

# **Harnessing wilderness in the rehabilitation of male adolescent offenders in a diversion programme**

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**Research assignment in partial fulfillment of the requirements for the Degree of Master of Arts (Counselling Psychology) in the Department of Psychology, Stellenbosch University**

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## Declaration of own work

I, the undersigned, hereby declare that the work contained in this research assignment is my own work, and that I have not previously, in part, or in its entirety, submitted it at any other university for a degree.

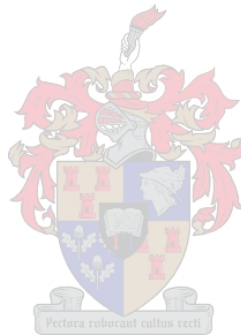
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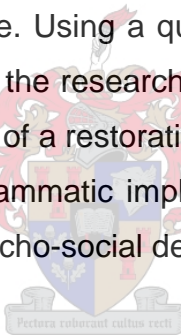
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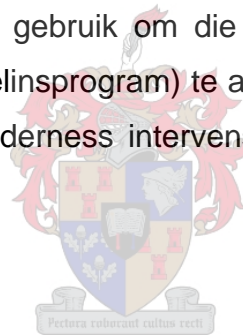
## Abstract

This research study focused on wilderness-based interventions utilised within two, pilot (four-month) diversion rehabilitation programmes in 2006. Participants were at-risk youth, aged fourteen to seventeen years who had been referred by the local magistrate's court for minor criminal offences. The diversion programme is run under the auspices of the Usiko Stellenbosch Youth Development Project, an NGO specialising in the psycho-social development of male and female youth at-risk from disadvantaged communities. Central to Usiko's diversion programme is an emphasis on utilising wilderness as an integral part of the rehabilitation process. The diversion programme includes two different types of four-day wilderness-based interventions. The first wilderness intervention is a camp-based, programme in the Franschhoek mountains, while the second is a hiking expedition-based in the Cederberg mountains. The study assesses the significance of how wilderness was construed, implemented and experienced by the team of five facilitators, who conducted the diversion programme. A description is given of the meta-theoretical model underpinning the diversion programme. Using a qualitative methodology as a participant-observer to the diversion programme, the researcher analysed the facilitators' evaluations of the wilderness interventions as part of a restorative justice approach. Recommendations were proposed to enhance the programmatic implementation of wilderness interventions as a platform for rehabilitation and psycho-social development.



## Opsomming

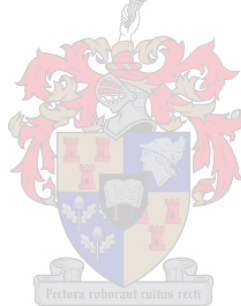
Hierdie studie het gefokus op wildernisgebaseerde intervensies van twee, vier maande afwentelingsprogramme in 2006. Die deelnemers aan die program was hoë risiko jeug, tussen veertien en sewentien jaar, wat vir mindere oortredings deur die plaaslike magistraatshof verwys was. Die afwentelingsprogram word bestee deur die Stellenbosch se Usiko Jeugontwikkelingsprojek, 'n nie-regeringsorganisasie wat spesialiseer met psigo-sosiale ontwikkeling van manlike en vroulike hoë risiko jeug van nadelige gemeenskappe. Die gebruik van wildernis is sentraal tot Usiko se afwentelingsprogram. In die afwentelingsprogram word twee tipes wildernisintervensies gebruik. Die eerste wildernis aktiwiteit is 'n kamp-gebaseerde intervensie wat in die Franschoek berge plaasvind. Die tweede wildernis aktiwiteit is 'n staptog wat in die Cederberge afspeel. Die studie assesser die belangrikheid van hoe wildernis gekonseptualiseer, geïmplementeer en ervaar word deur die vyf fasiliteerders wat die afwentelingsprogram bestee het. Die afwentelingsprogram se meta-teoretiese model word beskryf. Die navorser het 'n kwalitatiewe-deelnemer benadering gebruik om die fasiliteerders se evaluering van die wildernisintervensies (in die afwentelingsprogram) te analiseer. Aanbevelings word gemaak in verband met die program se wilderness intervensies vir rehabilitasie en psigososiale ontwikkeling.



## Acknowledgements

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# Chapter 1

## Overview

### 1.1 Contextualising the study

Adolescence is a life stage often associated with lower rates of morbidity and mortality due to disease. South African adolescents are, however, prone to a higher prevalence of risk taking behaviours, as they may be exposed to high-risk environments (Medical Research Council, 2002). According to Naidoo and van Wyk (2003), a significant proportion of South African youth is growing up amidst severe forms of adversity such as poverty and unemployment, violence, single-parent homes, rampant substance abuse and gang influences in their neighbourhoods and communities. Not all youth, however, succumb to the environmental press of their adverse social contexts.

There is an emerging body of knowledge indicating that engagement in structured, positive, physical activities serves to create "protective factors" among at-risk youth (Pace, Harrison, & Fink, 2005). Protective factors "are those facets which impinge on an individual's life space that moderate and or mitigate the impact of risk on subsequent behaviour and development" (p. 128). As evidenced by the previous research, it is vital to understand how to design and promote meaningful physical activity programmes for affected youth in ways, which serve to develop and enhance their protective factors.

Tuma (1989) argues that there is insufficient availability of mental health services that are suited for adolescents' unique needs. The inadequacy and lack of middle ground between outpatient services often results in adolescents who are unlikely to commit on the one hand, and inpatient programmes, that may be overly restrictive and expensive on the other hand. Several researchers have contested that traditional and autocratic approaches, such as individual psychotherapy, are often not successful interventions for delinquent youth (Stuntzner-Gibson, Koren, & DeChillo, 1995). However, these approaches often continue as a predominant option, perhaps because

they are the only option, even when research indicates otherwise. Questions continue to surface regarding the services in which some youth are required to participate. For example, juvenile justice professionals might be hesitant to embrace the general idea of adolescent boys benefiting from meeting a therapist in a formal environment in which they must verbally articulate their feelings and experiences.

As suggested by Baker and Witt (2000), there must be options that provide viable alternatives to traditionally autocratic, problem-focused models of individual or group counselling. These alternatives should focus on strengths and competencies, and provide opportunities to meet with youth in environments that are comfortable to them, taking into account their individual preferences and personalities. Further, such alternatives should consider adolescents for whom taking risks and a desire for physical activity are strong personal characteristics, and especially those for whom emotional expression and verbal interaction are uncharacteristic (Berman & Davis-Berman, 1995). Outdoor programmes may provide viable alternatives that takes into account all of these unique needs.

Wilderness Therapy (and its variants) is emerging as a bridge between these extremes. The appeal of wilderness therapy is strengthened by a growing reputation for economy and therapeutic efficacy when compared with other mental health services. There are indications that wilderness therapy can be an effective intervention in helping adolescents with emotional, adjustment, addiction and other psychological problems (Russel, Hendee, & Phillips-Miller, 2000).

This research study focuses on a diversion programme in which wilderness therapy constitutes a central role in the rehabilitation intervention with adolescent male offenders. As part of its evolving mission, the Usiko Stellenbosch Youth Development Project has been developing a pilot diversion programme to create alternative rehabilitation intervention options with adolescent offenders. This research study focused specifically on the wilderness-based interventions utilised within two pilot (four-month) diversion

rehabilitation programmes in 2006. Participants in the diversion programme were at-risk, male youth aged fourteen to seventeen years who had been referred by the local magistrate's court for minor criminal offences (Schedule 1 offences such theft, assault without grievous bodily harm or murderous intent, vandalism, and possession of illicit substances). Central to Usiko's diversion programme is an emphasis on utilising wilderness (both as a setting and as a therapeutic medium) as an integral part of the rehabilitation process. The diversion programme includes two different types of four-day wilderness-based interventions. The first wilderness intervention is camp-based programme in the Franschoek mountains, while the second is a hiking expedition in the Cederberg mountains. This study assesses the significance of how wilderness was construed, implemented and experienced by the team of five facilitators who conducted the diversion programme.

## **1.2 Rationale for conducting this study**

Neill (2003) highlights that, despite a growing amount of research in fields of adventure/wilderness therapy and related disciplines, the field is notably undermined by a lack of well-organised, definitive, and widespread knowledge about the effectiveness of different types of adventure therapy programmes. Since 2001, Usiko has been successful at developing wilderness interventions in its school-based prevention programmes (Botha & Naidoo, 2006; Knoetze, 2003; Naidoo & van Wyk, 2003). In expanding the focus of its objectives to include interventions for at-risk youth who were caught up in the juvenile justice system, Usiko began to develop a pilot diversion programme in 2005. A central question was how wilderness therapy could be adapted and utilised as an effective tool in the diversion programme. Given that the programme was still being piloted in 2006, the findings of the research process could serve as formative evaluation data to improve the programme's content and structure. With the dearth of research in the area of youth rehabilitation in South Africa, this study's findings can also serve as a resource for future research initiatives in youth rehabilitation.

### 1.3 Definitions of key concepts

In this section the following terms central to the study will be defined: ecopsychology; ecotherapy; wilderness therapy; youth-at-risk, and diversion programme. Ecopsychology is referred to as an emerging synthesis between the psychological and the ecological domains (Rozak in Rozak, Gomes, & Kanner, 1995). Ecopsychology concerns itself with the foundations of human nature and behaviour. Ecopsychologists primarily collaborate with ecologists to facilitate significant, pro-environmental change in the attitudes and behaviour of people. There is an emphasis on the interdependence of humankind and the physical environment.

As a subsidiary from the field of ecopsychology, wilderness therapy or ecotherapy, as it is sometimes called, is emerging as a bold, alternative method which abandons the “industrial, concrete jungle” in favour of a setting that more closely resembles the natural habitat that has always been used by certain traditional cultures to restore the human self (Harper in Rozak et al., 1995). Conner (2005) describes wilderness therapy as an experiential programme that takes place in a wilderness or remote outdoor setting, providing various forms of psychosocial benefits for the programme participants.

Defining youth-at-risk is mired in controversy, as the implication is that of labelling and ‘othering’ adolescent behaviour that is non-conformist (Mitchell, 2006). Empirical findings suggest that in lower socio-economic neighbourhood environments there are increased risk factors such as higher percentage of families struggling to survive below the poverty level, unemployment, increase in divorce rates, higher prevalence of female-headed households, substance abuse, and increased exposure to violence (Pace, Harrison, & Fink, 2005). Consequently, youth residing in such communities have been deemed “at-risk” as a result of their surroundings. Even though Western and Tinsley (1999) concur with the above-mentioned, they argue that almost all youth are at-risk. The severity and complexity of the level of risks ranges from academic and social underachievers, various emotional or behavioural difficulties, socio-

economic disadvantages, those who are deemed incorrigible by school officials, parents, or social service agencies, through to those who are “chronic” abusers of substances and commit status offences and are judged as delinquent by the courts and society. Western and Tinsley (1999) emphasise that even though an extensive range of wilderness therapy practices and programmes focus on various client populations and their needs, most are designed to serve youth at-risk.

Wilderness-based interventions with youth at-risk will receive specific focus in this study. Diversion programmes have been developed specifically to intervene in the lives of adolescent offenders who are becoming caught up in criminal behaviour. When these minor offences are processed in the court system, and diverted away from the formal justice system to a rehabilitation option/programme, this alternative option is known as diversion. Diversion is therefore understood as the formal referral (from probation officers/prosecutors/magistrates) of cases of children (generally between ten & seventeen years) alleged to have committed offences away from formal court procedures and the possible justice sentences (Wood, 2003). These referrals generally occur if there is sufficient evidence implicating the child, and availability of suitable diversion options.

#### **1.4 Summary overview of the study**

In Chapter 2 a brief review of adolescence, male adolescence and delinquency, diversion, and wilderness / eco-therapy with a specific emphasis on social development, pro-social behaviour modification and rehabilitation will be presented. The literature under review will range from South African studies to a variety of international studies where wilderness is used as a therapeutic and educational platform for psycho-social development. Some of the studies reviewed will focus on how wilderness therapy works, the kinds of behavioural problems to which it is commonly applied, expected outcomes and the role of wilderness in the intervention and treatment process (Russel, 1999).

Chapter 3 provides the context for the study and describes Usiko's pilot Diversion Programme. The staff, the participants, programme objectives and framework are described in order to contextualise the wilderness-based interventions.

Chapter 4 outlines the qualitative methodology utilised in this study. Chapter 5 presents the results, while Chapter 6 discusses the findings along with recommendations.



## Chapter 2

### Literature Review

#### 2.1 Defining Adolescence

“Many societies have marked the beginning of adolescence with puberty rights, so-called rites of passage celebrating adolescents’ attainment of adult status, with its corresponding duties and responsibilities” (Kaplan & Sadock, 1998, p.42). As a fully-fledged and acknowledged stage of human development, adolescence consists of profound biological, psychological and social developmental changes (Kaplan & Sadock, 1998). According to Schlegel and Barry (1991), social scientists define adolescence as “a period of intervening between childhood and full adulthood, during which preparation for adult occupational, marital, and social class statuses and roles are initiated or intensified” (p.4).

Cohen (1991) describes adolescence as “a rope bridge of knotted symbols and magic between childhood and maturity, strung across an abyss of danger” (p. 7). Adolescence is not only one of the most confusing times in our lives; it’s also a developmental phase which is largely misunderstood by Western culture (Pinnock, 1997). Despite the associated turmoil often experienced, Pinnock (1997) also describes adolescence as follows:

... but adolescence is also hugely creative. It is a time of anticipation for something indescribably ‘other’ – a longing for magical transformation and a rejection of the mundane. It demands ritual space, a time and a place where young men and women can be introduced to the unknown man and woman inside themselves. They need to discover when childhood ends and, when and how adulthood begins and what their culture expects of them (p. 8).

Adolescence is often characterised by autonomous shifts away from parental expectations (Crockett & Petersen, in Mash & Wolfe, 1999), where an independent identity is developed. The gradual emergence of this independent identity in adolescence is a cornerstone of Erikson's psychosocial theory (Lacombe & Gay, 1998). Erikson defined identity as a sense of continuity that gives adolescents a link to their past, and a direction for their future" (Berndt, 1997, p.534). He postulated eight sequential stages of development, each requiring the resolution of a particular developmental task or "crisis" in need of negotiation at that point in the life span. According to his psycho-social stage of 'Identity Formation versus Identity Diffusion' (approx 11 years through adolescence), a healthy identity is built on a developmental platform determined largely by earlier childhood psycho-social stages (Kaplan & Sadock, 1998).

Development of a firm sense of identity in adolescence (Stage 5 – 'Identity Formation vs Identity Diffusion') is a prerequisite to the development of the capacity for intimacy, the next developmental milestone (Stage 6 – 'Intimacy vs Isolation'). Attie, Brooks-Gunn and Petersen (in Mash & Wolfe, 1999) suggest that as adolescents get older, they are faced with challenges in establishing and maintaining intimacy, and formulating and pursuing their occupational goals as they establish an independent identity from their family of origin.

## **2.2 Gender development and male adolescence**

"Within the biological, cognitive, emotional, and social changes that occur during the period of adolescence, it is reasonable to view adolescence as a primary transition point during which gendered behaviours may be enacted, questioned, changed, or solidified" (Galambos in Lerner & Steinberg, 2004 p.240).

It appears that within developmental academic literature, sex is understood as the biological status and distinction between male and female. Gender is



understood as the social characteristics (identity, behaviour, attitudes etc...), which are generally believed to be learned by males and females as a result of social experiences (i.e. socialisation). Several researchers argue that the term *sex* should exclusively be used to refer to biological differences between males and females. With regards to the term, *gender*, these researchers argue that males and females socially construct gender as they are assigned different cultural attributes (Berndt, 1997). Therefore, gender develops as a manifestation of the variety of social contexts in which an adolescent interacts and belongs to (Galambos in Lerner & Steinberg, 2004).

Erikson's theory omitted possible differentiation between male and female adolescent development. Instead, he suggested that both males and females followed similar paths of development (Lacombe & Gay, 1998). However, in contrast to Erikson, Gilligan, Miler, and Surrey (in Lacombe & Gay, 1998) highlighted gender differences in psychosocial development. Recent studies indicate gender differences in the negotiation, resolution, and progression through Erikson's Stage 5 (identity) and Stage 6 (intimacy) of psychosocial development (Lacombe & Gay, 1998).

Jolliff and Horne (in Knoetze, 2003) suggested that boys start to identify with their fathers and require nurturance from them in order to develop an internal locus of control and the strength to successfully cope with life's challenges. They described mature masculinity as men behaving in "responsible and caring ways" (p. 4) and list the following tasks that an adolescent boy needs to master in order to achieve this (pp. 11-12):

- Understand the nature of and develop friendships;
- Observe available male role models in order to discover his role in the family;
- Learn how to communicate with women as well as how to interpret the messages that women send about what it means to be a man;
- Monitor as well as regulate emotional expression;
- Establish a set of values to guide his life; and

- Find a balance between his individuality and his role in the family (and broader society).

While the presence of both male and female role models is important for the development of mature masculinity (Jolliff & Horne in Knoetze, 2003), adolescent boys require the presence of a positive male role model to assist them in their transition from boyhood to manhood.

### **2.3 An overview of 'Youth at-risk'**

Galambos (2004) refers to the concept of problem (or "at risk") behaviour which describes certain groups of adolescent behaviours/activities which potentially could result in a range of difficulties for self and others. Problem behaviour may therefore be defined as "behaviour that departs from familial or social standards, that poses some risk to the individual or society" (Maggs & Galambos, 1993, p.79). Overt problem behaviour may include explicit illegal acts such as shoplifting (theft), illegal possession and trafficking of drugs, driving under the influence of alcohol, or, according to Galambos (in Lerner & Sternberg, 2004), could imply disobeying the various rules and guidelines of parental, school, or other related social authorities.

Pinnock (1997) claims that Western cultures have diluted and even lost what many pre-industrial cultures knew: "The (adolescent's) needs have to be dealt with by ritual guidance and initiation..." (p.9). Without these passage rites, an individual would not be able to understand the accompanying life-crises, nor demonstrate the confidence and mastery of the responsibilities and privileges conferred by this new life stage (Foster & Little, 1992). Do these claimed cultural omissions and efficiencies result in adolescents being vulnerable and inadequately equipped to transverse Cohen's (1991) "rope bridge"? Are many adolescents faced with this rope bridge without the pro-social symbols and accompanying magic, and instead predominantly experience the overwhelming sense of the danger?

As mentioned in the previous chapter, significant populations of youth in Southern Africa are growing up in community contexts characterised by high risk factors such as poverty, unemployment, violence, single-parent homes, and rampant substance abuse (Naidoo & Van Wyk, 2003). Adolescents living in these circumstances are often deemed “at risk” due to the implications which often result in arrested development, and a variety of social problems.

#### **2.4 Male adolescence – Risk, ritual, rites of passage & delinquency**

Bly (1993) asserts that the “boys in our culture have a continuing need for initiation into the male spirit, but old men in general don’t offer it” (p.5). He noted that adolescence is a time of risk for boys, and that risk-taking is also yearning for initiation.

As apposed to the often individualised and separatist socialisation of Western adolescents, in more traditional and socially cohesive cultures, boys are challenged by facing and experiencing an ordeal (or rite of passage) where they are required to earn and affirm their passage to manhood. This can range from their “first hunt and ritual warfare, to psychic ordeals, initiation into clubs and organisations, scarifications and apprenticeship to a spiritual master (Pinnock, 1997). Male adolescence involves a process, a becoming, a transformation. It is a time characterised both by danger an enormous growth potential (Cohen, 1991). Wherever these young males find themselves, their need to prove their mettle, to be heroic, and simultaneoulsy experience the necessity of acknowledgement and affirmation (Pinnock, 1997).

“Something in the adolescent male wants risk, courts danger, goes out to the edge – even to the edge of death” (Pinnock, 1997, p.8). In traditional cultures, a significant transitional life stage such as adolescence would be recognised and facilitated by ceremonies of passage in which the community would participate (Foster & Little, 1992). There seems to be observable differences in the at-risk problem behaviour displayed between male and female adolescents. Girls generally appear to engage less frequently, and in less

severe problem behaviour than boys. They also discontinue these behaviours sooner than boys (Ensminger, 1990; Petersen, Richmond, & Leffert in Lerner & Steinberg, 2004).

## **2.5 Wilderness/Eco Therapy as an emerging field**

Rozak, Gomes and Kanner (1995) contend that our current global existence is being threatened by people who are becoming increasingly psychologically troubled, along with a planet which is deteriorating ecologically. Many eco-psychologists assert that our detachment from nature has resulted in a host of modern psychological, emotional and physical problems, as well as our blasé attitude towards environmental change (Wilson, 2005). Personal and planetary well-being is a mutually reliant relationship. If so, how do these above-mentioned claims relate to the current, multi-faceted social problems, which are causing growing concerns in the fields of adolescent development?

“In modern Western psychology, therapeutic interventions for dealing with psychological problems have, approximately, a 100 year history. Today, mental health professionals find themselves dealing with an increasing range and depth of psychological problems. Fortunately, mental health professionals have at their disposal an increasingly diverse and sophisticated range of intervention methodologies” (Neill, 2003, p.317). Wilderness therapy (consisting of a broad range itself) is one of these methodologies. However, despite the rapid increase in programmes operating under the ‘wilderness therapy’ banner, the literature lacks a consistent definition (Russel, 2001). From the various literature sources reviewed for this study, it seems the terms ‘wilderness’, ‘eco’, ‘adventure’ therapy are often used interchangeably to imply what seems to be a particular field. As a result of growing misconceptions by the public, and struggles for professional consensus, a consistent definition could be useful for purposes of future research, guiding practitioners and agencies in determining key design features of their programmes, and educating the general public about wilderness therapy (Janofsky, 2001; Russel, 2001). Such demystifying consensus could possibly also contribute to

defining the target populations for which wilderness therapy programmes would be most suitable.

While global statistics in westernised industrial countries reveal that violent and various other crimes, drug use, and a host of other adolescent problem behaviours are increasing, academic performance, community health, familial stability, and employment opportunities are plummeting. Several interventions designed to prevent, rehabilitate, and punish our youth have also increased. Traditionally dominant mechanisms such as the juvenile court system, reform schools, prosecuting adolescents under adult laws, job-training programs, psychotherapy, and a plethora of social services initiatives also seem to prevail. Alternatively, a range of newly packaged, interventions designed to address the problems created and faced by at-risk youth. These efforts include creative approaches such as midnight basketball, educational/informational campaigns, military-style boot camps, and after-school recreation programs (Western & Tinsley, 1999).

Wilderness therapy has at least a ten-year history of working with youth at risk who demonstrate behavioural problems that are most typically characterised as oppositional, defiant, anti-social and conduct related. Until recently, wilderness based treatment interventions for mental health problems were largely unrecognised by health care. The use of wilderness therapy as an intervention and treatment model for mental health problems such as depression, anxiety and substance abuse is of growing concern as wilderness programs increasingly admit students with behavioural problems who also have co-morbid (concurrent) psychological and medical problems (Russel, 2001)

## **2.6 The role of Wilderness in wilderness therapy**

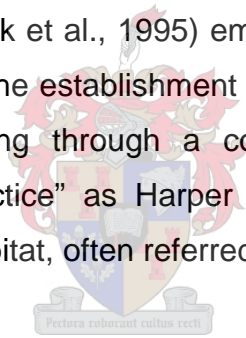
Wild places are often regarded as 'scary', and seldom provide the familiar social support structures (family, friends, and even a gang). Even though young people are often challenged to confront their perceived and actual fears

when immersed in wilderness, there is far more complexity and value than the presence of rugged terrain without a roof overhead. Wilderness represents a powerful metaphor for what lies beyond the industrialised boundaries of safe, 'urbanised psyches' (Pinnock, 1997).

Therapeutic factors of wilderness at work are presented to clarify the role of wilderness in wilderness therapy. The wilderness environment, characterised by naturalness and solitude, can be seen as a therapeutic environment in and of itself (Russel, Hendee, & Phillips-Miller, 2000).

## 2.7 Defining wilderness therapy

Psychotherapy is largely practised within an urban context, in a building, office environment. Harper (in Rozak et al., 1995) emphasises that the "practice" of psychotherapy often implies the establishment and opening of an "office" that is usually reached by driving through a congested urban environment. Wilderness therapy (or "practice" as Harper prefers) abandons the urban domain for a more natural habitat, often referred to as "off the beaten track".



As a result of the various characterisations of wilderness therapy, the media has often enforced portrayals of "boot camps" (Krakauer, 1995; Lutz & Brody, 1999). These popular myths are regarded as serious false references given recent research that has shown that boot camp approaches are not effective in treating adolescents with behaviour and substance abuse disorders (Pearson & Lipton, 1999). Moreover, the "boot camp" approach is considered excessively cruel and generally destructive towards the youth participant (Russel, 2001).

The first attempt at a comprehensive definition of wilderness therapy was presented by Kimball and Bacon (1993). They postulated that wilderness therapy derived from Outward Bound, the aforementioned wilderness challenge program founded by the innovative German educator, Kurt Hahn. The "Hahnian" approach to education was not only experience-centred, it was

also value-centred. Learning through doing was not developed to facilitate primarily the mastery of academic content or intellectual skills; rather, it was oriented toward the development of character and maturity" (Kimball & Bacon, 1993, p. 13). In this sense, the authors conclude that Hahn's ideas were better suited to a psychological model of change rather than an educational one.

Powch (1994) also refers to the historical roots of wilderness therapy in the Outward Bound model but approaches the definition from the perspective of wilderness therapy for women. She states "because they all share roots in the original Outward Bound model, terms such as 'adventure based therapy,' 'challenge courses,' and 'ropes courses' are often used synonymously with wilderness therapy" (Powch, 1994, p.15). To address this confusion, she suggests these courses could be viewed as components of wilderness therapy, but not wilderness therapy itself, and should not be referred to as such. She disagrees with Kimball and Bacon (1993) that, "wilderness therapy can take place in an unfamiliar environment," and elaborates on this by stating, "wilderness therapy must occur in a wilderness setting, and that the wilderness must be approached with a therapeutic intent" (Powch, 1994, p. 14). She contends, "I do not dispute that therapy can occur in settings other than wilderness, but I would not call it wilderness therapy" (Powch, 1994, p. 14). A discussion of how one perceives wilderness given ethnicity, socio-economic status, and level of education is not in the scope of this paper, but is an important consideration nonetheless.

Russel, Hendee and Phillips-Miller (2000) state that wilderness therapy features therapeutic assessment, intervention and treatment of problem behaviors, and assessment of outcomes. It involves immersion in an unfamiliar environment, group-living with peers, individual and group therapy sessions, educational curricula and application of primitive skills such as fire-making and backcountry travel. These processes are all designed to address problem behaviours by fostering personal and social responsibility and emotional growth of clients. Young people aged 12-17 are the most frequent clients (, Hendee, & Phillips-Miller, 2000).

Despite the aforementioned diversity in defining wilderness therapy, Western and Tinsley (1999) regard several elements as common-place to all programmes: “Intervention occurs in a natural setting, uses a group format, emphasizes the active involvement of the participants, introduces elements of perceived risk, and maintains a therapeutic focus” (Western & Tinsley, 1999, p. 9).

As mentioned earlier in this study, Conner (2005) defines wilderness therapy as an experiential (therapeutic) programme that takes place in a wilderness or remote outdoor setting. Programmes provide counselling, therapy, education, leadership training and primitive (basic) living challenges that foster community and group interdependence as well as individual honesty, self-exploration, awareness, openness, responsibility and accountability. Generally, guided and structured exposure to wilderness is referred to broadly as wilderness/adventure/eco-therapy, wilderness programmes, outdoor behavioural health programmes, and as outdoor/wilderness experiential learning. These interventions while being outdoor-based are not all necessarily oriented to providing therapeutic opportunities. They do, however, all have the common focus of addressing the development needs of youth by purposefully using wilderness settings as a facilitative milieu. These interventions are designed to separate youth from negative/unhelpful influences and to place them in outdoor environments that are safe, helping them to discover what they have taken for granted, and to create circumstances that lead to self-examination.

## **2.8 Applications of wilderness therapy for the rehabilitation of adolescent male offenders**

### **Introducing diversion programming**

In South Africa, diversion initiatives have been practised since the early 1990s (Wood, 2003). Referrals to Diversion programmes increased substantially from 1996. This practice has occurred in the absence of a regulating



legislative framework, and has consequently been implemented in a selective and disjointed manner. It is anticipated that the situation will improve with enactment of the Child Justice Bill (Bill 49 of 2002, hereinafter referred to as Bill), considering that the Bill was specifically drafted to promote and regulate the diversion of cases away from formal court procedures.

As the pioneering organisation of Diversion programmes in South Africa, the National Institute for Crime prevention and the Reintegration of Offenders (NICRO) currently operates in nine provinces (Wood, 2003). In 2001, approximately 16,000 cases were referred to NICRO's diversion programmes. NICRO's 'The Journey' Diversion programme is similar to the programme reviewed in this study. Munting and Shapiro (1997) provide the following summary of 'The Journey' Diversion programme:

***The Journey:*** This is a multi-component programme that has been designed for children who have committed offence(s) and are considered to be 'high-risk'. The programme normally accommodates a group of ten to 15 children. The children are often repeat offenders and have dropped out of school. The programme involves life skills training, vocational skills training and a wilderness component based on rites of passage theory, which is facilitated by a non-governmental organisation called Educo (a wilderness, adventure-based youth NGO). In recent years, through a collaborative partnership with Big Brother Big Sister South Africa (Youth-based mentoring NGO), children have been matched with a mentor for six months following the wilderness component of the Journey programme. Depending on the needs of the children, the programme runs for between three and 12 months. These programmes, using outdoor experiential education, take children through a therapeutic process that fosters personal growth. Many of these programmes are targeted at children who present with serious behavioural and emotional difficulties and include a residential component. Thus, it is anticipated that some of these interventions will be suitable level two and level three diversion options.

After receiving some initial input, the children are often taken on a 'wilderness journey' for a specific period of time (Wood, 2003). Here, through interacting with the natural environment and the rest of the group, they learn to cope with different challenges and work together as a supportive team. Some of these programmes incorporate traditional cultural practices on rites of passage while others focus specifically on bringing together children who were former antagonists. During the wilderness component, children are exposed to wilderness rites of passage, environmental awareness, leadership styles, team-building and adventure education. The group-based activities with children from different backgrounds provide an opportunity to learn about multiculturalism and develop important life skills such as communication, positive expression of feelings, conflict management, leadership styles and facilitation, decision-making and team work.

## **2.9 A rationale for wilderness therapy - addressing youth's high-risk behaviour**

Given that interventions should be diverse and include creative alternatives to engage youth for whom casework or traditional counselling is doubtful to be effective, outdoor programmes may continue as a viable rehabilitation option. Therefore, outdoor professionals should be certain that their respective programmes incorporate the components and dynamics of a successful design so that their youthful clients stand the best chance possible to achieve personal growth and success (Bryere, 2002).

According to Berman and Davis-Berman (1995), the 'great outdoors'/natural rural environments as settings and vehicles for the provision of therapy (and development) are rooted in at least three distinctly different traditions: "tent therapy" as a way of caring for inpatient psychiatric patients, therapeutic summer camps for troubled adolescents, and the growth of Outward Bound type of interventions (Berman & Davis-Berman, 2005). Wilderness therapy is an emerging intervention designed to help adolescents overcome

emotional, adjustment, addiction, and psychological problems (Russel, Hendee, & Phillips-Miller, 2000).

Wilderness therapy and wilderness programmes are a sophisticated treatment intervention based on an integrated theory of wilderness programming and eclectic therapeutic techniques, serving troubled adolescents who are not being reached by traditional therapeutic approaches. The social importance of wilderness therapy based on its emergence as an accepted treatment for troubled adolescents poses challenges and opportunities for wilderness conservation education. Wilderness is increasingly being valued for more than just protected biodiversity and recreational opportunity, but also to enhance the social-economic benefits from programmes for youth (, 1998), and as a healing source for a growing number of emotionally and psychologically troubled adolescents ( & Hendee, 1999).

## **2.10 The practices of wilderness therapy**

Wilderness therapeutic practices claim, that within a suitably implemented programme, adolescents learn to communicate, cooperate and contribute to the well-being of the group and apply these skills to cultivate broader societal development. Skilled health and education professionals often form the primary coordinators and facilitators of these developmental outdoor programmes (Berman & Davis-Berman, 2005; Conner, 2005; Russel, Hendee, & Phillips-Miller, 2000).

Bandoroff and Scherer, (1994), Davis-Berman and Berman (1994), and Kimball and Bacon, (1993) provide the following key components which are regarded as essential for any programme:

- The design and theoretical basis of a wilderness therapy program should be therapeutically based, with assumptions made clear and concise, in order to better determine target outcomes and evaluate the effectiveness of the intervention.

- The careful selection of potential candidates should be based on a clinical assessment and should include the creation of an individual treatment plan for each participant.
- Wilderness therapy should utilise outdoor adventure pursuits and other activities, such as primitive skills and reflection, to enhance personal and interpersonal growth.

Despite the numerous wilderness therapy applications, Russel, Hendee, and Phillips-Miller (2000) have provided two basic type of wilderness-based interventions. By synthesising definitions in the literature and drawing upon their research, they define wilderness therapy as follows:

Wilderness therapy programmes primarily consist of the following two types:

### **(1) Expedition and (2) Base Camp**

With expedition-type programmes, participants and staff remain in the wilderness for the duration of the intervention. Base camp-type programmes have a structured base camp (camp site). The base camp serves as the primary intervention environment. The group might leave the base camp on an expedition for a period of time and return for follow-up activities. These activities often consist of individual and group therapeutic processes, experiential learning activities, ritual activities and solos.

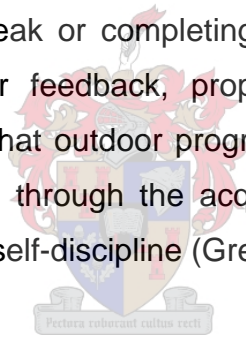
Expedition wilderness therapy programmes are further organised into “contained programmes” and “continuous flow” programmes.

- **Contained programmes** are shorter, up to three-weeks in length, in which clients and the treatment team stay together for the duration of the trip.
- **Continuous flow programmes** are longer, up to eight-weeks in length, and have leaders and therapists rotating in and out of the field (eight days on and six days off is a typical rotation for field staff).

## 2.11 Wilderness therapy for rehabilitation

Outdoor programmes fulfill a valuable role in the landscape of juvenile justice, prevention and offender rehabilitation. Delinquent youth and the reasons for their unlawful behaviour are very diverse. Consequently, the available interventions must be equally diverse to accommodate the expected demographic, developmental and character differences in a juvenile offender population (Bruyere, 2002).

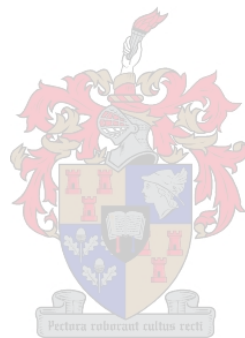
The outdoors provides numerous metaphors for overcoming obstacles. There are many initiatives and planned problem-solving exercises that present obstacles and require clear communication, teamwork and creativity to successfully be overcome. There are many natural obstacles in the outdoors, as well. Tiredness, physical pain, or fear may appear as obstacles to reaching the summit of a very high peak or completing a river crossing, but can be overcome with positive peer feedback, proper planning and new skills. Previous research suggests that outdoor programmes can, in fact, empower youth to overcome obstacles through the acquisition and practice of skills, such as problem-solving and self-discipline (Greenway, 1987; Scott, 1991).



Bruyere (2002) argues that outdoor programmes for male juvenile delinquents must consider not only the factors that contribute to juvenile delinquency, such as those suggested by social bonding and block opportunity theories, but factors which also contribute to healthy male adolescence in general. Male juvenile delinquents have similar developmental needs to those of their non-delinquent counterparts. The physical, emotional, and social maturation process that occurs during adolescence presents a number of challenges for youth to overcome as their bodies change and they begin to develop their own values and identities. Outdoor programmes can help facilitate this growth and possibly minimise the struggles and challenges faced by adolescents during this time. Specifically, the variables of self-esteem, risk-taking, physical activity, competition, and self-identity are compelling needs in the lives of adolescent males.

## 2.12 Summary

When utilised according to the above-mentioned guidelines, wilderness therapy can be a viable alternative intervention for rehabilitation in conjunction with other intervention strategies and methodologies. The risk attached to the adventure of being immersed in wilderness along with suitable trained adults and peers, represents a healthy alternative to the destructive risks attached to the 'adventure' of a life characterised by crime.



## Chapter 3

### Usiko's Diversion Programme

#### 3.1 Introduction

The following chapter consists of an overview of Usiko's Pilot Diversion Programme. Necessary detailed data of the organisation (Usiko), the staff, and the two (Cycle one and two) specific pilot programmes developed by the organisation are provided in order to contextualise the environment in which the study was located. The researcher fulfilled the roles of contracted staff member and researcher in both programmes and hence engaged in the study as participant-observer.

The following roles were fulfilled in the programmes:

- Cycle one: (1) Primary life skills co-ordinator and facilitator; (2) Wilderness-based intervention facilitator and assistant co-ordinator; (3) individual and group psychotherapy and (4) Overall logistics support.
- Cycle two: (1) Programme co-ordinator; (2) Primary life skills co-ordinator and facilitator; (3) Wilderness-based intervention facilitator and co-ordinator; (4) Individual and group psychotherapy and (5) Overall logistics support.

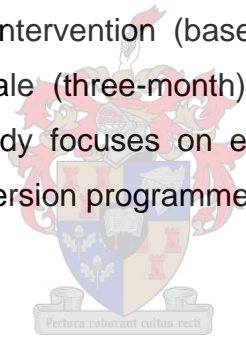
#### 3.2 A brief introduction to the organisation in which the research was conducted

Usiko is a non-governmental organisation established in 1998 to assist male adolescents with their rites of passage into adulthood. Usiko was established to primarily undertake youth development work with 'youth at risk' in Stellenbosch, Cape Town, South Africa. The word, Usiko refers to 'A New Beginning', 'First Cut' ('Cut' implying ritual circumcision), 'Rites of Passage'. The first youth development intervention programme commenced with

adolescent males in Jamestown, Stellenbosch, on the 15<sup>th</sup> February 2001. Partnerships were established with the University of Stellenbosch's Department of Psychology, a local secondary school and primary health care clinic (Jamestown), and community volunteers (Arnolds, 2005; Marais, Naidoo, Donson, & Nortje (In Press); Naidoo & van Wyk, 2003 ).

Additional nine-month school-based development programmes were established with adolescent males, and females at Stellenzicht Secondary in Jamestown, Cloeteville Secondary in Cloeteville, and pre-adolescent females at Weber Gedenk Primary in Jamestown (Van Wyk & Naidoo, 2007).

A small-scale (one-month), pilot rehabilitation programme (Diversion) was established with adolescent males (fourteen-seventeen years) at the end of 2005, as an additional type of youth development. The pilot included a single, three-day wilderness-based intervention (base camp-type) (Arnolds, 2005). During 2006, two, larger scale (three-month) Diversion programmes were established. The present study focuses on evaluating the two wilderness-based interventions of the diversion programme (2006).



### **3.3 Overview of the diversion programme**

The cycle of diversion has four major phases that intersects with three other conceptual layers (the four directions, the four elements, the circle of courage and the circle of change).

#### **Four directions**

Using the directions of north, south, east and west has been part of society for centuries. The four directions are symbolically used to provide a conceptual and tangible platform for understanding and determining the direction of the programme, and more fundamentally, the direction of the participant's life. By using the natural, cyclical process of the sun rising in the east, and setting in the west (and recycling again), and the movement through south, to ultimately reach the destination of north, the adolescent can understand his/her own



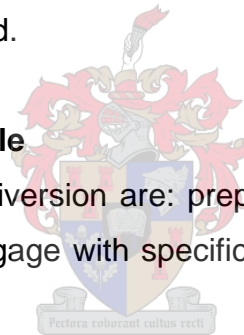
symbolic 'sunrise' (east), transformation and follow-through (south), 'sunset' (west), and future, pro-social destination (north). The four directions can be used to represent important heuristic aspects in an adolescent's life.

### **Four elements**

The elements are utilised in a variety of ways in various cultures. Within the programme, air implies new ideas of being. These ideas are concepts, intentions, and objectives which are held by the participant and the programme staff. Fire implies increased energy, activity, refining and ultimately a shaping and moulding of these ideas in order to manifest attitudinal and behaviour modification. Water implies further cleansing and forgiving of self, forgiveness by others (family, victims), and a 'letting-go' of anti-social ways of being and living. Earth implies a 'diverted', pro-social state where the participant is expected to invest (plant and nurture) into the communities they have injured.

### **Phases of the diversion cycle**

The phases of the cycle of diversion are: preparation; activity, releasing and reintegration. Participants engage with specific activities that are designed to facilitate these goals.



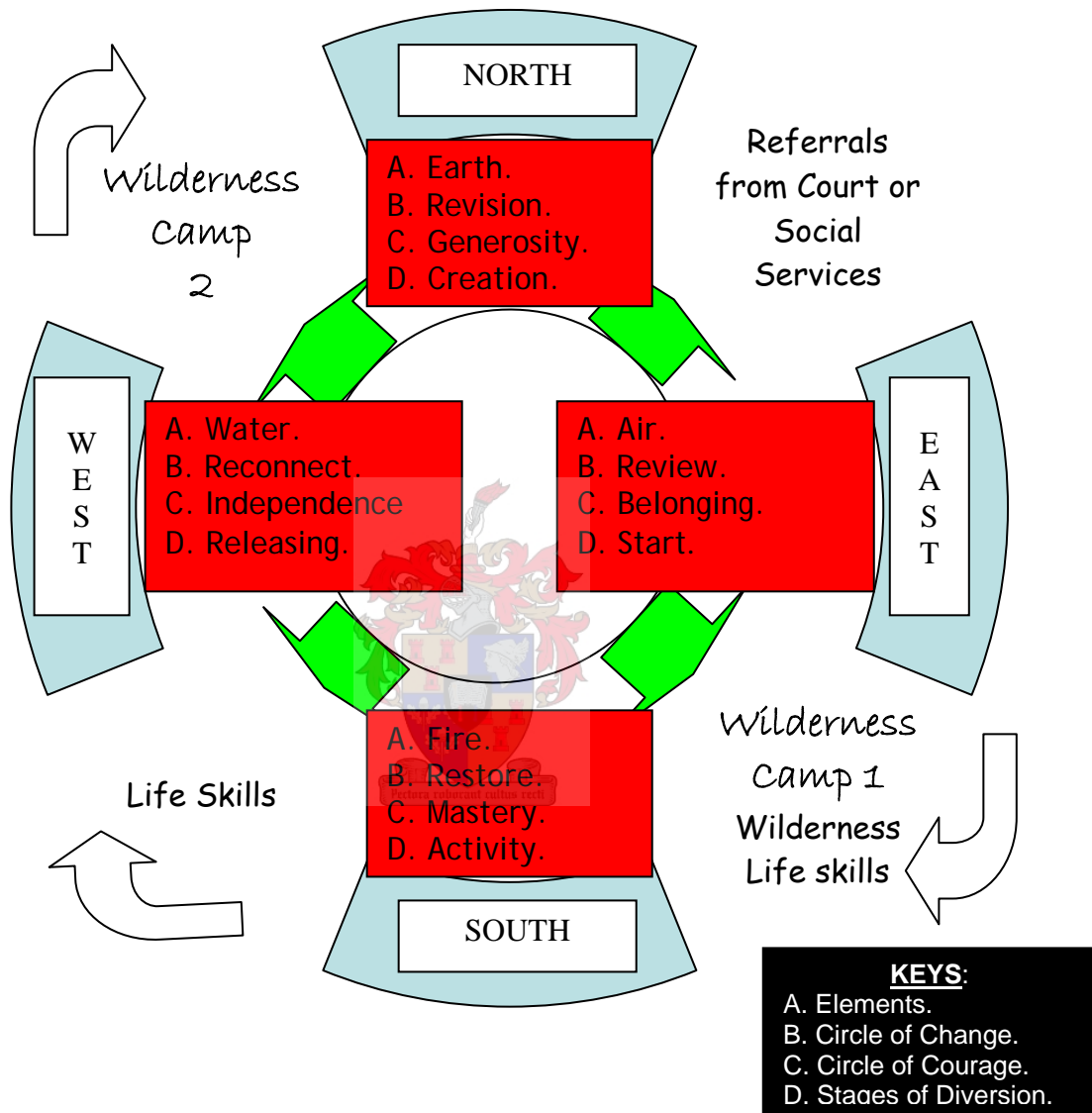
### **Circle of Courage**

The four tasks of the circle of courage are: Belonging, Mastery, Independence and Generosity. These are core tasks that any adolescent needs to negotiate in transitioning to adulthood.

### **Circle of Change**

The four tasks in the cycle of change are: Review, Restore, Reconnect and Revision. Participants are guided within a restorative justice framework to engage with their offence. They review their current life situation (review), and seek to make amends for their behaviour (restore their reputation with family, friends and the community), rekindle their vision for their life (reconnect) and plan for how they want to take forward their plans for their life (reintegrate). The focus of the cycle of change is elaborated further in Table 1.

The integration of these meta-theoretical elements of the diversion programme is presented diagrammatically in Figure 1.



**Figure1. The Circle of Diversion**

**Table 1. Tasks in the Circle of Change**

<p><b>REVIEW:</b></p> <ul style="list-style-type: none"> <li>• Taking social stock</li> <li>• Explore his/her life</li> <li>• Confront personal realities</li> <li>• Who am I?</li> <li>• Where am I?</li> <li>• Where am I going ?</li> <li>• Realisation</li> <li>• Confrontation</li> <li>• Requiring help</li> </ul>	<p><b>RESTORE:</b></p> <ul style="list-style-type: none"> <li>• Ways of accessing help</li> <li>• Acknowledging the crime and claiming responsibility</li> <li>• Restitution and reputation</li> <li>• Forgiveness</li> <li>• 'Response-ability'</li> <li>• Personal ideas, attitudes and behaviours</li> <li>• Addressing shame and guilt</li> </ul>
<p><b>RECONNECT:</b></p> <ul style="list-style-type: none"> <li>• Examine with self, family, God/Higher Being, community, others and nature</li> <li>• Identifying what is holding him/her back</li> <li>• Identifying support systems</li> </ul>	<p><b>REVISION:</b></p> <ul style="list-style-type: none"> <li>• Clarifying life goals</li> <li>• Sense of identity</li> <li>• Mission &amp; Vision for self</li> <li>• Identifying support systems and coping mechanisms</li> <li>• Re-integration</li> <li>• Re-entry into community</li> <li>• Restoration of reputation</li> <li>• Expectance of self</li> </ul>

The Diversion Programme's primary strength-based objectives are as follows:

- Acknowledge ownership and responsibility for offending practices, related behaviours, and attitudes;
- To prevent first-time offenders from receiving a criminal record and future incarceration; the assumption is that incarceration in prison contributes very little, if at all towards rehabilitation;

- To provide a comprehensive rehabilitative psycho-educational programme which benefits the participant, the victim, their family, community, and the broader society;
- Hold offenders accountable in order to produce the necessary pro-social behaviour and attitudinal shifts;
- To create as many possible opportunities for individual and collective reparation;
- To identify and address any relevant underlying and overt problems which contributed to the current offence and may lead to future offences;
- To model and assist participants in developing and refining their interpersonal skills for inter-active participation in the programme, with their families and community;
- Deliberate, focused and novel exposure to wilderness as a platform and mirror for confronting and addressing their internal “wilderness of self”;
- To introduce ecological awareness through psycho-educational activities;
- To introduce and model (by male & female staff) alternative pro-social ways of manhood / maleness, and womanhood / femaleness;
- Teach offenders how to engage assertively as apposed to being aggressive;
- To create awareness around life planning by further developing their Career Development Life Plans as a vehicle for enhancing their ego strengths, and
- To provide the ongoing rites of passage process from childhood and adolescence where their development has been arrested, towards mature, socially responsible law-abiding adulthood.

The programme consists of the following components:

- a) Referrals from the local magistrate’s court and social services
- b) Individual and family assessments
- c) Recruitment and selection
- d) Introductory and preparation phase
- e) First, four-day wilderness experience (base camp-type)
- f) Life skill sessions

- g) Second, four-day wilderness experience (expedition-type)
- h) Integration and closure phase
- i) Evaluation and feedback recommendations to the magistrate's court and social services

The following table provides an overview of the programme structure:

**Table 2. Usiko Diversion Programme: Cycle Two (Sep – Dec '06)**

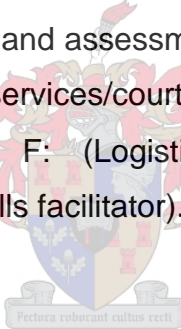
Date	Time	Place	Type of Meeting	Participants present
Monday: 18.9.06	13:00 – 16:00	VGK Church Cloetesville	1 <sup>st</sup> Session with Youth	Youth
Thursday: 21.9.06	19:00 – 21:00	VGK Church Cloetesville	1 <sup>st</sup> Parent-Child Session	Youth & Parents
Tuesday: 26.9.06	19:00 – 21:00	VGK Church Cloetesville	2 <sup>nd</sup> Parent-Child Session	Youth & Parents
Friday: 29.9.06	13:00 – 16:00	VGK Church Cloetesville	2 <sup>nd</sup> Session with Youth	Youth
Monday: 2.10.06	13:00 – 16:00	VGK Church Cloetesville	3rd Session with Youth: Preparation for –1st 4day <b>Wilderness Experience</b>	Youth
Thurs.- Sun: 5-8.10.06	Thurs 09:00- Sun 16:00	Karmel campsite: Franschhoek mountains	<b>Wilderness 1: Base camp-type intervention</b>	Youth
Tues: 10.10.06	13:00 – 16:00	VGK Church Cloetesville	4th Session with Youth – <b>'De-briefing' of Wilderness 1</b>	Youth
Friday: 13.10.06	13:00 – 16:00	VGK Church Cloetesville	5th Session with Youth	Youth
Monday 16.10.06	13:00 – 16:00	VGK Church Cloetesville	6th Session with Youth	Youth
Friday 20.10.06	13:00 – 16:00	VGK Church Cloetesville	7th Session with Youth	Youth
Monday: 23.10.06	13:00 – 16:00	VGK Church Cloetesville	8th Session with Youth	Youth
Friday: 27.10.06	13:00 – 16:00	VGK Church, Cloetesville	9th Session with Youth	Youth

Monday: 30.10.06	13:00 – 16:00	VGK Church Cloetesville	10th Session with Youth	Youth
Friday: 3.11.06	13:00 – 16:00	VGK Church Cloetesville	11th Session with Youth	Youth
Monday: 6.11.06	13:00 – 16:00	VGK Church Cloetesville	12th Session with Youth	Youth
Friday: : 10.11.06	13:00 – 16:00	VGK Church Cloetesville	13th Session with Youth: Preparation for 2nd, <b>4-day Wilderness 2 (11-14.11.06)</b>	Youth
Sat.- Tues: 11- 14.11.06	Sat 08:00- Tues 17:30	Algeria circular route: Cederberg mountains	<b>Wilderness 2: Expedition-type intervention</b>	Youth
Friday: 17.11.06	13:00 – 16:00	VGK Church Cloetesville	14th Session with Youth – <b>'De-briefing' of Wilderness 2</b>	Youth
Monday: 20.11.06	13:00 – 16:00	VGK Church Cloetesville	15 <sup>th</sup> Session with Youth	Youth
Friday: 24.11.06	13:00 – 16:00	VGK Church Cloetesville	16 <sup>th</sup> Session with Youth	Youth
Monday 27.11.06	13:00 – 16:00	VGK Church Cloetesville	17 <sup>th</sup> Session with Youth	Youth
Friday: 1.12.06	13:00 – 16:00	VGK Church Cloetesville	18 <sup>th</sup> Session with Youth	Youth
Monday: 4.12.06	19:00 – 21:00	VGK Church Cloetesville	19th Session: Final Parent-Child Session. Youth are handed over from the programme facilitators to the Parents	Youth & Parents

### 3.4 Staff Roles

The programme team comprised the following roles:

- Research supervisor and team member (Programme co-ordinator: Cycle one)
- Researcher and team member (Programme co-ordinator: Cycle two, primary life skills co-ordinator and facilitator, wilderness intervention co-ordinator, home visits and assessments, logistical support).
- Respondent A: (Assistant life skills facilitator)
- Respondent B: (Office manager, home visits and assessments, primary life skills facilitator, participant follow-up and logistical support).
- Respondent C: (Assistant life skills facilitator, assistant wilderness intervention co-ordinator).
- Respondent D: (Assistant life skills facilitator).
- Respondent E: (Home visits and assessments, primary life skills facilitator, participant follow-up, social services/court liaison).
- Non-study team member F: (Logistics, financial management of programme, assistant life skills facilitator).



#### ○ **Wilderness component**

An integral part of the youth development work that Usiko engages in involves the guided exposure of adolescents to the wilderness. As indicated previously, wilderness is conceptualised both in terms of a context and as a therapeutic medium. Taking the adolescent away from their “normal” environment into a natural setting holds both positive and negative implications. For some it is an escape from a difficult life, albeit for a short period- an opportunity to tune into a different, tranquil environment rich in metaphor. For others, it is being taken out of their comfort zone and being confronted with the unknown embodied in the wilderness. There is a mixture of excitement, uncertainty, risk and foreboding. In terms of using the wilderness as therapeutic medium, natural

settings are rich in symbols and metaphors that can be used effectively in guided activities (Hobbins, 1994).

In its diversion programme, Usiko has two wilderness experiences. The first is a base camp type wilderness intervention situated at a specific site that is somewhat remote from civilisation. The group is isolated from the outside world for the four days. Participants are introduced to the setting and are made aware of ecological principles and practices. They engage in therapeutic and challenge-based experiential activities that focus on becoming more aware of their environment and establishing, and developing cohesive relationships amongst the participants and facilitators. Participants are required to spend an extended period approximately 8-10 hours in solitude and to note their observations and to review the risk factors, which led to their referral to the diversion programme. This solo experience is thoroughly debriefed in a group session with individuals reflecting on their experiences. The first wilderness experience serves to connect the participants with nature, with one another and the facilitators.

The second wilderness experience is scheduled towards the closing phase of the programme. Different to the first, the participants are taken on a four-day hiking, expedition-type wilderness of medium difficulty. The camaraderie of sharing the same physical and emotional experiences in a more remote, challenging landscape plays a crucial role in the level of participation in group discussion. The expedition-type intervention creates shifts towards an increased sense perceived and actual equity regarding the power relations between staff and youth as experienced in wilderness. Staff and youths live and journey together more intimately during an expedition due to the increased requirements for collective and individual survival, especially in such a contained expedition-type wilderness intervention (Russel, Hendee, & Phillips-Miller (2000). During the expedition-type, the wilderness provides more direct challenges regarding direct consequences of behaviour. The nature of this particular group wilderness experience is very different from the first, group wilderness experience. Some of the first wilderness challenges are exclusively performed by the youths alone, for example, the solo, therapeutic



unpacking of intra-personal difficulties and various other experiential-type activities. These experiential activities are facilitated by staff, but primarily undertaken by the youths. Therefore, staff needs to generate activities along with the solo experience in order to create platforms for experiential learning.

The physical journeying provides an explicit metaphor for unpacking the narratives of their lives with particular emphasis on experiences related to their offences. By successfully completing the expedition, the participants are able to engage meaningfully with the tasks in the circle of courage and the circle of change. There is a heightened sense of accomplishment and a rite of passage, when the participants are welcomed back by their families.

The second wilderness provides a rites of passage experience for facilitators as well. Therefore, as the diversion programme is in its pilot phase, feedback from the facilitators regarding the wilderness intervention was deemed to be integral to the formative evaluation of the programme.



## **Chapter 4**

### **Methodology**

#### **4.1 Rationale for research approach**

The quantification of phenomena – measuring and counting, is often associated with quantitative research (QNR). Qualitative research (QLR), however focuses on the qualities of experiences – ‘the what, how, when and where’ – and how these aspects would be described with words (text). “QLR refers to meanings and meaning-making, and the diverse (sometimes contradictory) concepts, definitions, characteristics, perceptions, knowledges, metaphors, symbols we use to describe and make sense of our experiences” (Wilbraham, 2002, p.1).

The QLR domain was chosen to address the research questions presented in this descriptive, exploratory study, as apposed to a dominantly researcher controlled ‘lab-type’ context (Wilbraham, 2002). Due to the researcher fulfilling dual capacities in terms of (a) design and implementation of, as well as (b) the enquiry of the effectiveness of the wilderness-based interventions, a more specific action research, field study approach was undertaken – with the researcher assuming a value-based position. (Hall, Ross, Edge, & Pynn, in Norton et al., 1991). This particular position allowed the researcher to work in collaboration with active participants, intervening in a specific context in order to produce certain types of transformation.

#### **4.2 Research Design Framework**

##### **4.2.1 Research Question(s)**

The study’s research design consists of primarily descriptive questions (Mouton, 2001) that were applied to the facilitators of the diversion programme. The study investigated the conceptualisation, and implementation

outcomes of a local rehabilitation programme's wilderness-based interventions.

#### **4.2.2 Design description: Field Research Approach**

Implementation evaluation research, based within an overall field research approach, primarily aims to determine if an intervention (programme, therapy, policy or strategy) has been properly undertaken (process studies) according to required ethical standards, and whether the proper coverage of the target group and the initial programme design objectives have been met (Mouton, 2001). The researcher is interested in exploring how effective the programme is in meeting the needs of the clients (Graziano & Raulin, 2000). Certain researchers distinguish between research and evaluation. Neill (2005) emphasises a distinct contrast by claiming that the primary difference between research and evaluation is that research is usually conducted with the intent to generalise the findings from a sample to a larger population. Evaluation usually focuses on an internal situation where data is collected about specific programmes, with no intent to generalise the results to other settings and situations. What possibly separate programme evaluation from other research are the unique practical considerations involved (Graziano & Raulin, 2000). In other words, research generalises, evaluation particularises.

#### **4.2.3 Design classification: Type and sources of data**

The study used a qualitative methodology with data gathered by means of (1) questionnaire (semi-structured), designed by the researcher, and (2) data derived from a series of focus group discussions. Implementation evaluation studies often utilise a range of unstructured to structured data sources (Mouton, 2001). The data gathering was completed after the second cycle was concluded.

#### 4.2.4 Research application

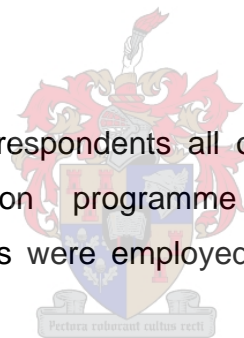
The research data was intended to be utilised to evaluate the implementation of the wilderness intervention in the diversion programme and provide formative recommendations.

#### 4.2.5 Research conceptualisation

Some programme evaluations are 'a-theoretical' (black box evaluations), and are not based in a specific theoretical paradigm (Mouton, 2001). This study's while based on a meta-theoretical model, aimed more to assess the degree to which the expected outcomes of the programme's wilderness-based interventions have materialised than to test a specific theoretical position.

#### 4.2.6 Sampling

The sample consisted of 5 respondents all of whom were involved in the facilitating of the diversion programme (including the wilderness interventions). Two facilitators were employed full-time whereas three were part-time.



Four (A, C, D and E) out of five staff participants were formally trained in psychology up to fourth year level. Participant C is a 38 year old male qualified as an educational psychologist and wilderness/ eco therapist. He has the most formal experience in working with wilderness-based interventions. Participant E is a 28 year old woman qualified as a psychological counsellor. She obtained formal and informal experience in working with youth-at-risk, and completed relevant courses with regard to youth development and wilderness-based interventions. Participant A (22 year old woman) and D (23 year old male) completed a post-graduate module in eco therapy. They had minimal formal experience in working with youth-at-risk. While not having a formal degree as the above-mentioned staff, participant B (41 year old male) has completed a variety of courses with regard to youth development and wilderness-based interventions. The facilitators all share a primary similarity

as human development/life skills facilitators. They've also all have had informal and formal experiences in wilderness, both for leisure and in relation to personal-professional growth as part of their own training, and facilitation of wilderness-based interventions.

#### **4.2.7 Analysis**

The content of the questionnaire responses were analysed into emerging themes, using the content thematic analysis method. Common constructs were allowed to emerge as these responses were grouped together to offer descriptive and evaluative data regarding the effectiveness of the programme wilderness-based implementations.

##### **▪ Possible confounding variables**

Variables that may have confounded the obtained results include the following:

- (1) Time elapse since the start of the programme and conclusion of the seconds cycle could have contributed to memory loss regarding certain processes related to the experience and evaluation of the related wilderness-based processes.
- (2) Due to the varying wilderness attendance of the staff participants, the questionnaires yielded less data with the second wilderness-based intervention.
- (3) There may have been youth participants and staff respondent participant reactivity/response effects due to the presence of a journalist at Cycle one's base camp-type intervention, and the presence of the same journalist and an additional cameraman at Cycle one's expedition-type intervention. The film crew represented additional uncontrolled variables, which affected the participation of the sample group.
- (4) Researcher effects: The researcher was injured on the first programme during the third day of the second (expedition) wilderness-based intervention. As a result, the researcher was unable to complete

the expedition with the youth participants and staff, and therefore required emergency evacuation by helicopter.

### **4.3 Data collection**

Data was collected by means of a structured questionnaire (See Appendix 1). The researcher constructed the questionnaire during the commencement of the programme. Due to the researcher's role in the design and implementation of the programme, and particularly the wilderness-based interventions, researcher bias (reflexivity/researcher effects) is expected within the questionnaire's construction and its usage for this study. Certain aspects common to wilderness-based interventions received more emphasis than others. The questionnaire is therefore a non-standardised, pilot type designed for the purpose of this study specifically. The focus-group evaluation discussions with the five staff participants were conducted within both cycles.

### **4.4 Summary**



This study combines both research and evaluation in order to utilise the generalised and particularised findings to inform future, local diversion programmes and wilderness-based interventions with similar groups of adolescents.

## Chapter 5

### Findings

The following themes emerged from the analysis of the individual questionnaires and as validated from the focus group discussions:

#### **5.1 Psychological orientation of youth at initial programme commencement**

Similar findings were found in both cycles:

- The youth initially struggled to articulate and communicate their personal ideas, feelings and experiences;
- High levels of non-compliance. They were participating involuntarily, possibly due to the social expectations from parent(s)/guardian(s), social services, and the programme;
- Suspicions regarding continual involvement in criminal activity, despite the referral to a rehabilitation programme. This resulted in them providing false, insincere information.
- Anti-social behaviour, and various at-risk factors/stressors (similar to incarcerated youth) were evident.

Differentiating finding (significant):

- One participant response revealed a contrary opinion to the above-mentioned finding – some of the youth appeared eager to participate in the programme, and experience the benefits of mentoring by the programme staff.

#### **5.2 Youth's experiences of each other, staff and wilderness which created pro-social shifts in behaviour**

Similar findings:

- During Cycle one, the immersion in wilderness appeared to be helpful in assisting the youth to access their opinions and feelings, and engagement with each other, staff and wilderness.
- The staff anticipated that all of the youth find themselves in a variety of social stressors, such as unemployment, gangsterism, crime, substance abuse, single parenting, and even one participant who declared his homosexual status/orientation. The insider effects the youth might experience as a result of possible stigmatisation within the programme were of great concern to the staff. Staff observed the youth's significant withdrawal as the pressure for participation increased, and this observation and concern was shared with the rest of the staff.
- All staff agreed that the youth would anticipate, and experience the idea and actual immersion into wilderness as ambivalent (anxiously mysterious and fearful, yet exciting).
- The highlights and most significant contributors to pro-social attitudinal shifts of the base-camp wilderness intervention seemed to be the actual solo, along with the accompanying preparation, de-briefing and additional activities which increased group cohesion amongst the youth, the staff and each other.
- The expedition-based wilderness intervention reportedly provided a less structured, but more challenging and integrating experience of pro-social shifts within the youth, due to the progress in the overall group processes, and the increased participation between staff and youths (as they had to undertake and complete the journey together), and an overall sense of achievement in the wilderness, and the programme in general.

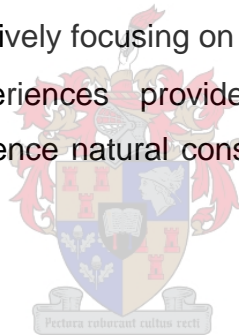
#### Differentiating findings:

Cycle two's youth experienced wilderness one considerably differently. They continually displayed higher non-compliance through most of the wilderness.



### **5.3 Perceived pro-social benefits of the wilderness-based interventions**

- There was overall improvement in the youth's sense of self esteem and self worth by addressing underlying psychological concerns through appropriate challenges, group psychotherapy and mentoring, and guided ritual and recreational interaction with wilderness.
- Improvement in relational attitudes and interactions between the youths and each other, with the staff, their parent(s)/guardians(s), other care-givers and authority figures, their peers, and with their home and the wilderness environments in general.
- Even though the youth were challenged and held accountable for their crimes and the perceived causal and contributing factors throughout the programme, the wilderness-based experiences also shifted the staff and youths from exclusively focusing on the crimes.
- The wilderness experiences provided vicarious and intentional opportunities to experience natural consequences to behaviour, within a naturalistic context.



### **5.4 Staff conceptualisation of wilderness**

Similar findings:

- Wilderness was conceptualised by staff as a representation of a metaphorical mirror for the 'intra-psychic wilderness' of values and behaviour of each youth.
- Wilderness was also understood as a source and platform for adventure, where uncertainty, anxiety, mastery and growth occurred.
- Wilderness was intentionally chosen as a context for growth, due to its significant reduction in 'urban distractions'.
- 'Circle of Diversion', consisting of the 'Circle of Courage', the 'Circle of Change', and the Diversion objectives served as a theoretical

framework for the wilderness-based, and overall programme objectives and processes. However staff expressed an inadequate operational understanding of the theory.

- Therefore, the programme's integral concepts were inadequately communicated to the participants during the base camp-type interventions during both cycles.

## **5.5 Youth and parents' conceptualisation of wilderness**

Similar findings:

- Wilderness, and the wilderness-based interventions utilised by the programme were primarily communicated to the youths and their parent(s) / guardian(s) in a verbal, discussion-based style. This method was inadequate.
- The mystery and significance of wilderness was emphasised as an essential component of the programme.



## **5.6 Utilising components of Usiko's school-based wilderness model for Diversion**

Similar findings:

- During the base camp-type interventions on both cycles, especially cycle two, a variety of conflicts of interest arose between staff and youth as a result of the group sessions, which the staff understood as being too similar to the school-based model.
- The school-based logistical and facilitation staff model enabled the youth with significantly higher non-compliance to manipulate and avoid key areas of taking responsibility, due to their medium level of required interaction with the wilderness.

- The youth were insufficiently challenged to take physical and psychological responsibility, to depend on their group cohesion, individual and collective potential and abilities to survive in the wilderness. Sleeping in dormitories, having their meals cooked for them, having all their other physical needs met, etc, represent 'luxuries' which created a counter-productive dynamic between staff and youth.

## 5.7 Operational effects – reflecting on the overall outcomes

Similar findings – Wilderness 1:

- Utilising the school-based, base camp-type terrain site proved unsuitable for Diversion. The terrain contains too much, counter-productive 'luxuries' like an equipped kitchen, ablution facilities, warm showers, warm dormitories with beds. There is a sense that diversion participants need to be taken out of their comfort zone. Without facilitating a military-type wilderness, participants were too 'comfortable' on the base camp-type intervention and this detracted from their level of participation.

Similar findings – Wilderness 2 (Hiking expedition):

- The Risk Management Plan (RMP) was found to be inadequate. The researcher's accident that required helicopter transportation to evacuate him during Cycle one drew attention to the importance of safety planning.
- Despite an inadequate RMP in Cycle one, the expedition-type operations worked efficiently during both Cycles.
- The remoteness of the expedition terrain encouraged 'forced interaction' between youths, staff and wilderness.
- Despite the absence of two of the staff participants from the expedition-type intervention (Cycle two), an overall consensus by the facilitation

staff indicated that all the youths and the wilderness staff were adequately prepared for both wilderness-based interventions.

## **5.8 Summary**

Initial perceptions (by programme staff) about the youth as they are introduced into the programme appeared to be based upon certain stereotypes. There was consensus among the facilitators that positive psychological shifts occurred in the youths' behaviour and how they perceived the wilderness/programme. The vicarious and intentional experiences of wilderness appear to exercise beneficial influences on staff, youth participants, as well as their parent(s)/guardian(s). The themes validate that the wilderness is an essential component of the rehabilitation process of the diversion programme. Excluding wilderness would noticeably reduce the pro-social impact of the programme. Therefore, the appropriate usage of wilderness is essential for the programme's success. Staff's interpersonal preparation was found to be adequate, but requires further refinement in order to optimise the outcomes and benefits of the programme. The logistical/operational preparation underpinning especially the wilderness intervention is essential. Staff also reported that the wilderness intervention afforded participants invaluable opportunities for psycho-social development.

## Chapter 6

### Discussion

#### 6.1 Integration of Findings

The main themes emerging from the qualitative data obtained from the facilitators reveal the following patterns:

- **Psychological orientation of youth at commencement of the programme**

Participants in divergent programmes are essentially there not of their own volition having been referred by the court system. This sets up a difficult dynamic that has to be considered in the initial processes of engaging between staff and participants. The offending youth presents significantly different challenges for building overall rapport. They were referred by adult authority (court and social services) figures to the Diversion programme, creating a sense of being punished. There are also a variety of interpersonal complexities due to the offence, such as feelings of embarrassment, guilt, resentment in relation to the legal system, the victims, parents, and particularly the staff and fellow youth of an intervention like the Diversion programme. Perceived and actual ideas of being socially judged or stigmatised further contribute to the social and legal complexities. Offending youth also represent higher risks due to an assumption that they are generally involved in increased law-breaking activities, implying a 'street wise/savvyness', and would possibly struggle to engage with the values / attitudes and behaviour of self and others which contributed to the eventual law-breaking behaviour.

According to Russel, Hendee, and Philips-Miller (2000), staff perceive participants as being out of control, reluctant, and in immediate crisis as manifested in substance abuse, depression, violent outbursts, declining school performance and conduct, and consequences of their engagement

with the legal system. This has implications for staff who may not understand the initial presenting behaviour on the first wilderness experience where individual participation is expected. Staff may also revert to stereotypical judgements that hinder the process as was highlighted in the findings. Court referred participants generally enter a wilderness-based intervention with feelings of anger, resistance towards authority. The intervention is likely to be deemed as a punishment rather than a beneficial opportunity (Russel, Hendee, & Philips-Miller, 2000).

### **3.5.1 Youth's experiences of one another, staff and wilderness which created pro-social shifts in behaviour**

The group process in wilderness therapy affords participants with a rich source of peer-related referents and role models (Corey, 2004). Development of the self through wilderness therapy is combined with learning a variety of personal and interpersonal skills which include communication, assertiveness, handling conflict, shared responsibility and nurturance (Russel, Hendee, & Philips-Miller, 2000). According to Yalom (1985), group process that is efficiently facilitated engenders a sense of belonging, universality of issues, development of socialising techniques, imparting of information, instillation of hope, altruism, imitative behaviour, in addition to group cohesion.

Furthermore, the active mentoring of adult staff members who are genuinely interested in the life and welfare of the participant has been identified as a major factor in adolescent resilience studies (Mitchell, 2006). Research on resilience indicated that the ability to engage and respond to the interest shown by non-parental adults was one of the several factors that contributed to pro-social outcomes of youth exposed to severe risk factors (Herenkohl, 1994).

### **3.5.2 Perceived pro-social benefits of the wilderness-based**

## **interventions**

The facilitators reported that participants experienced benefits of engaging with wilderness. Participants become more participative, exhibited an improved sense of self concept and self-esteem, and their demeanour towards other participants and staff shifted. Hobbins (1994) cited research studies that affirm the positive changes in self esteem created in wilderness programmes. Participation in wilderness programmes can facilitate a youth's search for more defined self identity and provides opportunities to reflect upon the meaning of one's life and one's values in a quiet and natural environment. Miles' (1987) work and advocacy support the use of wilderness as a place for personal growth, reflection and experiential learning.

### **6.1.4 Staff conceptualisation of wilderness**

Staff mindfully used the rich symbols of the wilderness as a metaphor for many of the issues that the participants were dealing with. For example, the solo provided participants with opportunity to relate their observations of the natural environment to their lives. Activities should be deliberately structured to have adolescent participants reflect on their sense of self, their relation to the world and where their life is heading (Hobbins, 1994).

- **Youth and parents' conceptualisation of wilderness**

It was apparent from the findings that innovative ways need to be devised to convey the concept of wilderness to adolescent participants and their parents. This is imperative as community participants need to be fully appraised and informed of the nature and proposed benefits and risks associated with their participation in interventions. Hobbins (1994) proposes that youth be included in the planning and implementation of wilderness training activities. Russel, Hendee and Philips-Miller (2000) aver that parents' consent needs to be based on their understanding of the objectives and content of the intended wilderness programme. More direct parental involvement in the overall

preparation for the wilderness experience and for re-integration back into the community is indicated.

- **Utilising components of Usiko's school-based wilderness model for diversion**

Despite its piloting phase, Usiko's Diversion wilderness-based interventions were not developed from a blank slate. The school-based wilderness model served as a useful point of origin when Diversion was initially launched. The base camp-type interventions presented numerous, complex challenges for the staff team. The camp-type terrain is geographically located too close to Stellenbosch. Due to the general high programme non-compliance and resistance of diversion participants, absconding is relatively easy to do. At Cycle two's base camp-type intervention, this power struggle reality created significant difficulties for staff, eventually resulting in some of the intended wilderness programme objectives being somewhat 'hijacked' by the youth. The wilderness programme objectives were significantly contaminated and diluted. The staff also discovered that, even though the team was more experienced after Cycle one, and the offences and biographic details were very similar between the youths of Cycle one and two, adolescent interactions can vary considerably, especially within a Diversion programme.

As inferred in section 6.1.1 above, youth referred by the court system present with a complex set of dynamics which require more patient and skilled modes of facilitation. Berman and Davis-Berman (2005) assert that participants learn and change optimally when they are in a state of dynamic tension. This is achieved when participants are placed in disequilibrium thus enhancing the need to order, restructure or alter their way of coping. Understanding these conditions can promote participants' motivation and ability to make shifts in their behaviour.



### **6.1.7 Operational Efficacy**

The findings indicate that an effective wilderness therapy programme is based on an efficient organisational and logistical foundation. Proper reconnaissance, programme planning, budgeting, staffing, preparation of staff and participants are integral to establishing the structure for a wilderness therapy intervention.

- **Limitations**

Due to the participant-observer role of the researcher, a variety of subjective researcher effects can be expected within this study. The researcher's values, motivations, experiences and participation as a key staff member locate his vested position in the study. However, in the qualitative research domain, the subjectivity of the researcher is also valuable, and useful in the investigation of people's lived experiences, and the outcomes certain interventions might claim to yield. This study proved quite difficult to conduct as a result of the dual capacities fulfilled by the researcher. In this study the focus was specifically on the experiences of the facilitators; the voices of the diversion programme participants are not included and would be a valuable area for further research. More detailed data sources, probably resulting in a more comprehensive evaluative research design could have been utilised but this was beyond the scope of this study.

Given the evaluative focus of this study, there was no a priori intention to generalise the results to other settings and situations. The intention was rather to identify unique practical considerations involved in the programme (Graziano & Raulin, 2000) and to particularise rather than to generalise the findings.

The sample was small consisting of 5 respondents but included all but one of the facilitators involved in running the diversion programme. The focus group

helped to validate the themes that emerged and constituted a form of validation of the findings.

○ **Recommendations**

From the findings of the study, the following recommendations emerge:

- Usiko needs to re-design the concept of a base camp type wilderness intervention in order to optimise the desired pro-social shifts required by the participants during this first wilderness intervention. The success of the first wilderness intervention provides an integral platform for the effective commencement of the remainder of the diversion programme.
- A more remote and rugged wilderness terrain needs to be selected to deter absconding.
- The terrain should ideally be a largely 'untouched' wilderness area, where there is no existing accommodation, or any other related camping facilities, to ensure that the participants are taken out of their comfort zones.
- The overall survival logistical management (food, shelter) between staff and participants must be shared to provide the latter with direct, tangible, and challenging opportunities to participate, build group cohesion, and build leadership skills.
- More comprehensive and creative methods must be developed to introduce, describe and emphasise value of wilderness in the programme for the participants and their parents.
- With the base camp-type intervention requiring more staff, clarity of role assignment and duties are required to deal with the responsibilities and contingencies that may arise.
- Staff preparation must include: (1) Reconnaissance exercises of the new terrain must be undertaken; 2) Team-building sessions (3) Physical and psychological preparation for the expedition interventions.

- Comprehensive briefing of the background of participants is needed before each wilderness to adequately prepare all staff to anticipate the needs of individual participants.

## 6.4 Conclusion

This study's primary contribution was providing formative qualitative data directed at understanding how wilderness is conceptualised and harnessed as part of Usiko's diversion programme for at-risk youth referred by the court system. The findings have already been used to impact on the planning and implementation of the next cycle of diversion programming for 2007. Further research is needed to assess the efficacy of the programme given the piloting phase the work is in, and the central role that wilderness plays within diversion.

Wilderness experiences are regarded as essential for assisting adolescents in their development in their turbulent life stage. There are claims that wilderness surroundings have transformative effects on most people, but in particular on young people. It challenges them beyond the daily borders of their worldview and experience. They evoke a sense of anxiety which can be utilised as a powerful tool (when skilfully utilised) for self reflection, evaluation, and the anticipation and manifestation of pro-social changes (Pinnock, 1997).

Therefore, the harnessing of wilderness needs to be regarded, and further developed as a sacred space, opportunity and resource in the journeying with young people (especially young offenders) to address the 'wildness' of the 'wilderness within' them. "... and in so ascending, we metaphorically surmount the wilderness within, survive vicarious paths to the summits of ourselves, to a clearer light, a clearer wind" (Brady in Einarsen, 1995).

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## Appendices

### Appendix A: Blank Wilderness Staff Evaluation Questionnaire

<b>Diversion Programme 2006: Cycle 1 –</b>
<b>Wilderness Staff Evaluation Questionnaire</b>
<b>Designed by Marlon Botha</b>
<ul style="list-style-type: none"> <li>• Thank you for assisting me with my Thesis by completing this questionnaire.</li> </ul>
<ul style="list-style-type: none"> <li>• I have constructed this questionnaire by including 59 items, divided into 5 sections (A – E).</li> </ul>
<ul style="list-style-type: none"> <li>• Approximate duration for completion: 1.5 – 2 hours.</li> </ul>
<ul style="list-style-type: none"> <li>• Please use the spaces next to, and between items to fill in your responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Please e-mail the completed questionnaire to <a href="mailto:marlonlee@webmail.co.za">marlonlee@webmail.co.za</a></li> </ul>
<b>SECTION A: Biographic &amp; Professional Details</b>
1. Full Name:
2. Age:
3. Gender:
4. Formal Qualifications:
5. Professional registration(s) & accreditation(s):
6. Additional Training completed (including specific levels completed):
7. Wilderness Interventions attended (Yes / No) - Wilderness 1: Wilderness 2:
8. Specific Role & Job Description within the Diversion Programme (Please include as much detail as possible):
9. Specific Role & Job Description within the Wilderness-based Interventions, in the Diversion Programme:
10. Employment during this programme: part-time / full-time employed:
11. How long have you worked within this organisation? How long as part-time? How long as full-time?
12. On how many Diversion-type, Wilderness-based interventions have you staffed?

13. How many overall Wilderness-based Interventions have you staffed?
14. Please Explain: Your formal training & experience in working with adolescent males.
15. Please Explain: Your informal experience with adolescent males.
16. Please Explain: Your formal training & experience in Wilderness-based Interventions.
17. Please Explain: Your informal experiences with Wilderness.
<b>SECTION B: “Programme’s Perceptions” (staff &amp; programme foundation/objectives) about the participants and their experiences of the methods used in Harnessing the psycho-social benefits of Wilderness</b>
<b><i>The participants form part of an overall group of adolescent males (1<sup>st</sup> offences) between 14 – 17 years. Without focusing on the individual differences of each participant, please complete the following questions in relation to the group of participants as a whole.</i></b>
18. What were your overall perceptions (assumptions, judgements, other ideas) of these ‘types’ of youth at risk (young male adolescents charged with a first offence) at the beginning of the programme?
19. Were any of these perceptions changed or reinforced by your experiences in wilderness with these participants?
20. Before the programme commenced, what were the individual & collective problems anticipated by the programme staff which characterised the difficulties these participants might have experienced?
21. Which of these problems did surface during the programme?
22. What were the programme staff’s anticipated ideas that the participants might have had when wilderness was introduced?
<b><i>When considering certain components of both wilderness 1 &amp; 2, how do you think the following components influenced &amp; shaped the participants’ relationships with, &amp; their attitudes about themselves, their families, friends, teachers, neighbourhoods, police (&amp; other authority figures), programme staff &amp; wilderness.</i></b>
23. Wilderness 1 preparation session at Cloetesville
24. The arrival & introductory process at Wilderness 1, Franschoek
25. Group sessions & interactive activities
26. The solo preparation

27. The solo
28. The solo de-briefing
29. Closing processes: Preparation for Re-integration into their neighbourhoods (communities)
30. Wilderness 1 de-briefing at Cloetesville, the following week
31. Wilderness 2 preparation session at Cloetesville
32. The arrival & introductory process at Wilderness 2, Cedarberg: physical preparation, group structure & ecological briefing
33. The physical experiences of the journey
34. De-briefing sessions & psycho-educational discussions along the expedition
35. Preparation for Re-integration into their neighbourhoods (communities)
36. Welcoming back by their families
37. Wilderness 2 de-briefing at Cloetesville, the following week
38. What can be changed about the above-mentioned Wilderness 1 & 2 components in order to improve the quality of the interventions?
<b>SECTION C: The Wilderness intervention framework</b>
39. How was wilderness conceptualised in the programme?
40. Before the planning phase of this programme commenced, were there any differences between your initial understanding and the programme's subsequent conceptualisation of wilderness-based interventions? Please elaborate on your response.
41. Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to them?
42. What changes can be made to the ways in which the significance of wilderness is introduced to them?
43. Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to the parents / guardians?
44. What changes can be made to the ways in which the significance of wilderness is introduced to the parents / guardians?
45. How was the significance of wilderness communicated to your partners, families and friends?
46. What changes can be made to the ways in which the significance of wilderness is introduced to your partners, families and friends?

<b>SECTION D: Wilderness Preparation: Staff &amp; participants</b>
47. Were all the staff (facilitation & logistics) adequately prepared for Wilderness 1?
48. If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
49. Were all the participants adequately prepared for Wilderness 1?
50. If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
51. What changes can be made to improve the preparation of all staff for Wilderness 1?
52. Were all the staff (facilitation & logistics) adequately prepared for wilderness 2?
53. If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
54. Were all the participants adequately prepared for Wilderness 2?
55. If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
56. What changes can be made to improve the preparation of all staff for Wilderness 2?
57. What changes can be made to improve the preparation of all participants for Wilderness 2?
<b>SECTION E: Overall Recommendations for Improving the Conceptualisation, Introduction of Wilderness, Practicing &amp; Evaluating Wilderness Interventions in Harnessing the psycho-social benefits of Wilderness.</b>
58. Additional comments & recommendations for improving the quality of the Wilderness-Based Interventions:
<b>Thank you for assisting me with my research assignment by completing this questionnaire! Please e-mail the completed questionnaire to <a href="mailto:marlonlee@webmail.co.za">marlonlee@webmail.co.za</a></b>

## Appendix B

### Individual Questionnaire Data

#### Participant A's Questionnaire

<b>Diversion Cycle 1 – Wilderness Evaluation Staff Questionnaire</b>
<b>Designed by Marlon Botha</b>
<b>SECTION A: Biographic &amp; Professional Details</b>
6 Name:
7 Age: <b>22</b>
8 Gender: <b>female</b>
9 Formal Qualifications:
<b>Bachelors in Sciences</b>
<b>Honours in Psychology</b>
<b>Currently busy with Masters in Research Psychology</b>
10 Professional registration(s) & accreditation(s):
11 Additional Training completed (including specific levels completed):
12 Wilderness Interventions attended (Yes / No) - Wilderness 1: <b>Yes</b> Wilderness 2: <b>Yes</b>
13 Specific Role & Job Description within the Diversion Programme (Please include as much detail as possible):
<b>6 Facilitator in the life-skills sessions and on the wilderness experiences.</b>
<b>7 I also assist in the planning of the sessions and the course of the programme.</b>
14 Specific Role & Job Description within the Wilderness-based Interventions, in the Diversion Programme: <b>Facilitator</b>
15 Employment during this programme: part-time / full-time employed: <b>Part-time</b>
16 How long have you worked within this organisation? How long as part-time? How long as full-time?
2 <b>+/- 19 months in total:</b>
3 <b>Volunteer of a school-based, adolescent female rights-of-passage group.</b>
4 <b>Three months - part-time in the Diversion</b>
17 On how many Diversion-type, Wilderness-based interventions have you staffed? <b>2</b>
18 How many overall Wilderness-based Interventions have you staffed? <b>5</b>
19 Please Explain: Your formal training & experience in working with adolescent males.
<b>1. I have no formal training specific to adolescent males, but in my formal psychology training</b>
<b>2. I have been exposed to numerous topics that is applicable to the work done with adolescent males.</b>

20	Please Explain: Your informal experience with adolescent males. <b>None, except for the diversion cycle 1.</b>
21	Please Explain: Your formal training & experience in Wilderness-based Interventions. <b>Formal training was received in my honours year: eco-therapy post graduate course</b>
22	Please Explain: Your informal experiences with Wilderness. <b>From a young age I have been part of the “Landsdiens” organisation, where school-going persons go into nature on camps as a form of education and conservation of nature. I have also been exposed to wilderness in my other dealings with USIKO.</b>
<b>SECTION B: Programme’s Perceptions about the Participants and their experiences of the methods used in Harnessing the psycho-social benefits of Wilderness</b>	
<b>The participants form part of an overall group of 1<sup>st</sup>-time male offenders between 14 – 17 years. Without focusing on the individual differences of each participant, please complete the following questions in relation to the group of participants as a whole.</b>	
23	What were your overall perceptions (assumptions, judgements, other ideas) of these ‘types’ of youth at risk (young male adolescents charged with a first offence) at the beginning of the programme?
4	<b>They were all young men who didn’t know how to be in contact with their own emotions, spirituality and environments.</b>
5	<b>Their most obvious traits were the inability to control their impulses, the lack of good decision-making skills, and the lack of motivation and determination to finish tasks.</b>
6	<b>I made the judgements in the beginning that they don’t want to change but are only here because they have to be here.</b>
24	Were any of these perceptions changed or reinforced by your experiences in wilderness with these participants?
<b>In the wilderness these boys started to get in touch more with what their own desires and ideals was, and through that my perception changed and I started to realise that they want a good life for themselves and are willing to work hard to accomplish it.</b>	
25	Before the programme commenced, what were the individual & collective problems anticipated by the programme staff which characterised the difficulties these participants might have experienced?
4	<b>The major concern was the sexualities of the participants; with one being gay we constantly needed to be aware of the complexities that can be a spin-off of that.</b>
5	<b>A concern was also that the boys will not cooperate and then it will be very difficult for the processes to occur.</b>
6	<b>Another concern was that all the participants didn’t receive the same level of education and therefore we needed to be sensitive to both participants that took</b>

	<b>longer to grasp concepts and those who grasped concepts quickly and then got bored and withdrew if we focused too long on certain concepts.</b>
26	Which of these problems did surface during the programme?
4	<b>The one regarding the sexuality of participants occurred.</b>
5	<b>As well as the concern regarding educational attainment.</b>
27	What were the programme staff's anticipated ideas the participants might have had when wilderness was introduced?
6	<b>Staff anticipated that participants might be very scared and therefore would rebel against the idea.</b>
7	<b>The participants could be scared because wilderness is something unknown.</b>
8	<b>But also because of rumours they hear like "kamp staaldraad" and the gruesome initiations found in some African cultures.</b>
9	<b>These rumours might also suggest to the participants that the wilderness experience is there for punitive reasons and not for restorative purposes.</b>
	<i>When considering certain components of both wilderness 1 &amp; 2, how do you think the following components influenced &amp; shaped the participants' relationships with, &amp; their attitudes about themselves, their families, friends, teachers, neighbourhoods, police (&amp; other authority figures), programme staff &amp; wilderness.</i>
28	Wilderness 1 preparation session at Cloetesville
6	<b>I think this exercise created a feeling towards wilderness of excitement, but also apprehension.</b>
7	<b>I think that here they started to begin to trust the staff that they would keep them safe.</b>
8	<b>But also didn't know us well enough and didn't know what our intentions with wilderness 1 was.</b>
29	The arrival & introductory process at Wilderness 1, Franschoek
	<ul style="list-style-type: none"> <li><b>The arrival at wilderness forced the participants to confront an authority figure in the form of the warriors.</b></li> <li><b>From this I think the participants learned that an authority figure must be respected or there will be consequences, and this could have diffused to other authority figures like the police.</b></li> <li><b>In this process the boys had to be respectful of the warriors and their rituals, but they didn't have to feel threatened by the authority of the warriors.</b></li> </ul>
30	Group sessions & interactive activities
	<ul style="list-style-type: none"> <li><b>The sessions taught the boys a lot about accountability and responsibility in their relationships to others.</b></li> <li><b>And on how their actions/words affects the people around them.</b></li> <li><b>The boys also acquired better communication skills and can now better</b></li> </ul>



	<b>express their feelings and point of views without being offensive to their families and friends.</b>
31	The solo preparation
	<b>The solo preparation made the boys aware of their need for the people around them to protect them and look out for them and that they have to appreciate these people (for example, parents and teachers).</b>
32	The solo
	<ul style="list-style-type: none"> <li>• <b>On the solo the boys really got a chance to build a better relationship with themselves.</b></li> <li>• <b>And to try and start making choices that is good for them individually and the people that cares about them, and not to choose only what the majority is doing.</b></li> <li>• <b>The solo made the boys realise how courageous they can be on their own, and they do not need relationships that is bad for them.</b></li> <li>• <b>The boys also discovered that they have the courage to finish tasks that they set their mind to.</b></li> <li>• <b>I think the experience resulted in a big increase in their self-esteem.</b></li> <li>• <b>The boys also realised that staff will always keep them accountable for their actions.</b></li> </ul>
33	The solo de-briefing
	<b>The bond the participants have with staff, increased tremendously and very quickly during the debriefing as they got to share intimate details of their lives and their wilderness experiences.</b>
34	Closing processes: Preparation for Re-integration into their neighbourhoods (communities)
	<ul style="list-style-type: none"> <li>• <b>Here again they became aware that they must have consideration for the other people in their lives that don't share their experiences in life.</b></li> <li>• <b>And they must be aware that people differ and that must be respected.</b></li> </ul>
35	Wilderness 1 de-briefing at Cloeteville, the following week
	<b>Don't remember.</b>
36	Wilderness 2 preparation session at Cloeteville
	<b>Don' remember.</b>
37	The arrival & introductory process at Wilderness 2, Cederberg: physical preparation, group structure & ecological briefing
	<b>On this camp the boys was constantly made aware of the differences there exists among people and that they have to respect that and be sensitive to that.</b>
38	The physical experiences of the journey
	<b>The boys again realised that sometimes life (the jouney) gets tough, but that they have the courage and the abilities to finish it.</b>
39	De-briefing sessions & psycho-educational discussions along the expedition

<b>The relationship between participants and staff got really strong and it wasn't obvious anymore that there is a divide between boys and staff, but each one was rather treated as an individual. The boys' trust in the staff was so much at this point that they shared very intimate details of their lives and experiences.</b>
40 Preparation for Re-integration into their neighbourhoods (communities)
<b>Can't remember</b>
41 Welcoming back by their families
<b>The boys got a sense of the respect and caring their families have for them. And the way that their families see them now as adults and respect them might enhance the communication between boy and family.</b>
42 Wilderness 2 de-briefing at Cloetesville, the following week
<b>Can't remember</b>
43 What can be changed about the above-mentioned Wilderness 1 & 2 components in order to improve the quality of the interventions?
<b>SECTION C: The Wilderness intervention framework</b>
44 How was wilderness conceptualised in the programme?
<ul style="list-style-type: none"> <li>• <b>Wilderness was conceptualised as magical and as a mirror of a participant's life and experiences.</b></li> <li>• <b>This was conceptualised through the use of the circle of change, the circle of courage, the 4 wind directions and the 4 elements.</b></li> </ul>
45 Before the planning phase of this programme commenced, were there any differences between your initial understanding and the programme's subsequent conceptualisation of wilderness-based interventions? Please elaborate on your response.
<b>No, because I already had training in eco-therapy and the use in the Usiko programme of wilderness is very similar.</b>
46 Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to them?
<b>Can't remember.</b>
47 What changes can be made to the ways in which the significance of wilderness is introduced to them?
48 Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to the parents / guardians?
<b>Don't remember, but I don't think this was done at all.</b>
49 What changes can be made to the ways in which the significance of wilderness is introduced to the parents / guardians?
50 How was the significance of wilderness communicated to your partners, families and friends?
<b>In the same way we communicate it to the participants, by explaining the different</b>

<b>processes that occur in wilderness.</b>
51 What changes can be made to the ways in which the significance of wilderness is introduced to your partners, families and friends?
<b>SECTION D: Wilderness Preparation: Staff &amp; participants</b>
52 Were all the staff (facilitation & logistics) adequately prepared for Wilderness 1?
<b>Yes</b>
53 If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
54 Were all the participants adequately prepared for Wilderness 1?
<b>Yes</b>
55 If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
56 What changes can be made to improve the preparation of all staff for Wilderness 1?
<ul style="list-style-type: none"> <li>• <b>The roles of staff can be more clearly defined.</b></li> <li>• <b>And all staff must be aware of the profiles of the participants so that they can be sensitive to it.</b></li> </ul>
57 Were all the staff (facilitation & logistics) adequately prepared for wilderness 2?
<b>Yes</b>
58 If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
59 Were all the participants adequately prepared for Wilderness 2?
<b>Yes</b>
60 If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
61 What changes can be made to improve the preparation of all staff for Wilderness 2?
62 What changes can be made to improve the preparation of all participants for Wilderness 2?
<b>SECTION E: Overall Recommendations for Improving the Conceptualisation, Introduction of Wilderness, Practicing &amp; Evaluation Wilderness Interventions in Harnessing the psycho-social benefits of Wilderness.</b>
63 Additional comments & recommendations for improving the quality of the Wilderness-Based Interventions:

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**Participant B's Questionnaire**

<b>SECTION A: Biographic &amp; Professional Details</b>
6 Name:

7	Age: <b>41</b>
8	Gender: <b>Male</b>
9	Formal Qualifications: <b>None</b>
10	Professional registration(s) & accreditation(s): <b>None</b>
11	<p>Additional Training completed (including specific levels completed):</p> <ul style="list-style-type: none"> <li>• <b>New Warrior Training with Mankind Project South Africa;</b></li> <li>• <b>A New way of being by Landmark Forum;</b></li> <li>• <b>Wilderness Training at Umfolozi Game Reserve by The Wilderness Leadership School;</b></li> <li>• <b>Youth Empowerment Scheme (Youth Offenders Programme) by NICRO;</b></li> <li>• <b>HIV/AIDS Awareness Training with @ Heart (Stellenbosch Aids Action);</b></li> <li>• <b>Farm Community Workers Training with @ Heart;</b></li> <li>• <b>Drug Abuse Training and counselling with D.E.A.;</b></li> <li>• <b>Tik (Methamfethamin Crystal) counselling with Abba;</b></li> <li>• <b>Entrepreneurial Course online with Sunday Times in conjunction with Boston Business School and Metropolitan;</b></li> <li>• <b>Entrepreneurial Course with the Business School of the University of Stellenbosch (USB);</b></li> <li>• <b>NPO Management Course with USB;</b></li> <li>• <b>EEIII Discipleship Course Level 1-4 with the Dutch Reformed Church;</b></li> <li>• <b>Events Management Course with Community Chest;</b></li> <li>• <b>Projects Management Course with Community Chest;</b></li> <li>• <b>Enhancement of Capacity Programme by Community Chest. First Aid Training level 3 with FIREMED;</b></li> <li>• <b>Present Usiko at PSYSSA Conference at UWC;</b></li> <li>• <b>EEIII Clinic (crash course) to pastors in Malawi, Zimbabwe and Mozambique.</b></li> </ul> <p>Attended the following workshops:</p> <ol style="list-style-type: none"> <li>1. <b>Wilderness Guides Conference at Stellenbosch;</b></li> <li>2. <b>Social Summit of Stellenbosch Municipality;</b></li> <li>3. <b>Stellenbosch Welfare Development Co-ordinating Committee's (SWOKK) launch of Database;</b></li> <li>4. <b>Youth Development Summit of Stellenbosch Municipality.</b></li> <li>5. <b>Youth Development Workshop by Foundation for Citizenship and Governance Training.</b></li> <li>6. <b>Staff at New Warrior Training – Mankind Project SA</b></li> </ol>
12	Wilderness Interventions attended (Yes / No) - Wilderness 1: <b>yes</b> Wilderness 2: <b>yes</b>
13	Specific Role & Job Description within the Diversion Programme (Please include as much detail as possible):

	<ol style="list-style-type: none"> <li>1. Office manager,</li> <li>2. Primary facilitator,</li> <li>3. Wilderness-intervention co-ordinator,</li> <li>4. Home visits and assessments</li> <li>5. Logistical support</li> </ol>
14	<p>Specific Role &amp; Job Description within the Wilderness-based Interventions, in the Diversion Programme:</p> <ul style="list-style-type: none"> <li>❖ Diversion office co-ordinator</li> <li>❖ Wilderness-intervention co-ordinator and facilitator</li> <li>❖ First-aid</li> <li>❖ Logistical support</li> </ul>
15	Employment during this programme: part-time / full-time employed: <b>Full-time</b>
16	How long have you worked within this organisation? How long as part-time? How long as full-time? <b>One year part-time and three years full-time.</b>
17	On how many Diversion-types, Wilderness-based interventions have you staffed? <b>Four</b>
18	How many overall Wilderness-based Interventions have you staffed? <b>34</b>
19	<p>Please Explain: Your formal training &amp; experience in working with adolescent males.</p> <p><b>None</b></p>
20	<p>Please Explain: Your informal experience with adolescent males.</p> <ul style="list-style-type: none"> <li>- <b>Facilitator in 2 youth groups.</b></li> <li>- <b>School-based and Diversion facilitator @ Usiko.</b></li> </ul>
21	<p>Please Explain: Your formal training &amp; experience in Wilderness-based Interventions.</p> <p><b>Wilderness Training at Umfolozi Game Reserve by The Wilderness Leadership School</b></p>
22	<p>Please Explain: Your informal experiences with Wilderness. <b>Boys Scouts from 1977-1980.</b></p>
<p><b>SECTION B: Programme's Perceptions about the Participants and their experiences of the methods used in harnessing the psycho-social benefits of Wilderness</b></p>	
<p><b><i>The participants form part of an overall group of 1<sup>st</sup>-time male offenders between 14 – 17 years. Without focusing on the individual differences of each participant, please complete the following questions in relation to the group of participants as a whole.</i></b></p>	
23	<p>What were your overall perceptions (assumptions, judgements, other ideas) of these 'types' of youth at risk (young male offenders) at the beginning of the programme?</p> <ul style="list-style-type: none"> <li>• <b>That they are possibly involve in other crimes;</b></li> <li>• <b>that they are providing false feedback about the crime;</b></li> <li>• <b>that they don't really want to change, but only want to complete the programme that are forced on them.</b></li> </ul>
24	Were any of these perceptions changed or reinforced by your experiences in

	wilderness with these participants? <b>Yes</b>
25	Before the programme commenced, what were the individual & collective problems anticipated by the programme staff which characterised the difficulties these participants might have experienced?  <ul style="list-style-type: none"> <li>• <b>The lack of their commitment,</b></li> <li>• <b>Their understanding of what we want them to realise,</b></li> <li>• <b>Their response to the accountability that we require,</b></li> <li>• <b>Whether they would be able to maintain the new way of being.</b></li> </ul>
26	Which of these problems did surface during the programme? <b>None</b>
27	What were the programme staff's anticipated ideas that the participants might have had when wilderness was introduced?  <b>297 That they would need proper preparation;</b> <b>298 That there would be fear and anxiety</b>
<p><i>When considering certain components of both wilderness 1 &amp; 2, how do you think the following components influenced &amp; shaped the participants' relationships with, &amp; their attitudes about themselves, their families, friends, teachers, neighbourhoods, police (&amp; other authority figures), programme staff &amp; wilderness.</i></p>	
28	Wilderness 1 preparation session at Cloetesville: <b>I don't remember</b>
29	The arrival & introductory process at Wilderness 1, Franschoek: <b>I don't remember</b>
30	Group sessions & interactive activities. <b>In a positive way about their families, friends, teachers, neighbourhoods, programme staff, other authority figures and their attitudes about themselves.</b>
31	The solo preparation. <b>definitely positive changes towards the programme staff and wilderness</b>
32	The solo. <b>Positive attitude changes about themselves and wilderness</b>
33	The solo de-briefing. <b>Positive attitude changes about themselves, wilderness and friends</b>
34	Closing processes: Preparation for Re-integration into their neighbourhoods (communities).  <b>More insight concerning their neighbourhoods, teachers, families and friends, police and other authority figures</b>
35	Wilderness 1 de-briefing at Cloetesville, the following week. <b>Positive attitude changes about themselves, wilderness and friends</b>
36	Wilderness 2 preparation session at Cloetesville. <b>I don't remember</b>
37	The arrival & introductory process at Wilderness 2, Cedarberg: physical preparation, group structure & ecological briefing. <b>I don't remember</b>
38	The physical experiences of the journey. <b>Positive attitude changes about</b>

	<b>themselves and wilderness</b>
39	De-briefing sessions & psycho-educational discussions along the expedition. <b>Positive attitude changes about themselves and wilderness</b>
40	Preparation for Re-integration into their neighbourhoods (communities). <b>More insight concerning their neighbourhoods, teachers, families and friends, police and other authority figures</b>
41	Welcoming back by their families. <b>Positive attitude changes about themselves and family</b>
42	Wilderness 2 de-briefing at Cloetesville, the following week. <b>Positive attitude changes about themselves, wilderness and friends</b>
43	What can be changed about the above-mentioned Wilderness 1 & 2 components in order to improve the quality of the interventions? <ol style="list-style-type: none"> <li>1. <b>Investigate other sites for the wilderness 1.</b></li> <li>2. <b>Less food needs to be given to them (youth).</b></li> <li>3. <b>They need to sleep outside or in tents and not in dormitories.</b></li> </ol>
<b>SECTION C: The Wilderness intervention framework</b>	
44	How was wilderness conceptualised in the programme? <ul style="list-style-type: none"> <li>• <b>As a metaphor in the lives of the boys.</b></li> <li>• <b>And that the Circle of Courage and the Circle of Change would enhance their journey.</b></li> <li>• <b>The Circle of Courage which is the four wind directions (belonging - east, mastery - south, independence - west, generosity - north)</b></li> <li>• <b>Archetypes of manhood (king, lover, warrior and specialist) and stages of growth (new ideas, action, letting go and integration ),</b></li> <li>• <b>The four elements (air, fire, water, earth) the four skills and characteristics</b></li> <li>• <b>The Circle of Change which is the four stages of development (review, restore, reconnect, revision), the implementation (start, activity, releasing, creation)</b></li> </ul>
45	Before the planning phase of this programme commenced, were there any differences between your initial understanding and the programme's subsequent conceptualisation of wilderness-based interventions? Please elaborate on your response. <b>Yes. My understanding was that they going to spent more time in nature, sleeping in the open, more time on their own and lesser food.</b>
46	Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to them? <b>We aimed our introduction to the significance of wilderness to only one sense-organ, which is the hearing sense.</b>
47	What changes can be made to the ways in which the significance of wilderness is

	introduced to them? <b>To also stimulate their other senses</b>
48	Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to the parents / guardians? <b>Very much the same way.</b>
49	What changes can be made to the ways in which the significance of wilderness is introduced to the parents / guardians? <b>We can show parents our documentary of “The healing power of wilderness”</b>
50	How was the significance of wilderness communicated to your partners, families, and friends? <b>All my friends, some of the family and my partner have watched the documentary, mentioned above and also the others in the series and also had opportunity to watch some photos of some of our work done in the project.</b>
51	What changes can be made to the ways in which the significance of wilderness is introduced to your partners, families and friends? <b>I can invite them to participate in some of our trainings.</b>
<b>SECTION D: Wilderness Preparation: Staff &amp; Participants</b>	
52	Were all the staff (facilitation & logistics) adequately prepared for Wilderness 1? <b>Yes</b>
53	If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants? <b>It would have played out in their behaviour.</b>
54	Were all the participants adequately prepared for Wilderness 1? <b>Yes</b>
55	If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants? <b>We would have had more resistance.</b>
56	What changes can be made to improve the preparation of all staff for Wilderness 1? <b>To have a teambuilding session for the wilderness staff.</b>
57	Were all the staff (facilitation & logistics) adequately prepared for wilderness 2? <b>Yes</b>
58	If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants? <b>There were none.</b>
59	Were all the participants adequately prepared for Wilderness 2? <b>Yes</b>
60	If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants? <b>There were none.</b>
61	What changes can be made to improve the preparation of all staff for Wilderness 2? <b>Maybe a trial route in Jonkershoek perhaps and a thorough discussion and planning of how the route in Cederberg would be approach and done. A more detailed Risk Management Plan (RMP) needs to be used and understood by all the staff and participants.</b>



62	What changes can be made to improve the preparation of all participants for Wilderness 2? <b>I have no suggestion and am convinced that the preparation is adequate.</b>
<b>SECTION E: Overall Recommendations for Improving the Conceptualisation, Introduction of Wilderness, Practicing &amp; Evaluation Wilderness Interventions in Harnessing the psycho-social benefits of Wilderness.</b>	
63	Additional comments & recommendations for improving the quality of the Wilderness-Based Interventions:
63.1	<b>Wilderness staff need to undergo wilderness training</b>
63.2	<b>We need to have informal discussions with NICRO as they're the experts</b>

### Participant C's Questionnaire

<b>SECTION A: Biographic &amp; Professional Details</b>	
4	Name:
5	Age: <b>38</b>
6	Gender: <b>Male</b>
7	Formal Qualifications: <b>Qualified Educational Psychologist</b>
8	Professional registration(s) & accreditation(s): <b>Registered as a Psychologist with the Health Professions Council of South Africa</b>
9	Additional Training completed (including specific levels completed): <b>Honours in Applied Psychology and Honours in Philosophy of Religion</b>
10	Wilderness Interventions attended (Yes / No) - <b>Wilderness 1: Yes Wilderness 2: Yes</b>
11	Specific Role & Job Description within the Diversion Programme (Please include as much detail as possible): <b>Co-facilitator of wilderness components, Capoeira co-ordinator</b>
12	Specific Role & Job Description within the Wilderness-based Interventions, in the Diversion Programme: <b>Facilitator</b>
13	Employment during this programme: part-time / full-time employed: <b>Part-time contractual</b>
14	How long have you worked within this organisation? How long as part-time? How long as full-time? <b>I was involved with the organisation in it's early stages. I was involved with the development of the programme. I moved to Johannesburg and was no longer involved with the organisation. When I returned to the Cape at the beginning of 2006 I became involved again.</b>

15	On how many Diversion-type, Wilderness-based interventions have you staffed?
	<b>This is the first formal 'Diversion' wilderness-based intervention I have staffed.</b>
16	How many overall Wilderness-based Interventions have you staffed?
	<b>Approximately 6 to 12 a year for 11 years.</b>
17	Please Explain: Your formal training & experience in working with adolescent males.
	<b>Training: Psychology Masters Experience: school psychologist at two schools, one exclusively male. Counsellor at a substance abuse rehabilitation centre mostly counselling adolescent males.</b>
18	Please Explain: Your informal experience with adolescent males.
	<b>Not much since the time I was one myself. Most contact has been in a formal capacity.</b>
19	Please Explain: Your formal training & experience in Wilderness-based Interventions.
	<b>Trained myself mainly. Formal training on Solo/Vision Quest techniques by Steven Foster and Meredith Little – California based organisation</b>
20	Please Explain: Your informal experiences with Wilderness.
	<b>I spend informal time in wilderness quite often. I try to do it on a regular basis so that I can balance myself and become grounded. I can feel the effects when I don't go for a long time.</b>
<b>SECTION B: Programme's Perceptions about the Participants and their experiences of the methods used in Harnessing the psycho-social benefits of Wilderness</b>	
<i>The participants form part of an overall group of 1<sup>st</sup>-time male offenders between 14 – 17 years. Without focusing on the individual differences of each participant, please complete the following questions in relation to the group of participants as a whole.</i>	
21	What were your overall perceptions (assumptions, judgements, other ideas) of these 'types' of youth at risk (young male offenders) at the beginning of the programme?
	<b>Before meeting the individuals in the group I expected them to be more 'criminally inclined' or display more tendencies or behaviour similar to imprisoned youth.</b>
22	Were any of these perceptions changed or reinforced by your experiences in wilderness with these participants?
	<b>My perceptions changed – the individuals in the group were very far from the image of youth 'hardened' by criminal involvement. The participants had huge difficulties with communication, accessing and expressing feelings, and general social skills. The crime they had been involved I saw as a symptom of a much bigger picture, no longer the main focus.</b>
23	Before the programme commenced, what were the individual & collective problems anticipated by the programme staff which characterised the difficulties these participants might have experienced?
	<b>Difficulties with authority / authority figures</b>

	<b>Difficulty with self-discipline</b>
	<b>Difficulty with taking responsibility</b>
24	Which of these problems did surface during the programme?
	<b>I think 'taking responsibility' was something that emerged very often. It became a major focus in Wilderness One.</b>
25	What were the programme staff's anticipated ideas the participants might have had when wilderness was introduced?
	<b>Fear of the unknown, possible anxieties or specific concerns</b>
	<b>Excitement to explore, anticipation of adventure</b>
	<b><i>When considering certain components of both wilderness 1 &amp; 2, how do you think the following components influenced &amp; shaped the participants' relationships with, &amp; their attitudes about themselves, their families, friends, teachers, neighbourhoods, police (&amp; other authority figures), programme staff &amp; wilderness.</i></b>
26	Wilderness 1 preparation session at Cloetesville
	<b>Something can be anxiety producing and exciting at the same time;</b>
	<b>Learning to hold ambiguous feelings about something, or someone.</b>
27	The arrival & introductory process at Wilderness 1, Franschoek
	<b>Safety may depend on following advice of more experienced people,</b>
	<b>The importance of respect for others, the environment, themselves</b>
28	Group sessions & interactive activities
	<b>The connection to others, environment;</b>
	<b>The possibility of change in their lives;</b>
	<b>The possibility of changing relationships with others;</b>
29	The solo preparation
	<b>Dealing with fear and anxiety</b>
30	The solo
	<b>Learning how they relate to themselves, others and the environment</b>
31	The solo de-briefing
	<b>Respecting their place in their worlds</b>
	<b>Self-esteem boost</b>
32	Closing processes: Preparation for Re-integration into their neighbourhoods (communities)
	<b>Their connection with others</b>
	<b>Their personal sense of being in the world</b>
33	Wilderness 1 de-briefing at Cloetesville, the following week
	<b>Even if something like the anticipation of a journey into the unknown produces fears and anxieties, it may be worthwhile overcoming these and undertaking the challenge, as there may be benefits.</b>

34	Wilderness 2 preparation session at Cloetesville
	<b>Something can be anxiety producing and exciting at the same time;</b>
	<b>Learning to hold ambiguous feelings about something, or someone.</b>
	<b>Drawing on previous experience to assist with these processes now</b>
35	The arrival & introductory process at Wilderness 2, Cedarberg: physical preparation, group structure & ecological briefing
	<b>Safety may depend on following advice of more experienced people,</b>
	<b>The importance of respect for others, the environment, themselves</b>
	<b>The sense of a joint adventure with others (adults in authority) usually outside of their usual boundaries of those who can be part of a joint adventure</b>
36	The physical experiences of the journey
	<b>Awareness of physical limitation/strengths</b>
	<b>Learning how mood, and feelings are connected with physical experience</b>
	<b>Dealing with others – different physical strengths and limitations</b>
37	De-briefing sessions & psycho-educational discussions along the expedition
	<b>Sharing personal experiences with adults can be safe and a holding experience</b>
	<b>Becoming conscious of previously unconscious feelings and thoughts</b>
	<b>The importance of everyone's well being in the individual's well-being;</b>
	<b>Importance of respect for self and others, and environment. How respect for self is linked to respect for others and respect for environment</b>
38	Preparation for Re-integration into their neighbourhoods (communities)
	<b>Their connection with others; their connection with the world, their environment; their personal sense of being in the world.</b>
39	Welcoming back by their families
	<b>The sense of being a hero who has gone out, explored, discovered (things about himself) and has successfully returned to share these stories with others, the community</b>
40	Wilderness 2 de-briefing at Cloetesville, the following week
	<b>Even if something like the anticipation of a journey into the unknown produces fears and anxieties, it may be worthwhile overcoming these and undertaking the challenge, as there may be benefits.</b>
	<b>The benefits are seen in the way they deal with their everyday lives.</b>
41	What can be changed about the above-mentioned Wilderness 1 & 2 components in order to improve the quality of the interventions?
	<b>I think the components work very well.</b>
	<b>SECTION C: The Wilderness intervention framework</b>
42	How was wilderness conceptualised in the programme?
	<b>Wilderness was seen as the source of the adventure , the producer of fears and</b>

<b>excitement, natural challenges to use to learn and grow.</b>	
43	Before the planning phase of this programme commenced, were there any differences between your initial understanding and the programme's subsequent conceptualisation of wilderness-based interventions? Please elaborate on your response.
<b>No</b>	
44	Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to them?
<b>The design of the programme, the staff-participant discussions, all indicated that the wilderness components were pivotal in the intervention</b>	
45	What changes can be made to the ways in which the significance of wilderness is introduced to them?
<b>I think it is something the participants realise for themselves during or after wilderness.</b>	
46	Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to the parents / guardians?
<b>The design of the programme, the staff-parent/guardian discussions, all indicated that the wilderness components were pivotal in the intervention</b>	
47	What changes can be made to the ways in which the significance of wilderness is introduced to the parents / guardians?
<b>I think it is something the parents / guardians realise after the participants return from wilderness.</b>	
48	How was the significance of wilderness communicated to your partners, families and friends?
<b>They are aware of it because I mention significant wilderness experiences to them often</b>	
49	What changes can be made to the ways in which the significance of wilderness is introduced to your partners, families and friends?
<b>None</b>	
<b>SECTION D: Wilderness Preparation: Staff &amp; Participants</b>	
50	Were all the staff (facilitation & logistics) adequately prepared for Wilderness 1?
<b>Yes, for a pilot programme. There are always things to be fine-tuned in a subsequent programme.</b>	
51	If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
<b>As staff, we overestimated the lack of access the participants would have to their</b>	

<b>emotions. This resulted in aspects of the programme being too difficult for them to access. Subsequent programmes should focus more on building these skills</b>	
52	Were all the participants adequately prepared for Wilderness 1?
<b>Yes. Those that attended all the sessions</b>	
53	If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
<b>Participants who missed sessions or part sessions, withdrew before the wilderness component. Clearly, certain anxieties had not been addressed</b>	
54	What changes can be made to improve the preparation of all staff for Wilderness 1?
<b>Clear picture of the psychological and emotional scenario of participants</b>	
55	Were all the staff (facilitation & logistics) adequately prepared for wilderness 2?
Yes	
56	If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
<b>Staff were more familiar with the participants psychological needs and adjusted accordingly</b>	
57	Were all the participants adequately prepared for Wilderness 2?
Yes	
58	If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
None	
59	What changes can be made to improve the preparation of all staff for Wilderness 2?
<b>The Risk Management Plan (RMP) needs to be refined in terms of the specific protocol, contact details, availability and all staff, participants and parents need to be thoroughly prepared in how to use it.</b>	
60	What changes can be made to improve the preparation of all participants for Wilderness 2?
None	
<b>SECTION E: Overall Recommendations for Improving the Conceptualisation, Introduction of Wilderness, Practicing &amp; Evaluation Wilderness Interventions in Harnessing the psycho-social benefits of Wilderness.</b>	
61	Additional comments & recommendations for improving the quality of the Wilderness-Based Interventions:
1. More focus on emotional skills development as preparation for wilderness components	
2. Staff more familiar with participants, particularly psychological functioning before Wilderness One	
3. More parental / guardian involvement in wilderness preparation and integration	

**Participant D's Questionnaire**

<b>SECTION A: Biographic &amp; Professional Details</b>
1. Name:
2. Age: <b>23</b>
1. Gender: <b>Male</b>
2. Formal Qualifications:
<b>Matric: Paul Roos Gymnasium</b>
<b>Bsc (Human life sciences), Hon Bsc Psychology, Currently: master's in research psychology, all at Stellenbosch University</b>
3. Professional registration(s) & accreditation(s):
<b>Student, freelance work for USIKO</b>
4. Additional Training completed (including specific levels completed):
<b>None that are related to the program</b>
5. Wilderness Interventions attended (Yes / No) - <b>Wilderness 1: Yes Wilderness 2: No</b>
6. Specific Role & Job Description within the Diversion Programme (Please include as much detail as possible):
<b>Facilitator, (assist participants in psychological growth), Involved in designing and evaluating program to further improve effectiveness of the program</b>
7. Specific Role & Job Description within the Wilderness-based Interventions, in the Diversion Programme:
<b>Wilderness facilitator</b>
8. Employment during this programme: part-time / full-time employed:
<b>Part-time</b>
9. How long have you worked within this organisation? How long as part-time? How long as full-time?
<b>Part-time - +/- 7 months</b>
10. On how many Diversion-type, Wilderness-based interventions have you staffed?
<b>One</b>
11. How many overall Wilderness-based Interventions have you staffed?
<b>One</b>
12. Please Explain: Your formal training & experience in working with adolescent males.
<b>Only formal training in child and adolescent psychology at pre-grad and honours level</b>
13. Please Explain: Your informal experience with adolescent males.
<b>This is my first experience in working this close with adolescents, but I have been on a Missionary work for Stellenbosch NG church in Namibia to work with at risk youth.</b>
14. Please Explain: Your formal training & experience in Wilderness-based Interventions.

<b>Honours eco-psychology module completed.</b>
15. Please Explain: Your informal experiences with Wilderness
<b>I have been on a wilderness camp as a trainee mentor. Regularly spend time hiking, camping, wake boarding, skiing &amp; fishing.</b>
<b>SECTION B: Programme's Perceptions about the Participants and their experiences of the methods used in Harnessing the psycho-social benefits of Wilderness</b>
<i>The participants form part of an overall group of 1<sup>st</sup>-time male offenders between 14 – 17 years. Without focusing on the individual differences of each participant, please complete the following questions in relation to the group of participants as a whole.</i>
16. What were your overall perceptions (assumptions, judgements, other ideas) of these 'types' of youth at risk (young male offenders) at the beginning of the programme?
<b>Eagerness to participate, Crave positive role models/Mentors, it seems that they are not used to adults who are so interested in the their lives and activities. Some have lower developed communication skills and have difficulty verbalizing feeling and emotions.</b>
17. Were any of these perceptions changed or reinforced by your experiences in wilderness with these participants?
<b>Yes, but slowly the participants began "opening up" to the facilitators. It seemed that as relationships were created, the participants found it easier to communicate their feelings. It could also be due to the actual environment (wilderness) in which these relationships were created. It was not a claustrophobic setting, which could have caused the adolescents to feel pressured into revealing their feelings.</b>
18. Before the programme commenced, what were the individual & collective problems anticipated by the programme staff which characterised the difficulties these participants might have experienced?
<b>Physical harm to team and co-participants, being able to effectively use theory, logistical problems, Psychological harm to participants as they start processing traumatic experiences</b>
19. Which of these problems did surface during the programme?
<b>None of real concern, most were of an organizational nature.</b>
20. What were the programme staff's anticipated ideas the participants might have had when wilderness was introduced?
<b>Fear, uncertainty, excitement, anxiety.</b>
<i>When considering certain components of both wilderness 1 &amp; 2, how do you think the following components influenced &amp; shaped the participants' relationships with, &amp; their attitudes about themselves, their families, friends, teachers, neighbourhoods, police (&amp; other authority figures), programme staff &amp; wilderness.</i>



21. Wilderness 1 preparation session at Cloeteville
<b>Could not attend</b>
22. The arrival & introductory process at Wilderness 1, Franschoek
<b>I believed that this process was extremely necessary, because this created necessary authoritarian boundaries between the team and participants. The relationships between the facilitators and participants were maintained, because the rules were preserved by the “welcoming committee” (2 ‘warriors’ – adult male volunteers). The facilitators did not have to enforce the rules on participants, which would have influenced the openness of the relationships.</b>
23. Group sessions & interactive activities
<b>Many of the adolescents accessed certain emotions for the first time, thus personal growth occurred.</b>
24. The solo preparation
<b>Personal growth, participants learnt more of themselves in a stressful situation.</b>
25. The solo
<b>Again personal growth, most adolescents never just think of events beyond their micro-level/personal immediate lives. This process caused them to think in a broader sense in terms of time and relationships.</b>
26. The solo de-briefing
<b>This was necessary for the participants to better understand their surfaced emotions.</b>
27. Closing processes: Preparation for Re-integration into their neighbourhoods (communities)
<b>Served as a ritual to end wilderness 1</b>
28. Wilderness 1 de-briefing at Cloeteville, the following week
<b>Could not attend</b>
29. Wilderness 2 preparation session at Cloeteville
<b>Could not attend – but I believe that it was very effective</b>
30. The arrival & introductory process at Wilderness 2, Cedarberg: physical preparation, group structure & ecological briefing
<b>Could not attend</b>
31. The physical experiences of the journey
<b>Could not attend</b>
32. De-briefing sessions & psycho-educational discussions along the expedition
<b>Could not attend</b>
33. Preparation for Re-integration into their neighbourhoods (communities)
34. Welcoming back by their families
<b>This was important because this process involved the families and made them feel</b>

<b>important. This process also allowed the participants to show the parents the progress that they have made as young men.</b>
35. Wilderness 2 de-briefing at Cloetesville, the following week
<b>Same as above</b>
36. What can be changed about the above-mentioned Wilderness 1 & 2 components in order to improve the quality of the interventions?
<b>Nothing fundamental, just continual evaluation could improve minor areas such as individual needs of certain participants.</b>
<b>SECTION C: The Wilderness intervention framework</b>
37. How was wilderness conceptualised in the programme?
<b>It was seem as a stepping stone to the participants into a new life-style. It was an ideal setting for cognitive shifts to occur for the adolescents. This was possible because the participants were removed from their comfort zone and other negative behavioural reinforcing factors.</b>
38. Before the planning phase of this programme commenced, were there any differences between your initial understanding and the programme's subsequent conceptualisation of wilderness-based interventions? Please elaborate on your response.
<b>None really, because this was my first actual wilderness experience</b>
39. Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to them?
<b>As a mysterious area and time in their life where change would occur.</b>
40. What changes can be made to the ways in which the significance of wilderness is introduced to them?
<b>More attention could be given to make certain process more ritualistic and thus more significant</b>
41. Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to the parents / guardians?
<b>A wild place, but nonetheless a place where their children will be same</b>
42. What changes can be made to the ways in which the significance of wilderness is introduced to the parents / guardians?
<b>None</b>
43. How was the significance of wilderness communicated to your partners, families and friends?
<b>They had mixed feelings about it. Some saw it as relaxing holiday (and maybe as a joke) and others understood the therapeutic effect of it.</b>

44. What changes can be made to the ways in which the significance of wilderness is introduced to your partners, families and friends?
<b>I just need to explain it better to the ones who do not fully understand it</b>
<b>SECTION D: Wilderness Preparation: Staff &amp; Participants</b>
45. Were all the staff (facilitation & logistics) adequately prepared for Wilderness 1?
<b>Mentally yes, physically no</b>
46. If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
<b>No, because the participants saw that the team suffered with them</b>
47. Were all the participants adequately prepared for Wilderness 1?
<b>Yes, due to way in which the preparation was done</b>
48. If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
49. What changes can be made to improve the preparation of all staff for Wilderness 1?
<b>Staff should physically prepare in their time</b>
50. Were all the staff (facilitation & logistics) adequately prepared for wilderness 2?
<b>Did not attend</b>
51. If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
52. Were all the participants adequately prepared for Wilderness 2?
<b>I believe so</b>
53. If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?
/
54. What changes can be made to improve the preparation of all staff for Wilderness 2?
<b>Same as in Wilderness 1 and maybe experience will improve it</b>
55. What changes can be made to improve the preparation of all participants for Wilderness 2?
<b>None, I think that it should be a challenge, because this facilitates growth</b>
<b>SECTION E: Overall Recommendations for Improving the Conceptualisation, Introduction of Wilderness, Practicing &amp; Evaluation Wilderness Interventions in Harnessing the psycho-social benefits of Wilderness.</b>
56. Additional comments & recommendations for improving the quality of the Wilderness-Based Interventions:
<b>Overall, I believe that the program was prepared effectively. Some areas can be</b>

improved, but this only due to the fact that this was the first time that this program was carried out.

**Participant E's Questionnaire**

<b>Diversion Cycle 1 – Wilderness Evaluation Staff Questionnaire</b>
<b>Designed by Marlon Botha</b>
<b>SECTION A: Biographic &amp; Professional Details</b>
1. Name:
2. Age: <b>28 years</b>
3. Gender: <b>Female</b>
4. Formal Qualifications: <b>B.Psych Degree (UWC)</b>
5. Professional registration(s) & accreditation(s): <b>In the process of Registration with HPCSA as a Registered Counsellor.</b>
6. Additional Training completed (including specific levels completed):
<b>2004: HIV/ Aids workshop presented by the University of the Western Cape HIV/Aids unit</b>
<b>2005: (a) Trauma Counselling Workshop presented by the Trauma Centre which took place over three days.</b>
<b>(b) Motivational Interviewing Seminar presented by the University of Norway at the University of the Western Cape.</b>
<b>2006: (a) Level Three First Aid Training. Presented by Fire Med</b>
<b>(b) Governance Development Course facilitated by staff at Community Chest in Cape Town.</b>
<b>(c) Educo Learning Forum (1 day)</b>
<b>Date: 03 October 2006.</b>
<b>Workshops included: Essential Competencies: For instructors and outdoor experiential educators presented by Educo Germany.</b>
<b>Circle of Courage: Strengths-based programming presented by Educo Africa.</b>
<b>Creative Initiatives and Metaphors: Using games as developmental tools presented by Educo Canada.</b>
<b>(d) 'Woman Within' International Training Weekend : presented in conjunction with Women for Afrika.</b>
<b>Date: 18<sup>th</sup> -20<sup>th</sup> August 2006</b>
7. Wilderness Interventions attended (Yes / No) - Wilderness 1: <b>Yes</b> Wilderness 2: <b>No</b>
8. Specific Role & Job Description within the Diversion Programme (Please include as much detail as possible): <b>Home visits and assessments, primary facilitator, court</b>

liaison (between the Stellenbosch Magistrate's Court – Probation Officer and Usiko), responsible for participant feedback reports which are submitted to the probation officer once the programme has concluded.
9. Specific Role & Job Description within the Wilderness-based Interventions, in the Diversion Programme: <b>Facilitator</b>
10. Employment during this programme: part-time / full-time employed: <b>Full Time</b>
11. How long have you worked within this organisation? How long as part-time? How long as full-time? <b>Since February 2006</b>
12. On how many Diversion-type, Wilderness-based interventions have you staffed? <b>One</b>
13. How many overall Wilderness-based Interventions have you staffed? <b>Six</b>
14. Please Explain: Your formal training & experience in working with adolescent males. <b>As part of my B.Psych degree internship I spent six months at Faure Youth Centre as a counsellor. The majority of the learners are male therefore 80% of my clients were male. Individual and group processes were conducted.</b>
15. Please Explain: Your informal experience with adolescent males. <b>Last year I volunteered at my church running drug awareness support groups for youth. About half of the youth were male.</b>
16. Please Explain: Your formal training & experience in Wilderness-based Interventions. <b>None other than experience provided by Usiko.</b>
17. Please Explain: Your informal experiences with Wilderness. <b>Leisure hiking and camping in the Netherlands (2001)</b>
<b>SECTION B: Programme's Perceptions about the Participants and their experiences of the methods used in Harnessing the psycho-social benefits of Wilderness</b>
<b><i>The participants form part of an overall group of 1<sup>st</sup>-time male offenders between 14 – 17 years. Without focusing on the individual differences of each participant, please complete the following questions in relation to the group of participants as a whole.</i></b>
18. What were your overall perceptions (assumptions, judgements, other ideas) of these 'types' of youth at risk (young male offenders) at the beginning of the programme? <b>Perceptions were that these young men are in dire need of positive leadership, growth and choices in their lives. All that they are familiar with are negative influences in the form of gangsterism, crime, illegal substances which limit their options drastically and cause negative and destructive mind-shifts. My fear was that these young men would reject our work because it is so dissimilar to what they are used to. A shift in the cognitive and behavioural aspects of their lives would be necessary and this would prove to be enormously challenging for them.</b>
19. Were any of these perceptions changed or reinforced by your experiences in wilderness with these participants? <b>Yes, the young men were more open to our work than I initially thought. Not only did</b>

**they meet our challenges but they challenged and encouraged each other and the staff. Difficult processes were approached with caution but the 'work' was done effectively by the participants. They showed more potential than I thought they had.**

20. Before the programme commenced, what were the individual & collective problems anticipated by the programme staff which characterised the difficulties these participants might have experienced?

**Besides the individual problems like family dynamics etc, fears were raised around possible conflict and violence amongst the participants. And possible violence or threats aimed at staff for various reasons. Another concern was group cohesion, due to the fact that these young men take an individualistic approach to life instead a group orientated approach.**

21. Which of these problems did surface during the programme? **The challenge for them was group cohesion. Although most of the members of the group were able to form a bond, there was one participant that was unable to 'find his place' in the group. Facilitators attempted to solve this problem but group dynamics cause this to persist and we had to work around this problem.**

22. What were the programme staff's anticipated ideas the participants might have had when wilderness was introduced?

**I think that there may have been some concern about being left in the bush alone to fend for themselves. Uncertainty about what is the wilderness like strange creatures, etc. Uncertainty about what the staff was going to do with them in this four day wilderness experience. So uncertainty of programme, environment and structure caused lots of fears and misconceptions.**

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***When considering certain components of both wilderness 1 & 2, how do you think the following components influenced & shaped the participants' relationships with, & their attitudes about themselves, their families, friends, teachers, neighbourhoods, police (& other authority figures), programme staff & wilderness.***

23. Wilderness 1 preparation session at Cloeteville.

**It was adequate to prepare them for the wilderness experience and some information was given to the young men about the purpose of the wilderness experience but I do not think that this session contributed to the relationships mentioned above.**

24. The arrival & introductory process at Wilderness 1, Franschoek.

**The presence of the camera was somewhat of a distraction for the participants. The initial processes were above their heads. I think that they had trouble in fathoming what was being said to them. So these processes in isolation did not contribute to the abovementioned relationships.**

25. Group sessions & interactive activities.

**Once group processes and interactive activities became more familiar to the participants they were then able to function better as a group and also as individuals.**

<p>The focus of many of the processes was self-awareness and the journey that your decisions will take on, contributed positively to the relationships with the people in their lives. Many of the parents gave positive feedback on this when the programme concluded.</p>
<p>26. The solo preparation. <b>In isolation did not contribute to the abovementioned relationships</b></p>
<p>27. The solo  <b>Gave them an opportunity for some introspection and they discovered that they are more resilient and powerful than they thought they were. This contributed positively to their relationships with others due to the fact that in the debriefing of the solo the participants reported that they wanted to make positive changes within themselves in order to have healthier relationships.</b></p>
<p>28. The solo de-briefing <b>Mentioned above</b></p>
<p>29. Closing processes: Preparation for Re-integration into their neighbourhoods (communities). <b>Was done effectively and positively contributed to their lives back home in the urban area.</b></p>
<p>30. Wilderness 1 de-briefing at Cloetesville, the following week <b>This session was valuable because the participants reported that the first week back home was difficult because they were challenged by the 'old ways' and according to them they faced the challenge head on and conquered it.</b></p>
<p>31. Wilderness 2 preparation session at Cloetesville. <b>The session was thorough and creative and eased some fears about Wilderness 2.</b></p>
<p>32. The arrival &amp; introductory process at Wilderness 2, Cedarberg: physical preparation, group structure &amp; ecological briefing . <b>not present.</b> /</p>
<p>33. The physical experiences of the journey</p>
<p>34. De-briefing sessions &amp; psycho-educational discussions along the expedition</p>
<p>35. Preparation for Re-integration into their neighbourhoods (communities)</p>
<p>36. Welcoming back by their families. <b>The welcome was dampened a bit by the concerns of one of the staff members who got injured on the expedition. The parents were extremely proud of the sons and this was communicated to the boys.</b></p>
<p>37. Wilderness 2 de-briefing at Cloetesville, the following week. <b>Was effective because many of the experiences of wilderness 2 were used as metaphors for challenges and problems in their lives.</b></p>
<p>38. What can be changed about the above-mentioned Wilderness 1 &amp; 2 components in order to improve the quality of the interventions? <b>Better prepared staff (physically</b></p>

<p>and psychologically), at least a week before a wilderness. Different venue for wilderness 1 – a venue which offers more facilities and allows more natural interaction with the wilderness.</p>
<p><b>SECTION C: The Wilderness intervention framework</b></p>
<p>39. How was wilderness conceptualised in the programme? <b>It was compared to the externalisation of the wilderness within yourself.</b></p>
<p>40. Before the planning phase of this programme commenced, were there any differences between your initial understanding and the programme's subsequent conceptualisation of wilderness-based interventions? Please elaborate on your response. <b>No</b></p>
<p>41. Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to them? <b>Through verbal introductory briefing and discussion</b></p>
<p>42. What changes can be made to the ways in which the significance of wilderness is introduced to them?</p>
<p>43. Before the participants embarked on any of the wilderness-based interventions (during preparation phase), how was the significance of wilderness introduced to the parents / guardians? <b>Same as with the participants</b></p>
<p>44. What changes can be made to the ways in which the significance of wilderness is introduced to the parents / guardians? <b>More information should be provided about the reason why Usiko uses the wilderness and the purpose of each wilderness experience.</b></p>
<p>45. How was the significance of wilderness communicated to your partners, families and friends? <b>The tranquillity, enormity and healing aspects of it.</b></p>
<p>46. What changes can be made to the ways in which the significance of wilderness is introduced to your partners, families and friends? <b>More detail should be provided, something more tangible.</b></p>
<p><b>SECTION D: Wilderness Preparation: Staff &amp; Participants</b></p>
<p>47. Were all the staff (facilitation &amp; logistics) adequately prepared for Wilderness 1? <b>No</b></p>
<p>48. If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants? <b>Not all the staff members were briefed on the 'type' of youth that we were dealing with. Boundaries were not maintained due to lack of information and this caused problems post wilderness 1. Role clarification had to be more thorough.</b></p>
<p>49. Were all the participants adequately prepared for Wilderness 1? <b>Yes, except for one. He missed the parent/ participant prep session.</b></p>



<p>50. If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?  <b>The absence of two of the participants on wilderness 1 caused a certain void which was felt initially by the rest of the participants due to their concern about him.</b></p>
<p>51. What changes can be made to improve the preparation of all staff for Wilderness 1?  <b>Preparation for the logistics team should be done simultaneously with the facilitation team. A team building session is needed for all staff members to bond pre-wilderness.</b></p>
<p>52. Were all the staff (facilitation &amp; logistics) adequately prepared for wilderness 2? <b>Yes</b></p>
<p>53. If there were some inadequacies in staff preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants? <b>Some processes didn't flow and unfold as effectively and spontaneously because staff cohesion was not solid and sustained enough.</b></p>
<p>54. Were all the participants adequately prepared for Wilderness 2? <b>Yes</b></p>
<p>55. If there were some inadequacies in participant preparation, how do you think this influenced the quality of the experiences and outcomes (results) for the participants?  <b>None really</b></p>
<p>56. What changes can be made to improve the preparation of all staff for Wilderness 2?  <b>Same as previously mentioned. Preparation for the logistics team should be done simultaneously with the facilitation team. A team building session is needed for all staff members to bond pre-wilderness.</b></p>
<p>57. What changes can be made to improve the preparation of all participants for Wilderness 2?</p>
<p><b>SECTION E: Overall Recommendations for Improving the Conceptualisation, Introduction of Wilderness, Practicing &amp; Evaluation Wilderness Interventions in Harnessing the psycho-social benefits of Wilderness.</b></p>
<p>58. Additional comments &amp; recommendations for improving the quality of the Wilderness-Based Interventions:</p>

## Appendix C

### Focus-group Data

#### Diversion programme – Cycle one

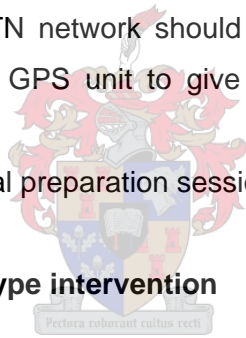
##### Wilderness one: Base camp-type intervention

- The four elements and the four directions were sufficiently introduced. However, the terms and concepts may have been too confusing for the participants. It should have been more practical/experiential, and included an opportunity for questions.
- It was difficult to determine who fulfilled the role of the overarching wilderness co-ordinator .
- Ground rules are not democratic. They have to be determined by staff and understood by participants during the initial stages of the wilderness.
- Night solo has to be reconsidered. It seems that very little reflection occurs on a night solo. Participants spend most of the solo, sheltering themselves from the elements of the weather.
- Due to the miscalculation of the time required to conduct the opening and orientation processes, some of the facilitation staff were anxiously adjusting the programme in order to compensate for the excess amount of time available.
- Opening process of the first day must be reviewed. The usage of the ritual 'warrior greeting', drum-beating and the accompanying orientations were useful, but
- How will the ground rules be 'enforced'? What will the punishment be? Should be brought back to the group and let the group make the decision. Must be carefully considered and facilitated by staff.
- Processes should be revised to make it more practical.
- Use the wilderness more and make the participants tired physically and mentally.
- Night solo could be good, should be left undefined. Experiences should be brought back, unpacked and processed. Night solo helps to touch shadow issues.

- Night supervision is extremely important, warriors and facilitators should supervise together per shift.

### **Wilderness two: Expedition-type intervention**

- Objectives of the hike was met.
- This type of experience brought about a strong connection with the environment. The understanding that the group's well being is strongly dependant on the individual proved to be exceptionally important.
- Rapport between staff and participants improved greatly. The group focused experience is more beneficial for bonding.
- Suggestion was made that the two wilderness experiences be switched around.
- Wilderness I preparation has to be as extensive as wilderness II.
- RMP must be revised. Should be user friendly and be in the form of a step-by-step process that anyone can follow. A cell phone that is fully charged and that operates on the MTN network should be taken with on Wilderness II. Usiko could purchase a GPS unit to give accurate location to emergency services.
- Staff must have a physical preparation session for Wilderness II.



### **Wilderness two – Expedition-type intervention**

#### **Preparation Session:**

- Preparation for the camp and hike should include contingency plans in terms of replacing items that were left behind.
- RMP has be part of the wilderness preparation
- There has to be more guidelines for eco friendly hiking, respect for nature, etc
- Certain items will be covered with participants on a continuous basis, eg. Team building, responsibility, etc
- Better planning has to be made around the menu for the hike.
- Protocol must be included into the RMP checklist e.g., cell phone for emergency calls, driver's licenses, etc.

#### **Day one**

- The day started with feelings of anxiety and adrenaline. Sense of urgency became apparent quite early for the participants.
- Staff continued to maintain enthusiasm for the hike.

- Settling time before the hike was underestimated. Suggestion was made that the bags should be packed earlier - perhaps the day before.
- Processes for day one:
- G (participant) probed the participants for feelings about what happened earlier in the day. Concerns were thoroughly contained each evening and the participants were reassured.
- The camera played a role in terms of the participants not feeling comfortable enough to share more about their feelings and experiences.
- Some of the participants did not comply with rules. This was addressed later on the day, each day.

## Day Two

- Day two was much more strenuous. N (participant) cramped up and the team worked well to compensate for the extra load.
- The dynamics of the group changed. The focus shifted from the individual to the group.
- N (participant) had to allow the team to help them in order for them to complete the second day's hike.
- The participants showed ample trust in the staff.
- M and the rest of the staff used the hike as a metaphor for other areas in their lives.
- The staff did their best in containing and encouraging the participants as they were hiking.
- L suggested that the uncertainty should be continued for a longer period in order to maintain the pressure so that real life issues will surface for the participants.
- At this stage the participants started to talk more and as a result the interaction improved.
- The question was raised regarding the amount of staff required for the hike. Six staff members seems to be adequate.
- J commented that it is important to have women as part of staff. The vulnerability of the women brings a caring, respectful dynamic to the team.
- G commented that his age also contributed to containing the participants. They respected G because he was far older than them. (Father figure)
- The participants spontaneously shared their stories later on day two. They invited staff to join them in their discussion

- Defences were down, emotions were raw and they were exhausted.

### **Day Three**

- A lot of issues were discussed amongst the participants and they invited and encouraged the staff to give input.
- Stories were shared about the arrests; feelings were discussed like anger, etc.
- J, E and the participants were constantly affirmed for their effort. The participants witnessed J and E struggling and how they need to face things in their lives.
- It became apparent that the staff members should also be debriefed and processed.
- All staff members have to be part of the wilderness hike prep meeting/session.
- Day three brought about lots of anxiety due to M's injury.
- A discussion took place with the participants about the Circle of Change and where they are now.
- At this point they were sharing eagerly and in more detail.

### **Day Four**

- Closure of the hike was disappointing due to evacuation of M.
- Emergency services were disappointing.
- RMP must be reviewed.
- The participants witnessed how a team has to work together in order to ensure a successful hike, task, etc.

## **Diversion Programme – Cycle two**

### **Base camp-type intervention:**

#### **Day one**

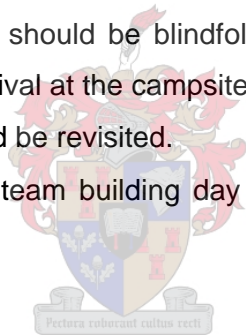
- Logistics was efficient. Pick up of the participants went well except for E (participant) who could not be found.
- Warriors at the gate: should have been stricter. However the warrior welcome went well.
- Blindfolding went well but was difficult for G (participant) because he was alone.

- Due to many contributing factors staff members are not in sync with each other.

### **Recommendations:**

- The warrior's role should be scripted so that all the staff members know exactly what is said to the participants at the gate. The warriors should role-play in the presence of the rest of the staff. The staff in the kombi should wait for the baggage before moving on to the camp site. This caused lots of discomfort for the boys because they had to carry their belongings with them. In addition to this the participants should not walk the path bare feet due to the fact that they were unable to focus on the questions that were being asked. Two way radios should be used staff at the campsite and the staff who are transporting the participants so that all staff is aware of the participant's arrival time.
- The entire camp programme should be gone over by all camp staff members: Logistics and facilitating.
- The blind folder should have someone to help him in guiding the participants so that they do not see the others sitting there blindfolded.
- The drummers should be quiet while drumming to maintain the mystery for the participants. The drummers and rattle shakers should shout more.
- Maybe the fourth questions should be omitted; this person should then assist the blind folder.
- Process of blind folding should be revisited for the next cycle.
- The process of what happens in the hall while the boys are sitting blindfolded should be refined.
- The process of the four questions should be scripted.
- Boundaries between the warriors and participants should be maintained at all times. If this is not maintained staff members lose some control over the participants.
- Rapport between facilitating and logistics staff with the participants should be augmented after the solo.
- Separate document for camp programme and separate document for camp protocol.
- Staff wilderness preparation should be done one week before the camp.
- Elder Greeting and confrontation are conflicting roles between elder and spiritual leader.

- Warriors should do the first confrontation. The warrior energy should be consistent
- Role clarity in terms of punishment when the participants break the rules. Who should keep them in line?
- Punishments should be predetermined.
- The roles of chef and warrior allocated to one person are conflicting roles and causes confusion for staff and participants.
- The ground and camp rules should be predetermined by staff and dictated to the participants.
- The rules for processes should be negotiated with the participants.
- Staff should have regular meetings to debrief each other and to discuss participants.
- Solo duty should be predetermined and clarified with all staff members
- The first process (east only) should be done the first night so that the participants can get adequate rest.
- Perhaps the participants should be blindfolded from the pick-up point or at some point before the arrival at the campsite.
- Solo time and spot should be revisited.
- There should be a staff team building day before each camp at a different venue.



### **Day two**

- Morning run: was good, the participants gave their co-operation
- Mount Rochelle Hike was a good experience and good preparation for Wilderness II. It was good idea to get them away from the campsite.

### **Recommendations:**

- Something active has to be done each morning with the participants to build team cohesion and to wake the up thoroughly.
- The facilitation team should not go on the hike in the future due to the fact that all the staff members were tired after the hike and this is when the participants took the opportunity to become unruly and disobedient. The facilitation team should take over after the hike once they are given enough time to rest.
- When the logistics team is hiking with the participants, the facilitation team should use this time to debrief and to relax for a while.

- Another possibility is that the facilitation and logistics team members take the boys on the hike.
- More ecology education on the hike to further enhance relationship with the wilderness.
- The daily programme should conclude earlier so that staff can rest adequately at night.
- A recommendation was made that the Object of Significance should be omitted from the programme.
- Maybe we should sleep in tents (huge army tents) with the next cycle. This will enhance the wilderness experience.
- The decision for new camp venue has many pros and cons and should be carefully chosen.
- Maybe the logistics team should give introduction to the fire process and the facilitation team and provide more detail.
- The participants should be dropped at a certain point and should hike for about 1 to 2 hours into the camp terrain.

### **Day three**

#### **Comments:**

- The solo preparation and send off ritual was done poorly.
- There was some concern around whether there should have been some delay around contacting K's (participant) parents. Ethically we were obliged to contact them ASAP.

#### **Recommendations:**

- Solo: the participants should be sent out before sunset on Day 2.
- Hike should move to day 3 or 4.
- Solo preparation: roles should be more clarified.
- Task timetable for participants should be clarified and put up for all staff to see and to assist in the allocation of punishment.
- Punishments, the reason for the punishment, and who will carry them out should be refined and clarified.
- Maybe there should be 'punishment time' at night when all the others have down time.
- Protocol's should be compiled and implemented with regards to damage control, participants leaving the campsite without permission as in K



(participant) and W's (participant) case and other possible emergency situations.

- Diversion staff should have parent sessions where we show them the documentary on order for them to get a working understanding of the work that we do.
- In this way parents could be encouraged to reinforce our work at home.
- Debriefing session should be arranged for parents and participants separately.
- During the programme the boys go through mind shift but the parents are not. A similar journey should be facilitated for the parents.

#### **Day 4:**

- Staff and participants were fatigued and rushed the process of integration.
- Integration process into community insufficient. Has to be made more effective.

#### **Recommendations:**

- Process of Integration should be done more creatively.
- Circle of Affirmation should be revisited. Other possible ways of doing it should be explored.
- All staff members should contribute to the circle of affirmation process. Two staff members should model the process for the participants.
- Affirmation: when should it be done by staff? A possibility is that affirmation can be done at the end of each wilderness experience and at the end of the whole programme. Should affirmation be given at all by staff? This concern will be revisited by the next cycle.
- Feedback to the participants from the staff could be done in the form of one-on-one talk with participant to challenge and affirm at the end of each wilderness experience.
- The staff should meet and clarify what will be said before hand.
- Change venue (Contact Cape Nature to source appropriate venue)
- Need to immerse participants more in wilderness, use wilderness challenges more too comfortable, too easy to resist challenges.
- wilderness experience needs to be full of activity, real challenges to stimulate
- situations and communication.
- real issues to deal with

- wilderness prep + debriefing to be done in nature Jonkershoek,
- Botanical Gardens, etc.

## **Wilderness two – expedition-type intervention**

### **Wilderness 2 Prep**

#### **Staff:**

1. LogistiX: Prepared, managed & unfolded significantly more efficient than previous Cederberg. A & M conducted the 'behind-the-scenes' preparation.

#### **Recommendation**

2. Purchasing, preparing (packing & checking) of all food & equipment has to be finalised a week before the staff prep session (ie. 2 weeks before the actual \

#### **Participants:**

3. Logistix: Lesser focus on specific components of physical, spiritual, and social prep. Primarily focused on motivating J (participant), W (participant) and A (participant) to re-commit to attending the wilderness and the programme in general. W (participant) and A (participant) displayed non-verbal forms of resistance by displaying slightly, detached postures in the circle. A (participant) also attempted to justify excluding himself from the wilderness due to his mother's slow recovery from her ill health. J (participant) expressed himself in a significantly more aggressive and defiant manner.
4. New facilitation technique, where the facilitators call for a 'Time-Out', worked well for L, E and M in allowing them the necessary space to discuss the options for negotiating with J (participant), W (participant) and A's (participant). The consequent facilitation eventually seemed to yield favourable shifts in W's (participant) and A's (participant) positions related to attending the wilderness. However, the facilitators were unconvinced of J's (participant) verbal pledge to attend the wilderness.

### **Day 1**

- Duration of actual hike: 3 hours 30'
- Staff punctual. Kombi's rear wheel had a puncture. Smooth pick-up of all the boys, except J (participant). Unable to locate J (participant), even after the efforts of some of his neighbours, peers and staff. Unfortunately, L, E and M's

suspicions were validated regarding J's (participant) refusal to attend the wilderness. After spending considerable time in attempting to locate J (participant), the staff eventually proceeded to have the kombi's wheel repaired. The journey to Algeria Forest Station in Cederberg was pleasant, and according to the adjusted schedule. Upon arriving at Algeria, the group had lunch, and M facilitated equipment checks (boys and staff) and the packing of the boys' backpacks. M and G hiked in the front, with G and L hiking at the back as "sweepers". When the group was mobile, the boys were not allowed to move beyond M, or behind G. This 'movement protocol' was maintained throughout the expedition. Due to the continuous, steep incline and the 40+ degrees Celsius temperature, the first day's hiking was tough but manageable. During the journey, M briefed the boys about the 'arrival protocol'. Upon arriving at the hut, backpacks were offloaded, and the entire group proceeded with ten minutes of stretching. Thereafter, all group equipment and food that would be utilised for supper and breakfast, were unpacked. The boys literally 'disappeared' collectively into the mountains. Their echoes could only be heard in the distance. Staff cooled down physically and socially, and prepared supper. This pre-supper time served as a valuable opportunity for both staff and boys to unwind and absorb the different experiences of being with each other in wilderness. When the boys returned, supper was close to completion. The supper was considerably more nutritious, appetising and filling. After clean-up, the staff and boys started talking informally, which later served as the post-mortem of the day. As a result of the warm temperature, clear sky and the staff's ideas about the expected qualitative value of sleeping 'under the stars', everybody slept outside.

## Day 2

- Duration: 5 hours 45'
- 'Sleeping under the stars' resulted in a 'rise-and-shine' experience which some expressed as 'feeling more connected to each other and nature'. This led to decreased feelings of anxiety about experiencing wilderness in a tactile manner. The day commenced similarly as Day 1. The boys appeared even more contained during the day's hiking. The evening followed the same 'arrival protocol' as before. This seemed even more effective, probably due to collective familiarity and the experienced

benefits of completing living tasks and qualitative contact with each other and wilderness.

### **Day 3**

- Duration: 3 hours 28'
- Due to the absence of a camera crew (from cycle one), the route was completed in half the time, despite the group increasing the rest stops.
- After completing the 'arrival protocol' and the preparation of supper, the boys were eager to discuss their experiences for the day. They were eager to listen to G and Ls' narratives of being white males in the apartheid era.

### **Day 4**

- Duration: 5 hours 40'
- The group seemed eager to undertake the last day's journey. Day one to three consisted of a series of tough ascents. Even though there were some easier portions, the first three days continually ascend to the last overnight hut/sleepad hut. As a result of the continuous ascents, the last day largely descends towards the finish, Algeria Forest Station. Being the longest, the last (one's body has already been hiking for three days), the fastest and therefore also the most strenuous on everyone's legs, this was by far the most rewarding and simultaneously the most treacherous day. Arrival at Algeria was immediately met with an extended stretching session, a refreshing swim, a 'wrap-up check-out', lunch and swift departure. This wilderness was originally scheduled to finish on a Sunday, but due to office logistical clashes, the date was shifted two days later, therefore finishing on a Tuesday. This unfortunately resulted in the absence of a family welcoming-back ceremony.

### **Recommendations**

- Instead of the staff preparing meals, participants will receive basic outdoor cooking training on day one, in order for them to take responsibilities for their own nutrition and during the wilderness.
- Increase the ecopsychological education before and during the wilderness.