

The influence of personal, parental and administrative support, and beneficiary diversity on the implementation of school programs in vulnerable contexts

La influencia del apoyo personal, parental y administrativo, y de la diversidad de beneficiarios en la implementación de programas escolares en contextos vulnerables



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Abstract

Objective: This study sought to identify the relationship between personal networks, parental and administrative support, and beneficiary diversity in the implementation of school programs in vulnerable contexts.

Method: One hundred and two teachers from 72 educational institutions located in Barranquilla participated in the study. They responded to a questionnaire on personal networks and an interview that explored aspects that, according to the literature, influence the effectiveness of programs. The information was categorized and the UCINET 6.730 program was used for the analysis of personal networks. A group of six independent researchers validated the results.

Results: The support of personal networks, including informal networks, the emotional involvement of teachers, the support of administrators, and control of implementation favor program delivery. However, the context of implementation, lack of parental support, poverty, and heterogeneity of recipients hinder implementation. In vulnerable contexts, recognizing implementation constraints and adjusting them without affecting fidelity has a positive influence on expected program outcomes.

Discussion: In socially vulnerable contexts, the role of actors—often excluded from program design—and the capacity to adapt to the context without altering core components significantly condition the fidelity and effectiveness of implementation. Protective factors for implementation facilitate innovation on secondary components of implementation, reducing the negative effects of uncontrolled aspects of implementation.

Keywords: School-based interventions, program fidelity, stakeholder involvement, social capital, disadvantaged populations.

Resumen

Objetivo: Se buscó identificar la relación entre las redes personales, el apoyo parental y administrativo, y la diversidad de los beneficiarios en la implementación de programas escolares en contextos vulnerables.

Método: Participaron 102 profesores de 72 instituciones educativas ubicadas en Barranquilla que respondieron a un cuestionario de redes personales y una entrevista que indagaba sobre aspectos que, según la literatura influyen sobre la efectividad de programas. Se categorizó la información y se usó el programa UCINET 6.730 para el análisis de redes personales. Un grupo de seis investigadores independientes validaron los resultados.

Resultados: El apoyo de redes personales, inclusive las redes informales, el involucramiento afectivo de los profesores, el apoyo de las directivas y el control de la implementación favorecen la entrega del programa. Sin embargo, el contexto de la implementación, la falta de acompañamiento por parte de los padres, la pobreza, y la heterogeneidad de los receptores perjudican la implementación. En contextos vulnerables, reconocer las limitaciones a la implementación, así como su ajuste sin afectar la fidelidad de la implementación, influyen positivamente sobre los resultados esperados de los programas.

Discusión: En contextos de vulnerabilidad social, el rol de los actores, usualmente no considerados en el diseño de programas, y la capacidad de adaptarse al contexto sin alterar los componentes principales, condicionan de forma significativa la fidelidad y efectividad de la implementación. Los factores protectores de la implementación facilitan la innovación sobre componentes secundarios de la implementación, reduciendo efectos negativos de aspectos no controlados en la implementación.

Palabras Clave: Intervenciones escolares, fidelidad al programa, participación de actores clave, capital social, poblaciones en condición de vulnerabilidad.

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1. INTRODUCTION

In order to understand how educational programs in vulnerable contexts are implemented, and what aspects influence their implementation, it is necessary to identify those aspects that, supported by the literature and the empirical exercise, play a role that benefits or affects the program. Some of these aspects are presented below, indicating how they were addressed in this research, and the findings from the empirical exercise.

1.1. Context

The implementation of educational programs in contexts of poverty implies challenges for program participants. In these contexts, school absenteeism occurs for reasons such as parents' lack of appreciation for education when they themselves are not literate. In fact, a higher level of literacy among parents positively influences their children's school success (Kim *et al.* 2022). Some children are involved in child labor (Maya-Jariego & Palacio Sañudo, 2012), thus putting them in a situation of greater vulnerability and making them more likely to face emotional health problems, which can influence their later development (Van *et al.* 2021). Some do not get adequate daily nutrition, which affects their performance and can lead them to drop out of school (Leos-Urbel *et al.* 2013). In this regard, there is sufficient evidence indicating the positive effects of daily nutrition on learning (Chakraborty & Jayaraman, 2019). This context is fruitful in the implementation of programs in Colombia, a country with a multidimensional poverty of 19.6% (Departamento Administrativo Nacional de Estadística [DANE], 2021). In addition, poverty is positively related to crime levels, making it difficult to implement programs. In these contexts, for example, it is more difficult to implement programs to reduce violent behaviors among children (Chaux *et al.* 2017). Therefore, not taking into account their contextual influence on implementation will lead to the program facing internal validity problems (Barrera-Osorio *et al.* 2018). In these adverse contexts, having personal

networks that support implementation becomes more relevant in increasing the chances of program success.

1.2. Personal networks

Human relationships can be understood through network analysis (Rodríguez *et al.*, 2019). A personal network is the set of direct social relationships that an individual (the "ego") has with their contacts ("alters"), along with the connections among those alters (McCarty *et al.*, 2019). Such networks can be systematically analyzed and understood through visualization techniques (Hogan *et al.*, 2007). The connection between individuals establishes transactional forms of relationship, such as social participation and the generation of contacts between participants who can provide social support to each other (Guadalupe & Vicente, 2020). In fact, in the implementation of programs, the personal networks of the applicators facilitate participation and strengthen their communication channels (Bolíbar, 2019). Moreover, an implementer's contacts can positively influence the achievement of better results in the intervention (Maya-Jariego *et al.* 2021). And, specifically, in organizational contexts, as schools are in the case of this research, the analysis of personal networks provides information related to the roles and forms of interaction of a person in their organizational context (Maya-Jariego *et al.* 2019). It allows for the identification of how a co-worker contributes to the implementation, or how the support of the directives, as demonstrated in the literature, contributes to the effectiveness of the program.

1.3. Senior managerial support

The support of managers in the implementation of programs in the educational context is particularly relevant when the recipients belong to vulnerable populations (Casale *et al.* 2021). Their support towards the implementers, in terms of motivation, empathy in difficult situations, or managing divergences, facilitates the performance of the implementers (Reyes & Redoña, 2021). Likewise,

evidence shows the positive relationship between the principal's instructional leadership and teachers' self-efficacy in educational institutions, even more so when this leadership shows appreciation for teachers and values their achievements (Alanoglu, 2021). This has a positive impact on the recipients of the programs. However, this empathy and commitment that managers have with the implementation can only be achieved if they are willing and motivated by the program (Ramos-Caballero *et al.*, 2016), because without motivation for the program, managers will not exercise sufficient control over the implementation, and it is possible that the program will be left adrift in the face of circumstances whose handling is the responsibility of management.

1.4. Control over implementation

Follow-up on implementation favors program fidelity and effectiveness, positively conditioning program delivery and evaluation (Durlak, 2016). Control over implementation can also come from other program stakeholders. For example, the support teachers provide each other in the form of feedback can mitigate the negative effects of job stress on implementation (Liu *et al.* 2021). Even feedback from program recipients helps implementers provide personalized support, and this positively contributes to implementation (Mathiyazhagan & Wang, 2021). Although not taken into account in some program designs, parental involvement also influences program

implementation and outcomes (Mathiyazhagan & Wang, 2021). And they can even be determinants of program success (Noriega *et al.* 2022).

Based on the above, this study seeks to understand how aspects related to the implementation context, the personal networks of the implementers, and organizational factors of the institutions where the programs are implemented, influence the implementation and effectiveness of programs aimed at students.

2. METHODOLOGY

2.1. Participants

The process involved 102 teachers from 72 educational institutions located in Barranquilla - Colombia. Three databases were used, one provided by the Secretary of Education of Barranquilla, another by the Universidad del Norte, and a third one generated by word of mouth from implementers referred by interviewees. The sampling strategy was purposive: participants were required to be implementing one of the two programs under study, to have joined the institution prior to the suspension of classes due to the COVID-19 pandemic, and to hold a current employment contract with the educational institution. Table 1 describes the characteristics of the participants. The gender distribution of the sample reflects the higher proportion of women in the Colombian teaching workforce, particularly at the preschool and primary education levels.

Table 1.
Characteristics of participants

Teachers from the Pisotón program	36.3
Teachers from the Metodologías Flexibles program	63.7
Women	87.3
Men	12.7
Age	43.8
Seniority at institution	6.3
Seniority at the program	4.0
Experience in programs	7.3

Nota. Characteristics of participants.

2.2. The programs

36.3% implemented the Pisotón program (hereinafter, PS), which seeks to “prevent and promote the integral health of children in a recreational, educational, and formative manner” (Universidad del Norte, 2020). 63.7% implemented the Flexible Methodologies program (hereinafter, FM), which is a “formal education proposal that allows for service to diverse populations or those in conditions of vulnerability, who present difficulties to participate in the traditional educational offer” (Ministerio de Educación Nacional, 2021. Parágrafo 3).

2.3. Interview

An interview where participants, using a Likert-type scale, indicated their level of agreement with a series of phrases and then explained the reasons for their answers in an expanded form was applied. For example: “The directors of the institution support me in the application process through constant feedback on the implementation”. To better understand the participants’ analysis, they were asked to explain their answers in all cases.

A personal network questionnaire based on the Convoy model (Kahn & Antonucci, 1980) in which participants were asked to construct a personal network with 15 people linked to the work context was implemented. They were then asked to rank the alteri in ascending order, based on their relevance for implementation. Finally, they explained why they considered each alter to be relevant.

A total of 70 interviews were videotaped and distributed among 6 independent observers who analyzed the participants’ answers according to the objective of the study. Subsequently, these researchers participated in a focus group in which the emerging categories and their analysis were contrasted with those established by the principal investigators. The information collected from the personal network questionnaires was processed in the UCINET program, version 6.730.

To increase internal consistency, the results of this research were subjected to a triangulation exercise based on three research techniques: a) Application

of a personal network instrument; b) Application of an in-depth interview with an average duration of 2 hours; c) Application of a focus group. In addition to the network questionnaire, the participants answered an in-depth interview that sought to validate the consistency of the findings and obtain a better understanding of them. Then, a group of 6 independent experts reviewed, with prior informed consent of confidentiality, 60 videos of the interviews and, in a focus group, reached the same conclusions as the researchers.

Additionally, the information was systematized into categories, in order to improve the analysis of the information. Example: (Protective aspects of the implementation; Barriers to implementation)

3. RESULTS

The support of personal networks, the involvement of the applicators with the programs, the support of the directors, and the control over the implementation were specifically identified as favoring the execution of the programs, while the context of implementation, the lack of parental involvement, poverty, and the heterogeneity of the recipients were found to be detrimental to program delivery. Table 2 summarizes these aspects and makes a brief observation on them.

3.1. Protective aspects of implementation

3.1.1. Personal network support

The professors who implement both programs benefit from the support of co-workers who are not linked to the program but who facilitate, and, in many cases, allow for its implementation. They make up the personal networks of the implementers in their work context, which are usually not very dense (0.12), but, depending on their position in the institution, or their close relationship with the implementer, contribute to the implementation. Figure 1 show, in the most central positions, the most frequently mentioned collaborators by the applicators among their personal networks in the work context. It can be seen that for the SP applicators the coordinators, other SP appli-

cators, teaching assistants, and cleaning staff are frequently mentioned in the personal network.

“We are like a family for the children, and we all help each other to make the program work, I can’t do it alone, but the assistant, the cleaning lady, and the kitchen lady help me whenever I can with the children, for example, to put them to sleep after lunch” (PS teacher. Interview code: OM1911).

On the right side of figure 1 shows that, for the MF applicators, the most mentioned roles in their personal network are those of coordinator, other teachers who implement Acceleration of Learning and Compass, which are subdivisions of the same MF program, and regular classroom teachers. For them, the support of other regular classroom teachers is crucial, as they have greater expertise

in specific areas of knowledge and can provide theoretical and methodological guidance to program implementers.

“Sometimes there is a subject in which I am not an expert, for example, mathematics, but I ask the teacher who teaches that subject to help me to build the guides better, and we help each other that way” (MF teacher. Interview code: AF1410).

The importance of the implementation coordinators lies in the fact that they manage all logistical aspects to guarantee program delivery. For the PS applicators, aimed at younger children (between 3 and 7 years old approximately), the pedagogical assistants and the cleaning staff play a relevant role in helping feed the children and taking them to the bathroom.

Table 2.

Protective aspects and barriers as identified in implementation.

TYPE DE ASPECT	ASPECT	OBSERVATION
Protector	Personal network support	- Applicators support each other out of friendship. - They also support each other for the program’s benefit.
	Involvement of applicators	- It builds empathy for the children and their circumstances. - It fosters commitment to the program and innovations in implementation.
	Senior management support	- They help implement strategies to adapt the program to the adverse circumstances of the environment and program recipients. - They make the implementation economically and logistically feasible. - The programs are supervised by management, MF is also supervised by an outside entity.
	Control over implementation	- Teachers give and receive feedback on implementation. - They have implementation manuals and materials specifically designed to apply the program.
	Context of implementation	- The environment of the institutions is characterized by the presence of criminal groups and sellers of psychoactive drugs. - Many households do not have full and constant energy services, and most do not have access to the Internet, or their access is very limited.
Barrier	Lack of parental involvement	- Some parents neglect the educational process of their children, preferring them to work and to financially contribute to the household. - In many cases, the parents cannot read, and are, therefore, unable to follow up on the formative process.
	Poverty	- Some only care about the food their children receive in the institution, and not about the educational process. - Some children attend the implementation having not eaten, which affects their formative process. - Homeless families are constantly moving from one shelter or neighborhood to another, affecting the child’s continued participation in the program.
	Heterogeneity of recipients	- Some children require special attention, such as children with autism, Down syndrome, or schizophrenia. - The presence of children of irregular migrant status from Venezuela, with diverse cultural and social characteristics.

Note: All protective aspects and barriers identified have been extracted from the analysis of the interviews with the applicators.

“I have up to 20 children, most of them between 3 and 4 years old, but some are younger. Sometimes it is impossible for me to work if I don’t have the assistant to help me take them to the bathroom and, in general, to clean them after eating” (PS teacher. Interview code: NF2112).

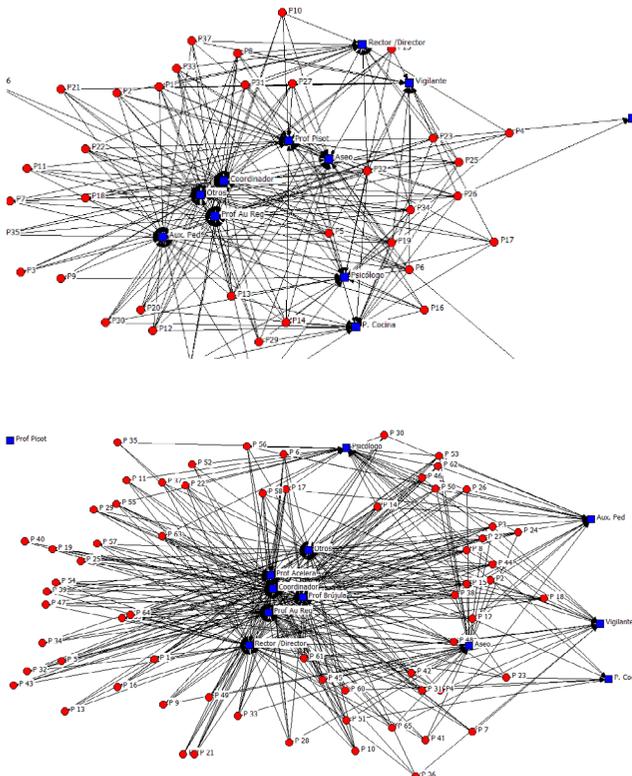


Figure 1. In the graph above is the personal network of the Pisoton program applicators. In the graph below is the personal network of the flexible methodologies program applicators. The graph was generated using Netdraw (Borgatti, 2002), included in UCINET (Version 6.730). In this instance, it is used solely for illustrative purposes. For a detailed explanation of centrality measures, see Maya-Jariego et al. (2022).

3.1.2. Involvement of applicators

In general, teachers are affectively involved with the program and its recipients. Some of them assumed the cost of feeding children who were not part of the school feeding plan. They also provided their own resources for implementation materials and data plans for children to access digital information.

The teachers also demonstrated a high level of empathy with the children and their vulnerable

situation. Most of them are convinced that the program has a social contribution that goes beyond the implementation itself, and it constitutes an opportunity for social transformation for the children, and society in general.

“What we are doing here is sowing social fabric, many of these children do not even have a way to eat outside the institution and I always talk to whoever is necessary to get them food.” (MF teacher. Interview code: IF2805).

Involvement with the program and its recipients helped faculty members generate innovations to adapt secondary components of the program to the specific circumstances of the institution and the recipients.

“Sometimes I even dress up for them, for example, as a giraffe, to teach them the colors and shape of an animal” (PS teacher. Interview code: RF0702).

3.1.3. The role of management

The two analyzed programs are characterized by the fact that they are applied to a population with characteristics of social vulnerability, which implies the presence of unforeseen, and even uncontrollable, variables or situations. Several of the required adjustments were not under the control of the applicators, so the role of the managers became decisive for implementation.

“I have nothing to do with food, but I always request it from the rector’s office, and they have never denied it to me. Most of my students ate lunch at the institution thanks to her help.” (MF teacher. Interview code: IF2805).

Management approves resources not only for implementation, but also for the adaptations required in each case, thus making implementation

logistically feasible, and playing a role in supporting and supervising implementation.

“The support of the coordinator is absolute, and she is always looking after the children and making sure that the program is correctly executed” (MF teacher. Interview code: SF0909).

3.1.4. Control over implementation

Teachers receive training for implementation, and those who implement PS also receive theoretical and practical training for 120 hours beforehand. Both programs have an implementation manual that allows for implementers to develop activities based on clear instructions that facilitate a more homogeneous delivery of the program. They also have specific implementation material to respond to the program’s objectives, which, together with the implementation guides, contribute to the fidelity of the implementation.

“In PS, we have an implementation kit that consists of a briefcase with the stories, the implementation guides, a stuffed animal that represents the protagonist of the stories and makes the staging of the stories more didactic.” (PS teacher. Interview code: EM0306).

In both programs, teachers give and receive feedback from other applicators, not only from the institution, but also from WhatsApp groups of applicators of these programs in Barranquilla and other cities in Colombia. In the case of MF, they have the supervision of an outside entity, which monitors the progress of the program and reports results to the Secretary of Education of Barranquilla.

3.2. Barriers for implementation

3.2.1. The context

The context of implementation is analyzed from three dimensions: a) The context of the sector where the institutions are usually located; b)

The family context of the children attending the programs; and c) The context of the educational institution. The context of the sector where the institutions are usually located is perceived by teachers as a barrier to implementation, since it is characterized by high rates of poverty and crime, and the presence of psychoactive drug dealers and criminal gangs.

“I would pretend to be a clown, I would do dynamics and I tried to make the children fall in love with the process because the environment around was dangerous, there were shootings and the children knew what kind of weapon was being fired according to how it sounded, if it was a pistol or a revolver, so I tried to keep them away from all that.” (MF teacher. Interview code: MF1309).

This context makes it difficult for the children to move around the sector safely, and it poses a risk to their permanence in the program. Most of these children come from poor families, some parents take them to the institution to ensure their daily food, others do not perceive the importance for their children to receive school education, so they do not accompany the educational process, some even consider it more beneficial for the child to contribute to the day-to-day income than for them to go to school.

“Parents do not help us with the children’s education, sometimes they take them there just to make sure they eat, but that does not imply help with the educational process. Some parents even prefer that the children work rather than study” (MF teacher. Interview code: LF1009).

Despite having access to clear water service, many receive intermittent energy service and most have only one telephone with mobile data per family, which is usually in the possession of the parent or

a guardian who works, leaving the children with no possibility of internet connection.

All the educational institutions reported in this study have classrooms equipped with basic elements, restrooms, spaces for food preparation and distribution, and some even have decorative material alluding to the programs. However, teachers frequently complain about the lack of materials for implementation, so they resort to various strategies to facilitate the application of the program.

“We used snail shell and fish scales so that the children could work and develop their creativity.” (PS teacher. Interview code: BM0711).

“We would tell the children to protect the books and do everything with a pencil, then, at the end of the course, we would erase the books and the new children would have their material” (MF teacher. Interview code: BF2906).

3.2.2. Lack of parental support

Parents are often not consistently involved with their children’s education. This was more evident in the families of children linked to the MF program, and it is, possibly, due to reasons such as: a) Some parents do not know how to read; b) Parents who did not attend school as children do not perceive the benefits that education has for their children, and c) Some households are single-parent, where the mother is the head of the family and usually works, leaving the children in the care of third parties who do not assume a role of support to the educational process.

“Sometimes, it is very difficult to apply the program, because we assign homework, but many parents are illiterate or leave the children in the care of anyone, so they do not help us, and those children often

do not take off” (MF teacher. Interview code: AF2110).

3.2.3. Poverty

Monetary poverty is a barrier to implementation because it limits the possibilities for children to attend educational institutions, and sometimes it prevents them from having the necessary food to concentrate on implementation activities.

“Some of these children go out in the morning, maybe without breakfast, but they also don’t know if they will have lunch or if they will eat something in the evening, they come from very poor families” (MF teacher. Interview code: SF0909).

This poverty also makes it difficult for families to remain in a given place, constantly changing houses and even neighborhoods, which entails a risk of the child dropping out of the program.

“There are children who do not have the means to come frequently, and so that they do not withdraw from the process, I make some homework for them and send them with someone that lives close to their neighborhood.” (MF teacher. Interview code: GM1914).

3.2.4. Heterogeneity of recipients

The implementation groups are composed of children with very diverse social, evolutionary, and health conditions; several teachers reported the inclusion, in their groups, of children with autism, Down syndrome, schizophrenia, or other conditions that require special guidance not contemplated by the program.

“I have a child with autism and one with schizophrenia, these children require special support that we cannot provide, but, at home, they do not know how to approach them, and they do not have the

resources to hire support services. (MF teacher.” (Interview code: DF1410).

On the other hand, 25% of the children reported in the study are migrants from Venezuela, some without documentation, so they are not registered in the government’s School Feeding Plan (PAE), which not only implies an under-registration of the population, but also operational difficulties in the implementation itself.

“I have Venezuelan children who are excluded from the snack, I have to fight for them, always the excuse of those who provide us with food is that Migración Colombia should be in charge, but they do not know they exist, and while they solve this issue, the children continue to be without food every day” (MF teacher. Interview code: DF0303).

4. DISCUSSION

Although the application of programs in organizational contexts already poses challenges in relation to uncontrolled aspects that arise during implementation, when the context is vulnerable, these aspects increase, implying new challenges for the applicators, recipients, and other outside people, who, without being directly related to the program, play decisive roles for its effectiveness. The cleaning staff, other regular classroom teachers, pedagogical assistants, security guards, and kitchen staff were found to be decisive in achieving implementation; in fact, collaborative work between different actors increases their motivation and commitment to the implementation of the programs (Stjerne *et al.* 2021).

This allowed them to be more resilient in the face of difficulties that arise in implementation, and it stimulates them to devise innovations in the face of circumstances that affect implementation, allowing the designed program to be implemented in different contexts to those contemplated in its initial design. This oversight makes it possible to

control the core components of the program while adjusting the implementation to the context of the group to be intervened (Márquez *et al.* 2019).

The role of managers is also crucial for proper implementation; without their commitment, programs would not be viable, since adverse circumstances imply adjustments in which the role of managers becomes more relevant (Reyes & Redoña, 2021). Mostly, because they can access material and economic resources for implementation. Furthermore, directives can have a positive impact on program recipients through the positive stimulation of the implementers (Alanoglu, 2021), as seen in this study. In addition to management, multidisciplinary support is required for implementation, which will include people who are not contemplated in the design, but without whom the program could not be executed either; the latter should be taken into account prior to program implementation, otherwise improvisations on the fly may generate counterproductive effects.

One of the aspects to be highlighted in this study is the positive impact of the control of the implementation by other applicators, coworkers with different roles, and even recipients of the program, which does not imply, in all cases, an audit-like supervision. In addition, peer feedback is also a form of control that reduces the anxiety of applicators when they feel they are being evaluated. Because an evaluation that is only based on one audit model can increase teacher stress and be counterproductive to implementation (Liu *et al.*, 2021).

Both, management support and control over implementation, contribute positively to the fidelity with which the program is delivered, even more so in an adverse context such as the one addressed in this study. However, in this context, it is particularly important that the program has a solid theoretical support, correctly reflected in implementation guidelines that allow implementers to adapt to uncontrolled circumstances, by innovating

on secondary components of the program, and preventing each implementer from delivering a different version of the program.

A weakness evidenced in this type of programs is the non-inclusion of actors such as parents in the design of the program, because although they are not included, they do have an impact on its results (Smith, 2021), even cooperating to achieve the objectives of the program, since when parents encourage learning at home, the successful performance of children in educational institutions is boosted (Albaiz & Ernest, 2021). However, the personal circumstances of most of the parents in this study, on most occasions, slow down the progress of the children. Therefore, taking into account their role during the design of the programs would contribute to establish a strategy to mitigate the negative effects, and, possibly, to enhance positive effects on program outcomes.

However, if monetary poverty is added to the aforementioned as a barrier to implementation, the chances of success are significantly reduced, and the effects of this problem may result in the child not returning to the training spaces (Runhare *et al.* 2021). This problem is especially complex to address because it is outside of the institution's control, and even more alien to many parents, who have other additional concerns related to daily subsistence, such as finding food or securing housing, circumstances that end up generating barriers to their children's education (Pavlakis & Pryor, 2020). The effect of monetary poverty is such that it influences the other barriers mentioned in this study. For example, it allows us to understand why, within the implementation groups, there are children with special care needs whose parents have no alternative but to send them to traditional educational institutions, which are not prepared to assume the special care or procedures required by these children.

From this research, it can be concluded that the implementation of programs in educational insti-

tutions will require the participation of actors that are not usually contemplated in the design of the programs, such as other workers of the institution that not only provide logistical support, but also direct accompaniment to the implementation. They also involve parents as actors who directly influence the results of the programs. All these actors and their circumstances highlight the importance of preparing for the intervention in order to increase the likelihood of effective implementation (Márquez *et al.* 2019).

If the context of the institution is vulnerable, the program will face various circumstances, some controlled and others not, that will influence the effectiveness of the program, and, in this scenario, the support of management, the involvement of the implementers, the social support they receive from their personal networks, and the presence of various control mechanisms, will mitigate, at least in part, the negative effects that the adverse context will generate on the implementation of the program, and, thus, on its effectiveness, and, additionally, innovations will emerge that can contribute not only to the implementation of ongoing programs, but also to a better design of future programs in educational institutions in vulnerable contexts.

5. LIMITATIONS AND RECOMMENDATIONS

This study was conducted taking as a sample a group of schools located in vulnerable contexts associated with high levels of poverty and delinquency. Therefore, its results are not generalizable to populations with different characteristics. For future research in vulnerable contexts, it is recommended that researchers be able to characterize in depth the aspects that determine the condition of vulnerability and thus be able to identify the role that these have on the results of the research.

6. HIGHLIGHTS

- Personal network analysis allows a better design of work teams oriented to program implementation.

- Through personal network analysis it is possible to identify missing roles in teams implementing programs in organizational contexts.
- If the fidelity of the implementation of a program in the organizational context is not controlled, its effectiveness cannot be controlled either, since the latter would operate as an uncontrolled variable.

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