Multiplicity Theory: Implementation Framework

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Abstract: This paper develops an Implementation Framework as a response to the informal feedback from academics, educators and practitioners on the Multiplicity Theory. The claim the paper responds is that the theory is too abstract; thus, it is difficult to translate it into practice. This paper provides clarification to assist its adoption in education and other fields. We believe the illustrations provided in this paper will be helpful to those interested in applying the Theory in education and other fields. The paper compares the current Implementation Framework with other closely related frameworks. The paper concludes to be able to apply the theory an advanced consideration of sub-activities, aspects and resources among others is helpful in bridging theory-practice gap during implementation of a plan. As a result, we ensure quality of educational activities or products (outcomes). The implication of the framework is stakeholders should understand educational events/products (outcomes) are not from a single process, aspect and resources, but a function of a diversity of the same (processes, aspects and resources).

INTRODUCTION

The genesis of this paper is academics commentaries on the Multiplicity Theory. The commentaries from the academics were informal. These commentaries were collected through Artificial intelligence, copilot. The copilot was asked to provide what readers say about the Multiplicity Theory by Bryson Daudi Kinyaduka in different forums. The copilot was asked three times through rephrased questions, and the answers were the same. The copilot provided information on views of readers on the Multiplicity Theory. The copilot listed the views in three main categories, namely academics, educators, and practitioners, the readers from different forums. These forums included EconPapers, researchgate, LinkedIn and the forum for the journal that published the paper. From these forums, the readers provided their informal commentaries. The commentaries ranged from those mentioning about the strength of the theory to those which criticized the same. Those who talked about the strength of the theory said: The theory is original and is food for thought; the theory is good for curriculum designing, assessment and educational policy development; the theory

goes beyond linear models in education, it adopts a holistic approach to education; the theory is relevant in studies of organizations, social sciences and products to mention but a few.

In relation to criticism, some readers had the view that the theory uses too abstract language for practitioners to comprehend; the language is dense and philosophical; the theory is very new it needs to be tested; and overlap with Complexity theory. On the overlap with the complexity theory, this may not be true because complexity theory emphasis is on process, but the current theory underscores both processes and products unlike its counterpart the Complexity Theory. However, continuous improved understanding is a normal process and is a principle of life; therefore, for some readers failing to comprehend it is not a surprising phenomenon (Kinyaduka, 2026). From this context, this paper is developed to respond on one aspect of applicability of the theory. The paper provides an Implementation Framework to illustrate the application of the theory in different activities in educational settings and beyond. Further the paper promises future work with more simplified cases for readers to comprehend how to apply the theory in educational settings. As of now, time and space does not allow. We hope readers from all backgrounds will find this framework useful.

To achieve intended outcomes from plans, innovations and/or projects in education, it is always important to have a plan. As it stands, it seems there are two forms of plans, namely perceived outcome plan and implementation plan. Perceive outcome plan is a blue print of what we expect to see as a finished product (outcome). For example, one may plan to construct a house. In this situation, one is expected to have maps of an ideal house (finished house). Therefore, an ideal house as an analogy of a plan representing the desires to achieve. The desires can be those of an individual, a group of people or an organization.

Having seen the first type of plan, perceived outcomes, and as has been noted the second type is implementation plan. Implementation plan involves a series of processes (key and subsidiary sub-activities) and resources (funds and time) required to achieve the perceived outcome in a complete form. Funds ensures all resources are available for each sub-activity. Time is important to ensure each sub-activity is given adequate time to implement based on specified standards and it level of difficult. With these considerations, the implementation of a plan may be adequate and at required standards. This is possible when the sub-activities, aspects, and resources are well visualized. Through the implementation of sub-activities using the available resources, planners turn the perceived outcome a reality. To clarify further, implementation

plan involves determination of sub-activities, aspects and resources required for adequate implementation of a plan. This also involves determination of estimated level of difficult of each activity to allocate time for its implementation appropriately. On activities, one has to determine sub-activities and resources required for the same. Without doubt, the determination of sub-activities in each activity, resources and time required are basics for successful implementation of a plan, programme, innovation and/or project in education. The determination of resources for each activity and its sub-activities ultimately results in understanding the resources required to complete successfully a plan. Thus, achieving the intended educational outcomes.

Given the above understanding, one has to ask themselves: are there enough and qualified human resources to turn a plan, programme, innovation or project a reality? This implies that activities and sub-activities require skilled human resources to perform. Indeed, not only skilled human resources, but also enough in terms of number. Are there enough and quality equipment to implement a plan to predetermined standards? (Kinyaduka, 2020). In other words, are there adequate funds to obtain enough and quality resources? Is there enough time for implementers to execute each activity in a plan at the pace that will culminated in expected quality of a product (outcome/output)?

Therefore, planning involves two concepts in one, the concept of perceive outcome and the concept of implementation plan. The former involves ideation and mapping of a plan as it is in the world of ideas (Sedley, 2016) whereas the latter involves identification of activities, resources needed, aspects, understanding level of difficult and duration to accomplish each activity to attain intended education outcomes.

Though in this paper we see planning as a conjoined or as a dichotomous concept, this paper is committed to extrapolating an Implementation Framework from Multiplicity Theory perspective (Kinyaduka, 2024). This is to say the scope of the Implementation Framework is on explaining successful implementation of a perceived plans. Before we delve into the Framework derivation and discussion, we have to navigate on how we arrived to its development. As it is, the Framework is a derivation of the Multiplicity Theory. It is from our understanding on the explanations of the Multiplicity Theory in the context of Education. Indeed, experience is embedded in it. This means ad hoc observations of really life experiences contributed to the enrichment of the framework. Though the Implementation Framework is described based on the context of education, its scope is broad enough to explain implementation in everyday life activities, and other

professions. In view of this, the development of this implementation Framework is mainly based on the Multiplicity Theory and a doctoral work (Kinyaduka, 2020; Kinyaduka, 2024). The Framework is an extrapolation from the comprehension of the two works. Daily life observations enriched our understanding ultimately making the Framework more realistic. Multiplicity of processes and resources is the main concept guiding the Implementation Framework. In the discussion, we succinctly compare it with other existing Implementation Frameworks in education.

Ground work for Implementation Framework

As has been noted, two works by Kinyaduka have been used to derive the Implementation Framework. From the understanding of the works, there are pre-conditions the absence of which result in insufficient or failed implementation of a plan. For sufficient implementation of a plan to occur, it is indispensable the key sub-activities (processes), aspects and resources to be in place (Kinyaduka, 2020; Kinyaduka, 2024). This means that the absence and/or inadequacy of which a plan, innovation, programme, project or any activity may not be implemented, or its implementation may be below set standards. Thus, the intended outcomes may not be achieved. Moreover, this means that the key sub-activities, aspects and resources must be in place for a plan or an innovation to be successfully implemented, or intended educational outcomes may not be achieved. Thus, adequate achievement of the perceived outcomes in education is a function of existence of the key sub-activities, aspects and resources for each activity, plan, innovation, programme or project to come true. The perceived outcomes of an educational innovation or plan can be physique or abstract. In relation to physique and abstract outcomes, this view is similar to that of Brown (2023) who talks about outcomes as in-ward and outward. Physique outcomes are tangible results of an activity (perceived outcomes). These can be experienced through our five sense organs, for example, a classroom. On the contrary, abstract outcomes are intangible. For instance, the knowledge, skills and attitude as key components of education. We cannot see these in an individual directly through our five senses. However, we can see them through observing the behaviour of an individual or an organization. We can see them through what one explains, what one does, and through how one does something.

To further clarify, if we plan to construct a classroom with specified standards, we expect to see an erected classroom with the said specifications. In this situation, a classroom is a physique outcome of a plan. In contrast, abstract outcomes may involve working from knowledge one possesses, working from skills one possesses and working

with a professional attitude *i.e.* working like a profession (Barnett, 2007). For example, working from knowledge one possess, a teacher has some knowledge on quality assurance is aware that adherence to policies, guidelines, legislations and standards is critical. Working from skills one possess, such as teacher time management skills to organize a test so that it starts on dot. Working with professional attitude, a teacher ensures that there is fair treatment of all students in teaching, and assessment or evaluation. To cut a long story short, the professional attitude involves a teacher abiding by the professional code of conduct. Training outcomes related to code of conduct are mostly intangible, but we can verify their existence into a person through observing their behaviour in their professional setting and beyond.

As it is, when we need to achieve physique or abstract outcomes, we need to know sub-activities, aspects and resources to be in place to support the implementation (Kinyaduka, 2020; Kinyaduka, 2024). As for activities, we have key and subsidiary activities (processes). Key sub-activities means some critical activities (processes) the completion of which culminate in intended education event or outcome. To put it differently, they make the plan achievable. Without the existence of the key sub-activities, the intended plan cannot be implemented or achieved. For example, for a class to take place there must be a means of transport for both a student and a teacher to reach a school or class. As just noted, key sub-activities, aspects and resources; these are without which the implementation of a programme, innovation or project will not be realized, or it will not occur. We can implement a programme, or an innovation without subsidiary sub-activities, aspects or resources, but we cannot do without the key ones. What does this mean to researchers? Researchers have to conduct studies to unearth key sub-activities, aspects and resources for each activity in order to guide decisions in places which risk prone, or have scarce resources such as time and funds. For instance, for learning to occur successfully in a class, we need adequate and qualified teachers, students, and other important resources such as time for both students and teachers. This is to say the absence or sheer inadequacy of teachers culminates in the failure of the implementation of teaching-learning process. As such, absence or acute inadequacy in some of key resources absolutely results in unsuccessful implementation of innovations in education systems and other professions/life territories.

Indeed, the paper does not intended to provide specific key sub-activities, aspects and resources in educational systems because time and space does not allow. Nevertheless, it suffices to clarify. For example, if you do not have a Mathematics and Physics teachers as one of key

resources in a school; then, probably the school does not teach the subjects, or learning cannot take place in respective subjects to the expected standards. Indeed, you may have the teachers for the subjects, but they are not qualified, this also may culminate in substandard outcomes in the subjects. In this paper, the concept of aspects involves issues (forces) not within the capacity of a planer/implementer. The forces that may affect the achievement of educational outcomes despite the implementer being equipped with all the resources. For example, the reliability of transportation services, pandemics, external and internal to school security standing, presence or absence of earthquakes, floods, and what have you. These are also key aspects to consider in planning and implementation of activities in education systems. Considering these in planning, it helps implementers to reflect about alternatives to back up the implementation in case the existing plan does not work anymore because of aspects. Therefore, aspects are forces beyond the control of a planer or implementer, but they can be foreseen. In this regard, key aspects involve commonplace events/incidents in the locality/country. For example, if a country is prone to earthquake; this aspect could be considered as key to consider in the education system. In the same way, if floods are rare in a country this is a subsidiary aspect to consider in the education system. In other words, key aspects depend on the locality, and nature of educational activity under pursuit.

Indeed, it is important to note that the key sub-activities, aspects and resources are not universal for all educational plans and/or innovations. The key sub-activities, aspects and resources one has to take into consideration depend on the nature of a plan, programme, innovation, and/or project. Indeed, context also matters. What is important the Implementation Framework offers theoretical knowledge about how to visualize sub-activities, aspects and resources, and ultimately establishing key and subsidiary sub-activities, aspects and resources to be in place in any activity we plan to execute in educational context and elsewhere. Without the theoretical knowledge, we always become sheer victims of theory-practice gap in implementing educational plans.

Based on the above understanding, pilot implementation of a plan is important to identify the key and subsidiary sub-activities, aspects and resources. Pilot implementation should not be for checking the effectiveness of the programme or innovation, or quality of resources, but for key and subsidiary sub-activities, aspects and resources identification (Kinyaduka, 2020; Kinyaduka, 2024). When all key and subsidiary sub-activities, aspects and resources are identified during pilot implementation, it follows that the plan is implemented, stopped, or

scaled up for implementation in the entire education system. When all key sub-activities, aspects and resources for implementing a plan are considered, this justifies a plan evaluation process of a programme or innovation at the end of the implementation cycle. This is because the evaluators are quite sure that the pre-conditions for implementing the plan are met (Kinyaduka, 2020). Therefore, the evaluation process of an implemented plan, innovation, programme, or project results in credible findings of the same.

Without the pre-conditions of the plan implementation being met, it is irrational to conduct an evaluation of a plan, innovation, programme or project in the context we are unsure whether or not the pre-conditions (key sub-activities, aspects and resources) for implementation were in place. Conducting an evaluation of a plan in such a situation, it results in misleading conclusions and recommendations of the same. This is the reason the pre-conditions for implementation must be in place before executing a plan.

In view of the aforementioned pre-conditions for implementation of a plan (innovation), it follows that the plans and/or innovations that were not implemented successfully in different parts of the world were because of presumably inadequate analysis of the key sub-activities, aspects and resources. There should be a balance in key sub-activities, aspects and resources for adequate plan implementation to occur. Since the balance in reference is about the quantity and quality of sub-activities, aspects and resources for a respective activity, it follows that this depends upon the nature of an activity or plan. Therefore, there should be a balance of key and subsidiary activities, aspects, and resources in terms of quality and quantity. As has been noted, the absence of balanced key sub-activities, aspects, and resources results in remarkable theory-practice gap. This is to say there exists inadequate implementation of plans or innovations.

Worth noting, theory-practice gap is at times inevitable. It might happen that the key sub-activities, aspects, and resources for implementation of a plan are in place; however, the same might insufficient. When the key sub-activities, aspects and resources are quantitatively or qualitatively insufficient, intended educational outcomes may not be achieved to expected standards. For example, a country needs to create a well-educated, skilled and a learning society through universal access to quality education as it is the case in the Tanzania 2050 vision (United Republic of Tanzania, 2025). To create a learning society, it means preparing a society with lifelong learning orientation. This signifies it is important for teachers at all levels of

education to use teaching strategies that promote the development of lifelong learning orientation among students. This means that if you have adequate number of teachers in schools, but they are less knowledgeable on the strategies for promoting the development of lifelong learning based on the level of education of a learner; then, the society desired may not be created. Therefore, quantity and quality of activities performed, aspects, and resources are paramount to consider in planning and in implementing plans to create the desired Tanzania society.

Following the above clarification, it is important to make sure there is balance for each key sub-activity, aspects, and resources for effective implementation of a plan or an innovation. There should be a quantitative and qualitative balancing of key sub-activities, aspects, and resources. Based on the example of teachers, the quantitative balance means we need enough number of teachers to teach at all levels of education. As for qualitative balance, it means we need teachers who have the necessary qualifications (possess the appropriate motivation, have theoretical competence, ethical competence, pedagogical knowledge, content knowledge, the list goes on). In the context of creating a learning society in Tanzania by 20250, worth noting, it is the teacher's knowledge on strategies for developing lifelong learning among the learners based on their level of education. As for aspects, quantitative and qualitative balancing means appropriate precautions for the most likely risks must be taken to minimize theory-practice gap during implementation of a plan. The next section covers on the Implementation framework.

Implementation Framework

As it stands, the Implementation Framework assumes that to implement successfully plans or innovations in education, it involves consideration of multiple processes, aspects, and resources. There should be balanced processes, aspects, and resources in terms of quantity and quality. Without the quantitative and qualitative balance of every process, aspect, and resources in the implementation, the execution of a plan or an innovation may fail or stand as insufficient; subsequently, the intended educational outcomes may not be realized. Thus, it is pertinent to ensure all processes, aspects, and resources for each activity are in place or considered. Without this, the perceived educational outcomes may not be realized. For instance, if the processes and their resources their quality and quantity are ignored, the achievement of educational outcomes such as creating a well-educated, skilled and a learning society may be at stake. This means that the graduates from

the education system are likely to be half-baked or they may lack some of attributes expected by the public and the education system at large.

The Implementation Framework further assumes that in implementing whatever plan or innovation it is not always easy to achieve a hundred percent implementation. What is plausible is sufficient implementation. The sufficient implementation means the implementation that ranges from 90% to 99% of expected standards (outcomes). The hundred percent implementation of plans in education is unlikely because of the reversed norm (standard) principle (Kinyaduka, 2020). There are always circumstances that interfere with the efforts in place to implement a plan. For example, pandemics can interfere curriculum implementation; consequently, affecting intended outcomes. Moreover, as has been noted elsewhere in this paper, educational plan implementation should always be preceded by trial implementation in order to unearth the key sub-activities, aspects, and resources needed to be in place before embarking into actual implementation of a plan. The identification of the key sub-activities, aspects, and resources to be in place before actual implementation minimises the theory-practice gap. If these are well identified and accordingly considered to a large extent are expected to minimize the theory-practice gap in executing educational plans and/or innovations. Figure 1 shows Multiplicity Theory Implementation Framework for activities and/or projects in educational setting.

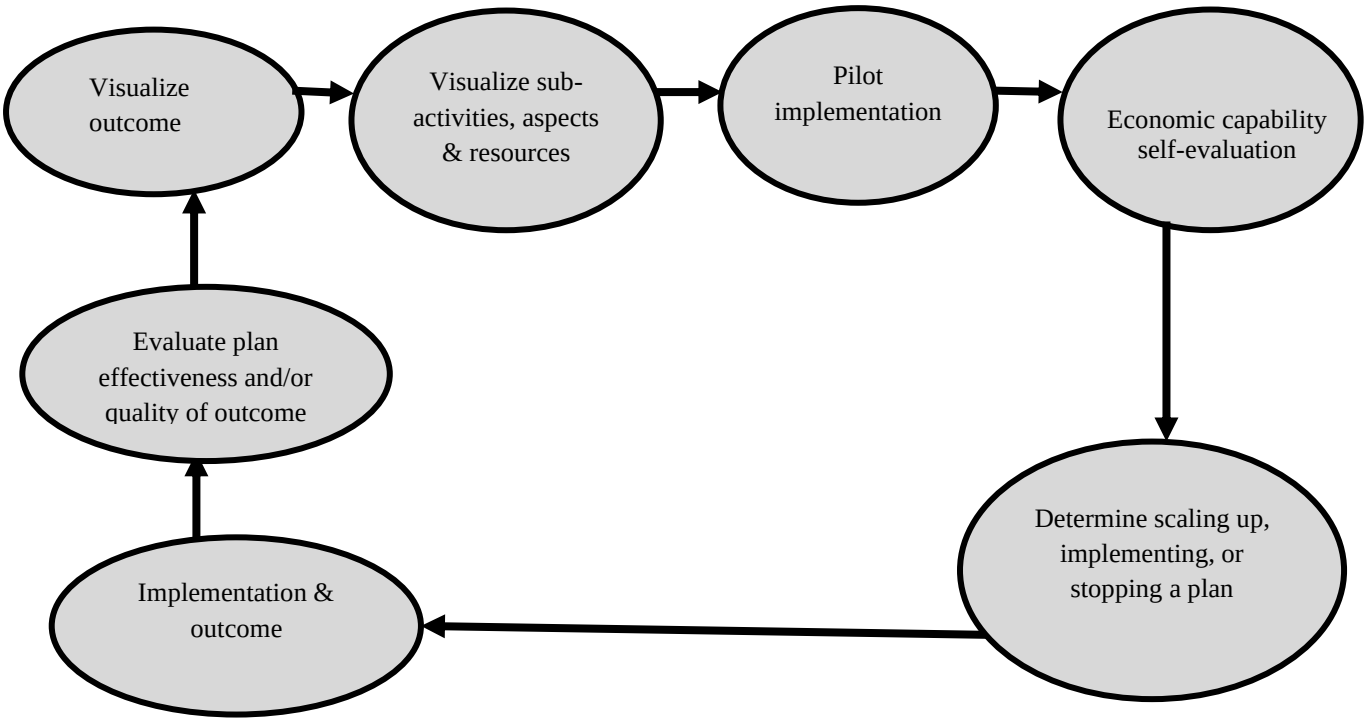

Figure 1 Multiplicity Theory Implementation Framework

Further, Figure 1 theorizes that first one needs to visualize the outcome. This means that one must have a clear understanding of what they want (outcomes). The visualization of outcomes influences the visualization of activities (processes), aspects, and resources.

This takes us to the second activity. This is visualization of activities, aspects and resources. This stage requires the planner/implementer to understand lucidly all sub-activities, aspects and resources required in each sub-activity; the collection of which culminates in a complete event or intended outcome. Therefore, outcomes determine sub-activities to perform to achieve the visualized outcomes. To clarify, each sub-activity requires a number of other processes (activities) and resources to achieve it. At this stage, one needs to visualize aspects (possible risks) to consider before embarking into implementation. Equally, one needs to understand the resources required, their amount and quality. In the same way, one needs to know how to obtain the resources required for the same purpose. With the analysis of sub-activities, aspects, and resources for each sub-activity, it creates a conducive setting for effective implementation of activities, and subsequently achieving intended educational outcomes. Indeed, resources may include adequate time, and funds. This is to say adequate time allows quality implementation of an activity; consequently, standard way of implementing an activity. Indeed, funds are important for ensuring all resources required are in place, namely professionals, materials and what have you.

Having considered outcomes, aspects, activities and resources accessibility, the third stage is pilot implementation. The purpose of the pilot implementation is to have a clear understanding of all sub-activities, aspects, and resources required for each sub-activity to achieve the intended educational outcomes. Indeed, at this stage one has to determine on the key and subsidiary activities including their resources (time and funds). Without determining the sub-activities and their important resources required, level of difficult of each activity to determine time required to implement it, the implementation of a plan may not be achieved adequately. This understanding is important for directing efforts and resources to the most pertinent sub-activities, aspects, and resources to achieve intended educational outcomes.

Having determined key and subsidiary sub-activities, time and funds available to support the implementation of a plan, the fourth stage is to make self-evaluation in terms of economic capability and sustainability of a plan execution based on available resources and set standards. The planner and implementer has to make self-evaluation to determine whether or not the implementation based on set standards will be sustainable given the funding sources of a plan, programme or innovation.

Understanding whether or not the funding sources are sustainable, this takes us to the fifth stage. This stage has three interrelated activities. These are: first, to scale up the education plan (activity), programme or project if the area to implement it (a plan) is enormous. Scaling up the activity signals there is economic capacity to implement at district or national levels a plan or programme. Worth noting, the scaling up of the implementation may be associated with minor modifications. Second, one embarks to implementing the educational activity because the sub-activities, aspects, and resources for the same are well considered and are feasible or affordable. This happens when the area is small and it does not require scaling up of implementation of a plan. Third, one may halt the educational plan. Halting the educational plan, happens when the chances for successful implementation of a plan are too narrow. Indeed, this signals that if a plan is implemented in a given context (when there is imbalance in key sub-activities, aspects and resources) the achievement of intended educational outcomes is at stake.

When the implementer has made economic self-evaluation, and has resolved to proceed with actual implementation of a plan, activity, innovation and what have you, the sixth stage, involves implementation and outcomes. This stage happens when in the fifth stage the decision is to proceed with a plan. This stage can only be executed if the implementer are confident that there will be adequate implementation of sub-activities. Thus, predicting achievement of intended educational outcomes. In other words, the implementers have all the resources necessary for a plan implementation. Indeed, the implementers have to use the resources allocated for each sub-activity prudently to achieve the intended outcomes.

After the implementation and outcomes stage, the seventh stage is evaluation of the effectiveness of a plan, programme, innovation, project, or an activity. Since the implementation of the plan is based on the consideration of key and subsidiary activities, aspects, and resources, the assumption is that the implementation of an activity is adequate. As

such, the intended outcomes are achieved. As has been noted, aspects in this paper refer to events or factors beyond planned sub-activities and resources, for instance earth quake, floods, accidents, pandemics, the list goes on. In view of this, these are also need to be controlled using alternative plans. Therefore, the seventh stage is evaluating the effectiveness of an educational plan, programme, innovation, project, any activity, and quality of outcomes. In a situation where the educationist does not follow this framework and at the end of the day claim to review or to evaluate an educational plan; then, the risky is that the results from the evaluation are at most spurious. All key sub-activities, and their resources must be adequately implemented and be in place, respectively.

Assessment and/or evaluation have to go beyond scores; it is important to consider processes and resources a learner undergoes and possesses, respectively, as contributors to academic performance. Some learners have more sub-activities (processes) and more resources compared to others because of economic background differences. Probably, we need recognition in different territories of the learners based on these differences in physical student processes and resources. For example, it is irrational to demand all learners to arrive at school at 7.15 based on Tanzania education law while some of them their residences are located tremendously far from school. Thus, a teacher may consider administering punishments based on nature of a learner and a root cause of the transgression. For example, it is improper for a teacher to punish learners who always fail in Mathematics without understanding their background in terms of mental health. Therefore, it is a teacher who always need to be reflective in their decisions to be fair to all learners.

The seventh stage is evaluation of achievement of intended outcomes. That is to say checking the effectiveness of a plan. Since the key activities, aspects and resources were ensured during implementation, it is rational to evaluate the implementation of an activity, programme, innovation or project. An evaluation which is conducted without considering the presence of key sub-activities, and resources during implementation can result in spurious outcomes. This Implementation Framework is helpful for any form of successful implementation to happen. The framework is a generic compass to implementers so that they achieve intended outcomes in education and in other professions. In the future, cases and their analysis on sub-activities, aspects, and resources will be clarified to help those who still find this paper less helpful in guiding them execute educational activities based on the Multiplicity Theory. As has been noted elsewhere in this

paper, in the future, we expect to write a book with more detailed information on how to apply the Multiplicity Theory in educational settings. We hope this Framework makes users of the Multiplicity Theory in education and other fields find it a piece of cake undertaking.

DISCUSSION

Having developed the Implementation framework. A review of Implementation Frameworks was conducted in order to find whether or not there are other frameworks that have the same name and contents compared to the current one. The current Implementation Framework has seven stages. The framework guides implementation of any activity in education and other territories of life. However, the existing Implementation Frameworks (Fixsen, Aijaz, Fixsen, Burks & Schultes, 2021) their focus is on the implementation of innovations, and have six stages of implementation. The scholars reviewed a number of frameworks. Thus the current framework is broader in scope whereas others are specific to innovations. The current framework main interest is in the initial implementation process. In this respect, one has to ensure understands the key sub-activities, aspects, and resources. It also considers about qualitative and quantitative balance of key sub-activities, aspects and resources. On the contrary, scholars (Fixsen, Aijaz, Fixsen, Burks & Schultes, 2021) in the pilot implementation underscore on understanding quality in terms of support rendered to practitioners, it ignores the issue of quantity of practitioners and other resources. It is important to consider quantity of professionals for example, you may have quality professionals, but are inadequate yet in this context you may not achieve the intended outcomes. Therefore, the current Implementation Framework considers both quality and quantity of sub-activities and resources for successful implementation of an educational activity.

Implications of Implementation Framework in education

This part provides implications of the Multiplicity Theory Implementation Framework in education. The implications are related to education though the framework can be used in whatever field. The focus is on education because most of concerns from the readers came from academics, educators, and practitioners who have educational background. The implications are listed and described under:

Educationists should make a well in advance analysis of most important sub-activities, aspects and resources before commencing to implement an educational activity. This is important at individual, group, and organizational levels. This would minimize theory-practice gap in educational settings.

Teachers and educational institutions should conduct a pilot implementation of an educational innovation before actual implementation. The purpose of pilot implementation should be to identify key sub-activities, aspects, and resources to prioritize for successful implementation of an education activity or project.

In countries, institutions or individuals with scarce resources, they should consider focusing on key sub-activities, aspects, and resources. The purpose is to ensure educational plans are implemented at satisfying level. Importantly, to ensure that there is justifiable evaluation process at the end of the implementation of a plan, porgrammme or project. This is important for decision making on a respective plan.

Educationists need to be aware that though everything may be in place (key sub-activities, aspects, and resources). Yet a hundred percent implementation of an educational plan or innovation may not be guaranteed. This is because of the reversed norm (standard) principle from circumstances (Kinyaduka, 2017; Kinyaduka, 2020). For example, educationists may plan to hold a meeting in an institution as per schedule, though everything regarding the meeting may be in place and all the members are present. The educationists may not hold the meeting as per schedule because of earth quake that threatens their survival. This is a form of circumstance that interferes with internal operations of an institution resulting in theory-practice gap.

Evaluators of projects or activities in education may consider a ninety percent to ninety nine percent of implementation of an activity or project as modest and/or acceptable level of implementation. This standard exempts learner's academic performance because of diversity of learners in schools. If a project is implemented at 90% to 99% of a project or activity, it can be considered as successfully implemented project or activity. This is because of circumstances. However, the implementation that is below ninety percent may be considered as unsuccessful.

In implementing educational activities one has to consider the quality and quantity of sub-activities, aspects and resources influencing the achievement of intended educational outcomes. For example, a head of school wants teachers to mark student exercises or assignments. In

this case we have to understand marking exercise as a product (outcome). This outcome is preceded by a series of activities (processes) which contributed to this event. If the key sub-activities for this outcome were not realized, the marking would not happen. Based on this understanding, some of activities a head of school may perform include but not limited to: process of drawing funds from the bank, process of reaching wholesale or retail shops, process of collecting pens from sellers to a school, process of handling the pens to teachers and what have you. The end activity which is an outcome of a combination of sub-activities is each teacher marking student exercises or assignments. We have five or so activities involved for a teacher to be able to mark a student exercises or assignments. In this respect, each activity (process) requires resources.

In view of the above, the resources may include time and funds. Time is required because each activity requires time to be implemented; the time required depends on the level of difficult of a given activity. For example in our case, time to be used depends on the type of technology being used analogy or electronic. If it is analogy technology, we expect a head of school to take longer time compared to one using electronic technology in making bank transactions. Again, it depends on the internet connectivity and strength (reliability). To make a long story short, each sub-activity (process) making one main process i.e. marking exercise requires time and definitely adequate and quality resources. Moreover, for the marking to take place you need adequate and qualified teachers, scholars mention about qualified teachers, but rarely mention about quantity. This Implementation Framework reminds planners and implementers to consider both quantity and quality of resources. Indeed, implementers have to use this model of thinking to ensure the implementation of any education activity is seamless.

With the knowledge of aspects in the context of this paper, the ministry responsible for educational matters may need to have tents with a class size reserved to be used during crisis such as floods or earthquakes or pandemics. This is appropriate for countries that are earthquakes or floods prone. This may reduce the negative effects to schools or educational institutions. Thus, enabling classes to continue as scheduled.

Planners and implementers of activities in education should understand the sub-activities, aspects and resources of priority for each sub-activity in order to exclude subsidiary sub-activities, aspects, and resources for satisfactory performance of an educational activity. This practice can be relevant for low-income countries, individuals, and institutions.

Based on this Implementation Framework, educational institutions (schools) should consider awarding marks to learners for student processes in each form of assessment and/or evaluation. The marks awards may consider timely reporting to school/college, timely attendance in classes, timely arrival in examination or test room, timely submission of assignments or examination, timely arrive in group work assignment schedules, and what have you. For instance, delayed entering an examination room half an hour after the commencement of an examination, and if other conditions remain constant (intact), teachers (invigilators) may opt to deduct marks allocated for process management to arrive in the examination room on time. The deduction of marks for student assignment or examination processes may protect learners with genuine concerns associated with educational complex processes from being discontinued from studies. The education systems need to allow some form of flexibility considering that there are processes preceding each event, and these processes at times depend on other stakeholders' preparedness and performance, for example arriving at school on time as an event depends on bus drivers, traffic police and what have you.

CONCLUSION

Considering sub-activities, aspects, and resources in place before actual implementation of a plan or activity, it reduces a theory-practice gap that is persistent in different fields including education. This means that because sub-activities, aspects and resources associated with making educational activities to occur at times are inadequate; it is arduous to obtain intended educational outcomes. For instance, for a class to take places as scheduled for a teacher whose residence is far from a school, they have a sub-activity of travelling to school to teach. The sub-activity may have a number of sub-activities, namely drawing fare from the bank, buying a ticket, reaching the train station, and travelling to school. These are examples of sub-activities that are associated with the teacher appearing in class in time. Each of these sub-activities for a teacher alone require resources. Likewise, there are sub-activities and resources to be done timely and to be used by a train employee, respectively. The purpose is to allow a train to depart on time for a teacher to be in class on time. The activities to be performed by a teacher and those to be performed by train employees should be timely done. This makes things happen as planned. Therefore, successful events happen because of lucid planning and timely implementation at individual level and external to individual sub-activities. The analogy on sub-activities of a teacher can be extended to each student, and other key stakeholders like parents, workers in the transportation sector,

workers in the retail and whole sales shops all these their effective planning and performance have influence on education the world over. To put it differently, most of educational activities operate with the help of other entities that are not directly or entirely part of education system organs. For example, a teacher may have fixed time to leave from his/her home for a class by train, and on the way to school the train overturns; therefore, the class may not be taught as planned. Thus, such organs (circumstances) are difficult to handle their operations, and thus it is not always easy to bridge theory-practice gap in the education system; however, we can minimize it by-and-large through ensuring key sub-activities, aspects and resources are considered.

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