GIVING 180 DEGREES TRUST'S GRADUATE STUDENTS A VOICE: A STUDY ON AN ADVENTURE-BASED AND MENTORING PROGRAMME

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ABSTRACT

The 180 Degrees Trust offers a High Country Camps and Mentoring programme for at-risk youth and youth offenders in Canterbury, New Zealand. The aim of this study was to examine the extent to which graduate students believed that their participation in the 180 Degrees Trust's High Country Camps and Mentoring programme influenced their engagement with education, employment and training two to five years after graduating from the programme.

Using a qualitative approach, through semi-structured interviews, four participants' views of their lives before, during and after their time with the 180 Degrees Trust were obtained. Thematic analysis of the semi-structured interviews revealed eight salient themes, which encapsulated the findings from this study.

Participants came from similar troubled backgrounds. They credited the support from staff members, their mentors, other students and unique experiences as helping them to develop greater interpersonal and practical skills. Despite participants acknowledging that group work allowed for the development of interpersonal skills, they also acknowledged that they, at times struggled with the dynamics of their group, in particular the negative influence of other students' behaviour.

After graduating, participants adapted their new skills and attitudes to gain employment or return to education. Participants stated that they would have benefited from ongoing support during this time.

Two to five years after graduating, participants stated that their participation on the High Country Camps and Mentoring programme still affects them in their daily lives. This is evidenced through their development of relationships and their employment experiences.

There is a paucity of in-depth, participant focused research on the long-term outcomes of students in adventure-based and mentoring programmes. The findings of this study suggest that more research also needs to be conducted on the affect of group dynamics on students as well as how to best support students after they graduate from adventure-based and mentoring prorgrammes.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter introduces the rationale and purpose of this study. It also provides an outline of the chapters that follow.

1.2 Rationale for this study

Researchers gain a deeper understanding of programmes when they utilise the voices of students. "Few researchers have privileged the knowledge and experience of the young person above their own, when determining the benefits of programmes for youth" (Eggleston, 2000, p. 2). This study shares the voices of four graduate students of an adventure-based and mentoring programme.

The combination of a mentoring component and adventure experiences in a programme is a relatively new initiative both nationally and internationally (Mossman, 2005; Norton & Watt, 2013). Consequently, the experiences of at-risk youth and youth offenders in adventure-based and mentoring programmes is an area that has not had a lot of investigation in scholarly research to date.

Findings from the small number of studies that have been undertaken seem to support the use of adventure-based and mentoring programmes for at-risk youth and youth offenders (Mossman, 2005; Norton & Watt, 2013; Qiao & McNaught, 2007). Studies have found that as a result of students developing meaningful relationships with their peers and staff members, they improve their social competencies and self-efficacy (Qiao & McNaught, 2007; Mossman, 2005).

There is still, however, a lack of substantial evidence, which identifies the particular components that are considered crucial in promoting behavioural and attitudinal changes (Norton & Watt, 2013). Qualitative data needs to be gathered that captures the perspectives of the students themselves on their experiences and what in their view works (Mossman, 2005). It is also important to see if lessons learnt on adventure-based and mentoring programmes are transferrable to life after the programme and whether they produce short or long-term changes to the students' lives. Without this long-term participant focused data, programmes claims

of success rates and meaningful change remain unsubstantiated by research findings (Davis-Berman & Berman, 2012).

1.3 Purpose of the research

The purpose of the current study was to examine the extent to which graduate students believed that participation in the 180 Degrees Trust's High Country Camps and Mentoring programme influenced their engagement with education, employment and training two to five years after graduating from the programme. Graduate students, who had completed the High Country Camps and Mentoring programme before 2011, were invited to participate in a phone interview to find out how their engagement with the programme had affected them.

The 180 Degrees Trust was founded in 2007 to operate developmental courses designed for at-risk young people in the Canterbury region. The 180 Degrees Trust's High Country Camps and Mentoring programme includes an adventure-based and mentoring component. Students are often struggling with mainstream education, have drug and alcohol problems and have come to the attention of the police and the courts.

The 180 Degrees Trust's High Country Camps and Mentoring programme is designed to turn around the lives of students, transitioning them back into school, training or employment. Referrals for this programme generally come from Child Youth and Family[1] after a family group conference. They can also provide funding for a person to participate. Despite the programme being open to females, the majority of the referrals received for the programme are male (180 Degrees Trust, 2013). The programme is run for a 12 month period for eight teenagers at a time. The programme begins with a six week induction period, where the students talk to staff from the 180 Degrees Trust about their goals as well as attending day and overnight adventures. There is then an intensive two to three week wilderness experience in the Canterbury High Country. Activities include tramping, climbing, river crossing, rafting, mountain biking and horse-trekking. The course culminates with a five day, 243km Coast to Coast journey from Kumara, on the West Coast of the South Island,

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[1] Child Youth and Family is a New Zealand organisation that works with troubled families, children and youth.

to Christchurch, on the East Coast of the South Island. The remaining ten months of the High Country Camps and Mentoring programme involves staff members mentoring students onto their next stage in their lives.

In June 2013, the 180 Degrees Trust reported on short-term effects of participation on their High Country Camps and Mentoring programme. They found that 75% of their students, within the last year, had successively transitioned into education, employment or training. They also found that 80% of their students did not offend during their time on their programme (180 Degrees Trust, 2013). No research has been conducted on what happens to students in the long-term (180 Degrees Trust, 2013).

1.4 Research questions

This study explored four graduate students' reflections on their experience with the 180 Degrees Trust's High Country Camps and Mentoring programme. Guided by the short-term effects that the 180 Degrees Trust has reported, the following research questions were created to direct the data collection in this study.

1. How did the participants perceive their lives before involvement with the 180 Degrees Trust?
2. What did the participants learn from their time with the 180 Degrees Trust?
3. How did their experience with the 180 Degrees Trust affect what they engaged in after graduating?
4. Have there been long-term outcomes (2-5 years) for participants and if so, what are these?

1.5 Structure of the thesis

The first chapter establishes the parameters for this research by outlining the purpose and the rationale for the study. There is also information on the 180 Degrees Trust and their High Country Camps and Mentoring programme.

Chapter Two presents the literature review by examining relevant research relating to this topic. Research was sourced from a range of areas and key themes

are identified. This provides the platform and direction for the foundation of this study.

Chapter Three explores the methodology and research design used in this study. The rationale for using a qualitative research approach and the selection of semi-structured phone interviews is discussed. The use of thematic analysis and the participant recruitment process for this study is also explored. Consideration of ethical issues is presented.

The findings are presented in Chapter Four. Eight key themes arose, as a result of the thematic analysis, and these themes and relevant extracts from participant interviews are presented. These themes represent the participants' thoughts on their lives before, during and after their time with the 180 Degrees Trust.

Chapter Five is the discussion chapter and explores the themes and their implications in further detail. There is comparison and contrast made with relevant literature.

The final chapter, Chapter Six, provides a full summary of the research. This includes a summary of the key points, practical implications from the findings, reflections on the research journey, limitations of the research and recommendations for future research.

1.6 Conclusion

The purpose of this chapter was to introduce the research aims, parameters and structure of this thesis. The following chapter explores the selected literature on at-risk youth, youth offenders and adventure-based and mentoring programmes.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Introduction

The review begins by discussing the literature on at-risk youth and youth offenders in New Zealand. As adventure-based and mentoring programmes are a relatively new initiative, there is consequently a lack of research in this area. To address this, literature on mentoring programmes and adventure-based programmes are explored separately. Literature on adventure-based and mentoring programmes is then explored. Gaps in the current literature surrounding adventure-based and mentoring programmes are also discussed.

2.2 At-risk youth and youth offenders

Definition of youth. Obtaining a clear, concise, agreed upon definition of what youth is, when it begins and ends and taking into account the influences of society and culture is an elusive goal (Mossman, 2005). Acknowledging its limitations, for the purpose of this thesis, a working definition of youth has been adopted. The definition chosen, defines youth as a person who is between 10 and 17 years old. In this thesis the terms youth, young people and adolescence are used interchangeably.

At-risk youth

The term at-risk youth has become increasingly popular amongst academics, politicians, policy makers and the public (Sharland, 2006). At-risk youth are adolescents who live with dysfunctional families[2] and/ or do not possess the skills and values that assist them in becoming responsible members of society (Minor & Elrod, 1994). Disengagement from mainstream activities, disruptive or antisocial behaviour, social isolation and involvement in criminal activity are all common characteristics of an at-risk youth (Glendron, Royer, Bertrand & Potvin, 2004; Lubans, Plotnikoff & Lubans, 2012). New Zealand has an unacceptably high rate of youth morbidity compared with those in other OECD nations (Gluckman, 2011). At least 20% of young New Zealanders exhibit behaviours, emotions or have experiences that are classified as at-risk and lead to long-term consequences affecting the rest of their lives (Gluckman, 2011).

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[2] A dysfunctional family is described as a family unit unable to function effectively in which conflict and misbehaviour occur regularly (Stoop & Masteller, 1997).

Practitioners need to be careful with the use of the term at-risk youth, not only due to the negative connotations attached to the term but also due to the different definitions associated with the term (Sharland, 2006). To always consider risk taking as problematic would be an over-simplification as risk-taking is integrally bound up with the development of young people's identities (Sharland, 2006). Acknowledging the limitations, the use of the term at-risk in this study applies to youth who either have behavioural problems, struggle to function with today's pressure or are from dysfunctional families (180 Degrees Trust, 2013).

Youth offenders

Most youth offenders in New Zealand are male (77%), who have experienced negative early life experiences including; changes of caregivers, being abused, or have had early involvement with drugs and alcohol (Maxwell, 2012). Risk factors such as poverty, dysfunctional families, exposure to gangs, poverty in neighbourhoods and community and family violence all threaten healthy development and have also been shown to have links to offending behaviour (Li, Nussbaum, & Richards, 2007; Zimmerman & Messner, 2011). Recidivism is also more likely among boys who fail to obtain school qualifications and those who are involved with police or child welfare early in life (Maxwell, 2012). Young people who do not have good support and effective plans for their future put in place when they have a family group conference or at court are also more likely to reoffend (Maxwell, 2012).

Too often youth, who struggle with broken families, no role models and/ or learning difficulties turn to alcohol and drugs to escape reality. Substance abuse has been shown through previous studies to be an individual risk factor that corresponds to high rates of offending (McAra & McVie, 2010; Prichard & Payne, 2005). Notably, studies have also shown that substance abuse is more common amongst indigenous youth both nationally and internationally (Prichard & Payne, 2005). Allied to substance abuse are disturbing stories of physical, emotional abuse within families as well as association with organised crime and gangs (Prichard & Payne, 2005). These factors can also contribute to learning difficulties at school, which is another factor related to youth offending (Gluckman, 2011).

Young Māori are over-represented among offenders in New Zealand (Ministry of Social Development, 2012). Despite the number of children and young people in court in New Zealand being at the lowest level in 20 years (Ministry of Justice, 2013), the number of Māori youth attending court is overrepresented in court statistics. Māori make up about 20% of the youth population, yet they made up 54% of all children and young people in courts in 2011 (Ministry of Justice, 2013). This is reported to be the case as young Māori offenders often come from dysfunctional families, which is a key indicator for early offending (Gluckman, 2011).

Research which aims to investigate the relationship between youth offenders' association with low self-concept and delinquency has yielded various findings. It is suggested that delinquency is a product of negative self-concept (Minor & Elrod, 1994). According to this perspective, a person who possess negative self-concept generally does not view themselves as worthwhile, contributing members of society and due to a lack of confidence in personal abilities may refrain from initiatives to change or improve their life situation (Minor & Elrod, 1994).

Through awareness of developmental issues and common factors amongst at-risk youth and youth offenders, research has now shifted to looking at what types of programmes, experiences and relationships can address these issues (Norton, & Watt, 2013). In New Zealand, in recent years, at-risk youth and youth offenders are more likely to be referred to programmes with an adventure-based experience and a mentoring relationship (Ministry of Justice, 2013). These programmes work to try and address the underlying common issues of at-risk and youth offenders. Examples of common issues include a lack of family support and possessing a low self-concept. Adventure-based experiences are seen as a form of therapy as is the process of mentoring. The combination of adventure-based and mentoring programmes, which includes aspects from both forms of therapy, is becoming more popular both nationally and internationally (Norton & Watt, 2013). These programmes have been showing promising outcomes for at-risk and youth offenders (Mossman, 2005; Norton & Watt, 2013; Qiao & McNaught, 2007).

In this section commonalities of both at-risk youth and youth offenders were explored and discussed. Research has shown that for many at-risk youth and youth

offenders their demographics and characteristics are of a similar nature. In the next section research on mentoring programmes is discussed.

2.3 Mentoring programmes

Over the past 20 years, mentoring programmes for adolescents have become increasingly popular in New Zealand (Farruggia et al., 2011). Mentoring is commonly defined as a one-to-one relationship between a caring adult and a student who needs support to achieve personal, academic, social and career goals (McPartland & Nettles, 1991). A caring adult, outside of a young persons' own family, can play a significant role in providing the promotion of adolescent well-being and improving the quality of a youth's life (Farruggia et al., 2011; Rhodes, Reddy, Roffman & Grossman, 2005). Unfortunately many youth neither have this type of relationship within or outside of their own family (Norton et al. 2014; Norton & Watt, 2013).

Effectiveness of mentoring programmes

A variety of research has been conducted on the effectiveness of various mentoring programmes (DuBois, Holloway, Valentine & Cooper, 2002; Farruggia et al., 2011; Hartley, 2004; Noonan, 2011; O'Neill, 2005). Engagement in mentoring relationships has been found to be effective across youth varying in demographic background characteristics such as age, gender, ethnicity and family structure DuBois et al., 2002). General benefits for the mentee include exposure to a positive role model, exposure to new experiences and people from diverse backgrounds, encouragement in emotional and social growth and increased confidence and self-esteem (Barrett-Hayes, 1999; Noonan, 2011). Benefits for the mentor include imrproving interpersonal skills, gaining recognition from peers and developing a deeper understanding of youth and societal problems (DuBois & Neville, 1997; O'Neill, 2005).

Research has found that programmes are more effective when they adopt empirically based best practices and when strong relationships are formed between the mentor and mentee (DuBois et al., 2002; Farruggia et al., 2011; O'Neill, 2005). Best practices help create a good relationship between a mentor and mentee. This includes effective mentor training, the optimal length of mentor and mentee relationship (which is twelve plus months) (Farruggia et al., 2011; O'Neill, 2005), the

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matching of the mentor and mentee (based on same gender and similar attributes, interests and ethnicity) and regular contact between the mentor and mentee (Hartley, 2004).

Farruggia et al. (2011) conducted a systematic review, which examined the effectiveness of youth mentoring programmes in New Zealand. Farruggia et al. (2011) found that only 35% of the 23 programmes in the Youth Mentoring Network in New Zealand had an appropriate evaluation done on their programme. Of the 22 mentoring programmes that Farruggia et al. (2011) examined, 88% showed some level of effectiveness.

In contrast with international research (DuBois et al., 2002), Farruggia et al. (2011) found mentoring to be more effective when embedded within a multifaceted component programme versus mentoring relationships solely. A multifaceted programme involves components of different forms of therapy. Farruggia et al. (2011) also found that programmes that focus on psychological and interpersonal goals were more effective than programmes that focus on educational, behavioural, vocational or cultural goals.

International and national findings (DuBois et al., 2002, Noonan 2011) have found that programmes which target at-risk youth versus typical youth tend to have more impact. This may be because at-risk youth and youth offenders typically do not have access to supportive adults outside of their families and are consequently in more need of a positive role model.

Despite mentoring programmes having been established for a long time (Farruggia et al., 2011) it would appear that little is known about the sustainability of the outcomes after a mentoring relationship is finished or about the experiences of the mentee on the programme. Future research needs to be conducted, exploring these factors of mentoring programmes, so that more is known about the effects of mentoring programmes.

In this section available literature on mentoring programmes was discussed. Research has found mentoring programmes to be an effective way to help youth increase their confidence, self-esteem and set and achieve their own goals (DuBois et al., 2002; Farruggia et al., 2011; Noonan, 2011). Research also shown that at-risk youth can especially benefit from mentoring programmes (DuBois et al., 2002,

Noonan 2011). Literature on adventure-based programmes is explored in the next section.

2.4 Adventure-based programmes

Adventure and/or wilderness therapy is a form of group therapy that uses the outdoor environment as a therapeutic intervention (Somerval & Lambie, 2009). Adventure and/or wilderness therapy for young people are widely used throughout the world and have a rich history in New Zealand (McKay, Donaldson & Schroeder, 2007). Describing adventure and/or wilderness therapy is complicated due to the many different terms and definitions used to describe this experimental treatment. Examples of terms used include adventure-based counselling, adventure therapy and wilderness therapy. In this study adventure-based counselling, adventure therapy and wilderness therapy programmes will all be referred to as adventure-based programmes.

Gass, Gillis and Russell (2012) point out that "the definition of adventure-based programmes has been a well debated topic, due to the multiple and widely varying applications," (p. 1). However, there is general acceptance that adventure-based programmes include positive social support from instructors, a peer group, a wilderness environment, challenging activities, calculated risk taking, structure, mastery and reflection (Norton, & Watt, 2013; Somerval & Lambie, 2009). The theoretical basis of adventure-based programmes describes the participant as a learning being who achieves their greatest learning outside the classroom, through organised challenge and perceived risk, promoting social skills through experiencing a group challenge (Blanchard, 1993; Davis, Berman & Capone, 1994).

Effectiveness of adventure-based programmes

When examining studies on adventure-based programmes there has been a wide array of outcomes measured to ascertain effectiveness (McKay et al., 2007). Due to the lack of clear accepted methodology, many argue that research into the efficacy of adventure-based programmes is not robust enough (Mossman, 2005; Russell, 2001). So although there have been many papers published about adventure-based programmes, the number of programmes covered and the number of different issues addressed (recidivism, mental health issues, substance use) has resulted in

small pieces of information about a large variety of different aspects (Mckay et al., 2007). While these studies have been useful in raising the profile of adventure-based programmes, the diversity of the programmes and the issues studied has made comparisons between programmes difficult (Mckay et al., 2007). In addition, differences in methodology, research objectives and design make definitive conclusions about the effectiveness of these programmes difficult to draw (Norton et al., 2014).

Studies that have been conducted have found that adventure-based programmes have shown to improve self-efficacy (Passareli, Hall & Anderson, 2010), self-concept (Russell & Walsh, 2011; West & Crompton, 2001), self-awareness (McKay et al., 2007) and resilience (Wilson & Burner, 2011).

Despite studies showing promising short-term effects on their students' lifestyle, it is important for studies to include a long-term follow up component to investigate the transfer of lessons learnt from adventure-based programmes back to students' home life (Daniel, 2007). In response to calls to document the change over time (Russell, 2005), Davis-Berman and Berman (2012) conducted a longitudinal study where they interviewed four participants who had participated in an adventure-based programme more than twenty years ago. Semi-structured interviews were conducted with topic coding being employed to analyse the data. Sense of time, importance of relationships, sense of place and lessons in life were the four themes that were identified. All participants were positive about their adventure-based experience and although they were unsure about how it affected them they were all keen for their children to undergo a similar experience (Davis-Berman and Berman, 2012). This finding is consistent with research conducted by Fredrickson and Anderson (1999), Russell (2001), and Schroeder (2007) who all mention that despite participants often stating that their journey on an adventure-based programme had positively affected them, they struggle to translate how it affected them into words (cited in Greffrath, Meyer, Strydom & Ellis, 2012).

In 2005, Russell conducted one of the most comprehensive long-term qualitative studies on adventure-based programmes. Phone interviews took place with 88 parents and 47 youth who had engaged, two years earlier, in an outdoor behavioural healthcare treatment, which utilises wilderness experience. Five themes were

identified from the interviews which represented what the respondents believed to be the most powerful aspects of their experience; being away, group peers, nature, a sense of self and staff support. Over 90% of youths interviewed, believed that the treatment was still effective two years after participation (Russell, 2005). This offered a unique long-term perspective on students' experience.

This finding addressed concerns that evaluations that were conducted immediately after participation on adventure-based programmes were clouded by post-programme euphoria. Findings from Russell's (2005) study also acknowledged the importance of aftercare. Aftercare was utilised by 85% of the participants in the study and participants credited it as an instrumental process to ensure a successful transition back into their home environment.

The topic of aftercare was also present in Eggleston's (2000), Russell and Walsh's (2011) and Norton and Watt's (2013) studies. While Eggleston (2000) found that the programme, featured in the study functioned to uncover an impressive repertoire of pro-social behaviour, the problem was in maintaining and applying such development to life at home (Eggleston, 2000). This finding was reiterated in Russell and Walsh's (2011) study, which found that 44% of participants reoffended after engaging in an adventure-based programme. Participants from Eggleston's (2000) study suggested that a follow-up from someone who could relate to their experience on the programme would be most useful. Norton and Watt (2013) conducted a study of an adventure-based and mentoring programme, which offered follow-up communication and opportunities such as phone calls, emails, dinners and hikes. This component not only allowed for the youth and their mentor to reconnect but also helped transition the youth back into their community (Norton and Watt, 2013).

What are the factors that are necessary in effective adventure-based programmes?

Initially research surrounding adventure-based programmes was generally outcome based. In the last decade however, there has been an increase in the understanding of the process of adventure-based programmes. Although the vital components of successful adventure-based programmes have not been fully elucidated a number of common elements are seen to provide the basis of successful adventure-based programmes. Russell (2001) summarised the literature

from adventure-based programmes into two broad groups: (a) effects on self-concept and (b) effects on developing effective and adaptive social skills. Later, Russell and Phillips-Miller (2002) identified four factors that contributed to beneficial outcomes: physical exercise, primitive wilderness living, improved peer interactions; and therapeutic relationships with staff members. Norton's (2010) research supported these findings and the four factors are explored below.

Physical exercise. There is strong evidence that participation in adventure-based programmes result in beneficial effects of physical activity on cardiovascular health in youth (Lubans, et al., 2012). In addition, an active lifestyle is associated with improved mental health in young people (Ekeland, Heian & Hagen, 2005; Parfit & Eston, 2005). It is therefore not surprising that programmes involving physical activity have been found to be successful in improving the social and emotional well-being of at-risk youth and youth offenders, who have a prevalence of depression and low self-esteem exceeding that of the general population (Glendron et al., 2004).

Primitive wilderness. Davis-Berman and Berman (1994) stated that it is the activities themselves and how they are experienced that are valuable. This is an idea that has been backed by many other researchers. "In the field of adventure-based programmes the curative powers of natural environments are too often not recognised as therapeutic in itself" (Greffrathm, Meyer, Stryfom, & Ellis, 2012, p. 20).

West and Crompton (2001) conducted a review of empirical literature and despite noting methodological weaknesses of many studies, they found that literature provides support for claims that an outdoor setting of a totally unfamiliar environment provides a sense of freedom that cannot be replicated in a clinical setting. The authors suggest that this helps alleviate the negative behaviours of at-risk youth. McKenzie (2000) also found that several researchers saw the unfamiliar physical environment as an important factor as it causes disequilibrium which when mastered, leaves the young person with an enhanced self-concept. Hill (2007) suggested that the wilderness environment provides students with egalitarian consequences for behaviours, resulting in natural consequences. With the environment providing immediate feedback, if choices are not well informed or thought out, it is a great way to teach at-risk youth and youth offenders about the consequences of their behaviour (Hill, 2007).

Staff members. Eggleston (2000) found through a qualitative study that participants of adventure-based programmes from New Zealand rated the relationships formed with staff members as the most important and influential aspect of participating in an adventure-based programme. McKenzie (2000) reviewed existing literature and found several studies that had considered the characteristics of effective staff. Characteristics including socio demographic details, interpersonal interactions and personality have been studied. However according to McKenzie (2000) conclusions could not be drawn from this information.

Factors that students gained from their mentoring relationship included experiencing a sense of whānau**,** learning new ways of communicating and listening, being subject to a disciplined work structure and developing trust and respect (McKenzie, 2000). Studies have shown that the relationship between staff members and students on adventure-based programmes, can provide an at-risk youth or a youth offender with a supportive relationship which they may have never experienced before (Eggleston, 2000).

Peer interactions. Peer interactions are an important aspect of adventure-based programmes as they can help teach students how to create successful peer relationships (Passarelli et al, 2010; Wilson & Weston, 2010). Participants on Eggleston's (2000) study rated the relationships formed between other students as the most important and influential aspect of the programme.

Lubans et al. (2012) conducted a systematic review on the impact of adventure-based programmes on social and emotional well being in at-risk youth. They found that five out of the seven adventure-based programmes that they reviewed resulted in significant improvements in their measures of social and emotional wellbeing. Similarly Sachs and Miller (1992) found that at-risk youth who participated in adventure-based programmes experienced significant improvement in cooperative behaviour through peer interactions that they engaged in on the programme.

Peer interactions affect the group dynamics on a programme. As adventure-based programmes are primarily a group process, the group cohesiveness and dynamics are a vital part of the overall therapeutic aspect of the programme (Newes & Bandoroff, 2004; Norton, 2010; Passarelli et al, 2010). No study could be found on how group dynamics affect the outcomes of adventure-based programmes. Studies

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on group psychology however, suggest that an individual's behaviour is influenced by the presence of others. For example, vulnerable adolescents risk becoming more deviant through association with other deviant peers and peer groups (Crano, 2000; Dodge, Dishion & Lansford, 2006). Dodge et al (2006) conducted a study on how deviant peers influence interventions for youth. They found that interventions can, in some cases, exacerbate youths' behaviour by placing a group of deviant youth, together in a programme. Dodge et al (2006) suggest that practitioners need to be documenting information on peer interactions and the impact of these on participants in their programme. This finding suggests that adventure-based programmes need to be evaluating the peer relationships on their programme and research needs to be conducted on how group dynamics affect students' performance and engagement.

In summary, in looking at the factors that are necessary in successful adventure-based programmes, research has shown that physical exercise, primitive wilderness, staff members and peer interactions are all essential components. These components are further explored below in investigating the experiences of students and in particular the experience of at-risk youth and youth offenders on adventure-based programmes.

Adventure-based programmes for at-risk youth and youth offenders'

Adventure-based programmes have been viewed as effective in treating developmental issues with at-risk and youth offenders (Lubans et al., 2012; Norton et al, 2014; Russell, 2006; Sachs & Miller, 1992; Walsh & Russell, 2010; West and Crompton, 2001). Studies on adventure-based programmes for at-risk and youth offenders have found significant clinical improvement from intake to discharge in interpersonal relations self-efficacy, hope and a reduction in substance use (Russell, 2008; Russell, 2006; Walsh & Russell, 2010). The reason for the positive outcomes could be related to the characteristics of at-risk youth and youth offenders. Youth offenders and at-risk youth tend to need more structure (Berman & Davis-Berman, 1995), and they work better with an informal, tactile-kinesthetic design (Gillis & Mcleod, 1992).

Sveen and Denholm (1993) investigated an adventure-based programme for at-risk youth and youth offenders and found a link to positive employment following

successful completion of the programme. This relationship appeared to be connected to the participant's development of independent living skills, improved self-efficacy and interpersonal skills (Sveen & Denholm, 1993).

When comparing the reduction in recidivism rates with other forms of therapy it has been suggested that participation on adventure-based programmes produces lower recidivism rates (Gillis & Gass, 2010; Russell, 2006). This finding, however cannot be generalised to all adventure-based programmes. Studies conducted by Minor and Elrod (1994) and Russell and Walsh (2011) showed that participation on certain adventure-based programmes do not decrease recidivism rates. No research has been conducted exploring why some programmes reduce recidivism rates and others do not. The lack of research in this area can be credited to the amount of research required to report on these results (Russell, 2006) as well as the large amount of crime going undetected (Sveen & Denholm, 1993).

Students' experience on adventure-based programmes

Qualitative studies, with a focus on the experience of the students, permit the explanation of phenomena in detail (Patton, 2002). Eggleston (2000) conducted one of the only studies in New Zealand that focuses on the experience of the students on an adventure-based programme. In 1993, Eggleston was a student-observer on a month-long adventure-based programme. There were 12 students on the programme. All students were interviewed at the completion of the programme and 10 were able to be located and were interviewed again, approximately 18 months later.

Eggleston (2000) found that while recidivism tends to be the most accurate measure of a programme's success in eliminating offending behaviour, this was not the success that participants talked or cared about. Reflecting back, participants recalled the good times on the programme, both in terms of being good for themselves (such as learning communication skills, working skills and listening skills) and receiving good in return (such as being respected, having a family atmosphere and enjoying the activities). The participants of this study said that the relationship-centered developments, such as the experience of whānau, helping, talking, listening, trusting and respecting were the most important skills that they learnt.

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In this section available literature on adventure-based programmes was explored. Research shows there is overall support for the use of adventure-based programmes to help improve the lives of youth including at-risk youth and youth offenders. Research has identified factors (primitive wilderness, physical exercise, staff members and peer interactions) that are essential for effective adventure-based programmes. More research needs to be construced to ascertain why these are the essential factors as well as focusing on the students' experiences. In the next section, research on programmes that use the combination of adventure-based and mentoring is explored.

2.5 Adventure-based and mentoring programmes

The combination of adventure-based and mentoring programmes is a reasonably new initiative (Mossman, 2005; Norton & Watt, 2013). On an adventure-based and mentoring programme students can expect to be exposed to adventure experiences and a supportive relationship. It is also likely that the staff member who is working with the youth, as their mentor, works with them through the adventure-based therapy process as well. This is so there is a strong transference of the adventure-based experience to the other aspects of the therapeutic process (Norton & Watt, 2013).

Only one international programme and three New Zealand programmes were found that formally acknowledged the use of the two forms of therapies in their programmes (Mossman, 2005; Norton & Watt, 2013; Qiao and McNaught, 2007). However, the number of adventure-based and mentoring programmes that could be located in available literature may not be a true representation of the number of programmes that use the combination of these two forms of therapy. Research on adventure-based programmes has shown that the relationship developed between the staff members and students is one of the most influential components of the programme (Davis-Berman & Berman, 2012; Eggleston, 2000; Norton et al., 2014). This informal 'mentoring' relationship however, is not acknowledged in their programme overview and therefore the programme is categorised as solely an adventure-based programme.

Norton and Watt (2013) conducted a quantitative study on an adventure-based and mentoring programme that worked with at-risk urban youth in the United States. Norton and Watt (2013) found that no aforementioned research on mentoring outcomes was based on participation on adventure-based and mentoring programmes and consequently addressed that gap in literature. Norton and Watt (2013) through their study found that the youth developed life skills such as social competencies and positive values from engaging in meaningful relationships with their mentor (Norton & Watt, 2013). This finding is consistent with research conducted on mentoring programmes.

Three qualitative studies have been conducted in New Zealand. Qiao and McNaught (2007) explored the effects of participation on Project K, a programme for youth with low self-efficacy. Mossman (2005) investigated the experience of students on the Adventure Development Counselling programme, an adventure-based and mentoring programme run by Adventure Development Ltd, for youth who have issues with drugs or alcohol. Slee (2013) examined the experience of students on the 180 Degrees Trust's High Country Camps and Mentoring programme.

Qiao and McNaught (2007) conducted an outcome evaluation on Project K. Project K is a programme run by the Foundation of Youth Development, which targets young people with low self-efficacy, determined by a student's responses to a questionnaire. Self-efficacy is the belief in one's abilities to succeed in a particular situation (Bandura, 1997). Low self-efficacy is a key indicator for at-risk youth and youth offenders (Edwards, 1992; Minor & Elrod, 1994).

The results from Qiao and McNaught'S (2007) research suggested that graded mastery, teamwork, high expectations of students, intense support and fun were used to improve the self-efficacy of participants. Participants improved their academic abilities and ability to form and maintain peer and adult relationships. The findings also showed that low decile school students benefited the most from participating on the programme (Qiao & McNaught, 2007).

Mossman (2005), in her mixed method study, qualitatively examined 'what works' from the perspective of fourteen youth participants. According to Mossman capturing the "perspectives of the clients themselves on their experiences of counselling and what in their view 'works' is a logical and important avenue of

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enquiry" (p. 240). In addition to acknowledging the role of the staff, their relationships with the students and the group-based nature of the programme, the participants also acknowledged the role that they had to play in the positive changes that they made. This is a variable that had previously not been discussed in research literature.

Qiao and McNaught (2007) found that participation on Project K did not appear to have any affect on students' measure of health and lifestyle including involvement with drugs, alcohol and unsafe sexual activity. This was not consistent with the findings from Mossman's (2005) study. Eighty-nine young people from three Adolescent Developmental Counselling programmes during the periods of July 1999 to December 2000 participated in the quantitative section of Mossman's (2005) study. Analysis of the data showed that participation on the programme resulted in statistically and clinically significant improvements to the participants' overall mental health. These improvements were found to be lasting in a six-month follow up.

The difference in these findings may be due to the different aims of each programme. The Adventure Development Ltd programme aimed to decrease the drug and alcohol use of the participants, whereas the aim of Project K was to improve the self-efficacy of their participants. Both programmes were successful in achieving the aims of their specific programme.

The 180 Degree's Trust High Country Camps and Mentoring programme has generated both short-term quanitative and qualitative data. In June 2013, the 180 Degrees Trust reported that 100% of their clients that had participated in their High Country Camps and Mentoring programme within the last year were successively transitioned into education, employment or training. Also, 80% of participants were no longer offending during and since engagement on their programme. Slee (2013) conducted an independent review, interviewing current students to enquire about why they believe that this programme works for them. Slee (2013) found that the one on one mentoring relationships formed, the sense of achievement after finishing expeditions and the unique wilderness experience were the main factors that the participants believed were why the programme was successful.

In this section research on adventure-based and mentoring programmes was explored. It has found that adventure-based and mentoring programmes can be

effective in improving social competencies, academic abilities, self-efficacy and the ability to form and maintain peer relationships (Mossman, 2005; Norton & Watt, 2013; Qiao and McNaught, 2007). The next section explores the gaps in the literature surrounding adventure-based and mentoring programmes.

2.6 Gaps in research literature

With the combination of adventure-based and mentoring programmes being a relatively new initiative there is a general lack of research on these programmes. In this section the gaps in research literature will be focused on adventure-based programmes and mentoring programmes separately. More information on adventure-based programmes and mentoring programmes will contribute to the knowledge and further development of adventure-based and mentoring programmes.

The gaps in the current literature on mentoring programmes and adventure-based programmes have been identified by a number of writers (Daniel, 2007; Davis-Berman & Berman, 2008; Davis-Berman & Berman, 2012; DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011; Eggleston, 2000; Mossman, 2005; Norton et al., 2014; Russell, 2002; Russell, 2005; Russell, 2006; Sveen & Denholm, 1993). Gaps include qualitative participant focused research and the sustainability of reported short-term outcomes. These are explored below.

Studies conducted on adventure-based programmes for at-risk youth and youth offenders are often of a quantitative nature and have a strong focus on recidivism rates (Davis-Berman & Davis, 2012). The sole focus on recidivism tends to oversimplify the impact of the programme as a number of offences are never reported, recorded or discovered (Davis-Berman & Davis, 2012; Russell, 2006; Sveen & Denholm, 1993). Although there is a need for quantitative studies that produce measurable outcomes, some authors argue that evaluating adventure-based programmes using qualitative approaches that prioritises the students' viewpoint is not only sparse but is also more relevant (Daniel, 2007; Davis-Berman & Berman, 2012; Eggleston 2000; Mossman, 2005). Eggleston (2000) states that instead of testing clinical outcomes we should rather try to learn from those who have experienced the programmes. According to Mossman (2005), qualitative research,

which focuses on students' experience is a logical and important avenue of inquiry as it yields the possibility of developing a deeper understanding of programmes, in particular students' experiences in a way, which is not made possible by the use of quantitative study.

There is also a lack of research investigating the long-term outcomes of adventure-based programmes. This type of study is imperative to ensure that the reported short-term outcomes are not manipulated by 'post-group euphoria' (Russell, 2002). Long-term research is also useful to understand whether or not the reported effects are short-term or if they are sustained once the youth return to their home environments.

Despite mentoring programmes being in existence in New Zealand for many years, no study could be located that investigated the sustainability of reported effects, educational attainment or employment after engaging in a mentoring relationship. This is consistent with the international gaps in literature. DuBois et al (2011) conducted a meta-analysis, which examined 73 independent evaluations of mentoring programmes in the United States that had been published within the last decade. They found that overall, evaluations not only failed to address sustainability of key outcomes such as juvenile offending, educational attainment and employment (DuBois et al., 2011). As stated earlier, more research is also needed on the experience of mentees in programmes.

There are therefore significant gaps in the research literature surrounding adventure-based programmes and mentoring programmes. These need to be addressed for the future development of these programmes and for further development of adventure-based and mentoring programmes.

2.7 Conclusion

The purpose of this chapter was to explore the current literature on at-risk youth, youth offenders, adventure-based programmes, mentoring programmes and adventure-based and mentoring programmes.

National and international research that has been examined in this review has shown that adventure-based and mentoring programmes, which use both mentoring

and adventure-based therapeutic interventions, can produce promising results for at-risk youth and youth offenders.

Despite adventure-based and mentoring programmes producing promising results, there has only been a small amount of research that explores the students' experiences or that includes a long-term follow up.

This limited study has explored participants' experiences on an adventure-based and mentoring programme but more extensive research is required in this area.

In the following chapter the methodology for this research project is presented.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The following chapter will present the methodology used in this study. There will be a discussion of the research design including the recruitment method, the data collection, the analysis process and the ethical considerations.

3.2 Design

The purpose of the current study was to examine the extent to which graduate students believed that participation in the 180 Degrees Trust's High Country Camps and Mentoring programme influenced their engagement with education, employment and training, two to five years after completing the programme. The decision to choose a qualitative research approach was made early in the development of this study as being best suited to the exploratory nature of this research. A qualitative design was also deemed to be the most appropriate given the paucity of qualitative literature on adventure-based and mentoring programmes. The purpose of this data collection was to explore participants' experience and knowledge in detail, in a way that a numerical quantitative study could not (Patton, 2002).

3.3 Qualitative research

Qualitative research studies enable greater exploration and depth of research into a topic. It seeks to explore and make sense of a person's life and lived experiences such as their behaviours, emotions, feelings and thought processes (Strauss & Corbin, 1998). It also explores social settings, individuals within these settings, and how an individual makes sense of a social setting (Barbour, 2008). The aim of qualitative research is to address questions about social processes, knowledge and belief systems (Barbour, 2008). Qualitative methods are useful in helping researchers appreciate issues from an individual's perspective by encouraging participants to openly talk about relevant issues with the researcher (Charmaz, 2006). For example interviews permit the explanation of a phenomena from a person, in detail, with the data itself telling the story (Charmaz, 2006; Patton, 2002).

An interview is a directed conversation and provides an in-depth exploration of an aspect of life (Patton, 2002). The quality of information obtained can depend on how well the interview is carried out (Charmaz, 2006). Interview skills and techniques are important, and it is essential that the interviewer has a genuine interest in what the participant has to share (Patton, 2002). The researcher also has to trust that the participant provides honest answers rather than saying what they may think the researcher wants to hear (O'Leary, 2004). There is a general understanding that the content of an interview is an authentic reflection of the person's thoughts on the subject at the time (Denscombe, 1998).

Qualitative research allows for different types of interviews (e.g. structured, focused and group interviews) (Charmaz, 2006). Semi-structured interviews were chosen for this study because they generate a conversational, participant focused interview where there is flexibility to discuss new topics as they arise (Patton, 2002). There is a collection of predetermined questions that the researcher will use but there is also freedom to deviate from these during an interview. The purpose of this type of interview is to create an environment of flexibility in the interview itself, while also allowing the interview to remain focused on the topic area (Patton, 2002). Questions can be adjusted in order to elicit further information (Berg, 2007).

Interpretivism. An issue to consider when conducting a qualitative investigation is to reflect on how knowledge is constructed. With qualitative research the researcher must interpret the beliefs and behaviours of participants (Patton, 2006). In the current study it is recognised that the findings are to some degree constructed through the interpretation of the participants' answers in the interviews. Every meaning the respondent wished to share with the researcher was coded in language and then the researcher had to decode it again to grasp the intended meaning (Charmaz, 2006). Consequently the researcher acknowledges that the findings in this study not only assume that the participants' responses accurately reflect their experiences but that it is also a representation of the researcher's interpretation of the data.

3.4 Phone interviews

All interviews were conducted over the phone. This allowed for the researcher to easily connect with people from various parts of New Zealand. This meant that participants could complete the interview in their own homes. They did not have to be concerned about how they presented themselves and could participate at a time that was most convenient to them.

Today it is not uncommon for people to have limited face-to-face interaction with other people during the day due to social media, virtual conversing and emails. Using technology in research has a generational appeal and young people are more likely to participate and feel comfortable in research that uses technology (Morgan & Fraser, 2010). Researching sensitive subjects over the phone can be advantageous for participants as they are being interviewed in a familiar, comfortable setting and can dictate the course and direction of the interview (Trier-Bieniek, 2012). Interviews conducted over the phone can extract a more honest discussion because of the anonymity involved (Trier-Bieniek, 2012). Phone interviews also allow participants who are introverted or unwilling to participate in research the chance to reconsider.

A primary concern with the use of telephone interviews is that there is a lack of face-to-face interaction between the interviewer and the interviewee (Gubrium & Holstein, 2001; Trochim & Donnelly, 2007). This can lead to an inability to build rapport with a participant prior to the interview and a loss of natural conversation, which helps people feel comfortable in an interview (Gubrium & Holstein, 2001). Consequently researchers need to work hard to build rapport through communication leading up to the interview to ensure that participants feel comfortable with the researcher.

3.5 Thematic analysis

With the emphasis of qualitative research being on quality, process and meaning thematic analysis was chosen as the most appropriate way to guide the analysis for this study (O'Leary, 2004; Patton, 2002). This was due to this current study's small data set and focus on participants' experiences. Thematic analysis involves searching through data to identify reoccurring issues or patterns (Patton, 2002). An inductive approach was adopted for this study with the findings being data, not theory driven

(Braun and Clarke, 2006). This was to ensure that every effort was made to best showcase the findings of the voices of the participants.

The analysis of the data for this study was based on the thematic analysis principles, as described by Braun and Clarke (2006). Thematic analysis is performed through the process of coding in six phases to establish the issues or patterns. The six phases are: familiarisation with data, generating initial codes, searching for categories among codes, reviewing categories, defining and naming categories and producing the final report (Braun & Clarke, 2006). In this study the terms 'theme' and 'categories' are used interchangeably.

3.6 Method for current study

Qualitative research employs interviewing techniques that allows for data to be inductively generated largely free of the predetermined ideas of the researcher (Patton, 2002). This was deemed imperative in the current study to ensure that the voices of the participants were obtained in a way that allowed them to speak openly and honestly. As stated, all interviews were conducted over the phone and thematic analysis was adopted to guide the analysis of the data and elicit the findings of this study.

3.7 Participants

All four participants were male who identified themselves as Māori or Māori and Fijian and were between the ages of 17-20. Pseudonym names are used in this study to ensure the anonymity of the participants.

Table 1: *The individual characteristics of the participants, which include sex, ethnicity and age.*

Name	Sex	Age	Ethnicity
Charlie	Male	19	Māori
Nate	Male	17	Māori
Richard	Male	20	Māori
Ben	Male	18	Māori / Fijian

3.8 Recruitment

The researcher contacted the 180 Degrees Trust early in 2013 to discuss conducting an independent research on one of their programmes. An information sheet was created and given to the Director of the Trust, and formal consent was gained in September 2013 (Appendix 1). The 180 Degrees Trust also consented to being named in this study.

As the aim of this research was to achieve quality insights into the area being explored (Patton, 2002), a smaller and targeted data gathering exercise became appropriate for this research. Sampling was purposive, with the selection criteria for participants in this study being that they had completed the 180 Degrees Trust's High Country Camps and Mentoring programme in the last two to five years. A purposive sample is a non-representative subset of some larger population, and is constructed to serve a very specific purpose (Charmaz, 2006). The time frame was chosen as the researcher wanted to talk to participants who had been out of the programme for at least 2 years and the programme had only been running for five years. Unfortunately the majority of past students' contact information had changed and consequently only eight students could be contacted.

All of the eight students, who could be contacted, verbally agreed to take part in the study and they were mailed out an information sheet (Appendix 2) and a consent form (Appendix 3). To be involved in this study, participants were required to read the information sheet and fill out the consent form and send it back to the 180 Degrees Trust in a provided stamped addressed envelope. Only four out of the eight students completed their consent form and returned it by the due date.

3.9 Data collection

The interview questions (Appendix 4) were created by the researcher and were pre-tested on a student from the 180 Degrees Trust who had graduated from the High Country Camps and Mentoring programme within the last year. The 180 Degrees Trust put the willing participant in touch with the researcher. This meant that the researcher could run through the questions, checking the wording, with a person who had, just like the participants, graduated from the High Country Camps and Mentoring programme. No questions were modified as a result of this pre-test.

The pre-test also provided the researcher with an opportunity to test the length of the interview as well as the audio recording equipment.

Once participants had returned their consent forms, the researcher rang or text the participants to arrange a suitable interview time. These phone calls and text messages were used to build some rapport with the participants. The researcher also gave the participants a brief overview of the study, as it could not be expected that all the participants had read the information sheet (Burke & Miller, 2001).

The interviews were semi-structured to allow flexibility in the interview while ensuring it remained focused on the topic. The interview schedule was designed to cover three different time periods, life before involvement with the 180 Degrees Trust, life during involvement with the 180 Degrees Trust and life after involvement with the 180 Degrees Trust.

The interview questions included a mix of open and closed questions. They ranged from demographic questions to questions about the best and worst part of their experience with the 180 Degrees Trust. Demographic closed questions such as "where do you currently live?" and "how old are you?" were used at the beginning to ease participants into the interview (Patton, 2002). Open-ended questions were then used to gather rich data as well as allowing the researcher to probe and encourage participants to elaborate on their responses. Examples of open-ended questions included knowledge, opinion and feelings questions (Patton, 2002) such as "what were your expectations of the programme?" and "how do you feel that participation in the programme has affected you?" Probing questioning was used when any participant provided a vague response, "that's interesting… could you please explain that a little more." This encouraged the participants to expand on their thoughts.

Interviews were structured to meet the needs of the participant being interviewed. This meant that if the participant started talking about their current work situation then the researcher would skip ahead to those questions and ask follow-up questions if necessary. The researcher would then return to the questions on the list to ensure that all questions were asked. The interview style was friendly and the questions were read in a conversational tone.

The interviews lasted between 24 and 52 minutes. They were conducted in an office where the researcher was the sole occupier. This not only ensured privacy but also kept background noise to a minimum. The interviews were conducted over speakerphone, and were recorded on a laptop. Each interview began with the researcher asking whether there were any questions before the audio recorder was turned on, and stating that the interview could be stopped at any time if the participant wanted to say something off record. No participants asked for the recorder to be turned off or said anything off record.

As there was no face-to-face contact in this study, body language could not be relied on to let the researcher know if a participant was confused, upset or angry, and instead the researcher had to focus on how each participant answered each question. The researcher had to rely on listening practices and become very aware of how participants were answering questions such as the tone of their voice or their hesitation in answering a question. Memos were written throughout the interviews to note how the researcher felt that the interviewee was feeling. Memos are a written record of the researcher's thoughts (Charmaz, 2006). This was important as the tone of voice that the interviewee answered the question in or any hesitation in answering a question added detail to their answer.

As part of the researcher's human ethics approved protocol, prior to conducting each interview, the researcher had sourced free local counselling services for each participant. Information on these services was given to each participant. At the end of every interview each participant was asked if there was anything else they thought that the researcher should know. The researcher also offered to send each participant a summary of the findings. No participants requested this information. It was also explained to the participants that a pseudonym name would be used instead of their own and that the 180 Degrees Trust would be named in this study. Once participants had been interviewed, they were mailed a $10 Warehouse voucher as a token of appreciation.

3.10 Data analysis

The data from the interviews was analysed according to the step-by-step thematic analysis approach described by Braun and Clarke (2006).

Step one: Familiarisation with data. Transcribing was completed by a transcription service. After receiving copies of the transcriptions, the researcher read through each transcript with the audio to ensure the accuracy of the transcription The transcribed interviews were then read over numerous times so that the researcher would become familiar with the data. While reading over the transcript the researcher highlighted sections of significance and used the left hand margin to note anything of interest or importance. Each transcript was re-read until no new points were noted.

Step two: Generating initial codes. Line by line coding was then conducted, ascribing each sentence in the interviews a code that described the main essence of it. The researcher documented any emerging themes in the margin on the right hand side. These themes were usually derived from the notes taken in the left hand margin and were usually of a higher level of abstraction.

InVivo coding played a crucial role in the early stages of analysis by ensuring that the codes used participants' words or were derived directly from the language of the substantive area (Charmaz, 2006). InVivo codes are used to preserve participants' use of "specialised terms" (Charmaz, 2006). It is important when using inVivo coding, to not only capture the "specialised terms" but also to make use of the ordinary language that participants use in communication (Elliot & Jordan, 2010). Therefore, the use of inVivo codes was important in this study to capture and maintain the words and terms used by the participants.

Step three: Searching for categories among codes. The statements in each interview were then compared, between the four interviews and systematic comparisons were then made across codes (Charmaz, 2006) with similarities and differences being highlighted and noted. Codes were then constructed into categories that best represented the participants' experience (Charmaz, 2006).

Step four: Reviewing categories. As categories emerged from the clusters of codes they were checked with the transcript to ensure that they related to the data.

Step five and six: Defining and naming categories and producing the final report. The categories were then given appropriate names. These categories were used to report the findings and these are reported under these headings in the findings chapter of this study.

3.11 Ethical considerations

Approval to conduct this study was obtained from the Massey University Human Ethics Committee: Southern B on the 08/08/2013 (Appendix 5). In completing the Massey University human ethics application a rigorous ethical analysis occurred and a range of ethical issues were identified and examined in depth.

The researcher was committed to ensuring ethical research and evaluation practice. For example, it was imperative that the dignity and worth of every individual and the diversity of cultures was respected. As a significant number of participants of the 180 Degrees Trust's High Country Camps and Mentoring programme are Māori, a representative from the 180 Degrees Trust went through the interview questions with the researcher as well as providing the researcher specific information about communicating with people from Māori descent. This ensured that the researcher could act in the most culturally sensitive way during the interviews.

Avoidance of conflict of interest was another issue that the researcher reflected on throughout the research process. This is an independent qualitative evaluation of the High Country Camps and Mentoring programme run by the 180 Degrees Trust. The researcher has no affiliations with the 180 Degrees Trust and had no previous knowledge of the High Country Camps and Mentoring programme. Charmaz (2006) claims that interpretive research needs to be reflexive which is the awareness that a researcher is a product of their own cultural and historical background, which cannot be removed.

The researcher was aware of her contribution to the construction of meanings throughout the research process. This included being aware that before she engaged in this study, that she had positive views of the work that the 180 Degrees Trust does in the Canterbury region. Acknowledging that this could not be changed, the researcher made a conscious effort not to let her personal beliefs cloud her research especially during the analysis of the data.

3.12 Conclusion

The purpose of this chapter was to outline and discuss the methodology and methods used in this research. Key considerations were emphasised such as the use of a qualitative approach, phone interviews and thematic analysis. The process of purposive sampling and recruitment of participants was also presented.

In the following chapter, the findings from the semi-structured interviews are presented.

Introduction

This chapter presents the findings from this study. The four research questions that were addressed in this study were:

1. How did the participants perceive their lives before involvement with the 180 Degrees Trust?

2. What did the participants learn from their time with the 180 Degrees Trust?

3. How did their experience with the 180 Degrees Trust affect what they engaged in after graduating?

4. Have there been long-term outcomes (2-5 years) for participants and if so, what are these?

Eight salient themes emerged as a result of the data analysis process: characteristics of participants' backgrounds, development of interpersonal skills, development practical skills, engagement in supportive relationships, group dynamics, change in attitude, establishing relationships and employment experiences. These themes are discussed under the four research questions and there is a summary of the findings at the end of each section.

The views and voices of the participants are presented in italics.

4.1 How did the participants perceive their lives before involvement with the 180 Degrees Trust?

Information was collected about the participants' lives before their time with the 180 Degrees Trust to gain an understanding and appreciation of their home environments. This question also presented an opportunity for the participants to reflect on their lives before their involvement with the 180 Degrees Trust, which was useful when asking them to reflect on any changes since.

All four participants experienced dysfunctional (as defined in chapter two) upbringings. They were engaging in delinquent behaviour and had no expectations and limited knowledge of the programme that they were sanctioned to attend.

4.1.1 Characteristics of participants' backgrounds

The participants, Charlie, Nate, Richard and Ben all talked about their difficult family circumstances. Their home lives were characterised by drug taking, addiction, parental absence and domestic abuse.

> *My mum she drank quite a bit back then and the police got called quite a lot for domestic disputes at home. Dad, he's addicted to gambling and horse racing and stuff, which sort of took over. I have three sisters. One's a needle junkie and pill popper, quite a bit of morphine and stuff. (Nate)*

In particular, the absence of fathers seemed to be a common element in regard to the participants' relationships with their parents.

> *I didn't really see Dad much and just the things that Mum was doing wasn't the best, [family life] was a bit up and down, I was living with just my Mum. (Ben)*

Due to the unstable and at times abusive nature of their home environments participants were all placed in foster care. Participants reported that they were unsettled and unhappy in foster care. They felt they were being punished by being sent to a foster home and struggled with another family's rules.

> *I was in foster care since the age of 9. I was getting into a bit of trouble there as well, as you do. I never liked it. Was never happy around there, forever running away. (Richard)*

All four participants were enrolled at school at the time of their referral to the 180 Degrees Trust. They were however, barely attending school and none of the participants had positive memories of their schooling experiences.

> *School and I never got on, I'll say that. I was always getting in trouble, never wanting to do anything, never wanting to be in class or anything. I was smoking a lot of pot and I would go to school just to see friends so I could get high. I'd pretty much go for lunchtime if I went. (Nate)*

Reports of consistently getting into trouble, having minimal motivation, experiencing problems with teachers and other students, using school as a place for taking drugs

and engaging in physical fights were all common characteristics found in the participants' responses. Not only were the participants taking drugs during and out of school time, some had also been arrested for engaging in unlawful activities. Richard spoke about the community service that he was sentenced to after being involved in the theft of a motor vehicle. At the time Richard said he did not feel remorse for what he had done and said that the community service prorgramme was not effective.

> *I got done for theft of a motor vehicle and receiving stolen goods. I was made to do community service, they thought I was gardening but I was sitting on my arse doing nothing. (Richard)*

Two of the participants were referred to the 180 Degrees Trust through a family group conference after engaging in illegal activities. The other participants were referred by their social worker. Three of the participants had no prior knowledge of the programme or expectations of what the programme might do for them. One participant had some prior knowledge of it, which came from a friend who told him that he would learn about himself.

> *He said it was pretty fun, a different experience. He learnt more about himself and what he could do and what he was capable of. (Richard)*

All four participants came from dysfunctional families with limited support and education. They were all aged between 14 and 16 years, in Child Youth and Family care and engaging in unlawful or at-risk behaviour when they were referred to the 180 Degrees Trust's High Country Camps and Mentoring programme. No participants had any expectations of the programme.

4.2 What did the participants learn from their time with the 180 Degrees Trust?

Reflecting on their time on the High Country Camps and Mentoring programme, participants cited the development of interpersonal and practical skills as the two key benefits of the programme. Participants credited their new skills to their supportive relationships with staff and mentors as well as the group dynamics.

4.2.1 Development of interpersonal skills

Participants acknowledged the interpersonal skills that they developed through working with the other participants and through their relationships with staff members. Participants found that through working in groups with other participants their communication, confidence, teamwork and leadership skills were enhanced, especially as many of the activities could only be successfully completed through group work.

> It [adventure experiences] helped me to work as a team member and with other staff and communicate everything better. The main thing that I wanted to learn was to be a leader in a group. They gave me the opportunity [to do this]. Like if I was to do a group activity I'd try and show initiative to see if I was the leader in the group, take more responsibilities on. (Charlie)

Through their relationships with the staff members participants said that they learnt about the importance of values such as respect. Participants learnt why respect is an essential component in a relationship as well as the importance of respecting others and themselves.

> He [Nate's mentor] taught me quite a lot respect wise, like to respect myself and others. Like before I did not stand up for myself and [my mentor] taught me to stand up for myself but in a different way than fighting and stuff. He also taught me to respect people even if you don't know them and give them a chance, if they blow the chance then they blow the friendship. Respect people who respect you. (Nate)

4.2.2 Development of practical skills

All of the participants identified the outdoors as an effective medium for developing new practical skills and learning to work together as a group. Previously, participants had had limited exposure to outdoor expeditions and consequently spoke about the uniqueness of these experiences.

> It helps a lot of broken home kids that don't get out and do adventure stuff or it helps kids to learn about the bush. Just a lot of activities they probably don't get to do with their families. (Charlie)

Participants acknowledged the skills they had learnt while on these expeditions. These included learning to ride a bike, hike, kayak and horse ride. Participants consequently became fitter and through facing challenging activities, developed confidence and pride when they finished expeditions.

> *I learnt to kayak, to ride a horse, learnt about the bush and how to cross heavy rivers. (Charlie)*

> *I was very unfit at the start but I did the Coast to Coast[3] twice. It was a different experience, it was pretty good coming across the finish line and going home to a nice warm bed. It was one of the most challenging things that I have ever done. They gave me a certificate, DVD and a file and stuff. It's up on the wall. Come to my home and you'll see it. (Richard)*

4.2.3 Engagement in supportive relationships

Participants rated the quality of the relationships that they developed with staff members and their mentor as one of the most important aspects of the programme. They also spoke about how they benefited from the supportive and warm environment that was created by good relationships with the staff members and from their individual relationships with mentors. Participants described the staff members as being supportive, trustworthy, relaxed, positive and dependable.

> *Best part was having the support there from [staff members] at the time. I wasn't really into the whole activities sort of things it was more the support side of it. The staff members were really good. They helped in a lot of ways, a lot of support from all of them. You could talk and it was just like, you know, sort of a friend more than an adult, you know. (Richard)*

Emotional and physical support from the staff was evident through their role modelling, encouragement and being there when the participants needed them. For example, they found that the staff members listened to them, were like friends to

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[3] The Coast to Coast is a running, walking, biking and kayaking track from the West Coast to the East Coast of the South Island, New Zealand.

them, told them their own personal background stories and were happy and fun to be around.

> *[My mentor] was good and he talked to you, I liked his background and the stories that he would tell me. (Charlie)*

Nate spoke about how his relationship with his mentor extended beyond the programme.

> *One day when I had a really big fight with mum, I punched a hole in the wall in the lounge, I called [my mentor] and I said 'look dude something has gone wrong, I just snapped and I knocked a hole in the wall' and he was like straight over, he brought [another staff members] as well. She talked to mum and he took me. When I was having problems I went and stayed at their house. (Nate)*

Despite participants viewing the support from the staff as the best part of the programme, there were limits as to what some participants were willing to confide. Nate indicated that this limited the impact that the staff members could have on him.

> *I have to say they [staff] were good, but there is a lot of stuff I couldn't personally tell, like it was hard for me to tell them. They are a friend and mentor and everything but it was just something hard for me to tell them, so there is a lot of stuff that they still don't know. And that's sort of the area that was a bit tricky. If I'd told them yes they probably could have helped me out and that sort of thing but yea. (Nate)*

4.2.4 Group dynamics

Participants had both positive and negative experiences with other students on the programme. Although they recognised that they received support from other students they also felt that the other students were the worst part of the programme. This was especially so if the other student caused more trouble than them. Ben and Nate both spoke about how other students' behaviour affected their

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behaviour as they tried to maintain a similar level of behaviour to the other students.

> *When I first started I was the youngest out of everyone in there. A lot of the people were into a lot more harder shit than I was. I put on a bit of an act and everything when I was there. Then it sort of got a bit better further through it and yea. (Nate)*

> *Worst part was meeting some of the bad people [other participants]. Just like some of them had bad habits and they kind of rubbed off. (Ben)*

Participants also spoke about how some of their adventure experiences were ruined by other students in their group.

> *We started [coast to coast] but some of the boys played up and other boys decided to steal a truck, so yea, not really finish. We only really do the biking and that was about it. (Ben)*

Realising that other participants had a negative impact on their experience one of the participants suggested that more one on one time with their mentor would be beneficial not only to get away from everyone but also to talk without having other participants listening.

> *The real problem was having everyone around so you don't want to talk about much. A bit more like one on one time, like during the camps and everything, you know like going away and maybe doing a bush walk and shit one on one with your mentor would make it easier to talk. (Nate)*

Participants in this study reported that they learnt interpersonal and practical skills from their time with the 180 Degrees Trust. They found that through developing relationships with their mentor, staff members and other participants they developed interpersonal skills such as leadership and communication. They also found through participating on new adventure-based expeditions that they learnt practical skills through challenging themselves as well as experiencing a sense of pride when they finished challenging expeditions.

Participants found that the relationships they formed with the staff members and other students were essential in the development of interpersonal skills. This was seen in participants' comments that all staff members supported them in developing their own skills and decision making. The other students were also an essential component in the development of interpersonal and practical skills. Partaking in group activities enabled participants to practice working in a team environment. Participants though also experienced the negative effect that other participants' behaviour could have on their behaviour as well as on the group environment.

4.3 How did their experience with the 180 Degrees Trust affect what they engaged in after graduating?

After graduating from the 180 Degrees Trust participants found themselves alone, equipped with new skills and goals. They spoke about how they independently found appropriate living arrangements, employment and stopped offending. Their change in attitude after graduating from the programme enabled them to be responsible for their own lives.

4.3.1 Change in attitude

After graduating, all four participants credited their change in attitude and improvement in behaviour to lessons that they learnt on the programme. Nate, Ben, Charlie and Richard spoke about how their attitudes had changed to incorporate their increased self-belief and ownership of problems. They spoke about how they began to take responsibility for their own actions and learnt to utilise their time without offending. None of the participants have engaged in any offending since beginning their time with the 180 Degrees Trust.

> *I learnt that getting into trouble will get you nowhere. I stopped getting myself into trouble and started actually getting somewhere. (Richard)*

However, participants also said that the transitional period after graduating from the programme to finding a job was a challenging time for them. Not only did they have to decide whether to return to education or get employment they also had to sort out suitable living arrangements.

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I got a job as a builder. Having nowhere to go, no money for food, so I just went out and pretty much got myself a job. (Nate)

I was in and out of houses trying to find the right place to be and I got a job gibbing. (Ben)

Although participants were helped with writing their curriculum vitae, they received no other assistance after graduating**.**

[180] did a CV for me and helped me with that… but they did not help me with the job hunt. It would have been nice to have a wee bit of help, but no. It was a good learning curve for me to get out there in the real world and find out all of that sort of stuff. (Nate)

The lack of support that participants felt they received meant that they had to work through the transitional period by themselves. However, rather than seeing this negatively, participants felt that because of this they developed independence.

After graduating, three of the four participants immediately entered the workforce. The other participant returned to education. However this participant soon realised that education was not for him and that he wanted to get a job.

180 encouraged me to get back into education, which I did and then I thought about it, you know, if I get off my arse and get myself into work, I can get a good job 180 encouraged me to you know, get out there and do something instead of sitting at home. (Richard)

Participants linked their increase in sense of responsibility to an increase in self-belief and confidence. Participants all spoke about how differently they viewed themselves after graduating from the programme. They gained respect for themselves and developed confidence after graduating from the programme and gaining employment. Through developing respect for themselves, participants spoke about realising that they are 'good' people, capable of setting goals and achieving them.

[I learnt to] avoid trouble and doing the wrong things, hang out with the right people and do right for yourself. I'm not the person that I could have been, like I'm not someone that I'm not, like, I am who I am. I am a good person. I think I learnt everything that I needed to learn to help me grow more as a person. (Ben)

Graduating [from 180] made me feel a lot better about myself and like that I am capable of actually achieving my goals which was good. (Richard)

After graduating from the High Country Camps and Mentoring programme participants experienced a change in attitude as they took on the responsibility of gaining employment and suitable living arrangements for themselves. Although participants felt that they would have benefited from receiving support after graduating, upon reflection participants recognised that this gave them independence and a sense of pride as they all managed to secure employment and suitable living arrangements. Participants demonstrated resilience during this time, as they accepted a greater level of responsibility for their future work and wellbeing.

4.4 Have there been long-term outcomes (2-5 years) for participants and if so, what are these?

The participants used in this study had all graduated from the programme between two and five years ago. Participants all agreed that they were still influenced in their daily lives by their experience with the 180 Degrees Trust. However, despite confidently expressing how beneficial they found the programme participants struggled to identify the skills that they still use. When asked how they were still influenced by the programme participants answered with 'I dunno,' and it was only through probing questioning that participants were able to recognise how they were still influenced. After consideration, participants found that their relationships and employment journeys were the areas that were most affected by their participation.

4.4.1 Establishing relationships

All four participants acknowledged that their relationships with family members, partners, friends and themselves were still affected by their time with the 180 Degrees Trust's High Country Camps and Mentoring programme. Participants spoke about how they gained insight about themselves. For example, Nate spoke about realising that he needed to acknowledge personal responsibility for mistakes that he had made in the past in order to move on with his life.

> *I'm now quite remorseful of the stuff I have done… I've made my mistakes,*
> *I've sort of made up for them and I'm trying to rebuild my life and everything..*
> *180 helped with that (Nate)*

Participants also recognised that they are still working on the skills they believe necessary for healthy relationships based on what that they learnt at the 180 Degrees Trust, such as communication and respect.

> *The stuff they taught me and tried to install in me was.. I had it in my brain*
> *but I just never installed in while I was there. I did take notice of it but I hadn't*
> *engaged those sort of skills in the respect and everything until probably about*
> *8 months ago. (Nate)*

> *[180] helped me a lot considering the path I was going down wasn't exactly*
> *the best path. I guess if it wasn't for 180 I'd still be doing the wrong things*
> *and looking at life the wrong way. [I'm] still building on what I learnt at 180,*
> *how to talk to people and yeah. (Ben)*

Participants' relationships with their families changed after their participation on the programme. For example participants spoke about how they have used communication skills to regain and develop relationships within their families.

> *I now talk to mum every night, we're on good terms now. I'm still quite*
> *remorseful for the stuff I've done to her. (Nate).*

With two of the participants becoming fathers over the past year, they talked about their relationship with their children. They spoke about how they were now

responsible for another human being and that they wanted to pass on some of the practical skills that they had learnt on the programme.

> *People usually expect mothers to do more but I try and take more responsibility. Like later on, if my kids want to go camping or something I can say, hey, we can go, I learnt these skills at this place. I am going to pass onto my kids what I learnt. (Charlie)*

4.4.2 Employment experiences

Participants spoke about how their experience on the programme has influenced their employment journey. Two participants have been steadily developing skills in their chosen areas of employment, which has resulted in promotions and an increase in responsibility in their jobs. One participant for example, now has sole charge managing a farm, while another is second in charge at the aluminum company he is working at. These two participants credited their successful employment journey to the further development of communication, leadership, confidence and teamwork skills. These were skills that they were taught on the High Country Camps and Mentoring programme.

> *It [180] has helped me work as a team with other staff and communicate everything better. (Richard)*

At the time of the interview two of the participants were unemployed but were seeking employment. They were still looking for the area of employment that best suited them. These two participants spoke about their goals in relation to their jobs. These included wanting to return to education to gain qualifications to become a mechanic and an adventure-based teacher.

> *When I was with 180 I wanted to become an outdoors teacher. I still want to do it but not at the moment, I have to wait until my kid is a bit older. I can't stay away. I want to be a good father and get a proper job. (Charlie)*

Two to five years after participation on the programme, participants unanimously agreed that they were still influenced in their daily lives by their time on the High Country Camps and Mentoring programme. Although participants struggled to

verbalise how they were influenced, it became apparent through questioning that they have made amends for their past behaviour and established relationships with family members and work colleagues.

Their employment journeys have also been affected by their time with the 180 Degrees Trust. Two of the participants have had a variety of jobs and were actively seeking employment, the other two participants had gained responsibility in their chosen field of work

Conclusion

The findings from the four research questions have been analysed under the eight themes that emerged from the data analysis.

All of the participants were from dysfunctional families before entering the programme and had limited knowledge or expectations about it.

Participants stated that they learnt interpersonal and practical skills on the programme. These skills were developed through engaging in meaningful relationships with staff members and working in a group environment. The effect of group dynamics on participants promoted mixed responses from them. They stated they were beneficial in developing interpersonal and practical skills but felt that other participants' behaviour negatively affected their beahviour and experience.

Their experience with the 180 Degrees Trust did affect what they engaged in after graduating from the programme. All of the participants credited the programme with changing their attitudes to incorporate personal responsibility and improving their skills which helped their employment prospects.

There have been long-term outcomes (2 to 5 years) for participants especially in their relationships and employment journeys. This is evident through them acknowledging their past behaviour, establishing relationships and taking on more responsibility in their families and at work.

The purpose of this chapter was to thematically present the findings from the four interviews. The next chapter discusses these findings within the relevant body of literature.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

This chapter presents an analysis of the findings under the eight themes identified from the four interviews with graduate students from the 180 Degrees Trust's High Country Camps and Mentoring programme. The themes: characteristics of participants' backgrounds, development of interpersonal skills, development of practical skills, engagement in relationships, group dynamics, change in attitude, development of relationships and employment experiences are explored and compared with relevant literature.

5.2 Characteristics of participants' backgrounds

Participants gave strikingly similar accounts of their upbringings, exposing many common elements. All four participants were of Māori descent, grew up in dysfunctional family environments, and were placed in foster care. Participants were not attending school, engaging in opportunistic crimes, using recreational drugs and were not displaying empathy or taking ownership of their behaviour. These behaviours are all common characteristics of 'at-risk' youth. Research shows that exposure to drugs, abuse, broken families and a lack of role models can lead to disengagement, disruptive and offending behaviour (Glendron et al., 2004; Li et al., 2007; Lubans et al., 2012; Maxwell, 2012; Prichard & Payne, 2008; Zimmerman & Messener, 2011).

Minor and Elrod's (1994) study found a relationship between negative self-concept and delinquent behaviour. This was also the case in this study with participants, prior to engagement on the programme, not being happy with their family situation, having little direction in their life and engaging in offending behaviour. Minor and Elrod (1994) also found that persons who possess negative self-concept generally do not view themselves as contributing members of society may refrain from initiatives to improve their lives. This was not the case for the participants in this study who all agreed to participate on the 180 Degrees Trust's High Country Camps and Mentoring programme, with no expectations and limited or no knowledge of the programme.

5.3 Development of interpersonal skills

Participants spoke about how they developed their interpersonal skills through interactions with staff members, mentors and other students. Relationships with other students helped participants learn about communication, leadership and teamwork. This is consistent with research conducted by Sachs & Miller (1992). They found that peer interactions on adventure-based programmes significantly improved their interpersonal skills, especially for at-risk youth.

Relationships with the staff members and mentors taught the participants the importance of respecting themselves and others in forming and maintaining relationships. Participants on Eggleston's (2000) and Mckenzie's (2000) studies also concluded that the development of respect, both for themselves and others, was something that they learnt on their adventure-based programmes. This is an important finding as prior to the programme participants demonstrated a lack of respect for authoritative figures such as their parents, teachers and the police.

5.4 Development of practical skills

Participants learnt many practical skills on the adventure-based component of the programme. These included bike riding, horse riding, kayaking, hiking and camping. Participants spoke about the uniqueness of these experiences, as they had not previously had the opportunity to experience many of these activities. This may have been because all four participants came from urban environments, which was the case in Norton and Watt's (2013) research. Emphasis on new experiences was also found in research conducted by Daniel (2007) and West and Crompton (2011). Participants rated the uniqueness of the experiences as one of the most significant aspects of the programme.

The unfamiliar environment is an important factor in adventure-based programmes as it causes disequilibrium which when mastered leaves the young person with an enhanced self-concept (McKenzie, 2000). This finding is consistent with the findings from the participants in this study who spoke about still being proud of completing physically demanding expeditions such as the Coast to Coast as well as learning new skills. Participants said that since graduating, they have continued to go on hiking and camping expeditions and one participant spoke about

wanting to pass these skills onto his children. This finding is consistent with Slee's (2013) independent study on the 180 Degrees Trust where participants who were currently engaged on the programme rated the sense of achievement as they finished expeditions as one of the main factors as to why they believed the programme was successful. Glendron's et al (2004) study also showed that programmes, which involve physical activity, are successful in improving the social and emotional wellbeing in at-risk youth and youth offenders. As mentioned previously in this chapter, the skills that the participants learnt, such as teamwork and communication, through engagement in the physical activities, improved both their social and emotional wellbeing by teaching them how to work with others appropriately.

5.5 Engagement in supportive relationships

Participants in this study asserted that the relationships they formed between staff members and their mentor was one of the most important aspects of the programme. This is consistent with Slee's (2013) independent study on the 180 Degrees Trust and Eggleston's (2000) study where participants also rated the relationships that they formed with the staff members as the most important, influential aspect of participating on an adventure-based programme.

Support from their mentor and from other staff members was a common theme throughout the four interviews. Research has found that participants find a supportive parent-like figure within these staff members, which is consistent with the findings from this study (Barrett-Hayes, 1999; Eggleston, 2000; Gillis & Mcleod, 1992; Noonan, 2011; O'Neill, 2005). Research has also shown that for a programme to be effective for at-risk youth and youth offenders it needs to be built around supportive relationships and structured routines (Berman & Davis-Berman, 1995). This is because it is generally the two major components lacking from their lives (Eggleston, 2000; Gillis & Mcleod, 1992). Given that participants in this study had a history of problematic relationships with family, peers and other authorities it is not surprising that participants on this study found the support they received from the staff members was one of the most influential and beneficial components of the programme.

5.6 Group dynamics

The four participants in this study told conflicting stories about the importance of their relationships with their peers on the programme. This is an interesting point as adventure-based activities are primarily a group process and the group cohesiveness and dynamics are a vital part of the overall experience (Newes & Bandoroff, 2004; Norton, 2010; Passarelli et al, 2010). Although participants spoke about learning interpersonal skills from their peers, they also believed they were negatively affected by other students' actions and decisions.

This finding is not consistent with other studies. Other studies on adventure-based programmes have credited the relationships formed between the students and the group cohesiveness as a vital part of the overall therapeutic and long-term success of the programme (Davis-Berman & Berman, 2012; Eggleston, 2000; Mossman 2005; Newes & Bandoroff, 2004; Passarelli et al, 2010; Russell, 2005; Somerval & Lambie, 2009).

In the present study, participants placed little emphasis on the group dynamics merely stating that other participants often ruined their outdoor experiences and escalated their own disruptive behaviour. Participants did, however, speak about the unique experiences that they shared as a group and what personal skills they gained from working in a group.

Studies into the psychology of group behaviour have shown that individuals' behaviour can be affected by the presence of others (Crano, 2000; Dodge et al, 2006). This was evident in this study when participants spoke about how their behaviour was influenced negatively by others as well as acting out to try and 'fit in.' No studies could be found on how group dynamics affect the outcomes of adventure-based programmes. More research needs to be conducted on the impact that group dynamics can have on youth offenders and at-risk youth on adventure-based and mentoring programmes.

5.7 Change in attitude

Participants in this study stated that they experienced a change in attitude from being delinquent youth to becoming responsible, independent adolescents. Participants' change in attitude included taking responsibility for their actions and

gaining respect for themselves and others. Participants found that once they began to respect themselves, they changed the way they viewed themselves and realised that they were capable of achieving their goals. This included gaining employment, finding appropriate living arrangements and no longer engaging in offending behaviour.

These finding are consistent with the short-term effects that the 180 Degrees Trust reported on in 2013 where they found that 100% of their clients who had participated in their High Country Camps and Mentoring programme were successively transitioned into education, employment or training. They also found that 80% of participants were no longer offending during and since engagement on their programme (180 Degrees Trust, 2013). In this study it was also found the 100% of participants were no longer engaging in offending behaviour since their time with the 180 Degrees Trust.

Qiao and McNaught's (2007) found that participation on Project K (an adventure-based and mentoring programme) improved participants' self-efficacy, but did not appear to decrease engagement in offending behaviour. This was not the case in this study. None of the participants have offended since participating on the High Country Camps and Mentoring programme. Participants spoke about how they had realised that they were 'good people' and capable of achieving their goals, so they have no need to offend. This indicates that participants had developed a more positive sense of self, improved self-efficacy and self-esteem. This came about as a result of achieving things that they did not know they could achieve and by forming trusting and caring relationships with staff.

Sveen and Denholm (1993) investigated an adventure-based programme for at-risk youth and youth offenders. They found a link to positive employment following successful completion of the programme. This link appeared to be connected to the participant's development of independent living skills, improved self-efficacy and interpersonal skills (Sveen & Denholm, 1993). This is consistent with the findings from this study with participants using their new interpersonal skills to gain employment, which resulted in a sense of independence and an increase in their self-efficacy.

5.8 Establishment of relationships

Through probing questions, such as "why do you think you felt that way?", participants in this study were able to recognise that their relationships with their families, friends, colleagues and themselves are still positively affected, two to five years later, by their time with the 180 Degrees Trust. Participants spoke about how they took personal responsibility for the mistakes that they had made in the past, in order to regain and create relationships in their lives. This is evidenced by Nate rekindling his relationship with his mother.

Participants also spoke about how they were still coming to terms with and building skills that they learnt on the High Country Camps and Mentoring programme such as respecting others and communication. This suggests that the relationships that participants have engaged in since leaving the programme may not have come as naturally to them as to other people. Russell (2005) interviewed 144 adolescents who had graduated from an adventure-based programme. He found that many participants, when spoken to six months after treatment, were still experiencing difficulties with being in social settings with peers.

In this study the development of relationships within participants' families, friends and work colleagues was an aspect that all participants said they were still working on. This was especially evident for the two participants who have started their own families. They both spoke about taking on more responsibility and about the importance of developing strong relationships within their new families.

5.9 Employment experiences

All four participants in this study were successful in gaining employment or returning to education after graduating from the programme. Participants have since had very different employment experiences. One participant has been in the same industry since graduating from the programme whereas the other three participants have had a variety of jobs.

Although at the time the participants were interviewed for this study only two of the four were employed, both unemployed participants had job interviews within the week of the interview and were therefore still actively engaged in the job market.

The two participants who were employed at the time of their interview have excelled in their chosen areas of employment. Both participants have had increased levels of responsibility since gaining employment with one participant having sole charge of a farm and another being second in charge of the company in which he works at. No other research could be found that investigates the employment experiences of graduate students of adventure-based and mentoring programmes.

Reflecting on their employment journeys, participants acknowledged that they would have benefited from engaging in an aftercare service as a means of extra support and guidance. The topic of aftercare was also present in Eggleston's (2000), Norton and Watt's (2013), Russell's (2005) and Sveen and Denholm's (1993) studies. While Eggleston (2000) found that despite the participants in her study developing a range of interpersonal skills on the adventure-based programme, the problem was in maintaining such development to life at home (Eggleston, 2000). Aftercare programmes have been successively implemented to help maintain and develop skills and support graduate participants as they transition into employment, training or education ventures (Norton & Watt, 2013; Russell, 2005). Participants in this study believed that they would have utilised and benefited from a similar service.

5.10 Conclusion

In this chapter research literature was discussed under the eight themes identified in this study.

Participants spoke about the development of interpersonal skills and practical skills during their time with the 180 Degrees Trust, resulting in a change in attitude, which affected what they engaged in after they graduated.

Two to five years after graduating, participants believed that they are still influenced in their daily lives by their time spent with the 180 Degrees Trust. This is consistent with Russell's (2005) study which found that over 90% of the youth interviewed, believed that the programme was still effective two years after graduating.

Despite all participants in this study being unanimously enthusiastic about their time with the 180 Degrees Trust and all stating that they were still affected, two to five years later, they had difficulty articulating the reason for this belief. After

thorough questioning, it was evident that they were still affected by what they learnt on the programme in their relationships and their employment experiences. Davis-Berman and Berman (2012) and Russell (2000) also found in their studies that although participants were generally enthusiastic about their experience, wanted their children to go on the programme and acknowledged that they are still positively affected, they could not translate how they were still affected into words. Participants would benefit from an aftercare service that would not only support them through their next employment or educational journeys but also helped them to make meaning of their experience on the programme and how 'lessons leanr' can be best transferred to their lives at home.

The following final chapter concludes this study.

CHAPTER SIX: CONCLUSION

6.1 Introduction

The following chapter examines the summary of the research aims and key findings drawn from the discussion in the previous chapter. Practical implications, future research and the limitations of this study are also discussed.

6.2 Summary of research aims and key findings

The purpose of the current study was to examine the extent to which graduate students believed that participation in the 180 Degrees Trust's High Country Camps and Mentoring programme influenced their engagement with education, employment and training two to five years after graduating from the programme. Participants' perceived benefits from the programme and sustainability of these benefits was also investigated through four research questions. The four research questions that were addressed in this study are:

1. How did the participants perceive their lives before involvement with the 180 Degrees Trust?

2. What did the participants learn from their time with the 180 Degrees Trust?

3. How did their experience with the 180 Degrees Trust affect what they engaged in after graduating?

4. Have there been long-term outcomes (2-5 years) for participants and if so, what are these?

Using a qualitative approach, through semi-structured interviews, the views of four participants were obtained, examined and discussed. Eight salient themes emerged as a result of the data analysis process: characteristics of participants' backgrounds, development of interpersonal skills, development practical skills, engagement in supportive relationships, group dynamics, change in attitude, establishing relationships and employment experiences.

The findings of this study show that the four participants came from similar dysfunctional families and were engaging in delinquent behaviour before they began their time with the 180 Degrees Trust. Participants found that the programme provided them with a change from their urban, criminally orientated lifestyle and challenged them to test their risk-taking behaviour in a socially acceptable way.

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Participants credited the support from staff members, their mentors and other participants, and the unique experiences offered in the programme, as helping them to develop greater interpersonal and practical skills. Despite recognising that group work allowed for the development of their interpersonal skills, participants struggled with the dynamics of their groups stating that it was the worst part of the programme.

After graduating participants' adapted their new skills and change in attitudes to distance themselves from their previous ways of life. Participants independently gained employment and arranged appropriate living arrangements.

Two to five years later, participants spoke about how their time on the programme continues to influence them positively in their lives. This was evident as participants sustained an improved self-concept, positive relationships with others and was also reflected in their employment experiences. However participants stated that they would have benefited from further support and guidance after graduating from the programme.

6.3 Practical implications

All four participants indicated that despite successfully transitioning into education or employment, they would have benefited from ongoing support after graduating from the High Country Camps and Mentoring programme. The creation of an aftercare service would be utilised by graduate students to digest their experience on the programme, reintegrate into their community as well as supporting them in their educational, employment or training ventures. This recommendation has also been made in other studies on similar programmes (Eggleston, 2000; Russell, 2006; Russell & Walsh, 2011).

Studies have shown that the use of aftercare services is critical in treatment for at-risk youth and youth offenders and significantly increases their likelihood of success if they are utilised on a regular basis (Norton & Watt, 2013; Russell, 2005). Russell (2005) found that 85% of participants on a fifty day wilderness experience programme utilised the aftercare service, which consisted of therapy and, in some cases, residential services. Aftercare was considered a crucial and necessary component in facilitating the youth through the transition period (Russell, 2005).

An aftercare programme that would help increase the likelihood of sustained change is for participants to engage in a mentoring relationship within their communities. Participants would have the option to either be a mentor or a mentee. Research has shown that engagement in mentoring relationships has positive effects for both the mentor and mentee (DuBois & Neville, 1997; O'Neill 2005). This would be a great way for a recent graduate of a programme to share their new knowledge and support an at-risk youth in their community or for them to have continued support as they move into the next stage of their life. Participants in the interviews spoke about young people that they knew who were at a similar stage as they were before they began the High Country Camps and Mentoring programme. This development of mentoring relationships in their communities could create an opportunity to help other young people as well.

> *I have a lot of younger mates that would benefit a lot from 180. They are starting to get into the stage where I was when I started at 180… I have explained my story to them. (Nate)*

Another implication from this research concerns the group dynamics of participants on programmes for at-risk youth and youth offenders. The subject has had very little research attention. Research on group psychology suggests that placing deviant peers in a group together can have detrimental effects on individuals' behaviour (Crano, 2000; Dodge et al, 2006). Practitioners need to aware of the effects of this aspect in their programmes.

To establish the extent of the impact that the group dynamics are having on participants on programmes, a scientific consensus on the set of variables to evaluate peer influence needs to be developed. This would provide more information for programmes that work with groups of youth. With the new information practitioners could best decide on how to minimise the negative effect of group dynamics in a programme.

A scientific consensus should also decipher a set of variables to evaluate the main outcomes of adventure-based and mentoring programmes. Guidelines on a determined set of variables would be beneficial for researchers and practitioners. Researchers find it hard to make comparisons between adventure-based and

mentoring programmes due to the difference in research objectives and lack of accepted methodologies (Mckay et al., 2007; Mossman, 2005; Norton et al., 2014; Russell, 2001). With the addition of guidelines for evaluating adventure-based and mentoring programmes, practitioners would then be provided with appropriate tools on how to evaluate their programme. This also addresses the problem that research surrounding adventure-based and mentoring programmes is not robust enough (Mossman, 2005; Russell, 2001).

6.4 Limitations of this study

This study has contributed an insight into the experience of participants on an adventure-based and mentoring programme.

There are several limitations to this current study, which include the difficulty with the recruitment of the participants, bias, scope and time limits. These limitations are discussed below and mean that these findings cannot be generalised beyond this study.

The first limitation of this study was the small number of participants. The 180 Degrees Trust only had the contact details of the parents or caregivers of past graduate students. Due to the changing nature of contact details, especially from two to five years ago, many of the students' caregivers or parents were unable to be contacted. This made contacting students difficult and the recruitment process very challenging. Only four out of the eight contactable students returned their consent forms. This provided only a small sample for the researcher to use. Today, as more teenagers have their own cell phone, the 180 Degrees Trust is able to record student's contact details. This means that they have a much more accurate and up to date contact list of their students. This is necessary to ensure that future studies, which may also utilise the voices of the participants, can easily access past and present students.

The second limitation of this study was that the respondents might have been biased and agreed to participate in this study because they had had a positive experience with the 180 Degrees Trust. This is an issue as the findings from this study may not reflect those students who had a negative experience with the 180 Degrees Trust. With there only being a small number of willing participants who

returned their consent forms, the researcher had no choice but to interview them all. This is an issue that arises in many studies with only a small number of participants.

This study is also limited in scope because the sample contains only male participants. However as the 180 Degrees Trust has predominantly male students and did not have any female students before 2011, the researcher was only given access to male students. It would be interesting to investigate the experiences of females on such programmes and note any differences between the sexes in future studies.

The decision to only interview participants once, and only interview participants who had graduated from the programme two to five years ago occurred early on in the research process. Although this only provided this study with one source of data, the researcher wanted this study to be focused solely on the voices of the graduate students. This was because they can provide the most accurate information about how this experience affected them at the time and two to five years after completion. With more time the researcher would have also liked to interview current and past staff members from the 180 Degrees Trust. It would be interesting to see if their impression on how participation on the programme affected students matched what the participants said. More interviews with a variety of respondents needs to be conducted to further explore the impact and experiences of participants on adventure-based and mentoring programmes.

6.5 Future research

As there is very limited research on adventure-based and mentoring programmes more research is needed in this area. Future research is required to investigate the long-term effects of these programmes and the effect of group dynamics on participants in the success of adventure-based and mentoring programmes for at-risk youth and youth offenders.

Two of the four participants acknowledged that some of the skills and lessons that they learnt on the programme, in particular knowledge about themselves, only began to benefit them two years after graduating the programme. This may be due to the maturity levels of the participant at the time of the programme, or that an

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opportunity to utilise these skills did not eventuate until a later date. This finding reiterates the importance for evaluative studies being conducted at least two years after participation on programmes. This is not only to ensure that the reported short-term effects are not clouded by post course euphoria (Russell, 2002) but also to allow time for the participants to use and come to terms with all the skills and lessons that they learnt on the programme.

Another area more research is needed is on the effect of group dynamics on participants. Group dynamics were mentioned by the participants in this study as the only negative aspect of their experience. As discussed in the *Practical Implications* section, there is a lack of research surrounding how group dynamics affect adventure-based programmes for at-risk and youth offenders. This is an area that needs to be investigated. What participants learn from peer interactions in the wilderness, how peers influence participants' behaviour and how to minimise the escalation of unhelpful group behaviour are all areas that need to be explored. This information would benefit the future development of group-based programmes.

6.6 Conclusion

This chapter summarised the key findings of this study and looked at its practical implications and limitations. It also discussed what further research is required.

This current study builds on literature in the area of adventure-based and mentoring programmes. This study revealed the voices of graduate students, addressing an avenue that needs more research attention. Although this study is small, it complements other research completed in this area. Findings from this study reinforces the idea that engagement on an adventure-based and mentoring programme can have both positive short-term and long-term (2-5 years) outcomes for at-risk youth and youth offenders.

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August 2013

180 Degrees Trust

My name is Katie Thomas and I am completing a Master of Education (Educational Psychology) degree at Massey University. I am interested in the experiences that participants have had with the 180 Degrees Trust and how this has affected them over time. With the help of my study supervisors, Dr. Seth Brown and Dr. Kama Weir, I would like to study the effects of participation on the 180 Degrees Trust's High Country Camps and Mentoring programme, two to five years out of the programme. The purpose of this study is to examine the extent to which participation in the 180 Degrees Trust's High Country Camps and Mentoring programme influences participants' engagement with education, employment and training after two to five years out of the programme.

With your help, every person, that graduated from the 180 Degrees Trust's High Country Camps and Mentoring programme, before 2011, will be invited to participate in this study. The 180 Degrees Trust will be provided with the information sheets and consent forms, for all of the potential participants, which will need to be sent out on my behalf. From all of the returned consent forms, participants will be selected to participate in the study. Participation will involve one 30 minute interview. The interview will take place over the phone, at a time, which is of most convenience to the participant. The conversation will be based around their life before, during and after their time with the 180 Degrees Trust. This study may highlight negative or positive experiences that participants have had on the High Country Camps and Mentoring programme.

If you are happy for the 180 Degrees Trust to allow for this study to be completed as well as sending out the information sheets and consent forms then can you please sign below and return this form back to me no later than the 26th of August.

You are welcome to contact me at any time; either on the phone 0274941714, or by email ktt89@hotmail.com. If you have further questions or any concerns that you would rather not discuss with me, you can contact either of my research supervisors; Dr. Seth Brown (S.Brown.1@massey.ac.nz) or Dr. Kama Weir (K.J.Weir@massey.ac.nz).

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 13/40. If you have any concerns about the conduct of this research, please contact Dr Nathan Matthews, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 80877, email humanethicsouthb@massey.ac.nz.

Name: _____

Position: _____

Email address: _____

Date: _____

Signature: _____

August 2013

<div align="center">

180 Degrees Trust

Participant Information Sheet

</div>

My name is Katie Thomas and I am completing a Master of Education (Educational Psychology) degree at Massey University. With the help of my study supervisors, Dr. Seth Brown and Dr. Kama Weir, I would like to conduct research around the experiences that participants have had with the 180 Degrees Trust and how this has affected them over time.

Project description

The purpose of this study is to examine the extent to which participation in the 180 Degrees Trust High Country Camps and Mentoring programme influences participants' engagement with education, employment and training after two to five years out of the programme. I would like to invite you to consider participating in this research. After reading through this information sheet, if you agree to take part in this research then please complete the enclosed consent form and return it to the 180 Degrees Trust by the 6th of September.

Participant identification and recruitment

Every person, that graduated from the 180 Degrees Trust's High Country Camps and Mentoring programme, before 2011 has been invited to participate in this study. If you are chosen to be involved in the study, I will phone you before the end of September. If you then agree to participate in an interview, a $10 Warehouse voucher will be sent to you as a token of my gratitude. If you are not chosen, due to more applicants than needed, a member from the 180 Degrees Trust will phone you before the end of September to thank you for your time.

Project procedures

Participation is this study involves one, 30 minute, interview. The interview will take

place over the phone, at a time, which is of most convenience to you. The conversation will be based around your life before, during and after your time with the 180 Degrees Trust. The conversation will be recorded to ensure that accurate information is gathered. To protect your privacy your name will not be used in the research. Instead, a pseudonym name (fake name) will be used for participants. Also, participants may give permission to not use pseudonyms (fake names). It is important to note that the 180 Degrees Trust will be referred to by its name in this study. During the interview if you are uncomfortable with any aspect of your life that may come to light through the interview, if you wish, I can put you in touch with local, free agencies, which can offer you support.

Data management

The information you provide to me will be strictly confidential. The only people that will have access to the data will be myself, and my thesis supervisors Dr. Seth Brown and Dr. Kama Weir. The written narratives and transcripts will be kept safely in my home, locked in a filing cabinet. All of my computer files containing research information will be protected by a password on my computer. On completion of the study all research material will be destroyed after five years.

Participants' rights

This study is voluntary, that is you are under no obligation to accept this invitation. If you decide to participate, you have the right to; decline to answer any particular question, withdraw from the study before the 1st of November 2013, ask any questions about the study at any time during participation, ask for the recorder to be turned off at any time during the interview, provide information on the understanding that your name will not be used and be given access to a summary of the project findings when it is concluded.

Can you contact me?

Of course. You are welcome to contact me at any time; either on the phone 0274941714, or by email ktt89@hotmail.com. If you have further questions or any concerns that you would rather not discuss with me, you can contact either of my

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research supervisors Dr. Seth Brown (S.Brown.1@massey.ac.nz) or Dr. Kama Weir (K.J.Weir@massey.ac.nz).

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 13/40. If you have any concerns about the conduct of this research, please contact Dr Nathan Matthews, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 80877, email humanethicsouthb@massey.ac.nz.

Thank you for taking the time to read this.

Katie Thomas

APPENDIX 3
Participant Consent Form

August 2013

<div align="center">

180 Degrees Trust

Participant Consent Form

</div>

I have read the Information Sheet and I understand the details of the study. My questions have been answered to my satisfaction and I understand that I may ask further questions at any time.

I understand, that if I am chosen, I will be required to participate in one phone interview that will last no more than one hour. I understand that my interview will be recorded but any information or opinions that I provide will be kept confidential to the researcher and that any published or reported results will not identify me.

I agree/do not agree to the interview being sound recorded.
I wish/do not wish to have my recordings returned to me.

By signing below, I agree to participate in this research project under the conditions set out in the Information Sheet.

Please post this consent form to the researcher in the envelope provided by the 6th of September.
Thank you,
Katie Thomas

Signature: _____

Full Name (printed):_____

Date: _____

Phone Number: _____

Email address: _____

Interview Questions

Hello _____ my name is Katie, I spoke to you the other day about setting up a time for this interview. First of all thank you so much for agreeing to be apart of this research and I truly to appreciate the time you have given up for me to ask you questions about your experience with the 180 Degrees Trust.

- Confidentiality – psudeo name
- Recording of interview – stop at any time
- How the information will be used
- Expected length of this interview
- Any questions

*Turn on recording device
To begin I am going to ask some questions about yourself
Name:
Age:
Date of Birth:
Ethnicity:
Partner?   Children?
When did you begin working with the 180 Degrees Trust?

Now I am going to ask you some questions about your life, before you became involved with the 180 Degrees Trust.
How did you become involved with the 180 Degrees Trust?
(Prompts - drug dependency, living arrangements, smoking, life style, offending, plans)
What was your knowledge about the 180 Degrees Trust before you worked with them? Aim of the trust?
What expectations did you have prior to working with the 180 Degrees Trust?

Now I have a few questions about your time with the Trust.
What years were you involved with the 180 Degrees Trust?
Tell me about your time with the 180 Degrees Trust? Best parts? Worst parts? Coast to Coast?
What did you learn and what did you accomplish? Skills? Knowledge?
What would you have liked to learn with 180 but didn't?
What involvement did your family have with the 180 Degrees Trust?
Tell me about the group dynamics? How did the staff members and your peers affect the group?
What was your relationship with the staff members like? Was it different to relationships with teachers at school? How?
How did you feel about your involvement? How did other people outside 180 respond to your involvement?
Tell me about the mentoring relationship that you had:
What could 180 improve on / change?

Now I have some questions about your life, since being involved with the 180 Degrees Trust.

What were you involved in immediately after you finished your time with the 180 Degrees Trust? What influenced you to do so?

What support did you receive from 180 Degrees; getting back to school, into training, settling into first job?

Have you built on what you learnt? How does what you learnt relate to your present achievements and situation?

Tell about the jobs or training you have had since leaving 180?

Describe your current life? (Prompts - drug dependency, living arrangements, smoking, life style, offending, future plans)

How did 180 shape you as a person? Worker?

Do you believe that you are still influenced in your daily life by your time with the 180 Degrees Trust? How?

Looking back to your time with the Trust

If you didn't have 180 what would you have done?

What did you want to do when you left 180 (Career wise)?

How do you feel about your career / education? How did 180 help you with your current career/educational pathway?

What goals do you have now?

Where do you see yourself in two years?

Why does Canterbury need to have 180?

Is there anything else that you think that it is important for me to know?

*Turn off recording device

Offer summary of results.

Thank you so much, once again, for offering up your time to assist me in this study…..

- Confirm address to send out voucher / summary of results

APPENDIX 5
Massey University Human Ethics Committee Approval

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

8 August 2013

Katie Thomas
314 Kennedys Bush Road
Kennedys Bush
CHRISTCHURCH 8025

FILE

Dear Katie

Re: HEC: Southern B Application – 13/40
       180 Degrees Trust: Evaluation of effectiveness

Thank you for your letter dated 16 July 2013.

On behalf of the Massey University Human Ethics Committee: Southern B I am pleased to advise you that the ethics of your application are now approved. Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Dr Nathan Matthews, Chair
Massey University Human Ethics Committee: Southern B

cc   Dr Seth Brown   Dr Kama Weir
     Institute of Education   Institute of Education
     PN500   **PN500**

     A/Prof Sally Hansen, Director   Mrs Roseanne MacGillivray
     Institute of Education   Institute of Education
     PN500   **PN500**