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**WINSTON CHURCHILL  
MEMORIAL TRUST  
TRAVEL FELLOWSHIP REPORT  
2009**



**MOTIVATING YOUNG PEOPLE THROUGH PROJECTS AND SPORTS.**

**TRAVELLING TO NEW ZEALAND AND AUSTRALIA**

**JULY – AUGUST 2009**

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## Acknowledgements

I would like to say a really *huge* 'Thank You' to the Winston Churchill Memorial Trust for giving me this opportunity. It was a privilege and an honour to represent the Trust overseas and to be empowered to explore ways to help young people. I was utterly dumbfounded to be awarded the Fellowship and I shall work hard to make sure that it *will* make a difference here in Wales.

My thanks also go to my close family, friends and work colleagues for all your love, support and prayers while I was away, on my return, and as I continue my search for the 'Holy Grail' – for believing in me and encouraging me. My search continues and I am currently awaiting news of a funding bid which would mean that Denbighshire/Conwy could possibly be rolling out a pilot scheme based on Project K. Let's hope it is successful.

Finally I would like to thank everyone I met and the projects I visited. You are doing great work and I admire your commitment to helping the young people you work with. I believe that this type of work is a 'calling' and a vocation rather than a job – and a huge 'well done' to all of you for the impact you make on the young lives you work with. And an even bigger thank you for the help, hospitality, and kindnesses that you have shown to me.

## **Introduction and Background:**

I have lived in Wales for over 18 years and during this time I have worked both as a volunteer and as a paid worker within the community. This has involved being a voluntary Trustee Director for the Canolfan Ceiriog Centre CYF, being a member of various committees, and fundraising via both community efforts and drawing down grant funding. I have also ran mother and toddler group sessions, and been a youth worker both voluntary and employed by Wrexham and Denbighshire County Council's.

Having five children of my own, my passion has always been to help young people to achieve their full potential. So when I was approached in 2004 to be part of a Committee piloting a Welsh Assembly Government scheme for developing 'Learning Coaches' in Wales, I was keen to get on board and help in any way I could.

Since the setting up of the pilot into a project, and having undergone the training, I have worked at Ysgol Dinas Bran in Llangollen as one of the first Accredited 'Learning Coaches' in Wales, working with 14 – 19 year olds. As such I was keen to find ways to engage young people and help them to achieve in every area of their lives. The training I received as a Learning Coach fell short in the area of engaging young people who were disaffected or de-motivated, or for whatever reason those who simply (quote): "*Can't be arsed*".

I was keen to find ways to motivate and engage these young people whose potential lay untapped. Some of whom were predicted high grades but were, for whatever reason, desperately under achieving and some of whom the education system had simply written off. Poor results or motivation would often lead to poor behaviour, and often to exclusions.

It was during this time, as I trawled the Internet for ideas which may help these young people that I came across 'Project K' in New Zealand. I was excited to see that this project had been evaluated independently and that the results were good especially among the Maori population. Keen to find out more I made contact with them but because of the time difference and limited access to online information I was frustrated, and wanted to find out more.

I had also found two projects in Australia which I was keen to investigate. One project which used the 'Seven Habits of Highly Effective Teenagers' in their outdoor education, (I use these in my Learning Coaching), and one which worked specifically with indigenous young people through groups and sports. Once again frustrated at the lack of information I was able to obtain via email and the Internet, I applied to the WCMT seeking a Fellowship to enable me to travel to New Zealand and Australia to investigate these programmes further.

My passion is to discover ways of increasing self-efficacy and help equip these young people to find ways to experience success. Bandura defines self-efficacy as:

*'...people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes'.*  
Bandura, A. (1994).

**This report draws upon interview transcripts and recordings made during the trip.**

### Aims of The Fellowship:

- To identify methods that are working overseas, which engage, encourage and motivate disaffected young people to re-engage with education, employment or training.
- To take a look at the three main components of Project K in greater detail.
- To find out how the ‘Seven Habits of Highly Effective Teens’ are being applied incorporating Outdoor Education.

### Itinerary:

Monday	06/07/2009	London	London Auckland
		Hong Kong	
Wednesday	08/07/2009	Auckland	North Island
Thursday	09/07/2009		North Island
Friday	10/07/2009		North Island
Saturday	11/07/2009		North Island
Sunday	12/07/2009		North Island
Monday	13/07/2009		North Island
Tuesday	14/07/2009	Tauranga	North Island
Wednesday	15/07/2009	Rotorua	North Island
Thursday	16/07/2009	New Plymouth	North Island
Friday	17/07/2009	Auckland	North Island
Saturday	18/07/2009		North Island
Sunday	19/07/2009		North Island
Monday	20/07/2009	Fly Queenstown	South Island
Tuesday	21/07/2009	Wanaka	South Island
Wednesday	22/07/2009	Christchurch	South Island
Thursday	23/07/2009	Christchurch	South Island
Friday	24/07/2009	Fly to:	Auckland
Saturday	25/07/2009		Auckland
Sunday	26/07/2009	Fly to:	Christchurch
Monday	27/07/2009	Fly Christchurch	Christchurch to Sydney
Tuesday	28/07/2009		Sydney
Wednesday	29/07/2009		Sydney
Thursday	30/07/2009	Fly to:	Brisbane
Friday	31/07/2009		Brisbane
Saturday	01/08/2009		Brisbane
Sunday	02/08/2009		Noosa
Monday	03/08/2009	Fly to:	Cairns
Tuesday	04/08/2009		Cairns
Wednesday	05/08/2009		Cairns
Thursday	06/08/2009		Cairns
Friday	07/08/2009	Drive to:	Port Douglas
Saturday	08/08/2009		Port Douglas
Sunday	09/08/2009		Port Douglas
Monday	10/08/2009	Drive to:	Cairns
Tuesday	11/08/2009	Fly to:	Sydney
Wednesday	12/08/2009	Drive to:	Kangaroo Valley
Thursday	13/08/2009		Kangaroo Valley
Friday	14/08/2009		Kangaroo Valley
Saturday	15/08/2009	Left:	Kangaroo Valley
Sunday	16/08/2009		sydney Hong kong 10.45am

Planning the itinerary was a little problematic due to school term times in Australia and NZ. Both countries had mid winter breaks, which meant some kicking my heels until school re-opened. Also some of the events for Project K were spread out both in terms of time and distance. Last minute internal flights were cheap and easy to book. Jet-Star, a cheap domestic airline which had just launched in NZ and operates in Australia, made it possible.



**Project K was founded in 1995 by New Zealanders Graeme Dingle and Jo-anne Wilkinson and is a Foundation for Youth Development programme designed to inspire 14-15 year-olds to maximise their full potential. Through the 14-month programme there are three core components: Wilderness Adventure, Community Challenge and a year of Mentoring.**

Graeme Dingle and Jo-anne Wilkinson were inspired in the early 1990s to deal with the very negative trends in New Zealand youth statistics. These included:

- Dropping out of school
- Alcohol and drug abuse
- Unemployment
- Violence
- Crime
- Suicide

Graeme and Jo-anne were determined to act on this and have since devoted their professional and personal lives to seeing a change in the negative trends. The first step was to devote two years to researching international best practice in youth development and education. These results, together with advice from leading New Zealand educationalists, led to the development of the Project K programme, which is now licensing nationally under the umbrella of the Foundation for Youth Development (FYD). Project K is the flagship programme of FYD but the Foundation also supports the Stars programme, Kiwi Can and, this year, the MYND (Male Youth New Directions) Programme.

Project K's vision is *to inspire young people to maximise their potential by providing exciting journeys of discovery through which they achieve a strong sense of purpose and an increase in self-worth*. The goal is to provide this opportunity to as many young people as possible – and to expand operations as far as is practical without compromising the quality of service. This is a priority for the Foundation for Youth Development, since part of their evolving Youth Development Strategy is to offer a seamless combination of programmes within the one community: 'Kiwi Can' for primary and intermediate students (Years 1 to 8 students), 'Stars' for Year 9 (with the support of senior students as mentors internally within the school), and the flagship Project K programme (Year 10 students). Jo-anne Wilkinson co-founder of Project K explains: *'We are actually trying to drop the numbers of kids who fall into that target group by having positive programmes from age 5'* And, *'if they are still wobbling in year 10 they get the opportunity to do Project K'*.



The “K” in Project K stands for koru, New Zealand’s national symbol of new life and sustainability. It is the delicate new growth as a new frond unfolds in the fern head that is the metaphor for Project K’s objectives.

Project K is a proactive programme for young people - it is a chance of a lifetime. Young people who take part on the programme learn everything they need to be active and independent in society. They will have the opportunity to develop and become young achievers who will be empowered to support their community.

Project K acknowledges the principles of the Treaty of Waitangi in the design and delivery methods of its programme. Project K recognises the value and importance of New Zealand’s natural environment. Project K operations aim to protect and enhance the natural environment while encouraging young people to appreciate and enjoy the outdoors. Project K supports the New Zealand Environmental Care Code, Toitu te Whenua (a proverb which means “People pass on, but land remains”). It speaks about sustainability and protecting Mother Earth). And strives to build sustainable environmental themes throughout the entire Project K process.

### **AIMS OF PROJECT K:**

To deliver, over 14 months, an intensive programme based on proven principles, following two years of intensive research, ensuring that positive changes can be sustained into the future. The programme comprises of three components:

#### **The Wilderness Adventure:**

Enabling students to learn goal setting, teamwork, perseverance, self-reliance and self-knowledge. This is a 17day outdoor initiative.

#### **The Community Challenge:**

Students adapt the lessons learned in the wilderness to their community and are challenged to explore the resources, opportunities and support available in their local areas. This stage takes 10 days over the course of several weeks.

#### **The Mentoring stage:**

Thoroughly screened and trained mentors are paired with students for 12 months to support them to sustain the positive changes they made in the first two stages and to achieve their self-set goals.

### How Project K Operates:

The programme is aimed at Year 10 students (14 – 15 year olds). Identification of participants is systematic, controlled and monitored. A self-efficacy survey is administered to all Year 10 students in the school. In addition, two teachers are asked to complete a short teacher screening survey for each student. All surveys are focused on three areas: the students' perceived ability to ask adults for help, the students' perceived ability to achieve at school and the students' perceived ability within their social peer group. The school liaison team is then consulted and anyone whose known behavioural issues are of such an extreme nature that they could put themselves or the group at risk are excluded.

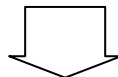
The selected students and their parents/caregivers are then approached and invited to an information evening where they learn about the programme in detail. The parents/caregivers are asked to give consent for their child or ward to have the opportunity to take part in the programme if they wish. The students and their parents or caregivers must contract into the vision of the programme so that their child may gain optimum support and shared direction.

In summary, the Project K target participant is one who possesses low self-efficacy ie. has little confidence in their ability to achieve, is perhaps overly self-conscious, and displays an element of fragility (that may or may not be objectively perceived). The negative consequences of these dynamics are what impassioned Graeme Dingle and his partner Jo-anne Wilkinson to establish Project K.

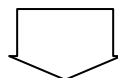
Following the completion of the intensive 14 month programme, Project K provides each student with the skills and knowledge to continue to build on their self-confidence and progress into adulthood as confident and competent individuals.

Using a strength based approach Project K helps students to realise their capabilities and options, resulting in a positive impact on social policy outcomes, such as employment, participation in tertiary education and adult educational attainment.

Project K challenges students to understand more about themselves and what they can achieve.



Using a 14 month programme which teaches key life skills, it connects students with their community and using mentoring encourages students to achieve their goals.



Project K aims to positively increase self-esteem/efficacy; school attendance; goal achievement; attitudes and behaviours; employment status; and levels of fitness.





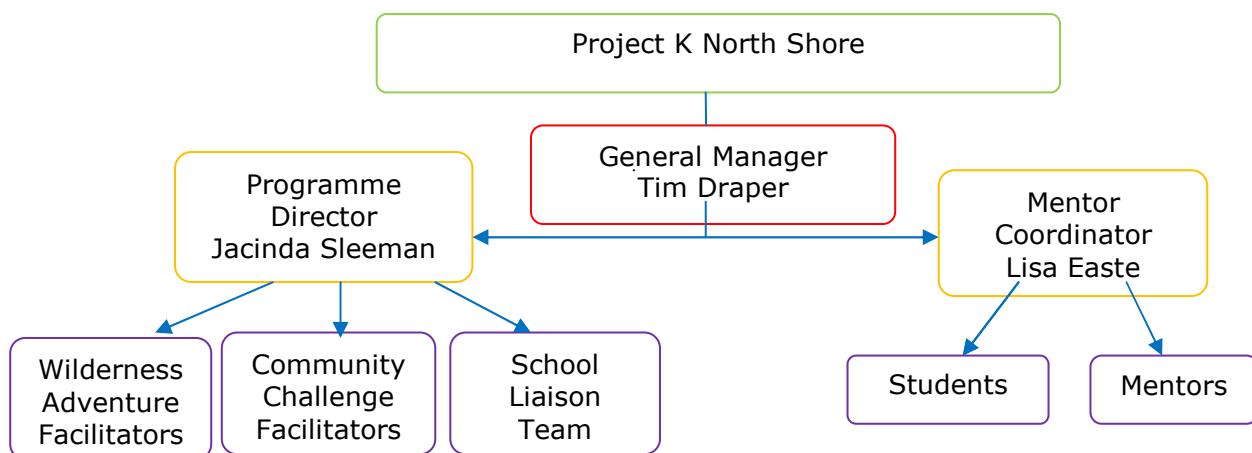
## PROJECT K NORTH SHORE AUCKLAND



Tim Draper Project K North Shore General Manager

Project K North Shore has been in operation for over ten years. During this time Project K North Shore has worked with well over 600 students and mentors – not to mention all the families who have been supported throughout this process. In essence 600 lives have been indelibly changed – together with significant impacts on mentors and families.

The General Manager, Tim Draper (above), Programme Director and Mentor Coordinator are the only paid members of the Trust. The Programme Director's role is to coordinate the entire operation ranging from liaising with the schools, selecting students, monitoring the quality of the Wilderness Adventure and the Community Challenge, fundraising, accounts, and marketing the programme. This is overseen and supported by the GM, and both report to the Trust bimonthly so that appropriate accountability is maintained. Having a lean staff ensures community funding is targeted appropriately, and not excessively consumed by administration. This is how the Project K North Shore systems have become progressively fine-tuned. There is essentially no capital owned by the Trust. The office base is the home of the GM (to save rental/purchase of premises).



The Wilderness Adventure (WA) and Community Challenge (CC) components are contracted out. Currently the Sir Peter Blake Marine Education and Recreation Centre (MERC) are the WA & CC providers, and have been thoroughly professional in coordinating all programmes since Project K North Shore's inception. To ensure quality of service, three instructors are involved with each WA and two for each CC, with never more than one instructor being co-opted for the first time on a new programme. All the mentors and office ancillary staff/data entry personnel are volunteers.

During my time in Auckland I attended two mentor-training events one was Maori specific. I also attended the return of two Wilderness Adventures. Parents, family and friends gather to welcome the Students back. There was a marked difference in these two welcomes. The Maori/Pacific Islander one was very emotional. A huge feast had been prepared and brought by all the people and one family group sang to the homecoming students. The other was more of a cup of tea and a piece of cake before going home. At both ceremonies the returning students each got up in front of everyone to say a little bit about the WA and received a certificate.



## MENTORING

Following the mentor-matching day and at the conclusion of the Community Challenge the students move into the final stage of mentoring where their mentor/student matches are announced. The mentor partnership lasts for 12 months and allows the student to make changes that are gradually merged into their daily life and become a new tool that they are able to access once that programme is finished.



Mentors and Students meet during a ‘speed dating’ event where they move around and ask each other questions. The Student and Mentor will then write a list of three people in order of who they would prefer to be their Mentor and are matched accordingly. Preference is given to the Students choices.

Mentors will then work with their Student for 1 year meeting fortnightly but making contact weekly. This can be via text, email or phone. The emphasis is on friendship and doing fun things together. Project K provide a list of ‘free’ stuff to do but one Mentor and Student I met had both learned to scuba dive ending the year with a day on the Great Barrier Reef, diving with sharks! The Mentor will help the Student to identify four goals. One health related one academic goal and two others, which can often be a skill like learning to drive or another skill or hobby related.

I was able to speak with several mentors most of whom had enjoyed the mentoring experience. (Quote): *‘At the end of 12 months I’ve had a really great time and I wasn’t expecting it to be as much fun as it has been.’* One commented on how much hard work was needed to get past *‘the complete stranger phase’* at the beginning, stating that, *‘the first three months are the hardest’*. Another said that, *‘Mentoring was frustrating and less rewarding than expected’*, however, *‘it provided an invaluable opportunity to gain skills and give back to the community.’* And that, *‘A common comment by mentors was that we didn’t see the mentee prior to the wilderness experience, so we never saw the blank canvas.’* However he *‘did see changes (in his mentee, who was) – more open, willing to communicate, (and) had faced some fears’*.

The Maori/Pacifika Mentor/Mentee I met had become great friends and had many interactions with each other’s family. This Maori Mentor said: *‘(she, the mentee) probably doesn’t know, but she’s helped me a lot in my own personal life. We set some goals when we first got together and I think its those goals that we set which have helped me get to where I am studying. But I wouldn’t have been studying if we hadn’t sat down and set those goals, so, yeah thank you (to the mentee)’*

At the end of the 14 months there is a Graduation Ceremony. I was present at a graduation Ceremony in Christchurch and recorded the student’s comments as they reflected on the Project K experience and especially the Mentoring. I found it very moving to hear how much the Students valued the Project K journey and especially how they had grown in confidence, in goal setting and how their Mentor had made such a huge impact upon them. (Some of these comments are transcribed below in the ‘Student Feedback’ section).



**Personal Perspective:** I found the weekend a real eye opener into the Maori culture. There are similarities between the Welsh culture and Maori traditions. Just like Wales there are schools, which teach solely through the medium of the Maori language. In Wales there are local and national Eisteddfods, and the Maori's also have their own regular cultural shows of singing and dancing these Kapa Haka (group performance), and whaikorero (oratory) are practised throughout the country. The Maori's and Pacific Islanders are very family and community-oriented, which again is very similar to Wales.



## STUDENT FEEDBACK

The following are quotes received from students on the reports they are required to complete at the end of each stage of the programme and also recordings made on my Fellowship trip.

### What have you learnt from the Wilderness Adventure?

*"I have learnt that if we want to make it somewhere, we have to work together as a group as a whole whanau crew"*

*"I will never forget this experience in my life. I will try to use these experiences truly in my life."*

*"On the Wilderness Adventure, I learnt how to work as a team and help others in need of help because we are all family."*

*"I don't have any fears anymore. I use to be afraid of heights, scared of spiders, afraid of the dark now I am not afraid of anything."*

*"I would definitely use my skills that I have learnt and pass it on to people that have the fears that I use to have."*

*"This programme taught me never to quit on your team or team mate."*

*"This has affected me in many ways. Some are: that I could be running around instead of smoking, supporting people that are down and not the one laughing at them. Choices I make now will affect my future. I think I'll just think twice before I do it and then improve it next time!"*

*"I will use all the advice support, courage, aroha, mana etc for the future, because it can make me go far in life."*

### What have you learnt from the Community Challenge?

*"I will definitely use this information in the future because I never know what would happen if I didn't go for it."*

*"I've learnt that people are the same but the things they want or do is different. Especially those who are disabled, fashion designers, firemen, prisoners etc. These people affected me because what some of them did is very good and what some of them did they end up regretting it. The things I've learnt I would definitely use or take part in, the future or start using it now."*

*"Project K and [MERC] have made me a different a better person, I look at the world in a different way. I'm doing better at school. In in my work, I am more organized I have more time and [I achieve more]."*

*"I've learnt that I've gone more positive and helped people while I am here on Project K and also its helped me to communicate a lot with my friends and family more by standing up for myself and the people that I care about like my friends at school and people at home. This has affected me by choosing the right choices and being proud of who I am and where I [come] from."*

### Graduation Ceremony Student Feedback:

**The following are quotes recorded from Students at the graduation Ceremony I attended:**

*“When I first started PK I was shy, quiet I did not like putting my input into group discussions and did not like talking to other people I’d never met before. I have now changed....Thanks to Project K I have now got a better attitude towards life. I am now doing better at school and I’m giving everything 110%. Where to now? I want to gain as many NCA credits as possible, find a new job and make the most out of my life.”*

*“I was quiet, I thought a lot but didn’t say a lot because I was worried what people would think. I avoided things as I saw them as a challenge too hard rather than an opportunity to try something new or help myself. Otherwise I was lazy and just couldn’t be bothered... I didn’t gain anything huge from Project K but a lot of small things like the confidence and motivation to do things like contact and talk to people and make speeches I try to be more positive towards people and think of others. It’s given me the motivation to be here in school”*

*“....before I entered the Project K programme opportunities would come my way and I would let them pass me by as if they were nothing. Now I may not be able to see the true benefits of every opportunity that comes my way but I will try to realise if it is the right thing for me. Project K has helped me to reach this by giving me more self-confidence because now I know I can achieve things that I think that I can’t”*

*“If I didn’t go on PK I don’t know where I’d be right now. I’d have probably dropped out of school and your local trolley boy at ‘Countdown’, so the person you see here today didn’t happen overnight it took 14 hard months of Project K”*

*“PK has helped me be more pro-active and learn to help people out. It has helped me be more mature and learn how to cook. I have not been so naughty at school and have done some work so I can pass NCA and get where I want to go in life.”*

*“Before Project K I was someone who never wanted to exceed my comfort zones, never asked for help, never been tramping, never know what the community can do for me and not know how to set goals using the proper methods. Now I have completed Project K journey I can now say I can do all the things mentioned”.*

*“Around a year ago I started this long and surprising journey. At that point I had very low concentration span and also didn’t have much self-confidence. On the Wilderness Adventure we got a few one-on-one’s that helped me know what I am good at and what I need to work on. I found out that I need to concentrate and be more serious.... At the moment I can concentrate for a little bit longer and I can be serious when I have to. I have gained a lot of confidence from Project K. I have had to do speeches in small group meetings I have also been told when to be serious. The biggest thing that this has taught me is when I can and I can’t muck around.... Project K has also helped me want to be good. I had a big problem when I got into trouble I*

*would always try to work my way out of things and I would always end up in bigger trouble which I don't do any more."*

*"Prior to the Wilderness Adventure I really only thought about myself and got my mum to do a lot for me but now I am a lot more independent and encourage others and help them out. Project K has helped me be more pro-active and learn to help people out. It has helped me be more mature and learn how to cook. I have not been so naughty at school and have done some work so I can pass NCA and get where I want to go in life."*



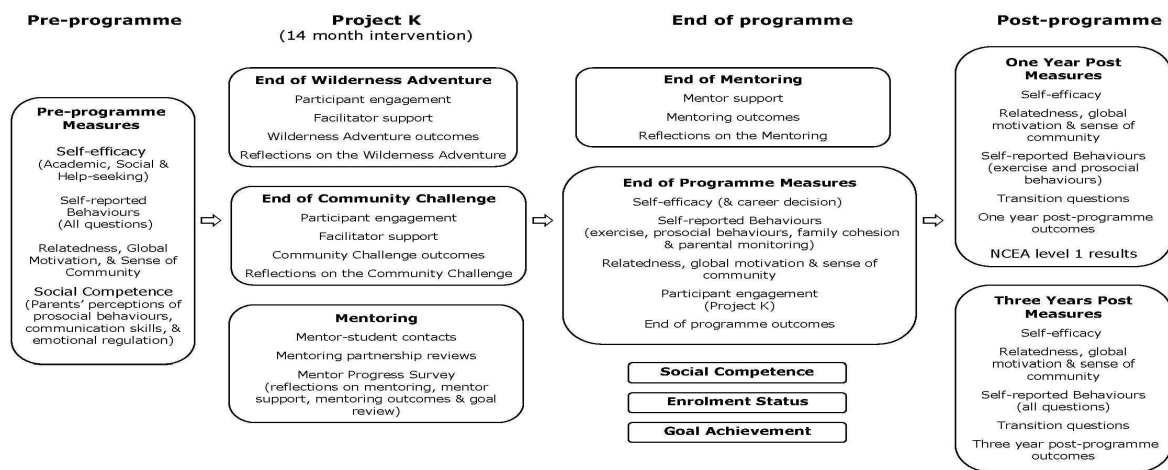
## PROJECT K EVALUATION

Tim Draper Project K North Shore's General Manager points out that Project K is on the cutting edge of research and evaluation within the youth sector. Its insistence on high quality performance measures is one of its defining characteristics as an organisation.

When working with young people it is essential to maintain open, honest, feedback and to be constantly working to deliver high quality best practice. It is also integral to maintain a strict level of policy and procedure to make sure that young people are safeguarded with the support systems used.

All Project K providers work with the National Support Office, the Foundation for Youth Development to achieve this. Because this is such a priority for Project K, the National Support Office has a full time Research and Evaluation Manager (Julie Moore) and a full time Programme Development Manager (Victoria Hood) who coordinate and moderate performance.

### PROJECT K EVALUATION MODEL



The data collated is entered into the database managed by the Foundation for Youth Development (the National Support Office) to enable each Project K programme to be analysed and the Project K programme as a whole be analysed and developed as and when necessary. Highlighting the changes brought to each student through Project K intervention allows Project K to implement improvements and ensure that its aims and objectives are being met.

There are the qualitative measures that indicate high levels of satisfaction with the service and personal achievements, but there is also the hard data of quantitative measures that reinforce the genuine positive impact this programme is having on individuals. These include the pre and post-programme tests of the surveys, fitness levels and school attendance; NCEA achievement and length of secondary education - all compared to selected control groups. Goals achieved and post secondary education/employment is also monitored.



Julie Moore outside the FYD Office

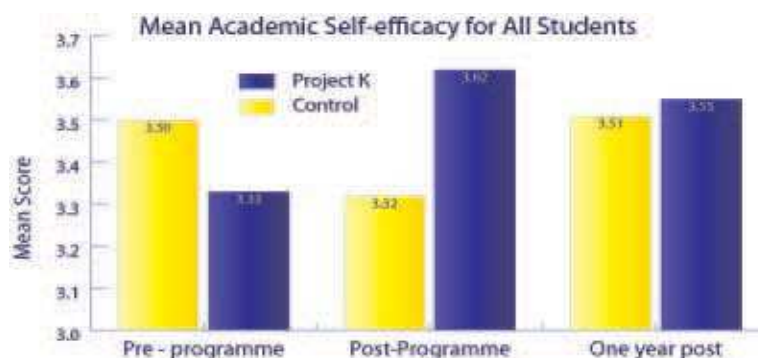
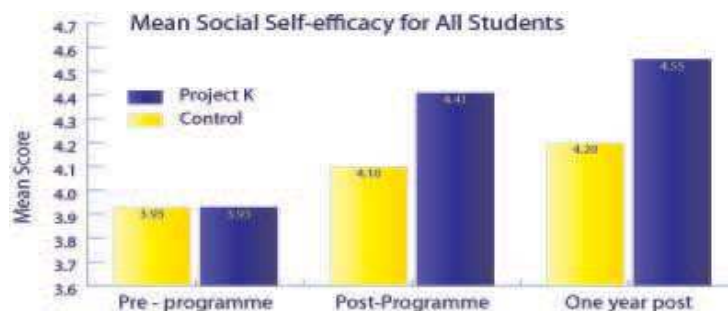
Findings from a three-year evaluation of Project K, carried out by the Centre for Social Research (CSRE), Ministry of Social Development (MSD) were released in February 2009.

On completion of the programme, the study found that Project K students had greater improvements than control group students in all three measured areas of self-efficacy and these improvements were maintained one year post-programme. Self-efficacy increased for all students, but with Maori, male and low decile students benefiting the most.

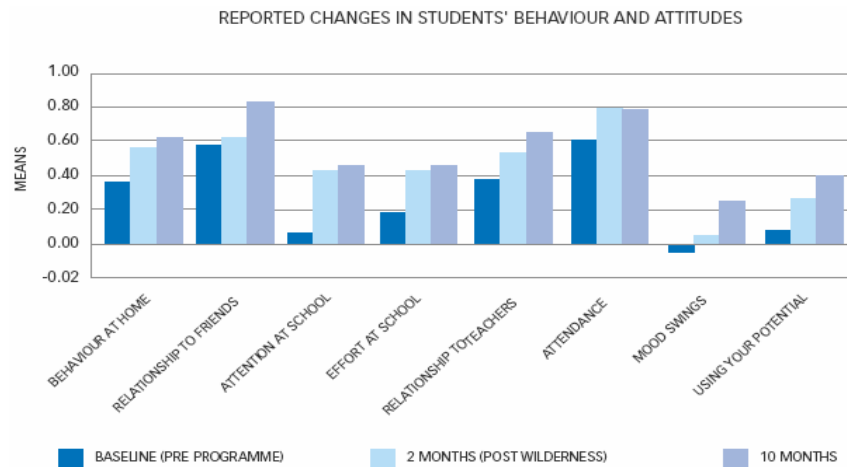
Project K provides ideal opportunities for students to increase their confidence. On the programme, students' experiences of success, even when confronted by difficult challenges, increase their judgments of their capabilities, which can then spread to other areas of their lives.

As shown in the graphs below, participants showed significant improvements in their ability to master academic activities and to form and maintain friendships. Among other findings the study found that Project K students obtained higher average total NCEA (GCSE equivalent) credits than a similar group of control students.

### Graphs

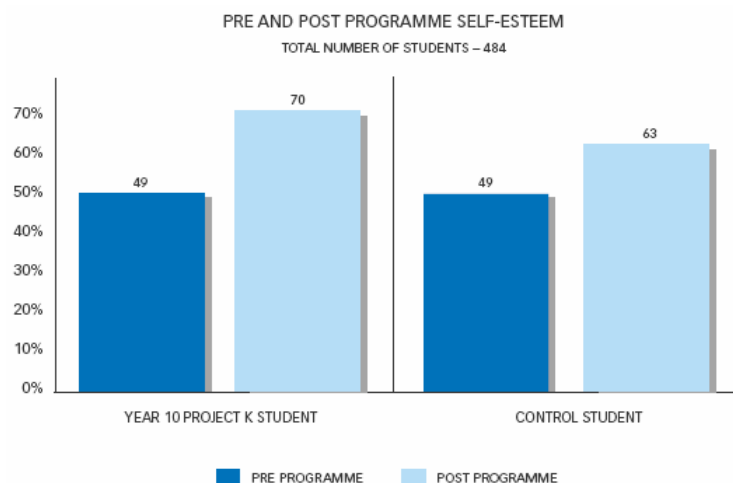


Respondents rated communicating with others and participating in school activities as the two most helpful aspects of participating in Project K. Rated a close third-equal was improving health and fitness, and being able to say ‘no’ when someone asks you to do something against your beliefs.



Also rated highly were achieving goals and feeling supported and not alone. Goal setting is a core life skill promoted by Project K. Following on from the Wilderness Adventure and Community Challenge stages, students are supported by mentors and Project K staff to set specific measurable and challenging school, health and fitness, and personal goals.

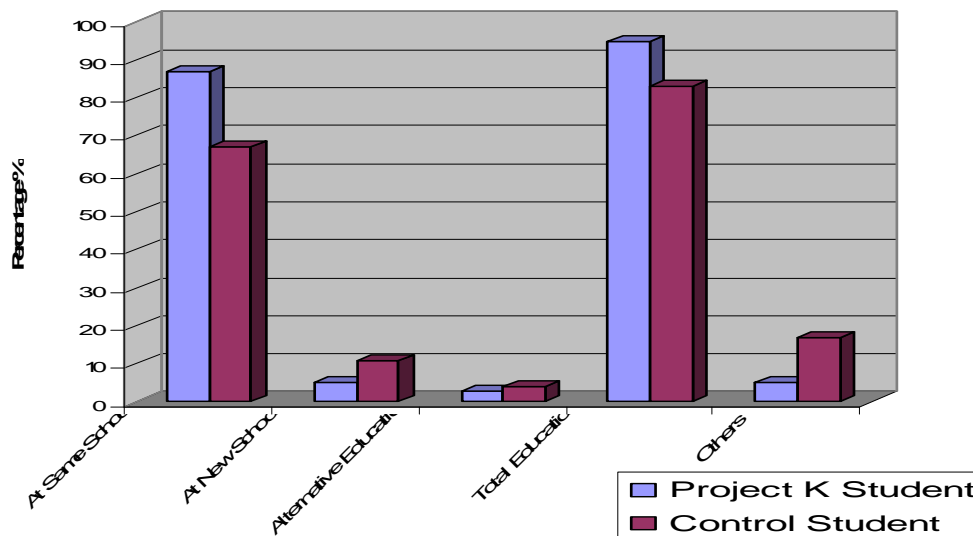
At the end of the intervention and one year post programme Project K students showed significantly greater improvement than the control group in their ability to form and maintain peer relationships and social assertiveness in the classroom (for example: How well can you become friends with other people? How well can you take part in class discussions?). A similar trend was found for New Zealand European students, males, female, low and high decile school students. Male students benefited more than females. New Zealand European and Maori Project K students showed significantly greater abilities to make good career decisions and successfully execute career-related behaviours (e.g. work out what job would be best for you; perform well in a job interview) than the control group students at one-year post programme. Project K students from high decile schools also showed significantly greater career decision self-efficacy relative to the control group.



Project K students had a significantly higher increase in self-esteem compared with control students. The self-esteem of Project K students was also above an average score obtained from more than 2000 Year 10 students surveyed in five regions.

One of the key objectives of the Project K programme is to motivate students to pursue education and employment. Project K students' gained 30% and 2% more NCEA credits than students who were not involved in the programme. 100% of the Project K students were in education at programme finale.

A significantly higher number of Project K students (91%) were in education at the end of the programme than control students (66%). This ensures the opportunity to receive a better education and be more equipped to enter the workplace. Below is a graph showing percentage of students in education.



Julie Moore Project K's research and evaluation Manager explains how the evaluation process is evolving:

*'...we have taken the programme logic model and we want to find out what the expected outcomes are, and we are going to measure those and also the moderators - what influences those outcomes....We have moved the evaluation on a step further to drill a bit deeper and find out more.'* She also added, *'The Government found that our programme works particularly well for Maori students and we have a student currently doing narrative enquiry around why this is.'*

### **What Project K aims for - Evaluation Hypotheses:**

1. Programme participants will show a significant **increase in academic, social and help-seeking self-efficacy** at end of programme, one, and three years post-programme, compared with a control group, as measured by the Self-efficacy survey.
2. Programme participants will show an **increase in positive behaviours** at end of programme, one and three years post-programme, compared with a control group, as measured by the Health and Lifestyle Behaviours Questionnaire
3. Programme participants will show a **decrease in negative health behaviours** at end of programme, one and three years post-programme, compared with a control group, as measured by the Health and Lifestyle Behaviours Questionnaire.
4. Programme participants will **set realistic and achievable goals** at end of programme, one and three years post-programme, compared with a control group, as measured by the Health and Lifestyle Behaviours Questionnaire.
5. Programme participants will **achieve at least one goal** over the twelve months of mentoring as measured by the Student Goal Assessment Form.
6. Programme participants will show a **significant increase in social competence** at end of programme, one, and three years post programme, compared with a control group, as measured by the Social Competence Scale (Parent and Teacher versions).
7. Programme participants will achieve a **significantly greater number of NCEA credits** in Year 11 than control students, as measured by NCEA results gathered from participating schools.
8. Programme participants will **achieve higher qualifications** ('higher' to be clarified) than control students on leaving school, as measured by participating school data.
9. There will be a **greater number of programme participants in work or education**, and fewer 'inactive', compared with controls, at end of programme, one, and three years post-programme.
10. Programme participants will have a **significantly greater vocational self-efficacy** than control students at one and three years post-programme.

The project is very customer focused. Each year every effort is made to develop the programmes so that they can be the best they can be, and optimise the opportunities that the programmes create for the students.

# Glengarry



"Self-confidence is  
the first requisite to  
great undertakings."

Dr. Samuel Johnson 1709-1784



The Scots College is one of Australia's oldest and most respected schools.

The Scots College established Glengarry, its outdoor Campus, in 1989. Glengarry is situated two and a half hours south of Sydney in the beautiful Kangaroo Valley. I was not expecting such a beautiful location even though I had looked at it on the 'Google' satellite map. Although it is called 'Kangaroo Valley' there seemed to be as many wombats as kangaroo's!

During Year 9, all Scot's College boys spend two terms at the Glengarry country campus. The program takes place within the context of earlier experiences of outdoor education at preparatory and early secondary levels. Opportunities are provided for the outcomes achieved during the Year 9 program to be further reinforced and developed during the senior secondary years. Glengarry combines a rigorous schedule of academic studies, domestic and social responsibilities and outdoor education. Boys are encouraged to develop self-reliance, independence, high levels of self-motivation and leadership skills.

During their time at Glengarry emphasis is given to learning and applying the '7 Habits of Highly Effective Teens.' This is delivered first in the classroom, also at dorm times and then through outdoor Education where the principles are applied to real life situations.

The staff at Glengarry combine teaching and outdoor education skills with significant role modelling, important to boys of this age. As well as the complete academic curriculum, the campus provides outdoor activities including abseiling, caving, high and low wires courses, bush walking, mountain bike trekking, canoeing, rafting and cross country running.

Parents are encouraged to participate in hikes in which their sons are able to demonstrate their newly acquired skills. The Glengarry experience equips boys with new personal strengths and a sustainable set of values, which guide them in their dealings with others. They learn to look after themselves and care for and share with others.

These teamwork and leadership skills, vital to the boys' personal development, encourage them to develop their individual talents. As young men making their way through a challenging period of their own development, they often re-evaluate their attitudes to race, creed and values.

### **Dr. Ian Boyle**



Dr. Ian Boyle is co-ordinator of the outdoor education and sports programme at Glengarry, coordinating 20 staff who teach both academic subjects during the week, and venture into the outdoors with students at the weekends. He also coordinates staff training and qualification assessment for staff. Dr. Boyle lives on campus with his wife and two children. He teaches students a variety of outdoor pursuits including: white water kayaking, rock climbing, caving, canoeing, orienteering, regaining, cross-country mountain bike racing and bush walking.

Dr. Boyle's passion for helping young people to achieve their full potential and his innovative ways of applying the '7 Habits' were really inspiring, he explains:

*'We utilise outdoor adventure activities to foster many outcomes. EG: Team cohesion, psychological skills for sport and life, environmental awareness. A recent innovation involves teaching Sean Covey's 7 Habits of Highly Effective Teenagers within the outdoor program'*

He has also researched and lectured much about exercise and brain plasticity.

**Personal perspective:** Ian and his wife Sue were so friendly and welcoming. They made me my first ever-Aussie burger – layers of egg, burger, beetroot, pineapple, lettuce and tomato (and probably other goodies I've forgotten about), a jaw dislocatingly delicious burger!

I personally found Ian's enthusiasm and commitment an inspiration. He has adapted the delivery of the '7 Habits' in a way which really cements these principles into the lives of the young people he works with. In hindsight I wish I could have spent more time at Glengarry.

## Seven Habits of Highly Effective Teens

Sean Covey adapted his father Steven's best selling book 'The 7 Habits of Highly Effective People' for teenagers to be '*a compass...a set of tools to help (you) deal with real life.*' The 7 Habits are listed below:

- Habit 1: **Be proactive**  
*Take responsibility for your life.*
- Habit 2: **Begin with the end in mind.**  
*Define your mission and goals in life.*
- Habit 3: **Put first things first.**  
*Prioritise and do the most important things first.*
- Habit 4: **Think win-win**  
*Have an everyone-can-win attitude.*
- Habit 5: **Seek first to understand, Then to be understood.**  
*Listen to people sincerely.*
- Habit 6: **Synergize.**  
*Work together to achieve more.*
- Habit 7: **Sharpen the saw.**  
*Renew yourself regularly.*

For the past 2 years Sean Covey's '7 Habits of Highly Effective Teenagers' have been used as part of the Glengarry programme. Materials purchased from the Covey Organisation have been supplemented by Power Point Presentations written by Dr. Boyle for use in classroom teaching sessions and then these principles are enforced through the outdoor education programme.

His vision was to take the 7 Habits of Highly Effective Teens and put together a workshop of teaching ideas and practical tools for programmers to use with teens in the outdoors. These include goal setting, time management, learning to overcome fear and peer pressure and moving from their comfort zone to their courage zone. Commenting on the 7 Habits Dr. Ian Boyle says:

*"The 7 Habits of Highly Effective Teen program is embedded through out our program. There is a formal classroom based session every Friday for 2 periods of 100 minutes.*

*The lessons learnt here are then addressed throughout the week during our outdoor program, tutor time, and any possible teachable moments that may eventuate. We have posters up in the dorms and classrooms that help reinforce the habits.*

*We had the Franklin Covey folks come into Glengarry for a training session for the whole staff in 2007. We received a teaching pack from them, which we adapted to our needs."*



## **Examples of the 7 Habits as applied at Glengarry and through Outdoor Education:**

### **Habit 2:**

Begin with the end in mind:

Mission Statement and goal setting.

The Mission statement as suggested in the '7 Habits' is a foundation. As one Student comments, *"you can do it in different ways it can be a poem I did a poster, you read it every morning and it sort of outlines how you are going to look at your day so you stay positive."*

### **Habit 3:**

Put First Things First: Rock Climbing

Out at the rock face Dr. Boyle will give a brief talk to the boys about this habit which is to do with how fear can stop us achieving our potential in life. Ian Boyle says: *"we are often worried about what's ahead, we doubt ourselves and as a result we pull out of life and we never get to know whether we could have succeeded with that thing we were scared about"*.

He then asks them to note their reactions when they go and see the cliff face with the ropes hanging down. Pointing out that often people get a little voice in their heads – the seeds of self doubt beginning. He asks them to acknowledge the fear and using mental activities, which help them to turn off or quieten the negative voice and turn up the volume of the positive voice and the positive self-talk. *"Put first things first says that if we want to grow and develop we have to leave our comfort zone, the unknown and sometimes explore different things that we think are impossible or difficult and that's venturing into our courage zone"*.

A student comments on the challenge:

*"I chose to come rock climbing mainly because I have a fear of heights, I feel a bit insecure while I am there; I feel a bit unsure, a bit unconfident. I want to try and overcome my fear of heights and go into that courage zone from my comfort zone and try and challenge myself and push myself to be able to accomplish something that I thought was quite impossible"*.

Ian Boyle asks the student to transfer this learning to life and the student goes on to compare this with trying harder and persevering with his academic studies, pushing himself to attain his personal best in school.

### **Habit 6:**

Synergize: Caving:

Ian takes the boys caving. They enter a very narrow gap into a chamber. When all the boys are in there they are told to switch off their head torches, when they do this the cave is in complete darkness. They are now asked to leave the cave through the narrow gap keeping the light off the whole way. Suddenly they have to start working together. Entering the cave was easy individually, but exiting in the pitch black requires teamwork.

**Student:**

*"We all had to work together. You've got to communicate with the people in front of you so that you can get out so you've got to help everyone along, and so we all had to help one another and it was pretty hard, but we eventually got out"*

**Ian Boyle:**

*“So this concept of ‘synergy’ a group of individuals working together can achieve probably what was thought of as an impossible task to begin with?”*

**Student:**

*“It didn’t matter if you didn’t like him (the guy in front of you) you had to work together with him or you’d just get lost in the cave or something, so you had to put all the differences aside and really help each other”*

**Ian Boyle:**

*“Can you use that in life anywhere?”*

**Student:**

*“Yeah, definitely. Like, you can use other peoples skills and all work together”*



**Personal Perspective** Glengarry is a remarkable facility and these boys have a wonderful and enviable opportunity to spend six months of their lives getting fitter, learning new life skills and being immersed in the ‘7 Habits of Highly Effective Teens’. Using the outdoors and particularly the challenges it affords enforces the habits and allows for immediate application. In my own practice as a Learning Coach I would value the opportunity to take students outdoors and challenge and teach them the 7 Habits in this way.

## Robin Cox



I visited Robin Cox in Brisbane. He is a Churchill Fellow 2006 and his Fellowship was entitled 'Promoting the Spirit of Mentoring in New Zealand'. He is currently employed as the Director of Faith and Ministry at St Paul's School, Brisbane. I relished the opportunity to listen as Robin spoke at length of his experience of developing youth mentoring programmes and the value of mentoring. He was also involved in Project K Mentoring for some time whilst living in New Zealand.

Robin has developed mentoring material, as well as writing material to encourage young people to reach their potential. His website <http://www.yess.co.nz/index.html> has many helpful links to help those interested in youth mentoring as well as the materials he has developed.

### **Personal Perspective:**

It was great to meet Robin and find out that within his field of work he has delivered presentations to students covering topics such as: how to write a winning Resume, job interview skills, developing a good work ethic, developing employability skills and tips on how to 'Reach your Potential', He also relaxation and study skills. These are areas covered by Learning Coaches in Wales so it was valuable, not only to share common ground with the Winston Churchill Fellowship but also for these other common areas of interest.

It was valuable to meet another Churchill Fellow and I would recommend to any future Fellow to hook up where possible with another Churchill Fellow in the country they are visiting. It was particularly useful to me because of the subject of Robin's Fellowship. He was able to email me a copy of his report, which I shall be using in the coming days.



## Nintiringanyi Cultural Training Centre

In 2008, in partnership with the Department of Employment, Economic Development and Innovation, the Community Renewal program helped the Nintiringanyi Cultural Training Centre to deliver a life skills mentoring program to Indigenous and Torres Strait Islander people living in the Cairns West area.

The program provides extra opportunities for Indigenous people who are unemployed, particularly those experiencing long-term unemployment

The program is delivering culturally appropriate training to people, empowering and supporting them to move into secure jobs or work-related training. Melissa Bann, Youth Prevention & Diversion programme manager at the Nintiringanyi Cultural Training Centre, says these types of programs often produce benefits that flow into the whole community.

*“People who are trained or employed become role models for their family and their community, and consequently, community wellbeing is improved.”*

Irene Kebisu is one of the young people the program has assisted. She said:

*“The Life Skills mentoring program will help me to study Youth Work at TAFE. I believe it will open up more doors for me in my work in having the knowledge to reach out to other youth who are hurting and lost in the community. The program has given me the motivation to go as far as I can with study in the area of youth work.”*

Irene was encouraged by staff at the Centre and in 2008 became an Indigenous rep at the YMCA Youth Parliament. *“NCTC has helped, instilling us to become tomorrow’s leaders”.*

The centre has developed culturally sensitive training, mentoring and empowerment programs that benefit Indigenous people in Far North Queensland. All programs operate using a successful formula that has been developed by Nintiringanyi Cultural Training Centre to work with Indigenous people. The formula is referred to as the ‘triple three model’, and means that participants attend training for three hours per day, three days per week, for three months. The Nintiringanyi Cultural Training Centre is mainly staffed by Indigenous people and delivers seven training and empowerment programs to the community at the training centre in Mooroolool. The programs focus on parenting, job readiness, life skills training, spirituality and peer mentoring.

Pauline Hunter from Nintiringanyi Cultural Training Centre:

*“This Project has been going for two or three years now. A lot of these kids have no consistency in their lives and this provides it for them.”*

The touch football team offers these young people regular contact. Whilst I was there the team had been successful and was going through to the finals.

## **Indigenous Women's Life Skills**

The primary objective of this project is to empower disadvantaged Indigenous women in the West Cairns area to undertake leadership roles in their networks and communities and to enable them to develop practical solutions to priority issues in their families and communities. The Centre aims to help strengthen & build relationships of trust and friendship by equipping these women through their participation in the 'Life Skills' course and other relevant programs. Working with a team of Indigenous women mentors who are committed to instilling in disadvantaged indigenous women positive moral values, better lifestyle choices and assisting them to better manage their families and lives.

## **Life Skills - Skilling Queenslanders for Work**

Despite Queensland's strong economic and employment growth, for some groups of people, there are still barriers preventing them from getting into the workforce. The aims of the "Skilling Queenslanders for Work" (SQW) initiative are to give these jobseekers employment and training assistance that is customised to meet their individual needs, and to meet the demands of the labour market for a skilled workforce.

SQW delivers Job Preparation services to Aboriginal and Torres Strait Islander people and Australian South Sea Islanders, who are long-term unemployed, employed 25 hours per week or less. It also includes older jobseekers aged 45 years and over, young people aged 15-24, people from culturally and linguistically diverse communities, ex-offenders and people with low levels of literacy and numeracy in Cairns over a one year period. These services include the 'Life Skills' course, coaching in work readiness and personal mentoring as the participant transitions from unemployment and/or disadvantage towards a secure workplace and home environment.

### **Key areas:**

**Pathway Plan** - As soon as a participant is registered into the project she/he will participate in a needs analysis and employment/training assessment. She/he will then be linked with an experienced mentor, who will work with the participant on her/his Pathway Plan. The plan will include life skills, mentoring and other short courses and workshops requested by the participant and approved by the project coordinator.

**A Mentor** will remain the guide and reference person for the participant throughout her/his time in the project, so that the Pathway Plan can be updated and adapted as necessary and the participant's progress tracked and supported. Participants will remain in the project for a period of between three and six months, so as to give each person a solid foundation for success in achieving her/his desired outcomes: a secure job or further training leading to employment.

Nintiringanyi's Award winning 'LifeSkills' program has been designed to further the aims of the Skilling Queenslanders for Work initiative. This course has been a proven initiative to help and encourage those wishing to further their skills and training which ultimately leads to long-term employment.

### **Lifeskills Topics**

The Lifeskills training package identifies individual strengths and skills. Which are then worked on to maintain and strengthen them. Personal challenges are also identified - and then these will be worked on to help turn them into strengths. Areas covered are:

- Communication
- Budgeting
- Self Esteem
- Problem Solving
- Teamwork
- Time Management
- Health & Nutrition
- Basic Computer Training
- Career Pathways
- Jobsearch
- Career Match Online Assessment Tool

**Personal Perspective:** Learning Coaches work with 14 – 19 year olds covering some of the topics above. During my visit I met a group of young, mainly Torres Strait Islanders who were engaged in a landscape gardening course teaching them skills and giving them a qualification, which could lead to future employment. Pastor Errol (far left) who was leading this group is an Indigenous Australian and is part of the leadership team within the Church. I was impressed with the work they were doing and the commitment of all the workers at the Centre. Many of these young men became engaged in this project through the touch football.



### **Cairns West Youth Prevention and Diversion**

Nintiringanyi Cultural Training Centre offers a program which helps to divert young people away from adverse contact with the criminal justice system by offering sporting, recreational, culturally appropriate and motivational activities which will have a positive impact on the lives of 'at risk' youth. They work with young Indigenous people, aged between 12-19 living in the target areas of Manoora, Manunda, Mooroolool, Westcourt and Woree in the western district of Cairns, who are 'at risk' or frequently in trouble with the law.

The West Cairns Youth Prevention and Diversion Program provides a vast range of activities which range from: holiday programs, holiday camps, after school programs, Youth Life Skills programs to motivational teaching sessions.

These young people will work with a team of Youth Motivators who are committed to mentoring 'at risk' youth, instilling in them positive moral values and lifestyle choices. They will also establish career paths for the youth, assisting them to identify goals, devise a resume and refer them to employers.





### **Indigenous Sports & Recreational Program**

This programme encourages and enables wide community involvement and active participation in group sport and physical recreation activities in 13 communities in Cairns and the surrounding region of Far North Queensland. They aim to:

- Increase the active participation of able and disabled Indigenous Australians in sport and physical recreation activities
- Encourage community ownership and management of sport and physical recreation activities, including skills development.
- Encourage drug-free participation
- Raise the levels of health and fitness of Indigenous Australians by providing opportunities and resources for regular, beneficial and enjoyable exercise and competitive sport
- Enable skills development of community members
- Financially support non-elite indigenous athletes and sportspeople

These are designed to build the skills of the community members who participate.

### **Personal Perspective:**

The Centre staff have to overcome the disorganised lifestyles many of these families have. For example punctuality, the Indigenous people often work on what they refer to as '*murri time*'. They will stroll in an hour or so late and so they are told to turn up an hour or so before the event/meeting begins. Although I liased with Melissa Bann before I visited, sadly she was unavailable during my time in Cairns due to a close family bereavement. I did however spend time with her colleagues. Melissa, along with her colleague Pauline is responsible for running the touch football for 'at risk' youth 2 nights per week.

## KEY FINDINGS AND RECOMMENDATIONS FOR PRACTICE:

- **Self-efficacy – Self esteem.**

As mentioned above research has attributed many negative trends to a lack of self-esteem and self-efficacy. Serious attention needs to be given to helping build these and to promoting emotional well-being in our children and young people.

*‘Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. (Bandura)*

- **Mentoring.**

The benefits of having a mentor are enormous. Many educational establishments and youth programmes have an element of mentoring, but research findings need to be listened to in order to ensure that mentoring is effective and successful. I highly recommend Robin Cox's Churchill Report available from the WCMT Australian website, and also the resources developed by him.

Project K mentoring runs for 1 year, and as Robin Cox recommends in his report: *‘Mentoring relationships lasting one year or longer tended to show the greatest benefits for young people.’*

And that the benefits of: *‘Running an effective mentoring program, which follows internationally credible effective practices, costs money. However, it is cheaper and more successful than the cost per capita of supervising young people in detention, juvenile delinquents, young offenders etc.’*

Future mentoring programmes need to be aware of and adhere to the lessons learned by other mentoring programmes and find out and follow best practice. But most importantly *all* who work with young people should recognise their ability to influence the young lives they work with. As Robin Cox so clearly points out:

*‘(The) reality is that young people want meaningful relationships with genuine, empathetic, non-judgmental, caring adults who believe in them and their potential and can often see what the young person is capable of, even when the latter is so confused etc. When the young person is able to connect with that adult (or those adults) and they feel safe and secure, they will fly.’*

- **Outdoor Education – Sports.**

The programme delivered by Glengarry is an outstanding example of how the great outdoors can be utilised for teaching life skills. Lessons delivered in the classroom can be not only re-enforced but also completely embedded into a young person's life.

*‘If learning and change can occur in the adventure experience, then all that is required is for the participants to implement these same changes back in their normal lives’. (Boyle, p 48).*

As with the Wilderness Adventure on Project K, bad habits can be challenged, fears faced and the ‘believe - achieve’ process started.



Sports are also an ideal way of attracting and engaging with young people. The Nintiringanyi Cultural Training Centre have successfully used sports, especially touch football to engage and then build positive relationships with disaffected young people which has been a catalyst for lasting change.

Taking young people into the great outdoors, challenging them and using these challenges to reinforce lessons learned in the classroom actually *works!* I witnessed this both with the Project K students referring to their Wilderness Adventure experiences and also in video interviews with Glengarry students.

## Reflections

I consider my Fellowship a very satisfying and rewarding one. I learned an enormous amount and have brought back with me so much valuable information that I am still unpacking and disseminating it. I still feel as though I am searching for a 'Holy Grail'. All the books I have been recommended to read by the people I have met, the ideas they have given to me to help with my work and the enthusiasm of their commitment has made me realise that these are pieces of a jigsaw and just the beginning of my quest to help young people.

My work with young people has already changed in the light of what I have learned. I now set small achievable goals with the young people I work with and use many examples from the lessons I learned. My priority now is to help build self-esteem and self-efficacy.

I feel very passionately about helping young people to fulfil their potential regardless of their academic ability. The Project K evaluation proves that it works and I shall wait with eager expectation to see the results of the PhD Students research. As Jo-anne Wilkinson (LLB) co-founder of Project K said:

*'We are looking at a larger sample size of 400 to investigate even more deeply into what's working, where and with whom. A doctorate student is looking in to it'.*



Graeme Dingle & Jo-anne Wilkinson founders of Project K

During my meeting with Graeme Dingle (ONZ MBE) Graeme pointed out that in New Zealand before Project K began that:

*'Nothing was particularly successful; there was a lot of activity, a lot of interest. But we actually couldn't find anything that targeted kids headed towards the abyss. And the research showed us that outward bound seemed to work and mentoring worked...' But:*

*'What we couldn't find was the bit that transferred the big life lessons learned out of outward bound into the kid's everyday life and where the kids were at'.*

Project K seems to have filled this gap.

## Conclusion:

North Wales and in particular Llangollen, is ideally situated to take young people out and use the environment to begin the 'believe – achieve' process. Although Project K is a preventative measure '*catching them at the top of the cliff*' rather than '*picking them up at the bottom*' its emphasis on those with low self-efficacy is key. At a recent C.A.M.H conference I attended, the main theme running through all the presentations was that of low self-esteem and low self-efficacy and the negative effects this can and does so often have on young peoples emotional well-being. Having recently presented a talk about my Fellowship to Educational stakeholders in Denbighshire and Conwy a bid has been made to secure funding for a pilot Project K here.

Learning Coaches are ideally placed to help build self efficacy in the young people they work with. The Welsh Assembly Governments Learning Pathways 14 – 19 guidance:

*'...sets out a distinct approach being taken to develop 14-19 provision. This will transform the way young people are educated in schools in Wales. It is based on the fundamental principle that our young people should be given every opportunity to realise their potential and leave school better prepared for life and work'. (Internet, 2010)*

Learning Coaches are part of this approach and I hope that my Fellowship will influence the practice of the Learning Coaches here in North Wales to help achieve this goal.

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