbrandsson mention are the following:

- Implementation is to establish and put in use new ideas
- Implementation is setting up and using a method in practice.
- Implementation is to realize, applying or putting into action plans, ideas, models, standards or policies. (Gulbrandsson 2007:9)

How to define the concept of implementation depends on the circumstances one is in. I assume the following definition: Implementation is to set up and use a method in practice and to establish and put in use new ideas.

The *method* will then be the conversation methodology that is the basis of Allan in Sweden and will form the basis for Babu in India. Allan and Babu's basic ideas about gender, equality, non-discrimination, prevention by prejudices, and the enhancement by young men's self-esteem become the *new ideas* to be put in use.
**Context**

It is important to provide a picture of the context for the reader to gain a deeper understanding of this thesis. Below I present a brief description of India as a country and some of the challenges that India faces. I will also describe the organization that I worked with in India and the environments in which the discussion groups will take place. Note that this essay is not about India as a whole, but an implementation study of a specific project and therefore I have chosen to focus on things that directly or indirectly affect the project.

**India**

With a population of 1.2 billion, India is the world's second-largest country, after China, and is often called the world's largest democracy. India is an emerging global power and is already playing an important role in the global economy.

While India’s economy has grown, also the economic inequalities of the Indian society have grown. Large parts of India's population lives below the absolute poverty line. According to the UN, India has lifted many people out of poverty, but still 41.6% of India's population is living in extreme poverty. According to World Bank people live in extreme poverty if they lives on less than U.S. $ 1.25 a day. (Arnö 2010)

Furthermore, one third of India's population is illiterate. Educational levels are low, and class differences are large. The middle class in urban areas is growing, but population in the rural area still lives in poverty and do not take part of the development taking place in cities. (Arnö 2010)

India is characterized by the caste system. Even if the Indian parliament prohibited the caste system in 1950 the system remains. The urban areas have experienced some relief of the phenomenon, but in rural areas the system is still thriving. The caste system goes back to the ancient origins of Hinduism, which is the country’s major religion. Being born into a lower caste might give you weakened opportunities concerning education and employment. Although, many argue that the growing market economy does not have room for that type of discrimination. (Smith 2011)

India is a country which is urbanizing rapidly. The migration from villages to cities is increasing fast, generating pressure on cities meant for a definite size of population. The McKinsey Global Institute says that India should be building the equivalent of a city the size of Chicago every year to deal with the urbanization. (McKinsey Global Institute) Overpopulated city creates problems such as unauthorized and illegal activities, the emergence of slums, problem of waste disposal creation of foles, crime and health related problems.

India is one of the most stratified society in the world. Huge income disparities among caste, religious, and community differences are deeply engraved into everyday social relations. (Verma 2010)

In India, the differences between the sexes become more apparent when the children are in the adolescence. Boys have greater freedom, autonomy, opportunities and power. The girls’ mobility is limited, some are forced to leave school and the family are closely monitoring their interactions with the opposite
sex. These differences in how boys and girls are treated affect their behavior and future health and wellbeing. (Verma)

The Indian context undeniably affects the implementation of the project. The context is therefore important to take into account during the implementation process. Further down in the paper I will in detail discuss the importance of context and how it affects the implementation.

**The organic farm and the surrounding schools**

The target audience for Babu is boys aged 12-15. The organization that I interacted with in India runs an organic farm outside of the town where I lived. On the farm there is an orphanage where children can live up to the age of fifteen. In the orphanage ten girls and one boy was living when I visited India. However, there are four primary schools in close proximity to the farm. The target group for the project came from these nearby schools. Hence, the boys involved in the project will primarily come from rural areas. They greatly affected by poverty and vulnerability. It is my hope a project that Babu could strengthen them and support them.

**The organisation**

The organization that has requested Babu is a non-governmental organization. They are engaged in sustainable development in many different ways. Among other things they educate farmers in sustainable agriculture. They are also involved with social work, for example they run an orphanage. They are also working to strengthen the situation of women in India for example by employing women who would otherwise have difficulty finding jobs. The organization has existed for 17 years and works with several other organizations. They strive to develop and are interested in supporting and disseminating Babu. Their support is important for the project and for the implementation to be successful.
Background

It is important that the reader gains a deeper understanding of the project. Below I will discuss the background to the project, how it arose and why. Since Allan is largely based on the Convention on the rights of the child, the convention will first be discussed below.

The UN convention on the right of the child

The Convention on the rights of the child (CRC) was adopted by the UN General Assembly November 20, 1989. It was created to protect and legislate on the rights of children. Almost all countries have ratified the convention. In Sweden ratified the convention in 1990 and the Indian government ratified the convention in 1992. (UNICEF)

A country which has ratified the CRC have committed themselves under international law to implement it. The Convention provides a universal definition of what rights should apply to all children in the world. Children are defined in the CRC as all people under the age of 18. (UNICEF)

The CRC consists of 54 articles. The most fundamental articles are according to the UN Committee the following:

Article 2, which states that all children has full and equal human dignity. No child shall be discriminated against based on sex, ethnicity, religion and disability. A child should not be discriminated against because of legal guardian group affiliation or political views. The Convention thus includes all children regardless of where they are born or in what relation they grow up. (UNICEF)

Article 3, which expresses that the best interests of the child should be a primary concern. In all actions concerning children, the child's best must be the most important aspect. (UNICEF)

Article 6, which emphasizes children's right to life. This means that the child requires protection for survival. The article also includes children's right to development. Children should also have access to health care, education and acceptable standard of living. Children do also have the right to play, rest and recreation. (UNICEF)

Article 12, which deals with children's democratic rights. It stresses the right of children to make their voices heard and to influence their own situation. Ultimately this article is about children’s right to be taken seriously and to be able to affect their lives and their environment even if they do not have voting rights. (UNICEF)

The UN convention on the right of the child in India

Countries are working in different ways with the CRC, depending on which problems are most significant in the country. In Sweden, for example, works a lot with security on the internet and children's right to express their opinion. In some African countries, the focus is more on working against hunger and child soldiers. In India, for example, the government has worked with free education for children up to the age of fourteen.
The Committee on the rights of the child emphasizes in a report from 2004 that India’s large population and high rate of growth are major impediments to the implementation of the convention. (UNHCHR, 2004)

Extreme poverty, massive social inequality, the persistence of deeply discriminatory attitudes are other impediments to the implementation of the convention. In addition, extreme poverty and the impact of natural disasters also represent serious difficulties in the fulfillment of the obligations under the convention. (UNHCHR, 2004)

The report shows that the CRC has been partially implemented. Besides working for free education for children up to fourteen, efforts have been made to reduce the number of abortions of female fetuses. Through different types of self-help groups for women, women's status has been improved, which is considered to have improved the situation of children. Other examples of efforts that have had an important impact on the rights of the child are the extension of primary school access and the establishment of free telephone “child lines”. (UNHCHR, 2004)

India receives a lot of criticism due to the fact that the CRC is not implemented in a satisfactory manner. For example the Committee is deeply concerned at the widely disparate levels of enjoyment of the rights in the convention by girls, children living in certain states, rural areas and slums, and children belonging to certain castes and tribal and indigenous groups. (UNHCHR) Thus, India fails to meet children’s right to non-discrimination.

The committee proposes a series of measures for India to implement the CRC in a better way. For example, it is proposed that the budget for the implementation of the CRC is increasing and that further cooperation with NGOs is conducted. It also encourages India to provide training in the CRC for children as well as for professional and religious groups. In conclusion, the Committee expresses that India has much work left before the CRC is fully implemented. (UNHCHR)

Babu is not a project that has something to do with the state. However, the project is implemented together with an NGO and one of the objectives is to disseminate knowledge about the CRC. The project can be viewed as relevant for India's development and the implementation of the CRC.

**Allan/Babu introduction**

The project that I have implemented in India is known in Sweden as Allan. Together with employees of the NGO and those who participated in the training, it was determined that the project in India should be called Babu. Changing the name makes the material more directed against young boys in India. Below I will describe what Allan and Babu is. The description is largely based on the material available from RBUF. (2008) The material which I introduced in India is adapted to an Indian context and translated into English. In India the material was also translated into Tamil.

Allan and Babu are based on the CRC and is a way to implement the CRC. The approach is discussion groups where young men on equal terms can meet, discuss, be taken seriously and reflect on issues of concern. The idea is to create a forum
where young men can meet in a process of change concerning gender, power, masculinity, gender, equality and sexuality. The different topics are connected to various kinds of value exercises and games. The exercises and games are meant to stimulate reflection and expression. The project seeks to prevent prejudice and emphasizes the equal value of all people. Another idea is also to strengthen young men's self-esteem. (RBUF 2008)

Below I present Allan and Babu's perspectives a bit closer.

Age discrimination Age is one factor that affects many young people. Instead of adults taking children's views and experiences seriously, children are usually dealt with a pat on the head. The CRC makes it clear that children's experiences and opinions should be utilized. This is particularly true on issues or decisions that directly or indirectly affect children. In today's society children are not seen as a resource. Instead children are seen as something that must be nurtured for the future. In Allan and Babu the children will be listened to and taken seriously. Their thoughts and experiences are important and will be treated as such. (RBUF 2008)

Antiracism Ethnicity is a major barrier to many boys. Allan and Babu are striving to combat prejudice by working with the beliefs and expectations that boys have concerning ethnicity, culture and skin color. Allan and Babu want to promote ethnic equality instead of problematize it with foreign background. (RBUF 2008)

Economic status Class differences is a factor that can make people feel alienated or excluded in a group. Class is largely based on financial resources. Having less money can be a limitation. Some children are forced to give up hobbies and activities because their guardians do not have enough money. Class is also a social phenomenon. Things like language, vocabulary, prior knowledge and so on is linked to class background. Living standards is set by the norms of the country you live in. Allan and Babu are challenging the standards that exist concerning class so that all children should have the right to a decent standard of living. (RBUF 2008)

Empowerment All countries that have ratified the CRC are required that raise awareness among children and young people about their rights. They are also required to create arenas where children can develop their potential and influence their own lives. In Allan and Babu one of the starting points is that all children have their own experiences. The boys have power over their own lives and can influence and positively change their situation and their surroundings. Allan and Babu want to communicate that boys are not bound by structures but can get out of them. This approach is called empowerment. Empowerment does not mean solving the problems of others. Instead, empowerment means giving people the strength and tools they need to self-manage their lives. (RBUF 2008)
Previous research

Much of the previously research that I have used comes from Karin Guldbrandsson's report on implementation called “Från nyhet till vardagsnytta”. (2007) She presents and discuss in the report how new methods are introduced, realized and distributed. The report was developed because the lack of knowledge about how new methods can best be implemented. Furthermore, the report is meant to be a support for public health planners, prevention coordinators and others with similar tasks. (Guldbrandsson 2007)

Those who were in India and started up the project Lalitha wrote an essay similar to mine. They also chose to look at the factors that enable or prevent an implementation of a Swedish project in an Indian context. However there are important differences between our papers. Their focus was primarily women's issues and gender equality. While they focus on women's vulnerability as an example of why the project is needed, I have focused on men's part in the oppression of women. In India there are very big differences between how men and women may express themselves. Thus, there are also big differences between how a project aimed at men is received compared to how a project aimed at women is received. Therefore, my thesis is relevant, despite their important thesis. I would not say that I develop their thesis or their arguments. Rather this essay contributes to a better understanding of how to best to implement a Swedish project in an Indian context.
Theoretical basis

Below I will discuss the theoretical basis that I've used in my essay. I will discuss the various theories about the implementation process which has been fundamental for me in my research.

I will also discuss theories of masculinity. During my interviews, it became clear that gender equality was a big issue. Hence, I felt that discussions of gender equality affected the implementation. In gender equality discussions, it is easy to get caught up in discussions about women's subordinate position. This subordinate position, I see as a fact. Men are superior to women all over the world, it is wrong and it is something that can be modified. It is of course important that men assume their responsibility gender equality issue, but I do not believe in putting the blame on boys. Young men in India mature and develop in a male-dominated context. Based on these premises, I will discuss masculinity and what it means to be a man in India.

Implementation process

Karin Guldbrandsson believes that the implementation process begins with someone having an idea that a particular method can be used in order to meet a need or solve a problem. The idea might have its origin from the one providing the new method, but it can also have its origin in the organization where the need or problem occurs. The idea can also come from someone else, who have recognized the need or problem and who is familiar with the method. (Guldbrandsson 2007)

It was the organization which requested a project similar to Lalitha, but which was directed towards boys. Babu is one such project. That the organization requested the project makes the implementation process different than if the idea would have come from somewhere else.

After the initial process the activities required to achieve the desired change is planned and prepared and finally conducted. Guldbrandsson presents some elements which are important for the outcome of the implementation. The most basic component is that there is a need for change and that the method is the correct to use in the context. Other basic requirements are that the method has apparent advantages and is consistent with the implemented contexts values and practices. It is also important that the method can be adapted to the recipient’s needs and that it provides knowledge that can be generalized to other contexts. (Guldbrandsson 2007)

When a new method is introduced, it is common that it is presented with written and verbal information and training of various kinds. According to Guldbrandsson it is important to combine these efforts, for example, by combining education with practical training and feedback. There are advantages in continuously provide support and guidance and to involve users at an early stage in the process. If those who will carry out the implementation in the planning stage are given the opportunity to discuss the method's various strengths and weaknesses potential problems can be identified at an early stage. These problems can then be handled in a constructive way to develop and adapt the method. (Guldbrandsson, 2007)

For the implementation to be successful, it is important that the method is well defined. The methodology for the project Allan in Sweden is for example based
on the following components: a written manual, trained discussion leaders, ten meetings during a semester focusing on different themes and continuous network meetings where the discussion leaders along with the project leaders discuss the progress of the project. Both the method and implementation must work well for the end result to be good. Even if a method is good it will not function unless it is implemented correctly and vice versa. (Guldbrandsson 2007)

The possibility for a successful implementation also depends on the existence of a perceived need for the implementation. For implementation to succeed, it is beneficial if the needs are expressed explicitly. Sometimes the methods are both complex and resource intensive. If the recipient does not perceive that they have a problem that can be solved with the method, then the implementation is likely to be ineffective. (Guldbrandsson 2007)

Evert Vedung (1998) presents in his book “Utvärdering i politik och förvaltning” three conditions needed for an implementation to be successful. These three conditions are understanding, ability and willingness. (Vedung 1998)

Vedung describes how the participants’ understanding of what will be implemented affects the results. With understanding Vedung mean that the participants must realize what will be implemented and why it should be implemented. If the understanding of the implementation is flawed, the result of the implementation will be negatively affected. Lack of knowledge about what is to be implemented may often be due to vague or contradictory decisions. (Vedung, 1998)

Another influential factor is according to Vedung the ability among those who participate in the implementation. With ability Vedung roughly means resources. These resources can be financial, physical or personnel. While there might be financial and human resources to implement a project, maybe the staff does not have the right training. This will lead to difficulties in the implementation. The staff will then need to undergo training, which extends the implementation process. (Vedung, 1998)

The third influential factor is the willingness of participants. It is important that the participants have a desire to achieve results. If there are shortcomings concerning the willingness among the participants, the implementation will most likely be less successful. (Vedung, 1998)

Guldbrandsson writes in her book that it is favorable if the method is easy to use. The probability of a new method to be accepted also depends on how big the differences are between the new and the old. A new method must not be perceived as too different from how it was before. To facilitate that a new method is accepted it might be good to show for example a movie where the method used. (Guldbrandsson 2007)

**Relevant factors for the method**

Guldbrandsson (2007) writes about certain common characteristics of new methods which has been successfully implemented. These basic characteristics is, as stated above, relevance, relative and visible benefits, compliance with the
recipient’s values, simplicity and that the method should be able to be tested on a small scale and adapted to recipient’s needs. (Guldbrandsson 2007)

Guldbrandsson writes that the relevance and usability of a new method is more important for the outcome than the actual the implementation process according to some studies. Obviously, it is therefore important that the method to be implemented is perceived as relevant and useful. (Guldbrandsson 2007)

Also if the new method is in line with individual, organizational and professional values, norms and practices, the method is easier to implement. Guldbrandsson (2007) writes that it may be difficult to transfer a method from one country to another. Methods must be adapted to the current context to be interesting. (Guldbrandsson 2007) I introduced and implemented a Swedish project in an Indian context. The possible problems that may arise when a project is implemented in another country are discussed in the results and analysis section as well as in the conclusion.

New methods that are perceived as simple are easier to implement. The receipt of the new method also depends on the difference between the old and new. The likelihood for the implementation to be successful increase if the new method is similar to previously used methods. (Guldbrandsson 2007)

New methods that are possible to test on a small scale increase the chance for the implementation to be successful. The test gives participants or beneficiaries of the method an opportunity to try out the method which facilitates a future implementation process. (Guldbrandsson 2007)

Guldbrandsson (2007) also writes that if the benefits are quickly observable, the method is easier to implement. It may be advantageous that design the implementation so that some results quickly become apparent. For example, you can make simple evaluations about what the participants think about the method. (Guldbrandsson 2007)

New methods that are easy to adapt to local circumstances facilitate the implementation. When conducting the implementation process it is common that there are resources available which later disappear. If the disappearance of the resources makes the method difficult to use, it is beneficial to be able to adapt the method. It is important that the change will not be so far reaching that the method is changed in such a crucial way that the expected effects disappears. (Guldbrandsson 2007)

Some methods require knowledge that is useful in other contexts. Then, the method is easier to implement. If participants get knowledge that is useful outside of the project it will facilitate the implementation. (Guldbrandsson 2007)

Criteria’s of the implementation

Usually written and verbal information and training are provided when a new method is to be implemented. According Guldbrandsson (2007) this is not enough. Poor materials, inappropriate distribution of the materials, poorly trained or indifferent staff, lack in support and inadequate evaluation lowers the potential
for a successful implementation. For an implementation to be successful there need to be a need and a method suitable to meet the need. (Guldbrandsson 2007)

Guldbrandsson (2007) lists some factors that facilitate the implementation. It is advantageous if several actions for the implementation are combined. This may involve the distribution of guidelines, providing training, coaching and opportunities for feedback. The quality in the presented actions is more important than quantity. Education, training and support are more beneficial if they are combined. (Guldbrandsson 2007)

It is also beneficial to early in the process involve the users of the method. As previously mentioned, it is important to let the users discuss advantages and disadvantages of the method. Problems and concerns can then be handled in a constructive way. It may also be beneficial to allow those responsible for the implementation to remain in contact with the organization to support and inspire. (Guldbrandsson 2007)

Another factor affecting the implementation process is if there are financial resources available. A sustainable and adequate budget increases the chances for the implementation to be successful. Precise and timely information about the implementation and the collection and collation of relevant information during the implementation process also increases the chances of an successful implementation. (Guldbrandsson 2007)

**Receivers, transmitters and change agents**

When conducting implementation processes Guldbrandsson (2007) speak of receivers, transmitters and change agents. Receivers are for example a school or organization getting the new method. The transmitter may be a government agency or an organization recommending the method. The change agent is an individual, within or outside the organization's framework that affect a specific receiver to adopt and implement new methods. (Guldbrandsson 2007) My role in India was a mixture of change agent and transmitters. Those who participated during the training and the organization were the receivers.

The change agent is the connecting link between a receiver that has a specific need and a transmitter who may offer a solution. An important role for change agent is to facilitate communication between the receiver and transmitter. The change agent should assist the receiver to become aware of a need and maintain a trusting relationship with the receiver. It is also important to analyze why the need may not be solved with existing methods. The change agent’s role is also to motivate the receiver to choose the specific method in order to deal with the need. It is also important to provide practical assistance in the implementation. Finally, the change agent should also be able to cancel the own role and submit the method completely to the receiver. (Guldbrandsson 2007)

When a transmitter or change agent assumes a need or a problem it means that they adopt the receiver’s perspective. The transmitter or the change agent should discuss the method together with the receiver. They should first discuss if it is the right method to use to solve the problem. Furthermore, they should also discuss what it will cost to implement the method. These costs can advantageously be
considered in relation to the costs incurred if the method is not implemented. (Guldbrandsson 2007)

The role of the individual
Guldbrandsson (2007) writes in her book about the individual's role in the implementation process. She writes that people are not passive recipients of innovations. Rather, it is so that people are searching for new methods and products. In dialogue with others, the individual is trying to improve certain methods by developing ideas and adapt different approaches. (Guldbrandsson 2007)

Some individuals may to a greater extent than others affect their colleagues. Some are opinion leaders, in virtue of their authority and status as professionals, while others are opinion leaders because they have high credibility. (Guldbrandsson 2007) It is therefore important to analyze the different individuals' role when conducting implementation. This is consistent with Vedung’s theories about the importance of the individual's ability.

Some opinion leaders can support the implementation of a new method. Others may resist the implementation. Individuals can therefore have both a positive and a negative impact on implementation process. (Guldbrandsson 2007) This is consistent with Vedung’s theories about the importance of willingness. An individual's own interests, approach and attitude affect the implementation. It is important that those who will use the method have appropriate knowledge of the method in question. Those who are affected of the implementation must understand how the implementation affects their situation. When the process has begun, it is important that those using the method have access to ongoing information and support. (Guldbrandsson 2007) This is consistent with Vedung’s theories about the importance of understanding.

The role of the organization
Organizations that systematically identifies, interprets and link new knowledge to existing knowledge are called learning organizations. These organizations are more likely to adapt and accept new methods. The organization recognizes that new knowledge can contribute to positive change, but that the new knowledge must first be adopted and made universal. There are some common characteristics of organizations which adopt innovations faster than others. Such characteristics are for example structure, organization size and level of development. Large and developed organizations have it to easier to adopt new innovations than small and newly formed organizations. Innovative organizations are positive to change in general and often have a working environment that stimulates new thinking. (Guldbrandsson 2007)

Preventing factors
A classic in implementation theory is Pressman and Wildavskys "Implementation". (1973) They lists in their book seven factors that can prevent the process of implementation:
- The program does not comply with other commitments,
- The participants are preferring other programs,
- The staff has dual commitments,
- The staff are dependent on others who did not experience the program as particularly important,
- The leadership is weak and the organization is not good enough,
- The program does not comply with laws and regulations
- There is too little power.

There are undoubtedly a number of difficulties in the implementation process. For the implementation to be successful, it is important to be aware of these.

**Masculinity**

India is affected of being a male-dominated country. Ravi K Verma and Vaishali Sharma Mahendra (2004) writes that young men in India mature and develop in a male-dominated context. They have little contact in the post-pubertal period with female peers and little or no sex education. During adolescence boys enjoy privileges such as autonomy, mobility, opportunity and power. Girls, on the other hand, endure restrictions when the parents curtail their mobility, withdraw them from school and closely monitor their interaction with males. According to Verma and Mahendra these differing social advantages and disadvantages have many direct or indirect effects on adolescent reproductive health and future health and well-being. According to the authors boys are brought up to embrace an oppressive role. (Verma 2004)

The authors also write about how boys embrace a stereotypical gender role. Some of the typical stereotypes that are associated with boys are that they should be active and aggressive. Another typical stereotype is that they should assume leadership. According to the authors this phenomenon occurs due to the fact that boys have to assume major responsibilities in their family when they grow up. There is an idea that for boys to be able to meet this future they need to be prepared. For example, the authors emphasize that the boys are brought up to protect their sisters' reputations. They are also expected to see after the education of younger brothers and to look after ageing parents. In addition, there is the constant pressure to achieve and excel in schooling and careers. (Verma 2004)

Another occurrence that affects the perception of masculinity and manhood are the movie world. (Verma 2004)

The author Siddharta (2002) writes in the anthology “A Man’s World: Changing Men’s Practices in a Globalized Bollywood” about how the movie world affect young men. Bollywood and the hugely popular Indian film industry has caught up fast with the aggressive male machismo fuelled by Hollywood. The aggressive individualism promoted by the global market has played a decisive role in legitimizing violence and a particular conception of masculinity. He writes that male attitudes are hardening and that violence against women is increasing. (Siddharta 2002)

Siddharta (2002) also writes that the empowerment of women must go along with the alternative empowerment of men. Otherwise there might be major conflict in the family and outside. This alternative empowerment must replace old attitudes. The old attitudes of authority and domination must be replaced with equality and complementarity. According to Siddharta most men are so cultural conditioned that they are not aware of the distress and harm they cause women. (Siddharta)
The fact that a society is unequal regarding gender can not be blamed on boys, but for the implementation to be successful it is important to be aware of men's superior position in India. Babu is a project that is about empowerment. Boys and young men will be given the opportunity to discuss and talk about what it means to be a man. The dialogue may lead to knowledge about the tools needed to create an equal world.
Method
To answer my research questions I chose a qualitative research approach. I conducted interviews, focus groups and observations. Below, I discuss the choice of method, method advantages and disadvantages, and ethical aspects.

Choice of method
Judith Bell (2008) writes in her book "Introduktion till forskningsmetodik" that the choice of method should be based on the purpose of the thesis. The method chosen should be the one that best provides the wanted information. (Bell, 2006) In this thesis, it is important to properly connect the research questions with the theory and empirical data. I wanted to develop an understanding of why the results appeared in a certain way. Therefore, I chose to use a qualitative research method.

Jan Trost (2010) writes in his book "Kvalitativa intervjuer" that a qualitative study is to be preferred if the aim of the study is to try to understand people's way of thinking or reacting, or to separate or distinguish different patterns of behavior. If the research question instead seeks to answer how often, how many or how common something is, a quantitative study would be preferable. (Trost, 2010) I want to develop a deeper understanding of a particular pattern in a given context and therefore I have chosen to work with a qualitative approach.

The method I primarily used were semi-structured interviews. Trost discuss the difference between different types of interviews. According to him structured interviews could mean many different things. First of all the term structured is used when the questions in an interview requires fixed response alternatives. The degree of structuring affects what responses the interviewer may get. Structured questions give the respondents no opportunity to respond differently from how the query designer decided. In other contexts, structured interviews means that the researcher try to keep to a specific field or theme and not several. Some argue that quantitative interviews are structured, while qualitative interviews are not. Furthermore Trost writes that the most important thing is that the researcher himself knows the importance he attaches to the term and to be aware of how other people use the term. (Trost 2010)

Interviews
Henry Olsson and Stefan Sörensen (2007) discusses in their book (Forskningsprocessen, 2007) interview as a research method. According to them, the interview is a method that makes use of questions to achieve knowledge of the respondent’s world. They underline the importance of that purpose and problem area is well understood before beginning the study. It is important to think through the research elements different phases. The interviewer should consider how the interview will be analyzed and verified when it is completed and how the results will be presented. It is also important to think through the ethical issues and ensure that they are respected. Olsson and Sorensen takes on three issues that are important to remember when conducting interviews. (Olsson et al 2007)

First of all, an interview is a dialogue between at least two people. I chose to do five interviews and two group interviews. In order to get as good information as possible from the respondents it is important that cooperative climate is created. The respondent should feel important and be able to speak to the point. (Olsson et al 2007)
Second, the information that the respondents provide must be reliable and not influenced by a host of irrelevant factors. (Olsson et al 2007)

Finally, the interview should provide the information that the interviewer is looking for. The answers provided should be valid, which means that participants must respond to what the researcher asked. (Olsson et al 2007)

Depending on what the researcher wants to get out of the interview, the interview can be designed in various ways. If the interview is very well planned with precise questions and answers it is usually said that it has a high degree of standardization. With a high degree of standardization the researcher ensures herself or himself not to vary the situation from an interview person to another. The interview is well planned and the same questions are being asked in the same order. To standardize the interview is good when the researcher want to reduce their influence on the interview. Most quantitative studies are using the highly standardized data collection. (Olsson et al 2007)

Low degree of standardization roughly means the opposite. The researcher formulates him or herself after the respondent's language and questions are asked in the order it suits. The respondent may manage the order of the questions and follow-up questions are formulated according to previous responses. At a low degree of standardization is the possibility of variation in size. (Trost 2010)

An interview may also have different degrees of structuring. A high degree of structure means that the questions are formulated so that they are perceived in similar ways by respondents. A structured question therefore means that the respondents are not able to respond in another way than the researcher has decided. Low degree of standardization means that respondents may interpret the questions freely according to their own language, experiences, values and aspirations. (Olsson et al 2007)

I used a semi-structured questionnaire because I wanted to have an open dialogue and really take advantage of the knowledge that the respondents have. A semi-structured questionnaire was the best way to answer my research questions.

During my time in India, I conducted five individual interviews and two group interviews. The first group interview consisted of three people. The second group interview consisted of ten people. At both the group interviews, I used an interpreter.

**Individual interviews**

In qualitative interviews it is important to as far as possible allow the respondent to manage the order of the questions in the interview. Instead of making use of pre-formulated questions, it is beneficial to make up a list of question areas. The content of the guide is largely determined by the objectives of the project. (Trost 2010)

In the design of the interview guide, it is important to be well spoken on the subject area and have formulated a clear view. It is beneficial if the list is fairly short, and instead takes up large areas. (Trost 2010)
The choice of location for the interview is relevant. (Trost 2010) The individual interviews were conducted in the respondents’ workplace. Together we looked up a quiet room that both I and the interviewee felt comfortable with.

Four of the respondents are working in various positions within the organization. They all have experience of working with young people in India. Their different positions within the organization and the fact that they are of different age contributed to a wider range of experience and therefore a deeper knowledge. They have all worked with Lalitha in different ways and therefore have a deep understanding of what the project is about. One of them works as a discussion leader of Lalitha. Thus the four employees could contribute with information relevant to the implementation of Babu.

The fifth respondent was one of the university students who participated in the training. He was one of the more driven participants and the one who spoke best English.

**Group interviews**

An alternative to individual interviews is group interviews. There are different types of group interviews. Which type you choose depends on what you want to get out of the interview. The type of group interviews that I have used is called focus groups. The purpose of this type of interview is to focus on a particular issue. These interviews can be structured, and then there are prepared questions and checklists. They can also be unstructured, and then the interviewer intervenes as little as possible in the discussion. (Bell 2006)

A basic idea with focus groups is that participants are involved in the same situation. Typical of focus groups is that the interviewer in advance had the opportunity to analyze the specific situation which is the starting point of the interview. The focus group is used mainly to gather information related to emotions, reactions opinions and past experience of different situations. (Olsson et al 2007) I conducted a focus group with the participants in the training after the training was completed. It gave me and the participants an opportunity to discuss any concerns or doubts regarding the project. At the same time, I got an important input on how the implementation of the project proceeded.

Henry Olsson and Stefan Sörensen (2007) discusses in their book different objectives in focus groups. First, they have a research purpose. Focus groups are then use to generate hypotheses and designs for further quantitative testing or to validate results from previous qualitative research. They can, secondly to have a clinical purpose. The use of focus groups helps the researcher to bring out understanding of behavior from those who participate. A third view is phenomenological. Focus groups are then a method to help researchers to understand the participants’ cognitive perceptions. Often, focus groups are combined with observation to provide guidance to the issues. (Olsson et al 2007)

The focus group should consist of five to ten participants and the participants should be representative of the target group. The advantage of this method is that the researcher in a short time is able to obtain much information. The participants also often experience that they can give each other support and inspiration. A third advantage is that focus groups provide the opportunity to study group interaction. (Olsson et al 2007)
A disadvantage of focus groups is that the researcher may be guided too much in the discussion of one or several dominant group members. This could have the consequence that it may become difficult for the interviewer to be neutral. (Olsson et al 2007)

Another problem with group interviews is that the documentation of what is happening can be challenging. The interviewer may find it difficult to both keep track of what is said and who says it. Also the interviewer must keep track of body language. (Trost 2010)

A third problem is that the participants easily gather around a view that is appropriate in the situation. Informal norms can control the views that the participants express. (Trost 2010)

Jan Trost (2010) discusses the importance of the researcher’s role in a group interview. The researcher must provide a sense of togetherness in the group. At the same time, the researcher must manage the group so that everyone gets to speak. It can be difficult for the researcher to create confidence for himself while he or she at the same time must create confidence between the participants. In addition, the researcher must be careful not to abuse all this confidence in his or her desire to be able to collect valuable material. (Trost 2010)

What is important to keep in mind is to create a cooperative climate. The researcher should feel comfortable to speak what is on his or her mind and to speak to the point. One way to get the interviewee to feel comfortable is to select a suitable and safe place for the interview. (Olsson & Sörensen, 2007)

The first group interview I conducted was with the women who participated in the Lalitha-training during the fall 2010. Three women participated in the first group interview. The three women have, in addition to having participated in the Lalitha-training, also carried out ten group meetings with young girls. Thus, they could offer a deep insight into what it is to implement this type of project in India. I chose to conduct the interview in the room where the training took place. On the walls hung material left over from the training, creating a focus on the project. The women often visit this room and the atmosphere was relaxed.

The second group interview that I carried out was conducted in the same location as where the training was carried out. This meant that the place was as neutral as possible. The group interview consisted of nine people besides me and the interpreter and the training room was the only place we all had in common. I felt that the participants felt comfortable and that there was a high ceiling.

**Other sources**

Besides the interviews, I have also received information from the training days that I conducted. The analyses of the interaction with the participants serve as additional empirical material. The training days were also an opportunity to interact with my future interview subjects and thus create a sense of how the upcoming interviews would best be conducted.
I was also able to observe a discussion meeting. I observed the first discussion meeting that three of the discussion leaders conducted. It gave me an insight into the understanding, ability and willingness of the three discussion leaders.

Selection and limitation
Jan Trost (2010) writes that it is not interesting, in the statistical sense, to have a representative sample when it comes to qualitative interviews. In qualitative studies the researcher often wants to get as much variation as possible and not a number of similar opinions. (Trost 2010) Below, I discuss how I made the selection of respondents.

Individual interviews
I completed five individual interviews. Four of them were employees within the organization. The fifth interview was with one of the future Babu discussion leaders. The four employees of the organization were elected after I had been on the organization for a few days. I picked out those who had experience working with children and young people in India. All four are also working directly with Lalitha, which means they have knowledge of the implementation process.

The fifth respondent was chosen because he was the most committed of the discussion leaders. He was also most active during the group interview. There was no opportunity to interview more of the discussion leaders because they were very busy university students, and due to the fact that the access to interpreters was limited. It would have been interesting to interview more of the discussion leaders. I nonetheless believe that I got out enough information during the group interview.

Group interviews
The first group interview was carried out with the women who have been discussion leaders of Lalitha. Thus, I made no direct selection of those respondents.

The same applies to the group interview with the discussion leaders of Babu. However, together with the organization I decided who would participate in the training. We concluded that it would be good if the participants studied in college. All participants studied either the first or second year of their master’s program in social work. Those who participated in the training were those who attended the group interview.

Processing
In order to make the research results understandable and able to use, the information must be processed. The processing of the data should be structured and put together. The results of the interviews, and observations will be reported in the form of text and therefore it is important that the researcher find some underlying pattern in the collected material. To do this the researcher must use a processing or interpretation method. (Olsson et al 2007)

I used a sound absorber in the individual interviews. Jan Trost (2010) discusses the advantages and disadvantages of using sound absorbers. Among the advantages is that you can listen to the interview repeatedly, and analyze what has
literally been said. You can also listen to the tone and choice of words. Instead of taking notes, you can concentrate on the questions and answers. Among the disadvantages are that it takes time to listen to the recordings and that it is inconvenient to fast them forward and back to locate the details. (Trost, 2010)

Trost also notes that an important part of qualitative interviews is the memory. Neither notes nor recordings can completely replace the impression the researcher gets at the actual interview. Some things you see or hear during the interview can be extremely valuable in the analysis of data. (Trost, 2010)

I chose to supplement the audio recordings by also taking notes. The notes were made in the relation to the interview guide I used. Thus, it became easier to summarize the key elements. In the group interviews, I chose only to take notes. When the interviews were completed, I transcribed the material. Transcription implies that you write down what was said during the interview. According to Sorensen and Olsson transcription is to create something new and that the researcher writes down something that represents what has been said. (Olsson et al 2007)

**Hermeneutic and Gadamer**

A hermeneutic science approach assumes intentionality in human life meetings. Thus, people's motives are realized in actions, language and gestures. Furthermore, this means providing people a set of common terms and symbols. What these terms and symbols is due on the historical and contemporary context that people live in. The language conveys people's outlook and understanding of life. (Olsson et al 2007) Since I did my interviews in English, it was important for me to carefully interpret and analyze the collected material.

The language is as primary to man that understanding is, because the understanding can be conveyed linguistically. According to the hermeneutic approach thinking and understanding is not studied in isolation. It is always a person with a background and experience who think and understand various phenomena. The purpose with a hermeneutic research approach is to capture experiences and express, interpret and understand the context. This should then be explained. In preparation process, scientists are trying to reach a deeper understanding with the questions what, how, where and why. (Olsson et al 2007)

The purpose of this study is to increase understanding of how a particular phenomenon is revealed and received. To explore the possibilities of implementing a Swedish project concerning masculinity in an Indian context I must be able to create an understanding, capture experiences and expressions, interpreting and understanding the context and explain the results. This is possible with a hermeneutic approach. Hermeneutic is about creating an understanding of sentence in a descriptive level. In particular, it is about the importance of achieving an understanding of the meaning that exists in human activities. Understanding is a process where the researcher in interpreting is trying to see something from the respondent's own horizon. This requires a dialogue. (Olsson et al 2007)

Sorensen and Olsson presents Hans-Georg Gadamer’s theories of hermeneutic and the process of understanding. Gadamer insists that we can never have a
neutral stance. He uses the term pre-judgment. The hyphen is there to liberate us from the usual negative associations that are in the word prejudice. According to Gadamer a pre-judgment is something we carry with us when we try to understand. The expectations sometimes prove to be correct. Sometimes they prove not to be correct and then they have to be modified. That is what understanding is. (Olsson et al 2007)

Gadamer believes that prejudice is inevitable. Pre-judgment are created through the upbringing and socialization and with them we achieve understanding and certainties. They are important because mutual understanding is based on pre-judgment. We often think that we are unbiased and only when we understand that we are not arises an understanding process that can bridge the gap to the unfamiliar. When we come to realize what prejudices we have, we can understand others. (Olsson et al 2007)

Gadamer also sees distance of time as a prerequisite for understanding. A long time scale is required to sort true from the false pre-judgment. People are according to Gadamer tied to the specific situation they are in. We can not be away from a specific situation which makes our vision at that time limited. (Olsson et al 2007)

Another important concept in Gadamer is horizon. The horizon is the outer limit of the perspective which includes everything that can be detected from the point where people are. What may be perceived by pre-judgments are within the horizon. With the help of one's own horizon one person can extend another person's perspective. Thus, according to Gadamer all understanding requires dialogue. When someone says something he will present a perspective on the world, fellow human beings, society, culture and traditions. Anyone who listens and interprets the story is influenced by the narrator's perspective. The process of understanding can be seen as a matter of coming to an agreement about the matter at issue. Understanding is a process of the fusion of horizons. (Olsson et al 2007)

This perspective has been important to me in my interpretation of interviews and meetings in India. Interpretation and understanding have been necessary. One interpretation is correct when it matches the entirety. A statement must be understood in the entirety in which it is incorporated and the entirety must be understood from the elements it comprises. These elements must be in understood in light of each other and of the entirety. The participants' statements and actions form a real image and create an inner meaningful context.

**Ethical principles and consideration**

It is important to discuss the ethical aspects of a research. No research is so important that it may cut back on the ethical requirements. Research must not expose people to mental or physical discomfort or injury. People have the right to be protected against transparency in to their privacy. They are entitled to integrity. Ethical aspects regard any type of scientific work. (Olsson et al 2007)

The basic individual protection requirement may be translated into four general main requirements for research. These requirements are the information requirement, the requirement of consent, confidentiality requirement and utilization requirement.
The requirement of information calls on the researcher to inform everyone concerned or involved of the research, about the current research purpose. This requirement includes both information about the project to the respondent and requirements of comprehension and consent. The respondents should be informed about the importance of the project's purpose and its structure. The researcher should also describe all procedures and approaches, and the expected benefit. It is important to carefully define what the participation entails. Possible risks of harm or distress must also be included. The respondent participates voluntarily and may at any time cancel the participation.

The requirement of consent implies that participants in the survey have the right to determine their own participation. As previously mentioned, the respondent should at any time be able to cancel the participation.

The confidentiality requirement means that data on all in the study included persons shall be utmost confidentiality and personal data should be stored in such a way that unauthorized persons can not access them. Individuals should not to be able to identify by outsiders. Information or data which the researcher get access to in the data collection should not be disseminated in such a form that people or situations may recognized.

The utilization requirement implies that the data collected about individuals may be used only for research purposes. Information about individuals may only be used in the way that the information about the project states.

When the interviews were conducted I had already introduced myself and my essay to the respondents. They were informed about the purpose of my essay and what impact their views in the interviews had. I informed that their personal information and the location we were at would be anonymous. I have therefore de-identified the location in India and do not refer to any informants by name. I also informed that it was voluntary to participate in the study. The information was also written and was provided to the respondents.

Limitations
One limitation of my study is the fact that I do not speak Tamil. That I and the respondents do not share a native language is a limitation in the essay. This is important to be aware of and take into account when analyzing the empirical material. At the group interview, I used an interpreter. Before the group interview was conducted, I spoke to him about the project and about the essay. I also gave him a description of the project in Tamil. The interpreter was also involved in the training. Despite preparatory measures, I felt that the interpretation was not entirely good. Some of the students that I trained spoke as well English as him, which sometimes made the process somewhat confusing.

Group interview as a method, however, was a good option when the language was not enough. The participants could discuss with each other and explain to each what they did not understand. The respondents who knew English better could then ask me to answer any questions.
Ziauddin Sardar writes in the book “Critical development theory” that the real power of the west is not located in its economic muscle and technological might. Instead, it resides in its power to define. For example, the West defines what freedom, progress and civil behavior is and the non-Western civilizations have to accept these definitions or be defined out of existence. (Sardar) I came to India as a white Westerner, and my goal was to implement a Swedish project. The project is based on the CRC. India has ratified the CRC, but, particularly in the project's target audience, there are few who know it.

The ultimate would be if an Indian was with me and helped me in the implementation the project. Then it would not be equally clear that the project is influenced by the West and western values and norms. It is important to bear in mind that there are other values and norms in India. However, the project is based on the CRC and the CRC is an international convention. The project is about children's rights and they are not bound of neither cultural norms and values nor particular jurisdictions.

The fact to I am a Westerner affected how I was treated in India. It is difficult to know whether it affected the answers the respondents gave. It is therefore important for me to have my western background in mind, when I analyze the responses.

This of course contribute to some ethical dilemmas. In order to avoid a paternalistic way of thinking, I tried to be constantly aware of my role as a westerner. I tried to focus on making the prospective discussion leaders involved. I also tried to get them to express their views on the material and in some extent gave them the opportunity to influence it.

**Quality of the study, reliability and validity**

All research is evaluated in the light of the quality of the methods used. It is therefore important to consider what type of collection information that is relevant for the study. In qualitative studies the results are often about depicting something so that new meanings arise. These new meanings, along with the structure and theory supplements are the basis for the quality of the results. Structure means that the result should to be comprehensible and that the complexity of the result must be reduced. The interpretation of the results is to capture the fundamentals that are in the raw data in a precise way. The theory contribution refers to how well the results could be related to existing theory. (Olsson et al 2007)

Validity means that there is conformity between reality and interpretation. The interpretation is to be grounded in an empirical basis, which is a central criterion of quality in the all research traditions. Validity means that a question or an instrument should measure what it is intended to measure. When conducting qualitative interviews the aim is usually to get to know what the respondent believes. Researchers also want to know what the respondent mean with a word or how the respondent perceives a word. (Olsson et al 2007)

Reliability is about the importance of that a measurement is stable and free from random influences. This roughly means that in interviews, the researcher should ask questions to the respondents in the same way. Trost (2010) discusses four components of the composite term reliability.
The first component is coherence. Coherence is about the importance of equality between questions that are referred to measure the same thing. The second component is precision. Precision is about the interviewer's way to record responses. The third component is objectivity. Objectivity is about the importance of that interviewers record the same phenomenon in the same way. The third component is constancy. Constancy is about timing, and assumes that a certain phenomenon or attitude do not change over time. (Trost 2010)

Reliability is based on specifying values of variables for certain units. The idea with reliability is based on measuring and is therefore very important when conducting quantitative studies. When conducting qualitative interviews the researcher strives to understand how the respondent think, feel or behave. Qualitative interviews often require a low degree of standardization. A low degree of standardization constitutes to a low degree of reliability. It is therefore important that the researcher in qualitative interviews, notes random responses, record them and analyze them carefully. Any slip of the tongue or a misunderstanding is part of the information the researcher might use in the analysis. (Trost 2010)

The idea that you should get the same answer to a question that is asked at various times is based on a belief that coherence should prevail. It implies a belief that individual people are stable or static in their beliefs, behaviors and in their views. According to Trost, people are not static but participant and actor in a process. It means that answers not always are identical every time the given question is asked. People are continuously receiving new experiences and constantly face changing situations. Beliefs changes gradually. This implies that the background for an answer to a question is constantly changing. (Trost 2010)

According to Trost reliability and validity originates of quantitative methodologies. When conducting qualitative studies it is difficult to quantitatively measure the reliability and validity. Even so it is important that qualitative interviews and collection of information is done to make the data reliable, adequate, relevant and so on. (Trost 2010)

Credibility is one of the biggest problems with qualitative studies. It is important that the researcher can show those who are taking part of the research results that the data and the analysis are credible. The collection method must be serious and relevant to the research question. For example, it is important to reflect on ethical issues related to the data collection. It is beneficial to indicate how questions are formulated and how the following questions have looked like in the result and analysis. (Trost 2010)

Another important thing to consider is objectivity. The researcher should avoid foisting on the respondent his or her own opinions as it is the respondent's own views and beliefs the researcher wish to find and understand. It is unrealistic to believe that the researcher when conducting interviews, will be completely reset in terms of their own views. Yet it is important to think carefully about which theories, methods and techniques that are reasonable and adequate. (Trost 2010)
Results and analysis
Below I will discuss and analyze the collected material. I will assume Guldbrandsson and Vedung’s theories of implementation in the analysis. To create a deeper understanding of the material collected, I have embraced the hermeneutic approach that Gadamer advocates.

I begin by discussing the Indian context. I will discuss poverty, the situation of children, masculinity. I will then discuss the topics that are missing according to the discussion leaders. These topics are caste, freedom and divorce. Then I will go more into depth with Vedung’s theories of understanding, ability and willingness.

Context
Context plays a significant role in the implementation process. In particular the individual interviews I discussed the importance of context for the implementation. Below I present some contextual factors influence the project. I will discuss poverty, children, and masculinity.

Poverty and economic inequality
India is a society that is affected by a lot by poverty and economic inequality. (Arnö 2010) This was made apparent during the individual interviews with employees within the organization. The first respondent talks about the gaps between the rich and poor:

Rich people live in luxury. They know nothing about poverty, about what it is to have a hard time. They do not understand how poor people eat, live, how they work and what problems they have.

This is something that all respondents were talking about. Respondent number three describes what the impact of the economic differences can be:

The rich only care about money. They want to increase their wealth. They exploit the poor by not paying sufficient. The poor are treated like slaves.

The respondents agree that the poor do not have as much freedom as the wealthy. Respondent number two is also talking about the power of the rich man:

Everything can be done with money. Corruption is common in the government and in political parties. If you have money you have less problems.

It is the children who will suffer most if the family is poor. Instead of going to school, it is common that children are forced to work. One respondents believe that this keeps people in poverty:

Children are denied the opportunity to be educated. Education is needed to prevent poverty. All children have the right to an education.
Children’s situation in India

The Indian government has had problems with implementing the CRC. These problems can largely be attributed to extreme poverty, massive social inequality and the persistence of deeply discriminatory attitudes. (UNHCR) Inequality and discrimination is reflected in how the children are treated. Boys and girls are treated and brought up very differently. (Verma 2004)

The first respondent argued that pregnant women eat more nutritious food if they know they are pregnant with a boy. The same respondent argued that boys are given much more freedom than girls. Other respondents expressed similar views. According to respondent number three, boys and girls are treated different due to the fact that the boys are expected to support the parents in the future. Respondent number three expressed:

Parents spoil boys. Boys will take care of their parents in the future. It is therefore important that they get a higher education. It is not as important for girls to get a high education.

Several of the respondents are on the same track. Boys are considered a future source of income. Girls only costs money. When boys grow up and acquire a job they are expected to support their parents financially. Girls grow up and move to another man and they become a member of his family. Boys and girls are deprived of basic rights to freedom and education. Children have very little opportunity to influence their own lives and their ability to do their own choices is limited.

A phenomenon that the respondents emphasize and which they see as a problem is arranged marriages. It is the family that decides who should marry whom. Neither men nor women have something that say on the choice of partners. The respondents argue that it is common for young girls to be married off. Respondent number three said:

It is tempting for poor families to marry off daughters to wealthy men. Low caste girls are often married off to older men. When the girls are 25 the man dies. The women become widows, which means big problems.

The fact that young girls are married off will deprive them of the right to be children and the right to education. It is a major problem which also is discussed in the children’s committee report. (UNHCR)

The respondents describe the boys’ situation as better than the girls’ situation. Boys are given by respondents as more freedom and get more independence. After puberty, girls are brought up to the men and boys to men. This means according to the respondents that girls must help in the home with domestic work, while boys may be out and enjoy themselves in different ways.

One similarity which exists between boys and girls are in school. Although there are more boys allowed to attend school, the pressure on those who go to school is the same regardless of which gender the student has. Respondent number two describes that the pressure the student has to meet is enormous when it comes to graduation. Boys larger freedom enables them that run away from home if they
can not handle school. Girls are more under supervision and therefore it is
difficult for them to run away. The consequence of this is according to respondent
number two that girls instead of running away, kill themselves.
Respondent number two also describes that it is more common for boys to end up
in crime. Juvenile institutions consists according to, respondent number two, of
90% boys. According to respondent number two it may be because of the fact that
these boys are not brought up with love. Respondent number two expressed:

The upbringing is everything. Children need love, Affection, hugging, human touch. It is very important. Especially for boys who otherwise are raised to act masculine.

The respondents from the interviews with the employees of the organization agree that there is insufficient knowledge of CRC in the India. Babu is a project that is meant to disseminate knowledge about the CRC. The principal targets of the Babu children. The employees of the organization believe that adults must also be educated. Respondent number one stated:

It is important that adults also learn about children's rights. Teachers and parents can improve children's situation. They know nothing about children’s rights.

Masculinity
India is characterized by a male-dominated context. In India, as in the rest of the world, children are brought up different depending on which gender they have. (Verma 2004) Gender equality was a major theme in the individual interviews as well as in the group interviews. Babu is a project that is very much about gender equality. It was interesting to hear the employees’ views and compare them with the views of the future discussion leaders.

Verma writes that boys are brought up to adopt a masculine and oppressive role in India. Respondent number one agrees:

Sometimes I think that boys are raised to be pigs. They are brought up for a dominant role. What motivates this upbringing is the future. Boys learn that they need to get respect.

Respondent number two is on the same track. Upbringing means everything according to her. She describes how boys and girls are brought up differently. According to her, boys are allowed to be out late at night while girls must to be indoors. The girls help at home while the boys do not help at all. She also says that violent parents make the children violent.

When the respondents were asked about the status of women in India, I got long answers. It was more difficult to get answers about men's status and situation. I think this reflects that in India you generally do not discuss masculinity and manhood. (Siddharta)

In the group interview we discussed men's status in India. One of the participants expressed:
Unemployment is common among men. It makes them depressed. Young men do not work. It leads to alcoholism and drug abuse. The government exploit this by opening wine shops. They exploit people's weaknesses to make money.

It is true to unemployment is high among young men in India, but unemployment is also high among young women.

The participants in the group interview described that many young men are depressed. Failure in school or in their career leads to, at worst, suicide. As Verma also argues, the participants in the group interview discussed different requirements that exist and affect boys’ situation.

Boys and men are expected to make money. Everyone can not handle school. Not everyone gets a good job. It is common for boys run away from home. On the street, they are exploited. Some kill themselves.

Another participant said that the situation in India is constantly evolving to be the better. He described in particular how women's situation has improved in recent years. According to him, they are easier for girls because of a quota system into schools and political positions. He also tells us that there are several laws that protect women. Crime against women and domestic violence decreases, according to him.

Caste, freedom and divorce – a project in development

During the interview with the discussion leaders of Lalitha a need for more appropriate topics were revealed. They particularly asked for chapters on caste, freedom and divorce. To create good and appropriate topics, it is important that the participants in India contribute in the development of the project. Guldbrandsson writes about the importance of those involved in the implementation early get an opportunity to speak up and contribute to change. (Guldbrandsson 2007)

One of the discussion leaders of Babu also expressed himself on divorce:

Divorces are not widespread in India, but it is still important that you talk about them and how they affect children. Women who become widows are another problem. These are subjects that you never talk about. It would be good that talk about them in Babu.

This clearly shows that the context is extremely important for an implementation to work well. In Sweden it is not uncommon for people to carry out a divorce, but in India it occurs rarely. The discussion leaders argued that divorces are becoming more common and therefore it is important to discuss them.

Regarding freedom a different discussion leader expressed:

It is important that freedom is discussed. It is difficult for kids to understand what freedom is and what freedom might mean for them. Therefore, the theme of freedom needs to be developed.
Apparently, not enough focus has been on the topics which are considered important in India. You take certain things for granted when you come from a country like Sweden. Prejudice is expectations that sometimes proves correct and sometimes not. They must be modified to create understanding. (Olsson et al 2007)

It was important to have these discussions because all understanding requires dialogue. My perspective on the world, fellow human beings, society, culture and prejudice affects the discussion leaders. Likewise, the discussion leaders affect me with their perspective. Together we can create a common understanding. This understanding can contribute to a development and improvement of the project.

The discussion leaders of Babu also requested more topics. With them, I discussed the possibility that they develop their own topics. I understood that there was a lack of confidence in doing so. It is therefore important to maintain contact with the discussion leaders in India. For example, I can not write a topic about what it is like that live in a caste society, simply because I do not live in a caste society. However, I can provide support and comment on the topics that the discussion leaders themselves develop. According Guldbrandsson it is important that the person who starts the process of implementation remains to support even after implementation is completed. (Guldbrandsson 2007)

Given that the desire to have more topics were strong, I discussed the development prospects in the interviews with the employees of the organization. According to them, it is important project reaches many and also adults. Teachers and parents must also have knowledge of the CRC in order to create change in society. Also the discussion leaders of Babu thought it was important parents and teachers were aware of the CRC. They saw the participating children as an important part of the dissemination of the CRC. One of them expressed:

What the children are talking about here, they will talk about at home. They will talk about their rights if they know their rights.

There is a desire among both the discussion leaders and the employees of the organization to develop the project so that teachers and parents can take part of it in a better way.

The staff of the organization are motivated to spread the project. They have contacted a university in the city where they have their offices to recruit discussion leaders from there. They have also contacted middle schools in the neighborhood and found that there is an interest in the project. They want to spread the project is because they want to implement the CRC in India and thereby promote children's rights. Respondent number two expressed:

This project is very important. We will ensure that the project is spread. It will be big. The whole of India can change.

**Understanding, ability and willingness**

Vedung (1998) presents the factors required for an implementation to be successful. These factors, he summarizes in three concepts, understanding, ability
and willingness. Below, I will discuss these three concepts on the basis of my results.

**Understanding**

Vedung (1998) uses the concept of understanding in order to highlight the importance of that those affected by the implementation has a good knowledge of the implementation. The participants’ understanding affects the outcome of the implementation. It is therefore important that participants understand the meaning of the implementation. (Vedung 1998)

Through the training, I tried to convey the meaning of the project. One of the ideas with Babu is to spread knowledge about the CRC. The group interview with the discussion leaders of Babu revealed that the participants had understood this. The group interview also revealed that among the discussion leaders, there were little or no knowledge about the CRC before. One of the participants expressed:

> I knew there were human rights, but not that children had special rights.

In the group interview it was made clear that there is a need for this type of discussion groups. One of the participants talked about suicide among young boys. It is common for boys run away from home or commit suicide if they fail at school. There are great demands on the boys that they should educate themselves and get a good job. He expressed:

> Boys get easily depressed. There are requirements that say that boys must earn money and then you have to succeed in school. Sometimes boys fail in school. Some do not believe that it is possible to get a second chance.

The rest of the group agreed with him. One of them expressed:

> Many young men develop mental illness. The best thing to do is to talk about problems. We who are older know how it is ... Talking to children about their rights, give them knowledge about their rights.

The group also discussed the existence of corporal punishment. They believed that many boys are running away from home because their parents beat them. Some boys run off to the big cities because they think that they can be successful there. Instead of getting an education, they end up in child labor. One of the discussion leaders expressed:

> If children know about their rights so they do not run away. They can tell their parents that they have rights.

In order to increase understanding of the project, I presented it carefully. I went through the different parts and conducted games and exercises with the discussion leaders. Some of the discussion leaders saw the games as nonsense. I explained to them that the games were for the boys in the discussion group. One of them expressed:
It feels a bit silly to play. But it is a good way to learn. I believe children learn easier with the help of these kinds of games.

The group interview with the discussion leaders of Lalitha revealed several opinions on the project. One of the participants expressed:

Lalitha is a project that cares about everyone to be respected.

This is a basic idea with the project and demonstrates understanding. During the interview with the Babu discussion leaders arose the same opinion. The discussion leaders Babu understood the project correctly. They understood project was all about respect, equality and children's right to express themselves.

Three of the discussion leaders conducted a first discussion meeting with boys when I was in India. I observed the meeting and was impressed. The interview with the discussion leaders of Babu revealed that children in India are not used to express themselves in public. An idea with Babu is that children should be able to talk and express themselves. The discussion leaders' role is to listen, not talk. They should lead a conversation rather than preach their own opinions. It is children's views and experiences that are central and should be discussed. I was a little worried this had not emerged clearly enough. But at the observation I had my prejudices shattered. The discussion leaders gave the children an incredible amount space and clearly showed that they had understood the project. It is of course difficult to draw general conclusions from one observation, but I think that the discussion leaders understood the project in a good way.

Ability

According Vedung ability is a second factor affecting the implementation. With ability Vedung roughly means resources. These resources can be financial, physical or personnel. While there might be financial and human resources to implement a project, maybe the staff does not have the right training. This will lead to difficulties in implementation. The staff will then need to undergo training, which extends the implementation process. (Vedung 1998)

Thus, the participants in an implementation must be qualified in order to make the implementation successful. My task in India was to address the participants with the skills necessary for completing the project. To do this, I organized two training days. During the training days, I gave a review of the project, of the methods, of the CRC, of what it means to be a discussion leader and of the different topic of discussion.

During the training days, the participants and I carried out various games and exercises to help the participants to understand the purpose of the project. I also held a question and answer session after the training days where the discussion leaders could ask questions about possible ambiguities. Below I will discuss training days and the practice material.

Vedung (1998) argue that education is an important and sometimes crucial factor for the implementation to be successful. In the interview with the discussion leaders of Lalitha it became clear. One of them said that it was the training that gave her the tools she needed that be a good discussion leader. According to her,
the material handed out was easier to understand after the training. Another of the Lalitha discussion leaders expressed:

In India, we are not used to this type of project. Children and young people are not used to be heard. It is important that the discussion leaders are familiar with the material and with children's rights. That is why the education is important.

The interview with the Lalitha discussion leaders gave me an opportunity to adapt the project and the training in the best way. I chose to carefully review the material in order to make the discussion leaders well familiar with it.

I also chose to demonstrate the methods used in the project. In order to improve the discussion leaders’ ability to conduct discussion groups, it was essential that they knew how the methods work.

The three discussion leaders who attended the observation showed that they had understood the methods. They presented the project for the boys and made some different exercises and games. I conducted an interview with one of the discussion leaders. He told me that the material was important to him. The material consists of information, tips on games and exercises and general good advice for being a good discussion leader. One of the participating discussion leaders expressed:

It is good to read the material. The training was also good, but it is easier if you have the material. I better remember what we learned during the training.

That a combination of education and written information is beneficial is confirmed by Guldbrandsson. She argues that it is advantageous if several actions for the implementation are combined. This may involve the distribution of guidelines, providing training, coaching and opportunities for feedback. The quality in what is offered is more important than quantity. Education, training and support are beneficial if they are combined. (Guldbrandsson 2007) A combination of written information and education is increasing the discussion leaders’ ability to implement the project.

It is not easy that take on a leadership role if you have never done it before. I discussed with the discussion leaders what characterizes a good leader has, during the training. The discussion leaders lifted concepts such as responsible, results-oriented, positive thinker, honest, friendly and responsive. Together, we discussed these concepts and how to be a good leader. One of the discussion leaders expressed:

The training has been pretty good, but the hardest thing will be to be a leader. The children are used to authoritarian leaders. In this project we will not be authoritarian. It will be difficult to find my role.

I am satisfied with the training I was leading, but I'm not so naive that I believe the participants will be good leaders only because of the training. The discussion leaders will develop in their role as leaders as they carry out discussion meetings.
Willingness

Vedung (1998) is talking about participants' willingness and how it affects the implementation. The willingness is about the participants' self-interest, attitude and approach towards the project.

It is important that the participants have a desire to achieve results. If there are shortcomings concerning the willingness among the participants, the implementation will most likely be less successful. (Vedung 1998) All of project's participants are positive about the project. When conducting the group interview with the discussion leaders, it was clear that they were interested in running the project and develop it.

The participants believe that it is important to disseminate information of the CRC. It makes them feel a strong desire to participate in project. One of them expressed:

This project is very useful. Children and young people need to learn about their rights. We are also learning. I knew almost nothing about children's rights before the training.

It was also clear to participants felt a willingness to participate in the project. One of them expressed:

This project is fun and educational. The children learn about important things and they talk about important things. I think it should be lots of fun and educational. It is not just the children that learn. I want to work with this in the future.

One issue that arose during the group interview was how the project would be financed. I had informed the participants that participation was voluntary and to payment was not made. It is common to operate on a nonprofit basis in Sweden. In India the situation is different, which I discuss above. Most respondents were aware that their participation was not paid. I felt that the participant who asked the question of payment still wanted to participate in project. He announced that the project could be a beneficial thing for him to write in his resume.

In order to make the implementation successful the children participating in the project must also have willingness. During the observation of the first discussion meeting with the children I perceived that the children participated voluntarily and found the project enjoyable. An important part of Babu is the all participating is voluntary. The discussion leader whom I interviewed afterward expressed:

They thought it was great. They are not used to this. But it was hard to get them to speak. They are shy. It will be better I think. They will speak more.

Finally, it is also important that the organization believe that the project is relevant and meaningful and that they feel a willingness to support the project. During the interviews with the employees, it was very clear that there was a willingness to support the project. All respondents convinced me that they felt a tremendous willingness. Respondent number two expressions:
This project is so good, so relevant. We are delighted that this project is now available in India and we are incredibly proud to support the project.

In the interviews it became very obvious that there is support for the project and a willingness to implement the project and carry it out.
Conclusion
The purpose with this study was to examine the possibility of implementing a Swedish project in India. Below I will answer the research questions that form the basis for this thesis. The questions I will answer are:

- What are the enabling factors associated with the introduction and implementation of a Swedish project targeted at young men in an Indian context?

- What are the preventing factors associated with the introduction and implementation of a Swedish project targeted at young men in an Indian context?

Enabling factors
According to Guldbrandsson (2007) implementation is a process and not an event. Preparation and planning are part of the process, just like training and the launching of the project. (Guldbrandsson 2007) My role in India was to introduce Babu and start the implementation process. It is the organization and the trained discussion leaders that are responsible for the project to progress and develop while I continue to support and provide feedback on the project's development.

In the theoretical part, I described various factors that are important for an implementation to be successful. A key factor is that there is a need for the method or the project to be implemented. The organization requested an implementation of Babu. A similar project, Lalitha, already existed but it was targeted for girls. The organization perceived that there was a local need for boys to speak about equality, rights and respect. They also perceived that the CRC is important and should be discussed. Thus it is clear that there was a need for the implementation.

A second factor that is important for a successful implementation is that the method that is to be implemented can meet the needs. Given that Babu is a project that is about equality, respect, rights and the CRC the method meets the needs. The interviews with the employees of the organization and the interviews with the discussion leaders clearly shows that Babu is a good way that work with these types of needs.

It is important that the method is relevant. There is clearly a lot to work with on Babu's various topics. In the results and analysis section, I discuss caste, divorce and freedom as examples of topics that need to be created or further developed. Having said that, the current contents of Babu is relevant to the Indian context. The discussion leaders and employees think that Babu's content is very important, but that more topics exists that are equally important.

The employees at the organization want the project to expand. They have contacted a university in the city where they have their offices to recruit discussion leaders from there. They have also contacted middle schools in the neighborhood and found that there is an interest in the project. This shows that the project works and is needed which indicates a successful implementation.

There is a desire among both the discussion leaders and the employees of the organization to develop the project so that teachers and parents can take part of it
in a better way. I think it’s incredibly important to let parents and teachers take part of the project. Children learn new things about their rights and must get support from home. Some topics of discussion, such as gender or sexuality, can be sensitive in the Indian context. Therefore I think that it is important that parents and teachers are included.

Vedung (1998) describes three conditions needed for an implementation to be successful. These are understanding, ability and willingness. (Vedung 1998) During the interviews and observation, I perceived that the participants had reached these conditions. The participants have an understanding of the project idea, purpose and goals. The observation showed that the three discussion leaders who attended the observation understood the idea that it is the children who should be in focus and be those who discuss. It is obviously impossible to generalize the understanding of these three discussion leaders to the rest of the discussion leaders. To really gain knowledge of the discussion leaders understanding it would be helpful if an evaluation of the project was conducted. Such an evaluation should be conducted in a year when the project has been running for a while.

I perceive that the participants’ ability is good. Guldbrandsson writes that it is beneficial to combine written information with education and support. (Guldbrandsson 2007) I did this with the help of the method materials and training that I conducted. During the training the discussion leaders were given opportunities to try to lead exercises and games. They showed a great ability to lead. Just as in the case of understanding, it would be good with an evaluation in order to fully understand the participants’ ability.

I understood the participants’ willingness to be extremely high. They feel that the project is needed and is willing to operate it. All the discussion leaders attend either first or second year on their master’s degree in social work which I believe can contribute to an interest and a greater willingness in this type of project.

Although an evaluation of the project would have been needed to gain knowledge of whether the implementation was successful or not I believe that the participants understand the implications of the implementation, and are both able and willing to implement the project.

**Preventing factors**

Guldbrandsson (2007) writes that it is important that the method and what is to be implemented is consistent with prevailing values and norms in the specific context. Her theory is consistent with Pressman and Wildavskys (1973) theories about factors that prevent a successful implementation. Guldbrandsson (2007) writes that if the new method is in line with individual, organizational and professional values, norms and practices, the method is easier to implement. She also writes that it might be difficult to transfer a method from one country to another. (Guldbrandsson 2007) Thus, it is more difficult to implement a project or a method in a country where values, norms and attitudes are different.

The interviews with the discussion leaders and the employees clearly showed that the values, norms and attitudes that Babu stands for are not applicable in the Indian context. In this case, that is the whole point. The idea of Babu is to challenge existing norms and values. There is a determination to change attitudes
in order to create a more respectful and equal society. I still felt that there were some difficulties with the fact that values and norms are very different. For the implementation of the project to be as good as possible, I think that it is necessary that the discussion leaders themselves with help from the organization adjust and shape the project.

Guldbrandsson writes that there are advantages in continuously provide support and guidance and to involve users at an early stage in the process. She also writes that it might be beneficial to allow those responsible for the implementation to remain in contact with the organization to support and inspire. (Guldbrandsson 2007) I tried to involve the participants as early as possible, but it was difficult. If the project is to survive, I think that it is important that I or someone with similar knowledge of the project continue to give support. It would also be good if someone with experience of the project goes to India and further train the discussion leaders.

Another factor that may prevent a successful implementation is whether there are other programs or methods that work better and are preferred by the participants. This was not a major problem for the implementation of Babu since it was the organization that requested Babu. According to the employees of the organization, there no projects exist that use similar methods.

One problem that I perceived as fairly significant was the language. I and the participants did not share native language, which meant we had to communicate in English or through interpreters. This worked pretty good, but not optimally. The main problem was that everything took a little longer than what I had planned. Thus, I rush through some parts of the training. It would have been better if I had had more training days.

Financial resources are another factor that may influence whether an implementation is successful or not. Vedung discuss the participants' ability. Ability includes financial resources. (Vedung 1998) One the discussion leaders wondered how he would get paid for his participation. It is envisaged that Babu is operated non-profit. After an exchange of views the discussion leader understood this. The organization is willing to pay for any of the participants travel to and from the discussion meetings. It became clear in interviews with the employees of the organization that they want to spread and support the project. I believe that their positive attitude is a statement that the project will pursue and that the discussion leaders will receive the support they need.

Pressman and Wildavsky writes about dual commitments as a preventing factor for a successful implementation.(Pressman et al 1973) The fact that the organization is willing to spread and develop the project quickly may pose a risk. The organization runs several other projects in organic farming, participatory development and so on. The rapid spread and development could mean the emergence of time constraints.

Pressman and Wildavsky also writes about the importance of the employees perceive project is as relevant and important. For the implementation to be successful it is necessary that all working on the project at all levels believe that the project is important. (Pressman et al 1973) The experience I have gained from
interviews with the employees and discussion leaders is that the project is perceived as very important.

The Indian context is another factor that may prevent a successful implementation. The interviews indicated that people do not talk much about manhood or masculinity in India. According to the discussion leaders a lot of people talked about women's status and vulnerability, but not about the role of men in this situation. Poverty is another thing that can cause problems. Poverty in India leads to big class differences and disparities in society. Similarly the caste system is a problem that constantly creates social exclusion. I believe that these factors can contribute to the consequence that knowledge is not disseminated in a sufficiently adequate way.
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**Appendices**

**Interview guide Allan-leaders**

What is your opinion on Allan?

- Relevance, suitable method, suitable age group, relevant chapters.

What is positive, negative?

Tell me about your expectations? Did the project live up to your expectations?

- Why, why not?

Could Allan be useful in India? Do you think India needs a project like Allan?

- Why, why not? Masculinities?

**Material**

Tell me what you think about the material? Is the material easy to understand? Is the material relevant?

- Is the material suitable?

  - Age, gender, cultural, religion, understanding,

Is the material useful for you?

**Masculinities**

What is your thought on masculinity?


Important to discuss Masculinity?

- Is allan a good way to discuss masculinity?
Interviewguide discussions leader/Lalitha interview

Reception of the project
How did the children respond to the project?
  Was it appreciated? Suitable? Understandable?
How can the project be useful to school children?
  Masculinities? Oppression?
Did the children participate? In what way?

Material in relation to the children
What do you think about the chapters?
  Suitable for boys? For children? Why/Why not?
  Masculinity chapter?
  Understanding?
  Knowledge?
  How did they respond on the different chapters?
  Masculinity?
  Were the children interested?

Method
Suitable?
  Age, gender, cultural, political, religion Why is it/is it not suitable?
Interviewguide employees

Context
What is it like growing up in India?
Gaps between rich and poor?
Women status
Men status
Differences between men and women in social life?
What is masculinity? Something you learn?
   In India?
Is masculinity discussed in India? In what way?
Are there any barriers to discuss masculinity? Political? Cultural? Religion? Organizational?
Childrens status
   Differences between girls and boys?
The UN convention on the rights of the child
In general, how well do the Indian people know the CRC?
Influence?
Difference since Lalitha was introduced?
Is it possible to do Lalitha for boys as well?
Allan/Babu
   Masculinity? Knowledge? Maturity? Agegroup?
Is there anything in the community that will affect an introduction of Allan?
Society? Political? Organizational?
Is Allan relevant? Is there a need for Allan?
Is the material suitable for young boys? Why? Why not?
   Good way to discuss masculinity?
Is the method, discussion group, a suitable method?
Is there a future?