Figure 4.1 Main- and sub-themes uncovered during data analysis process

**THEME 1**
**JOB RELATED APPLICATION OF THE MEMORY BOX MAKING TECHNIQUE BY VOLUNTEERS**

**Sub-theme 1.1**
“Knowledge gained”

**Sub-theme 1.2**
“I teach each and every caregiver about what is the memory box”

**Sub-theme 1.3**
New initiatives and adaptation

- a) “I can teach somebody outside about the memory box” (Where and with whom)
- b) “Things you put in” (Functional Aspects)

**THEME 2**
**IMPACT OF THE MEMORY BOX MAKING TECHNIQUE ON THE PERSONAL LIVES OF THE VOLUNTEERS**

**Sub-theme 2.1**
“It’s good to me” (Personal meaning)

**Sub-theme 2.2**
“We are representing the community” (Personal contribution)

**Sub-theme 2.3**
“I must learn from it” (Personal growth)

**THEME 3**
**BARRIERS IN USING THE MEMORY BOX**

**Sub-theme 3.1**
“The children and the parents don’t have ID’s”

**Sub-theme 3.2**
“Some of them understood, but some of them didn’t”

**THEME 4**
**ADVANTAGES IN USING THE MEMORY BOX**

**Sub-theme 4.1**
“Put valuable things”

**Sub-theme 4.2**
“Commemorate the past”

**Sub-theme 4.3**
Experience of applying the Memory Box Making technique

**Sub-theme 4.4**
“That thing [the memory box] it can help the orphans know their future”

- a) “We need to help them to make a memory box for their parents and this I think it can bring some relief, some ways to help” (Cognition)
- b) “They feel proud of that [memory box]” (Affect)
- c) “… I must also start before I can go and talk to the orphans and have ideas.” (Actions)
- d) “It is valuable to do a memory box” (Sense and meaning)